Frome Vale Academy

Admission and Transition Procedures 2025/2026

Rationale

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Frome Vale Academy

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their primary journey in Year 6.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress.

Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher & SENCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

Aims

1. Effective Communication

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

2. Parental Involvement

To ensure home/school communication channels are strong and parental engagement is high.

3. Continuity and Progression

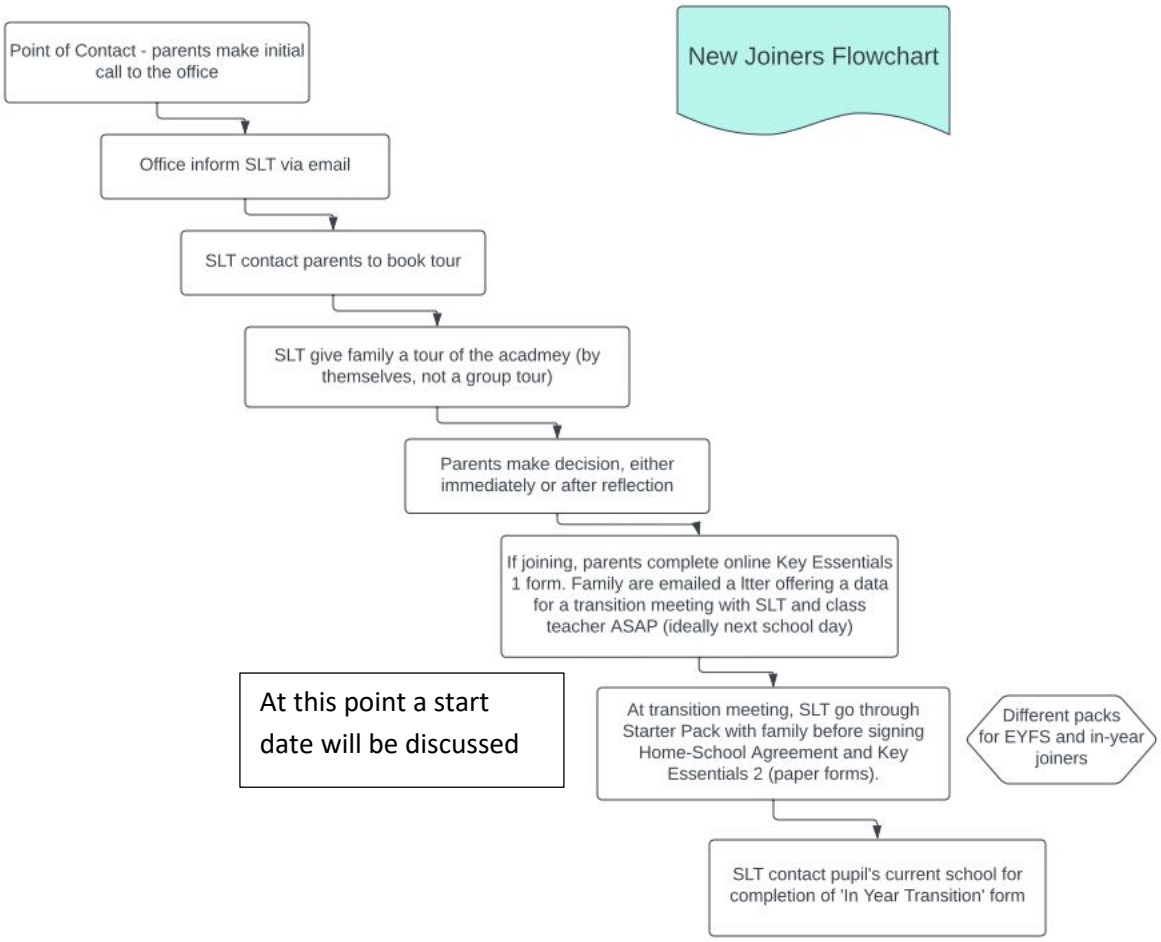
To ensure there is secure continuity and monitored progression in order to maximise learning potential.

