



St Michael's
C.E. Primary School

**Transition Curriculum and
Framework:
Helping Every Child
Achieve, Belong and Thrive**



"Courage to Flourish in the Love of God"

1. Intent: Our Approach to Transition

At St Michael's CE Primary School, we recognise that transition is an important part of every child's educational journey. Our Christian vision, Courage to Flourish in the Love of God, shapes our commitment to ensuring that every child feels known, safe, valued and ready for their next stage of learning.

Transition is not treated as a single event. It is a planned process that begins before a child moves to a new class or setting and continues until they are settled, confident and able to engage fully in learning.

Our transition provision aims to:

- strengthen children's sense of belonging;
- maintain continuity in learning and curriculum expectations;
- build positive relationships with new adults and peers;
- identify and remove barriers before transition takes place;
- support confidence, independence and emotional wellbeing;
- ensure important information follows the child;
- involve parents, carers and other professionals appropriately;
- provide additional support for pupils who may find change more difficult.

Our approach is underpinned by five principles:

1. Belonging – Every child should feel welcomed, known and included.
2. Relationships – Positive relationships with children and families are established before transition wherever possible.
3. Continuity – Learning, routines, successful strategies and appropriate support continue across transition points.
4. Inclusion – Transition is adapted according to individual need. Equity does not mean that every child receives the same provision.
5. Partnership – Children, families, staff, receiving settings and external professionals work together to secure successful transition.

2. Transition Entitlement

Every pupil at St Michael's receives a core transition entitlement.

This includes:

- opportunities to meet new staff and become familiar with new environments;
- planned transition activities before a move takes place;
- transition posters, including photographs of key adults and environments;

- professional handover between relevant staff (see section 6);
- transfer of appropriate assessment, curriculum and pastoral information;
- consideration of attendance, behaviour, safeguarding, SEND and medical needs;
- opportunities for pupils to ask questions and share concerns;
- communication with parents and carers;
- monitoring during the early stages following transition.

Transition arrangements are adapted where pupils require additional support.

3. A Graduated Approach to Transition

We use a graduated approach so that support reflects the needs of the individual child.

Universal Transition	Targeted Transition	Enhanced Transition
Entitlement for all pupils	Additional support for pupils who may need greater preparation	Individualised planning for pupils with significant or complex needs
Transition visit or day	Additional visits	Personalised transition timetable
Teacher handover	Small-group visits	Individual visits
Classroom familiarisation	Social stories or photographs	Transition passport
Parent communication	Additional parent meetings	Multi-agency planning
Information transfer	Trusted adult or buddy support	Individual risk assessment where required
Autumn wellbeing check	Additional check-ins	Personalised SEND, pastoral or regulation planning

Pupils who may benefit from targeted or enhanced transition include, but are not limited to:

- pupils with SEND or an EHCP;
- children in care and previously looked after children;
- pupils with medical needs;
- pupils experiencing anxiety or social and emotional needs;
- pupils with safeguarding or pastoral needs;
- pupils returning following prolonged absence;
- pupils affected by bereavement or significant family change;

- pupils joining the school during the academic year.

Transition arrangements are based on individual need rather than a fixed category.

Specialist Support for Enhanced Transition

Where appropriate, our external specialist autism and SEND teacher supports enhanced transition through individual or small-group work with identified pupils. This may include observation, preparation for change, personalised strategies and advice to staff on reasonable adjustments and successful approaches.

Specialist input is used as part of our graduated approach to help pupils feel confident, prepared and able to access their new learning environment successfully.

4. Key Transition Points

Starting Nursery

Transition into Nursery focuses on building relationships with the child and family and developing familiarity with the setting.

Our offer includes:

- home visits;
- Stay and Play sessions;
- SENDCo visits to previous nurseries/settings (where necessary);
- a parent induction meeting;
- support with routines, self-care and toileting independence;
- transition information, including photographs of key adults and environments;
- a parent handbook;
- a staggered start.

Information gathered from families and previous settings helps staff understand children's interests, development, communication, medical needs, SEND and any support required before they begin.

