



Rouge Bouillon School

Transition Policy

Rouge Bouillon School Transition Policy

At Rouge Bouillon School, we put the welfare and education of children at the forefront of everything we do and therefore aim to smooth the transition of children between school, both when they join us, or when they move on from us. We follow the Transfer and Transition Policy of CYPES (which can be found on the link below, but also state our general approach and procedures in this document.

<https://www.gov.ie/SiteCollectionDocuments/Education/P%20Transfer%20and%20Transition%20Policy%2020190821%20AP.pdf>

Underlying principles

Transition is a process and not an event, and it must take into account the individual needs of the pupils. It needs to be planned and try to ensure:

- That both academic and pastoral information is passed securely to the correct people in good time, requiring good communication from both schools, and parents.
- That children have the opportunity to familiarise themselves with their new environment in good time to lessen anxiety
- That outside agencies are involved to support individual children if their particular needs require it
- Parents should be fully involved in the process so that they are reassured and confident that their child's needs are being met
- That the process is started early enough and given sufficient time for it to be effective.

Joining Rouge Bouillon

Joining any school can be daunting, especially a relatively large one, so we try to smooth the process at Rouge Bouillon by:

- Ensuring that we have communication from the previous school to ensure that we have all the relevant information.
- If there are particular special needs, then taking these into account and arranging transition visits, for example inviting the child with their current keyworker in if a child is joining ARC and establishing a bespoke transition plan.
- Meeting parents before children start, through home visits in Early Years or with a meeting with the headteacher if joining the school at another point.
- Providing information about the school, routines, expectations and where further information can be found. We do this through a face to face meeting, but also provide a handbook for reference.
- Staggered starts for children in Nursery and Reception. By meeting the children at home first, and then bringing them into school in small groups for taster sessions before the whole class starts full-time, we are able to get to know the children better, they are able to get to know the staff, the environment and some of the routines with greater support, and this makes sure that when the class starts as a whole, it is a more purposeful and positive experience.
- Taking language needs into account. We have many new pupils start with little or no English. To help, we try to ensure that there are staff with a working knowledge of Portuguese available in EYFS. We also take into account language when deciding which class to place a child in so that if we have other children who speak the same language, they are together.

Transition to another school

The majority of children leaving Rouge Bouillon School do so at the end of year 6 to go to secondary school, however, it is not uncommon for children to transfer to another school on island, or abroad at other points through changing family circumstances.

In all cases we will contact the new school to arrange for the transfer of all educational and pastoral records, and arrange delivery direct to the school.

When transitions are planned by the school (as opposed to when we are informed that a family is moving away, as sometimes happens at short notice), we will work with the new school to arrange a transition visit. At the end of Year 6, this will normally take the form of 2 transition days at the start of July.

In the case of children with particular anxieties, or who for other pastoral reasons we believe an extended transition would benefit them, we will arrange this with the parents and the school and can start this process months in advance of the actual transfer, with short, positive visits for the child to get to become familiar and comfortable with the place and people who will be with them. The details of this transition plan will be bespoke, depending on the individual's needs.

Children leaving Rouge Bouillon's ARP to join Mont a L'Abbe or a secondary ARP will have a similar bespoke plan arranged between the ARP manager, their keyworker and the staff at Mont a L'Abbe or their secondary ARP.

Transition between classes

Sharing of information

It is essential that the knowledge of children's pastoral and learning needs are effectively handed over from one teacher to the next in order to maintain children's wellbeing and educational progress. At Rouge Bouillon we do this by:

- Arranging staff meetings for teachers to discuss each of the children being passed up to them and their individual needs, both academic and pastoral. These happen in the second half of the summer term, once the new class lists have been established.
- Passing on data sheets which show the academic levels and progress of individuals
- Arranging Pupil Progress Meetings each term to ensure that individual needs are recognised and being met.
- Carefully rotating keyworkers for those in ARP so that there is continuity, eg last year's afternoon keyworker becomes the following year's morning keyworker and a new keyworker is assigned for the afternoon.
- We start each year by concentrating on pastoral matters so that the class can bond and the teacher can get to know the pupils well.
- Arranging Parent Information Evenings so that parents can see the new teacher, find out about the year to come, ask any questions they have and also let the teacher know any information about their child they feel the teacher needs to be aware of.
-

Mixing classes

At Rouge Bouillon we have made the decision to ordinarily mix classes as they move year groups for the following reasons:

- It allows us to ensure that there is a balance between the classes of academic ability, gender, behavioural needs, SEN etc.
- It allows us to separate individuals who clash or bring out the worst in each other.
- It allows some individuals a chance to establish new friendships and reinvent themselves
- By making the splitting of classes a regular thing, we can do this without it seeming pointed at particular individuals or classes in the way that it would be if we only moved a few individuals.

- Having been classmates with 50 children rather than 25 means that when they transition to secondary school, they will have more children who they know well in their class, markedly reducing the anxiety at that significant stage.

The people who know how the children function in school best are the current class teachers, so they largely decide on the new class groups (with input from the SENCO). The teachers will take into account who children are friends with, and whereas they are unlikely to be with all their closest friends every year, we aim to ensure that they are always with at least one of them.

The children will find out their classes when they arrive on Transition Day (usually the first Friday in July) when they will spend the day in their new class with their new teacher.

Although inevitably there will be some children who might prefer to be in the other class, as a policy we do not swap children's classes as a result of parental requests. We have, however, ensured that both classes in the year group will have lunch and playtimes together to ensure that friends in different classes are still able to play together.

Last updated March 2026