

St. John's C.E. Primary School



St. John's School Vision Statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16

Policy: Transition to School (EYFS)

Reviewed: December 2024

Future Review: December 2026

The aim of this policy is to ensure that:

- Every child experiences a smooth and positive transition into St. John's C of E Primary School, fostering a sense of belonging, security, and enthusiasm for learning.
 - All staff, children, and families feel supported throughout the transition process, with clear communication and collaboration.
 - The school creates an inclusive environment that recognizes and responds to the individual needs of each child, promoting their emotional, social, and academic development.
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Definition of Transition:

Transition is the process of moving from one setting or stage of education to another, such as from home, nursery, or pre-school to Reception. This transition can include changes in environment, routines, social groups, and expectations.

Principles of Effective Transition:

The following principles underpin the transition process at St. John's C of E Primary School:

- 1. Every child has the right to feel safe and secure:**
 - Transition practices will be developmentally appropriate, promoting emotional and physical well-being.
 - Familiarization visits and activities will help children feel comfortable with the new setting.
 - 2. Every child is unique and valued:**
 - Staff will take time to understand each child's needs, strengths, and preferences, celebrating diversity.
 - Individualized transition plans will be developed where necessary to support children with additional needs.
 - 3. Every child has the right to build positive relationships:**
 - Children will be encouraged to form trusting relationships with their new teachers and peers through structured activities and play-based interactions.
 - Collaboration with parents, carers, and previous settings will ensure continuity and a shared understanding of the child's development.
 - 4. Every child has the right to be prepared for change:**
 - Staff will introduce new routines, expectations, and learning environments gradually.
 - Children will be supported to develop resilience and confidence in managing change.
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Procedures for Transition:

1. **Pre-Transition Planning:**
 - **Home Visits:** Staff will conduct home visits to build rapport with families, gather information about the child, and discuss any concerns or special requirements.
 - **Collaboration with Early Years Settings:** Communication with nurseries or pre-schools will provide insight into the child's progress, interests, and needs.
 2. **Familiarization Activities:**
 - **Stay-and-Play Sessions:** Families and children will be invited to visit the setting, meet staff, and engage in play-based activities.
 - **Storytelling Events:** Sessions like *The Colour Monster Goes to School* will be organized to introduce children to school routines and foster engagement.
 - **Transition Booklets:** Booklets with photos and information about the classroom, teachers, and routines will be provided to families.
 3. **Transition Support in the Early Weeks:**
 - **Gradual Start:** A staggered entry system will be used, with shorter school days initially to ease the adjustment.
 - **Key Person System:** Each child will be assigned a key person to provide emotional support and continuity.
 4. **Parent Partnerships:**
 - Parents and carers will be involved in transition planning, with opportunities for feedback and questions.
 - Regular updates through newsletters, emails, and parent meetings will keep families informed.
 5. **Individualized Support:**
 - For children with SEND or additional needs, staff will liaise with families, external agencies, and other professionals to create tailored transition plans.
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Roles and Responsibilities:

- **Leadership Team:**
 - To oversee the implementation and review of the transition policy.
 - To ensure staff receive training and resources to support effective transitions.
 - **EYFS Staff:**
 - To foster a welcoming and inclusive environment.
 - To communicate regularly with families and previous settings.
 - To provide consistent routines and activities that support settling in.
 - **Parents/ Carers:**
 - To share information about their child's needs, preferences, and routines.
 - To support the child's transition by attending planned activities and communicating any concerns.
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Reception transition timetable

Time	Procedure
Day 1 (Monday)	9:00 – 10:00am – Parent/carer and child attend a Stay and Play session, providing an opportunity to explore the classroom together.
Day 2 (Tuesday)	8:45 – 12:00pm – Child attends the morning session independently. Parent/carer joins at 11:30am to support with lunchtime routines.
Day 3 (Wednesday)	8:45 – 12:15pm – Child attends the full morning session and has lunch independently.
Day 4 (Thursday)	8:45 – 1:30pm – Child stays at school until 1:30pm, becoming familiar with extended hours and lunchtime.
Day 5 (Friday)	8:45 – 2:45pm – Child attends a full day at school, fully immersed in the Reception routine.

Please note: This transition timetable is designed to support each child's individual needs. Adjustments may be made as required to ensure the most comfortable and positive start to their school journey.

Nursery transition timetable

	Date & Session Time	Details
Week 1	12:15 p.m. – 2:45 p.m.	Children will attend part-time for their first week.
Week 2	11:15 a.m. – 2:45 p.m.	These sessions will include lunchtime routines to help children become familiar with dining at school.
Week 3	8:45 a.m. – 2:45 p.m.	Full-time attendance begins with regular school hours.

Adaptability:

While these schedules provide a general structure, we recognize that each child is unique. Transition plans may be adjusted based on:

- Input from parents/ carers.
- Developmental readiness of the child.
- Recommendations from health or educational professionals, where appropriate.

Parental Involvement:

- Parents/ carers are encouraged to share information about their child's interests, routines, and needs to support a smooth transition.
- Opportunities for feedback are provided throughout the process to ensure open communication.

Monitoring and Support:

- Staff will observe and document children's engagement and well-being during the transition period, addressing any challenges as they arise.
- Key staff members will regularly check in with children and families to provide reassurance and guidance.

Evaluation:

The transition process will be reviewed biennially, taking into account feedback from staff, families, and children to refine and improve practices.

By embedding these practices, St. John's C of E Primary School ensures a positive and supportive start for all children as they begin their educational journey.

St. John's C of E Primary School is committed to ensuring every child transitions into our community with confidence and joy, laying the foundation for a successful and fulfilling educational journey.