



Transition Policy 2025-2026

1 Definition

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process we use at Coldfall Primary School to support our children in settling in to their new learning environment in preparation for the next step of their educational journey. Children make a number of transitions as they enter, move through and leave the school.

2 Aims and Objectives

We want our children to experience smooth transitions so that the pace and quality of learning are maintained ensuring that children continue to make the very best progress. We also want children to feel happy, cared for and settled. This policy aims to make the changes that occur as seamless as possible and to enable children to confidently cope with each stage. The school will ensure that relevant information from parents/carers, staff, any involved outside agencies and the children themselves is acknowledged and acted upon and that it will also help parents/carers to help children to prepare for the new phase ahead.

3 Principles

We aim to link approaches to teaching and learning as children transition from one stage to the next. Planning is based upon assessment information, teacher judgement and external professionals' input (if appropriate) from the child's previous class or setting. The style of teaching and learning is age-appropriate and/or aims to meet the needs of the children at that point in time and there is a professional regard for the information from the previous point of learning. Transition should be motivational for the children and maintain the quality and pace of education they are familiar with to facilitate good progress. Parents/carers and children are to be kept informed of the process and be actively involved.

4 Joining our Nursery

Telephone conversations, online meetings or in person meetings are arranged to understand the child before starting our Nursery. To assist in this, Coldfall's office staff will also send out a questionnaire to parents/carers to be completed. Where possible, a staff member will visit children in their pre-school setting/nursery, to gain further insight into the child's needs and interests.

All Nursery children are invited to a stay and play session with their parents/carers during the summer term, before they start our Nursery in September. Before their start date, parents/carers also attend a meeting with the Nursery Teacher, where they are able to share information about their child and the teacher shares key information about the



Nursery. On their first day, Nursery children stay in class for up to 3 hours. If they are ready, they may then stay for their full hours after the first day.

5 From pre-school/Nursery to Reception

Where possible, telephone conversations, online meetings or visits to previous settings will occur. Our staff will observe, talk to key staff and review SEND support plans and other relevant documents. Coldfall's office staff will send out a questionnaire to parents/carers so that we can further understand the child.

Our Nursery children at Coldfall moving to our Reception will visit their new classrooms and playground and spend time with their new adults. We also invite SEND children and their parents/carers to 'play and stay' sessions during the summer term, where they meet and talk to staff; meet some of the other children; and are allowed to explore the indoor and outdoor environment and the resources therein. When the children start in September, they have 5 half day sessions without parents/carers. After this, most SEND children will be ready to stay for a full day. As below, if this is not the case, staff and parents/carers will review this and plan to support the child. Arrangements that are put in place will be reviewed weekly.

At the beginning of the school year, Reception staff have meetings with parents/carers and the new Reception child. Parents/carers are invited to share information about their child on this visit which is recorded by the class teacher.

General school tours are arranged through the school office and individual tours of the school are offered to all incoming parents/carers of SEND children, to help them become familiar with their new school. There is also a social story booklet with photographs of staff and places in school available for new arrivals. Reception parents/carers receive a 'Parent/carers' Pack' with information about the school and its procedures.

Parents/carers have the opportunity to meet the receiving teacher at the school's Exhibition Evening which takes place afterschool in the Summer term. Also, in the Summer term, our Nursery children will visit their future Reception classroom (accompanied by their Nursery adults) and they will also spend a morning or afternoon with their new adults to become familiar with the environment, and lesson structure and begin to establish relationships. Our teaching staff meet to discuss the children's progress. The nursery staff inform the future teacher of the child's level of ability, Special Educational Needs and Disabilities and any other information relevant to the well-being and development of the child.

A meeting for all parents/carers at the start of the school year is arranged to explain the teaching of the EYFS curriculum. This will be led by the Headteacher and Early Years Lead and provides another opportunity for families to ask questions. Parents/carers are also given information when assigned a class on uniform, attendance and Pupil Premium along with practical advice on starting school. Parent/carers receive a pack of all necessary forms such as medical/ photographs/ permissions etc.

In September, all children will at first start to attend either a morning or afternoon session for a week. This will then increase and children will attend full-time (8.50am-3.20pm).

Children begin attending school full-time during the September of the school year (September – August) in which their 5th birthday occurs.

A baseline record is completed within the first few weeks of entry to the Reception class – this will also highlight the need for any early intervention.



