



Limes Farm Infants School & Nursery

TRANSITION POLICY

Adopted by Governors: October 2026
To be reviewed: October 2028



Our policy aligns with the EYFS Statutory Framework (2024), Ofsted's Bold Beginnings (2017), and the DfE's Strong Foundations (2024/25) guidance, which emphasises the transition into Key Stage 1. Our policy uses research from the EEF.

*The **Education Endowment Foundation (EEF)** views transition as a critical lever for closing the attainment gap. Their research emphasizes that transition is a **process**, not a single event, and identifies challenges that must be addressed to prevent a dip in progress.*

Statutory Data Sharing and Assessment

Schools have a legal duty to ensure continuity through the transfer of specific educational records.

- *EYFS Profile (EYFSP): It is a statutory requirement to complete this for every child at the end of Reception. This data must be shared with the Year 1 teacher to assess readiness and plan curriculum adjustments.*
- *Common Transfer File (CTF): Electronic transfer of core data via CTF files is mandatory when a child moves between state-funded schools.*
- *Safeguarding Records: Transfer of Child Protection (CP) and Common Assessment Framework (CAF) files is essential and should occur separately and securely between designated safeguarding leads.*

Statement of intent

At Limes Farm Infant School and Nursery we understand and value the importance of a smooth transition for our children and families. It is a critical process of change for young children.

Research from the Education Endowment Foundation (EEF) indicates that high-quality transitions help mitigate the "attainment gap," ensuring that socio-economic disadvantages do not widen as children enter formal schooling.

As highlighted in Ofsted's Bold Beginnings, the transition from Reception to Year 1 is often the most significant shift, however, not only do we support the transition from EYFS to KS1, but the transition into Nursery, into school, across year groups and also from our Infant School to the Junior School.

At Limes Farm Infant School and Nursery, we ensure that transition for all of our pupils is a "bridge, not a cliff edge."

Rationale and Principles

At Limes Farm Infant School and Nursery we want to make the transition into school a positive and exciting experience for the whole family. Transition is a process, not an event. Successful transitions are critical for a child's emotional well-being and future academic progress. Our policy is guided by the EEF's focus on narrowing the attainment gap through high-quality early support and the DfE's statutory requirement to ensure safety, welfare, and good development.

Our core principles:

- Holistic View: Considering all aspects of a child's life, including social interaction and physical needs, ensuring they are comfortable and able to be themselves.
- Partnership: Active collaboration between staff, parents, and the child to promote a sense of belonging.
- Consistency: Maintaining routines and familiar "learning to learn" behaviors through a consistent ethos.

Key Transition Pillars

Nursery to Reception

- Data Transfer: Consistent with the DfE EYFS Profile, we ensure the transfer of the 17 Early Learning Goals (ELGs).
- The "Handover" Meeting: In line with SEED (Study of Early Education and Development) findings, staff from the feeder nursery and receiving school must meet face-to-face to discuss the "Prime Areas" of learning.
- SENCO Liaison: Early transition reviews for children with SEND are mandated, ensuring Education, Health and Care Plans (EHCPs) are reviewed well before the September start.

School will:

- Provide opportunities for parents and children to visit the school, look around the Reception classrooms, and meet the Reception Teacher(s) and Learning Support Assistants
- Arrange 'Stay and Play' sessions at the Nursery with parents in the half term the child is due to start
- Provide a 'Getting Ready for School' pack for parents
- Arrange 'Reception Starters' stay and play session for children and parents to come in and spend time in the school in the summer term before they start.
- Present important school information for new Parents on the New Intake Meeting Morning
- Staff will visit other settings to meet the children complete observations

Pupils with special educational needs and disabilities (SEND)

Moving from one school or class to another can be stressful, and while all children benefit from positive experiences of transition, some children require additional support.

Children with special educational needs and disabilities (SEND) often find transition more challenging than their peers. We understand that transition can also be a stressful time for the parents and carers of children with SEND.

We work closely with parents to help them feel confident that they have the right information and are well prepared for the process. Our school communicates with parents at each stage and works with them to help support their child, this may include an extension to the transition time i.e. the number of weeks, or a reduction in the times attended during the school day.

