Transition Policy

Approved by: **B.Suddhi**		**Date:**	September 2026
Last reviewed on:	September 2026		
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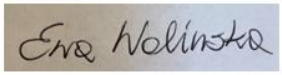
Signed by:



Headteacher Date: September 2026



Chair of governors Date: September 2026

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Statement of Intent

At Pear Tree Infant and Nursery School, we recognise that transition is an important part of children's educational journey.

Transition can involve:

- moving from home into Nursery;
- moving from another early years setting into our Nursery or Reception;
- moving from Nursery into Reception;
- moving from Reception into Year 1;
- moving between year groups;
- moving into or out of the school during the academic year;
- moving from our school to a junior or primary school; and
- adapting to significant changes within the school environment.

We recognise that children and families experience transition differently. Some children may be excited by change, while others may experience anxiety, uncertainty or difficulty adjusting to new people, routines, environments or expectations.

Our aim is therefore to ensure that transition is:

- positive;
- gradual where appropriate;
- child-centred;
- inclusive;
- well planned;
- communicated clearly with families;
- supported by effective information sharing;
- sensitive to individual needs; and
- focused on children's wellbeing, safety, learning and development.

Following the move into our new school building in November 2026, Nursery and the Infant School will operate within the same building. This provides an opportunity to strengthen continuity between Nursery, Reception and the wider school.

Children will be supported to become familiar with the whole school environment, including shared spaces, adults, routines and facilities. Transition will therefore be viewed as an ongoing process throughout children's time at Pear Tree Infant and Nursery School, rather than simply an event occurring at the end of an academic year.

We will work closely with children, parents and carers, previous and receiving settings, and relevant professionals to ensure that transition arrangements meet individual needs.

1. Legal Framework

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

- Education Act 2002
- Childcare Act 2006
- Children and Families Act 2014
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- School Admissions Code 2021
- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, as amended
- DfE, *Keeping Children Safe in Education 2026*
- DfE, *Working Together to Safeguard Children 2026*
- DfE, *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- 2026 Reception Baseline Assessment and Reporting Arrangements
- Teachers' Standards, where relevant.

The current EYFS statutory framework applies to group and school-based providers and sets standards for children's learning, development and care from birth to five. The current framework came into force on 1 September 2026.

The 2026 *Keeping Children Safe in Education* guidance applies to schools and sets out statutory safeguarding expectations.

The 2026 *Working Together to Safeguard Children* guidance applies to schools and emphasises a child-centred approach and effective multi-agency working.

The School Admissions Code 2021 applies to maintained schools in England and governs the school's responsibilities relating to admissions.

The school's transition arrangements will operate alongside:

- Child Protection and Safeguarding Policy
- SEND Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy
- Educational Visits and School Trips Policy
- First Aid Policy
- Fire Safety and Emergency Evacuation procedures
- Data Protection Policy
- Records Management Policy
- Admissions Policy
- EYFS Policy
- Complaints Policy.

2. Roles and Responsibilities

2.1 Governing Board
The Governing Board will:

- ensure that the school has appropriate arrangements for supporting children through transition;
- ensure that transition arrangements support equality and inclusion;
- receive information about significant transition arrangements where appropriate;
- ensure that safeguarding remains central to transition planning;
- ensure that the school meets its statutory duties relating to admissions, SEND and safeguarding; and
- review the effectiveness of transition arrangements through the school's normal monitoring and evaluation processes.

2.2 Headteacher
The headteacher will:

- have overall responsibility for implementation of this policy;
- ensure appropriate transition arrangements are in place;
- ensure transition arrangements are reviewed and adapted where necessary;
- ensure staff understand their responsibilities;
- coordinate transition arrangements with other settings and professionals;
- ensure appropriate safeguarding and information-sharing arrangements are followed;
- ensure parents and carers receive appropriate information;
- oversee transition arrangements associated with the new school building; and
- ensure that the needs of individual children are considered.

2.3 EYFS/Nursery and Reception Staff
EYFS and Nursery staff will:

- establish positive relationships with children and families;
- share appropriate information with receiving staff;
- provide opportunities for children to become familiar with new environments;
- support children to develop confidence and independence;
- identify children who may require additional transition support;
- contribute to discussions regarding appropriate class groupings;
- share relevant learning and development information;
- support children to understand changes in routines and expectations; and
- work collaboratively across Nursery, Reception and the wider school.

2.4 SENCO
The SENCO will:

- identify children who may require additional transition support;
- liaise with parents, previous settings, receiving settings and relevant professionals;
- ensure relevant SEND information is transferred appropriately;
- contribute to individual transition plans where necessary;
- ensure reasonable adjustments are considered;
- support staff to understand individual children's needs; and
- monitor the effectiveness of transition arrangements for children with SEND.

