Wheelwright Lane Primary School

Transition Policy

Learning for Life

1. Policy statement

At Wheelwright Lane Primary School, we recognise that successful transitions are fundamental to children's emotional wellbeing, personal development, confidence and academic achievement. Every child deserves a positive, carefully planned and supportive transition, whether joining school, moving class or preparing for secondary education. Our approach reflects our learning behaviours: bravery, resilience, curiosity, collaboration and determination. Transition is a process, not a single event, beginning well before a move and continuing until children feel settled.

2. Aims

We aim to:

- Help every child feel safe, welcomed, valued and ready to learn.
- Build trusting relationships with familiar and new adults and peers.
- Promote confidence, independence and readiness for the next phase of education.
- Provide meaningful visits and opportunities to practise new routines.
- Identify individual needs and offer enhanced support when needed.
- Ensure effective information sharing with families, staff and relevant professionals.
- Maintain continuity in learning, safeguarding, SEND and pastoral provision.

3. Whole-school transition offer

During the summer term, teachers and leaders organise a progressive programme. Our universal offer includes:

- A familiar adult accompanying children on visits and helping them form relationships with new staff.
- New teachers visiting current classes to read stories and talk with children over several weeks.
- Visits to new classrooms, toilets, shared spaces and playground areas.
- Transition booklets with photographs of new staff and key locations.
- A "Meet My Teacher" letter and personalised video introduction.
- Relaxed shared experiences, such as an outdoor picnic with the new teacher.
- PSED lessons and assemblies exploring change, growing up and managing feelings.
- A planned class transition morning, with further visits as appropriate.

4. Transition into the Early Years Foundation Stage (EYFS): Nursery and Reception

Our approach reflects the Department for Education's Excellence in Reception Teaching: Content Framework (2026), which emphasises warm, consistent relationships; understanding each child's development; responsive and inclusive practice; strong communication and language; and effective partnership with families, previous settings and professionals. Transition is a gradual process: staff gather information about children's strengths, interests, experiences and needs, and use this to plan welcoming, predictable, play-rich environments where children feel secure and ready to learn.

- 4.1 Transition into Nursery
- Before children begin Nursery, families are invited to stay-and-play sessions to explore the setting alongside their child, meet key practitioners and begin forming trusting relationships. Settling visits are planned sensitively and may be adapted in length and frequency to meet individual needs. A familiar parent, carer or key adult can support initial visits, with separation introduced gradually and in partnership with families.
- Nursery staff offer parent workshops and informal opportunities to discuss routines, communication, play, independence and early development. These sessions help parents feel informed, valued and actively involved from the beginning of their child's education journey. Staff gather information about children's interests, home experiences, languages, care routines and any additional needs, and use it to plan continuity and a positive start.
- 4.2 Transition into Reception
- During the summer term, we hold a Reception welcome session for parents and carers to meet the Reception teacher and practitioners, learn about the curriculum, daily routines and expectations, and ask questions. We offer home visits so that staff can meet children and families in the familiar surroundings of their own home. These visits create a valuable opportunity for parents to share important information about their child's personality, strengths, interests, communication, wellbeing, family circumstances and any support needs at this significant step into school.
- Reception transition also includes opportunities to visit the classroom and participate in settling activities, supported where appropriate by familiar adults. Staff liaise with nurseries, preschools, childminders and other professionals, and work with the SENDCO to plan tailored support. In line with the Excellence in Reception Teaching framework, Reception staff prioritise secure relationships, language-rich interactions, storytelling, self-regulation, purposeful play and responsive teaching. Children's settling, participation and development are reviewed with families throughout the autumn term.

5. Transition from Reception into Year 1

The move into Year 1 is carefully managed to preserve the strong foundations established in EYFS. We recognise that children develop at different rates and that an abrupt change to more formal teaching can affect confidence, engagement and learning. Our approach is informed by the principles of Strong Foundations: secure relationships, language development, foundational knowledge and developmentally appropriate teaching.

