

Transition Policy and Procedure – What Schools, Settings and Parents need to do

This document is for schools, settings, and parents to help make the process of supporting children into school clear; so that children’s needs can be met. It covers the process from application for a primary school place to starting school. The aim is to ensure, consistent and thorough processes are in place. It is essential to make clear to parents and relevant staff the importance of transition activity and that this applies to all families including those who start school mid-year.

Key Dates and Actions	Timeline of Key Actions to support Transition to Reception	
<p>From September before starting school up to closing date of admissions</p>	<p>Remind parents to apply for a primary school place and check that this has happened</p> <p>Parents must apply for a primary school place a year before their child starts school.</p> <p>(School admissions: School starting age - GOV.UK (www.gov.uk)).</p> <p><i>NB: Applications open in September and close 15th January. Children may be 3 or 4 at point of application. Parents need to apply even if they want a deferred or delayed place.</i></p> <p>Support parents to become familiar with school admission arrangements by maintaining clear guidelines and contact details on your webpage/ home communications. See if it is possible to support parents with computer access if needed to access the portal Citizen Portal - Sign in (bolton.gov.uk)</p> <p>School Nursery: Ensure that parents are aware that attendance in your nursery class attached to your primary school does not guarantee a place in your reception class.</p>	
	Nursery / Pre-School Setting	School - Reception
<p>Primary school allocations National offer day is 16 April or the nearest working day where this falls on a weekend or bank holiday.</p>	<ul style="list-style-type: none"> Begin to talk to parents about transition and seek views how they can support their children to prepare. Respond to feeder school to discuss the transitioning children. Highlight any expectations/ concerns (<i>NB: ensure all contact/correspondence is made directly with the school EYFS Lead rather than the school office</i>). 	<ul style="list-style-type: none"> Contact made with all parents starting in September to say transition activity will be happening with details to come; check feeder setting details if needed and get permission to make contact with feeder settings. EYFS Lead contact feeder setting to make arrangements/plans to discuss the transitioning children.

Key Dates and Actions	Timeline of Key Actions to support Transition to Reception	
	<ul style="list-style-type: none"> • Ensure that Key Persons have access to all relevant Transition Information Forms. • Settings keep list of schools children are going to and have parental permission to speak to the receiving school • If no contact from school seek permission from parent to contact school • Children who are looked after will follow Personal Education Plan PEP process Virtual School – Bolton Council 	<p>Share contact details and highlight the best way/time to contact you.</p> <ul style="list-style-type: none"> • Update webpage with a welcome message for new parents, include details of transition events and top tips to support their children to prepare. Share key resources.
<p>Action specifically for children with SEND</p> <p>SEND and Inclusion – Bolton Start Well</p>	<ul style="list-style-type: none"> • Setting SENCo takes lead • Talk and gain parents’ permission to update and share SEND transition plan with school • Invite the receiving school to contribute to the SEND Transition plan either via online or face-to-face meeting 	<p>Accept invite to SEND Transition Meeting (contribute to SEND Transition Plan).</p>
<p>By mid May</p>	<ul style="list-style-type: none"> • Share EY SEND Information Form with School, Parents and send a copy to Start Well SEND Team if child receives Inclusion Fund. • Implementation of Enhanced Transition Plan • Supported visits to school planned/ take place 	<ul style="list-style-type: none"> • Receive EY SEND Information Forms from settings • Contact Settings to support Enhanced SEND Transition Plans. • Discuss any specific arrangements for Enhanced Transition visits from Settings • Support children and parents to begin Enhanced Transitions visits/meetings, phone calls and home visits • Pictures and information about school and teachers shared with child and parents
<p>June</p>	<ul style="list-style-type: none"> • Settings complete the Early Years Transition Information Form with Parents and capture child voice. • Setting Manager/Room Leader/s and Schools EYFS Lead share and discuss Early Years Transition Information Forms 	<ul style="list-style-type: none"> • Received & discuss further updates to the Early Years Transition Information Form • Share key transition activity dates with feeder settings

For children with no identified SEND. For children with SEND, please use the [Early Years SEND Transition Information Form](#)

Key Dates and Actions	Timeline of Key Actions to support Transition to Reception	
	<ul style="list-style-type: none"> Support children and parents to become familiar with their new school (e.g., supported visits to new setting or online tours, home visits or online calls to home, pictures of school and teachers shared with child, photos and information about the school shared with child and parents) Support parents to know what to expect from their new schools (virtual/ face to face meetings, top tip information booklets/ websites/ starting school books to read with their children/ school ready activities) Share and complete up to date 'All About Me', including information from Parents 	<ul style="list-style-type: none"> Continue hosting and supporting all families and children to become familiar with your school policies, expectations, school readiness activities
<p>June</p> <p>Action specifically for children with SEND</p> <p>SEND and Inclusion – Bolton Start Well</p>	<ul style="list-style-type: none"> Child Action Meeting to review Early Help assessment and Action Plan Plan for School to take on role of Lead Professional Support school to carry out Risk Assessment of environment (if needed) Support School to carry out Reasonable adjustments Audit (if needed) 	<ul style="list-style-type: none"> All procedures in place to become the Lead Professional for children with identified needs Work with feeder settings and multiagency to risk assess and make all reasonable adjustments for children with SEND)
<p>Transition Spotlight</p> <p>Mid-June to early July</p>	<ul style="list-style-type: none"> Share up to date assessment summaries/transition, including information from Parents (GDPR - ensure secure sharing of information) Schools and Settings work in partnership support transition events/ activities 	<ul style="list-style-type: none"> GDPR - ensure secure sharing of information Receive all updates, information from parents and children to support children to visit and settle well leading up to and during the gradual admission process. Schools and Settings work in partnership to support transition events/ activities. After the first week in July follow up any transition documents not received.

Key Dates and Actions	Timeline of Key Actions to support Transition to Reception	
To end of term or into school year for any children arriving after Sept Start date	<ul style="list-style-type: none"> Further support children to know what to expect when they leave the setting and start at their new school (e.g., settings and schools share common routines and include discussion/ implement when and where appropriate e.g., role play uniforms, video, lunch menus etc.) 	<ul style="list-style-type: none"> Schools/ receiving settings plan events such as stay and play, parent meetings and share additional welcoming resources such as booklets and online tours to further support transition.
Action specifically for children with SEND	<ul style="list-style-type: none"> Consider use of Inclusion Fund to support additional visits to school Share Summative assessments with school including any changes to One Page Profile, recent targets, Steps on Developmental Journal, WellComm, etc (as appropriate) School takes on role of Lead professional 	<ul style="list-style-type: none"> Host Additional visits Receive and discuss relevant documentation (One Page Profile, recent targets, Steps on Developmental Journal, WellComm, etc) Take on role as the Lead Professional
August	<ul style="list-style-type: none"> Keep in touch conversations as needed 	
September	<ul style="list-style-type: none"> Settings and school in contact to see how children have settled. Support with any additional information. Celebrate progress with feeder settings Reflect on process and note any improvements 	