

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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Induction and Transition Procedure

Introduction

Throughout their education children are faced with annual change as they move through the system. Some of these changes feel more significant than others but at St Aidan's we recognise that all of them can affect children socially, emotionally and intellectually. This document details the steps we take to support children and their families at these points of transition, starting from their induction into the Nursery (or Reception) through to the transfer to secondary school at the end of year 6. It sets out ways in which we work together with parents to ensure that every child reaches their full potential and gains as much as possible from our school and should be read in conjunction with the Home-School Agreement, Inclusion Policy and School Prospectus.

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1 Aims

We are committed to our home school partnership, inclusion and personalised learning and through this document we aim to:

- provide effective communication between home and school;
- provide information about transition arrangements between all year groups at St Aidan's;
- ensure that our pupils move through the school without anxiety.

2 Induction into the Nursery

Summer Term 2

In July parents and children who have been offered places in the Nursery are invited to come to meet the Nursery staff and to be given some initial information including a Nursery handbook (containing important information about the nursery routines and the Early Years Foundation Stage) and the dates their children are due to start. At this meeting home visits in September are arranged for all families. Families who cannot accommodate a home visit are invited to attend a drop-in session at the Nursery instead.

Autumn Term 1

We believe in settling in the Nursery children gradually. This ensures that every child is able to settle appropriately, ensuring an adequate amount of support from adults in the setting.

2.1 Weeks 1 & 2: home visits

During the first two weeks of the Autumn Term the Nursery teachers and Nursery Nurse conduct home visits for all children entering the Nursery.

2.2 Week 2: drop-in sessions

During the second week drop-in sessions are held at the Nursery to enable those families for whom home visits were not possible to complete some initial forms and pass on information about their children's needs and interests.

2.3 Parents' Consultation Meetings

Parents' Consultation Meetings are held during the year with the child's Key Person, the staff member with particular responsibility for that child. The child's achievements and progress are shared at these meetings.

2.4 We operate an open-door policy: parents are informed in the curriculum booklets that they are welcome to express any concerns they might have at drop-off and pick-up times and can make appointments to discuss them further outside normal consultation days if necessary.

3 Transition to Reception

Summer term 2

During June, before the children start, a meeting is held for new parents at which the Reception class Key People (class teacher and Nursery Nurse), Foundation Stage Leader and Headteacher, together with an existing Reception class parent and Chair of Governors, introduce themselves and the school and talk about a typical Reception class day. At this time parents receive:

- the Reception Handbook, containing important information about Reception class routines and the Early Years Foundation Stage;
- a summary of the Reception curriculum;



- home school agreement;
- the Behaviour & Anti-bullying policies;
- information about Extended Day provision;
- information about the PSA and the Governors.

3.1 The children from the Nursery meet their new teacher in their own setting; the Reception class staff visit them and read them a story. Parents are then invited to accompany their children when they visit their new classroom and to meet the new staff there.

Autumn Term 1

We believe in settling in the Reception children in small groups. This ensures that every child receives a personalised introduction to the school. Staggered entry occurs over a period of three weeks. Parents are informed of their child's start dates (and are invited to the welcome morning) in a letter sent out mid May.

3.2 Week 1: home visits

During the first week of the Autumn term the teacher and Nursery Nurse conduct home visits for those Reception children who are new to St Aidan's and for any other parent who requests one.

3.3 Week 2: school meeting

Parents are invited to a personal meeting with the class teacher and Nursery Nurse to discuss their child's needs and to resolve any issues that they may have about any of the documents they received in the Summer term. This meeting may be followed by one with the Headteacher at parents' request. Parents are expected to sign and return the home-school agreement attached to which is a form to withhold permission for publication of images of the child if so desired..

3.4 Week 3: staggered entry begins

Pupils are introduced to the class room, staff and the new routine in groups of around 6 at a time. This continues over a 3 week period.

3.5 Reading and Maths Meeting

In October a meeting is arranged to inform parents of the school reading scheme and how Maths is taught in Reception. A pack is given to every parent containing practical activities to help them support their children in these areas of learning at home.

3.6 Welcome evening

The PSA holds a welcome evening during Autumn 1 for families of nursery and reception children to introduce them to each other and to the PSA. Other newly arrived families are also invited.

Autumn term 2

3.7 Parents' Consultation meetings

Reception parents meet with their teacher again for a 10 minutes consultation where they learn about their children's progress in all curriculum areas. During this meeting parents may ask the class teacher and support staff questions about their children's progress and also discuss ways in which they can support both their children and the school.



4 Transition through years 1- 6

- 4.1 During the last 3 weeks of the Summer term, each class teacher meets with the teacher who will be taking over their class in the following year to hand over information about children in the class. This information includes academic attainment and the social, emotional, medical and physical needs of the pupils.
- 4.2 During the last week of the Summer term, the pupils participate in a lesson with their new class teacher in their new classroom where expectations are discussed (this discussion is repeated in the Autumn term). This class lesson is followed by an open evening where all parents and pupils are invited to meet their new class teacher in their new classroom.

