



ST MICHAEL & ST JOHN'S R.C. PRIMARY SCHOOL CLITHEROE

TRANSITION POLICY

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Statement of Intent

At St Michael and St John's R.C Primary School, we recognise that the key transition points, entering new situations across the school and starting a new school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child and to ensure that all children, regardless of their background, abilities, or needs, receive equal opportunities and a positive transition experience.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. We ensure that the pace, variety and quality of learning and social experiences are consistent through potentially unsettling transition periods so that children can continue to make good all-round progress and have a clear understanding of the new expectations.

Inclusion

We provide equality of opportunity and inclusion by:

- Embracing diversity and fostering awareness of different cultures and socioeconomic backgrounds.
- Providing individualised planning and collaborative support for children with SEND and English as an additional language.
- Providing children with opportunities to share their thoughts regarding transition throughout the school year.

- Ensuring continuity of learning styles between year groups in order to engage all learners.
- Ensuring continuity and progression of the curriculum across each year group and phase.
- Ensuring that expectations for behaviours for learning are consistent across school.
- Ensuring that our School Values and Rights of the Child are applied consistently across school.
- Ensuring that all pupils records are passed on and discussed with the new year group teachers.
- Use Summer pupil progress meetings to discuss and agree attainment and progress levels for each child.

Staff Responsibilities

- Follow school Teaching and Learning policy, Behaviour policy and all curriculum policies to ensure consistency of approach across the school.
- Participate in pupil progress meetings at the end of summer term to ensure that all pupil data is ready for a smooth start to the Autumn term.
- Meet together, at the end of summer term for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets and using learning plans where relevant.
- SEND and support staff feedback on progress and development of target pupils.
- Ensure, wherever possible, that there is a targeted use of support staff to aid the transition process, and maintain academic progress.

Entry to Pre-School

The following steps are taken to ensure that both the child and the parents are confident, informed, happy and relaxed about the school:

- School visits are offered to any parent considering sending their child to St Michael and St John's RC Primary School.
- School welcome packs are given to all parents/carers.

- Teachers prior to children starting, where appropriate, undertake home visits, this is an opportunity to meet the family and child in their own setting so they feel comfortable to discuss their child and any worries about the transition. This also gives the teacher the opportunity to find out likes/dislikes, toilet training support, if their two-year check went ok and if any agencies are involved, such as SALT.
- Staggered induction of children can be offered if there are any concerns as to how the child will settle.

From Nursery or Pre-School to Reception

In order to make the transition to full time school as smooth as possible the following is considered:

- Summer term stay and play and a lunchtime experience for families to familiarise themselves with the reception learning environment.
- Induction evening held in the summer term for parents/carers to attend to find out information about St Michael and St John's and what their child will be doing in EYFS.
- New to school children will have three induction sessions in the summer term to meet each other and the teachers. This gives the opportunity for discussions around any worries parents may have.
- For new to school children, there is an exchange of information- school welcome pack, admission form and any prior nursery records.
- Nursery visits are undertaken by teachers, prior to the child starting.
- Teachers accompany children to the dining hall and help forge a relationship between the children and lunchtime staff.

Reception to Year 1 (Key Stage 1):

At the end of Reception: -

- Whole class activities at tables are introduced to help transition children to the more formal style of learning in Year 1.
- Transition meetings between Reception and the Year 1 teacher are held in the summer term. All EYFS assessment results are passed up.
- Insight data is used to provide evidence of the previous year's progress and attainment.
- Phonics tracking is shared with the Year 1 staff.

- Pupil progress meetings are held at the end of summer term between the reception teacher, Headteacher and SENDCO to ensure provision is adapted accordingly for any SEND children or children with additional needs.
- Children on the SEND register have a learning plan to help the transition process developed by the SENDCO and class teacher.
- Pupil voice is used to ensure the children's concerns are addressed.
- All children visit new classes and work alongside their new teachers in the summer term.

At the beginning of Year 1:

- Familiar staff from EYFS are on hand during the first few days of Year 1 to help settle children.
- Year 1 teachers use the EYFS guidance to inform their teaching for some children (summer born, SEND, EAL etc).
- Opportunities in the first half term for child-initiated learning, both inside and outside the classroom are made.

Transition from Primary (KS2) to Secondary (KS3):

- Children attend the common induction days organised for Lancashire County Council for all children transferring to the local high schools- this helps them to become familiar with their new surroundings.
- Induction days are also available for 'out of borough' schools and private schools.
- Tutors from the high schools visit to meet formally with the Year 6 teacher, SENDCO and DSL.
- Children take part in workshops organised by the high schools- this gives the opportunity to meet other children starting in Year 7.
- Vulnerable children (SEND, PP etc) receive additional support before and after transition.
- Pastoral support is available for all children.
- Children take part in transition work undertaken in the second part of the summer term as organised by the class teacher and Headteacher.

- Transfer of records to high schools takes place by the end of the term.
- The Headteacher and SLT staff members from some high schools visit the school to meet parents in the Autumn term at St Michael and St John's

Continuing Professional Development:

- Reception and Year 1 teachers know what the EYFS profile contains and how to interpret it.
- Reception and Year 1 teachers know how the EYFS curriculum links to the National Curriculum.
- Reception and Year 1 teachers are confident in making assessments through the observation of the child.
- Reception and Year 1 teachers plan collaboratively checking that continuity and progressions are evident from Reception to Year 1.

Monitoring and Review

The policy will be reviewed annually or sooner if there are changes to guidance and framework.

Related Policies

- Assessment
- Behaviour
- Equal Opportunities
- EYFS
- Key Worker
- Intimate Care
- Nappy Changing
- Inclusion
- Marking and Feedback
- Special Educational Needs
- Teaching and Learning

Date: 1.9.2026

Signed on behalf of School: Z. Mabbott

Signed on behalf of Governing Body: K. Downes