
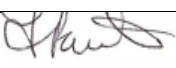


Transition Policy

September 2020

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|---|---|----------------------------------|--|
| Policy ratified on: | | | |
| Date for review: | September 2021 | L.Bevens (Transition lead) | |
| Signed/Responsible: Chair of Governors |  | | |
| Signed Head Teacher |  | | |

SHEEP DIP LANE ACADEMY
 Sheep Dip Lane, Dunscroft
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 DN7 4AU
 Website: www.sheepdiplane.doncaster.sch.uk
 Telephone 01302 842464
 Executive Principal: Mrs B Nixon
 Head Teacher: Mrs F Parish



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Sheep Dip Lane Academy: Transition

Reviewed: September 2020 – in line with COVID-19 guidance

Transition Revised Policy August 2006

Reviewed and updated July 2011, September 2012, September 2019

Rationale

At Sheep Dip Lane we want our children to experience a smooth transition from home into school and also from one class/phase to the next, it is vital for our children so that the pace and quality of learning are maintained to ensure that all continue to make good progress.

In order to be effective in supporting children as they move into and through school we need to address the continuity of their learning experience.

A definition of continuity is

"... that one experience of worth should follow another in a sequence of meaningful learning".
Dewey, J. 1938

This policy sets out the program, teaching, organisation and management for transition within this school. It has been produced following discussion by teachers and reflects the needs of our pupils. Both of which are expressed in the aims of the school and the School Prospectus.

The Transition program will involve:

- **A well planned transition programme from home into FS1/nursery.**
- **An effective pathway for transition from Foundation Stage to Year 1.**
- **Effective planning of whole school transition week/s based around a theme to support pupils moving into the next age range.**
- **Successful transfer for pupils from KS1 into KS2 at Year 3 and from KS2 to 3 at Year 6.**
- **Facilitating a seamless interface between primary and secondary school transfer through carefully planned link projects/transition evenings.**

It is intended that this document will:

- Ensure staff understand the importance of transition and highlight which procedures should be followed to support pupils during this time.
- Outline our school's approach to transition and ensure continuity and progression throughout the age ranges.

Aim/Vision

Our school aims to provide all children with a broad and balanced curriculum which allows them to develop at their own pace and which takes heed of their individual needs and stage of development.

We seek to develop the whole child to enable them to become caring members of society. The curriculum is extended and deepened as the child progresses through school. It is a continuum with no breaks at any age.

We understand that children naturally pass through a number of stages as they grow and develop. We aim through our transition programme to support our children and enable them to have the skills necessary to cope with changes in their time with us, through into secondary education and on the journey of life long learning.

We want our children to feel secure and comfortable within their new learning environment and to have begun to build good relationships with the adults in the class prior to the new academic year.

Objectives

The principles that underpin the transition policy and work in school are as follows:

- *approaches to teaching and learning should be harmonised at the point of transition*
- *planning should be based upon assessment information from the previous setting*
- *styles of teaching and learning should meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage*
- *there should be a professional regard for the information from the previous setting / phase*
- *children should enjoy new approaches at transition*
- *transition should motivate and challenge children*
- *staff allocation should give particular attention to the particular needs of the children.*

Entitlement

All children will be supported with transition prior to each new academic year. They will have the opportunity to work individually or as part of a small/whole class grouping. Time spent on transition themes is usually 1 week at the end of the summer term, however this can be more or less depending on the needs of the children and is at the decision of the headteacher.

Within the summer term the following transition plan takes place:

Into FS1 – all children will receive a home visit by the nursery teacher and another member of staff, they will be invited to several transition sessions in the FS1/nursery base.

FS1 – FS2 – all FS1 children will spend time in the FS2 base with their new class teacher, they will have the opportunity to stay for their lunch and experience a full day in school.

FS2 – Y1 – all FS2 children will spend a full week in Y1 with their new class teacher. Y1 teachers will work closely with FS staff to learn about the children's end of FS results and how to support the children with the new curriculum.

