



West View Primary School

Transition Policy

Policy approved by Local Academy Committee: March 2025

Date for Review: March 2027

At West View Primary School, we understand the importance of the transition process for both pupils and their parents/carers and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages. As a school, we recognise that *transition is a process, not an event*.

This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond West View Primary School.

Definition: In this policy, the term ‘transition’ is used to describe the movement that takes place between one setting, year group or key stage (including the home) to another and describes the practice that is adapted to support pupils in settling into their new learning environment, in preparation for future learning and development.

At West View Primary School, we will:

- Encourage all parents and carers to be partners in their child’s education
- Assist parents and carers in helping their child prepare for school and for the transition to each new year group
- Make a happy and seamless transition from home and/or other settings to school and from one year group to another
- Support all pupils towards independence and develop their confidence, resilience 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 with Special Educational Needs or English as an Additional Language

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Data Protection Act 2018](#)
- [Education Act 2002](#)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)
- [Keeping children safe in education 2024](#)
- [Working together to safeguard children - GOV.UK](#)
- [School admissions code - GOV.UK](#)
- [Elective home education - GOV.UK](#)

This policy operates in conjunction with the following school documents and policies:

- Admissions Policy
- Early Years Foundation Stage (EYFS) Policy
- Health and Safety Policy
- Looked After Children (LAC) Policy
- Mental Health and Wellbeing Policy
- Parent Partnership Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Information Report/Policy

Roles and Responsibilities

The Local Academy Committee will be responsible for:

- Ensuring compliance with the School Admissions Code
- Liaising with the Headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change
- Promoting the importance of parental engagement during the transition process

The Headteacher will be responsible for:

- Ensuring a welcoming atmosphere is adopted throughout the school
- The overall implementation of this policy
- Reviewing this policy in conjunction with other relevant policies
- Appointing relevant members of staff who will take lead responsibility for the transition procedure and activities at certain points
- Liaising with the Local Academy Committee and reporting back the successes and challenges of the transition process
- Liaising with the Local Academy Committee on pupils entering and leaving the school and the measures in place to accommodate for these new pupils
- Liaising with early years settings and secondary schools to coordinate transitions between schools
- Meeting with parents and carers to welcome them and their children to school and answering any queries that they may have

The SENDCO will be responsible for:

- Liaising with relevant members of staff, e.g. the Headteacher and/or SENDCO of a pupil's previous setting, to ensure pupils with SEND receive the essential support that they require
- Liaising with pupils' parents and carers to ensure measures are put in place to make the transition for their child easier
- Meeting with pupils to ensure that they are happy and feel supported during the transition period
- Reporting successes and challenges back to the Headteacher, where necessary, to help inform future transition programmes and activities
- Having due regard to the Special Educational Needs and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods

Key staff responsible for transition will be responsible for:

- Ensuring that pupils receive the required support when going through transitions of education
- Liaising with staff and senior leaders of other settings to ensure there is a smooth transition
- Having due regard to the school's Health and Safety Policy and Safeguarding and Child Protection Policy when organising transition activities
- Contributing to any required paperwork as part of the transition process for individuals or groups of pupils

All other staff will be responsible for:

- Adopting a warm and welcoming atmosphere for new pupils
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition
- Participating in transition activities
- Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year

Different Transitions

At West View Primary School, pupils will experience many different transitions:

- Entry to Pre-Nursery/Nursery
- Moving from Pre-Nursery to Nursery
- Moving from Nursery to Reception
- Moving from Reception into Year 1
- Moving from Key Stage 1 into Key Stage 2
- Movement from class to class
- Leaving Year 6 and moving onto secondary school

Sometimes, children may move to a different primary school during the school year and in some instances, this may be a transfer to a specialist provision.

Each of these transitions is a unique phase which has its own challenges and expectations.

Responsibility for transition into Pre-Nursery (2-year-old provision)	
Ms M. Clarke	Inclusion Manager
Pre-Nursery Manager	

At West View Primary School, we have provision for children from the age of 2 years old. It is the Local Authority who organise the waiting list and offer places for this.

