

Aire View Infant School

Transition Policy

**Elliott Street
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Next Review: May 2018**

AIRE VIEW INFANT SCHOOL

TRANSITION POLICY

ETHOS

Aire View Infant School recognises that the well-being and learning of children can be enhanced given a positive experience of transition. We are committed to supporting children and their families at times of transition having high regard to meeting their social and emotional needs. This ethos is reflected in our procedures and practices.

AIMS

- To promote the continuity of care and education for all children in our setting
- To help staff understand and prepare them to meet the needs of all children in our setting
- To prepare children for a positive experience of transition
- To personalise support for individual children, particularly those who are vulnerable and have additional needs
- To ensure that assessment records of children are used effectively at times of transition
- To enable parents/carers to be fully informed and involved in the transition process

Transition from Home to Nursery

Home

A very small minority of children start in Nursery who have been at home and who have not been cared for in any other setting. For some of these children they may have been cared for by another family member e.g. grandparent. Every care is given to these children who may find joining a large group difficult.

Pre-school Provision in the Community

Play sessions are available to all children prior to them starting Nursery. Members of staff from Nursery go into the pre-school sessions to meet the children and their parents/ carers this allows children to get to know members of staff. This takes place during the half term prior to admission to Nursery.

Child Minders

Many of our children are cared for by registered child minders with whom school has a strong association. Meetings are arranged between the child minders and the school staff normally on a termly basis. Information is shared with parents and carers on day to day issues. If sensitive issues arise parents and carers are always involved and actions taken as appropriate. Child Minders often attend special occasions in school when parents are unable to attend.

Daisy Chain Children's Centre

The school has a strong relationship with the local Children's Centre. Information for the benefit of families is shared and the Staff from both settings are in regular contact with each other. The school has a Parental Involvement Officer who facilitates these arrangements.

Letter to Parents 1

In January each year parents receive a letter asking if they still require a Nursery place for their child for the September of the same year.

Letter to Parents 2

In March places are offered to children on the waiting list. They are able to express their preference for morning or afternoon sessions.

Induction meeting for parents/carers held in June / July

Induction evening is held for parents during the evening where they are given a Nursery brochure and are given information about Nursery. There is also an opportunity to meet the whole Nursery team and view the Nursery classroom and outdoor area. This is also an ideal opportunity for parents to talk to staff to discuss any worries they may have about their children starting school.

Home visits

During Autumn 1 (for September starters) and Autumn 2 (for January Starters) and Spring 2 (for April starters) Nursery staff offer a home visit to introduce themselves and meet the child in their home environment. The children are shown photos of the different areas of nursery.

Visit to Nursery – during the half term prior to them starting Nursery
All children are invited to come to Nursery for a session with their parent to see what happens at Nursery. Each key person spends time with the child in Nursery showing them around and introducing them to the other children.



Starting Nursery

Children's start dates are staggered to give staff time to spend with each child on their first day. Parents are encouraged to stay with their child until they are settled. For children finding it difficult to settle, staff work carefully with parents to ensure children have a smooth transition from home to nursery, this may involve children doing shorter sessions and building up to full sessions.

Transition from Nursery to Reception

Nursery Visits

Reception class teachers go and visit each child who has not attended our Nursery in their particular setting. This enables the class teachers to get to know the child in an environment where they are comfortable. It also gives staff chance to speak with the child's previous key person.

Reception Staff makes visits to our school Nursery allowing children to get to know staff and staff to get to know children. Children in our Nursery also attend some assemblies during the term prior to transition.

Visit to Reception Classes

During the Summer Term all children are invited to come and spend sessions in their new class.

Parents Induction Evening

All parents/carers are invited to a meeting welcoming them to school, introducing them to all staff and talking about routines. They have an opportunity to look around school and visit their child's new class.

School dinners

School dinners are served in the hall in main school and this can sometimes be a little daunting, to help children we invite all children and their parents to come and have a taster session of school dinners with their parents prior to starting school. This gives children a chance to see where they will be going at dinner time.

Starting Reception

In the first few days parents are encouraged to stay with their child between 8.50 – 9.00 am to ensure they are settled. For children finding it difficult to settle, staff will work carefully with parents to ensure children have a smooth transition into Reception.

Adult and Family Learning

All parents are invited to take part in parent workshops which include ideas for working with their child at home. These activities are planned on a regular basis by the Parental Involvement Officer and other staff from school.

Transition from Reception to Year One

Children have opportunities to meet their new class and the staff with whom they will be working in the new academic year. The children visit their new classes for activities and story times during the half term prior to transition to Year 1. Parents too have a planned opportunity to visit their child's new class to meet the staff in the Summer Term in order to allay any potential fears.

Discussion

Foundation Stage and Year one staff meet towards the end of the year to discuss the progress of the children moving up and information is passed on with regards to any children with additional needs, friendships and home circumstances etc.

The setting

Year one classes are organised into areas of provision similar to those they will be familiar with in Reception ensuring a smooth transition.

Transition from Year 1 to Year 2

Children have opportunities to meet their new class and the staff with whom they will be working in the new academic year. The children visit their new classes for activities and story times during the half term prior to transition to Year 2. Parents

too have a planned opportunity to visit their child's new class to meet the staff in the Summer Term in order to allay any potential fears.

Discussion

Year 1 and Year 2 staff meet towards the end of the year to discuss the progress of the children moving up and information is passed on regarding assessment results, any additional needs, friendships and other relevant information.

Transition from Aire View Infant School to Hothfield Junior School

Strong and well established links exist between the two schools to ensure a smooth transition for children.

Throughout the year opportunities are given to visit the Junior School e.g. to attend their Nativity production, access Stepping Stones (transitional activities to address any concerns the children may have). This gives the children the opportunity to see the building and meet some of the staff. For children with SEN and/or additional needs, extra visits are planned in the Summer Term.

Children visit Hothfield during the Summer Term to see the school and meet their new teachers. They also have the opportunity to join Year 3 children for playtimes.

Parents of the New Year 3 children are invited to an induction evening in the Summer Term prior to transfer.

Year 2 and Year 3 teachers meet to discuss the individual needs of the children. The SENCO also meets with the SENCO to pass on relevant records for SEN and G&T children. The Head Teacher passes on Safeguarding information to the Designated Lead person at the Junior School.

KS1 results are passed on to the junior School.

Year 3 teachers visit Aire View Infant School to meet children in their familiar setting.

Year 3 children offer peer support for Year 2 children. They write letters to the children telling them about life at Hothfield Junior School.

There are also joint family learning opportunities for Aire View and Hothfield parents/carers organised by the Parental Involvement Officers from each school.

Staff and subject co-ordinators of both schools regularly work together on curriculum development i.e. literacy and maths co-ordinators. Joint training also takes place.