



Twickenham
PRIMARY ACADEMY

Transition Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy	TPA Transition Policy
Review schedule	Every 3 years
Statutory Policy	No
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal, March 2026
Key review dates	Changes made
March 2023	Policy updated in line with model Transition Policy
March 2026	Policy updated in line with school transition timeline

Policy Statement

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is a process not an event. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Twickenham Primary Academy.

This policy is linked to our Equality, EYFS, SEND and Teaching and Learning policies. We recognise that each child's needs around transition are unique and that for some children, even simple events require lots of preparation. This policy addresses the transition between classes and year groups.

Aims

- To ensure our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.
- To ensure all children are given the opportunity to experience a similar ease of transition.
- To ensure that staff, pupils, parents and other agencies are actively involved in the process and their contribution is valued.

Principles

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class/setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting/class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

Transition from home and nursery

- Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff.
- Children spend a session, prior to starting school, with their new teaching team.

- EYFS team take photographs of children in preparation for labelling the classroom and creating welcome displays to ensure the children have a sense of ownership in their new setting.
- Parents and children receive a home visit when requested.
- Children who regularly attend a nursery will receive a visit in that setting if parents/ the setting consider it helpful (observation / information sharing).
- Early in the summer term children for the September intake with SEND are identified. Our SENDCO will discuss the needs for these pupils with their parents and LA agencies if the child has an Education Health Care Plan (EHCP) in place.
- Parents are invited to record both theirs and their child's feelings on the transition form sent home.
- Parents receive an information pack.
- Children will be able to use the first week of the autumn term to settle into the full day. If a child requires longer than this a plan will be drawn up with the parents and put in place.
- Pupils spend time being carefully taught our TPA expectations and routines.

Transition from the Reception to Year 1

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Reception visit the current Year 1 classrooms in the 2nd half of the summer term. Children create a welcome display for their new classroom.
- Cohort visit new classes and teaching team.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e. lining up in Year 1 playground.
- Pupils go over school behaviour expectations, traffic light process, rewards and our pupil written playground rules.
- Pupils receive an email transition social story to support their readiness for Year 1.

Transition in subsequent Years (1 - 6) throughout the school

- Parents and children new to the school visit the school and meet their teacher.
- Meet the teacher session in new classroom in the summer term. Children create work for a welcome display for their new classroom.
- 'New to Year' welcome meetings take place.

- Certain exercise books are passed up with the child and they continue working in these books in September.
- In the first week of the autumn term all routines and expectations are clearly re-taught. New routines for each year group are embedded by the end of the second week of term.
- Pupils receive an email transition social story to support their readiness for the next year group.

In year admissions from Reception to Year 6

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack and other relevant curriculum information.
- Previous setting contacted for all pupils.
- Children with SEND - SENDCO contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENDCO.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.

Children leaving from Reception to Year 6

- All records are passed on promptly including safeguarding records.
- Children with SEND – information shared by phone or through a visit from the SENDCO if transferring settings locally.
- Relevant child protection information is transferred on.

Transition from Year 6 to Year 7

Summer of Year 5	Autumn of Year 6	Spring of Year 6	Summer of Year 6
<p>At EHCP Annual Review meetings in Y5, parents' views are sought on the secondary school that would be appropriate for their child. Case managers attend these meetings and EHCPs are sent for consultation at preferred schools. New EHCP outcomes are written in preparation for transition to Y7 and looking towards Y9.</p>	<p>A transition support meeting with the Principal and Assistant Principal is offered to parents in September of Y6 to support the choosing secondary schools.</p> <p>Children visit their secondary school open evenings.</p> <p>Parents choose their child's secondary school options.</p> <p>Reminders and support offered to all parents, but particularly those of children who are vulnerable.</p> <p>Parents are sent reminders until the 31st October deadline.</p>	<p>On National Offer Day, children and parents are supported to ensure that they are happy with their allocated place.</p> <p>Admin team ensure that all children have been offered a place.</p> <p>Principal meets with parents who are unhappy with their child's placement and discusses next steps.</p> <p>Children are offered space to discuss their school places.</p>	<p>Children attend a secondary transfer day.</p> <p>Children work on a transition unit of work – Passport to Secondary School</p> <p>Past pupils from Year 7 in local secondary schools are invited to lead a transition talk with Year 6.</p> <p>SENDCO arranges extra visits for vulnerable children. SENDCO runs a 'my Next School' transition group for vulnerable children. SENDCO and/or class teachers meet staff of receiving secondary schools.</p> <p>SENDCO prepares SEND records for transfer. SENDCO and/or class teachers meet staff of receiving secondary schools.</p> <p>End of year reports and KS2 national results sent on to secondary schools.</p> <p>Common transfer files completed and sent to secondary schools.</p> <p>Relevant child protection files are transferred on.</p>

Children moving families

The SENDCO to work alongside social worker to implement their transition plan and to host meetings between prospective adoptive parents and school staff.

Vulnerable children

Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENDCO.

SENDCo will create a 'My New Class' social story for any children who need this support.

Monitoring and evaluation

The Senior Leadership Team discuss and analyse the processes and provision after each transition stage on an annual basis. Action Points are agreed and shared with staff. The Director of Education of the Multi-Academy Trust (MAT) will monitor processes during her visits and will be informed of any action points or changes as they occur.

New staff receive information about transition and guidance about implementing our policy in their induction period.