- Once a place has been offered, Ms Clarke and the Pre-Nursery Manager arrange to visit the child in their home setting.
- Start dates and times will then be arranged.
- A 'Stay and Play' session is offered prior to the start date - this will take place after school and provide an ideal opportunity to introduce children and their families to the setting at a quiet time of day.

Responsibility for transition into Nursery	
Ms M. Clarke	Inclusion Manager
Nursery teacher	

- The school's Nursery teacher manages the waiting list for Nursery spaces. Initial contact will be made via phone when a child is eligible to attend Nursery and/or when a place becomes available.
- Once a place has been offered, Ms Clarke and the Nursery teacher arrange to visit the child in their home setting.
- Discussions occur between West View Primary School and staff from other settings (where necessary). This may include a multi-agency meeting, if appropriate.
- As with Pre-Nursery, a 'Stay and Play' session is offered prior to the start date - this will take place after school and provide an ideal opportunity to introduce children and their families to the setting at a quiet time of day.

Responsibility for transition into Reception	
Ms M. Clarke	Inclusion Manager
Early Years Leader	

To support both children and parents/carers during the transition to Reception, we organise a number of different activities:

- Initial contact is established with parents/carers by the Early Years Lead following the allocation of Reception places in April.
- Information sessions are held in school. During these sessions, parents/carers are provided with further information and an opportunity to meet their child's class teacher.
- An event is organised in the Summer term, giving children and their parents/carers the chance to come together and participate in different activities.
- Pupils will move into their new Reception classroom for the final week of the Summer term - attending for all 5 mornings across the week. This gives them the opportunity to work with their new teacher and their peers.
- On the last day of this week-long transition period, pupils are invited to stay at school for lunch for the first time. They will have the chance to try a school meal in the main hall, ready for September when they will be at school all day.

Responsibility for transition from Reception into Key Stage 1
Early Years Leader
Key Stage 1 Leader

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where The Curiosity Approach to teaching and learning is maintained. Before the children move into Key Stage 1, teaching staff from Reception and Year 1 meet to discuss the progress, attainment, wellbeing and individual needs of each child. This information is used to inform future planning, personalise the curriculum and set appropriate targets.

Responsibility for transition between classes from Years 1 to Year 6
Receiving teachers with oversight from:
Key Stage 1 Leader
Lower Key Stage 2 Leader
Upper Key Stage 2 Leader

To ensure a smooth transition from one year group to the next, children move up to their new class a week before the end of the Summer term. This early transition is made to ensure that children do not suffer any anxiety over the summer holidays about the expectations of their new class and teacher. It also gives children the opportunity to familiarise themselves with their new working environment, teacher expectations, peers, routines and timetables. This week-long transition period also gives parents/carers the opportunity to talk to their child's new teacher, share any concerns and become familiar with any changes to the daily routine.

- Throughout the year, opportunities are given for year groups to work together e.g. through shared playtimes and shared reading activities.
- Each child has their own educational file (held electronically via CPOMS) which moves through school with the child to provide evidence of previous years' progress, targets, significant events and any multi-agency involvement.

Responsibility for transition from Year 6 into Year 7
Upper Key Stage 2 Leader
Inclusion Manager
SENDCO

When children enter Year 5, they will begin to gain some initial experience of secondary school life. Visits to nearby secondary schools are planned for children in Years 5 and 6. Staff from our

nearby secondary schools visit West View to meet with children, lead curriculum activities, answer questions and liaise with West View staff.

Children transfer to secondary education at the end of Year 6. Most children from West View Primary School transfer to one of the following secondary schools: Dyke House, St Hild's, High Tunstall or English Martyrs. Information from Hartlepool Borough Council and from the secondary schools will be sent directly to all parents/carers of Year 6 pupils during the Autumn term.

