



# Liaison & Transition Policy

If you require this document in an alternative format please contact [office@tssmat.staffs.sch.uk](mailto:office@tssmat.staffs.sch.uk) or 01543 472245

<b>Last review date</b>	July 2018
<b>Next Review date</b>	July 2021
<b>Review Cycle</b>	3 Years
<b>Statutory Policy</b>	Yes
<b>Publication</b>	Website. SharePoint/Policies

## Liaison & Transition Policy

### 1. Introduction

*For the purpose of this policy, the word 'Parents' as a collective noun for parents and carers.*

Children within The Small Schools Multi Academy Trust make several transitions:

- Into the Early Years Foundation Stage
- From Foundation Stage to Year 1.
- From one class to another.
- From KS1 to KS2
- From Year 6 to Secondary School.

Each of these transitions is a unique phase which has its own challenges and expectations. We want our children to experience smooth transitions throughout their school journey so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.

This policy addresses issues of transition at all stages from entry to schools within The Small Schools Multi Academy Trust, to entering secondary education. This policy also aims to:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new year group.
- Make a happy transition from home and/or pre school to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children with special educational needs.

#### 1.1 Principles that underpin our policy

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class/ setting.
- Styles of teaching and learning meet the needs of the children and not preconceived notions of what is appropriate for the next phase/key stage.
- There is a professional regard for the information from the previous setting/ class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

## **1.2 Equal opportunities and inclusion**

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENDCo and may include; 'learning passports', special books, photos of new settings and additional meetings with new teachers/staff.
- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

## **2. Transition from Nursery settings to the Foundation Stage**

### **Aims of Pre-school to EYFS Foundation Stage Transition**

- To provide a smooth transfer from home or pre-school to Nursery and/or from pre-school or Nursery to Reception for both pupils and their parents/carers
- To ensure that the children's emotional well being is a priority
- To ensure good communication between staff, parents and pupils
- To raise parents' awareness of school routines and how to support their child at school
- To ensure that the EYFS assessment information is effectively communicated

### **Implementation**

- Teachers and TAs visit feeder playgroups and nurseries to meet children informally (beginning of summer term)
- 'Stay and Play' sessions will be held with Class 1 to renew and reinforce friendships
- Teacher meets playgroup staff formally to discuss children/ friendships/ issues in summer term
- EYFS records passed from playgroup settings and discussed with staff to inform planning etc; school will use these to identify potential groups needing closer monitoring
- Meetings for parents to explain about routines of the day, dinners, uniform, etc, and for them to ask questions, then to talk informally afterwards
- Information pack and print out of information evening given to parents with practical information and frequently asked questions
- If parents have special concerns, meetings are arranged for them to discuss these within the first few days of school
- Parents are also invited to a formal consultation within the first half term

## **3. Transition from the Foundation Stage to Year 1**

### **Aims of EYFS Foundation Stage to Key Stage 1 Transition**

- To ensure children are school ready.
- To ensure that pupils experience a smooth transition from the Early Years Foundation Stage to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.

- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and pupils about the transition process

#### **Implementation**

- Increase in pace, style and content of learning in Summer Term
- Transition sessions held in new class with new teacher
- EYFS assessment data is passed on

#### **4. Transition in subsequent Years (2 - 6) throughout the school**

- Transition sessions held in new class with new teacher
- Teachers meet to discuss each child – attainment, friendships, SEN, etc.
- All assessment and SEN documents handed up to new teacher
- Class rules, expectations and routines are discussed in first week

#### **5. Transition from KS1 to KS2**

##### **Aims of Key Stage 1 to Key Stage 2 Transition**

- To ensure that pupils experience a smooth transition from Key Stage One and Key Stage 2
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- Where appropriate, to inform parents and pupils about the transition process

#### **Implementation**

- Transition sessions held in new class with new teacher
- Teachers meet to discuss each child – attainment, friendships, SEN, etc.
- All assessment and SEN documents handed up to new teacher
- Class rules, expectations and routines are discussed in first week

#### **6. Transition from Year 6 to any secondary setting**

##### **Aims of Key Stage 2 to Key Stage 3 Transition**

We aim for each pupil's transition to :

- Meet the needs of individuals and enabling them to develop fully e.g. by offering additional summer holiday transition days to children who may need extra support to make a successful transition to secondary school.
- Support pupils to develop the confidence, understanding and skills they need to become increasingly independent learners e.g. enable the children to participate in inter-school music, dance, sport, and mathematics workshops

- Establish and develop an effective communication network and clear channels of communication e.g. close liaison has been established between the Trust and the Year 7 Pastoral Teams from each of the local secondary schools
- Create, maintain and develop systems and structures that support links, partnerships and sustained collaboration between schools e.g. the pupils visit local secondary schools during Year 5 and Year 6 and participate in range of activities to gain an insight into what life is like at a secondary school
- Share and use assessment and other information to plan progression through inviting staff from each secondary school to come to meet their new pupils and by completing all supplementary assessment documentation
- Involve parents in the process e.g. In the Autumn Term of Year 6, parents are invited to attend a transition meeting. During this meeting. Secondary Heads give presentations about their school and what opportunities they can offer the children.
  - Support collaboration between teachers from primary and post-primary schools to share best practice and expertise. e.g. English and Maths teachers work alongside the Year 6 staff to introduce new methods of teaching

### **Implementation**

- Transition days held in new secondary settings
- Intake day (and other absences authorised as requested)
- References and meetings with schools as requested
- SENDCo prepares SEN records for transfer
- End of year reports and SATs results sent on to secondary schools
- Relevant child protection files are transferred on & signed for

## **7. Children joining or leaving the Trust from Year 1 to Year 6**

### **Aims of Transition**

- To provide a smooth transfer from previous setting to the Trust school for both pupils and their parents/carers
- To ensure that the children's emotional well being is a priority
- To ensure good communication between staff, parents and pupils
- To raise parents' awareness of school routines and how to support their child
- All assessment and SEN documents handed to new teacher
- Class rules, expectations and routines are discussed in first week

### **Implementation**

- Individual tours are offered to all incoming parents and children
- Time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings
- Buddy system in classroom to help the new child integrate
- New children assessed quickly by class teacher
- Parents receive a Parent pack with information about the school
- Records from previous school made available to class teacher

- Records sent to new setting
- Time given for transition time in new setting