6 Review of attendance during this transition period

When children start school they will be at different stages of development and this includes the time it may take to settle into school routines away from siblings, parents/carers and other family members. Transitioning away from being in a smaller family environment or a smaller pre-school setting or nursery to a 3 form-entry school and busy classroom environment with the other demands of school life can seem more challenging for some children. For this reason, children are sometimes ready to stay for a full day at different points during this initial half term/term. If we feel your child may benefit from a longer settling in period (e.g. a soft start or end) staff will discuss this with you.

The transition plan will be reviewed weekly and agreed for another week.

7 From Reception to Year 1

In the transition to Year 1, children move from a play-based approach to learning to the demands of the National Curriculum. The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's transition. The Autumn term continues the theme of a play-based curriculum that the children are familiar with. Although Year 1 is the first year in which the National Curriculum is followed, we aim to slowly ease the children into its structure so that we build on their development of independent learning skills established in Reception through natural progression. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the children move from Reception into Year 1:

Teaching staff meet to discuss the children's progress. Reception staff inform the future teacher of the child's level of ability, Special Educational Needs and Disabilities and any other information relevant to the well-being and development of the child. A print out of Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved is shared as are pupil groupings, support work, friendships and anything else considered relevant.

The children will visit their future classroom (accompanied by their Reception adults) and they will also spend a morning or afternoon with their new adults to become familiar with the environment, and lesson structure and begin to establish relationships. They will also see the hall where they will attend assemblies and have lunch and their new playground as this is something different from their year in Reception.

8 Transition in subsequent years throughout the school (Year 1 to Year 6)

Teachers meet in the summer term to discuss individual children and their progress at a timetabled transition meeting. At these meetings, individual children are discussed to ensure the receiving teacher has a good understanding of the learning, pastoral needs and additional needs of each of the children. Children's progress through Target Tracker, intervention data and PPR forms and other assessments is shared. This data informs the child's next teacher of targets and learning goals and academic performances for the following year. Other relevant documents are also shared e.g. medical etc. (See Appendix 1 – Handover pack).



All children visit their new classrooms (accompanied by their current classteacher and TA) and if appropriate extra visits to explain other changes e.g. the lunch hall to show their new lunch table. Some children may do additional transition activities about change, positively managing this and sharing more about themselves with their new adults. The children will work alongside their new teachers for half a day during the summer term.

Parents/carers have the opportunity to meet the new teacher at the school's Exhibition Evening which takes place afterschool in the Summer term. Parents/carers of children with EHCPs will attend Exhibition Evening slightly earlier so it is a quieter and calmer environment to again meet their new teacher again and new classroom. Parents/carers of children with EHCPs will also have an additional opportunity to meet the new classteacher and TA to discuss any pertinent information - this may be in the Summer term and/or as the child settles in the Autumn term.

Each term parent/carer outlines are sent out. These detail more about the children's learning. During the first weeks of the Autumn Term, the classteacher will hold a class meeting which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year. As above, the Classteacher and Teaching Assistant are always available before and after school to chat to parents/carers informally – they are proactive in talking to parents/carers about issues and sharing information. Formal Parent/carer meetings can be arranged via emailing the school office or speaking with the classteacher. Parents Evening appointments are twice a school year and SEND Support meetings for those on the SEND Register are towards the end of each term.

9 Transition from Year 6 to Year 7

Year 6 parents/carers are informed about secondary school open days by secondary schools. Markfield and other organisations can support the completion of secondary school applications. Coldfall will email support during this time.

From the beginning of summer term, some Year 6 pupils may be met by the Head of Year 7/ Pastoral Lead/form tutor/SENCo from their proceeding secondary school. Relevant Coldfall staff, e.g. the year 6 classteacher, will also meet with these adults. If these visits do not happen, telephone calls and online meetings would be arranged. Additionally, the SENCo and a member of the Pastoral Team will attend a transition day with Haringey secondary schools where information about relevant children will be shared.

Further sharing of information may include completing forms for each secondary school per child; stating their SATs level, sharing our Myconcern chronology, CP status etc.

Secondary schools generally hold transition days and there are also

When secondary places are confirmed, some children may attend extra settling in days to support the transition e.g. children with social and emotional needs or children with EHCPs. This will be a decision of parents/carers and Coldfall. It may be arranged for the parent/carer and/or a member of current staff to attend the extra transition day if needed, alongside being supported with a social story about starting there.

