

Induction and Transition Policy

2025

Our aim is to give children a positive experience of transition through Foundation to Key Stage 1 and Key Stage 1 to Key Stage 2, to raise standards and achievement of all pupils.



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INDUCTION AND TRANSITION POLICY

Our vision

It is the responsibility of all practitioners to nurture the children’s natural desire to learn and this responsibility continues from entry into school throughout Foundation and Key Stage 1. The curriculum is a journey which takes account of outcomes described in the Early Years Foundation Stage and the Key Stage 1 curricula. Effective planning will be flexible enough to respond to the practitioners’ growing understanding of the individual child and will enable them to achieve excellence in ways that are enjoyable, embracing the principles of Every Child Matters.

All staff will:

- Ensure implementation, monitoring and review of the policy.
- Liaise with other members of staff in their own phase to ensure consistent provision within groups.
- Liaise with members of staff in other phases to ensure continuity and progression
- Continue to develop links with other schools to share good practice and development.
- Maintain resources enabling the play-based curriculum.
- Review and develop the action-plan as appropriate
- Assist analysis of FSP data to develop pupil learning focus.
- Inform staff of timeline of activities.
- Address further training needs/staff development.

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SEN/INCLUSION

Every child regardless of race, gender or individual needs will have equality of access to a broad and balanced transition process. This policy confirms the school's Equality policy.

KEY ELEMENTS FOR A SMOOTH TRANSITION TO FOUNDATION STAGE 1

- Parents are asked to complete a detailed information sheet when they accept a place
- All children are invited to an Open House play session with their parents, to meet the staff and go through details on the admission sheet with the headteacher
- ‘All about me’ books are given to all the children to complete at home with their parents, thus creating a link between home and school learning
- Visits are arranged for each child. Parents may stay or go, depending on their and their child's emotions!
- Staggered entry ensures a small number of children begin on any one day, allowing for greater attention for newcomers.

KEY ELEMENTS FOR A SMOOTH TRANSITION TO FOUNDATION STAGE 2

- Regular mix up days are held throughout the year to ensure children are familiar with whole FSU and its staff
- Visits to FS2 are arranged in the term prior to transition for all new entrants
- FS2 staff and FS1 staff meet for focussed discussions on individuals' learning needs prior to transition
- FS2 staff visit FS1 for stories, etc.

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- Children entering directly from other early years' settings are visited or contacted by a FS2 teacher in that setting to gather information about the children
- Tours for parents are arranged with the headteacher
- An information meeting for parents is held prior to transition
- Children enter for small periods of time, building up to full days to ensure they receive good attention to promote a smooth transition emotionally
- Parents are invited to 'Meet the Teacher' in the first fortnight

KEY ELEMENTS FOR A SMOOTH TRANSITION FROM FOUNDATION TO KEY STAGE 1

- FS2 children are interviewed to find out their expectations or worries about Y1.
- FS2 staff and Y1 staff meet for focussed discussions on individuals' learning needs prior to transition
- Y1 teachers visit new children in Foundation Stage setting.
- Analysis of FSP data informs initial planning.
- Visits to Y1 are arranged in the term prior to transition for all children
- Transition booklets containing photographs and information to familiarise SEN children are compiled.
- Children complete a self-portrait on transition day which is displayed ready for they start in year 1 in the September
- Questionnaires are sent home to parents to find out about children's interests.
- Parents are invited to 'Meet the Teacher' in the first fortnight

General classroom organisation

- In September, photographs and postcards are displayed
- Similar areas for role play, writing, sand and water, construction etc are provided.
- Familiar resources are provided, showing progression.

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- Extended learning times with opportunities to initiate activities and follow up their own interests are planned .
- Children are observed to get to know their learning styles.

