

Liaison & Transition Policy

Status: *statutory/expected/recommended (please highlight)*

Date reviewed: 21/09/2023

Scheduled Review Date: September 2026

Subject/Area Lead: SLT

Link Governor: TBC



POLICY

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1. Purpose

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school.

A strong transition process with clear procedures followed by all members of the school team helps to ensure no child is overlooked, whatever stage they may start their school life at The Hills Academy.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress.

2. Practice

Children new to the school –any age

In order to ensure a smooth transition we:

- Make early contact with parents new to school - as soon as BBC (Bedford Borough Council) confirm transfer/intake.
- Send a comprehensive starting school pack (including information about school registration, data protection, The Hills Academy procedure, school dinners including FSM, school uniform) so that parents have all the information they need.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to starting. They can also spend time in the classroom.

Entry to Nursery

- School Tour offered by Headteacher prior to applications
- Parent information evening
- Stay and play session
- Home visits
- EYFS assessment, class teacher reports and learning journals passed on from other settings via School Office
- Children with SEND may have bespoke transition plan and the class teacher and SENDCo may visit them in their setting prior to the new term

Nursery to Reception

- School Tour offered by Headteacher prior to applications
- Parent information evening
- Stay and play sessions
- Home visits
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- Not attending Nursery – parents telephoned and offered a home visit
- EYFS assessment, class teacher reports and learning journals passed on from other settings via School Office
- Children with SEND may have bespoke transition plan and the class teacher and SENDCo may visit them in their setting prior to the new term

Reception to Year Six

- Whole school 'meet the new teacher' session – new classes meet their new teachers and parents are informed of their child's new class teacher (to tie in with secondary school transition day if possible).
- After school meetings for parents in this 'transition week' outline the main expectations, routines and events in the next class. Parents have the opportunity to meet their new teacher and ask questions in the June half term.
- All teachers engage in professional transition meetings and all relevant summative assessments are available to the new class teacher on Arbor
- All books have a year group book plate added to show where the new year group work starts as current books are passed up to the new teacher. All pupils work in these books until they are completed to ensure no slippage in quality or quantity.
- Staff team meeting moderation with English and maths lead in staff meeting time
- Pupils with individual needs may make additional visits to their new class to familiarise themselves with their new room and teacher. They may go to share their work, be given stickers etc
- In the first few weeks of new school year previous teacher visits classroom to check no marked changes in work attitude / pupil appearance etc
- The office staff will obtain the CTF file to update Arbor of the new starter details including assessments if the previous school has recorded this on their MIS. Any paper records to also be obtained.

Year Six to Year Seven

- Y6 transition to secondary school - applications reminders/support
- Year 7 transition leads at secondary school make contact with The Hills Academy, transition proformas are completed by class teacher and SENDCo and shared
- Feeder secondaries may visit and present to the current Year 6 to showcase what they can offer
- SENDCo shares all key SEND documents with feeder SENDCOs electronically and may phone and discuss pupils as needed
- Some feeder secondary schools may organise additional visits for vulnerable pupils or pupils with significant additional needs.
- Secondary School runs information sessions/meetings for parents and visit day/s (usually 1st Wednesday in July)
- My Concern data transferred over specific safeguarding concerns hand delivered by Deputy DSL

Transition In Year: Leavers

- All school books (if required), and other information including all written reports, to be made available for possible transfer to new school
- File transfer managed by office through Arbor
- DSL to advise new school of any safeguarding concerns
- SENDCo to advise new school of any SEND
- 'Good bye' card may be produced by class

Transition into The Hills Academy for pupils with SEND:

- A child's transition from home to our school setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development.
- As preparation for transferring to The Hills Academy, a transition meeting for parents with the SENDCo at The Hills Academy, and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school.
- Outside agency reports and records such as completed and current SEN Support Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves.
- Medical care plans and any relevant adjustments should be discussed at the transition meeting.

- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

3. Monitoring and evaluation

Key stage leads and The School Business Manager will keep Key Stage transition arrangements under review and adapt as necessary.

4. Policy links

This policy should be read in conjunction with the Teaching and Learning Policy; SEN Policy

5. Amendments

Amendment Details	Made By	Date
New policy	SLT	23/09/2022
Amendments	SLT	25/09/2023