

Transfer and Transition Guidelines for Mid-Year Transfers Thorney Island Community Primary School

We are all aware that our pupil mobility is extremely high due to the community we serve. Many parents express their happiness of how we manage transfer and transition but when new staff start at the school I feel a set of guidelines to introduce them to our procedures would be useful. We have excellent procedures in place and by writing them down and reviewing them regularly we hope to maintain our reputation.

Our aim is for children to start school quickly and for the transfer and transition process to be as smooth as possible so that the child can be happy and continue with their education.

Our Expectations of Parents Are:

Children's records are given to the school as soon as possible - Normally on their child's first day at school.

They complete all school documents as soon as possible and ensure that we have contact details for the day their child starts school.

If their child expresses any concerns about school at home these are brought to the attention of the school.

When leaving the school parents inform us of their child's new school and leaving date so that records and work can be prepared ready for transfer.

They collect their child's work and records from the classroom on the day they leave.

Our Expectations of Office Staff Are:

Admission arrangements are dealt with efficiently and parents are helped with the admissions process.

Phone calls and enquiries are followed up quickly and start dates passed on to class teachers and the headteacher.

Paperwork is ready for parents to collect on the day they come to look round.

The office staff talk each parent through the forms and answers any general enquiries.

Uniform is kept in stock for parents to buy.

On leaving a child's C.T.F. is sent using the S2S site within 3 working days.

A Notification of Removal from Roll is sent to the L.A. at the end of the term in which the child leaves the school.

School records are passed to the class teacher on the day the child is leaving to be given to parents.

Our Expectations of Teachers Are:

For Children Arriving:

The headteacher offers all parents and children the chance to look around the school with him prior to starting in order to familiarise them with the school and to answer any educational concerns.

The headteacher reads all records within two days of receipt. If there are any specific natures of concerns they are discussed with the class teacher and SENCO.

Class teachers read all records within 3 working days and then return the records to the school office so that they can be sorted and filed.

On arrival the child is given a buddy for the first few days so that they can help the child with school routines such as playtimes and lunchtimes.

For Children Leaving:

When informed a child is leaving either a Mid-Year or End of Year Report is completed. The headteacher reads and adds his comments to any report.

The child's work and records are compiled and added to the paperwork received from the School Office - This includes any S.E.N. Records which may be held by the SENCo.

If there are any major concerns the headteacher will phone the receiving school - Paper work related to Safeguarding will be posted.

Our Expectations of Teaching Assistants Are:

A child has their books, drawer and peg labelled for the day they start school.

They help support the class teacher in settling the child into school routines and monitor the development of friendship groups.

Any concerns are brought to the attention of the class teacher and headteacher.

On being informed that a child is leaving they gather up their work and prepare it to be transferred.

Our Expectations of Children Are:

They let an adult know if they are unsure about anything.

They do their best and give everything a go.

Assessments

Pupil Profiles are created and updated as are F.S.P's.

Reading ages are assessed and a reading book given to the child.

The class teacher works closely with the child during the first day to assess individual needs and abilities.

The child is placed in a group as soon as possible.

School Assessment and Reporting Procedures are introduced accordingly.

N.B. Parents of children from military families transferring schools often bring their children's records with them to aid transition.

Due to the constant turn-over of children we do not make a big issue of children arriving and leaving as this can be too upsetting for both children and parents. Their arrival and leaving is acknowledged and not ignored and we aim to make the transition as smooth as possible.

We have separate arrangements for end of year transfer at Year 6 and induction procedures for Year R.

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