Transition into year groups 1-6 – all children will spend a full week in their new classes.

Y6-secondary school – all Y6 children are invited to their secondary school for transition days/evenings with and without parents/carers.

Within the Autumn term 2020 the following transition plan is introduced to ensure the safety of pupils, families and staff prior to the school closures due to Covid-19 – this plan will remain in place at Sheep Dip Lane Academy whilst ever social distancing rules apply within schools and will be amended in line with future Government guidance -

Into FS1 – all families will receive a phone call from their class teacher to introduce themselves and explain the transition procedures. Parents/carers will be invited to join Tapestry to receive regular communications and videos virtually from school staff. They can also email the class account.

In the Autumn term of their child starting FS1, school parents/carers will be invited to 'stay and play' sessions in small groups where they can come and visit the nursery base, meet school staff and allow their child to become familiar with the setting.

FS1 – FS2 – all children will begin full-time school through a staggered start approach. In the Summer term parents/carers will be invited to attend an induction evening led by an FS2 teacher, socially distanced in the hall. Families will continue to receive regular communications and videos virtually through Tapestry and the class email account.

In the Autumn term of their child starting FS2 they will receive a timetable displaying their child's start and finish times which will be extended to include the lunchtime routine before full days begin.

Transition into year groups 1-6 – all children will be invited to a 'meet the teacher' virtual session to familiarise them with their new class and teacher. This will be a lovely opportunity for the teacher to begin to form relationships, show the children their new classroom, where entry/exit points are, where they will sit etc. and to answer any questions children may have about their transition.

Families will receive regular updates via class email accounts about their transition into the new year group.

All year groups will receive a postcard from their new class teacher and be asked to send one back so that children transition to new classes feeling that relationships have already been established with the staff.

Y6-secondary school The children were sent a 'Flying Start' transition booklet from Doncaster Council. They were then invited onto a online platform where they could speak virtually to the staff at the school and watch videos from within the secondary school.

The specific staggered start plan for Autumn term 2020 as set out in the document 'Organisation for Opening Academies' at Sheep Dip Lane Academy is as follows:

Return of all Year groups

All year groups (Except early years in some academies) will begin return on 2nd September.

Exceed academies will align to the Local Authority Recovery as soon as this is produced but will not implement measures that put the safety of staff and pupils at risk

Early Years Staggered Start Plan

| Group | No of pupils | Teacher | Support staff | Small group size | Details of staggered start |
|----------------------|---|---------|---------------|------------------|---|
| Group Name PURPLE | 13 pupils + (1 FS2 EIA funded pupils to access F1 provision) | SS | ST | 1:4 | Wk beg 2.9.20 a.m. 08:30-11:30 groups 3-4 pupils 'Rhyme time' and Mini mark makers play and |

| | | | | | |
|---|--|---|------------------------------------|--|--|
| Staff entry via link corridor | | KSt SENDCO (to observe and support initial sessions for EIA child) | | 1:7 | stay sessions for induction. 1 session p/wk. Induction of new pupils/baseline assessment observations. Wk beg 14.9.20 increase group size 6-8 pupils x2 sessions p/wk. Wk beg 5.10.20 all pupils to be am group |
| Group Ra Am Staff entry via red gate and cloakroom 109 | 16 pupils (4 SEND, x1 EIA 8hrs) + (1 Y1 EHCP pupil to access EYFS provision to meet needs) | LT 0.8 KSt 0.2 LB | KM AW 0.6 SB 1-1 0.5 | 1:5 (1:4) | Wk beg 2.9.20 SEND pupils am (5 pupils) or pm (3 pupils) Wk beg 7.9.20, 14.9.20 10 pupils join am, 10 pupils join p.m. induction in sessions, baseline diagnostic assessment weeks |
| Group Rb pm | 15 pupils (2 SEND, x1 EHCP request submitted, x1 EIA funded 8 hrs) | LT 0.8 KSt 0.2 LB | KM ST p.m. AW 0.6 | 1:4 1:3 (3 days) | Wk beg 21.9.20 a.m. group extend + lunch Wk beg 28.9.20 p.m. group extend + lunch |
| Group Ra+Rb | 31 pupils (6 SEND x2 EIA funded 8hrs, x1 EHCP request submitted) + (1 Y1 EHCP SEND pupil to access EYFS provision to meet needs) | LT 0.8 KSt 0.2 LB | KM AW 0.6 ST p.m. | 1:10 1:8 (a.m. 3 days) 1:8 | Wk beg 5.10.20 all pupils inducted in full time Additional NNEB support p.m. to allow PPA cover release with HLTA |