We support smooth and positive transitions by establishing relationships, sharing important information and allowing children to make additional visits to their new class or school if needed.

We also provide targeted Emotional Literacy Support from our ELSA, a 6-8 week transition programme for our vulnerable pupils or those who require additional SEMH support focussing on transition anxiety.

In addition, for pupils with SEND, school will:

- Plan transition carefully, to ensure that the individual needs of the child are met
- Arrange for the school SENDCo/class teacher to visit the child in their pre-school setting, observe the child and talk to the key worker/nursery SENDCo to find out how the child is learning and developing
- Receive and record key information from parents and pre-school settings e.g. parental expertise, strategies for support, relevant documents, plans and information from external agencies
- Provide time for the school SENDCo, where possible, to attend planning meetings and reviews, usually in the Summer Term at the early years setting
- Plan for any additional training and support needed for Reception teachers and support staff

- Plan access arrangements e.g. ensuring hand rails are in place, toilet facilities are suitable. This may include an access visit at school for the child, their parents and the Occupational Therapist/Physiotherapist
- Arrange additional visits to school for the child, with their parents/nursery staff
- Create an individual transition booklet 'All About My New School', which will include lots of photographs of the school, classroom, teacher and Learning Support Assistant(s) – parents can look at and discuss this with their child through the summer holidays
- Communicate regularly with parents during the settling in period (Autumn Term)
- Staff from another setting can visit to aid transition and staff from the School/Nursery will liaise to visit child in their current setting.

Within school transition through year groups

At Limes Farm Infant School and Nursery we ensure there is a two week transition prior to the end of the school year, this is called '**Early Risers**'. The children spend one week with their new teachers in their own familiar classroom environment. They then spend the last week of term in their new class with their new teacher. The parents also get to know the new teachers by dropping them off to the classes that they start in the new academic year,

The importance of transitioning across classes cannot be overstated. These seemingly small shifts, often called "micro transitions", have a profound impact on student learning, behavior, and overall well-being.

- A positive and well-managed transition period to a new class for the next academic year is fundamental for a child's continuous learning, emotional well-being, and overall development.
- When children move seamlessly to their new environment, with clear expectations, opportunities to familiarise themselves, and a sense of continuity, it fosters their confidence and reduces anxiety.
- This smooth adjustment allows them to quickly feel safe and secure, enabling them to focus on building new relationships with peers and teachers, engage effectively with the new curriculum, and maintain their academic momentum without the disruption that can arise from feeling overwhelmed or uncertain.
- A good transition lays the groundwork for a successful and happy academic year, cultivating resilience and adaptability that will serve them throughout their educational journey and beyond.

Transitioning from the **Reception into Year 1** is a carefully planned journey from play-based exploration to more structured formal learning. The move from Reception to Year 1 is often the most significant shift; children leave behind the free-flow environment of the Early Years Foundation Stage (EYFS) for a setting where sitting at tables to complete independent learning, and National Curriculum subjects like History and Geography become the norm.

To ease this, we implement a "soft start" in the first term of Year 1, mirroring the play-based layout of Reception to maintain a sense of security during our afternoons. We also carefully plan our curriculum to be investigative and involve lots of hands-on learning opportunities.

As children progress from **Year 1 to Year 2**, the focus shifts toward increasing independence and stamina. While the curriculum remains creative, there is a greater emphasis on extended writing and more complex problem-solving in Mathematics. Throughout this entire journey, our model provides a nurturing "small pond" environment, ensuring that by the time pupils finish Year 2, they have the emotional resilience and academic foundation required for the bigger leap into Junior school or Key Stage 2.

Year 2 to the Junior School

We recognise that moving from Year 2 to Year 3 is a significant milestone for our children. This transition involves changes in expectations, environment, and routines. We are committed to ensuring that all pupils feel confident, prepared, and supported as they move on to Junior School.

