

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Entry to School/Transition Policy

September 2023

- A Christian School where every child is encouraged on their journey of faith.
- An inclusive place that nurtures individual talents.
- A school that develops character.
- A happy, health, safe place to learn.

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

ENTRY TO SCHOOL TRANSITION POLICY

(This policy is to be read in conjunction with our Foundation Stage Policy)

Aims

- Our aim is to work in partnership with parents/carers to ensure transition periods are as smooth and trouble free for children as possible.
- The key to smooth transitions for children is effective communication between child, parents/carers and staff and the creation of a positive and supportive Christian environment for both the parent and the child.
- Transitions are a process that we plan for and discuss with children, parents/carers and practitioners from all settings involved.
- *'It is these early transitions and how we cope with them that will have the greatest effect on the rest of our emotional development and on our ability to cope with life's challenges'* John Cousins, Early Years Update, October 2005.

Sharing Information

Rationale: The importance of sharing information is accepted by all practitioners for effective transition for children and their families. We understand the need for confidentiality when discussing individual children or families e.g. children with additional needs.

Good practice: We recognise the difference between formal and informal ways of passing on information. All practitioners understand that when discussing issues around transition, it is good practice to share certain information. Where the information is regarded as confidential, practitioners ensure the information is only shared with parental consent. Individual Education Plans and information from any other outside agencies for any child with additional needs are shared in transition meetings.

Meetings

Rationale: We recognise the need for regular meetings between school, pre-school, parents/carers, Early Years Inclusion Support Services and other agencies to share information.

Good practice:

- St Johns staff attend transition meetings on a regular basis.
- We provide formal opportunities for children to visit our EYFS setting as a class group prior to starting full time in September.
- We provide a formal meeting for parents/carers prior to their children starting in September.
- The first formal Parents Evening is held at the beginning of the Autumn term.

Further meetings will be arranged to support the transition of children with additional needs. More general meetings, arranged as required, would be a useful way to share ideas and training in order to support each other and the transition process. Minutes from all meetings will be shared with managers and the Head Teacher.

Supporting Children

Rationale: We agree on the importance of valuing the contribution of each setting in each child's individual learning journey.

Good practice:

- We recognise that all of our children are unique. We embrace all different religions and ethnic backgrounds.
- We use 'Effective Practice for Transitions'.
- We often use photo books prepared for children who are moving settings or beginning a setting for the first time.

Mutually Supportive Practitioners

Rationale: We are supportive of each other as practitioners in each setting and we value support from outside agencies and other professionals.

Good practice:

- Sharing of ideas and resources is a good way of developing mutual support and respect.
- Visits between pre-school settings and school are welcome to learn more about the expectations of the school and share expertise and experiences. Staff aim to be flexible to support this.
- The sharing of knowledge and information helps to build good partnerships.
- Effective communication to share everyone's point of view.

Supporting Parents/Carers and Carers

Rationale: We recognise parents and carers as the child's first educators and their role in the transition process.

Good practice:

- We use the FS web page to keep parents updated with messages and class learning.
- We use texts and phone calls to re-assure any parents whose child may have been upset when they left.
- We make time at the beginning and end of sessions to provide parents and carers with opportunities for informal discussions.
- We aim to provide clear and timely verbal and written communication.

Role of the Children's Centre

We recognise that we are in the Netherfield Children's Centre area and that there are opportunities to ask for support and advice with a range of issues, such as starting a new setting, settling in, individual family requirements, etc. Links with the Children's Centre will further support the transition of children within Colwick and Netherfield.

Reviewed: September 2023

Review: September 2025

Reviewed by Staff: Mrs J Bloom

Governor :