



Kilcooley Primary School and Nursery Unit

Induction and Transition Policy

April 2025

“The best interests of the child must be a top priority in all our actions.”

Article 3, UNCRC

SCHOOL VISION

We are a nurturing school that provides **every** child with opportunities to **grow, learn** and **thrive**.

Rationale

At Kilcooley Primary School, we aim to provide each child with adequate time to settle into our school routines and to effectively facilitate the transition process.

Each child will be given the opportunity to settle into school life with maximum support and minimum fuss. It is vital that staff give all children the time and support needed in order to build individual relationships and gain trust and confidence.

This policy outlines how we prepare our pupils for induction into Primary One and transition between year groups and to post primary education.

Aims

Our aim is for the children to settle quickly into their new environment. We want their initial experience of their new learning environment to be a positive one. This is equally important for parents/carers.

We want our pupils to experience smooth, happy and effective transitions from Nursery into Primary One, from one year group to the next and finally, from primary to post primary education.

Each child should be given the opportunity to :

- settle happily into their new environment
- settle into a safe, secure, stimulating and nurturing environment where there is adequate supervision
- transition smoothly between home and school
- talk about any concerns about the transition
- become familiar with the new school setting

The aim of this policy is to :

- facilitate a smooth induction process for our pupils
- promote the smooth transition of children at the start of each new setting
- prevent and alleviate stress
- promote continuity of teaching and learning

Key Principles

- approaches to teaching and learning are disseminated prior to transition
- planning is based on assessment information from previous year
- careful planning by staff should allow the transition process to motivate and challenge pupils

Roles and Responsibilities

Staff at Kilcooley Primary School are committed to listening to and working in partnership with parents/carers to support them in preparing their child for beginning school.

The Principal will:

- oversee the induction procedures in place for pupils starting Kilcooley Primary School

Class teachers will :

- oversee the settling of all new pupils, ensuring they are happy and secure within the school setting
- establish and maintain a good working relationship with parents/carers, liaising closely with them during the induction period and beyond

Classroom assistants will :

- assist the teacher in welcoming new pupils to the school
- assist the teacher in settling of children during the induction process

INDUCTION PROCESS

Induction into Nursery

Please refer to our Nursery Settling In Policy for specific information about the settling in process for pupils in our Nursery.

Induction into Primary One

“Good liaison between pre-school and primary school is essential to help ensure continuity and progression in children’s learning experiences”

Curricular Guidance for Pre-School Education, 2007

Procedures

Effective Communication

- Nursery and Primary One staff will meet to share information to ensure continuity and progression for the children

Parental Engagement

- Parents are invited to an open afternoon in December and an induction meeting in June where they can meet the Primary 1 staff and ask questions

- We operate an open door policy in Kilcooley Primary School, where parents are encouraged to feel comfortable approaching staff with any concerns or questions

Induction Programme

- Primary One staff visit the Nursery in the summer term to familiarise themselves and interact with the children

Children coming into P1 will transition over a 5 week period. The P1 teacher will liaise with the Nursery teacher to ensure children who may struggle with transition can settle in at the early stages. Children will settle in groups of 5 (maximum) and each day in the first week, a new group will join the previous group, creating a slow, cumulative progression to a full class.

Week 1 – children will settle in groups over the 5 days and be in school from 8:50am – 12:15pm

Week 2 – all children will have completed transition and will slowly build up their duration in the class from 8:50am – 12:30pm. They will stay for dinners this week and be familiarised with the dining hall routine and setting.

Week 3 – children will stay from 8:50am – 1pm

Week 4 – children will stay from 8:50am – 1:30pm

Week 5 – children will stay from 8:50am – 1:50pm

We will monitor each child individually and if we feel they're not settling, we can adjust timings to suit their capabilities and needs.

TRANSITION BETWEEN YEAR GROUPS/FROM MAINSTREAM TO SPiM

Teachers will work collaboratively in order to facilitate a smooth transition between year groups or transition from mainstream to a specialist provision setting.

Procedures

- current teachers will meet with the teacher of the next year group (or SPiM teachers with the mainstream teacher) to discuss support strategies and provision
- academic progress will be discussed
- PLPs and assessment data will be passed on from the current teacher
- pupils visit their new classroom in June
- if the transition period is during the school year, the pupil's new teacher will work closely with the former teacher to make arrangements for the pupil to transition from one class (or school) to another. This will involve meetings to arrange a transition timetable, starting from a shorter period of time in the new class and working towards a full day as soon as is appropriate for the individual pupil's needs.

TRANSITION FROM PRIMARY TO POST PRIMARY EDUCATION

Our Transition Programme prepares Primary 6 and 7 pupils for the transition to post primary school by facilitating opportunities to :

- visit local secondary schools
- participate in reading and numeracy partnership programmes
- experience lessons in post primary school setting
- meet staff from post primary schools

Meetings take place between our Primary 7 teacher and a member of secondary school staff. Parents are encouraged to attend open evenings of local schools.

Induction into Specialist Provision in Mainstream (SPiM)

Induction into SPiM will be tailored to meet the needs of each child. Some children will settle well into the provision and will only require a short settling in period, while others may require a longer settling in period.

There is a structured transition period for all P1 pupils in SPiM :

Week 1 – 8.50 – 10.30

Week 2 – 8.50-12.00

Week 3 – 8.50-1.00

Week 4 – Full day - 8.50-1.50

Staff will work with parents/carers to personalise the transition process and meet the individual pupil's needs throughout the settling in period; this may result in an extended period of settling in.

The decision to extend the transition period will be made by school staff, based on their professional knowledge and experience. All information will be communicated to parents/carers.

Every August, there is an opportunity for parents of pupils in all SPiM classes to meet the staff for the coming year and ask any questions they may have.

Monitoring and Evaluation

This policy will be monitored and reviewed regularly, in consultation with staff, parents and governors.