2.5 Teachers and Other Staff
All staff will:

- provide a warm and welcoming environment;
- support children to manage change;
- identify children who may be experiencing difficulty with transition;
- share concerns appropriately;
- participate in transition activities;
- maintain appropriate confidentiality;
- follow safeguarding procedures; and
- support consistent routines and expectations.

2.6 Parents and Carers
Parents and carers are encouraged to:

- engage with transition opportunities;
- share relevant information about their child;
- attend meetings and information sessions where possible;
- communicate concerns with staff;
- support their child's preparation for transition; and
- work in partnership with the school.

3. Definition of Transition

For the purpose of this policy, transition means the process of supporting a child as they move between:

- home and an early years setting;
- different early years settings;
- Nursery and Reception;
- Reception and Year 1;
- different year groups;
- different schools or educational settings; or
- different stages, environments or routines within the school.

Transition includes both planned changes, such as moving to a new year group, and unplanned changes, such as moving into the school during the academic year.

Transition also includes supporting children to adapt to significant environmental or organisational changes, including the move to and use of the school's new building.

4. Transition Principles

The school will follow the following principles when planning transition:

- Child-centred
- The child's wellbeing, safety, individual needs and views will be central to planning.
- Individualised
- Transition arrangements will be adapted according to the child's age, development, personality, needs and previous experiences.
- Gradual where appropriate

- Children will be given opportunities to become familiar with new people, spaces, routines and expectations before a significant change takes place.
- Consistent
- Where possible, familiar routines, language, expectations and approaches will be maintained across transition points.
- Collaborative
- Staff will work together and share relevant information to ensure continuity.
- Family-inclusive
- Parents and carers will be given appropriate opportunities to understand and contribute to transition arrangements.
- Inclusive
- Children with SEND, EAL, medical needs, care experience or other additional needs will receive appropriate support.
- Safeguarding-focused
- Safeguarding information will be shared appropriately and transition activities will be planned with children's safety in mind.

5. Transition within the Early Years and Nursery

From November 2026, Nursery and the Infant School will be located within the same new school building.

This provides opportunities for children to develop familiarity with the wider school environment before moving into Reception.

Nursery children will have opportunities, where appropriate, to:

- visit Reception classrooms;
- meet Reception staff;
- take part in shared activities;
- use appropriate shared facilities;
- attend whole-school or EYFS events;
- become familiar with the school hall;
- become familiar with outdoor areas;
- experience school routines;
- participate in stories, songs, music or other activities with Reception children;
- see and interact with other members of school staff; and
- gradually develop confidence in navigating the shared environment.

The school will ensure that these experiences remain appropriate for Nursery-aged children and do not place unnecessary demands on them.

The close physical proximity of Nursery and Reception will be used to support continuity while maintaining appropriate EYFS practice and clear boundaries between different age groups and provision.

6. Transition from Nursery into Reception

Transition from Nursery into Reception will begin well before children start Reception.

Where children attend the school's Nursery, staff will use the shared building and close working relationships to support a gradual and familiar transition.

During the year before Reception

Nursery children may:

- visit Reception classrooms;
- participate in shared activities;
- attend assemblies or age-appropriate whole-school activities;
- use shared facilities;
- meet Reception teachers and teaching assistants;
- meet other adults they may encounter in Reception;
- participate in school events;
- hear stories about starting Reception;
- practise relevant routines;
- develop independence skills;
- visit outdoor areas;
- become familiar with school entrances and collection arrangements; and
- talk about what will happen when they move into Reception.

During the summer term

Additional transition activities will normally include:

- visits to the child's future Reception classroom;
- opportunities to meet their future teacher;
- opportunities to meet other children in their class;
- familiarisation with routines;
- age-appropriate classroom activities;
- opportunities to practise lunchtime and playtime routines where appropriate;
- parent information sessions;
- sharing information between Nursery and Reception staff; and
- individual transition arrangements for children requiring additional support.

The number and nature of visits will be adapted according to children's needs.

Information sharing

Nursery staff will provide Reception staff with relevant information about each child, including:

- learning and development;
- communication and language;
- independence;
- social and emotional development;
- friendships and relationships;
- SEND or additional needs;
- EAL;
- medical needs;
- safeguarding concerns where appropriate;
- family circumstances where relevant;

- successful strategies and approaches; and
- any information needed to support a positive start to Reception.

Information will be shared lawfully, securely and on a need-to-know basis.

Reception entry

Reception staff will use information received from Nursery and families to provide an appropriate starting point for each child.