5 Transition to secondary school

In addition to the procedures outlined above, we support our years 5 & 6 families in their transition to secondary schools.

NB If parents decide to prepare their children for selective education through extra tuition / coaching, this preparation must take place after the school day and not during school hours.

5.1 Y5 Summer term

During the Summer term parents of children in year 5 are invited to attend a secondary transfer meeting at the school where they are informed about the procedure that they will have to complete in the 1st half of the Autumn term when their child is in year 6.

5.2 Y6 Autumn term

In the 1st half of the Autumn term a meeting is held for year 6 parents where the process for selecting schools, completing forms and the timetable for the whole procedure is discussed, including appeals, should they be necessary. Parents are all supplied with the Haringey secondary schools booklet. We also provide some additional information about secondary schools in our neighbouring boroughs and advice on how to apply to schools if not a Haringey resident.

- #### 5.3
- During the first half of the Autumn term a member of staff is available to discuss individual needs and circumstances with families and support them in completing their application forms which have to be submitted during this period.

5.4 Y6 Spring term

When parents are informed of their offers in March the year 6 teacher is available to support those who are disappointed. A member of staff can support those who wish to appeal by providing guidance in completing necessary forms and ensures that parents are aware of what they can include in their appeal.

6 Children with Special Educational Needs

Induction into the school

- 6.1 Special induction arrangements are made for children with Statements of Special Educational Needs coming to the school. This includes identifying any additional provision and reasonable adjustments that need to be made to the curriculum and the environment to meet their individual needs.



- 6.2 For children entitled to additional adult support in the classroom, the school will appoint, where possible, from the current, experienced team of Learning Support Assistants. Where necessary, a suitable LSA will be recruited to support each child. Haringey guidelines do not allow parents to be involved in appointments of staff.
- 6.3 For children with complex needs, visits will be made, where possible, to the current educational setting and close liaison will take place with other professionals involved with the child. For children on the Autistic Spectrum a transition book will be made showing pictures of the new class, staff and areas of the school. This can then be read with the child at home to familiarise them with the school before admission.
- 6.4 If a child is not yet toilet trained or has medical needs, the school will nominate (and train if necessary) members of staff to take responsibility in these areas.

Transition between classes

- 6.5 Children with complex needs, i.e. Autism, will be prepared for the transition to their new classes during the summer term. They will make a transition book containing pictures of their new teacher and class which they can take home to talk about with their parents during the summer holiday. There will be a detailed handover meeting with the new class teacher. Where possible, there will be no change in Learning Support Assistants when children transfer between key stages (Foundation to KS1s and KS2 to Juniors). However, in order to help develop their independence, their LSAs will normally be changed after a maximum of three years.

Transfer to secondary school

- 6.6 The Local Authority has special arrangements for children with Statements transferring to secondary school and write to parents separately about this. Possible secondary schools will be discussed during the school's annual review held in the 1st half of the Summer term in year 5 and the SENCo of the new secondary school will be invited to the one in year 6.

7 Mid-term admissions

- 7.1 Parents of children who enrol at any time other than the start of the academic year will meet the Headteacher and appropriate staff and will be given:
- the school prospectus;
 - home-school agreement;
 - the Behaviour & Anti-bullying policies;
 - a summary of the appropriate curriculum;
 - information about the PSA and the Governors;
 - information about Extended Day provision.
- 7.2 New children are assigned 'welcome friends' from within their class who give them guided tours of the school and support them with learning the new routines for lunchtimes and playtimes. Staff are informed about newly arrived children during morning staff briefings.
- 7.3 After two weeks within our school community these pupils and their parents are offered an appointment to meet with the Headteacher to discuss any questions that might have arisen about the school policy and practice.



8 Monitoring and Review

It is the responsibility of the Communication, Curriculum and Pastoral Care committee of the Governing Body to monitor these procedures which will be reviewed every two years (or sooner if necessary). The Curriculum committee will liaise with the Headteacher before reporting to the full Governing Body.

9 Glossary

IEP	Individual Education Plan
LSA	Learning Support Assistant
PSA	Parent School Association
SENCo	Special Education Needs Co-ordinator

Date of document: **DECEMBER 2014**

Ratified:..... (Signature) (Date)

Review Date: **DECEMBER 2016**



Induction checklist

General

School calendar & School photographs

The office

Governors

Parents School Association (PSA)

Parents' consultation evenings & Individual Education Plan (IEP) meetings

Events and celebrations:

PSA meetings

Quiz nights

Fireworks

Welcome drinks

Christmas Fair

Spring term event

Summer Fair & procession

School day

Staggered introduction to Nursery and Reception

Timetable and routines

Reading Buddies

School meals

School uniform

Music provision

Lunchtimes & support

Reception children – Year 6 buddies

New children – welcome friend

Extended services

YMCA

Breakfast club

After school clubs