



# Transition Policy

**Approved by:**  
B.Suddhi

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**by:**

Signed by:

Headteacher

Date: September 2025

Chair of governors

Date: September 2025

## **Contents:**

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definition
4. Transition into Reception
5. Transition into Year 1
6. Transition into the school
7. Transition activities
8. Monitoring and review

## **Statement of intent**

At Pear Tree Infant and Nursery School, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

## **1. Legal framework**

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

- Data Protection Act 2018
- Education Act 2002
- Equality Act 2010
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- STA (2020) 'Assessment framework: Reception Baseline Assessment'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Fire Safety Policy
- Educational Visits and School Trips Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring compliance with the 'School Admissions Code'.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Liaising with the headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.

The headteacher will be responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- Liaising with the governing board and reporting back the successes and challenges of the transition process.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.

- Liaising with early years settings and Junior/Primary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The SENCO will be responsible for:

- Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.
- Having due regard to the Special Educational Needs and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods.

The pupil transition coordinator will be responsible for:

- Ensuring that pupils receive the required support when going through transitions of education.
- Liaising with staff and senior leaders of nurseries, primary schools and secondary schools to ensure there is a smooth transition.
- Having due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

All other staff will be responsible for:

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.
- Participating in transition activities.
- Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year.

### 3. Definition

For the purpose of this policy, “**transition**” is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

### 4. Transition into Reception

- Nursery children will work with the Reception classes at various times throughout the year for different events

During the Summer term before entry to Reception:

- Joint activities are organised for nursery and Reception children.
- Nursery children visit the Infant school setting for activities
- Nursery children are allowed time to explore the main school building supervised by a member of staff.
- Some activities, e.g., music, take place in the main hall to allow children to experience different parts of the school.
- Staff use stories to help explain new situations so children can relate to the change that will occur.

Prior to entering Reception:

- The lead nursery teacher will work with the head teacher on favourable groupings for children.
- Parents will attend an information session with the headteacher to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.
- Parents will have the opportunity to attend an information event with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.

During the first term:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. 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.
- A parents' evening is 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 are encouraged to share any information, concerns, or pupil successes with staff.

## **5. Transition into Year 1**

During the Summer term, prior to entry into Year 1:

- Reception pupils will attend assemblies with the whole school, additional to special assemblies throughout the year.

- Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and the TA.
- Reception pupils attend more whole-school activities, e.g. sports day.

Prior to the pupils entering Year 1:

- Reception teachers will complete progress assessments on each child and provide the reports to their Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings are passed on from the Reception teacher to the Year 1 teacher.

During the first term:

- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

## **6. Transition into other years**

During the summer term:

- Pupils will attend transition days with their Junior/Primary school ready for their start into Year 3
- Pupils will have weekly story time with their future Year 3 teacher

During the Summer term prior to entry into the following year group:

- Pupils will participate in a welcome session with their new teacher – the session will involve a practice lesson and time for questions and answers.
- Teachers will meet to 'handover' their class. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND.
- Previous class teachers will advise new teachers of favourable groupings for pupils as well as any grouping which should be kept separate.
- Teachers will meet to discuss pupils' progress from previous years, and will set learning targets for individual pupils across all of the subjects.

- Learning journals, phonics assessments, examples of writing and parent consultation records, are all passed on from the teacher to the new teacher.

During the first term:

- the timetable will be kept similar to the previous year group's timetable, and new ways of learning, as well as teaching, will be introduced gradually to allow pupils to adjust to the changes.
- A parents' evening will be held during the first term 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

## **7. Transition into the school**

- 7.1. Individual tours are arranged for all incoming parents and pupils, and the pupil is offered time to stay with their prospective class.
- 7.2. Parents will receive a 'Pack', including information about the school and the curriculum.
- 7.3. New pupils joining the school are assessed by their class teacher and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.
- 7.4. Records are obtained from the previous school and are made available to the pupil's class teacher.
- 7.5. Data transfers are made in line with the school's Data Protection Policy.

## **8. Transition activities**

- 8.1. Teaching staff will liaise with staff and senior leaders of nurseries and schools to ensure there is a smooth transition to and from the school.
- 8.2. Transition activities are designed to encourage communication between pupils, supporting connections made between peers.
- 8.3. Activities will vary and include visits to pupils' new school or class, practice sessions with new teachers and games.
- 8.4. Games will be interactive, age appropriate and encourage pupils to introduce themselves to their class teacher and peers.
- 8.5. All staff will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

- 8.6. Visits to new schools will expose pupils to the daily life within their new schools; they will experience various taster classes, assemblies, and breaktimes.

## **9. Monitoring and review**

- 9.1. The headteacher will review this policy on an annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.
- 9.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 9.3. The next review date for this policy is September 2026.