Parents/carers may express a preference for any secondary school of their choosing but places cannot be guaranteed. Parents should note that it is very important to return the Expression of Preference form to the Local Education Authority, as children may be allocated a place at a secondary school that is not the preferred choice. Appeals to change the allocated secondary school place allocated should be made to the Local Authority.

Timeline of activities for Year 6 - Year 7 transition:

- Children and their families are invited to open evenings at the local schools during the Autumn term.
- Notification of the allocated place is sent at the beginning of the following March.
- During the Summer Term, the children are invited to attend a short transition period at their allocated secondary school. This is to gain experience and to familiarise themselves with their new school.
- Year 7 teachers often come to school to meet with the Year 6 pupils in the Summer Term, after SATs. The children have the opportunity to ask any questions to alleviate anxieties.

We provide transition work through our PSHCE curriculum. There are bespoke transition lessons to complete as part of the myHappymind programme which is adopted by the whole school. This gives pupils the chance to discuss and portray any anxieties about the upcoming changes. We also work with other agencies such as ABC Counselling, to deliver an enhanced transition offer to our most vulnerable pupils.



In Year 6, there are 2 myHappymind programmes to follow. The first is the Year 6 programme which is completed in line with the rest of the school. This focuses on the modules and introduces the concepts. The second part is the Transition programme which focuses on ensuring children have all the skills they need to move to secondary school successfully. Here is an overview of how many lessons there are in the Year 6 Transition programme for each module:

Module	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
Number of Lessons in Year 6/P7 Transition	3	3	2	2	2

The Y6 class teachers, supported by their Phase Leader, lead on the transition from Key Stage 2 to 3. Ms Clarke, Inclusion Manager, is responsible for supporting vulnerable pupils who may require an enhanced transition - this is also supported by Mrs Boagey as the school's SENDCO.

The Y6 class teachers and Phase Leader for Upper Key Stage 2 are responsible for:

- Attending relevant training and disseminating this to others
- Coordinating the completion of the Transition Profile Planning Tool (TPPT)
- Coordinating the use of the intelligence gained from the TPPT to support transition

Where it is determined that a pupil may require an enhanced transition, this will initially be discussed within the Senior Leadership Team. Then, in partnership with parents, carers and receiving schools, appropriate action is taken. This may include a PCP meeting (Person-Centred Planning meeting).

Responsibility for transition for pupils joining at different points in the year
Headteacher
Inclusion Manager

Children joining at different points in the year

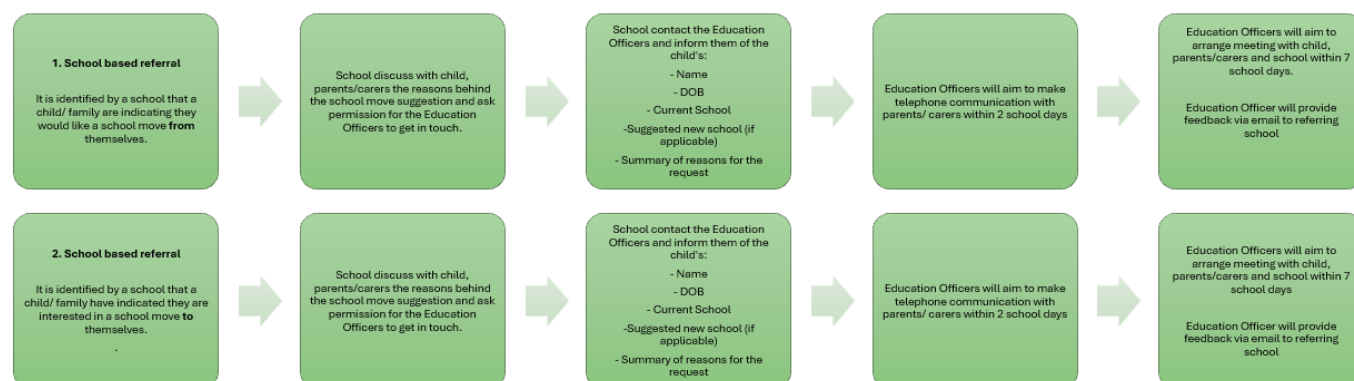
- Parents/carers receive information about the school via telephone. This initial call will be made by the Headteacher or Inclusion Manager.
- A home visit will be arranged and undertaken by 2 members of staff - this may include the Headteacher, Inclusion Manager, Inclusion Assistant or new class teacher (as appropriate).
- Parents/carers and children are invited to tour the school and discuss any issues, in person, with the Inclusion Manager, Headteacher and new class teacher.
- New children are assessed quickly by their class teacher and are assigned a peer 'buddy' to help them settle into their new class and routines.
- Records from previous schools are requested and made available to the relevant members of staff, as appropriate.
- Where appropriate, the Headteacher/DSL will make contact with the Children's Hub to gather any information in relation to social care involvement for the child/family.
- Where a pupil transfers from another school/setting within Hartlepool, an In-Year Transfer Passport will be requested. This will be added to the child's records on CPOMS and all relevant staff will be alerted to the information.

