

☆ Garden Suburb Infant School ☆

Induction and Transition Policy

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1. Rationale

At Garden Suburb Infant School we endeavour to make the points of transition as smooth and as stress-free as possible for pupils, parents and staff.

We place liaison with colleagues at the centre of the transition procedure. The procedure set out in these guidelines will serve to make the transition easier and calmer. It is the ongoing dialogue between staff about children that enhances the smooth running of transition phases in school.

Admissions to Garden Suburb Infants fall under the Admission Policy of the London Borough of Barnet and the DfE School Admissions Code (December 2014).

2. Induction Procedure for Reception Year Children

Starting School

We run our induction procedures in accordance with the DfE School Admissions Code which gives provision for the admission of children below compulsory school age. We admit all children in the September following their fourth birthday. Parents have the option of deferring their child's start date until later in the academic year or until the term in which their child reaches compulsory school age. Parents should discuss the possibility of deferment with the headteacher. We offer all of our children, in consultation with parents, a gradual introduction to school life. We do this because, as professionals, we see this as supporting the provision of a happy and secure experience for each and every child. A series of preliminary visits enable both parents and children to become familiar with school, its staff and its classrooms.

Children in Reception Year start school in one of three parallel classes in small groups over a few days. Initially all children attend the morning session only, extending their days as their confidence and stamina grows until they attend full-time. The youngest children who have birth dates during the summer term (May to August inclusive) may benefit from a longer period of part-time attendance.

In the Summer Term

- The LA sends to school the list of 90 children who have been offered places that have been accepted.
- We ask parents to give us the name of the pre-school group their child has attended
- Preschool groups are contacted and asked to complete the London Borough of Barnet Transition Record.
- The children are grouped into three classes using the information we are given
- Reception Year staff visit some nursery settings.

- A "Welcome to our school" meeting is held for all new Reception Year parents.
- A series of story visits and stay and play sessions begin

In the Autumn Term

- The Reception Year Team make a home visit to every child whose parents have requested a visit.

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- In the second week of term, when the rest of the school has settled the Reception Year children start making preliminary visits.
- Children start school at staggered times in groups of up to 10 children. Groups will be set by the teacher.
- Reception Year Staff take children into the playground at the end of the morning/day, thus making daily contact with parents/carers
- Once the children are all attending for the morning, they will begin to stay for lunches a group at a time
- After they have stayed for a few lunch time periods they will begin to stay for full days.
- At the initial induction evening for parents we will be able to tell all families the date by which all children will be full time (unless they have requested a longer period of part-time attendance).
- When children begin staying for lunch they join with the rest of school for the lunchtime playtime.
- In September Reception Year parents are invited to a curriculum evening with various activities set up in the classrooms to illustrate a typical day. Parents are encouraged to participate in activities with staff explaining their educational purpose and value.
- Formal Staff/Parent consultations begin 7 weeks after the children start school to discuss how the children are settling into school and the progress they are making
- The Admissions Procedure is the same for children with deferred start dates. Parents of children who are deferring their start date are invited to all earlier meetings.

3. The Induction Process for those children who are admitted to Key Stage One under the Casual Admissions criteria

- When a place has been offered and accepted the Parents, Carers or Guardian of the child will meet with the Headteacher and /or join a Headteacher Walk-round.
- The Family will be offered a Home Visit. This visit should ideally take place before the child starts school.
- If appropriate the Inclusion Team will be informed of the admission*
- A story visit, for the child to meet his/her classmates, is made the day before the child starts school.
- On the first day the child's start time will be later than the rest of the class, so the Class teacher is able to greet and settle the child during assembly.
- The child will attend mornings only initially, being collected from the front playground at 12 o'clock.
- The teaching team will decide, in consultation with the Parents, Carers or Guardian when the child is ready to stay for some full days and how they will progress their attendance to become full time.

**See the guidance on page 7 for the Induction of children new to the country and bilingual children.*

4. Transition from Foundation Stage to Year 1 of the National Curriculum

Timetable for Transition

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Summer Term

- The children will have a minimum of two story visits to their new classroom with their new teacher and two teaching sessions in their new class room
- The Year 1 staff visit each Reception Year class
- The parents are invited to a meeting in school to meet their child's new teacher and find out about some of the new year group routines.
- Sending and receiving teachers meet face to face to discuss individual pupils

September

- Reception Year teachers will liaise with the Year 1 classes to support children who have made the transition as and when necessary
- Reception Year record keeping documentation including individual Foundation Stage Profiles, SEN Support Plans and SEN information are passed to the Year 1 staff
- Foundation Stage Planning Records passed to Year 1 teachers
- There is ongoing liaison between staff members.