Preparation for Transition

Preparation for transition begins early to help reduce anxiety and build familiarity. We explore this change through books, scenarios and in detail in PSHE. Our ELSA, works with specific children looking at worries and anxieties and what tools we can use. Pupils are given opportunities to visit the Junior School, see their new classrooms, and meet key members of staff. For children who will find these transitions difficult and overwhelming, additional visits will be arranged, social stories made and transition booklets given.

Developing Independence and Self-Help Skills

As children prepare for Year 3, there is an increased focus on developing independence. Pupils are encouraged to take greater responsibility for their belongings, organise their equipment, problem solve and manage simple tasks without adult support. Building independence helps children adapt more confidently to the expectations of Junior School, where they are expected to work more autonomously.

Effective Communication

Strong communication is key to a successful transition. Teachers and SENDCo's from the Infant and Junior Schools work closely together to share information about each child's academic progress, social development, and individual needs. We will also maintain open communication with parents and carers, providing guidance, answering questions, and addressing any concerns to ensure families feel informed and reassured.

Transition to a different Junior School

Please note, you are responsible for making a new application to a Junior school before the 15 January in the year when your child is in Year 2.

Children who are transitioning to a school other than Limes Farm Junior School will take part in transition days and visits for the school they will be attending. This will be planned with the receiving school. Parents will be kept informed of the specific transition process for their child.

Arrange for the child to go on additional visits to the receiving school, accompanied by parents, a Learning Support Assistant(s), or the SENDCo

Help the child to take photographs and create their own individual transition booklet 'My New School' including photographs of the new classroom, Teacher(s) and Learning Support Assistant(s) – parents can look at and discuss this with their child through the summer holidays

Arrange meetings for the SENDCOs from both schools to share key information the child

Send a copy of all paperwork, files, reports and plans to the receiving school

Ensure all information is shared in good time to allow the receiving school to make appropriate preparations to meet the specific needs of the child

Summary of Key Transition Stages & Activities

Transition Stage	Key Activities	Focus/Rationale
Nursery to Reception (EYFS)	Staff will visit other settings for observations. SENDCo will visit the children in their settings if identified as needing support. Parents invited in for a parent meeting with the staff after school. Children and parents are invited in for 'stay and play' session with Teachers, LSAs and SENDCo.	Professional Communication

Transition Stage	Key Activities	Focus/Rationale
	Children attend a transition morning prior to the summer, and receive a summer transition, school readiness pack.	
Into School (New Intake)	Transition weeks in September for EYFS. Nursery is personalised and adapted. Three week transition for Reception Pupils. Wk 1: Stay until 11:30am Wk 2: Stay until 1:30pm Wk 3: Stay all day	
For New Reception Parents	5 x 20 min workshops on Wk 2, covering the prime areas of the curriculum.	
Across Year Groups	'Early Riser' Transition (Two-Week Programme)	Designed to manage "micro transitions" for continuous learning and emotional well-being.
	Week 1: New Class Teacher and LSA spend morning sessions in the children's current class. Teachers give the children their all about me teacher	

Transition Stage	Key Activities	Focus/Rationale
	profile and one for the children to complete at home with their parents.	
	Week 2: Parents drop off/pick up children from their new classrooms with their new teacher to build familiarity.	
	Whole School Picnic on the last day of term and children return to their class to say bye to their teacher.	
Infant School to Junior School (Year 2 to Year 3)	Year 2 pupils create a collaborative technology project (short film) about their experience at our school. Junior Teachers are invited to attend.	Pupils create a Get to know me! booklet to take to their Junior School.
	Data Sharing: Completion of the KS2 transition form by the Infant school and meeting with Year 2 parents in June. Data transfer is done after moderation.	
	Meeting with Year Two and Year Three teachers and in addition handover grid completed with all relevant	

Transition Stage	Key Activities	Focus/Rationale
	pupil and family information.	
	Junior Teachers visit the pupils in lesson at the Infant School. Pupils then spend a morning in the Junior School.	
Threads throughout the school year.	All classes start with a whole school topic of the 'Colour Monster' text to embed emotional regulation strategies at the start of the school year. A range of parent workshops are run across the year, within all year groups. Parent coffee mornings and live lessons for parents to come and watch. Specific interventions for identified children if needed extra support in transition.	