



EYFS Transition Policy

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Statement of intent

Transitioning into an early years setting, and subsequently through different stages of the early years and into KS1, can be an anxious time for young children. At Richard Hill CE Primary School, we aim to make children's transitions into and within the early years as effective as possible, in order to reduce their anxieties and make transitioning as pleasant and exciting as possible.

Our goal is to ensure children's 'school readiness' and to provide them with the knowledge and skills needed to prepare them for progress through school and life.

We recognise that:

- Every child is unique.
- Positive relationships nurture children to be strong and independent.
- Enabling environments encourage good learning and development.
- Children develop and learn in different ways and at different rates.

We apply the above principles throughout children's journeys through the early years, including during periods of transition, to ensure all children are prepared for the next stage in their education.

Due to the unusual nature of our setting we may also need to support children going to other schools from our F1 setting.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE and Department of Health and Social Care (2015) 'Special educational needs and disability: code of practice 0 to 25 years'
- DfE (2022) 'Early years foundation stage profile'

This policy should be read in conjunction with the following school policies:

- Health and Safety Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

2. Definition

For the purpose of this policy, "transition" is the movement that takes place between a setting, year group or key stage, and describes the practice that is adapted to support children to settle into their new learning environment in preparation for future learning and development.

3. Roles and responsibilities

The governing board will have overall responsibility for the implementation of this policy.

The early years lead will be responsible for:

- Ensuring continuity of support through the transition process and maintaining contact with other professionals involved, as well as parents and pupils.
- The organisation and management of transition activities, both on and off-site.
- Ensuring that children are appropriately registered twice a day when they are undertaking transition activities.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Meeting with KS1 leaders to discuss children's needs.

All early years practitioners involved in transition activities will be responsible for:

- Ensuring that confidential information is not shared unnecessarily and that personal data concerning children is only disclosed on a need-to-know basis.

- Following this policy and ensuring that children act in accordance with the policy at all times.
- Ensuring that first aid equipment and any necessary medication is always accessible, including when transition activities take place off-site.
- Planning transition activities that ease children's anxieties and make them feel prepared for their next stage of learning.

All early years practitioners and Year 1 members of staff are required to familiarise themselves with this policy as part of their induction programme.

4. Planning transition activities

Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.

Practitioners will communicate with parents effectively about the transition activities that have been planned.

During the transition process meetings will be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.

Transition plans will include a handover between practitioners through an [early years transition report](#).

Practitioners will make transition plans that allow children to visit their new setting, and for the next member of staff to visit the children in their current setting.

Transition activities will:

- Always have children's wellbeing as a central priority.
- Be planned as a gradual process, rather than a singular event.
- Create opportunities for children to develop self-care skills.
- Be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing for children to take part in enjoyable activities.
- Be designed to help children overcome barriers to learning.
- Be aligned to aid the areas of learning and early learning goals (ELGs) as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

5. Transition into Foundation 1

Parents who have expressed an interest in our Pre-School/ Foundation 1 will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.

Children from local pre-schools will be invited to attend multiple play sessions at the nursery in the Summer term. This is with parents and on their own.

The early years lead will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-school managers.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend our pre-school/foundation 1 setting will be invited for a one-hour play session with their parents, in addition to other organised play sessions, during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Areas will be made available for parents to meet and interact with practitioners, each other and

their children as they enter the nursery.

For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

6. Transition into Foundation Stage

As our children are in a mixed F1/F2 class children will work together throughout the year for different events, such as the Christmas play, harvest celebration and singing events.

Nursery and Foundation Stage children will share an outdoor area during break times, and integration between classes will be encouraged.

Prior to the children entering Foundation Stage 2:

- The practitioners will complete assessments on each child based on the early years outcomes and provide these to the Foundation Stage staff.
- The practitioners will advise the Foundation Stage teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher and an information evening with their child's Foundation Stage class teacher.