Most of the summer term is supporting transition for the children and is a big focus within class; how to organise home learning, time management, travelling alone, school maps, understanding timetables, etc. The Learning Mentor may support some children further



with this. The children are also given a leavers assembly to support them in finishing primary and being ready for secondary, as well as a leavers performance and a school disco. All files are shared with secondary schools as part of good practice and sharing of information to support a smooth transition.

10 New Children Joining Coldfall (Year 1 to Year 6)

Before starting Coldfall, Petia Petrova, our Office Manager, will support the family with admin and other arrangements including school uniform, school dinners, our policies and procedures e.g. what to do if your child is sick/has an appointment etc and setting you up on our school systems (Arbor). Petia also ensures that all necessary records have been received from the previous school, this includes confidential files and safeguarding concerns.

Individual tours of the school are offered to all new children and parents/carers during which they will meet the class teacher and look around the school and their new classroom. Rules and routines will be explained e.g. The Golden Rules.

Alex Sapirstein, our Learning Mentor, welcomes new children and their families to Coldfall School. This includes checking in with the children to see how they have settled and liaising with the classteacher. Alex and the classteacher will also set up a buddy system pairing the new child with another child to support them with settling in.

New children are assessed by the classteacher and if appropriate the SENCO to provide a 'baseline' from which this year's progress will be measured. We will also look over attainment and information from the previous school.

Where children are EAL (have English as an additional language), the level of their English language will be assessed to help set up language support if and as needed.

Work may be adapted to support the child and high-quality teaching delivered to ensure learning and progress. The classteacher will continue to monitor how the child has settled and check in with parents/carers.

11 Transition for all

All classes have a classport that details a snapshot view for all children in the class e.g. left handed. All classes also have a SEND folder that includes Pupil passports, SEND plans and EHCPs as well as other key documents and a medical folder. This all helps new adults to know and understand key information about the class/each child.

In the Summer term our Personal, Social, Health Education (PSHE) curriculum, which is taught by our PSHE teachers, covers the topic 'Changing Me'. These lessons support transition and include lessons on physical changes, environment changes, celebrations and preparing for the year ahead. For more information see the 'Personal, Social, Health Education and Relationships Sex and Health Education Policy'.

12 Equality, Diversity and Inclusion

Children and parents/carers are actively involved in all transition processes that take place and their perceptions about transition are explored and valued. Measures are taken to ensure that children with additional needs experience a similar ease of transfer as other children. We aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment



because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

This policy will be updated as required.

Appendix 1 – Handover pack

Coldfall Handover

Attainment

- **Phonic results for EYFS and KS1**
- **Target tracker - attainment results**
- **Book band levels**
- **PUMA (Maths) and PIRA (Reading) assessments**
- **Writing levels**
- **Other learning needs e.g. handwriting difficulties**
- **Intervention information shared – what intervention, pre and post data**

SEND Folders passed on with all documents as appropriate (*EHCPs, SEND plans, Pupil passports and other reports from professionals*)

Share:

- **Classport**
- **EHCPs**
- **SEND Support Plans**
- **Diagnosed needs** – *all reports are in their SEND folder (read recommendations)*
- **Referrals made** - *all referrals are in their SEND folder*
- **Pupil Passports**

Questions to discuss/think about:

- **What strategies work well for the child?** *e.g. repeated instructions, positive praise, extra time/reader/quiet space in assessments, fidget aid, noise cancelling headphones, non-verbal cues, quiet space*
- **What strategies do not work well for the child?**
- **Rewards and Sanctions** *e.g. adaptations to behaviour policy, personalised sticker chart, photocopy and send home best piece of work weekly, 3 favourite things of the day, a happiness book*
- **Share information on friendships**



- **Seating arrangements** *e.g. near to CT at the front, away from the window/door*
- **Soft start/end to the day**
- **Routines/special jobs** *e.g. helps with the lunch trolleys, morning fruit collector, Maths mentor/helper for Year 2 in Maths, Friday send a piece of work home, reads through visual timetable and in charge of changes*
- **Communication with parents/carers** *e.g. Home School Communication Book*

Pastoral Handover Support

- Any history of bullying/relationship issues within the class
- Pupils with parents/carers who have divorced/split up recently
- Pupils who have lost a parent/carer or who have a parent/carer with a serious illness
- Pupils who have extra provision e.g. see a play therapist or school counsellor

Books

- Pass on books
- Completed books to go home