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# Transition and Induction Policy



<b>Policy Document Status</b>			
<b>Date of Policy Creation</b>	4 April 2023	<b>Chair of Governors</b>	Gill Stubbs
<b>Adoption of policy by Governing Board</b>	15 May 2024	<b>Executive Headteacher</b>	Denise Garner
<b>Inception of new Policy</b>	16 May 2024	<b>Governor/Staff Member Responsibility</b>	Jenny Gascoigne/Shelley Thursfield
<b>Date of policy review</b>	April 2026	<b>Day Care Manager</b>	Shelley Thursfield

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### **What is transition?**

Transition is the change a child encounters moving from one familiar setting (including home) to another. Some children by the time they have reached school age may have experienced several transitions which will have helped them to adapt their thoughts, feelings, and behaviour to meet new expectations.

These transitions may have included:

- Transition between rooms in a nursery.
- Transition from one provider to another during the week.
- Transition from a childcare provider to a school.
- Transition from class to class.

Some children may not have experienced several transitions so may find transition from home to school more difficult. This is why we believe a home visit is important for every child when they transfer into our Nursery or Reception Classes. It is important for a child to meet their teacher or key person for the first time in an environment where they feel safe and happy.

Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting.

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses, principles, and procedures, planning and assessment as well as classroom organisation and teaching styles.

### **What is induction?**

Induction is the policies and procedures to ensure children and their families receive a smooth transition into our school and Nursery settings.

## **1. Key principles for good practice in supporting successful transitions.**

### **Unique Child**

- We recognise that all children, can be vulnerable at times of change, particularly those with additional needs for example those with a Special Educational Need & Disabilities (SEND) or a child in care. Planning for these children will need additional, flexible support.
- We understand we need to prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

### **Positive Relationships**

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers, and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process.

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- Working together is an essential element of an effective transition. Settings and schools must work together, to establish a clear understanding of one another's aims, purpose, and philosophy.
- We offer a range of opportunities for parents and carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

### **Enabling Environments**

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time.
- The emotions that come with change can be successfully handled by children when the nursery and school have a clear, welcoming procedure.

### **Children Learn and Develop in Different Ways and at Different Rates**

#### **We ensure that:**

- Consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning.
- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class or setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase or key stage.
- There is a professional regard for the information from the previous class, room, setting or phase.
- Children can enjoy new approaches at transition.
- Transition motivates and gently challenges children.
- Staff allocation gives particular attention to the needs of the children.

### **Involving Parents and Carers in the Transition Process**

To develop a shared understanding and an equal partnership, communication between setting, school, parents, and carers is essential during the transition process.

Parents and carers are their child's first and foremost educators.

- We will listen to what they can tell us about their children and accept that as parents and carers, they have a wealth of knowledge that we would do well to heed.
- We will gain knowledge about a child's ethnicity, language and dialect, community, and locality so we can offer them familiar sights, sounds and experiences that will help them settle. Sending a child to a new setting or class can be a daunting experience for parents and carers as well as children.
- Many parents and carers bringing their children to a setting for the first time may have unhappy memories about education and institutions. It is vital that we put ourselves in their position and look closely at how we can make our settings and

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schools welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children.

- We recognise that parents and carers are keen for their children to be happy and successful at school.

Parents want to know that:

- their child will be safe and nurtured.
- the school and nursery will value the learning from home.
- the school and nursery will respond to and value children's cultural background.
- the school and nursery will respond to the needs of the child – particularly if they have a disability physical or physiological for example autism, dyspraxia etc.
- the school and nursery will get to know each child and respond to their uniqueness.

We will involve a parent or carer fully in the transition process to reduce anxiety for them and for their child.

### **Children with Additional Needs**

The current SEN Code of Practice defines *'a child with a learning difficulty as a child who has greater difficulty learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age'*.

Transition should be seen as a process which involves parents and carers, the child's current setting and the receiving nursery or school.

A child's transition from home to a nursery or school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development.

Periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting or school.

