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Lanesend Primary School

Liaison and Transition Policy

Statutory Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: January 2018 (Yearly)

Reviewed By: Headteacher, Progression Team and Child Centred Group

Lanesend Primary Liaison and Transition Policy

Rationale

At Lanesend Primary School we believe a partnership between all the stakeholders and practitioners' working together has the most positive impact upon a child's development and learning. We seek to develop an effective partnership with children, families, pre-schools and Secondary schools through open discussion and liaison, regular communication and opportunities to become involved in the children's life at school.

Aims

- To ensure that Lanesend Primary School consults with all partners to make the transition process from pre-school to school, year to year and year 6 to secondary school, as smooth as possible.
- To make the transition process simple and workable.
- To ensure all children are happy with the transition process.
- To ensure a smooth transition for children from one setting to the next, maintaining consistency.
- Evidence suggests that for a smooth transition to take place there needs to be a combination of:
 - effective communication between teachers on each side of the transition,
 - family engagement,
 - a thorough induction programme, and
 - a focus on both continuity and progression in pastoral and curricular content

Guidelines

We liaise with different stakeholders in different ways.

Pre school Settings

Most of our children have experienced some time at a preschool setting prior to starting school. Children come from a variety of settings. Our liaison with settings comprises of a variety of activities that are set out in our Early Years Transition Policy.

Within School

All children have a series of transition days as they move from one class to another. Therefore we try to make the transition between classes as smooth as possible.

We endeavour to keep classes the same, as children move through school, unless it is felt that a change would benefit the majority of the children. On these occasions, or where changes to classes may occur due to growth in year group size or to reflect the resources of the school, staff will work together to ensure the children have at least one friend in their new classes. We do not grant individual family requests for a change of class at any time.

We inform our children and families of their new classes in early June, so that they can get to know their new classrooms and teachers over a sustained period. Each year, we provide a minimum of three transition days, to a maximum of five. During these transition days, the children complete activities so that the teacher can assess the children and get to know them ready for September. All children are given a transition booklet of their new classes. Families are offered an opportunity to visit the new class and meet the new teacher at the end of each transition day. We always try to ensure that on these transition days children are able to meet their new teachers, including newly appointed members of staff. We will offer to pay for supply to their current schools so that teachers can be released for these days. Any children with particular needs or anxieties are taken with their Learning Support Assistant or with support from the Family Wellbeing and AEN Teams for additional visits.

Secondary Schools

Our children go to a range of secondary schools, but the majority attend Cowes Enterprise College.

Our liaison with Cowes Enterprise College comprises of:

- Meeting with SENDCO for SEND transition needs (from the September before transfer)
- Meeting with children and head of Y7
- Meeting for families at Cowes Enterprise College
- Two day transfer of Y6 children to secondary school to experience the timetable
- Any children with particular needs or anxieties are taken with the AEN and Family Wellbeing Teams
- All Y6 children attend lunch at Cowes Enterprise College before the transition days
- We provide transition lessons prior to September that include map work, what to do, worries and concerns
- We give every child a key ring to take with them to help them in their first few weeks of transition
- Each child receives a transition pack
- The secondary school holds a welcome meeting for families

Curriculum

- All children in school go through a transition process every year, although obviously some year groups face greater changes than others. As recognition of the fact that change can be a daunting prospect for some children, in September, our first two weeks of term is a community build, to build relationships and expectations of learning and the curriculum.
- At the end of year 6 children are taken to France with the Headteacher.

How we will achieve this:

A series of induction visits	
Additional visits on a needs led basis to enable vulnerable children and families to become familiar with the new setting	
Families attend part of transition visit	
Families given a newsletter with pictures of staff and classroom, a map of the school, timetable/ routines for first week and staff email address for questions.	
Home visits take place for families of all new children	
Photos of staff with names displayed in classroom	
Children arrive with an 'All about me' booklet	
Children made aware of toilet location, coat pegs, entry and exit points.	
Children given ownership in the new class by involving them in decision making and allowing them to take on specific responsibilities	
Communicate effectively with families by sharing and seeking information and involving them in the process of transition	
Children given opportunities to discuss their concerns about transition.	
Children begin a project on transition days to be continued when they return to school in September.	
Staff spend time in each other's settings; observing and gaining new ideas from each other.	
Meetings held with families of children with AEN, and other vulnerable groups linking with key agencies before transition.	
During first term teachers visit previous class to observe work and ensure progression.	
Staff moderate work together	
Discuss first terms planning with previous staff	
Offer coffee mornings for families to bond and support each other	

Monitoring and Evaluation

This policy will be monitored to check effectiveness by the Progression Team. It will be reviewed annually by Headteacher, Progression Team and Child Centred Group.

Conclusion

Lanesend Primary School works hard through discussion, liaison, and regular communication to make the links between Lanesend Primary School and other establishments as smooth as possible for all its children.