Starting Reception

For children moving from our Nursery into Reception, transition builds directly on the relationships, knowledge and learning established in EYFS.

Nursery and Reception staff share information about:

- communication and language;
- personal, social and emotional development;
- physical development and independence;

- early reading, writing and mathematics;
- interests and learning behaviours;
- SEND, interventions and successful adaptations;
- relevant pastoral or medical needs.

Transition includes:

- Reception staff spending time with children in Nursery;
- opportunities to visit and explore the Reception environment;
- Stay and Play sessions;
- parent induction;
- a staggered start;
- transition information and photographs;
- initial assessment and baseline;
- home visits for children who are new to St Michael's.

This ensures that Reception staff know children well and can build on their existing knowledge, skills and experiences from the start.

Reception to Year 1

Transition into Year 1 is carefully planned so that children continue to build on the strong foundations established in EYFS.

Reception and Year 1 staff share information about:

- communication and language;
- reading, writing and mathematics;
- wider curriculum knowledge;
- personal development and independence;
- learning behaviours;
- SEND, interventions and successful adaptations;
- individual strengths and next steps;
- progress against the Strong Foundations Framework.

Children are supported through:

- Year 1 staff spending time with children in Reception;
- a transition morning in the new classroom;
- opportunities to meet their new adults;
- transition information and photographs;

- initial assessment and baseline;
- communication with parents and carers.

During the Autumn Term, Year 1 staff build on effective EYFS practice through familiar routines, practical learning and purposeful opportunities for children to apply their learning. The balance gradually shifts towards more formal approaches as children become developmentally ready.

Transition Between Year Groups

All pupils take part in planned transition activities before moving to their new class.

These include:

- spending time with their new teacher and class;
- becoming familiar with the new classroom and routines;
- opportunities to ask questions or discuss worries;
- professional handover between outgoing and incoming staff;
- additional visits or personalised support where required;

Incoming staff are expected to have a clear understanding of pupils' strengths, needs, prior learning and successful support strategies before the start of the new academic year. Progress against the Strong Foundations Framework is shared where relevant, and any required interventions are identified and mapped out to support continuity from the outset.

Each class also has a transition folder containing key information about the cohort, including relevant pupil needs, class demographics and other information required to help staff understand the context of the class and plan effectively from the beginning of the year.

Mid-Year Admissions

Children joining St Michael's during the academic year receive a personalised induction.

Depending on need, this may include:

- a meeting with parents or carers;
- liaison with the previous school or setting;
- a school tour and classroom familiarisation;
- introduction to key adults;
- buddy support;
- review of safeguarding, attendance, SEND and medical information;
- initial assessment and baseline;
- wellbeing check-ins;
- enhanced transition arrangements where appropriate.

The aim is for every child joining the school to develop a sense of belonging as quickly as possible.

Transition for Pupils with English as an Additional Language

Pupils with English as an Additional Language may require additional support when joining the school or moving between classes, particularly where they are new to English or unfamiliar with the UK education system.

Transition support is responsive to each pupil's language proficiency, previous educational experience and individual circumstances. This may include:

- gathering information from parents, carers and previous settings;
- identifying the pupil's home language and level of proficiency in English;
- sharing information about prior education, strengths and interests;
- completing baseline assessments;
- introducing key adults, routines and expectations clearly;
- use of visuals, modelling and other appropriate communication strategies;
- buddy support and opportunities to build relationships with peers;
- careful consideration of assessment information;
- appropriate language support and adaptive teaching;
- communication with families in an accessible way;
- regular review of how well the pupil is settling socially, emotionally and academically.

Staff recognise that being new to English is not in itself a special educational need. Assessment and support therefore take account of the pupil's language development, prior experience and wider context so that strengths and needs are identified accurately.

Our aim is for pupils with EAL to feel welcomed, included and able to participate fully in the life and learning of the school from the earliest opportunity.

Returning Following Prolonged Absence

We recognise that returning to school following a prolonged absence can be a significant transition. This may include absence due to medical needs, anxiety, family circumstances, bereavement or other individual circumstances.