- During a child's time in our federation the Special Educational Need Coordinator (SENDCo) and the child's key person in Early Years or a teacher in school will plan regular meetings with parents or carers to discuss a child's needs and/or to facilitate any necessary liaison with other professionals.
- In preparation for a transition a meeting for parents will be arranged with the SENDCo and where appropriate, other professionals who may be supporting a child.
- If a child is going through an Educational Care Needs Assessment (ECNA). The transition meeting will be a partnership between parents/carers and either the current setting or new setting or school.
- Outside agency reports and records such as completed and current Individual Provision Maps (IPM's) or Educational Health Care Plans (EHCP) are an

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important addition to the child's transfer record and will be passed to the school or new setting when a child moves. Meetings will also take place to share information and plan for possible additional transition visits for the child.

- Medical and care needs (Individual Health Care Plan) and any relevant adjustments that may be required will also be discussed at the transition meeting.
- This preparation arrangements are planned during the transition meeting at the child's previous setting if starting nursery or school, or with the receiving setting or school. Any additional support such as a new resources or training for staff or a tailored admission plan to ensure a smooth transition.

## **2. Oakengates Nursery transition arrangements**

### **Babies and toddlers new to Nursery**

- Up to four dates are arranged for settles with the parents. These can consist of a home visit, time spent for the parent and child in the room this can be flexible to incorporate the different routines. These settles will be arranged to cover most aspects of the child's day if the child is to receive full day care.
- When the settles are arranged with the parent, an 'All about my child' booklet will be shared so we get to know the uniqueness of each child.
- One settle will be an hour allowing the parent to play with their child in the room, so they get to know the key persons and the environment.
- One settle to allow the parent to meet with the room supervisor to discuss the 'All about My Child' booklet and complete any health care plans to ensure all the child's needs are met. This could take place in the family home.
- Parents can take up the option to have additional settles which will cover wrap around sessions such as breakfast, lunchtime, or high tea.
- When the parent is invited into the room for additional settles, if the child is settled and not dependent the parent will be encouraged to leave the immediate area. This will allow the child time to familiarise themselves with their key person and the environment while sensing their parent's presence close by.
- More settles may be needed to be arranged if a parent and key person feel this would be beneficial to the child's emotional well-being or needs.

### **Preparing for transition**

#### **We will:**

- Prepare the child in advance for the transition by talking and looking at transition paperwork, introducing them to staff in the room and the key person.
- Ensure all preparation for the child is implemented before the transition e.g. coat peg name, name cards, sleep bag.
- Ensure all staff are familiar with any necessary information on the child.
- Being flexible with the working of the room to meet the child's needs.

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- Ensure parents have met the new key person and all staff in the room. They will be told about how the room works and the rhythm of the day.

### **Transition from Nursery to school.**

- Early Years Foundation Stage transfer records are completed on each child going to school and sent to their chosen school.
- Transition books of local schools are provided to help children to get to know their new school, especially following a visit to the school.
- A child's future teacher is invited to our setting to see the child in the nursery environment and to talk about how our room works and to chat with the key person about the child's uniqueness.
- Invite a child previously attending our setting, who is at school, to talk to the children about their experience of school life.
- Display photos of children in their new school uniforms and provide and read books about starting school.
- When the parents are informed of their child's new school, the parent can add their child's name and school to a list displayed outside their room allowing others to know who is going to the same school.

### **Moving from room to room**

- *All About My Child* paperwork is reviewed and new ones are completed by the parent for the new room, in case of any changes.
- Parents are invited to the new room to meet staff and their key person and to discuss how the room works.
- The existing key person will pass the completed transition form to the new key person as well as any necessary information about the child.
- A meeting between the current and new key person takes place.
- Children visit their new room supported by their key person a minimum of 4 visits to act as the link between themselves and the new key person.
- Room transition books are available for the child and parents to view.
- Three or four settle dates are arranged between key persons and parents are informed of these dates.
- More settles can be arranged if the child's emotional needs are not secure.

### **Moving between childcare settings**

- 'All About Me' forms are exchanged between providers once every term to compare a child's learning development.
- An Early Years Foundation Stage transfer record is passed onto the other providers when the child is of school age.

