



Mytham Primary School

Transition Policy



*Until you spread your
wings, you'll have no idea
just how far you can fly...*



Policy Creators: Mrs S Burke

Ratified by: full Governing Body

Reviewed date: NA

Next Review date: May 2027

Essential Information

The documents listed below are essential and you should refer to:

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [The Statutory Framework for the Early Years Foundation Stage](#) (2023)
- [Early Help](#)
- [Keeping Children Safe in Education September 2021](#)

Further useful documents include:

- [The Bolton Safeguarding Children Partnership website](#)
- [Primary transition documents \(add link\)](#)

If you would like to speak to a member of the Start Well Quality & Outcomes team about transition, please call 01204 338149

If you would like to speak to a member of the Start Well SEND team about SEND transition, please call 01204 338149

Contacts and telephone numbers

Agency	How can they help?	Telephone number/email	Website
Start Well Service		01204 338149	http://www.boltonstartwell.org.uk/
Targeted Early Help Service If you require advice or guidance relating to early help interventions or resources		01204 331501 earlyhelp@bolton.gov.uk	https://www.boltontransitionchildren.org.uk/early-help-working-together
SENDIASS			https://www.kids.org.uk/sendias-home/
Bolton Parent Carers		07871 819492	Home - Bolton Parent Carers (boltonparents.org.uk)
Bolton Information and Advisory Service (IAS) for SEND		01204 848722 (Advice line) 07467943495 (Text for call back)	Home (iasbolton.com)

Introduction:

Mytham Primary School and the school's Governing Body are committed to ensure that every child has the best possible start to their educational journey here at Mytham.

We ensure each family feels welcomed into our school community, and that each transition point places the child's welfare at the heart of all we do.

Aims:

We recognise as a school that points of transition can be a challenging time for children and their families. Our role as a school is ensure each transition is as smooth and well planned as possible, to make this a positive experience for pupils and their families. New starts, changes to classes and saying goodbye and moving on are all key points in a child's educational journey. The systems that we have in place at Mytham enable us to support each child and their families with a consistent yet nurturing approach to change. We aim to:

- Be clear about what will happen next for our families and pupils
- Provide appropriate support at each stage in a child's journey
- Create a working partnership with families, other educational providers and external services
- Work with the Local Authority recommendations to ensure consistency in approaches
- Provide additional support to children and families who experience challenges and difficulties during transition points



NURSERY TRANSITION



Transition into Mytham Little Stars Nursery:

Before a child joins us for their very first full day/ half day, we will:

- Contact parents and carers to agree hours and times for a child's session
- Carry out initial visits which will include a look around our provision and an opportunity to meet the team
- Home visits may be part of your child's transition
- The nursery manager or deputy manager will talk to parents/ carers about a child's needs and development. This will include completing 'all about me' documentation and seeking permission to contact health visitors and other professionals that can help us to learn more about a child.
- Seek permission to contact a child's previous setting (where applicable)
- Ask parents/ carers to share the child's Red Book with us.
- Share a contract with parents/ carers that must be signed, along with other permission and consent documentation.
- Carry out a gradual transition with shortened stay and play sessions, either with or without the child's grown-up present, dependent upon child's needs.
- Check medical and dietary needs of a child and ensure that all relevant paperwork is completed, such as health care plans and medication consent forms.

Leaving Mytham Little Stars Nursery:

Although most of our families choose to stay with us at Mytham, we do have families that need to say goodbye due to moving out of the local area or wishing to attend alternative schools with older siblings.

In these instances, we will:

- Gain further information about where a child will attend after Mytham from parents/ carers
- Seek permission to contact a child's new school in order to support transition to a new setting.
- Send transition documents to a child's new setting detailing information about learning, the characteristics of effective learning, strengths and areas we are supporting.
- Share any one page profiles/ EHCP information or SEND information
- Share any safeguarding information relevant to the child
- Agree a final date for attendance at Mytham Primary School

-Spend time with a child preparing them for their move to a new setting.



Helping your child to settle into Little Stars Nursery:

We have children that join our nursery at varying points throughout the year, but this is often the term after they turn 2 for a place in Sparkle Room, or the term after they turn 3 in our Starlight Room.

We have a variety of ways that we can help your child to settle in and feel comfortable. These include:

- Having photographs of a child's main carers on display around the classroom or in a large scrap book.
- Ensuring we know the things that your child enjoys so that we can put familiar/ favourite toys in the provision.
- Providing lots of support and reassurance whilst in our care
- Providing children with a phased start to their time in nursery, gradually building to full sessions and responding to the individual child's needs.
- Encouraging parents/ carers to leave 'comfort' objects with us for those first few weeks, such as a favourite teddy or snuggle blanket.

Moving between rooms at our nursery

We recognise the importance of internal transition points within our nursery. When your child is preparing to leave one room and move to another, we will ensure a robust transition is in place so this sets the child up for success. This will include meeting new staff gradually, short stay and play sessions in the new room and taking favourite toys/ transitional objects thorough. We respond to the needs of the child and go with a pace the child is comfortable with. Extended transition is available to children who require this.

