Park School and Little Crickets Transition Policy

Introduction

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next.

Rationale

At Little Crickets at Park School we recognise the importance of creating a whole school approach to transition, about which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal and regulatory requirements of Education Acts, as well as National Curriculum requirements.

This policy applies to all transitions within Little Crickets at Park School and Park School, including:

- Home to nursery.
- Internal room moves within the nursery.
- Nursery to Reception.
- Reception to Year 1.
- Transitions between year groups.
- Transition to a new school where applicable.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

Equal Opportunities and Inclusion

At Little Crickets at Park School, we are committed to providing equal opportunities for all children, ensuring that every child, regardless of background, abilities, or needs, can transition smoothly into Key Stage 1 (KS1). In line with the Equality Act, we make necessary accommodations to support children with protected characteristics and special educational needs and disabilities (SEND), receiving support from external agencies, enhanced transition arrangements may be implemented. These may include additional visits, transition books, visual supports, social stories, meetings with professionals and graduated transition plans tailored to individual needs. and we tailor our approach to meet their individual pastoral needs. This may include providing additional learning support, adapting teaching methods, or offering specialised resources to ensure that all children feel included and are able to thrive. Our staff work closely with parents, carers, and external professionals to create personalised transition plans, where necessary, to ensure that each child's transition to KS1 is smooth, supportive, and accessible, allowing them to succeed academically and socially within the broader school community.

Where children have identified SEND, medical needs, safeguarding considerations or are

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition
- Planning should be based upon assessment information from the previous class/group/setting
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- There should be a professional regard for the information from the previous setting/phase
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance but thought about and planned in advance.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the school's self-evaluation process. Reception, Year 1 teachers and the Assessment Coordinator agree together what needs to be handed on at the end of the year. Children's views, interests, concerns and aspirations will be taken into account throughout the transition process. Staff will use observations, discussions and age-appropriate activities to help children express their feelings about upcoming changes.

Building on what children know and understand

Through the transition process, Reception teachers highlight those children who have not yet met the Early Learning Goals or who may need a modified curriculum. Reception and Year 1 teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year 1 and appropriate areas of provision are planned for Year 1, similar to those in Reception, but with appropriate challenge and adult directed activities.

Effective transition relies upon accurate information sharing between staff, parents and external professionals where appropriate. Information shared may include:

- Assessment data and progress information.

- SEND records and support plans.
- Safeguarding information (where appropriate).
- Medical and healthcare plans.
- Behaviour support strategies.
- Children's interests and learning preferences.

Partnership with parents

At Park School and *Little Crickets at Park School we encourage parents to be involved in the transition process by:*

- Inviting parents into school 3 times a year to discuss the progress of their child.
- Parents are given clear information about what to expect in Reception.
- Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year 1 (Curriculum Meeting).

Continuing Professional Development

Both Reception and Year 1 teachers understand the learning and development requirements of the Early Years Statutory Framework and how the Early Learning Goals link to the National Curriculum. Reception teachers are confident in making assessments through ongoing observation of children and know how to identify next steps in learning through analysing summative data at regular points in the year. Reception and Year 1 teachers plan collaboratively to check for continuity and progression in core curriculum areas.

Safeguarding

Relevant safeguarding information will be shared in accordance with the school's Safeguarding and Child Protection Policy to ensure children's welfare remains paramount throughout any transition.

Monitoring and Review

The Headteacher, Nursery Manager and Reception/Year 1 staff are responsible for monitoring the effectiveness of transition arrangements. Feedback from children, parents and staff will be used to evaluate the success of transition activities and identify areas for improvement.

Further Reference

- Seamless Transition: Supporting continuity in young people's learning, Ref DFES – 0267 – 2006
- Every Parent Matters, Ref LKAW/2007
- Progress Matters – Reviewing and enhancing children's development, Ref. 00217 – 2009BKT-EN
- The Impact of Parental Involvement on Children's Education, Ref DCSF – 00924 - 2008

Policy Owner: LM/RM

Last Reviewed: August 2026

Next Review Date: August 2027