

Transition Policy

West Rise Community Infant school and Nursery



Ensuring Effective Transition the
West Rise Way

October 2025

Policy Rationale

At West Rise Community Infant School, we recognise that life is all about change, in fact, change is the one thing that we can be sure of in life! Therefore, as children make their early transitions and experience change we aim to equip them with the positive attitudes and skills needed so as to be able to embrace change as a positive event.

As part of Early Childhood we make many different and many significant transitions and, it is quite likely that the first transition from home or preschool into school is amongst the most significant of educational and possibly life transitions.

At West Rise it is our aim to ensure that whenever a child makes an educational transition it is a smooth experience which enables both continuity and progression in learning and, we know that an effective transition takes both careful preparation, planning and time.

At West Rise Community Infant School and Nursery we have developed a thorough and well planned transition programme to welcome children and families into Nursery and into School, so as to enable children to move on confidently through School and then step with ease into Key Stage Two.

Wider Aims

For transition and change to be a positive experience we have captured the idea of the three 'I' component approach :

Inclusion - Information - Involvement

We aim to:

- ◇ Welcome each child and their families into West Rise, to enable them to feel ***included*** and understood, we can do this by recognising and value the diversity of experience that each child brings.
- ◇ Welcome children and their families into school with a tailored admissions programme, where all parties ***involved*** in the process feel valued ***included*** and fully ***informed***.
- ◇ ***Inform*** families of the vision, aims and distinctive character that is West Rise Community Infant School during parent and child taster sessions (Nursery) and New Entrant Procedures (Reception).
- ◇ Ensure that there is a seamless transition into nursery, from pre school into school, throughout school, and on into Key Stage Two - with knowledge of the child - their learning and assessments passed on so as to ***inform*** future planning.
- ◇ To ensure that all stakeholders feel ***Informed, Included and Involved*** in the whole transition process.

Moving from home to nursery

Once your child has been offered a place at the nursery, parents/carers are invited with their child to come in and visit nursery. During this visit they will meet the team, explore the environment and discuss their child's individual needs.

Settling into Nursery

At West Rise Nursery we believe that it is important to provide a smooth transition between home and nursery and that the settling procedure needs to be based on individual needs. We recognise that in order to achieve a smooth transition, the settling programme needs to be carefully planned and prepared for.

There will be taster sessions offered where children will be given time to settle in at their own pace. Parents will be given a Welcome information pack and will be asked to fill in the admissions booklet and Communication passport in readiness for their child's start. The child will also be given a picture mat of the team and the nursery environment to support the initial settling process. Various strategies are used to enable a positive transition but the most important is the partnership and dialogue between nursery and families.

We have a co-keyworker approach; this is an effective way of enabling children to develop a strong relationship with significant adults in the nursery. It enables each child to feel secure and cared for, helping them to become familiar with the nursery environment and develop confidence and a feeling of security.

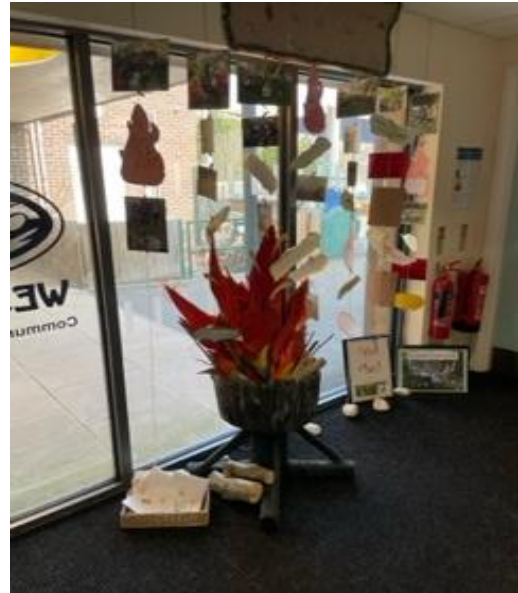
Moving from Nursery into School

As soon as parents accept a place for their child at West Rise Community Infant School, the Headteacher and admissions officer (Secretary) collate information with regards to the children's current pre-school provision and educational journey so far. A programme of contact – including visits to feeder pre-school settings is organised and during these visits, members of the Transition team will have the opportunity to meet with and observe the children, as well as talk with pre-school practitioners about the child's learning and interests. A picture mat is shared of the team and the Reception environment to support the initial settling process.

As places are accepted the process of transition begins. Key documentation is shared between home and school and the team leader contacts parents/carers.

Children and parents are invited to a meeting including a taster session in July where information about starting school is shared and during this meeting, parent/carers have the opportunity to meet the leadership team, receive their welcome pack and children are able to spend time in their new school.