For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language which will facilitate the admissions process and provide important information about the school. Where necessary, we will seek additional support from external agencies, including Hartlepool Virtual School. If it is required, a translator will be arranged to support the transition process - this will be arranged through [Everyday Language Solutions](#) as the school's preferred provider.

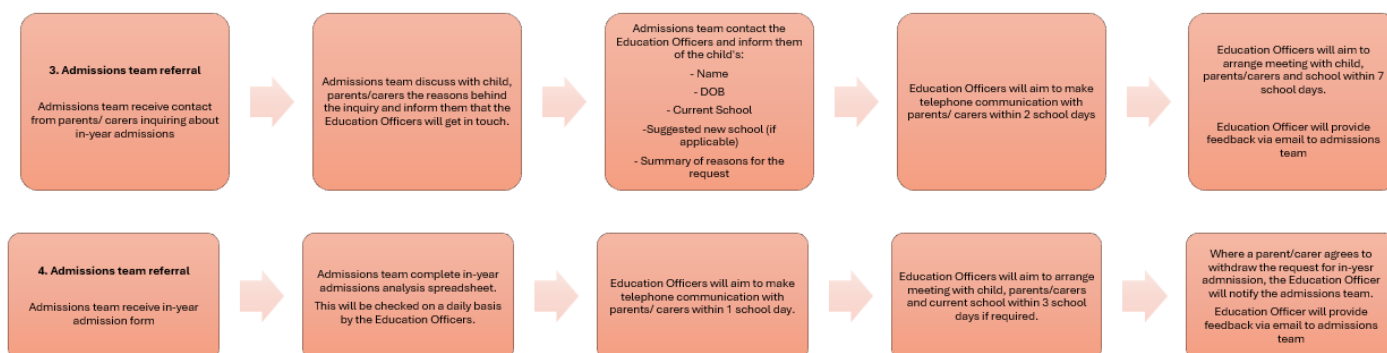
Responsibility for transition for pupils leaving at different points in the year
Headteacher
Inclusion Manager

- Parents/carers are invited to discuss the reasons for leaving with the Headteacher / Inclusion Manager.

- Where a parent/carer expresses a desire to move schools at any point in the school year and there is an allocated social worker involved with the family, the Headteacher or Inclusion Manager will make direct contact with the social worker to inform them of the parent/carer intention.
- An application form for the new school must be seen and signed by the Headteacher.
- Where appropriate, a referral will be made to the Education Officers who have responsibility for In-Year Admissions. The allocated Education Officer for West View Primary School is Sophie Churlish - Sophie.Churlish@hartlepool.gov.uk
- The process for a school-based referral is explained below in green:



- Where a parent/carer makes initial contact with the Admissions Team regarding a school move, the following process will be followed, explained below in red:



