

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 Y6. 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. For further information please see our *Inclusion policy* and *Home-school agreement*.

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1 Aims and objectives

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

2.1 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

2.2 We believe in settling in the Nursery children gradually. This ensures an adequate amount of support from the staff, allowing the children to adjust at their own pace,.

2.3 Weeks 1& 2: home visits

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

2.4 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.

2.5 Parents' Consultation Meetings

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

2.6 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 Induction or transition to Reception

Summer term 2

3.1 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 meeting parents are asked to return their child's admission form and they are given:

- the Reception Handbook (containing important information about Reception class routines and the Early Years Foundation Stage);



- a summary of the Reception curriculum;
- the Home school agreement;
- advice about how to find school policies and general information on our website.

Parents also have the opportunity to sample the school lunches.

- 3.2 At the beginning of July, two dates are set for all prospective Reception class children and their parents to visit their new classroom.

Autumn term 1

- 3.3 As for the children starting in the Nursery, we have found that, when joining the Reception class, they adapt to their new routine best if introduced in small groups. This ensures that every child receives a personalised introduction to the school. Staggered entry takes place over a period of three weeks and enables children to become accustomed to the many changes and to settle in smoothly. Parents are informed of their child's start dates (and are invited to the welcome morning) in a letter sent out towards the end of April.

3.4 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.

3.5 Transition meeting

At the beginning of September, parents are invited to a transition 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 the 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.

3.6 Week 2: staggered entry begins

For the next 3 weeks, children stay for the mornings only and are introduced, every few days, in 3 groups of 8 and one of 6. During the fifth week the children stay for lunch and are picked up at 12.30pm. During this week the Reception children begin to go into the playground with the rest of the school at break time. As we have only one playground, used by all year groups, the Reception team go out with them for the first four days. On the fifth day the children go out by themselves and are supervised by the regular playtime staff. This prepares the children for the following week (week 6) when they stay all day and will be in the playground for the one hour lunch-time break.

3.7 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.

3.8 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

3.9 Parents' Consultation meetings

Reception parents have a 10 minutes consultation meeting with the key people during which they learn about their child's progress in all curriculum areas. Parents can ask questions about this and discuss ways in which they can support both their child 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, pupils have a lesson with their new class teacher in their new classroom where expectations are discussed (this discussion is repeated at the start of the Autumn term). This is followed by an open evening where parents are invited to come with their children 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 Y5 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 Y6.

5.2 Y6 Autumn term

In the 1st half of the Autumn term a meeting is held for Y6 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 Y6 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 ensuring that parents are aware of what they can include in their appeal.

6 Children with Special Educational Needs and Disabilities

Induction into the school

- 6.1 Special induction arrangements are made for children with Education, Health and Care Plans (EHCPs) 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 (LSAs). 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, eg. 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 LSAs when children transfer between key stages (Foundation to KS1 and KS1 to ks2). 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 EHCPs transferring to secondary school and writes 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 Y5 and the SENCo of the new secondary school will be invited to the one in Y6.
- 6.7 Children with a diagnosis of Autism will be offered additional support from the Haringey Autism team to enable a smooth transition to secondary school.

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:
 - a summary of the appropriate curriculum;
 - the Home-school agreement;
 - advice about how to find school policies and general information on our website.
- 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 Care and Communication committee to monitor these procedures which will be reviewed every two years (or sooner if necessary).

9 Glossary

EHCP	Education, Health and Care Plan
KS	Key Stage
LSA	Learning Support Assistant
PSA	Parent School Association
SENCo	Special Education Needs Co-ordinator

Date of document: JANUARY 2017

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

Review due: JANUARY 2019



Induction checklist

General

School calendar & School photographs
The office
Governors
Parents School Association (PSA)
Parents' consultation evenings & Learning Support Plan (LSP) 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 – Y6 buddies
New children – welcome friend

Extended services

Breakfast club
After school clubs
YMCA