

Secondary Liaison and Transition Policy

March 2024

Wellsprings School Vision Statement



At Wellsprings Primary School, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child.

Moving On.....Transition is the experience children have when they move to a new setting, this might be a new school or a new class. Transition is an important learning experience as it is the ongoing process of change; therefore, we recognise the importance of careful planning for children's positive transition experience.

Our vision

To move from birth to adulthood children need to be supported to enjoy the new opportunities they face on this exciting journey. Our transfer and transition policy aims to ensure that times and every child, with particular support for those facing the most challenging circumstances, faces events likely to cause the most anxiety for children with confidence and resilience; ensuring children are able to use their new experiences as they become successful adults.

Our principles

To achieve this, we have four over-arching principles:

Supporting children to manage change.

Encouraging parental engagement.

Ensuring information exchange.

Developing professional capacity.

Aims:

At Wellsprings Primary School, we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for transition to each New Year group.
- Make a happy and seamless transition from home and /or pre-school to school and from year group to year group.
- Support all children towards independence and develop their confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations and ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly about children with Special Educational Needs or English as an additional language or vulnerable children.

Transition at Wellsprings is focused upon building strong and trusting relationships between children, adults and parent/carers, through effective communication, as well as supporting the existing relationships.

In the transition process, we ensure children have a voice, providing them with the opportunity to ask questions, and seek explanations and express their views.

At Wellsprings Primary School, pupils will experience many different transitions:

- Entry to Nursery
- Moving from Nursery to Reception
- Moving from Reception into Key Stage 1
- Moving from Key Stage 1 into Key stage 2
- Movement from class to class
- Movement from Year 6 into Secondary School

Each of these transitions is a unique phase, which has its own challenges and expectations.

Children joining at different points in the year:

- Parents receive a prospectus with information about the school.
- Parents and children are invited to tour the school and discuss any issues with the new class teacher.
- New children are assessed quickly by their class teacher.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the SENDCO/Inclusion Lead.
- Any new children are signed a peer 'buddy' to help them settle into their new class and routines.

For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language, which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.

Children with Specialist Needs

Children looked after and those with special educational, social or medical needs receive admissions priority to Local Authority settings. For the majority of children with less complex needs, a transition plan is held in the school setting/school, supported by the Early Years Area Inclusion (this always includes the parent/s.) The

Early Years inclusion team supports children with specialist needs in transition from home to setting and setting to school, and supports staff in developing good inclusive practice. For children with complex needs, the Lead Professional for these children should work with parents to ensure all information from the Team Around the child supports the initial settling in process using the Early Help Support Programme.

Primary to secondary Education

An annual prospectus for each secondary school is provided for every family and child. This outlines the curriculum offer and entitlement for all children and any specialist provision that the school has available. It also sets out the care and welfare provided and any additional activities for the benefit of all children.

All secondary schools have open days throughout the year to enable parents and children to visit the school and meet teachers and other staff. In addition, the secondary school have well founded links with the main feeder primary schools.

The children meet their Head of year and class tutor generally on class swap day. Any questions or concerns from the children are raised at this meeting. In depth discussions are held in relation to children with additional needs. For children identified as needing additional transition sessions to support this transition, they will visit their secondary school over the course of the summer term.

Opportunities will also be actively sought for Year 6 pupils to mix with their peers from neighbouring primary schools and their feeder secondary school through collaborative activities.

The Common Transfer File (CTF) for every child is sent electronically to the secondary school towards the end of the spring term. Student records are physically transferred to the secondary school from the primary school in the summer term, once choices have been confirmed. This enables secondary teachers to review the needs, attainment and aspirations of the primary children before they join the school. These records help teachers plan for groupings, classes and specific needs.

Review

This policy will be reviewed every two years in line with the school's policy review programme.

Date policy was adopted	March 2016
Date of review	July 2018
	July 2020
	March 2022
	March 2024
Date of next review	March 2026