

BLACKSHAW MOOR CHURCH OF ENGLAND (VC)
FIRST SCHOOL

Transition Policy

Aims

The school's aim is to ensure that every child is happy to come to school and that they will progress through their time at Blackshaw Moor First School successfully, enabling them to enjoy and achieve and make a positive contribution. As far as possible, the school needs to be responsive and flexible to the individual child and family circumstances so that the experience of starting school is as positive as it can be. We understand that, as they progress through school, some children are particularly vulnerable as they transfer from the Foundation Stage to KS1 and then to KS2. The purpose of this policy is to explain the steps we have taken to ease children's transition through each phase.

Transition into school and the Foundation Stage

This will be achieved by: -

- liaison with previous settings including, where appropriate, visits by staff to meet children and parents, and by children and parents visiting the school;
- involving parents in the process of induction and keeping them well informed;
- providing an induction period* that will be flexible and will continue until the child feels happy and secure in the foundation stage setting;
- collecting information to support children's initial interests and using the information to adapt the curriculum to build on their interests including observing children and using the observations to identify next steps;
- talking with other professionals who know the children;
- arranging school welcome meetings to make parents aware of the routines of the school and the Curriculum Guidance for the Foundation Stage and how this is delivered focusing on achievement rather than attainment;
- making the provision fun for children - valuing and respecting them and supporting the building of their self-esteem and confidence;

* Induction period

- On application to the Foundation Class, parents will be given a prospectus of the school and asked to provide personal details and information about their child. Confidentiality of information will be respected.
- Parents will be invited to a parents meeting in May when Foundation class procedures and curriculum will be discussed;
- Where appropriate home visits will be arranged or children will be invited in to school to meet staff in May or June;
- Children and parents will be invited to attend the class for short visits in June;
- Opportunity will be given for children to visit the classroom without a parent, if children are confident to, during June and July;
- In September, the intake of new children will be staggered and fewer sessions per week will be offered until parents feel their children are ready to attend the full five part-time sessions per week.

Transition into Key Stage One

This will be achieved by:-

- providing opportunity for Key Stage One staff to observe and talk to reception children as they use the learning environment in their reception class;
- creating time for staff in reception and Key Stage One to discuss the learning needs of the children together including sharing results from the Foundation Stage Profile;
- considering how each aspect of the learning environment such as sand, water, construction, role play etc. can be continued in Key Stage One particularly in the autumn term for Year 1 children;
- giving children time in their new classroom towards the end of reception and giving them opportunity to share their feelings and concerns;
- Communicating with parents about the transition to Key Stage One and providing guidance for parents on how they can prepare for and support their children's learning in Key Stage One.

Transition into Key Stage Two

This will be achieved by:-

- providing opportunity for Key Stage Two staff to observe and talk to Year 2 children in their familiar learning environment;
- liaison between Key Stage 1 and Key Stage 2 staff to discuss the learning needs of children including children with additional learning needs, talented or gifted children and the unique nature of the cohort;
- Giving children time in their new classroom towards the end of Year 2 and giving them opportunity to share their feelings and concerns.
- Communicating with parents about the transition to Key Stage Two and providing guidance for parents on how they can prepare for and support their children's learning in Key Stage Two.

Transition to Middle School

This will be achieved by:-

- liaison between the KS2 teacher at Blackshaw Moor School and the link teacher from the Middle School to share information about children's family background , friendship groups, aptitudes, interests and special needs
- children completing transition projects in literacy and maths which are continued in September on transfer to their new school and aspects of which are celebrated on new intake day in June/July
- transfer of assessment data to Middle School to ensure children are placed in the correct academic sets on transfer
- participation in numerous enrichment activities with children from Pioneer Cluster, culminating in the 3 day Y4 outdoor education visit to enable children to broaden their friendship groups prior to transfer

Gifted and Talented Children

Everyone at Blackshaw Moor First School is committed to an inclusive approach to education that provides for an environment and curriculum which encourages pupils, including the Gifted and Talented, to maximise their potential. Gifted and Talented children are identified using a range of strategies and identification is on going with children showing the

potential to be high achievers being encouraged to work at higher cognitive levels, making use of preferred learning styles and a focus on the social, emotional, physical and spiritual aspects that help produce the "rounded" individual. Any children considered to be gifted or talented will be placed on a register and parents will be kept informed that their children have been identified as gifted and/or talented and the implications for this and how the child's needs will be met. A separate policy for Gifted and Talented Pupils is available in school for perusal if required.

Dyslexia

Transition meetings will take place each Summer Term between the Y2/Y3 teachers and the EYFS/Y1 teachers. These meetings are to share information about children with individual needs and to discuss future provision.

Relevant documents will be transferred to the SENCo at the middle school the children in Y4 will be transferring to.

Dyslexia Friendly Policy Statement.

At Blackshaw Moor we are aware that children learn in different ways and as such we aim to adopt a variety of teaching styles.

We aim to help children discover how they learn best and give them strategies to become independent learners who can manage their distractions and find ways to overcome their barriers to learning.

We will provide children with Dyslexic tendencies positive role models of people who have achieved great success despite their learning difficulties.

As a staff we are aware of the difficulties Dyslexia can present to learners and **will endeavour to make our classroom 'Dyslexia Friendly'** to the benefit of all children. As a general checklist we will ensure:

- We will think about the ways in which tasks are presented. Are they achievable? Would a frame help the child succeed with more independence? Will it help to alter the font size/type/colour? We will avoid black text on white backgrounds where possible and consider this when displaying work in the classroom.
- Keep instructions to a minimum of 3 and use aide-memoires if necessary.
- Seating arrangements will be flexible to enable children to sit near their learning buddy, closer to the interactive white board, nearer to the teacher, away from distractions.
- Don't insist children with Dyslexic tendencies copy from the board.
- Do provide children with the opportunity to have a drink of water and have a break from concentrating by being able to be active for a short time.
- Recording. Work doesn't always have to be written and alternatives will be used if appropriate. Such as teacher scribe,

alphasmart when available, use of the sound recorder on word/crazy talk. Pictorial maps when planning for written work.

- Support for spelling. Access to specialist dictionaries, teach spelling in a multi sensory way, use ICT(wordshark and other web based interactive programs)
- The child is treated as a partner when targets are set.
- Teaching Assistants time will be carefully planned so individuals who need the extra support will get this, particularly in Literacy sessions.