

**Linaker Primary School
&
Children's Centre
Transition Policy
January 2008**



Linaker Primary School
and Children's Centre

Transition at Linaker Primary School and Children's Centre

Purpose of transition arrangements are as follows:

- In order that the child enters the setting feeling secure and comfortable ,with a level of familiarity
- Staff have an awareness and understanding of the needs of the child ,on entry to the setting, to ensure continuity and progression and avoid any unnecessary anxieties or regression

Key principles on which we operate:

- The collection of information prior to the children starting in a setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child
- Parents and carers will receive written documentation and information relevant to the setting, before the child commences placement.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc (all compliant with Data Protection Act)

How we operate:

Visits prior to the commencement of a *new* placement at Linaker are always encouraged. The length and frequency of these will be decided upon, the age and needs of the individual children and any possibility of separation anxiety. Home visits are available on request.

Parents and carers are given relevant information upon an initial enquiry and given the opportunity to complete 'All About Me' booklets prior to admission.

Children moving settings within Linaker also access visits. The visits are tailored to the child's individual needs and are age appropriate varying: the frequency, length and timings of the visit for effective transition.

Where appropriate , the staff from the current setting, will accompany the visits until the children adopt suitable attachments with the receiving staff.

Where rooms are in close proximity, the children are naturally familiar with faces and places so the transition is eased. There is an awareness of possible anxieties with unfamiliar faces and the move to different locations, therefore, arrangements are made for receiving staff to visit the child/children in their current setting.

Any relevant documentation relating to the child is handed over prior to the commencement of the new placement. (Including any medical information)

Specific arrangements:

The transition from the Wallaby to the Kangaroo room takes place, generally, during the school holidays. All Parents and carers of children admitted to the Kangaroo room are invited to attend an initial meeting, where they are introduced to the foundation staff, the curriculum, any specific arrangements or routines are explained. Parents/carers are given the opportunity to ask questions, or discuss privately, any matters relating to their child, with the allocated key workers.

The intake is staggered in order that the children receive a greater amount of support during the transition period.

Kangaroo/ other pre-school settings to reception

The classes are carefully selected to ensure there is a good gender ratio, mix of abilities and friendship groups are also considered.

A parent/carers information meeting is held in the Summer term. Information packs are distributed, staff are introduced and there is an opportunity to discuss, privately, any matters relating to their child.

Visits to the reception take place over a 4 week period.

The children start reception on a part time basis and build up to full day incorporating lunchtimes.

There is a formal teacher to teacher hand-over meeting. Discussions will focus around the six areas of learning and their individual profiles, Aspect results, alongside any other relevant information.

KEY STAGE 1 and 2

A review day is allocated in the Summer term to analyse data and identify any children needing specific intervention or needing to be moved, added or removed from the SEN register. Gifted and talented register is updated at this time. There is a formal teacher to teacher hand over meeting where academic progress is discussed alongside any other relevant information.

Records of academic achievements are handed to the receiving teacher at the end of the summer term.

At the end of the Summer term children visit the receiving teacher in the allocated room for the forth coming term.

KEY STAGE 1 and 2 New Admissions

Parents and children are invited to visit the school prior to making a decision. The visit consists of:

- A tour of the school and Children's Centre
- Outline of the mission statement
- Strengths of the school and what Linaker can offer.
- Key members of staff are introduced
- Opportunity to ask any specific questions

Admission forms are completed and the current school is contacted to discuss transfer of data, including academic ability and any other relevant information.

The children are assigned a buddy to assist them throughout the transition period. These are carefully considered prior to assignment focussing on gender, friendship groups and practical arrangement e.g. lunchtime procedures.

Children are assessed in the ~~core~~ skills and appropriate teaching groups or intervention programmes assigned, as soon as is practically possible, after admission.

Y6 to High school

The school distributes leaflets to attend all open evenings of local secondary schools. A meeting is held for parents/carers, early in the Autumn term explaining the need to make an informed decision. The application process, to Secondary school, is explained alongside admission criteria.

The school actively encourages link projects with local secondary schools.

A meeting is held between the Year six teacher and the Head of Year 7 and SENCO.

Discussions focus around predicted Key stage two outcomes, friendship groups and other relevant information.

In preparation for the demands and changes in high school the transition is eased in the following ways:

- Children are set for Maths and English in key stage 2
- A 'round-robin' approach to some foundation subjects operates on two afternoons a week, this gives the children the experience of moving from class to class and exposure to a variety of teaching staff in preparation for timetabling in High school.
- Y6 are also given responsibilities around the school and a high profile is placed on completion of homework tasks to the given schedules.
- All children attend a taster day in the Summer term at their receiving High schools.
- Children with a current statement and are to attend a resourced provision are taken to the receiving school and accompanied by staff from Linaker.

Admission to the MLD unit

All relevant paper work is analysed and discussed by the SLT to agree if the placement is appropriate.

Children are visited in the current setting and discussions take place between professionals involved.

A series of visits are planned, which are tailored to the needs of the individual.

The children have a tailored, supported, phased programme of integration that is reviewed early on admission. A child who will be returning to mainstream provision has an incremental integration programme.

ADMISSION TO KIDS CLUB

All children accessing Kids Club are formally registered and any relevant information is discussed with staff.

The arrangements are flexible to meet the needs of the child and family commitments.

Feed-back is given to parents/carers on a daily basis during the 'settling-in' period.

Specific arrangements for 4/5 year olds

During the transition from Kangaroo room to the Reception the children access wrap-around care in the Kangaroo room. The children have a series of visits to the Kids Club and are fully integrated into Kids Club by half term of the Autumn Term.

Specific arrangements for children with English as an additional language

During the admission process the amount of English that the parent/carer is assessed and the use of a translator is sort if deemed necessary.

The admission form which has been translated into Polish is utilised, alongside other relevant admission information e.g. uniform and absences

Children are assessed for their competence in English as soon as is practically possible after admission and relevant intervention programmes utilised.

A phased entry into school ,with the support of Parents/Carers, is discussed at the admission stage and is planned for with regular review dates set, these are tailored to individual needs.

Policy produced :Jan 2008

Review date :Jan 2010