



ST CHARLES' CATHOLIC
PRIMARY SCHOOL

EARLY YEARS FOUNDATION
STAGE TRANSITION TO
RECEPTION POLICY AND
AGREEMENT
SCHOOL IMPROVEMENT LIVERPOOL
GUIDANCE

<u>EARLY YEARS FOUNDATION STAGE TRANSITION TO RECEPTION POLICY</u>		
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Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

ST CHARLES' CATHOLIC PRIMARY SCHOOL
LIVERPOOL EARLY YEARS FOUNDATION STAGE TRANSITION TO RECEPTION
AGREEMENT AND POLICY

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Introduction

“Transitions are milestone events for children and have a definite effect on their development. Getting transition right is vital for every child and is not a single event that merely ‘happens’. Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition has been described as an ongoing journey rather than a destination.”

Transition: The Journey, Early Years Matters (date not specified)

This policy offers clear expectations and guidance to support each child's journey through transition to reception. For some children and their families transition will be viewed as a natural and comfortable progression on from their previous experiences of, for example play groups, nursery provision or childminding settings. However, for other children and their parents/carers transition can be a time of great uncertainty and anxiety. This is particularly true of children who have limited experience of separating from family members, vulnerable children and children with SEND. It is therefore crucial that, in order to ensure all children have the best possible start to their full time education, that they, their parents, their current settings as well as their schools are all ready to support children through their transition journey.

Quality transition for all children

The overarching principles of the early years foundations stage, as outlined in the Statutory Framework for the Early Years Foundation Stage, should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways (see “the characteristics of effective teaching and learning” at paragraph 1.9) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

These principles should be referred to by sending setting and receiving schools in the planning of transition arrangements to ensure that all children are fully supported in their journey to reception. Some children may already be resilient and capable of managing change while others will need more support to cope with new environments and in building new relationships. Through careful consideration of the needs of children who may find transition particularly challenging and ensuring flexible approaches can be adopted to offer additional support, early years providers can work together to ensure that transition works effectively for children, their families and their settings.

Aims

- To establish a secure system for transition that will promote effective communication and shared accountability between services, settings, childminders, parents/carers and schools across Liverpool
- To promote consistency, continuity and progression in learning across the Early Years Foundation Stage, ensuring that skills, knowledge and understanding gained are built on and developed
- To ensure the consistent completion of the EYFS Transfer Form
- To ensure that parents/carers have adequate information regarding transition to effectively support them through the process and that will allow them to fully support their child(ren)
- To establish the process of transition as a journey, with the children’s emotional wellbeing at the heart of this, in order that all children are given the opportunity to be fully prepared and ready for their school life

School Readiness

As a city, we have adopted the concept of school readiness suggested by UNICEF. UNICEF state there are 3 dimensions of school readiness, all of which are essential and must work in tandem to effectively support a child to be school ready.

These are:

Ready children, focusing on children’s learning and development

Ready schools/early years provision/services, focusing on the school/early years environment along with practices that foster and support a smooth transition for children into primary school and promote the learning of all children

Ready families, focusing on parental and caregiver attitudes and involvement in their children’s early learning and development

The 3 dimensions can be applied to the whole continuum of a child’s early learning journey from 0 to 5 years, as mentioned in the Liverpool Multi-Agency Early Learning Strategy 2010-2022. They have been used as a basis to support this policy, most evidently within the transition timeline which highlights the need for partnership working and shared responsibility and accountability in preparing all children for successful transition to reception.

Transition agreement

To embed successful transition for all children across the city it is vital that all childcare providers, receiving schools and, where applicable, local services work cooperatively and complete key actions as part of the transition process, as detailed in the Transition Timeline (appendix 1), in a timely manner. Communication and shared accountability will be an integral part of the transition process. It should be recognised by sending settings including childminders and receiving schools that they are jointly responsible for secure information sharing within the transition process.

Key roles and responsibilities for sending and receiving settings

Sending setting/childminder		
Action	Person responsible	Timescale
Ensure parents/carers have received information and guidance for completing school preference forms	Leaders Key workers Childminders	October
Distribute any information made available by schools to parents/carers	Leaders Key workers Childminders	Autumn term
Encourage parents/carers to complete their school preference forms on time, offering support or signposting to local services if needed (for example do all families have access to the internet in order to access the application forms?)	Leaders Key workers Childminders Local services where applicable	Autumn term Reminder after Christmas before closing date
Begin to make links with schools that have been allocated to children attending setting	Leaders Key workers SENCo Childminders	May
Invite staff from children’s receiving school to visit the setting	Leaders	May/June

