



Transition Policy

Creative. Curious. Caring. We make every moment count.

Document Control

Document Reference:	Transition Policy
Owner:	Wirksworth Junior School
Author:	I.Webb
Issue Date:	June 2024
Review Due:	March 2027
Statutory Yes/No	No

Document History			
Issue	Date	Purpose	Author
1	June 2024	Introduction of new policy	I.Webb
2	March 2025	Review of the policy and minor grammar and spelling changes	I.Webb
3	March 2026	Annual review of the policy	I.Webb

Approval		
Meeting	Date	Chair
Full Governors	11.06.2024	Wilma Hyde
T and L committee	06. 02.2025	Helen Brocklehurst
T and L committee	05.03.2026	Helen Brocklehurst

What does a good transition look like at Wirksworth Junior School?

This policy has been written in conjunction with staff, parents, and children who attend Wirksworth Junior School.

At Wirksworth Juniors, when we think of transition, we often think of the change from primary to secondary school; however, transition is any change in an individual situation. Transition happens both daily (micro transmissions) and at key times in a child's life (macro transitions). This policy will be looking at how we in school manage micro and macro transitions.

Many children can find times of transition difficult, but they can be more challenging for learners with autism this can be due to a very variety of reasons including anxiety around the unknown; difficulties with social understanding; difficulty predicting what will happen next; sensory differences; communication differences and difficulty picking up on cues from the children.

In school, we have lots of easy strategies that we employ for micro transitions, which include:

- **Allow extra time** - it's harder to remain regulated if we feel rushed; we plan this for the children and share this with them, so they know what to expect.
- **Consider how necessary the transition is** - would it be better to move a different group of children for an intervention group, or could the provision be accessed in the same space?
- **Consistent approach by staff** - all staff have the same routines in the classroom.
- **Meet and greets** - at the start of the day and after break and lunch times.
- **Think about the language we use** – use clear instructions and make sure we explain what we need to do rather than what not to do. We use positive language.
- **Use of motivators** - we make sure we motivate the children to improve their well-being rather than just expecting them to conform.
- **Distractions** – These are used when the child becomes dysregulated.
- **Choices**- These are given to make the child feel in control, reducing their anxiety. Do we go through the hall to go the classroom or through the corridor?
- **Use of pictures, objects, or visual timetables**
- **We consider sensory needs** - what is the sensory environment like, and can we make it better for the children to regulate?
- **We reduce the amount the child must process** - we break the learning down into chunks if it is academic questions/learning to sensory language or emotions.

For macro transition, we plan these to help reduce anxiety for all children, parents, and staff members.

Year 2 transition to WJS

- Open day in October.
- Photos taken of a new teacher in the classroom and shared before the children start in a letter to parents and child.
- Future teachers and TAs get to know the children when they're in the current classroom environment.

- Year 3 teachers to observe the Y2 pupils in their current setting and read a storybook to them and afterward meet to discuss with the current teachers to share academic, social, and emotional skills and extra provision needed.
- SENDCo to meet with the infant SENCO to share needs and EHCPs.
- SENCo to attend phase transition in Y2 EHCP reviews.
- Year 2 pupils were invited to the panto that was led by the year 3/4s
- Postcards sent to the year 2 pupils welcoming them into school.
- Create pupil profiles before the children start in September, listing what the child likes, works well at, and dislikes.
- Events organised throughout the school year to build links – walks, celebration events.
- Create a video tour of the school for the children to look at in their infant settings created by Y3/4 pupils.
- SENDCo and class teacher available after the transition day for informal chats and sharing any concerns to '***coproduce***' a transition plan together.
- Parents are invited to drop their children off in the classroom so they can be informal chats to share concerns before they become too big.
- Coffee morning in September for parents to see the school and share things that are going well and any concerns that we can action. (See the children at work)

Moving from lower school to upper school

- Create pupil profiles before the children start in September, listing what the child likes, works well at, and dislikes.
- Teachers are to have read the one-page profiles.
- Future teachers and TAs get to know the children when they're in the current classroom environment.
- Questions box in the classroom for worries and concerns that the teachers can ask their new teacher about.
- On transition days, the activities are about getting to know each other, the classroom, and sharing their worries.
- Teachers sharing academic and social-emotional data via itrack and Boxall online profiles.
- On the first day in September, more time will be given to show:
 - Where their peg is
 - Where they will sit
 - Getting to know the classroom routines
 - Writing classroom rules
 - Read the school rules and expectations.
 - Introducing the visual timetable.
 - Share out the classroom jobs given to children to give them ownership.
 - Circle time is used to get to know the children and build the team and learn about one another.

Transition from Y6 to Y7

- The headteacher from the local secondary school, Anthony Gell, will meet the Y5/6 children in September and ask any questions they may have.
- Year 5's are invited to the open days at Anthony Gell.
- Math workshops led by the secondary school for Y5 and Y6 in the summer term after SATs.
- Science activity day in Year 3,4,5 and 6 at Anthony Gell in March.
- Transition day in school in the summer term where they can meet their teacher, have lunch, and see their classroom.
- Year six was invited to Anthony Gell's performance in the Spring term.
- The whole school to attend sporting events at Anthony Gell throughout the year.
- Sports day held on Anthony Gell field in the summer term.
- Questions box in the classroom for worries and concerns that the teachers can ask Anthony Gell or their secondary school.
- Extra transition days for SEND pupils or pupils with anxieties in the summer term.
- Extra 1:1 bespoke session for some pupils with EHCP or complex needs. As much time as possible will be planned for some children as their anxiety may be very high.
- Summer schools for Y6 pupils without the rest of the school on site.
- A map of the site is given to help children to navigate around, which is shared with children before they arrive so pupils with additional needs can be supported to read these
- On the first school day in September, the Y6 pupils, now Y7, have the school to themselves to help navigate around with the Y12 children in school.
- Invite secondary school to EHCP phase reviews.

This policy will be reviewed annually to reflect and improve practise to support the children transitioning through school.

Useful websites.

- Derbyshire Local Offer page. [Home - Derbyshire Local Offer](#)
- Young Minds - [Supporting school transitions | Resources | YoungMinds](#)
- Class Transitions Book List- [Browse The Best Children's Books - Class Transitions \(booksfortopics.com\)](#)
- Ready for Secondary - [Ready For Secondary \(R4S\) | The East Midlands Education Support Service \(em-edsupport.org.uk\)](#)
- The OT Toolbox- [Transitions for Children - The OT Toolbox](#)
- BBC Bitesize - [Starting secondary school - BBC Parents' Toolkit - BBC Bitesize](#)
- BBC Teach - [Transitioning to secondary school - BBC Teach](#)
- Happy Learners Social Stories - [Transition Social Stories \(happylearners.info\)](#)
- TES - [Primary transition resources | Tes](#)
- Autism Education Trust monthly newsletters- saved on the SEND SharePoint.

Links to other policies

- Learning Environment policy.
- SEND policy.
- Class placement policy.