# KS1 – KS2 Transition Provision Map

This KS1-KS2 Transition Provision Map provides a guidance framework of support to help pupils successfully transition from infant to junior education.

- **Universal** provision refers to the support, information, and opportunities that are available to **all pupils** as part of effective transition practice.

- **Targeted & Targeted Plus** provision refers to additional support for pupils who may face barriers to a successful transition, including those with SEND, social, emotional and mental health needs, attendance concerns, or previous difficulties with change and transition.

- **Specialist** provision refers to highly personalised and intensive support for pupils with complex needs, such as those with an EHCP, significant SEND, medical needs, or circumstances requiring multi-agency planning and bespoke transition arrangements.

## Abbreviations

| SEND | SENDCo | PE |
|---|---|---|
| Special Educational Needs and Disabilities | Special Educational Needs and Disabilities Coordinator | Physical Education |
| **Yr2** | **Yr3** | **Q&A** |
| Year 2 | Year 3 | Question and Answer |

# Relationships

# KS1-KS2

## Universal

- A junior school representative to visit the infant school to begin building relationships with pupils. This can include an introductory presentation, Q&A session, activity and assemblies as appropriate.
- Yr 3 teachers to send a general video introducing themselves to Yr2 pupils.
- Yr2 pupils to state top 3 friends/peers they would like to be in a class with.
- Consider the needs of the children when organising classes.
- In the Summer term, parent/carer meeting in the junior school to meet the class teachers, senior leaders and pastoral staff.
- On the transition days in the summer term Yr2 pupils to be assigned a buddy to support and ease transition.
- Junior school starter booklet to be shared with all pupils. Information can include pictures of key staff, map of the school, uniform, and links to pages on the school's website.
- On the transition days pupils could work on a creative task. This can be displayed in their classroom and give the pupils identity and belonging as soon as they arrive in September
- During the first term in Yr3, deliver assemblies that focus on building positive relationships, such as promoting kindness and showing care and respect for others.



## Targeted (+)

- Junior school to facilitate a parent/carer meeting for SEND pupils and pupils who may face barriers during an open evening and/or coffee morning.
- A junior school representative to visit the school to carry out activities with SEND and pupils who may face barriers .
- Yr 3 team and current Yr3 pupils to visit the Yr2 pupils in the infant school for a Q&A session.
- Emotional Literacy Support for SEND pupils and pupils who may face barriers during the Summer term and start of Autumn term.
- Infant school key worker working with a Yr2 pupil to attend transition visits with them.
- SEND pupils and pupils who may face barriers to be allocated a key member of staff and meet them.
- Pupil/s to complete a transition passport/one page profile to send to the junior school. Share with key staff.
- Postcards to be sent over the summer from new staff for SEND pupils and pupils who may face barriers (and vice versa).
- From September, junior school to facilitate a lunchtime group for new Yr3 pupils to build peer relationships.



## Specialist

- Year 3 team and key staff to build relationships with the pupil and their parent/carer in person, via email or Teams. Invite professionals, where applicable.
- SEND pupils and vulnerable pupils to meet and work with the key adults who will be supporting them from September.
- Where there is an identified need (EHCP/Transition Plan), staff from the junior school to begin working with the SEND pupils or pupils who may face barriers in their infant school.
- Key member of staff to 'check in' with SEND and pupils who may face barriers during transition days and, where possible, support them in lesson/activities.
- Make links between the pupil and junior staff based on their interests and talents.
- Staff named on the current school's Individual Heath Care Plan (IHCP) and intimate care plans must attend the transition day/s to support intimate care/medical needs. New staff member to shadow and note good practice.



# Environment

# KS1-KS2

## Universal

- Junior school open evening for parents/carers and pupils to attend. Current pupils to be tour guides.
- During the Yr2 academic year, pupils and parents/carers to be invited to events happening at the junior school. E.g., Christmas Fayre, music and drama productions, Easter egg hunt, sports activities, coffee morning, etc.
- During the summer term, Yr2 pupils to attend whole group transition days/afternoons.
- Transition days to be accessible to all and any adaptations or adjustments to be made, where possible, beforehand.
- During the transition day, organise a treasure hunt using a map (provided in advance) to allow the pupils to get to know the layout of the junior school and find where relevant rooms and facilities are located. The visual supports can include symbols and colour coding.
- Junior starter booklet to include information about the environment and key routines. E.g. toilets, fire drill assembly points, first aid area, P.E kit and changing expectations, etc.
- Short video tours on the junior school's website to explore key areas e.g. drop off/collection points, lunchtime arrangement, after school club.



