



Transition Policy

At George Grenville Academy, we recognise that young children manage changes in their lives on a daily basis; some of these are planned transitions and some are unplanned. We are sensitive to the impact of such changes to children and this policy sets out ways in which we support children going through these transitions. When small changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way.

1. Aim of the Policy

Children will experience many transitions during their life at Grenville, starting in their early years all the way through to moving to their new secondary school. The staff team are sensitive to the difficulties children may have whilst going through these transitions. This policy aims to ensure that George Grenville Academy makes any transition as smooth as possible for children and their parents or carers.

Some examples of transitions that young children may experience are:

- Starting nursery for the first time
- Moving from or to a different nursery
- Starting school
- Moving from Early Years into Year 1
- Moving class and meeting new staff
- Moving to a secondary school
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet

Children will respond in different ways, some with confidence, others with more apprehension, but so many adjustments are likely to have profound and long lasting effects if the importance of maintaining coherence and continuity is not well understood. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation. Staff are trained to observe children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

2. Early Years

Supporting Transitions in our Nursery

The nursery staff will support all children in the nursery with any transitions they may be encountering. The nursery team will be sensitive to any changes in their key children's behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character.

Transition into Nursey

- Children are invited to one or more stay and play session
- Child is allocated a key person
- Parents invited to help settle the child in the setting for the length required
- Paperwork completed to support with holistic understanding

How parents/carers can support their child

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for nursery by explaining you will leave them but you will come back and ensure your child is used to being left with other trusted adults sometimes
- Talk to your child about their key person
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions
- Be involved in the sharing of information between settings/childminder

Starting school

Starting school is often a child's first big transition and the staff at George Grenville Academy will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The children in nursery attend key assemblies with the whole school (Harvest, Christmas Tress Dressing, Easter etc.) to provide the children attending George Grenville Academy Nursery a sense of familiarity and belonging
- The children at Grenville Nursery utilise other areas of the school to further the sense of belonging and familiarity (for example the library and kitchen)
- The Reception teacher will spend the summer term visiting the nursery to allow the children attending to get to know them and to see how the children thrive in a familiar setting
- Children who do not attend the school's nursery are visited in their own nursery settings (or at home if they do not attend a nursery) by the Reception teacher to allow the children attending to get to know them and to see how the children thrive in a familiar setting
- The nursery will invite school representatives into the nursery to introduce them to the children. The headteacher visits regularly throughout the year.
- Drop in visits are planned for the children supported by their key worker to enable them to familiarise themselves with a new environment.
- Children attending from a different setting are invited to stay and play sessions
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the

same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.

- Parents/carers, along with their child, are invited to a 1:1 meeting with the Reception teacher in the classroom setting before starting school.
- Parents/carers, along with their child are invited to after-school stay and play sessions in the new classroom and with the staff who will be in their class.
- The new class are invited to attend a moving up session as a whole group with the support of staff from nursery
- There will be a Graduation Ceremony for school leavers to celebrate their time and achievements at George Grenville Academy Nursery. At this ceremony, each child will be presented with a certificate by the school's headteacher, nursery staff and new Reception teacher.
- The nursery manager works closely with the Reception teacher, who is also the Early Years' Lead, to ensure all information, including special educational needs and disabilities, tracking data, learning characteristics and social friendships are fully understood before the children start school.
- A parent/carer information meeting is held in the summer term, providing important information.
- A transition pack is provided by the school to each family and posted early in the summer term.

3. Transitions Across the School

Moving from Early Years into Year 1

At George Grenville Academy, we believe a child learns best through play. They need to feel that they belong before they can develop the confidence to take risks and challenge themselves. We therefore continue the Early Years' approach of learning through play in Year One. This approach creates a sense of familiarity for the children and allows them to gradually experience the expectations of "whole class learning" that is seen across the rest of the school.

During Year One, the children will start the year learning in small groups with continuous provision enabling them to explore, play and demonstrate their learning further. By the summer term, the continuous provision will still be available but the children will be more used to expectations of a "writing" or "maths" lesson where they are all learning at the same time.

Moving to a New Class

George Grenville Academy is a small school and the staff become familiar with children from all year groups throughout the year. Teachers and support staff are on the playground and specialist staff will often visit classes to either teach their subject or observe their subject being taught. The children are therefore familiar with most staff.

Further thought is given to extra transition opportunities:

- A Transition Morning is planned in July for the children to experience moving to their new classroom with their new staff.

- Whole school events are planned to allow pupils to familiarise themselves with other members of the teaching staff.
- A buddy system is created using Year 5 and 6 children as part of their citizenship award to help support younger pupils across the school
- An early Parent/Teacher meeting takes place in September to focus specifically on transition
- Exercise books are taken up to the new class, to provide further evidence for the new teacher of each child's ability
- Classrooms are set out with similar environment and routine expectations to support with familiarity
- In the summer term, teachers carry out in-depth class handovers with the new teacher for the following academic year

4. Moving to Secondary School

At George Grenville Academy, we understand the big transition that takes place at the end of primary school. All pupils will react differently to this stage in their education journeys and our policy and approach aims to make this transition as smooth as possible.