### **Home to setting 2–4-year olds.**

#### **Non-Funded children**

- Please refer to the transition steps for '**Babies and toddlers new to Nursery**'.
- 3- and 4-year-olds may need less settles.

#### **Funded children**

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These are children who are entitled to free early year's provision. Some parents may be entitled to 30 hours for their 3- or 4-year-old child. All parents are entitled to 15hrs universal for 2-, 3- and 4-year-old children.

- Parents can book a visit to look around the Nursery with their child.
- A place is offered, and a registration form and Individual Health Care Plan is completed if required, so all the child's needs are met and planned for prior to them starting.
- A home visit is planned so parents can share information about their child, the child will also complete some development checks.
- There are two settles 1 hour each.
- The first settle the child and parent(s) are introduced to the key person and a transition book of the room is provided showing how the room works.
- If the child settles the parent is advised to sit in an area where the child is unaware of their presence. This allows the parent to be easily available if the child becomes distressed.
- On the second settle it is advisable for the parent to leave the child, and if they feel comfortable the setting to allow the child to familiarise themselves with the key person and environment. During this time the adult will meet with the Headteacher, and the Day Care Manager to learn about the ethos, values, policies, Early Years curriculum and assessment.
- When starting in the setting, children are invited to bring in photos of people who are close to them and any comforters, especially younger children.

### **3. Wrockwardine Wood Infant School & Nursery transition arrangements**

For details on admissions of children please see the school's Admission Policy on the school website. Children begin full-time in Reception during the September of the school year (September – August) in which their 5th birthday occurs.

#### **Transition from home to Nursery.**

- Every child will receive a home visit from the nursery teacher and a key person from nursery or school.
- The child will receive a staggered induction over a week. Either attending Monday and Tuesday or Wednesday and Thursday. Children attending in 2 groups ensures that:
  - they don't get too overwhelmed.
  - adults have more time and space to form positive relationships.
  - children get to know their new environment.
- Induction forms and relevant paperwork is completed such as medical or intimate care plans if required.
- The Early Years Foundation Stage curriculum will be shared with parents during the first few weeks at a workshop.

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- Once a child is settled, we ask parents and carers to complete a 'settling in' questionnaire so we can evaluate our induction and transition process.
- During the term Stay and Play sessions are organised so parents can get to know the Nursery, the curriculum, and the staff.
- A child's Early Years Profile is shared regularly with parents, so they are aware of the progress their child is making.
- Each child has a home/schoolbook to help with transition between home and school.
- Parent/teacher/Key Person consultations are held before transferring to school a final assessment about whether their child is 'school ready' is shared along with the child's EYFS assessments.

### **Transition from Wrockwardine Wood Infant School Nursery to Reception**

- There is one formal transition visit at the end of the summer term.
- Children will have already visited the school hall or adventure playground for Physical Education sessions or special assemblies.
- Children visit school to walk around and to get to know the adults in school and their special jobs.
- Parents will have visited the school for Christmas Performances and other school events.
- Parents are invited to the first morning of the formal visits in July to talk through.
  - the transition processes.
  - school ethos, values, policies, and routines with the Executive Headteacher.
  - medical support with the school nurse
  - school meals and healthy eating with the catering team.
  - parent workshops we provide through Family Learning
  - support for children's emotional needs with their Learning Mentor/Emotional Literacy Support Assistant (ELSA)
  - Special Educational Needs support with the SENDCo
  - The PTFA's role, a parent and teacher group who raise money for special events.
- During the summer holiday the teachers send a photograph and a short message to the children in the form of a 'keeping in touch' postcard
- During the first week children attend each morning but in small groups in the afternoon so adults can complete a Baseline assessment with each child on an individual basis. This with the information from the home visit allows staff to gain a snapshot assessment of a child's ability.
- This time also allows the adults to form relationships and children get to know the routines and the environment.
- Once the children have settled teachers arrange a 'meet the teacher' session for parents to ask any questions about their child's transition.
- A meeting is also planned for parents during the Autumn Term to explain how they can help their child with phonics and early reading.
- The Reception staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arise with individual children.