Home/school links

- ‘Meet the Teacher’ session to introduce the Y1 curriculum, explain routines and address anxieties.
- Parent’s / carers consultation meetings take place in Autumn (1) term to discuss how children have settled into their new class / year group

KEY ELEMENTS FOR A SMOOTH TRANSITION FROM YEAR 1 TO YEAR 2

- Y1 children are given a questionnaire to be completed at home to ask0 about children's interests etc. This goes home on the transition visit day.
- Y2 staff and Y1 staff meet for focussed discussions on individuals’ learning needs prior to transition
- Y2 teachers visit children in Y1 classes.
- Analysis of data informs initial planning.
- Visits to Y2 are arranged in the term prior to transition for all children
- Transition booklets containing photographs and information to familiarise SEN children are compiled.
- Children do a self-portrait on their visit day which is on display ready for when they come in September.
- Parents are invited to ‘Meet the Teacher’ in the first fortnight



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Junior School



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TRANSFER TO BISPHAM JUNIOR SCHOOL & OTHER KEY STAGE 2 SETTINGS

Entering a new situation (a new school, classroom and a new teacher) can be a stressful time, and some points of transition, e.g. Key Stages, can be especially so due to the change of school, a more formal classroom approach, larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

Therefore our aims is to:-

- Promote smooth transition of children
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key principles on which we operate;

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and the children.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement i.e routines, interests, family unit.
- Relevant information alongside any additional needs.
- Timescale for transition are variable to meet the individual needs of the child.
- Other relevant information eg social care issues, SEN
- Safeguarding information (all compliant with GDPR) will be shared on a need to know basis.

Smooth transition from the Infants to Junior school will be encouraged by:

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Transfer of records

In order to safeguard pupil's personal information, the transfer of documents **MUST** follow the procedures laid out in our *“Leavers Records: Policy and Procedures .v.2024”* which ensures the secure transfer of personal records from Banks Road to another school

- End of year reports
- Validated end of key stage teacher assessment details (Eng, Maths, Sci)
- Information regarding SEN, PP & Ever6
- Class groupings
- Current class lists
- Lit & Maths books started in summer term
- Tracking that shows progress during EYFS and KS1
- Reading and Phonics data inc Y1 phonics screen results
- Other Foundation subject assessment grids inc. Science

Class composition

Classes are compiled in collaboration with Banks Road and Bispham Drive staff. All factors will be considered and the classes are equal regarding gender, ability, friendship groups and learning behaviours.

Visits

Each year, KS1 go to Bispham Drive for events such as Sports day. Thus, all children have had experience of going to the school before they reach transition.

A range of visits is arranged throughout the second half of the summer term - see Appendix 1

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Meeting for parents

A meeting is held for parents at Bispham Drive in end of June / early July, when they are given practical day-to-day information and find out which class their child is going to be in. Class lists distributed so that parents can see which friends are with their child.

Records and reports

The Y3 teachers and SENCo (Bispham Drive) meet with the Y2 teachers and SENCo (Banks Road) to compile records of children's achievement and attainment as well as information about learning styles, attitudes and personal issues that may affect learning.

All written records, personal and SEN files are passed to the juniors at the point of transfer.

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THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BOARD: June 2015

July 2016

July 2017

July 2018

July 2019

July 2020

March 2023

March 2024

March 2025

March 2026

This policy was reviewed and ratified by the Finance & Pupil and Personnel committee in March 2025.

Signed: Chair of Governors _____

Date: _____

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Banks Road / Bispham Drive typical transition arrangements

March:

- AG to send Yr 5 class lists to Banks Road

April:

- Banks Road Sen visit
- Banks Road deliver Yr 2 letters to Bispham Drive

May:

- AG and Yr 5 visit Banks Road for assembly and letter delivery, share playtime
- Banks Road Sen visit

June:

- Yr 2 walk to Bispham Drive to start video, meet buddies, draw joint self portraits, share a book and have photo taken. Biscuit and squash shared.
- Afternoon: Yr 2 moderation Yr 3 staff to attend taking Bispham English and Maths books down for work to be added
- Yr 1/2 sports afternoon at Banks Road Yrs 3 and 5 to join in, Yr 6 to run events, Yr 4 to support FS at Banks Road
- Morning: Yr 5 take maths game to Banks Road, share playtime
- Morning: Yr 3 staff teach Yr 2 classes, afternoon discuss children
- Open afternoon: Bispham Drive for Yr 2 and parents to visit
- Evening: Yr 2 parents meeting at Bispham Drive

July:

- Transition day Yr 2 at Bispham Drive all day

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- Yr 2 attend dress rehearsal of Yr 5 show at Bispham Drive