4. Induction

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

Children new to the school

In order to ensure we are meeting these aims we follow this procedure



Transition In Year: Leavers

- All school books, and other information including all written reports, to be made available for possible transfer to new school
- CTF file transfer manged by office
- DSL to advise new school of any safeguarding concerns
- SENCo to advise new school of any SEND
- 'Good bye' card produced by class

Nursery to Reception

- 'Starting School' School Tour offered by Principal or Vice Principal prior to applications – Term 1 & 2
- Parent Meeting and school tour in Term 6
- Stay and play sessions in Term 6
- Home visit- term 1 of the new academic year
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and learning journals passed on
- EYFS staff member visits current pre-school setting where possible
- Not attending Nursery – parents telephoned and home visit conducted
- Week one – Home Visits
- Week two – Groups A and B mornings and afternoons 2 days with lunches)
- Week three – Groups A and B mornings and afternoons (2 days with lunches) and then Friday, all day
- Week 4 – full time (should any child need to remain part-time discussion to be held with parents/teachers)
- EYFS assessment, class teacher reports and learning journals passed on via School Office
- Starting School - Deferrals - Parents can reuqest to defer their child's school place until the term after they turn five. If any parent wishes to defer their child's start at FVA, they must make contact with the school in order to discuss this further.
- Children with SEND have bespoke transition plan – see SEND transition section

Reception to Year One

- Year One teachers to observe learning in Reception (maths and literacy)
- Year One teachers to make regular drop-in and story visits to Reception class
- Whole school swap day – where possible most popular secondary school transition day
- Parent Meeting – What to expect in Year One, early September.
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation

- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- EYFSP results, class teacher reports and books passed on
- 'Meet the teacher' drop in, early September, after school
- SENCo to be closely involved with transition of vulnerable children.
- Continued ongoing support throughout Autumn term.

Year One to Year Two

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- 'Meet the Teacher' drop in, early September, after school
- Year 2 teachers should be aware of EYFS results alongside Year 1 attainment including phonics
- Shared planning – last full week of Term 6 and first full week of Term 1
- Where possible previous teacher undertake drop-ins Autumn term and discuss children at team meeting
- Y1 teachers to complete final phonic assessments, in close consultation with Literacy lead in order to quality assure and moderate results.
- SENCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teachers.

Year Two to Year Three

- Year 3 teacher visits year 2 Literacy/Maths lessons Term 6
- Whole school swap day
- Parent Meeting or booklet – 'What to Expect in Key Stage Two', late July, children to contribute
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team meeting moderation with Literacy Lead
- Y2/Y3 class teacher moderation– selection of children KS1 and Y3.
- SENCo to devise transition programme for vulnerable children

- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- 'Meet the Teacher' drop in, early September, after school

Year Three to Year Four

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- 'Meet the teacher' drop in, early September, after school

Year Four to Year Five

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- 'Meet the Teacher' drop in, early September, after school

Year Five to Year Six

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Children sit year 6 SATS paper in the summer term (reading and maths) to set targets/booster sessions
- Meet the teacher drop in, early September, after school
- SATs parent meeting Term 2
- Transition to secondary school- applications support Term 1

Year Six to Year Seven

- Year 7 transition leads at secondary school make contact with FVA
- SENCo makes contact for children needing an enhanced transition
- Secondary transition leads meet with class teacher to exchange information, including teacher assessment levels
- Extra transition sessions by request and CLF may offer extra transition for vulnerable children
- 'Creative Youth Network' utilised for more vulnerable children
- Secondary transition leads meet with children
- Secondary School runs information sessions/meetings for parents
- Secondary School visit days as per schools
- RHSE sessions planned in class
- Utilise Primary Mental Health services
- Send parents useful links to support with transition
- Y6/Y7 transition with office – exchange of info re any changes about secondary school,
- Transfer data via CTF file, date given by BCC for electronic transfer
- CPOMs data transferred over
- Specific safeguarding concerns discussed between DSLs
- Prepare for increased homework expectation
- Responsibility for belongings – pencil case and personal stationery in Y6
- Practise reading sample timetables from destination secondary schools
- Practise tying a tie
- Teachers visit former pupils for feedback – used to review FVA transition policy
- Organise a secondary teacher coming to deliver a lesson in summer term
- Community walk at destination secondaries – identify safe places and transport spots

