

OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL



In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Transition Policy

Agreed:

Date: 5.6.19

Review Date: Summer Term 2021

At Our Lady Queen of Peace RCVA Primary School we are committed to support the children and parents through the transitions within the Nursery and School setting. We understand that it is essential to manage transitions carefully and sensitively.

Although it may initially be a daunting and unsettling experience for any child, we ensure that children feel secure, prepared and ready for the next challenge. We do this in a number of ways.

Starting Nursery

Starting Nursery is an exciting time for children, but can also be a challenging and anxious time for both children and their parents.

Settling In

Every transition is unique based upon the child and their parents' needs.

Some children find transition easy, others do not, and a gradual process is generally adopted. Initial visits with parents are encouraged. There is a meeting for parents prior to the child starting Nursery when routines and important information is shared. There will be an opportunity for children to "stay and play" as agreed with individual parents. This is flexible depending upon individual children needs.

Start dates can be staggered to ensure that new children have the opportunity to settle with their staff.

Practitioners must also support parents during transition, letting them know how their child is settling and providing feedback throughout.

Moving From Nursery to Reception

Children currently in Nursery are familiar with staff and routines. They typically begin full time in the Reception year when term starts, but some children may require part-time transition initially according to individual need.

Children transferring to our school from another setting are usually visited at that setting by a member of our EYFS staff. Staff receive relevant information from the setting and meet the child. Children are invited to "stay and play" as agreed with individual parents. (This is flexible depending upon individual children's needs.) Typically, these children have a transition period of at least two weeks before beginning full time at school but this can be extended according to individual need.

There is a meeting for all parents prior to children starting Reception when relevant information and routines are shared.

Moving from One Class to Another

Children spend time with their new teacher in the summer term prior to the move.

Information is transferred between staff during an informal meeting at the end of the academic year.

Moving to Another School

When appropriate, children spend time at their new school before moving. Relevant information is shared between the schools, in line with confidentiality and safeguarding protocols.

Most children transfer to St Robert of Newminster School after Year 6. The Headteacher meets regularly with the Transition Co-Ordinator to plan a series of transition activities and facilitate information sharing. The children typically visit for 3 days during the summer term.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

[UNICEF: Rights of the Child](#)

[Article 3](#)

The best interests of the child must be top priority in all decisions and actions that affect children.

[UNICEF: Rights of the Child](#)

[Article 5](#)

The rights and responsibilities of parents to guide and direct their children as they grow up are respected.

[UNICEF: Rights of the Child](#)

[Article 6](#)

Every child has the right to develop to their full potential.

[UNICEF: Rights of the Child](#)

[Article 13](#)

Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.

[UNICEF: Rights of the Child](#)

[Article 18](#)

Both parents share the responsibility to bring up their child and should also consider what is best for the child.

[UNICEF: Rights of the Child](#)

[Article 23](#)

A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community.

[UNICEF: Rights of the Child](#)

[Article 28](#)

Every child has the right to an education. Discipline in school must reflect this.

[UNICEF: Rights of the Child](#)

[Article 29](#)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their own and others' cultures and the environment.

[UNICEF: Rights of the Child](#)

[Article 30](#)

Every child has the right to learn and use the language, customs and religions of their family.

[UNICEF: Rights of the Child](#)

[Article 31](#)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.