



Stillness Infant School SEN Transition Guidance

Introduction

Stillness Infant school is committed to the welfare of each child. Care and attention is given at each stage of the individual's transition to, through and beyond the school.

Aims of the transition guidance:

Transition can be a very stressful time and some points of transition e.g. foundation stage to key stage one, can be especially so due to the change of 'play' base curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children who are anxious may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. This aim of this guidance will be to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate anxiety and stress.
- Promote continuity of teaching and learning.

Key Principles at Stillness Infant School.

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff and receiving staff.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement ie. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition vary to meet the individual needs of the child.

Upon Entry to Nursery.

- New parents meeting prior to child starting.
- Liaise with any external agencies, if necessary.
- Home visit, if necessary undertaking by SENCO.
- Information pack given to parents.
- Individual meeting with parent, teacher, support staff and SENCO.
- SENCO visit pre-schools prior to new intake to allow the children to meet and observe the children in their familiar surroundings.

- Stay and play sessions with the class teacher to get them acquainted with the new surroundings.
- Staggered induction of children over the space of 2 weeks to ensure key worker can spend time with them developing routines, settling in.

Nursery to Reception

- Exchange of information for new SEN children to the school.
- New parents meeting prior to start and any external agency support.
- Stay and play session with the class teacher to get them familiar with the new surroundings.
- Close links between reception and nursery staff during the Summer Term prior to transition.
- Nursery children arrange to visit Reception class and teacher/support staff.
- Staggered entrance during the first 2 weeks of term.

Reception (Foundation Stage) to Year 1 (Key Stage 1)

- Attend Sharing Assembly once a week during Summer Term.
- Children encouraged to visit Year 1 to share work.
- Year one teacher to organise story time sessions in Year one classrooms during the Summer Term.
- Reception and Year 1 teacher's handover SEN information.
- An individual timetable for SEN children will vary depending on their needs including resources required.

Infants to Junior

Transition work is usually completed during the summer term.

- Infant SENCO completes passport for each child to pass onto junior school.
- Identified children (SEN, LAC) received additional support before and after transition.
- Transfer of records to junior school.
- Invite Year 3 staff visit Year 2 pupils in the infant classes.
- 4-6 weeks programme for SEND and vulnerable children in the small groups.
- Year 2 visit the Year 3 classrooms.
- Inclusion Lead observes Year 2 classes.
- Year 2 and Year 3 teachers meet to handover.
- Infant and Junior SLT and inclusion team meet to discuss all children.