- Once the school move has been confirmed, all records are passed on promptly - including SEN records and any safeguarding information. *Where a receiving setting uses CPOMS, the transfer will be authorised electronically via this system. Where they do not, a student report will be downloaded and printed from CPOMS, alongside all of the related documentation from the document vault. It will then be arranged for these printed documents to be hand-delivered to the new setting or, where the new setting is out of authority, they will be sent via secure post. A receipt will be required in the event of any physical documents being transferred - see Appendix 1.*
- Where a pupil transfers to another school/setting within Hartlepool, an In-Year Transfer Passport will be completed by the child's class teacher. This will then be sent to the Headteacher to quality assure and add any relevant safeguarding information to before it is submitted to the appropriate person within the receiving school/setting.

Further information in relation In-Year Admissions can be found here: [In Year School Admissions](#) | [In Year School Admissions](#) | [Hartlepool Borough Council](#)

Elective Home Education

[Elective Home Education](#) | [Elective Home Education](#) | [Hartlepool Borough Council](#)

The [Education Act 1996](#) places a duty on parents or guardians to secure the education of their children who are of compulsory school age. For most children, this means that they will attend a school setting. However, a small number of parents choose to educate their children themselves. Elective Home Education (EHE) is an alternative to school; any family can choose this option for their children - parents choose to keep primary responsibility for the education of their children as is their right in law, instead of delegating it to a school.

It is the responsibility of the parent/carer to notify the Headteacher in writing of a decision to home educate their child. Upon receipt of written notification, the Headteacher will be in contact to discuss further steps. This will include providing parents with written guidance documents provided by the Virtual School in relation to Elective Home Education. If after this contact, a parent still wishes to home educate, the school will complete a deregistration form which will be sent to the Virtual School Elective Home Education Team. The child/ren will then be removed from the school roll and the school will have no further responsibility for the child/children's education.

The Elective Home Education Team can be contacted in the following ways:

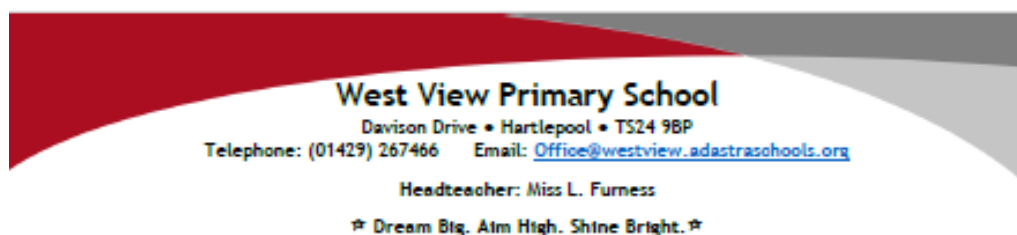
Elective Home Education Team	Virtual School (Centre for Excellence in Teaching & Learning) Hartlepool Borough Council Tel: (01429) 284365 Email: ehe@hartlepool.gov.uk
Elective Home Education Officer - Katie Storey	Hartlepool Borough Council Tel: (01429) 523346 Email: katie.storey@hartlepool.gov.uk

Monitoring & Evaluation

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition at each phase is monitored by the Senior Leadership Team. The views of parents, carers and pupils regarding transition arrangements will be sought in different ways including, but not limited to: individual discussions, telephone calls, email contact and parent/carer questionnaires.

This policy will be reviewed formally every two years.

Appendix 1 - Documentation Receipt - to be used in the event of the transfer of any paper records.



Documentation Receipt

Pupil Name:	DOB:

Type of documentation (please tick)	
SEN File	☐
Safeguarding File	☐
Other (please specify)	☐

Reason for transfer of documents (please tick)	
Primary to Secondary Transfer	☐
Mid-Year Transfer	☐
Alternative Provision Transfer	☐
Managed Move	☐
Other (please specify)	☐

Delivered by (Name/Position) at West View Primary School	Date:

Signature _____

Received by (Name/Position)	Provision:	Date:

Signature _____