Transition In Year: New Starters

EYFS – Reception

- Email from BCC considered for place
- Via admissions committee via encrypted email, response yes/no
- Yes – BCC inform family
- Family asked to contact the school to agree transition process.
- Send out in year reception letter and starter pack and invite to school to meet teacher at a convenient time.
- Parent and child one-to-one meeting with class teacher at school - complete 'starting school questionnaire', arrange classroom visit/s and home visits if necessary and agree start date (soft start, half day, lunch as required)
- Induction checklist completed – see appendix

KS1/KS2

- BCC email school, school gives start date to BCC, BCC contact parents advising them to contact school.
- School make contact with parent sending welcome packs sent and registration forms must be handed to office before visit day.
- Offer tour of school and opportunity to meet the teacher – liaise with Principal/ Office Staff.
- Arrive 8.45am in the playground, class teacher meets and escorts to classroom with the class
- Children are assigned a buddy (Ambassador)
- Baseline assessments undertaken by class teacher in first week – reading, writing, maths.
- Pupil files transfer - data Manager contacts/chases school for info.
- Also see starters check list.
- Induction checklist completed – see appendix

Transition In Year: Leavers

- All school books, and other information including all written reports, to be made available for possible transfer to new school
- CTF file transfer manged by office
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- 'Good bye' card produced by class

Pupils with SEND

Special Educational Needs and Disability Code of Practice 2014 says that a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

Transition into FVA for pupils with SEND:

Transition should be seen as a process which involves parents/carers, child, setting and receiving setting. (EYFS 2008)

A child's transition from home to our school setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development.

We recognise that periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting. To aid this transition, the following will happen:

- During a child's time in a preschool setting, it is expected that the setting Special Educational Need Coordinator (SENCo) and the child's key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.

- As preparation for transferring to FVA, a transition meeting for parents with the SENCo at FVA and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school. A plan is written up.

- Outside agency reports and records such as completed and current SEN Support Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves.

- Medical care plans and any relevant adjustments should be discussed at the transition meeting.

- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

- The transition to FVA may require a part time timetable which will be agreed between FVA and the parent/carer.

- A visual transition book will be made in conjunction with the child, parent/carer and FVE, which will include important locations in the school, key adults and pictures of the child in certain parts of the school, following their visit.

Transition timeline for EYFS pupils with SEND

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new surroundings, at their own pace and with support from their key person.