## Targeted (+)

- Prior to the whole school transition days, SEND pupils and pupils who may face barriers, to have enhanced **group** visits to the junior school beforehand. During the visit/s, pupils can take photos, meet and greet staff, stay for dinner, carry out activities in the classroom. The length of time in school and visits to gradually increase over the term.
- Prior to the transition day/s, share and implement provision and strategies from the pupil's sensory plan.
- During the transition days, SEND pupils and pupils who may face barriers to be introduced to spaces in school they may access for enhanced support e.g. pastoral/SEND areas, sensory space for regulation and supportive equipment.
- During the transition day/s, have a designated area for pupils to go to if they feel overwhelmed. This should preferably be the same place when they start school in Yr3.
- In September, identified Yr3 SEND pupils and pupils who may face barriers to visit the secondary school prior to the start of the academic year. E.g. invite them in during the INSET day to meet key staff, visit their classroom and ask any questions.



## Specialist

- After the transition day/s, SEND pupils and pupils who may face barriers may need additional **individual** school visits. During the visit/s, pupils can take photos, meet and greet staff, stay for dinner, carry out activities in the classroom and familiarise themselves with the layout of the school.
- If the junior school has summer school provision, invite SEND pupils and pupils who may face barriers.
- Ensure specialist equipment is in place and use the advice from DCC services and Health.
- For SEND pupils and pupils who may face barriers who may have sensory processing needs, gradually introduce them to the environments e.g. dinner hall, cloakrooms, toilets, etc.
- Prior to the Yr2 transition days and during Yr3 Autumn term, school to implement, review or create pupil plans relating to the environment. Involve parents/carers and professionals. For example:
  - Personal, Emergency, Evacuation Plan (PEEP).
  - Physical impairment (PI), Teachers of the Deaf (TOD) and Visual Impairment (VI) plans.
  - Dietary requirements.
  - Speech and Language.
  - Sensory Plans.
  - Risk assessments school deem appropriate.



# Understanding new expectations/routines

# KS1-KS2

## Universal

- Junior starter booklet to include reference to new skills e.g. lunchtime, PE days, homework, and school specific APPs.
- Prior to the transition days, infant schools to be given a copy of a timetable so they can help familiarise the pupils with the structure of the day / layout etc.
- Prior to transition days, Yr2 pupils to be provided with a list of what they will need and the timetable of activities for the day.
- Yr2 pupils to send specific questions to the junior school prior to the transition visits. This can be facilitated through question boxes and ask it baskets.
- Provide a tip sheet for parents/carers e.g. knowing the morning routine, packing their school bag, school dinner menu, uniform, travelling to school and homework expectations, etc.
- Junior school to have an up-to-date transition page on their website, including FAQs for pupils and parents/carers.
- During the transition visit and/or parent's evening, have access to uniform, P.E kit, expected equipment, etc.
- Junior school ambassadors or current Yr3 pupils to visit the infant school or send a poster or letter to the Yr2 pupils on what to expect.
- Consistent language / visuals used by both the infant and junior school e.g. Widgit.



## Targeted (+)

- Yr 3 team to send videos to the upcoming Yr2 pupils during the final term. For example, at lunch showing what is on the menu that day, showing them their soon to be classroom, etc.
- Create picture sequences / social stories showing the steps to learning a new skill. For example, Scenario 1) Knowing where to go for lunch 2) Using the school specific apps.
- Provide a booklet for SEND pupils and pupils who may face barriers about the school. It could be more information including maps, visuals, etc.
- Where there is an identified need, allow the pupil to have a transitional object between home and school.
- Teach safety skills to support children travelling to school e.g. Travel Smart.



## Specialist

- SEND pupils and pupils who may face barriers may need additional **individual** school visits to explore new routines.
- Additional visits may include opportunities to visit the school outside of the school day to provide emotional reassurance and support.
- Bespoke timetable / visual support.
- Teach organisation explicitly e.g. managing belongings, following routines, using visual prompts and checklists.
- Create an individualised transition booklet identifying routines, key staff, safe spaces and sensory spaces.
- Support pupils to develop clarity around social expectations within classrooms and communal spaces, respecting individual communication and interaction styles.