5. Transition from Year 1 to Year 2 of the National Curriculum

- Children visit their new teacher and new classroom for 2 story visits
- Children spend 2 teaching sessions in their new class with the new teacher
- Year 2 teachers make one visit to each Year 1 class
- Record keeping documents are passed from Year 1 to Year 2 staff
- SEN information is passed to receiving teacher
- Year 1 group planning folder is passed to Year 2 teachers
- Sending and receiving teachers have face-to-face meetings to discuss individual pupils.
- The parents are invited to a meeting in school to meet their child's new teacher and find out about some of the new year group routines.

6. Transition from Year 2 to Year 3 (Key Stage 1 to Key Stage 2)

- A separate application form needs to be completed in Year 2 for a place in the Junior School.
- Year 2 parents are invited to an introductory evening in the Junior School
- The Year 2 team leader meets with the Junior headteacher to discuss the general makeup of the classes.
- Year 2 and Year 3 staff have a face to face meeting to discuss individual pupils
- Children in Year 2 make one morning visit to the receiving teacher
- Children in Year 2 have a story visit in the Junior School with the Junior School Headteacher
- A Buddy system is in place; Year 2 children and their Year 3 "Buddies" correspond

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- The classes spend time in PSHE discussing
 - things they are looking forward to
 - fears and anxieties
 - things they like about the infant school and will remember
- The children make a booklet to keep forever with the following pages:
 - I'm going to The Juniors or I'm going to..... (if they are leaving and going to a different school)
 - A calendar in which they can colour the days as a countdown until they start in their new school.
 - My favourite things in the infant school are....
 - Some photos of relevant teachers in the infant school as well as a photo of their class
 - I'm looking forward to.... in the juniors
 - Some photos of relevant teachers in the juniors.
- Children's records, including assessment information are passed to the Junior School

Children in Year 2 who have SEN or may be particularly vulnerable

- The SENCOs of both schools meet to discuss relevant children. SEN information is passed to the Junior School SENCO
- The Junior SENCo meets the children with statements in ample time to inform allocation of TAs appropriately.
- Parents of children with statements meet with the Infant and Junior SENCo together to reassure them about the continuity of care.
- Parents of any child who is particularly anxious because they have SEN, even if they do not have a statement, can also meet the Infant and Junior SENCo together.
- Infant and Junior SENCOs meet to discuss existing provision.
- Children who would particularly benefit from it have a series of visits to the Junior school which may include:
 - to see the Y3 classrooms and see them in action
 - to see the music room and have fun
 - to the toilets and medical room
 - to the playground
 - to meet the medical welfare support, the headteacher and SENCo.
- the transition booklet has additional pages that are helpful, e.g.
 - special places in the Junior school
 - other important people in the Junior school

7. The Induction of children as Casual Admission into Year 1 and Year 2 who are new to the country and/or bilingual children

When parents accept a place for their child who is new to the country the following procedure will be followed:

- The Headteacher/Class Teacher/EMAG Support Teacher will gather information on the language background of each child and on any previous educational experiences.
- Parents will be given a welcome pack (which may have been translated into the appropriate language if necessary) or a translator may be present
- Children will be placed wherever possible in a class with a child speaking the same language
- The school will draw upon its community to introduce speakers of the same language to the family in order to ease the transition of both the pupil and the family into the school community.
- The new family and pupil will be shown around the school
- The school will offer a home visit to all families
- The child will be invited to come to school for a story session and to meet the class.
- The child will start school for mornings only, and have an individual timetable extending hours of attendance to full time as directed by the class teacher.

Strategies for the first day

- The new pupil will arrive during school assembly time and meet with the teacher in their new class while the class is at assembly
- The class will have been prepared to welcome their new classmate
- The child should bring with them the all-about-me work sheet that was in the Welcome Pack
- As the child will be attending mornings only initially, the class teacher will take the child to meet his/her parents in the playground at the end of the morning session.

Strategies for the first few days

- Identify a friend/friends to “buddy” up with the new child in class and at playtime (and at lunchtime when the child stays for the lunchtime period)
- Collaborative activities should be provided to encourage their involvement
- They should be given time to settle and allowed time to be silent if they wish
- Class teacher/support staff should carry out initial assessments
- A meeting with the parents should be held after the first few weeks to discuss their child’s progress

8. Conclusion

All staff at Garden Suburb Infant School including teaching and support staff are dedicated to the well being of all pupils in their care. They all have an important part to play in ensuring that children are happy, content and

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secure whilst in our school. We endeavour to ensure that all children feel able to approach any member of staff for support and guidance at any time. All staff will support a child experiencing difficulties during any transitional stage.