

Low Road and Windmill Music Federation and Windmill Daycare



**Low Road and Windmill
Music Federation**

EYFS Transition Policy

September 2026

Our Vision

The Federation of Low Road and Windmill aims to provide an education that ensures good progress and good pupil outcomes. We offer a welcoming and safe learning environment, with a positive ethos that promotes achievement, good health, good behaviour and respect for all. To strive for excellence in all aspects of our work, through determination, pride, effort and an aspirational approach to every individual.

We believe we should be prepared for the children entering each stage of their learning so we have developed this policy to ensure continuity of learning and a smooth transition for every child.

In the Early Years we acknowledge the following transitional stages as:

- Home to Nursery
- Nursery to Reception
- Reception to Year One

We believe that high quality Early Years practice sees learning as a continuum and that our role is to enable smooth transitions between home experiences, the Early Years curriculum and the National Curriculum.

Our Aims

Transition is managed in a carefully planned and personalised way that meets the individual needs of all children. Our aims are to ensure all children:

- Experience smooth transition periods
- Receive the Early Years curriculum for the duration of Nursery, Reception and Year One, where appropriate
- Experience a curriculum tailored to suit their individual needs
- Continue to have opportunities for structured play in Year One
- Continue to experiences teaching styles that reflect a variety of preferred learning styles

To ensure our aims are met we will:

- Make home visits to all children beginning in Nursery to encourage and develop strong home/school links
- Work closely as an Early Years Unit between Nursery and Reception to ensure children are familiar with all staff in the Early Years team
- Provide lots of opportunities for Nursery children to access the areas of provision in Reception, ensuring they are familiar with the Reception environment
- Have transition meetings in the summer term for staff to discuss children's individual needs and key information to ensure everything is in place for September
- New Parents meeting for Reception parents to provide them with key information they will need about their child starting school
- Provide all new starters with a Starting School booklet containing pictures of the areas of provision and pictures and names of all staff

Transition from Early Years to Key Stage One

We feel it is important to ensure the transition between the different curriculum's is seamless to ensure the learning process is not disturbed.

EYFS Lead will

- Have initial meeting with Year 1 staff to discuss starting points
- Identify areas which children need extra support to ensure each child is ready to start in September
- Have termly meetings with Year 1 staff to ensure full coverage of the curriculums
- Facilitate transition meetings between Reception and year 1 staff to ensure smooth handover

Reception staff will:

- Identify any children who are working below ARE and support Year 1 staff with scaffolded learning opportunities
- Identify any children who are working above ARE and ask Year 1 staff for support to ensure children are continuing to make progress
- Take part in transition hand over so all staff are aware of children's need and individual starting points
- Take children to visit Year 1 classrooms in the Summer term to support with transition

Year One staff will:

- Observe Reception teaching at key points throughout the year to increase their knowledge and understanding of the Early Years curriculum and teaching styles
- Meet with Reception class teachers to have in-depth discussions about each individual child that will be moving into Year One.
- Include some areas of provision within the Year One classrooms.
- Identify opportunities for structured play in Year One.
- Plan and assess from the Early Years curriculum for those children who have not met ARE on exit from Foundation Stage.

Transition from EYFS to Year 1 for Children with SEND

We recognise that the transition from EYFS into Year 1 can be a significant change for children, particularly those with SEND or additional needs. Transition is therefore carefully planned and personalised to ensure that children feel safe, secure and confident as they move into the next stage of their education. EYFS and Year 1 staff work closely with the SENCo, parents/carers and any professionals involved with the child to share relevant information, including individual needs, successful strategies, reasonable adjustments, communication approaches, targets and current support plans.

Where appropriate, enhanced transition arrangements are put in place, which may include additional visits to the Year 1 environment, opportunities to build relationships with new adults, visual supports and social stories, familiarisation with new routines, and a gradual introduction to changes in expectations.

Year 1 staff are supported to understand not only the child's areas of need but also their strengths, interests, triggers and the approaches that enable them to engage successfully in learning. Provision and reasonable adjustments are reviewed as children settle into Year 1, with parents/carers

remaining actively involved. This joined-up approach supports continuity of provision and ensures that children with SEND experience a positive, inclusive and well-supported transition, with their individual needs understood and planned for from the outset.

Monitoring and Review

It is the responsibility of all EYFS and Year One staff to follow this policy. The Heads of EYFS will carry out monitoring of this policy.

A .Swan – EYFS Leader

Review: September 2027