- A transition meeting is held for parents and/or carers in the summer term of Year 5 to explain the transition test process and the process of applying to secondary school
- The Year 6 teachers meet with the staff from the secondary schools that have been allocated to the pupils at Grenville. During these meetings, education levels, friendships/social groups, special educational needs and disabilities are discussed, along with any further information deemed relevant. Each child is discussed separately.
- The Year 6 teachers fill out key forms that also contain extra information for each child and provide these to each secondary school.
- Year 7 staff visit the children at Grenville to chat through what they can expect when they move up.
- All pupils have an opportunity to fill out a form suggesting a friend that they would like to be in a class with in their new school.
- Year 6 pupils have the opportunity to visit each school during their transition day(s) in July and meet their new class.
- The senior leadership team and class teachers will request further transition visits for pupils who may find transition more challenging. (They may be accompanied by staff from Grenville depending on the secondary school's approach.)
- The whole class visit the local secondary school to take part in Year 6 Games in July.
- The pupils moving up to The Royal Latin meet the head teacher during the school sports day held on their field.
- PSHE lessons explore any concerns or worries that the children may be experiencing during the summer term.

5. Other Transitions

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We welcome parents to communicate early on with our staff and we will put in extra support for the child if and when is needed. Our Thrive approach provides staff with the tools and skills to understand how children's behaviour can communicate how they are feeling and staff are trained to provide targeted or more general support depending on the child's individual needs at the time.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person (in Early Years) or class staff (across KS1 and KS2) will spend time talking to the child and provide activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to your child's key person, the nursery manager or your child's class teacher to enable this support to be put into place. When needed, the school will also seek advice from outside professionals to support specific situations. The school have a number of picture books and toolkits that are used to support young children to better understand and cope with the bereavement they are experiencing.

6. Supporting Children with Special Educational Needs or Disabilities

At George Grenville Academy, we plan to support children who are identified as having special educational needs and/or disability at transitional times by using a personalised, individual plan.

We recognise that children with special educational needs and/or disability may require additional planning to ensure that transitions are smooth. The following considerations need to be made:

- meetings with parents
- meetings with outside professionals
- meetings with a child's key person
- meeting with SENDCo's
- completed paperwork
- resources
- equipment
- training
- staffing
- adaptations to the timetable
- adaptations to the environment
- funding

Children with special educational needs and/or disability may require additional support to manage transitional times emotionally. The additional support may include:

- additional stay 'n' play sessions alongside parents/carers
- specific preferred activities and resources available
- social stories
- pictorial timetables of events/routines
- gradual introductions
- reduced timetables
- 1:1 support
- specific go-to areas
- comforters

We recognise that children with special educational needs and/or disability may need to have a bespoke plan for transition between home and nursery, when transitioning between the nursery class and the reception class, moving from one year group to another and transitioning to secondary school

Extra support provided for SEND children who are new to George Grenville Nursery

- An initial home visit arranged
- Stay 'n' play sessions planned with parents/carers
- Meeting with parents/carers, keyperson and SENCo to plan for starting nursery
- Follow-up meetings with parents/carers regularly planned
- Paperwork completed in coproduction with parents
- Strengths identified and planned for
- Strategies for support agreed and planned for
- Outside agencies contacted if appropriate
- Funding applied for if appropriate

Extra support provided for SEND children who moving to the Reception class:

- At the beginning of the summer term, an initial joint transition meeting with parents/carers, nursery staff and reception teacher/school SENDCo with a transition plan agreed
- Home visit by Reception class teacher/school SENDCo
- Paperwork shared between nursery SENDCo and school SENDCo
- Regular reception class visits supported by nursery staff
- Regular visits by the reception class teacher and SENDCo to meet the child within the nursery provision
- Ongoing conversations and information shared between nursery staff and reception class teacher throughout the summer term.

Extra support provided for SEND children who are moving from the Nursery to another school

- The new school contacted at the beginning of the Summer term to arrange an initial transition meeting with parents, nursery staff and school staff
- Staff from new school invited to visit the child in nursery regularly before transition date
- Paperwork shared before the summer 2 term to ensure that the new school are able to plan effectively
- Nursery staff to join the child for new school stay 'n' play sessions, if appropriate
- When necessary outside agencies informed of the change in schools

The above lists are not exhaustive and may need to be added to or adapted further

Extra support provided for SEND children who are already attending George Grenville Academy

- "All About Me" page
- "One Page Profile"
- Social stories
- Transition Passport
- Using a personalised transition plan where needed.
- Allowing time to visit and visualise the new classrooms and environment
- Where possible, ensuring a familiar adult can either transition with them or support during the transition period.
- In-depth SEND handovers

Children who may require extra transitional support, will be discussed between the class teacher, family, child and possibly SENDCo.

Supporting SEND Paperwork and key documents can be found at:

<https://earlyyearsweb.buckinghamshire.gov.uk/transitions/effective-transitions/>

And include:

Record of Transition form

One Page Profile

UPDATED - Ordinarily Available Provision – Transitions

Returning to Setting Social Story

New School Social Story

Starting a Setting Social Story

All About Me

Personalised Transition Plan Crib Sheet

Personalised Transition Plan Form

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