POLICY FOR TRANSITION

Approved On:	24th March 2026
Staff:	Headteacher
Notes:	Non-Statutory
Review:	Every 3 years
Next Review Date:	**Spring 2029**

Headteacher: Mrs. Kate Collins

a member of

Learning Partners

academy trust

INTRODUCTION

Education is a continuous process which has defined phases. When children move from one of these phases to another, we want them to do so smoothly and eagerly. Cross Phase Liaison supports children as they move from their Pre-School to Reception; from Reception to Key Stage One; from Key Stage One to Key Stage Two; from Year 6 to secondary school. In addition children need supporting as they transfer between year groups. It also means supporting children who join or leave Sandfield at other times during their primary education.

AIMS

- When children start school at Reception they do so readily and happily.
- When pupils transfer from year group to year group they feel supported and ready to move to the next level and face new challenges.
- If pupils transfer to or from Sandfield during their primary years this transition causes minimal disruption to their education.
- Transfer to or from special schools is carefully tailored to the needs of the child and always involves full consultation with parents.
- Children are well prepared for their transition from primary to secondary school so they can meet new challenges with confidence.
- Curriculum continuity and progression is maintained across all phases.

Pupil Voice

- Children are encouraged to share their views, worries and hopes about transition.
- Their feedback informs planning, support and the pace of transition activities.
- Staff ensure children understand changes in an age-appropriate and reassuring way.

Staff Training

- Staff involved in transition receive training on attachment, trauma-informed practice and supporting pupils with additional needs.
- The SENCo provides guidance to staff on supporting pupils with SEND during transition.
- Training is refreshed regularly to reflect current best practice.

PRACTICE

Transition from Pre-School to EYFS:

- Teachers visit nursery schools and playgroups in the summer term to meet prospective pupils and liaise with practitioners.
- Parents are invited to an induction morning in the summer term where Reception and life at Sandfield is explained. During this visit the children will spend the morning in their new class with their new teachers.
- In September each child will receive a home visit from the EYFS class teacher and teaching assistant giving parents a chance to ask any further questions prior to starting school. This is a chance for the child to meet their new teacher in a familiar environment.
- There is a staggered induction, with children attending a morning or afternoon session in school with 9 others. Once everyone has had their session then children all come in for a morning and stay for lunch.
- The children then start in Reception full time.

Transition from Primary School to Secondary School:

- During the Autumn Term, parents of Year Six pupils receive information from the Local Education Authority (LEA) about the transfer process.
- Children visit prospective schools during the first half of the Autumn term if they wish.
- Meetings are arranged by secondary schools for parents to attend.
- Children visit the receiving school during the summer term prior to the transfer.
- Transition meetings take place between Sandfield staff and secondary school staff to ensure key information is shared between settings regarding the individual children's academic, social, pastoral and SEN (Special Educational Needs) needs (if required).

- When children with SEN transfer (EHCP) to secondary school, the SENCo makes contact with the SENCo of the secondary setting to ensure all key information is shared for that pupil, so they can thrive in their new setting.
- On transfer to secondary school full educational records are passed onto the receiving school before the end of the summer term.
- To aid transition to their next setting, the "Smart Moves Programme," is used, which allows children the opportunity of exploring their thoughts and feelings about the move to secondary school.

Links are made with local secondary schools, and children attend transition visits to their new school in the second half of the summer term.

Transition to and from other Primary Schools during the academic year:

- Any children wishing to come to Sandfield must apply for a place through the Admissions at Surrey County Council. (In year admissions link and forms are on Sandfield's School Website, view Parent zone – admissions, and via the School Office)
- Parents and children are most welcome to visit our school to look around and speak to key members of staff ahead of applying.
- Once a place is confirmed key information is shared with parents (available on school website view Parent Zone, New Starters Information: home school agreement, school aims, GDPR policy, uniform, parent consent form for off-site activities, IT acceptable use agreement, safeguarding policy, behaviour policy).
- A further visit to the school is encouraged, so the pupil can meet their classteacher and peers. An appointment to meet the Head can be arranged if required to discuss specific needs.
- On transfer to another school during the academic year, full educational records are passed on electronically, to the receiving school within 10 days.
- On their first day, the classteacher or teaching assistant will share with the child information about their class and routines. They will also have a tour of the school with their class' school Junior Leadership Team member and have a buddy within their class.
- The office will inform all staff (weekly staff briefing) of the new starter including any family or important information. The Class rep is also informed that a new family has started.
- Office staff will complete admission paperwork, in accordance with school policy, from parents and children.

Transition to a new class at the end of an academic year

- Parents and children are notified towards the end of the Summer Term who their teacher and teaching assistants will be for the following year.
- A transition morning will then take place when the class will meet their new classteacher in their new classroom.
- All classteachers and teaching assistants have a transition meeting to discuss the needs of each pupil with the new classteacher and learning assistant. Data, targets, social and pastoral information is shared. The SENCo (Special Needs Coordinator) will meet new classteachers who are receiving children with EHCPs (Education Heath Care Plans) in order to share information on how best to support each child.
- During the first half term, there are phase group meetings for parents, which share information on the curriculum, expectations and year group routines.

Transition from Early Years to Key Stage One

During the Summer term, the year 1 class teacher will have the opportunity to spend some time in the reception class so that the children can get to know their new year 1 class teacher

Transition from KS1 to KS2

During the summer term, all pupils, and particularly year 2 children will spend extended time in their new classroom and with their new classteacher and other adults who work in that phase. This will ensure children feel more confident in the KS2 building. Time will be given in a staff meeting for teachers to liaise with each other and share key information on attainment, progress data, strengths, areas to develop and special needs information, to ensure that each child thrives in their new class.

Parents Information
Parents are informed of the child's new class and class teacher towards the end of the summer term. Information is shared on the transition arrangements and a time is set for parents and children to meet their new classteacher after school.

Transition of Child Protection Data
This is transferred through SIMS, CPOMS and other information is emailed securely to the Designated Safeguarding Lead of the next setting/school. All transfers of information comply with GDPR arrangements.

SEND
SEND guidelines from the Code of Practice will be followed for transition. Please see SEND Information report and the SEND Policy. These documents are on our website under the SEND tab.

Trauma-Informed Practice and Emotional Wellbeing

- Staff use trauma-informed approaches to support pupils during periods of change and to help them regulate emotions linked to transition.
- Pastoral support, mentoring or counselling is provided where appropriate to ensure pupils feel safe, understood and ready for their next phase.
- Staff are aware of attachment needs and how these may influence behaviour, relationships and learning during transition.

EQUAL OPPORTUNITIES
No child is discriminated against on the basis of age, race, culture, gender, disability, religion, language, or family circumstances.