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- Parent teacher consultations take place in the autumn and spring term. Parents receive a short-written report before the meeting, so they know how well their child is doing. Parents receive another written report in the summer term which includes national assessment results.
- Parents are invited into to school for several events and workshops during the year such as
  - Celebration of learning.
  - Harvest and Christmas Performances.
  - Mother's day.
  - Lunchtimes.
  - Workshops about the curriculum and assessment.
  - Sports Day.
  - Community events, Christmas, and fundraising events.

### **Transition from Nursery to Reception (community children)**

- Children entering Reception from the community will receive a home visit in the term before they enter school.
- Discussions and visits will also occur between teachers and staff from other settings.
- Individual tours of the school are offered to all incoming parents and children.
- Parents of prospective children are invited to a formal meeting on the first morning of their child's first visit to talk through the transition process and school values and ethos with the Headteacher.
- Parents can also gain a wealth of information through the school website.

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

- The Year 1 curriculum builds on and extends the experiences children have had during the Early Years Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands-on method of teaching and learning.
- In the autumn term the Year 1 classroom aims to reflect a similarity to the Reception classroom exhibiting areas of learning available to the children e.g. role-play, art and creativity, music, computing, reading, quiet areas and outdoor learning.
- Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage.
- 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 the Foundation Stage into KS1:

- Teaching staff meet to discuss and share children's progress and assessments such as whether the child was Exceeding, Expected or Emerging in the Early Learning Goals.
- Reading, Phonics, Writing and Mathematics assessment information is also shared so teachers can build on this attainment.

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- A piece of independent writing is completed and inserted into the front cover of the child's writing book.
- Children's Personal, Social and Emotional needs are also discussed.
- Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs, and any other information relevant to the wellbeing and development of the child.
- Intervention and monitoring take place to ensure children don't stall in their learning and progress on transition.

Information passed onto Year 1 teachers includes:

- Knowledge of sight words.
- Knowledge of letters and sounds in phonics.
- Reading ability.
- Writing – profile level.
- Ability in number, reasoning and problem solving.
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved.

Information is used to group children, adjust, or fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are aligned to the key objectives for numeracy and early criteria for literacy skills).

Once transferred to Year 1:

- Children continue to work and to be assessed within the EYFSP for their first term if they did not meet the ELG's.
- Children not yet having attained National Curriculum will have their progressed measured half termly.
- Children can return to Early Years Foundation Stage classrooms during the Autumn term for focused learning work and active play if appropriate.

### **Transition in subsequent years throughout the school.**

- Weekly whole school sharing assembly where all staff get to know the children and celebrate their success.
- Children are encouraged to share good work with the teacher of their new class.
- Staff get to know children on the playground and during lunchtimes.
- Teachers meet in the summer term to discuss learning and the personal development of individual children.
- Children visit new classes and work alongside new teachers on two *Transition Days* in the summer term.
- Children's progress is tracked carefully through interim assessments – this data informs the child's next teacher of targets for the following year.
- throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project-based opportunities where children throughout the

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school mix together to enable them to get to know other staff as well as each other.

- A child's SEND needs are identified early and the appropriate provision is provided.
- Targets in reading, writing and mathematics are continued from July to September.
- New writing books have the last piece of independent writing in the front cover so staff and children can compare '*what they could do*' and '*what they can do now*'.
- records are made available for the next teacher for example, Individual Provision Maps, assessment, and attendance data, EYFS Profile assessments and termly reports are available electronically.

### **In year transfers**

- Individual tours of the school are offered to all incoming parents and children, time for the child to stay with the current class is also offered to help them to become acquainted with their new surroundings.
- Parents are directed to the school website where there is a wealth of information about the school and nursery.
- New children are assessed quickly by the class teacher and/or SENDCO and a transition document is completed.
- The Assistant Headteacher analyses the transition document and ensures any necessary intervention is put in place.
- A 'buddy' is identified to help the new child to integrate.
- Records from previous school are made available to the class teacher and the SENDCO if appropriate.

