OVERSTONE PARK SCHOOL

Liaison & Transition Policy

Liaison & Transition

Date	Review Date	Coordinator
September 2025	**August 2026**	**Mrs M Brown** **Mrs D York** **Miss A West** **Ms V Brown** **Ms K Gorton**

We believe this policy relates to the following legislation:

- Children Act 1989
- Standards and Framework Act 1998
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Practitioners' Experiences of the Early Years Foundation Stage (DfE)
- Statutory Framework for the Early Years Foundation Stage (DfE)
- What Makes a Successful Transition from Primary to Secondary School? (DfE)
- Working Together to Safeguard Children (2013) (DfE)

We believe that it is very important to have good liaison to enable schools in different phases to obtain a better understanding of each other's needs and problems and of the way in which each operates. The requirements of the National Curriculum mean that curriculum continuity, assessment procedures, recording and reporting, and the flow of information takes on an increased importance in the transition process.

We believe transition means the movement of pupils that takes place from one setting to another. We work hard to ensure that all children are supported in settling into their new learning environment in preparation for their future learning and development.

We want all children to achieve and to produce their very best and therefore we will ensure that the transition process runs smoothly in order for this to be achieved by having in place effective communication between teachers, parental engagement, an induction programme based on continuity and progression.

We believe transition is a 'process, not an event and should be planned for and discussed with children and parents/carers'. (Statutory Framework for the Early Years Foundation Stage)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To forge the best possible links between local nursery, primary and secondary schools.
- To make the transition between phases and each Key Stage as smooth as possible for the pupils in our care so that the pace and quality of learning are maintained.
- To ensure that children continue to make the very best progress.
- To maintain regular and annual meetings to discuss various liaison issues.
- To create a common policy for pupil transfer information between phases.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  - ➢ monitoring learning and teaching through observing lessons
  - ➢ monitoring planning and assessment
  - ➢ speaking with pupils, school personnel, parents and governors

- annually report on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of liaison and transition throughout the school;
- coordinate an induction programme;
- ensure effective communication between teachers of each phase;
- encourage parental engagement;
- ensure continuity and progression in pastoral care and curricular content;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with this policy to ensure that all children make the very best progress;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- bring to the attention of the coordinator any concerns they have on any aspect of this policy;
- attend termly liaison and transition meetings between phases;
- attend the end of year meeting for the 'hand over' of pupil information and records;
- attend meetings to moderate pupils work;
- be available during school time to discuss transitional issues with any concerned parent
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Parents will be invited to attend:

- an information meeting prior to their children moving between phases;
- curriculum workshops throughout the academic year;
- 'Parents and Children Working Together' events each term;
- parent-teacher consultations once per term

Liaison & Transition Meetings

Termly liaison and transition meetings take place between all phases when a variety of issues are discussed and implemented.

Visits by Teachers

Visits by teachers from feeder classes to transitional classes and vice versa is encouraged.

Primary-Secondary Transition

The transition from any primary school to the secondary sector is a very important period in any child's life.

It our intention to make this transition as smooth as possible by:-

- arranging times for Y6 pupils to visit the secondary school and to work alongside their secondary colleagues;
- encouraging continuity in curriculum, teaching styles and classroom organisation;
- and encouraging the staff of the secondary school to visit to discuss pupil's progress

Moderation Meetings

Y6 teachers of the feeder primaries meet with core subject teachers of the local comprehensive in order to moderate pupils work so that a common understanding of levels is formed.

Taster Days/Week

Y6 pupils are invited to spend some time at the local comprehensive in order to give them a real 'taste' of comprehensive life.

Training Days

A common Training Day is very beneficial when representatives from each primary school work alongside their secondary colleagues to discuss teaching and learning and assessment information.

Liaison Arrangements

Throughout the academic year the following liaison events take place:

- inter-school sporting fixtures in soccer, rugby, netball and swimming;
- work experience weeks for students from local schools;
- NVQ Childcare students working mostly in Pre-School and Foundation Stage as part of their training.
- BA Primary (Hons) students undertaking their teaching practices in various year groups.

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages

- Email
- Social media:
  - Facebook
  - Twitter
  - Virtual pin boards
  - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Teaching and Learning
  - Assessment
  - SEN
  - Students on Placement
  - Community Links
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	**Mrs M F Brown**	**Date:**	**September 2025**