



Registered Charity # 1203754

Transition to Primary School

Introduction

Houghton and Wyton Pre-school is committed to supporting every child and family as they prepare for the transition to primary school. We recognise this is a significant milestone, and our role is to ensure children feel confident, prepared, and emotionally supported. This policy outlines how we work in partnership with families and local schools to promote a smooth and positive transition experience.

Aim

To ensure that all children leave pre-school feeling confident and ready to embrace the next stage of their learning journey.

Objectives

We will:

- Work in partnership with families and receiving schools
- Share relevant and appropriate information with consent
- Offer children opportunities to build confidence, curiosity, and emotional resilience
- Support all children, including those with SEND, through personalised preparation plans

Roles and Responsibilities

- **Manager and SENDCo:** Coordinate transition planning and liaise with local schools and agencies
- **Key Person:** Prepares children for change through discussion, stories, and play; shares developmental summaries with receiving schools
- **Parents/Carers:** Support their child's preparation for school and communicate openly with staff

Partnership with Local Primary Schools

- Arranging classroom visits or reciprocal visits with Reception staff where possible
- Sharing transition reports and learning summaries with parental consent
- Inviting Reception teachers into the pre-school to meet children in a familiar environment
- Supporting transition planning for children with SEND or known vulnerabilities through Early Support or multi-agency meetings

Working in Partnership with Families

We support parents by:

- Offering advice on school applications and timelines
- Providing reassurance, updates, and open communication throughout the summer term
- Being available to discuss concerns about children's readiness or needs
- Encouraging conversations at home about starting school through books, games, and role-play

Preparing Children for School

We help children to:

- Practise self-care skills (e.g. toileting, dressing, managing lunchboxes)
- Understand school routines (e.g. sitting in groups, taking turns)
- Talk positively about what school will be like
- Engage in role play, storytelling, and small group discussions about change
- Visit local schools, if possible, or explore their environment through photos, virtual tours, and storybooks
- Participate in end-of-year celebrations and farewell rituals to provide closure

SEND and Vulnerable Children

- Transition planning for children with additional needs begins early (often in spring)



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- Additional visits, familiarisation opportunities, and school meetings are coordinated with parents
- Individual transition booklets or visual timetables may be created for children who need them

Transfer of Records

- Records are transferred securely to receiving schools in line with Procedure **07.6 Transfer of Records**
- Parents are informed of the process and given the opportunity to view documentation

Monitoring and Review

This policy is reviewed annually by the Manager and Board of Trustees, or sooner if required due to changes in guidance or local arrangements.

Legislation and Guidance

- Statutory Framework for the EYFS (2023)
- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- Working Together to Safeguard Children (2018)

Acknowledgment

All staff, families, and local school partners are expected to read and understand this policy. By doing so, they support every child to make a confident, supported transition into school.