Complete and send Transfer Forms to receiving schools	Leaders Key workers SENCo Childminders	June
Attend city wide transition event	Preschool leader/Preschool key workers Childminders	June
Ensure all other information held about children has been sent to the receiving school	Leaders Key workers SENCo Designated Safeguarding Lead	July <i>For children attending the setting through the summer the end of August may be more appropriate. The receiving school should be made aware of this in advance of the summer break.</i>

Receiving school		
Action	Person responsible	Timescale
Provide information about the school to prospective parents/carers. Where possible work with childminders, nursery schools and settings to distribute this information to prospective parents/carers	Headteacher Senior leaders Governors Admin teams	Autumn term
Offer visits to the schools either by appointment or at set times e.g. an open day/open evening for prospective families	Headteacher Senior leaders Governors PTA	Autumn term
Begin to make links with sending settings including childminders	EYFS lead Reception teachers	May
Attend city wide transition event	EYFS lead/reception teachers	June
Host a welcome meeting for new to reception parents/carers	Headteacher EYFS lead	June/July

	Reception teachers SENCo	
Offer guidance to parents/carers about ways in which they can prepare their children for reception over the summer	EYFS lead	June/July
Offer visits to classrooms for children-minimum of 1 visit Some flexibility should be available for children in need of enhanced transition arrangements	Headteacher EYFS lead SENCo Reception teachers	May/June/July
Ensure all information has been received for new to reception children including transfer forms	Headteacher EYFS lead Designated safeguarding lead SENCo	June/July
Ensure that SEND registers have been updated to reflect new to reception cohort	Headteacher EYFS lead SENCo	July/September
Ensure that any information related to safeguarding and child protection has been collected, collated and safely stored for the new to reception cohort	Headteacher Designated Safeguarding Lead	July/September
Settling in sessions to introduce children to new routines, environments and staff Some flexibility should be available for children who may find settling into new routines and environments particularly challenging	Headteacher EYFS lead Reception teachers SENCo Links with other agencies where applicable	September
Information events for parents/carers e.g. phonics and reading workshops	EYFS lead Other leads-for example English or phonics lead	September/October

Opportunities for communication between parents/carers and staff so that they may contribute to baseline judgements	SENCo Reception teachers	
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Timeline for transition

Appendix 1

Guidance referring to children who attend more than one setting

Children may attend more than one setting prior to starting in a reception class. This may include breakfast club or other wrap around care, nursery and a childminder or a school nursery in the morning and a private nursery in the afternoons. For these children it will be important that all practitioners involved work together to share and exchange information in order to gain a holistic view of each child. The transfer form should be completed by the setting where the child attends for most of their time, taking into account any information shared by the partner setting(s). In the case that a child's time is split equally between 2 settings, the settings may wish to each complete a transfer form or could work collaboratively to complete one form together.

Enhanced transition for children with SEND

Transition

Sending settings including childminders should work closely with their SENCo to ensure that a secure plan is in place well in advance of a child with SEND leaving the setting to support their transition into reception, as per the *Special educational needs and disability code of practice: 0 to 25 years*, DfE and DoH 2015, reference to follow;

“5.47 SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.”

As soon as information is available regarding which school a child is to attend the child's key worker and setting SENCo should begin to make contact with the school to discuss transition arrangements. The sending setting and receiving school should take a flexible approach to transition for children who require, for example, additional visits to their new school. Parents/carers must be kept informed throughout this process and thought should be given to the ways in which families are supported through the transition process for their child.

The sending setting SENCo and receiving school SENCo must be fully aware of their roles and responsibilities in relation to transition arrangements for children with SEND and should be available to offer support and advice to their colleagues working with/due to work with children with SEND. The SEND code of practice outlines the SENCo role as follows:

5.54 The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

It is also recognised with the SEND code of practice that 'starting early' is key to success, particularly in relation to children's transition from one setting to another as detailed in section 8.6:

"Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity."

It will be important for sending settings and receiving schools to fully consider this statement when planning transition activities to ensure that all children have the opportunity to participate fully.

Involving parents/carers in the transition process

Parents/carers must feel secure and confident in their choices for their child's education and should be supported to know how best to prepare their children for reception. Communication with parents/carers throughout the transition process is essential. It is the responsibility of both the sending setting, including childminders, and the receiving school to ensure that parents/carers have all the information they need to enable smooth transitions to take place. Parents/carers may also be connected with local services and/or health services. It is important that such services are in contact with settings and schools so that information is shared effectively and securely and that this is used to fully support children in their transition to reception.

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- Liverpool Learning Partnership
- PVI Representatives
- Liverpool Headteachers
- Liverpool City Council Early Years Team
- Liverpool City Council Specialist Support Services
- Liverpool SEND Early Years
- School Admissions