

Phoenix Integrated Nursery Unit



Nursery to Year One Transition Policy

Ratified by Board of Governors: 20.1.21 (date)

Signed: Chairperson, Board of Governors

L. Simpson

Reviewed: 11.10.23

Rationale:

At Phoenix Integrated Nursery Unit, we believe that children learn and achieve to their full potential when they feel safe and secure in their environment.

We aim to have a happy, caring and safe environment in conjunction with the provision of the Northern Ireland Pre School Curriculum.

As an integrated school we are committed to the principles of integrated education.

1. Faith and Values
2. Child centered provision
3. Parental involvement
4. Social responsibility

The aim of this transition policy is to ensure that all children have a smooth and happy transition to Primary School.

It is important to remember that although the majority of pupils will transfer to Phoenix Integrated Primary School, some may transfer to other schools. The transition process is equally important for these children and their opportunities to experience a smooth transition is crucial to how they settle into Primary School.

Pupils transferring to Phoenix Integrated Primary School

Throughout the year the nursery children will be involved in some activities with the staff and children of the Primary School.

This will ensure that the children of the nursery unit will be very familiar with the primary school (including the physical layout), thus easing the transition into Primary School.

Such activities may include being invited to take part in fundraising activities, going to visit Santa in the Multi –Purpose Room or attending a special assembly.

In term three, we begin to prepare the children specifically for the transition from Nursery to Year One by:-

- 1: Having formal discussions about going to ‘big’ school.
- 2: Inviting Year One teachers (feeder schools) to spend part of a day in the nursery to meet the children. The Year One teachers from Phoenix Integrated Primary School will spend several mornings in the nursery from Term 1. The Year One assistant (s) will also be encouraged to spend a morning in the nursery.
- 3: Incorporating ‘transition’ into role play, by having a school with appropriate uniforms, photographs of Year One teachers, playgrounds, classrooms etc.
- 4: Displaying photographs of each child’s Year One school teacher and key areas within the school.
- 5: Talking to children about their new Year One teacher regularly.

6: Visiting the Multi-Purpose Room (where children will eat their school dinner or packed lunch) to meet lunch time staff.

7: Spend time in the Y1 outdoor area.

8: Reading books on starting a new school.

The Nursery teacher will make contact with the feeder primary schools to share pupil information (with parental consent) to help ease the transition process.

SEN

The Nursery teacher will liaise closely with the school SENCO during the school year. The SENCO will visit the Nursery to observe children on a termly basis. For children who have SEN we will endeavor to have relevant supports in place eg, Educational Psychology referrals, speech and language reports, behaviour support reports. All information relating to the provision of individual visuals/timetables/schedules will be shared with the receiving Primary School.

This policy will be reviewed and monitored in line with the school's policy review schedule.