### **Transferring to KS2**

Our main feeder school is Wrockwardine Wood Church of England junior school. Through link meetings with key staff, the Year 2 teachers will:

- Collaboratively devise a transition plan with the Year 3 teachers
- Ensure that different groups of children such as more able children, SEND, EAL and disadvantaged children are identified to Year 3 staff so good progress continues for these children on transition.
- Pass relevant information such as examples of work, KS1 assessment data and end of year reports.
- Collaboratively plan social and sporting events to support children's emotional wellbeing such as assemblies, sports after school clubs
- Plan extra transition visits for our vulnerable children.
- Pass Child Protection information via the lead DSL's.
- Transfer SENDCO documents such as EHCP and other SEND information.
- Discuss medical needs of children with Y3 teachers.

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- Ensure that the receiving school signs a transfer document to confirm they have received the records passed to them e.g. Child Protection (CPOMS), Children in Care (CiC) Pupil Education Plan (PEP), SEND documents.

### **Equality, Diversity, and Inclusion**

- Children and parents are actively involved in all transition processes that take place while at our federation of schools and their perceptions about transition are explored and valued.
- Measures are taken to ensure that children with learning or access difficulties 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.

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### **Supporting documents**

<b>Appendix 1</b>	<b>Early Years Foundation Stage transition arrangements</b>
<b>Appendix 2</b>	<b>Key Stage 1 transition arrangements</b>
<b>Appendix 3</b>	<b>Transition grids</b>
<b>Appendix 4</b>	<b>Transition document for in year transfer</b>
<b>Appendix 5</b>	<b>Developmental Milestones Home Visit form</b>

**The following non negotiables support teachers and staff new to our federation.**

### **Appendix 1**

**Early Years Foundation Stage transition arrangements.**

#### **Nursery**

To ensure progress is rapid in September we will:

- July transition meetings for teachers to share children's books, discussing standards, progress, and next steps.
- Comprehensive grid completed to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition.
- 'All about me' books are shared so the receiving teacher understands each child's unique experiences.

#### **Communication Language, Literacy and Mathematics**

- All recording books.
- Reading assessment grid to include books band, phonic phase, vocabulary.
- A photocopy of individual children's unaided writing. This is to be glued in children's new theme books. (reverse side of front cover).
- Draw a man dated with Left/right hand and type of grip.

#### **Personal Development and Behaviour**

- Please ensure all teaching strategies and resources to support children's personal development are shared e.g. visual timetables, timers, slopping boards, pencil grips.

### **SEND**

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- Medical information if a child has an allergy or medical condition and has an Individual Health Care Plan.
- All reports from outside agencies.
- Parent consent forms.
- Individual Provision Maps (IPM)/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.

### **Reception**

- Plan July transition meetings for teachers to share children's books, discussing standards, progress, and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition.
- EYFS Profile and assessment information shared (emerging, expected, exceeding).

### **Communication Language, Literacy and Mathematics**

- English books passed to new teacher.
- Reading assessment grid to include book band, phonics phase, reading vocabulary.
- A photocopy of individual children's unaided writing dated. This is to be put in the front cover of the children's new theme books.
- Target sheets for next stage of education.

### **Mathematics**

- Maths books to be continued in Year 1.
- Maths assessments shared.
- Target sheets for next stage of education.

### **SEND**

- Medical information if a child has an allergy or medical condition and has an Individual Health Care Plan.
- All reports from outside agencies.
- Parent consent forms.
- IPMs/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.

### **Personal Development and Behaviour**

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- Please ensure all teaching strategies and resources to support children's personal development are shared e.g. visual timetables, timers, writing boards, pencil grips, wobble cushions, sensory resources.

### **EYFS Assessments**

- Termly reports available on the shared drive.
- EYFS profile assessments on 'Otrack'.
- 'Evidence Me' electronic assessment file for each child.
- Y1 phonic screening is completed to establish a clear Y1 baseline.
- Draw a 'man' assessment to show developmental.