Support is planned according to the needs of the pupil and may include:

- a planned or phased return;
- meetings with parents or carers;
- liaison with relevant professionals;
- opportunities to reconnect with key adults and peers;
- familiarisation with any changes to routines or the learning environment;
- review of academic, pastoral, SEND or medical needs;
- identification of any gaps in learning and appropriate support;

- additional wellbeing check-ins;
- a named trusted adult;
- reasonable adjustments where required.

The aim is to help pupils return safely and confidently, rebuild a sense of belonging and re-engage successfully with learning. Support is reviewed and adapted as the pupil settles back into school.

Returning Following Suspension

We recognise that returning to school following a suspension is an important transition and should be carefully managed to support successful reintegration.

Before or on return, appropriate staff meet with the pupil and, where appropriate, their parents or carers to:

- review the circumstances leading to the suspension;
- clarify expectations and support for the pupil's return;
- identify any barriers or triggers that may need to be addressed;
- review existing behaviour, SEND, pastoral or safeguarding support;
- agree any reasonable adjustments or additional strategies required;
- ensure the pupil understands who they can go to for support.

Where appropriate, a reintegration plan is put in place and shared with relevant staff. This may include a named trusted adult, additional check-ins, adjustments to routines, targeted pastoral support or review of an existing behaviour support plan.

The aim is to help the pupil return positively, restore relationships, re-establish a sense of belonging and reduce the likelihood of further suspension.

Transition Into and Out of The Nest

Where pupils access provision within The Nest, transition is carefully planned to ensure that they understand the purpose of the provision, feel secure and remain connected to their class and wider school community.

Transition into The Nest may include:

- discussion with the pupil and parents or carers;
- clear identification of the pupil's needs and intended outcomes;
- opportunities to meet key adults and become familiar with the environment;
- information sharing between class staff and The Nest staff, including the child's EHCP/SSPP;
- agreed routines and times for accessing provision;
- appropriate pastoral, SEND or behaviour planning.

Transition back into the classroom, or reduced access to The Nest, is also planned carefully. Support is reviewed regularly and adjusted according to the pupil's progress and needs.

The aim is to ensure that The Nest supports successful inclusion and reintegration, rather than creating a separate or disconnected experience from the pupil's wider education.

5. Preparing Pupils for Secondary Education

Preparation for secondary school develops progressively through Key Stage 2.

Year 5: Building Confidence and Aspiration

In Year 5, pupils begin to develop greater independence and familiarity with the opportunities and expectations of secondary education.

Through partnerships with secondary schools and wider enrichment, pupils may experience:

- visits to secondary schools;
- specialist curriculum workshops;
- STEM, sport, music and performing arts activities;
- taster lessons;
- collaborative activities with pupils from other schools;
- careers and aspiration opportunities.

Year 5 pupils are also prepared for the increased responsibilities of Year 6 through leadership opportunities across the school.

Year 6: Personalised Secondary Transition

During Year 6, transition becomes increasingly focused on each pupil's receiving secondary school.

This includes:

- liaison with receiving schools;
- transition and induction events;
- opportunities to meet secondary staff;
- preparation for new routines and increased independence;
- discussion of worries and expectations;
- curriculum and pastoral transition activities;
- celebration and reflection on pupils' primary school journey.

Where required, additional planning takes place for pupils with SEND, safeguarding needs, medical needs or other vulnerabilities.

Relevant academic, safeguarding, SEND, attendance and pastoral information is shared securely and appropriately so that receiving schools can plan support before pupils arrive.

6. Professional Handover

Effective professional dialogue is central to successful transition.

The current class teacher, the new class teacher, SLT, DSLs and the Attendance Lead share the information needed to ensure continuity without creating unnecessary duplication.

Handover considers:

Learning and Curriculum

- current attainment and progress;
- important strengths and next steps;
- reading and phonics where relevant;
- learning behaviours and independence;
- interventions and successful teaching strategies.

SEND and Medical Needs

- identified needs and provision;
- EHCP/SSPP/PLG outcomes;
- reasonable adjustments;
- communication and sensory needs;
- external agency advice;
- medical or care plans.

