

***Here at Llanedeyrn Primary School, we believe that transitions are an important time for children. An effective and planned transition supports their well-being and enables them to prepare for the future.***

### **What is Transition?**

Change is a normal part of life and can provide opportunities for children and young people to develop their resilience. Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed.

### **Why Transition Matters?**

If a child struggles with a transition it can have a negative impact on their well-being and academic achievement.

During any transition period, it is important that children and young people are able to talk about their concerns and are supported to cope with any readjustments.

A positive transition ensures that the child feels prepared, excited and forward thinking for the times ahead. It ensures that every moment can be used effectively.

### **How do we use and promote Transition in our School?**

#### **Nursery**

- Meet the teacher and any appropriate new staff for a transition Health and Well-being activity;
- Learning Leader to introduce themselves during an Assembly;
- Headteacher emails Parents and Carers with class structure and staffing in July;
- Using Health and Well-being sessions to discuss transition concerns and questions;
- SWAY newsletters prior to joining the Year Groups;
- Individual Parents and Carers Meetings;
- Nursery Parents and Carers Meeting;
- Nursery Celebration in July;
- Added on to Class Dojo prior to the Summer holiday so that they can watch a video together at home.

#### **Reception**

- Current teacher to new teacher hand over if internal;
- Meet the teacher and any appropriate new staff for a transition Health and Well-being activity;
- Learning Leader to introduce themselves during an Assembly;

- Headteacher emails Parents and Carers with class structure and staffing in July;
- Using Health and Well-being sessions to discuss transition concerns and questions;
- SWAY newsletters prior to joining the Year Groups;
- New to Reception Parents and Carers Meeting;
- If new, added on to Class Dojo prior to the Summer holiday so that they can watch a video together at home.

### **Mainstream**

- Current teacher to new teacher hand over;
- Meet the teacher and any appropriate new staff for a transition Health and Well-being activity;
- Learning Leader to introduce themselves during an Assembly;
- Headteacher emails Parents and Carers with class structure and staffing in July;
- Using Health and Well-being sessions to discuss transition concerns and questions;
- SWAY newsletters prior to joining the Year Groups.

### **ALN Pupils – Mainstream and SRBs**

- Transition Photo Book – if appropriate. This to include:
  - Photo of child in their new classroom;
  - New staff with names;
  - Where coats will be hung up and lunchboxes kept;
  - Where to put reading bag;
  - Outdoor areas;
  - Gates;
  - Lunch Hall;
  - Playground.

This is to be done on Book Creator and then emailed to the Parents and Carers in July so that children can refer to it over the Summer months.

- Documents to be shared with all new staff:
  - Communication Plan;
  - IDP;
  - Targets;
  - Risk Assessments;
  - Positive Handling Plans;
  - Pastoral Support Plans;
  - How Parents and Carers receive daily updates;
  - Eating dislikes and likes, allergies and portion sizes;
  - New Teacher and Adult Support – new or current – to introduce themselves and meet the Parents and Carers after HT has informed regarding new staffing;
  - Appropriate Training to be organised by the ALNCO and undertaken by new staff;
  - Current teacher to new teacher hand over;
  - Current support staff to new support staff hand over;
  - Using Health and Well-being sessions to discuss transition concerns and questions;
  - SWAY newsletters prior to joining the Year Groups.

### **Year 5 ALN Pupils**

- As with the ALN transition but with enhanced transition planning during the Individual Development Plan Reviews in October – set early.

### **Year 6 to Year 7**

- Transitions sessions with the High School – both in their current school and in their new schools;
- Confidential and anonymous question box in classes regarding concerns and worries;
- Current teacher to Head of Year 7 meetings;

- ALN, Safeguarding and any Vulnerable / CLA information;
- Discuss who can work well together;
- Any historical relevant information;
- Yellow and Green Pupil Profiles are handed to the High Schools;
- My Concern is transferred to the High Schools;
- Headteachers and Heads of Year are invited to the Leavers Concerts;
- Parents and Carers to visit the new schools.

### **Vulnerable Pupils and CLA**

- Enhanced mainstream activities and information sharing where appropriate;
- PEPs for CLA are shared between teachers;
- CLA LSA updates Motional and share the latest Snapshot with teachers.

### **New Pupils**

- As with all mainstream pupils;
- Buddy system;
- Language assistance through interpreters;
- eFSM and other documentation, links to Class Dojo and the HWB;
- An induction and tour of the School with Parents and Carers.

## **Transition from Primary to Secondary School Regulations 2022**

### **What is changing?**

Currently legal requirements for transition from primary to secondary school are set out in the [Transition from Primary to Secondary School \(Wales\) Regulations 2006](#) (the 2006 Regulations). New [2022 Transition Regulations](#) have been made which revoke and replace the 2006 regulations and come into force 1 July 2022.

All secondary schools and their feeder primary schools will need to put in place new transition plans to support transition under Curriculum for Wales. The first plans must be drawn up and operational from 1 September 2022 to support transition of the first cohort of learners moving from Year 6 to Year 7 under Curriculum for Wales in summer 2023 in readiness for the 2023 to 2024 school year.

### **Reason for Changes to Existing Transition Process**

Schools will have transition plans in place but the focus of these will be on transition and continuity of curriculum planning, teaching and learning under the pre-Curriculum for Wales curriculum.

New plans therefore need to be drawn up to support transition and learner progression within Curriculum for Wales.

New plans will need focus on how continuity of learning will be achieved through curriculum design, planning and teaching for learning for Year 6 learners under Curriculum for Wales, and how individual learner needs and well-being will be supported during transition.

### **Purpose of a Transition Plan**

Transition plans aim to support and improve links between secondary schools and feeder primary schools with a specific focus on working together to support coherent learner progression, support the overall needs and well-being of the learner and ensure appropriate pace and challenge in a school's approach to progression when developing their curriculum and assessment arrangements.

Under the [2022 Transition Regulations](#) governing bodies of maintained secondary schools and feeder primary schools must jointly draw up a single transition plan to support transition of learners from Year 6

to Year 7. Provision for individual feeder primary schools within the plan can be different, but there must only be a single plan held by the secondary school.

### **Core Content of Transition Plans**

Under the [2022 Transition Regulations](#) transition plans must cover the following matters:

- proposals generally for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school;
- proposals generally for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7;
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school;
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school;
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped to achieve continuity of learning and support individual learner progression.

### **Transition Planning and Shared Understanding of Progression**

There is a clear link between the required transition arrangements to support Year 6 learners' transition to secondary school and the arrangements required under Curriculum for Wales to enable practitioners to develop a shared understanding of progression.

When coming together to develop their understanding of progression, we envisage primary and secondary school practitioners will consider not only progression at Year 6 and Year 7 but the 3 to 16 continuum as a whole. These arrangements – put in place to enable practitioners to work together at a school, setting, cluster or network level to develop that shared understanding – can support the facilitation of those voluntary arrangements required to allow practitioners to consider transition from Year 6 beyond the minimum requirement.

### **The Impact of Transition**

Transition enables a child to build resilience, grit and determination. It helps to support the development of self-confidence and self-esteem.