## **Appendix 2 Key Stage 1 transition arrangements**

### **Years 1 and 2**

**To ensure children's progress is rapid in September we will:**

- Plan July transition meetings for teachers to share children's books, discussing standards, progress, and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition. This will ensure they continue to make rapid progress to catch up with their peers.

**Teachers will pass the following information to the next teacher.**

### **Mathematics**

- All maths books - including Rising Stars assessments.
- Up to date assessment tracking grids.

### **English**

- All books with up-to-date assessment trackers for reading, writing and SPAG.
- Reading assessment grid to include book band, phonics phase, sight vocabulary.
- Reading assessments in chronological order with the most recent on the top.
- Highlighted vocabulary assessment.
- A photocopy of individual children's independent writing. This is to be placed in children's new English books. (reverse side of front cover).

### **SEND**

- All reports from outside agencies.
- Parent consent forms.

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- IPM's/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.
- Individual Health Care Plans to share medical conditions and allergies etc.

### **Assessments**

- Reading, writing, SPAG, and mathematic trackers.
- Rising Stars summative assessments
- Reading summative assessments.
- Science assessment grids.
- Foundation subject assessments completed on Otrack.
- Termly reports are available on the workgroup teachers will read these including the personal comment, so they know the child's strengths.
- Year 1 Phonic Screening interim assessments.

### **Personal Development and Behaviour**

- Please ensure all teaching strategies and resources to support children's personal development are shared e.g. visual timetables, timers, behaviour plans



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## Appendix 3 Transition information shared when children move classes.

Transition discussions for Core Subjects    Academic Year:

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Child's Name	Reading Phonics reading and spelling.	Writing composition and SPAG	Mathematics Fluency and Reasoning	Science Understanding concepts
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps

Transition discussions for Foundation Subjects    Academic Year:

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Child's Name	Art drawing/ painting skills	Music Singing, performing, composition	Computing Online safety Computing skills	Geographical- understanding of human and physical features	History understanding of significant people/events/ch ronology/ using artefacts	D&T designing/ making/skills.	PE and sport- skills	RE Understandin g big questions
	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps
	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps

Transition discussions for Personal Development And Welfare    Academic Year:

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_


Name of child	Disadvantaged communication, language skills	Parental support for reading	Welfare <i>Early Help Support (EHSP) Plan/Child In Need (CIN) Plan, Child Protection (CP) Plan, watching brief</i>	SEND Cognition & Learning Communication & Interaction Social, Emotional and Mental Health Sensory and/or Physical Difficulties	Behaviour and Attitudes to learning	Social Skills and interactions	Attendance/ Punctuality

# 'Love, Laugh, Learn'

## Resourcefulness, Resilience, Reciprocity, Reflectiveness

This booklet is to aid a smooth transition as children join our school in year.


**WROCKWARDINE WOOD INFANT SCHOOL AND NURSERY**



**This booklet is to aid a smooth transition as children join our school.**

<b>Today we welcome:</b>	<b>The date is:</b>
<b>Who is transferring from:</b> (Name, address and telephone number of previous school)	
<b>They are joining class:</b>	<b>They are in Year Group:</b>
<b>The teacher is:</b>	<b>The learning support assistant is:</b>


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**Previous School/Setting: A Checklist of Information**

Information	Who did this?	Name of contact.	Action/Notes
Previous school/setting has been contacted for records, sample of work etc.			
NC /EYFS attainment information has been requested from previous school/setting.			Has this data been moderated? And judgements included in our school tracking systems?
Phonics screening score.			
Is the child registered as SEND? <ul style="list-style-type: none"> <li>• Communication and Interaction.</li> <li>• Cognition and Learning.</li> <li>• Social, Emotional and Mental Health difficulties.</li> </ul> Physical and/or Sensory Needs SEND records have been requested.			
Has the child received any support from outside agencies?			
Has an Early Help Assessment (EHA) been completed or is an Early Help Support Plan (EHSP) in place?			
Are there any specific medical needs?			
Any further comments/notes from the child's previous school/setting:			