Whole School Return Plan:

| Group | No of pupils | Teacher | Support staff | Small group size |
|--|---|-------------------|--|------------------|
| Group Y1 Blue room 30 Staff entry via main entrance | 28 pupils 1 SEND EHCP accessing EYFS provision | GM 0.8 KSt 0.2 | LP | 1:14 |
| Group Y2 A and B Blue Rooms 41 and 48 | 39 pupils (1 SEND EHCP) | MS MLT SO | EW HOS 1-1 SEND a.m. LBU 1-1 SEND p.m. | 1:13 |
| Group Y3 Green Room 4 Staff entry via door 15 library door to staff facilities | 26 pupils (3 SEND SEMH) | CB 0.6 AP 0.4 | ER | 1:13 |
| Group Y3/4 Green Room 18 Staff entry via door 15 library door to staff facilities | 26 pupils (1 SEND EHCP, 3 SEMH) | NP SJ UQT | SC a.m. 1-1 SEND KF p.m. 0.1 Thrive Circle time | 1:13 |
| Group Y4/5 Green Room 22 Staff entry via door 15 library door to staff facilities | 26 pupils (1 SEND EHCP, 5 pupils SLCN/ASD, 1 SEMH) | MC | MD 1-1 SEND/sml group KF p.m 0.1 Thrive Circle time | 1:13 |
| Group 5/6 Orange Room 150 | 29 pupils | KV | TSt | 1:15 |

| | | | | |
|--|---|-------------------|--|----------------|
| Staff entry cloakroom 143 | (1 SEND EHCP, 2 ASD, 2 SEMH) | | | |
| Group 6 Orange Room 148 Staff entry cloakroom 143 | 32 pupils (1 HNF SEMH/ASD pupil thrive only, 1 ADHD, 2 SEMH) | DB AP 0.2 a.m. | NW LSm/KF 1-1 Thrive HNF SEND a.m. KF 0.2 Thrive 1-1's or group p.m. | 1:16 (1:11) |

4.0 Organisation of Pupils into Class Structures

- Staff can move between pupil bubbles.
- Play times have been planned on 4 zones
- Staff within the bubbles can manage break times
- Lunchtimes can be planned by keeping staff within a bubble (best possible solution)
- Guidance states that staff can rotate between groups

Teaching

An integral part of the teaching of Transition is to build relationships, give children the opportunities to express their worries and concerns about moving classes, age ranges and phases. It is therefore essential to employ teaching methods that maximise the potential for pupils to explore their feelings and also to begin to see how the class teacher works, the learning environment layout and the standards in that class.

The planning is for guidance and staff should feel free to select the approach that is the most effective in achieving the learning objectives for a particular lesson. A balance must be sought between imparting information and encouraging children to become active enquirers. This can be done through differing groupings class; group; paired and individual work.

Continuity and progression

This will be achieved through the planning process, team collaborative meetings to share information regarding children. Teachers must share key assessment information about children with the next class teacher. This may also include sharing information about pupils groups - SEN support plans, G&T children, EAL.

Other policies that complement and support transition

All subject policies and planning guidance reflect / take account of the principles / guidance in this policy. However the following policies specifically cross reference with this one i.e. Teaching and Learning, Equal Opportunities and Inclusion, SEN, Assessment, Foundation Stage.

