



Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

---

### Nursery to Reception and Reception to Year 1 Transition Policy

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling into their new learning environment in preparation for future learning and development. Pupils at Park Primary School may make several transitions as they move through the school including:

- Transition from home to EYFS
- Transition from Nursery to Reception
- Transition from EYFS to Year 1
- Transition from one class to another
- Transition from Year 6 to secondary school

Each of these transitions is unique with its own challenges and expectations.

Aims:

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress. This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children who might be considered vulnerable.
- Encourage all parents/carers to be partners in their child's education.
- Assist parents/carers in helping their child prepare for school and transition to each new phase.



Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

---

### **Transition from home to Nursery:**

Once a place in the nursery has been confirmed, arrangements for transition are communicated to parents in writing and the Little Park Handbook is emailed out.

To aid transition in Little Park Nursery, the following will take place:

- Settle sessions during the term before they are due to begin (Covid depending)
- Asking families to set themselves up on our Tapestry account so that children can begin to access some of our learning activities online from their homes in the weeks before starting Little Park
- Arranging virtual (or real, Covid depending) 'home visits' with families and children to give parents/carers a chance to ask questions and for the children to talk about or show their home and favourite toys
- SEND transition booklet sent to families
- When the children start at Little Park, parent/carers are encouraged to stay with their child to begin with, if needed, for the first few sessions
- Parents/carers are provided with regular updates via Tapestry and through verbal communication to inform them of how their child is settling in

Once a place in Reception has been confirmed, arrangements for transition are communicated to parents in writing and the Reception Handbook is emailed out.

### **To aid transition from Nursery to Reception:**

- Communicating with the Nurseries the children are coming from to share important information
- Planning time for the children in Little Park to spend sessions in the Reception learning environments to allow them to get used to them
- Arranging virtual (or real, Covid depending) 'home visits' with families and children to give parents/carers a chance to ask questions and for the children to talk about or show their home and favourite toys
- SEND transition booklet sent to families



Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

---

- Inviting the new cohort of children with a family member to Stay & Play sessions in Summer 2
- Asking families to set themselves up on our Tapestry account so that children can begin to access some of our learning activities online from their homes in the weeks before starting Little Park
- Organising a phased and staggered start to Reception in the first few weeks of Autumn 1
- Providing parents/carers with regular updates via Tapestry and through verbal communication to inform them of how their child is settling in
- Inviting parents/carers in for workshops to introduce the Reception Team, share expectations and curriculum information

#### **To aid transition from Reception to Year 1:**

- Classes to spend time in the Y1 classrooms to get used to the environment and used to sitting at the tables
- Y1 teachers to spend time with the children in their new class. This can involve the Y1 teachers reading stories to their new class and dismissing them at the end of the day so they can introduce themselves to the parents/carers
- Children to be set up on Google Classroom
- SEND transition booklet sent to families
- Children to be collected from the main playground on organised days at the end of Summer 2
- Parents invited in to see the Y1 learning environments and meet the class teacher for a Q&A session. Videos to be sent on Tapestry if the aforementioned is not possible
- In the first week of Autumn 1, Year 1 children to begin slightly later than the rest of the school and end slightly earlier as the playground will be less busy
- Workshops in Autumn 1 to introduce the Y1 Team, share expectations and curriculum information
- Freeflow with whole class teaching and group learning to take place during Autumn 1. Phase in whole class lessons at the beginning of Autumn 2, before moving to completely whole class teaching