

## **Maple Grove Community Group**

### **Policy for Transition and Liaison between Pre-school and Primary school**

This policy details the transition to Westwood Primary School if your child is not attending Westwood we will try and work with you and the relevant school to aid the smooth transition for you and your child. Every effort is made to contact Reception teachers from the other schools and to share progress reports and All About Me information.

#### **Aims of Policy**

To obtain a smooth transition from the pre-school to the Primary school – with effective procedures for both pastoral and curriculum issues.

#### **Needs of the Child**

The transition from pre-school to Primary school is a key issue of each individual child's school career. It is essential that the child's self esteem, confidence and academic progress has as little disruption as possible. Government initiatives such as Desirable Learning Outcomes and the National Curriculum emphasise the continuum in education from Early Years through to Secondary school. Written records alone are insufficient to achieve a smooth transfer, therefore staff in both establishments aim to provide a full picture of each child's pastoral and curriculum needs.

#### **Teacher Liaison**

The Pre-school has the added advantage of an appointed Head of Reception teacher to act in a guidance/advisory capacity over such issues as development, curriculum and transfer liaison. Half Termly meetings throughout the year keep the Pre-school EYFS Manager and Head of Reception in constant touch. Issues such as approaches to reading, writing, maths and personal, social and emotional development are discussed and policies are developed where necessary.

#### **Autumn Term**

Reception teachers are welcome to contact the pre-school to discuss how the children have settled and if there is any additional support that can be given/shared. There will also be a catch up at the end of the first half term.

#### **Spring Term**

Combine services to families such as Photo Sessions in school.

Reception teachers come over to read stories and play within the setting.

Staff and children use the school facilities as set out in a timetable. They can use the library for a story, hall for a PE session and use the Reception outdoor play space.

#### **Summer Term**

Continue story visits and play visits.

Continue using the school's facilities.

Children and staff undergo regular walks round the school building, outdoor area and playgrounds to familiarise them with the surroundings, i.e. school hall, toilets, library, medical room, cooking room, office etc.

All Reception teachers visit the pre-school setting on many occasions to read stories and sing songs with the children. Children are divided into small groups to visit their teacher for story and play time on a regular basis during the last term.

#### **Staff Liaison**

##### **Autumn Term**

Regular meetings between Pre-school EYFS Manager and the Reception team provide opportunity to discuss how children have settled into school life. Also provides opportunity to review any new development and curriculum initiatives.

##### **Spring Term**

Continue regular meetings with Pre-school EYFS Manager and Head of Reception.

Senior Management Team meet with Westwood's Headteacher, Inclusion Manager and Head of Reception to discuss our families and their individual needs, the outcome is the families are then invited to attend the Busy Bees group hosted by the school and supported by the pre-school. The group is held in the Summer Term

##### **Summer Term**

Continue regular meetings with Pre-school EYFS Manager and Head of Reception.

Start regular weekly meetings with school and pre-school staff.

Meeting with Headteacher, Head of Reception and Inclusion Manager and Manager and Inclusion Manager from pre-school to discuss our disadvantaged/vulnerable families.

A summary of Learning Development records and All About Me for each child are handed and emailed to Reception teachers for referral.

Staff from both settings work closely in compiling final registers for the September intake. Thus, ensuring an even spread of gender, age and special requirements.

Staff from both settings meet to discuss the children's transitions into school and any needs the children and families may have.

SENCOs from each setting discuss any Special Educational Needs of children already identified and attend the relevant transition meetings with outside professionals to ensure a smooth transition into school.

*This policy was adopted at a meeting of the Group held on.....(date)*

*Signed on behalf of the Group .....*