During the first term of Foundation Stage:

- Children will undertake the Foundation Stage Baseline Assessment (RBA) within the first six weeks of entering Foundation Stage. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will stay in school until lunchtime; after two days, Foundation Stage children will attend for the full school day.
- When they join Foundation Stage the children will work with both the class teacher, nursery nurse, HLTA and other support staff.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

7. Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the Summer term, prior to entry into Year 1, Foundation Stage children will:

- Begin to join the main school on the playground during break and lunchtime, supported by a member of Foundation Stage staff.
- Begin to attend assemblies with the main school, in addition to special assemblies throughout the year.
- Adopt a modified timetable similar to the Year 1 experience.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Foundation Stage teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Foundation Stage teacher to the Year 1 teacher.
- Foundation Stage teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Foundation Stage, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

8. Parental involvement

Parents of children who are at the age of transitioning within their education will be given the opportunity to attend an individual meeting with their child's classroom teacher to discuss their progress, any concerns and transition arrangements.

Parents of vulnerable children and children with additional needs will be continuously involved in tailoring transition activities to their child's needs.

9. Health and safety

All staff members involved in transition activities will have a duty of care and a responsibility to ensure the safety and welfare of the children involved.

The educational visits coordinator will have a duty of care to all participants of transition activities that take place off-site, including staff, and will therefore ensure that the necessary safety measures are taken where an educational visit forms part of a transition plan.

If transition activities pose any new risk, a thorough risk assessment will be completed in line with the Health and Safety Policy.

Practitioners, support staff and volunteers will receive the training needed to partake, supervise and lead transition activities.

Practitioners and support staff will receive regular and ongoing training regarding the

implementation of transition activities as part of their CPD.

The headteacher will be responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.

Staff members involved in transition activities will ensure that children are supervised at all times by at least one suitably qualified individual who has undergone the appropriate security and safeguarding checks.

10. Children with additional needs

Practitioners will recognise that transition can be a particularly anxious time for those with additional needs in terms of speech, language and communication development and/or physical, health and general development.

The class teacher will hold termly meetings with the practitioners as well as parents of children with SEND to discuss transition and to facilitate liaison with other professionals.

Reasonable adjustments for transition plans, as well as medical requirements, will be discussed at transition meetings.

EHC plans will be transferred on to the next phase alongside the child's records, as outlined in the [Transferring information section](#).

Extra opportunities for children with SEND to visit their next setting will be organised if required as part of their tailored transition plan.

11. Transferring information

Practitioners will forward children's records on to the relevant member of staff responsible for their next learning stage in good time prior to the children beginning the next stage of their education.

Practitioners will deliver children's records by hand in the interest of networking and establishing good communication links.

If practitioners are unable to deliver records in person, they will telephone the receiving practitioner before sending the records and include a contact name and number.

Practitioners will request feedback about children's records if it is required in order to help them develop their record-keeping practices.

If a practitioner does not receive children's records, they will request them.

Information will always be delivered securely, in accordance with the school's Data Protection Policy.

12. Monitoring and review

The Head of School will review this policy on an two yearly basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

Appendix – Early Years Transition Report Template

Name of child:		DOB:	
Current class year:		Name of current teacher:	
Name of previous teacher:		Name of next teacher:	
Additional needs (if applicable):			

Current progress

Area	Strengths	Areas for improvement	Comments
Communication and language			
Listening and attention			
Understanding			
Speaking			
Physical development			
Moving and handling			
Health and self-care			
Personal, social and emotional development			
Self-confidence and self-awareness			

Area	Strengths	Areas for improvement	Comments
Managing feelings and behaviour			
Making relationships			
Literacy			
Reading			
Writing			
Mathematics			
Numbers			
Shape, space and measures			
Understanding the world			
People and communities			
The world			
Technology			
Expressive arts and design			
Exploring and using media and materials			

Area	Strengths	Areas for improvement	Comments
Being imaginative			

Areas of focus for the next academic year

Strengths:	
Weaknesses:	
Possible areas for additional support/focus:	

Signed previous teacher:		Name:	
Signed current teacher:		Name:	
Signed next teacher:		Name:	