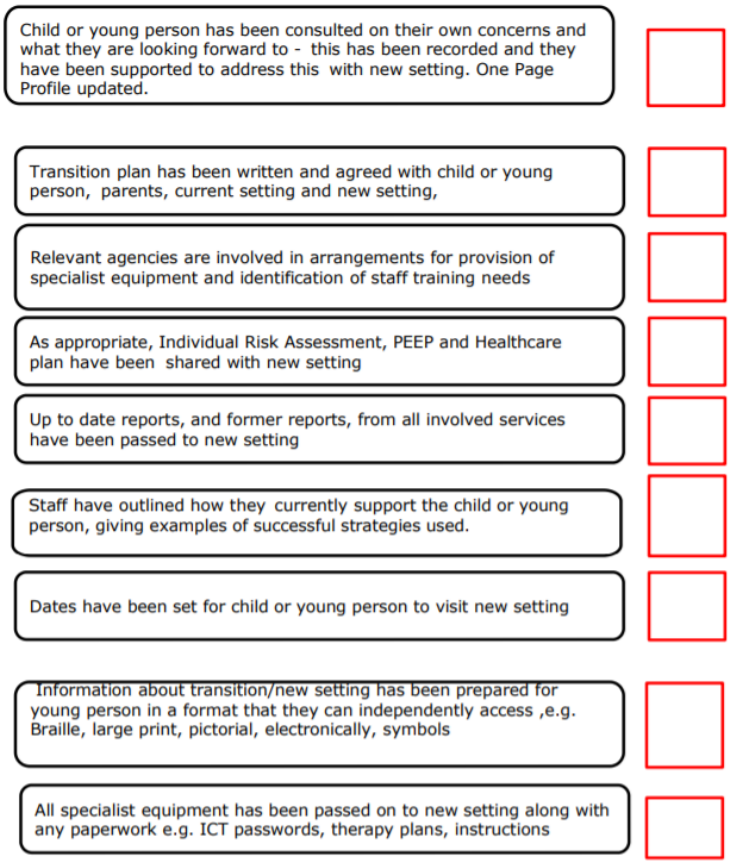
12 Months preceding transfer to school

Transition planning is a continuious and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between settings, childminders and school staff can be on-going throughout the year. Similarly it is good practice for joint events such as outings or picnics to happen throughout the year.
The dates in the boxes are suggestions that may need to be adjusted.

Autumn 1 September-October (Prior starting school)	**Autumn 2 November-December**	**Spring 1 January-February**	**Spring 2 March-April**	**Summer 1 and 2 May-July**	**Autumn1 September - October (Starting school)**
Allow for settling in period in setting. Review transition process re: children who have just started.	Continue to establish close links with main feeder setting/school.		Schools and settings to start arranging transition plan meetings for children with additional needs.	School staff to visit Early Years settings. Complete the Early Years paperwork in transition pack; share this with parents. Induction visits to school with parents/carers and/or with setting staff. Early Years summary/transfer form sent to school. Add extra transition visits for late notice families.	Allow settling in period, evaluate process.

An individual transition plan will need to completed for each child transitioning to FVA with SEND (see appendix)

Transition checklist: These points need to checked off before starting



Transition for pupils with SEND, between year groups at FVA:

Changing year group and teacher can also be unsettling for any child, and particularly more so for a child with SEND. In order to make a smooth transition between year group and teacher at FVA, the following takes place:

- A 'getting to know you' session takes place between the teacher and the pupil

- A meeting takes place with the parent, teacher and SENDCo

- A meeting takes place between the previous teacher, new teacher and SENDCo

Transition for Looked After Children

A child is defined as being "looked after" by a Local Authority if he or she is in their care or is provided with accommodation for a continuous period of more than 24hours by the authority.

There are four main groups:

1. Children who are accommodated under a voluntary agreement with their Parents, there is no court proceedings and the parents retain parental responsibility. (Section 20)

2. Children who are subject to a care order (Section 31) or interim care order (Section 38). This is made if the court thinks a child is likely to suffer significant harm. A care order gives shared parental responsibility between the Local Authority and the parents.

3. Children who are the subject of emergency orders for the protection of the child (Sections 44 and 46).

4. Children who are compulsorily accommodated, including children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (Section 21).

Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote and monitor the educational achievement of Looked After Children (LAC).

Section 99 of the Children and Families Act 2014 imposes a requirement for an officer to be appointed to discharge this duty, sometimes referred to as a 'Virtual School Headteacher'. As Looked After Children can have a number of care placements they may, as a result, have more changes in education placements.

It is important that extra vigilance is given to any issues in development so that these can be identified and an early intervention provided to ensure potential is maximised.

Where transitions occur, the Virtual School should be consulted to avoid choosing a school that is unlikely to meet the child's needs. Looked After Children are given the highest priority within school admission arrangements.

To make sure a smooth transition to FVA, there may need to be an enhanced programme of visits provided to enable the child to make new attachments with staff and become comfortable in the new provision.

FVA has a coordinator (the Vice Principal) who is responsible for Looked After Children and acts as the main contact for social workers, carers and any other professionals involved whilst the child is at FVA.

We see a good transition as involving the following:

- sharing of information between the child's previous provision and FVA
- ensuring the child visits the school and meets the key adults
- providing the child with a transition day
- agreeing a timetable for transition, which, under certain circumstances, may be part time.

All Looked After Children aged 2+, who attend an educational provision, are required to have a Personal Education Plan (PEP) which records both care planning information as well as educational next steps to ensure appropriate progress is made.

A Personal Education Plan (PEP) is drawn up in a meeting including the child, parents/carers and all relevant professionals and reviewed regularly.

Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at FVA and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils

At FVA we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.