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**Parents/Carers have received the following information:**


Key Information	Who gave this information?   Date:
School website address	
School Times/Term Dates	
School Meal information	
Entrance to class/class teachers name	

**Parents/Carers have received and completed the following:**

Admissions Information Folder:	Who gave this information?	Date:
Personal information details		
Ethnicity collection sheet		
Mode of travel		
Consent to medical procedures		
Home/School agreement		
Parental privilege form		
Responsible internet use form		
Uniform order form		

Pupil Details are entered onto data bases	Who entered this information?	Date:
CMIS		
O-track		
CPOMS		
DfE Baseline		
Oxford Owl		
Mathletics		
Other		


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**A Checklist of Information to be shared with parents/carers:**


Information	Who?	When?	Action/Notes
A 10 minute 'meet the teacher' meeting has been organised with parents/carers.			Date and time.
Reference to the school website has been shared. (School information, school prospectus, policies, term dates, class pages, newsletters, news events)			
The homework policy has been shared with parents/carers.			
Arrangements for PE have been shared with parents/carers.			
Arrangements for transporting reading books have been shared e.g. book bag.			
Arrangements for fruit and milk have been shared with parents/carers.			
Arrangements for lunch have been shared with parents/carers.			
Arrangements for entering school and the morning routine have been shared with parents/carers, including parent participation e.g. maths games/reading morning.			
Arrangements for collecting children at the end of the school day have been shared with parents/carers.			
Protocol for mobile telephones and social media sites has been shared with parents/carers.			
Our behaviour policy and expectations			

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**In the first week of joining our school the child will have:**



Resource	Tick/Initial
A coat peg with label	
Drawer label	
Morning routine, reading, spelling, handwriting	
A reading diary and books to share at home.	
Books labelled	
A computer log in has been set up for the child.	
Log in details for Oxford Owl have been set up and shared.	
Log in details for Mathletics have been set up and shared.	
<b>Baseline Assessments and judgements are included in our school tracking systems:</b> O track Phonics Screening EYFS Profile CPOMS.	

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**The following assessments/records are to be completed in the first 2 weeks of the children joining our school using information gathered from the child's previous school, and initial assessments in the classroom:**

Assessment	Date completed	Who?
<b>READING:</b> Sight vocabulary. Tracking progress reading grids have been set up and updated.		
<b>WRITING:</b> Independent writing from current classroom and previous school has been moderated and glued in the child's theme book. Tracking progress writing grids have been set up and updated.		
<b>PHONICS</b> Phoneme/Grapheme assessment has been completed		
<b>MATHEMATICS</b> Tracking progress mathematics grids have been set up and updated.		
<b>SCIENCE</b> Tracking progress science grids have been set up and updated.		
<b>EYFS</b> EYFS Tracking Profile		

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**Appendix 5 Home Visit- An example of a developmental checklist**

<b>DEVELOPMENTAL MILESTONES</b>		<b>HOME VISIT</b>		<b>NAME:</b>
DOB:		DATE:		
<b>MOVEMENT</b>	<b>Y</b>	<b>N</b>	<b>COMMENT</b>	
Hops and stands on one foot up to five seconds.				
Goes upstairs and downstairs without support.				
Kicks ball forward.				
Throws ball overhand.				
Catches bounced ball most of the time.				
Moves forward and backward with agility.				
<b>HAND &amp; FINGER SKILLS</b>				
Pincer pencil grip, right/left-handed.				
Threads beads.				
Draws a person with two to four body parts.				
Uses scissors.				
Draws/copies circle and square.			Shapes in drawing free hand	copies a square when shown
Begins to copy some capital letters. (Name)				
<b>LANGUAGE</b>				
Speaks clearly enough for strangers to understand.				
Has mastered some basic rules of grammar.				
Speaks in sentences of five to six words.				
Tells stories.				
Recites a nursery rhyme/song.				
<b>MEDICAL/HEALTH</b>				
Hearing, sight.				
Asthma, eczema, allergies.				
Dresses and undresses (physical).				
Toilet trained day (night).				