- Reception and Year 1 staff meet to share individual learning, development, relationships, effective strategies and any additional needs.
- Year 1 staff visit Reception to read stories, play alongside children and become familiar trusted adults.
- Children visit Year 1 in small groups as well as taking part in whole-class transition activities, supported by familiar adults.

- During the autumn term, Year 1 retains purposeful continuous and enhanced provision, with carefully planned opportunities for play, exploration, talk and adult-guided learning.
- Adults use observation and assessment to adapt provision and gradually increase structure, direct teaching and independence when children are ready.
- Staff prioritise early language, oracy, phonics, reading, writing, mathematics and personal, social and emotional development, building on each child's Reception starting point.
- The Year 1 team reviews children's wellbeing and learning regularly and adjusts the balance of provision across the autumn term.

6. Transition between Years 1–6

All year groups follow the whole-school transition offer, with adaptations for age and stage. New teachers meet with current teachers to discuss attainment, curriculum learning, friendships, wellbeing, attendance, safeguarding information and effective support strategies. Children are encouraged to ask questions, practise routines and identify adults they can approach. At the beginning of the autumn term, staff explicitly teach expectations, establish a calm classroom culture and monitor how pupils settle.

7. Transition to secondary education

Preparation for secondary school begins before the end of Year 6. We work in partnership with local secondary schools and maintain good, open communication with families throughout the process. Parents and carers are kept informed about visits, key dates, expectations and opportunities, and are encouraged to share questions or concerns so that children receive consistent support at home and at school.

- Arrange opportunities for pupils to visit local secondary schools, explore the environment and experience lessons.
- Encourage participation in appropriate secondary-school clubs, performances, sporting events and other enrichment activities.
- Welcome secondary teachers and leaders into Wheelwright Lane to meet pupils, answer questions and explain routines and expectations.
- Invite former pupils to share age-appropriate first-hand experiences of secondary school life, friendships, organisation and learning.
- Teach practical readiness skills such as managing equipment, timetables, homework, travel awareness, asking for help and forming new friendships.
- Hold structured information-sharing conversations with receiving schools, including SEND, safeguarding and pastoral needs through appropriate secure channels.
- Arrange additional supported visits and individual transition plans where needed.

8. Enhanced and individualised transition

Some children, including pupils with SEND, children experiencing anxiety or emotionally based school avoidance, children with safeguarding or pastoral needs, and those who have experienced significant change, may require a more personalised approach. The class teacher, SENDCO, pastoral staff and parents/carers work together to plan support.

- Identify pupils who would benefit from enhanced transition early, using pupil and parent voice.
- Agree a named familiar adult and a clear plan for introductions to new adults.
- Offer additional short visits, small-group experiences, visual timetables, social stories or photographs as appropriate.
- Share relevant APDR plans, provision maps, communication approaches and successful strategies with receiving staff.

- Involve external professionals or the Mental Health in Schools Team where available and appropriate.
- Review the plan after transition and adapt support in response to the child's experience.

9. Partnership with parents and carers

We keep families informed about transition arrangements and encourage two-way conversations about children's hopes, questions and worries. Nursery parent workshops, Reception summer welcome sessions and home visits help families feel involved from the outset; throughout primary school, staff remain accessible to discuss individual transition needs. For secondary transition, we maintain clear communication with families about visits, preparation and additional support, working together to build children's confidence and independence.

10. Roles and responsibilities

The headteacher and senior leaders oversee the consistency and effectiveness of transition arrangements. EYFS and Year 1 leaders coordinate continuity across the early years and Key Stage 1. The SENDCO oversees enhanced transition for pupils with additional needs. Class teachers plan visits, build relationships, share information and monitor settling. Support staff provide familiar and responsive adult support. The designated safeguarding lead ensures that relevant safeguarding information is shared securely and promptly with appropriate receiving staff or schools.

11. Monitoring and evaluation

Leaders evaluate transition through pupil voice, parent feedback, staff discussions, attendance and wellbeing information, and observations of engagement and readiness to learn. Particular attention is given to children who require additional support. Findings inform improvements to the following year's programme.

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Name of Policy Owner: Mrs S Perry