During the transition meeting for parents at school and through the contact with the child's pre-school setting, we work together to gather important information about your child – their likes and dislikes, levels of confidence, their friendships and more. All information gathered is then used to inform the setting up of classes. Nothing is assumed or taken for granted – we see this time as vital to building a picture of your child's needs.



Starting School in September

Early in September parents and children are invited to a meeting with their new teacher, this offers teachers and parents the opportunity to share important information and for children to play in their new school.

To ensure an effective and smooth transition, children will start school in small groups over the first few weeks of term and they will be carefully nurtured and supported throughout the whole settling-in process.

Where children have particular health or any developmental need and may require extra support, meetings between parents, staff and other relevant agencies will take place during the summer term before starting school. Planned support may be offered in the form of an enhanced transition programme, this could involve extra visits to school, use of a tailored photograph book or a home visit.

For each family joining West Rise, we will liaise closely with families at each point of the settling-in period to ensure that individual needs are being met and that children and families feel secure and supported as the new school year begins.

During the first weeks of children starting school or nursery, all staff are ready and available to answer questions and support your family in starting school.

Moving Through School

Transitions will continue to occur throughout childhood and most children who arrive at the end of the Foundation Stage will have already made a number of significant transitions.

As children step on from Reception to Year One or Year One to Year Two, another transition is made. For many children these steps in their education will be exciting but for others perhaps a more uncertain time.

At West Rise Community Infant School, we recognise that at every point of transition there are important steps to take to ensure continuity and crucially, progression for learners, and as such, transitions throughout school are seen as important as the early transitions into nursery or school. At West Rise children are well prepared to make the move from Reception into Year One – a natural bridge between the Foundation Stage and Key Stage One is in place and at the same time the key principles already addressed in previous transitions are equally in place as children step on through School.

We need all Parent/ Carers and children to as before, feel *informed, included* and *involved* in the transition process and this happens in a number of ways.

Through taster sessions and a whole host of getting to know you activities, we ensure that children feel secure and confident as they move on throughout the school. The ‘stepping on’ programme, ensures that there is opportunity for effective staff communication, where children’s learning and development needs are shared and that key information and documentation relating to the child as a learner, are passed on and used to form the basis of future planning.

Children and families have opportunity to become familiar with their new classes early in the Summer term and before September there is plenty of opportunity to meet ‘new’ teachers too

The ‘Stepping On’ Through School Programme

- During the summer term staffing arrangements for September are finalised.
- Children and families are informed of new class arrangements in the Summer Term.
- During June/July story swaps are arranged so that Reception and Year 1 children have the opportunity to visit their next classes.
- During July, meet your teacher afternoons are planned and children will have the opportunity to learn in their new classrooms.
- During these afternoons there is a tailored programme, which is about getting to know the new class, routines etc. Each child paints a self-portrait which forms the first display in September.
- During a ‘Transition INSET’ in the summer term, staff have the opportunity to talk with receiving teachers and prepare for the passing on of key documentation.
- To provide a sense of continuity, class books, photos etc are also passed on to the receiving teacher.
- By the start of the year classes are organised to reflect the development needs of the new intake.

- At the start of the new school year, parents/carers and children are invited to meet their teacher in a family induction day which presents opportunity for parents/carers and teachers to talk and for the child to play in their new class.
- In September the new school year begins with a planned *Wellbeing programme* to set the tone for new opportunity and new learning within a secure and welcoming new class.

It is expected that the new school year will begin with an atmosphere of calm, purpose and joy.

Moving on into Junior School

At the end of Key Stage One, most children will move on to West Rise Junior School for Key Stage Two. Whilst this is a significant transition for children, in many ways it is quite a natural one too, as the West Rise schools whilst separate, work under one 'West Rise Umbrella', sharing a similar philosophy and approach.

However, with this transition, as with earlier transitions mentioned so far, the same principles and aims lead our work. Change at this time may not simply be about a change of schools, but could also mean a change of class make-up. It is at the point of transition into Key Stage Two, that balance between classes is reconsidered.

For this transition though, most of the transition events are delivered by the Junior School, however planned for by both schools. The process begins in the autumn when children are in Year Two and Key Stage 2 preferences are made. Activities such as: joint moderation of work, observations of children's learning etc. during the Spring and Summer term, enables the Junior School to plan and prepare for their new intake. Children will receive class visits from their Junior School teachers and they will also have the opportunity to work within their new class groupings on a number of occasions, before making their move into Junior School within a new class group.

We really do want each child to be able to embrace the idea of change as an exciting adventure where the idea of change equals new possibilities in that:

'As one door closes another opens'