Behaviour and Wellbeing

- successful relational and behaviour strategies;
- regulation needs;
- known triggers where relevant;
- friendships and social needs;
- trusted adults;
- individual plans or risk assessments.

Attendance

- attendance or punctuality concerns;
- known barriers;

- current support and successful strategies.

Safeguarding

- Relevant safeguarding information is transferred securely by the DSL or appropriate staff in line with statutory requirements and the school's safeguarding procedures.
- Information is shared on a need-to-know basis and with the purpose of ensuring continuity of support.

7. Pupil and Parent Voice

Children are active participants in transition.

Their views may be gathered through:

- class discussion;
- individual conversations;
- pupil voice;
- wellbeing check-ins;
- transition passports;
- discussion with trusted adults.

For pupils receiving enhanced transition, their views directly inform the support and adjustments put in place.

Parents and carers are also key partners. Depending on the transition point and individual need, this may include:

- home visits;
- induction or information meetings;
- parent handbooks;
- Meet the Teacher opportunities;
- individual planning meetings;
- ongoing communication during the settling-in period.

We aim for parents to understand what transition will involve and to have meaningful opportunities to share information about their child.

8. Inclusion

Transition arrangements are designed to ensure that all pupils can participate successfully.

Leaders and staff consider the needs of:

- pupils with SEND;
- disadvantaged pupils;
- children in care and previously looked after children;
- pupils with medical needs;
- pupils with English as an Additional Language;
- pupils with safeguarding or pastoral needs;
- pupils joining the school mid-year;
- pupils experiencing significant change or adversity.

Reasonable adjustments and additional support are put in place where required.

The key question is not whether a child can fit the transition process, but how the transition process should be adapted so that the child can succeed.

9. Leadership and Quality Assurance

Transition is a whole-school responsibility with clear leadership oversight.

Senior leaders:

- coordinate key transition arrangements;
- ensure appropriate professional handover takes place;
- oversee transition for vulnerable pupils;
- ensure safeguarding, attendance and SEND information is transferred appropriately;
- monitor the implementation of enhanced transition;
- evaluate how effectively pupils settle and engage with learning.

The SENDCo, DSL, Attendance Lead and other relevant leaders contribute according to pupil need.

Governors provide strategic oversight through appropriate monitoring and challenge.

10. How We Evaluate Impact

Leaders evaluate transition through a combination of qualitative and quantitative evidence.

We consider:

- how quickly pupils settle into new routines and relationships;
- pupil voice and pupils' sense of safety and belonging;
- parent feedback;

- staff knowledge of pupils at the start of the year;
- attendance and punctuality;
- behaviour and wellbeing;
- engagement in learning;
- the timely continuation of SEND, safeguarding and pastoral support;
- the effectiveness of targeted and enhanced transition arrangements;
- feedback from receiving secondary schools where appropriate.

Transition is successful when:

- pupils feel safe, included and ready to learn;
- staff understand pupils' needs from the outset;
- learning continues with minimal unnecessary disruption;
- support is in place promptly for pupils who need it;
- pupils demonstrate increasing confidence, resilience and independence.

Findings from monitoring are used to refine transition arrangements for the following year.

Annual Transition Cycle

Period	Key Actions
Spring Term	Review previous transition arrangements; identify pupils who may require additional support; begin early liaison with families, external agencies and secondary schools where appropriate.
Summer Term	Deliver transition visits and activities; complete professional handovers; plan targeted and enhanced transition; provide parent communication; complete secondary transition arrangements.
Summer Holiday	Provide personalised transition materials or agreed contact where appropriate.
Autumn Term	Monitor how pupils settle; review attendance, wellbeing, behaviour and engagement; continue or adapt additional support; gather feedback and evaluate impact.

11. Our Commitment

At St Michael's CE Primary School, transition is an important part of our commitment to helping every child Achieve, Belong and Thrive.

Through strong relationships, purposeful information sharing, high expectations and personalised support, we ensure that children are prepared not simply to move to a new classroom or setting, but to flourish in the next stage of their education.