



Thorpepark Academy

# TRANSITION POLICY



1	Summary	Transition policy			
2	Responsible person	Tracey Johnson			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	SLT			
7	Approved by and date	Caroline Knight 12.09.24			
8	Version number	6			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Introduction

At Thorpepark Academy, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond Thorpepark Academy.

### **Definition:**

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

## 2. Implementation of the policy

### **2.1 Aims:**

At Thorpepark Academy we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support all children towards independence and develop their 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 or English as an Additional Language.

At Thorpepark Academy, pupils will experience many different transitions:

- Little Jumping Beans
  - Moving from Little Jumping Beans to Jumping Beans (FS1)
  - Moving from Jumping Beans (FS1) to Reception
    - Moving from Reception to Year 1
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- Movement from class to class
- From Year 6 onto Secondary School Each of these transitions is a unique phase which has its own challenges and expectations.

## **2.2 Transition from Home to Little Jumping Beans (September, January and April intake)**

- The Local Authority supply funding to those children eligible for the 2-year funding. The Local Authority then send a funding letter to parents/carers.
- Parents/carers take the funding letter to the nursery of their choice. Thorpepark Academy office takes a copy of the letter and details of parents/carers. This is then passed onto the nursery manager.
- The nursery manager then contacts the parents/carers to arrange a home visit. During the visit the children and parents/carers have the opportunity to meet some of the practitioners in the setting and begin to build relationships with them. Parents/carers fill out all consent/applications forms during the visit, they have the opportunity to inform practitioners about any allergies, SEND, EAL, social care involvement and anything else they need the school to know. During the visit parents/carers are provided with an option letter to choose which session they would prefer their child to attend (mornings or afternoons).
- The nursery manager then sets up several stay and play sessions so the children have the opportunity to visit the setting with their parents/carers to familiarise themselves with their new environment.
- Once sessions have been allocated parents are written to, to confirm a start date and if their child will be attending mornings or afternoons. A welcome booklet is provided which includes photos of the staff in the setting.
- Additional SEND meetings are set up to discuss additional needs and further requirements, including medication if necessary.
- On their first day parents/carers are given a courtesy phone call to let them know how their child has settled.
- The nursery manager purposely waits a couple of weeks until allocating a Key Worker. Once children have settled and have naturally gravitated towards particular adults the nursery manager will allocate each child with a Key Worker to promote close relationships.

## **2.3 Transition from Little Jumping Beans/Home to Jumping Beans/FS1 (September, January and April intake)**

- Parents complete a '3 year nursery form' if they want their child to start in Jumping Beans.

### **Children who have not attended Little Jumping Beans:**

- The nursery manager arranges home visits to meet the children and their families who are due to start and have not attended Little Jumping Beans. This provides an opportunity for children who are new to Thorpepark Academy to meet some of the practitioners in the setting and begin to build relationships with them. Parents/carers fill out all consent/applications forms during the visit, they have the opportunity to inform practitioners about any allergies, SEND,



EAL, social care involvement and anything else they need the school to know. During the visit parents/carers are provided with an option letter to choose which session they would prefer their child to attend (mornings or afternoons). Parents/carers also receive a transition booklet with all relevant information that they need to know. An activity booklet is also given for the parents/carers to complete with their child.

- The nursery manager then sets up several stay and play sessions so the children have the opportunity to visit the setting with their parents/carers to familiarise themselves with their new environment.
- Once sessions have been allocated parents/carers are written to, to confirm a start date and if their child will be attending mornings or afternoons.
- Finally, children are allocated a Key Worker when they start in Jumping Beans and parents/carers are notified who it is.

### **Children who have attended Little Jumping Beans:**

- Parents/carers of children who have attended Little Jumping Beans are notified when their child will be moving to Jumping Beans.
- Parent/carer meetings are set up to provide opportunities for parents/carers to meet practitioners from Jumping Beans. During the meeting they are provided with an option letter to choose which session they would prefer their child to attend (mornings or afternoons). First choices are allocated on a first come, first served basis. Parents/carers complete any additional consent forms and receive a transition booklet with all relevant information that they need to know. An activity booklet is also given for the parents/carers to complete with their child.
- Children are then offered lots of opportunities to visit their new setting with their Key Worker/familiar adult from Little Jumping Beans. This allows them to familiarise themselves with their new environment and meet their new teachers/Key Workers.

Jumping Beans' practitioners also visit the children in Little Jumping Beans (in an environment they are confident/comfortable in).

- Both nursery managers from Little Jumping Beans and Jumping Beans hold a transition meeting to pass on all relevant information including: graduate response documents, behaviour plans, medical plans, assessments, parent information and safeguarding.
- Once sessions have been allocated parents/carers are written to, to confirm a start date and if their child will be attending mornings or afternoons.
- Finally, children are allocated a Key Worker when they start in Jumping Beans and parents/carers are notified who it is.

### **30 Hour Places**

- Jumping Beans offer 30 hour places. These are allocated at a first come, first served basis. Information is sent out to parents/carers who may meet the criteria and are directed to visit the government website to apply for a 30 hour code. Once they receive a code parents/carers need to pass this information onto the nursery manager who contacts the Local Authority. Parents/carers are notified if their child has been allocated a 30 hour place.



