



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.

Contents

1	Aims and objectives	2
2	Induction into the Nursery	2
3	Induction or transition to Reception	3
4	Transition through Years 1- 6	4
5	Transition to secondary school	4
6	Children with Special Educational Needs and Disabilities	5
7	Looked After Children and adopted children	5
8	Mid-term admissions	6
9	Monitoring and review	6
10	Glossary	6
	Appendix 1: Induction checklist	7



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

We aim to provide flexibility with respect to our admissions. Whilst our main admissions intake is in September, we will accept children at other times during the year once they have turned 3 years old, for example at the start of the spring and summer terms or even mid term if a place is available. In all cases places will be filled in accordance with the admissions criteria.

- 2.1 Prior to admission, 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 hand book (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 parents have the opportunity to ask questions and home visits are arranged. Families who cannot accommodate a home visit are invited to attend an induction meeting at the Nursery instead.
- On accepting a place in the Nursery, parents are asked to complete a form stating whether their child has attended a previous setting and, if so, how the child settled in there. This helps the Nursery team decide the best start date for each child.
- 2.2 We believe in settling in the Nursery children gradually, over a 2 week period. This ensures an adequate amount of support from the staff, allowing the children to adjust at their own pace.
- Staff communicate with parents throughout the settling in period. Each child is different and the settling in process is designed to suit the child's needs, ensuring as smooth a transition as possible.
 - For all in-year admissions (when applications are made for a place at other times during the school year), the induction process will be discussed with parents based on their child's needs and previous experience of an early years setting.
- 2.3 Home visits and induction meetings
- During the end of Summer term and beginning of Autumn term the Nursery teacher and Nursery Nurse conduct home visits for all children entering the Nursery, or arrange induction meetings at the school if the parents prefer. These meetings follow the same structure: completing paperwork, passing on information about the child's needs and interests and dealing with any further questions. Parents are required to provide proof of the child's date of birth, either a passport or birth certificate.
- 2.4 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.



- 2.5 We operate an open-door policy: parents 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. Curriculum details are published every half term on our website; weekly Curriculum letters are emailed every Friday.

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 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.
- 3.2 Two dates are set for the prospective Reception class children to play for an afternoon in their new classroom towards the end of the Summer term and their parents/carers are invited to join them to visit the new setting.
- 3.3 During the penultimate week of the Summer 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. Alternatively, transition meetings can be arranged at the school if preferred.
- 3.4 At these meetings any issues parents may have with the documents they received in June can be resolved and their child's needs discussed. These meetings 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 are permission consent forms for off-site visits and publication of images of the child.

Autumn term 1

- 3.5 As for those starting in the Nursery, we have found that, when joining the Reception class, children 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 during the first two weeks of term 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 the previous April.
- 3.6 In September, during the settling in period, the children start school in small groups through staggered entry. They begin by coming in for morning sessions, they then stay for lunch and build up to attending school for the full day. All the children will have started school by the beginning of the third week of term.
- 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 an annual welcome evening 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 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 session at pick-up time 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 given the link to access information about Haringey secondary schools on their website. 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 discuss the outcome with them. 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 Looked After Children and adopted children

An induction meeting will be held for this group of children with parents, class teacher and a member of the SLT in order for parents / carers to raise and discuss relevant background information prior to their children's admission to the school.

8 Mid-term admissions

- 8.1 Parents of children who enrol at any time other than the start of the academic year will meet the Headteacher and appropriate staff to raise and discuss relevant background information 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.
- 8.2 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.
- 8.3 The Headteacher keeps in close touch with these pupils and their parents to ensure smooth transition and discuss any questions that might have arisen about the school policy and practice.

9 Monitoring and review

It is the responsibility of the Care and Communication committee to monitor these procedures, which will normally be reviewed every two years. Due to significant changes made following parental feedback, they will be reviewed annually to monitor the effectiveness of the changes.

10 Glossary

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

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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
Playground Buddies
School meals
School uniform
Music provision
Lunchtimes & support
New children – welcome friend

Extended services

Breakfast club
After school clubs
YMCA