



King's Academy
Rowner

Transition Policy

Approved by:	LGB	Date:	30.5.2025
Maintained by:	Georgina Mulhall	Next review due:	April 2027



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1. Policy Context and Scope

This policy has been developed in line with the Department for Education's statutory guidance, including *"Keeping Children Safe in Education"* (KCSiE), the *SEND Code of Practice (2015)*, and best practice outlined in the *DfE's guidance on mental health and wellbeing in schools*. It supports the school's commitment to ensuring smooth, supportive and inclusive transitions at key stages of a child's education.

The scope of this policy applies specifically to King's Academy Rowner. However, its principles and practices are designed to align with wider expectations across King's Group Academies, supporting consistency of experience for pupils and families within the trust.

2. Introduction

Transitioning between year groups and Key Stages is a significant milestone in a child's educational journey. At King's Academy Rowner, we aim to ensure that all transitions are smooth, supportive and focused on the needs of each child. This policy outlines our approach to:

- Transitioning children from **Year 2 (KS1) to Year 3 (KS2)**.
- Managing **in-year transitions** for children joining or leaving the school.
- Supporting children as they move from **Year 6 (KS2) to Year 7 (KS3)**.



3. Principles

We are committed to ensuring:

- Children feel supported, confident, and excited about their next stage of learning.
- Parents and carers are well-informed and involved in the process.
- Effective communication between teaching staff across year groups and Key Stages to ensure continuity in learning and pastoral care.
- Individual needs are identified and addressed, particularly for vulnerable or SEND pupils.

4. Transition from Year 2 (KS1) to Year 3 (KS2)

4.1 Preparation

- **Collaboration between schools:** Meetings are held between staff at feeder infant schools and King's Academy Rowner to share information about each child's academic, social, and emotional needs.
- **Transition Visits:** Year 2 children visit King's Academy Rowner during the summer term for classroom taster sessions, assemblies, and playtime to familiarise themselves with the school environment.
- **Parent Information Sessions:** Meetings are held to introduce parents to the Year 3 curriculum, routines, and key members of staff.

4.2 Support Structures

- **Buddy System:** Year 3 children are paired with older pupils who act as buddies to help them settle in.
- **Baseline Assessments:** Early in Year 3, assessments are conducted to understand each child's starting point and ensure appropriate support is provided.
- **Communication:** Parents are encouraged to share any concerns or insights during this period to help their child's transition.

Activities are designed to build children's sense of belonging and identity within the school community, recognising the importance of cultural capital.

5. In-Year Transitions

5.1 Admissions

- **Welcome Meeting:** Opportunities for parents to visit the school, attend informal meetings and meet pastoral staff are offered where appropriate.
- **Transition Support:** New pupils are introduced to a buddy who helps them settle in during their first few weeks.

5.2 Records and Information Sharing

- **Transition meetings** and support plans are informed by data including attendance, attainment, behaviour, and pastoral records to identify early needs.
- **Academic Records: Information is requested from the child's previous school to ensure continuity in learning.**



- **Safeguarding Information:** Safeguarding information is passed securely in line with KCSiE guidance, and key adults (DSLs, SENCOs, Pastoral Leads) meet to ensure continuity of support.

5.3 Monitoring and Support

- **Early Check-Ins:** Teachers and support staff check in regularly with new pupils during their first term to address any concerns.
- **Parent Feedback:** Parents are invited to share how their child is settling in and raise any issues.
- **Pupil Voice:** Pupil voice is gathered through surveys and informal discussions to shape future transition activities and ensure they reflect the lived experience of children

6. Transition from Year 6 (KS2) to Year 7 (KS3)

6.1 Collaboration with Secondary Schools

- **Information Sharing:** Year 6 teachers and SENCOs share academic and pastoral information with receiving secondary schools to ensure a smooth transition.
- **Visits and Induction Days:** Year 6 pupils participate in induction days at their new secondary school during the summer term.
- **Parent Support:** Information sessions are provided to parents to help them prepare their child for secondary school.

6.2 Supporting Vulnerable Pupils

The SEND Leader ensures that receiving secondary schools are provided with relevant EHCP documentation and collaborates with them to plan provision in advance of transition. This is carried out in accordance with the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)*, which emphasises the importance of early planning for transition, especially for pupils with EHCPs. Additionally:

- **Enhanced Transition Plans:** Vulnerable pupils, including those with SEND or EHCPs, receive additional visits and meetings with key staff from the secondary school.
- **Key Worker Meetings:** Pupils meet staff who will support them in their new school, such as SENCOs or pastoral leads.

6.3 Preparing Pupils

- **Transition Curriculum:** Year 6 pupils engage in activities and lessons designed to build independence, organisational skills, and resilience for secondary school.
- **Celebrating the Journey:** End-of-year events, such as leavers' assemblies and celebrations, are held to recognise their achievements and provide closure.

Activities are designed to build children's sense of belonging and identity within the school community, recognising the importance of cultural capital

7. Monitoring and Evaluation

The transition process is regularly reviewed by the leadership team to ensure its effectiveness. Feedback is sought from pupils, parents, and staff to make continuous improvements.



8. Equality and Inclusivity

All children, regardless of background or need, will be supported in their transition. Children with English as an Additional Language, those with a social worker, or young carers will have bespoke transition support where appropriate.

9. Policy Review

This policy will be reviewed annually by the Senior Leadership Team and Governors to ensure it reflects best practice and meets the needs of our school community.