Parents/carers are notified that it is their responsibility to reply every 3 months to ensure their child can continue to access the additional funding.

#### **2.4 Transition from Jumping Beans (FS1)/home to Reception**

- Parents/carers of children who are due to start in Reception and have applied for a place at Thorpepark Academy will receive confirmation in April directly from the Local Authority.

#### **Children who have not attended Jumping Beans:**

- Once the school has received confirmation from the Local Authority of who has been allocated a place at Thorpepark Academy the EYFS lead arranges home visits to meet the children and their families who **have not** attended Jumping Beans. This provides an opportunity for children who are new to Thorpepark Academy to meet some of the practitioners in the setting and begin to build relationships with them. Parents/carers fill out all consent/applications forms during the visit, they have the opportunity to inform practitioners about any allergies, SEND, EAL, social care involvement and anything else they need the school to know. Parents/carers also receive a transition booklet with all relevant information that they need to know. An activity booklet is also given for the parents/carers to complete with their child, the booklet includes a photo of their new class teacher for them to look at through the summer.
- The EYFS lead then sets up several stay and play sessions so the children have opportunities to visit the setting with their parents/carers to familiarise themselves with their new environment.  
Transition sessions/a part time timetable is organised for the first week of term in September. Parents/carers are notified which sessions their child will attend. This helps the children to settle in their new environment

#### **Children who have attended Jumping Beans:**

- Once the school has received confirmation from the Local Authority of who has been allocated a place at Thorpepark Academy the EYFS lead arranges parent/carer meetings to meet the children and their families who **have** attended Jumping Beans. Parent/carer meetings are set up to provide opportunities for parents/carers to meet the teachers in Reception. Parents/carers complete any additional consent forms and receive a transition booklet with all relevant information that parents need to know. An activity booklet is also given for the parents/carers to complete with their child, the booklet includes a photo of their new class teacher for them to look at through the summer.
- Transition sessions take place throughout summer 1 term. Children visit Reception with their Key Worker/familiar adult from Jumping Beans. This allows them to familiarise themselves with their new environment and meet their new teachers/ASA's.
- Transition meetings are held between the nursery manager and Reception teachers. All relevant information is shared including: graduate response documents, behaviour plans, medical plans, assessments, parent information and safeguarding.



- Transition sessions/a part time timetable is organised for the first week of term in September. Parents/carers are notified which sessions their child will attend. This helps the children to settle in their new environment.

### **2.5 Transition between classes from Reception to Year 6:**

To ensure a smooth transition from one year group to the next, children move up to their new class for a day before the end of the Summer term. This early transition is made to ensure that children do not suffer any anxiety over the summer holidays about the expectations of their new class and teacher. It also gives children the opportunity to familiarise themselves with their new working environment, teacher expectations, peers, routines and timetables. This transition day also gives parents the opportunity to talk to their child's new teacher, share any concerns and become familiar with any changes into the daily routine.

- Transition meetings are held between the child's current teacher and their new teacher. All relevant information is shared including: graduate response documents, behaviour plans, medical plans, assessments, parent information and safeguarding
- Letters are sent out to parents and children from the child's new class teacher. This is to introduce themselves and provide any other necessary information

### **2.6 Transition to Secondary Education**

- When children enter Year 5, they will begin to gain some initial experience of secondary school life. Occasional visits to nearby secondary schools are planned for children in Years 5 and 6. Staff from our nearby secondary schools visit Thorpepark Academy to meet with children, lead curriculum activities, answer questions and liaise with Thorpepark staff.
- Children transfer to secondary education at the end of Year 6. Most children from Thorpepark Academy transfer to Sirius North Secondary School. Information from the secondary schools will be sent to all parents/carers of Year 6 pupils during the Autumn term. Parents/carers may express a preference for any secondary school of their choosing but places cannot be guaranteed. Parents should note that it is very important to return the Expression of Preference form to the Local Education Authority, as children may be allocated a place at a secondary school that is not the preferred choice. Appeals to change the allocated secondary school place allocated should be made to the Local Authority.
- Children and their families are invited to open evenings at the local schools during the year.
- Applications for secondary placements are submitted in October
- Parents and children are notified of the allocated places at the beginning of the following March.
- During the Summer Term, the children are invited to attend a short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- We provide a transition unit in PSHE. This gives pupils the chance to discuss and portray any anxieties about the upcoming changes.



- A group of vulnerable children are given additional support through early transition. This group of children spend additional time at their new school during the Summer Term prior to the main transition days.
- The Year 6 and 7 teachers from the feeder schools liaise to create a profile of each pupil and assessment data is shared.
- Year 7 teachers often come to our school to meet with the Year 6 pupils in the Summer Term. The children have the opportunity to ask questions to alleviate anxieties.

### **2.5 Children joining at different points in the year**

- Once places are allocated, admin staff contact the family to agree start date and to invite them to look round the school
- Once started, they are provided with an admission pack and the admin team contact their previous school to inform them.

### **2.6 Children leaving at different point of the year**

- All records are passed on promptly – including SEN records and any information related to safeguarding