

Portadown Integrated Nursery and Primary School Transition Policy



Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Introduction

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Portadown Integrated Nursery and Primary School.

Aims

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

Equal Opportunities and Inclusion

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

Principles

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

Practice

Transition to the Nursery

- Parents are invited to visit the Nursery individually, in small groups and through an Open Day prior to applying for a place at the school.
- Parents and children are invited to a Nursery meeting in June before the children are due to start. This event is used as an opportunity to observe the children and introduce parents to staff. Children have an opportunity to explore the Nursery and participate in play with their parents. Following this, staff engage the children in play while parents have an induction conference with the principal and class teacher.
- Parents receive an induction pack.
- Parents are provided with an opportunity to meet with the class teacher individually and to complete a form providing information on their child's previous experience, likes, dislikes, medical conditions etc.
- Before starting school in term 1, families are given an 'All About Me' booklet for them to complete with photos and return to the school to help staff to prepare for the children.
- The Parents' Association run a coffee morning for all new parents at the Nursery to provide an opportunity for them to meet each other and develop relationships.
- During the first few weeks children are admitted in small groups. This is to allow the staff to give their attention to a small group of children, settle them in and get to know them in order to plan for their needs.
- To ensure that children will settle happily into their new surroundings parents are encouraged to come into Nursery and be prepared to stay with their child until the child is ready for them to leave. Each child is unique and may react differently to their first experience of Nursery. Our aim is to bridge the gap between home and school and this should never be hurried. A positive settling-in period will hopefully be the basis of a happy and successful year for the Nursery child.
- All children are given a photograph of themselves and staff in the Nursery to aid discussion at home.
- Early in the first term the Special Educational Needs Coordinator visits the Nursery to discuss children who have special Educational Needs.

Transition from Nursery to primary 1

- Parents are invited to a primary school Open Morning in December of the year before they are due to start.
- Children and Parents are invited to a meeting in June which is used as an opportunity to introduce parents to staff.
- Parents receive an information pack.
- Information is sought from a child's previous setting if applicable.
- Children from Portadown Integrated Nursery attend; when suitable, primary school assemblies; have lunch in the primary canteen during June, experience playing in the primary playground, receive visits from primary 1 staff, make visits to the primary 1

classrooms and experience use of a role play area in the Nursery classes designed to reflect experiences of a primary classroom.

- The Nursery and current Primary 1 have a shared picnic during June in the Nursery forest area.
- A staggered start process is used for children to commence primary 1. Children who are new to the school as a whole start first.
- Children attend shortened days until the end of September (9.00-1.30pm)
- Primary 1 staff stay with the children at lunchtime for the first week.
- All children are provided with a 'My New Class' booklet.
- A 'This is Me' booklet is given to all families to complete and return before the children start primary 1.
- Nursery teachers complete CCEA Transition Pre School forms and forward them to the primary 1 teachers.

Transition throughout the primary school

- Parents receive a copy of their child's progress report regarding the year they have just completed.
- In June the children will meet their teacher and classroom assistant/s in their new classroom setting.
- Teachers complete a pupil profile sheet which guides their discussion in the school's handover meetings. Teachers exchange data and information on the progress of each child.
- Coordinators and teachers meet to discuss progress and set targets based on data and professional judgement.
- All children start a transition unit of work to complete in the following year group????
- Rights respecting Classroom Charters are developed in each classroom during the first week of September.
- Curriculum Information for Term 1 is given to parents.
- During September Child Friendly Individual Education Plans are written in collaboration with the child, parent, class teacher, Learning support Teacher and Special Educational needs Coordinator.
- Relevant pastoral information is transferred e.g. Bullying Record, necessary Safeguarding concerns.

Children transferring from another School

- Parents and children new to the school visit the school and meet their teacher and have a tour of the buildings, areas and outdoor spaces. They also receive an information pack and data collection form.
- Pupils new to the school for September make an introductory visit if possible.
- Previous setting is contacted for all pupils to gather information on progress and attainment.

- For children with special educational needs, the Special Educational Needs Coordinator contacts previous setting and may visit to receive information.
- A letter is sent to the previous school requesting any safeguarding or child protection information.
- Children are given a buddy from within the class.
- Classroom assistants/lunchtime supervisors are assigned responsibility of monitoring the child's wellbeing and interaction in the playground.
- Teachers provide necessary support and monitor carefully the child's introduction to the school.
- Teachers ensure that parents are provided with key information regarding routines and procedures.

Transition from Year 7 to Year 8

- The school displays and forwards information provided by Post Primary Schools about their Open Days.
- Children complete visits to Post Primary schools for science days, sports activities and competitions.
- Parents and Children visit Post Primary School open evenings.
- The SELB and other relevant SELB admission Criteria books are forwarded to families.
- Families choose their Post Primary Schools.
- Parents are invited to attend a transfer meeting with the principal. At this meeting the principal can offer practical advice and guidance on the completion of the Post Primary Application Form. The principal does not make decisions on which school a child should apply to.
- Children may attend a secondary transfer day and complete an assessment.
- Children work on a transition unit of work - Passport to Secondary School???
- The Education Welfare Officer is invited to provide guidance and reassurance to all primary 7 children about their transfer.
- SEN and Pastoral records are transferred to the children's new schools.
- Assessment data is transferred to each post primary school.
- Parents receive a copy of their child's school report.

Children moving families

- The Designated Teacher for Children Looked After works alongside the social worker to implement their transition plan. E.g. to host meetings between prospective Foster/Adoptive parents and school staff.

Vulnerable children

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo and Pastoral Care Coordinator.

REVIEW Date: May 2020.