The Reception Baseline Assessment will be administered in accordance with the statutory arrangements. The 2026 arrangements require participating children to complete the assessment within the first six weeks of starting Reception.

The assessment will not replace the broader assessment and professional knowledge developed through children's everyday experiences.

7. Transition from Reception into Year 1

The transition from EYFS into Year 1 will be carefully planned to recognise that children are moving from the EYFS curriculum into the National Curriculum.

During the summer term, Reception children will have opportunities to:

- meet their future teacher;
- visit their Year 1 classroom;
- participate in age-appropriate activities;
- experience aspects of the Year 1 routine;
- attend whole-school events;
- become familiar with changes to classroom organisation;
- discuss what Year 1 will be like; and
- ask questions about the transition.

Reception staff and Year 1 staff will share relevant information regarding:

- children's learning and development;
- EYFS Profile outcomes;
- phonics;
- communication and language;
- mathematics;
- writing;
- independence;
- social and emotional development;
- SEND;
- EAL;
- medical needs;
- successful strategies; and
- any other information necessary to support continuity.

The transition into Year 1 will recognise the importance of maintaining appropriate elements of play, exploration, practical learning and familiar routines while gradually increasing the level of structure and formal learning.

8. Transition between Other Year Groups

Transition between year groups will be planned to provide children with familiarity and continuity.

Where appropriate, children will:

- meet their new teacher;
- visit their new classroom;
- participate in a welcome activity;
- become familiar with changes to routines;
- meet new adults;
- meet classmates where changes to groupings occur; and
- have opportunities to discuss and ask questions about the following year.

Teachers will undertake an appropriate handover.

This will include relevant information regarding:

- academic progress;
- individual strengths;
- SEND;
- medical needs;
- social and emotional needs;
- friendships;
- behaviour and pastoral needs;
- successful strategies;
- reasonable adjustments;
- safeguarding information where appropriate; and
- any other information required to support the child's wellbeing and learning.

Teachers will use professional judgement when determining class groupings.

Information regarding safeguarding concerns will be shared in accordance with the Child Protection and Safeguarding Policy and relevant information-sharing requirements.

9. Transition into Pear Tree Infant and Nursery School

Children joining the school from another setting will be supported to settle as quickly and positively as possible.

Where practical, the school will offer:

- an individual or group tour;
- an opportunity to meet relevant staff;
- an opportunity to visit the classroom;
- age-appropriate information about the school;
- information for parents and carers;
- opportunities to discuss individual needs;
- appropriate contact with the previous setting; and
- additional visits where needed.

The school will seek relevant information from the previous setting, including:

- educational records;
- assessment information;
- SEND information;
- medical information;
- safeguarding information where appropriate;
- attendance information;
- relevant pastoral information; and
- information about successful strategies.

Where a child joins during the academic year, transition arrangements will be proportionate to the circumstances and may need to take place over a shorter period.

A child will not be excluded from joining the school because they have not been able to complete a planned transition activity.

10. Transition from Pear Tree Infant and Nursery School

The school will work with receiving schools to support children moving to their next stage of education.

For children moving to a junior or primary school, transition may include:

- visits to the receiving school;
- meetings with receiving teachers;
- information-sharing between teachers;
- sharing relevant assessment information;
- sharing SEND information;
- sharing safeguarding information where appropriate;
- sharing information about medical needs;
- opportunities for children to ask questions; and
- additional support for children who may find the transition difficult.

Where a child requires additional transition support, the school will work with the receiving setting and family to identify appropriate arrangements.

11. Transition Following the Move to the New School Building

The move to the new school building in November 2026 represents a significant transition for children, families and staff.

The school will recognise that the physical move may affect children differently and will therefore provide opportunities for children to become familiar with the new environment.

11.1 Before the move

Where appropriate, children will be prepared for the move through:

- age-appropriate discussions;
- photographs or visual information;
- stories and social narratives;
- opportunities to talk about what will change and what will stay the same;

- visits to the new building where available;
- discussion of new routines;
- familiarisation with new entrances and exits; and
- opportunities to ask questions.

11.2 Following the move

Once the school has moved into the new building, children will be supported to become familiar with:

- their own classroom;
- Nursery and Reception areas;
- shared learning spaces;
- the hall;
- dining areas;
- toilets;
- outdoor areas;
- entrances and exits;
- emergency procedures;
- fire assembly points;
- staff members;
- playground and play routines; and
- any new daily routines.

Children will be given reasonable time to adjust to the new environment.

Staff will monitor children's wellbeing and behaviour following the move and will identify children who may need additional support.

11.3 Nursery and Infant School co-location

The co-location of Nursery and the Infant School will be used positively to strengthen continuity and relationships.

