



Transition arrangements at Belgrave Primary School



“Light precedes every transition. Whether at the end of a tunnel, through a crack in the door or the flash of an idea, it is always there, heralding a new beginning.”

Teresa Tsalaky

At Belgrave Primary School, we recognise the importance of smooth transition to the next stage of education.

The purpose of this document

- To reduce the anxiety of pupils and parents around transition from one stage of education to another
- To familiarise the children with new arrangements
- To ensure parent and children understand the school's expectations
- To ensure children and parents undertake a smooth transition with confidence.

Nursery / Pre-school / Childminder to Reception

- Professional conversation / visit with each nursery / pre-school to talk to key workers of the children
- 2 morning or afternoon sessions for pupils to come into school to their new Reception class, they stay and play and parents can stay if desired
- New starters meeting for parents to hear what to expect in Reception at Belgrave and key information
- All children have a home visit in Summer term before starting in Reception
- All pupils will be paired with a Year 6 buddy to help them settle into life at Belgrave

Reception to Year 1

- 2 half day sessions in new phase
- Year 1 teachers spend two sessions whilst new Reception have their stay and play sessions
- Staggered approach to serving lunch, including pupils being more independent; early support reduced over time until all children are independent
- A staggered approach to lunch playtimes
- Open door for any parents to meet the next teacher informally in final two weeks of term
- Planning to follow continuous and outside provision during the day
- Shared Reception and Year 1 area to share learning and activities with year group above
- All teachers to have handover meeting (in addition to regular conversations) which includes data and welfare / safeguarding.

For all children from Years 2 to 6 the following can be implemented to help them with transition. This should be done as a whole class and then adapted for individuals or groups with additional anxiety or SEND:

- **Discussion of topics which may cause anxiety**
 - Toilets
 - Lunchtime
 - Arriving / leaving school
 - Playtime
 - Routines and timings
 - Uniform and PE kit
 - Swimming
 - Behaviour and bullying
 - Staff

Year 2 to Year 3 to Year 4 to Year 5 to Year 6

- All classes to participate in 2 half day transition with their new teacher, in their new classroom
- Hold a circle time / discussion to resolve any issues / anxieties about moving into a new year
- Set expectations for the new year group during the transition half days
- All teachers to complete a handover meeting in addition to informal conversations
- All teachers to agree data during the handover meetings
- Additional transition arrangements where needed for SEND

Year 6 to Year 7

- Class teacher to liaise with head of Year 7 at feeder high schools about pupil needs
- SENCo to make contact early in the academic year (as soon as places allocated or before)
- Head of Year 7 visit and speak with pupils attending their school with Q and A session
- Summer term preparation for secondary
- Transition full day at secondary school
- Any child with additional needs of any kind has additional visits arranged to meet these needs and decrease anxiety
- Summer clubs are encouraged at one local feeder school which take place for four days over the summer holidays
- Class teacher to send relevant data to high schools as requested

Additional use of the following to meet needs of children who may find transition difficult:

- ELSA session with ELSA trained support staff
- Map with photos
- TAs to accompany pupils on visits
- Timeline of the day – visual timetable if needed
- Parents' meeting
- What to expect social story
- TAs to follow CWAC transition guidance pack to support with additional needs
- Action for Inclusion meetings with pre-school / nursery and parents before starting Reception