Where appropriate, Nursery children will have regular opportunities to become familiar with:

- Reception staff;
- Reception classrooms;
- shared spaces;
- school routines;
- older children;
- whole-school events; and
- the wider school environment.

Reception and Nursery staff will communicate regularly to support continuity between the two areas of provision.

However, staff will ensure that children's developmental stage is considered and that Nursery children are not expected to participate in activities designed for older pupils where this would not be appropriate.

11.4 New building routines

Where the new building introduces new routines, staff will explicitly teach these to children.

This may include:

- where to enter and leave the building;
- where belongings are stored;
- how children move between areas;
- lunchtime routines;
- toilet routines;
- playground routines;
- collection arrangements;
- emergency evacuation procedures; and
- expectations for using shared spaces.

12. Transition Activities

Transition activities will be planned according to the age and needs of the children.

Activities may include:

- classroom visits;
- shared stories;
- buddy activities;
- shared play;
- music;
- singing;
- assemblies;
- sports and physical activities;
- shared creative activities;
- school tours;
- visits to receiving schools;
- meet-the-teacher sessions;
- parent information sessions;
- visual timetables;
- photographs;
- social stories;
- classroom-based activities; and
- opportunities for children to talk about their feelings and expectations.

Activities will be designed to promote confidence, familiarity and positive relationships.

The school will avoid unnecessary or repetitive transition activities and will focus on activities that have a clear purpose.

13. Supporting Children with SEND and Additional Needs

The school recognises that children with SEND may require additional preparation and support during transition.

The SENCO will work with:

- children;
- parents and carers;
- Nursery and school staff;
- previous and receiving settings;
- educational professionals;
- health professionals; and
- other relevant agencies.

Additional transition arrangements may include:

- additional visits;
- shorter or repeated visits;
- visual timetables;
- photographs;
- social stories;
- individual transition books;
- additional meetings;
- familiar adults accompanying children;
- specific sensory adjustments;
- adapted communication;
- personalised routines;
- quiet or low-stimulation spaces; and
- other reasonable adjustments.

Where a child has an Education, Health and Care Plan, the school will consider the relevant provision and transition requirements contained within the plan.

The school will ensure that transition arrangements do not disadvantage children with SEND.

14. Supporting Children and Families

Parents and carers are important partners in successful transition.

The school will provide families with appropriate information about:

- school routines;
- start and finish arrangements;
- uniform;
- meals;
- attendance;
- communication;
- curriculum;
- SEND support;
- pastoral support;
- key staff; and
- any significant changes to school arrangements.

Parents will be encouraged to share information that may help staff understand and support their child.

The school recognises that families may experience transition differently and will provide opportunities for parents and carers to ask questions and raise concerns.

Where appropriate, staff will provide practical suggestions to help families prepare children for transition at home.

15. Safeguarding and Information Sharing During Transition

Safeguarding is a priority throughout all transition arrangements.

Staff will follow the school's Child Protection and Safeguarding Policy and current KCSIE guidance.

Relevant safeguarding information will be shared with appropriate staff and receiving settings where this is lawful and necessary to protect a child or support their welfare.

The school will ensure that:

- safeguarding information is transferred securely;
- staff receiving children are made aware of relevant concerns;
- information is shared on a need-to-know basis;
- confidentiality is maintained;
- records are stored securely; and
- safeguarding concerns are acted upon promptly.

The 2026 *Working Together to Safeguard Children* guidance reinforces the importance of a child-centred approach and effective information sharing between agencies and professionals.

Information will be shared in accordance with the Data Protection Policy and applicable data protection legislation.

Transition arrangements will also take account of the school's emergency procedures, including fire evacuation and lockdown arrangements.

Where children are moving around the new school building, staff will maintain appropriate supervision and follow the school's risk assessment and health and safety arrangements.

16. Monitoring and Review

The headteacher will monitor the effectiveness of this policy annually.

The school will consider:

- children's wellbeing;
- children's views where appropriate;
- parent and carer feedback;
- staff feedback;
- information-sharing arrangements;
- the effectiveness of transition activities;
- the needs of children with SEND;
- the effectiveness of Nursery-to-Reception transition;
- the impact of the new building and co-location of Nursery and the Infant School;
- any issues arising following the November 2026 move; and
- whether changes are required to future transition arrangements.

Transition arrangements may be adapted during the academic year where this is necessary to respond to children's needs or changes within the school.

All staff will be expected to familiarise themselves with this policy as part of their induction and ongoing professional practice.

This policy will be reviewed annually or sooner where there are significant changes to legislation, statutory guidance, school organisation or the school's transition arrangements.

Next review date: September 2027