The role of Key Person

As a child settles into our nursery we will assign a 'key worker'. This is a key member of staff who will work closely with the child to form strong initial relationships, support the child's development and be an initial point of communication for the family.

At Mytham we like to give the child a voice in this process wherever possible, and ensure the key worker is a member of the team the child gravitates towards for reassurance and comfort during those initial few weeks.



Children with special educational needs

We recognise that children with special educational needs or disabilities may require an adapted or extended transition, and a bespoke approach. Staff will ensure transition is informed by the voice of the child, parents/ carers and any professionals working with the family (such as health visitors or paediatricians) to ensure all needs are met. Key documentation, such as provision maps, EHCPs, one page profiles or pupils IEPs can all support this process. Our staff will carefully consider the provision and make reasonable adaptations where this is possible to support all pupils.

In some circumstances, it may be in the child's best interests to have a phased start to nursery or school. This is sometimes called a 'part-time' timetable. This has two purposes; it enables the child to acclimatise to the new environment and adults/ children, but importantly, it also ensures that the school have provision in place to meet the child's needs. Sometimes this is done most effectively by getting to know the child for shorter sessions. In the long term, we find this approach to be most successful. Ensuring a positive start leads to a confident and happy child at nursery or school, and parents/ carers who build a trusting relationship with our school.

Children who require a health care plan

Children may present with a complex or serious medical needs that require careful and ongoing management. Examples of this may be severe allergies and asthma, epilepsy or diabetes. School will request a meeting with parents/ carers and any medical professionals involved to help school to gain a clear understanding of the medical needs and how these are treated/ supported. The meeting will be held by one of our school special educational needs coordinators (SENDCOs) and the staff who will be working with your child. A health care plan will be created/ updated to ensure systems are in place before a child joins the school. Staff will also be trained wherever this is required by the correct teams or external agencies e.g. epi-pen training.

In some circumstances, it may be in the child's best interests to have a phased start to nursery or school. This is sometimes called a 'part-time' timetable. This has two purposes; it enables the child to acclimatise to the new environment and adults/ children, but importantly, it also ensures that the school have provision in place to meet the child's needs. Sometimes this is done most effectively by getting to know the child for shorter sessions. In the long term, we find this approach to be most successful. Ensuring a positive start

leads to a confident and happy child at nursery or school, and parents/ carers who build a trusting relationship with our school.

Children with a social worker

Some children may have an assigned social worker. This can be for a number of reasons, including the child being subject to a child protection plan. School will work with social workers and the local authority to ensure robust transition is in place for these pupils, and will work with important documentation, such as care plans to improve outcomes for these pupils. Adapted or extended transition is offered where this is required.

Children Looked-After

As soon as school are aware that a child is a 'looked after' child, Mytham will become involved in supporting and contributing towards the child's PEP (Personal Education Plan) in working partnership with the relevant local authority (Virtual Schools) and the child's carers.

Early Help

Children may arrive at our setting with an open Early Help Assessment (EHA) already in place. This will be determined by Bolton's Framework for Action and is used to support the wellbeing of children and their families, for a wide variety of reasons. Common reasons are to support the speech, language and communication needs of a child, support emerging behavioural or learning needs or support the family with mental health and wellbeing.

School will request to see copies of previous EHAs once consent is gained, and will also request to take over as lead professional where this is most suited to the pupil's needs. You can find out more about Early Help by reading our school SEND Policy, or visiting Bolton's website:

<https://www.boltonsafeguardingchildren.org.uk/early-help-working-together>

RECEPTION TRANSITION

The majority of pupils who join us in Reception class will do so at the start of the academic year. To give each child the best possible start, Mytham have a well-planned transition process that leads up to each child's September start date.

Typical transition calendar for a Reception class pupil:

*Points in orange are specific to children with a PEP (Children Looked After)

*Points in blue are specific to children with identified special education needs (SEND)

Mytham's transition approach is written in conjunction with Bolton Start Well recommendations:

Key Dates:	What will happen?
April	Parents/ carers are notified via the LA School Admission Portal of the school placement. School are notified of which children have been allocated a place at Mytham. Mytham Primary School will contact families already known to us (children attending Mytham Little Stars) and 'new starters' (new families to our school community). Initial contact will be to establish initial introductions to our school and to ensure school have received acceptance of the offered place, with the accompanying paperwork needed e.g birth certificates. Parents/ Carers will share details about the child's current setting with Mytham. Mytham will then request permission to contact a child's current setting for purposes of transition. School will be notified of 'Looked After' children who will be joining our school. School will become involved in supporting and contributing to the child's PEP (Personal Education Plan) with support from the Local Authority's Virtual School. School will be notified of children joining our school who have special educational needs, and may have/ be in the process of receiving an EHCP (educational health care plan). Families who have not yet visited the school are invited for a tour with the Head/ Deputy Head.
May	Children with special education needs (SEN) – The Early Years Lead will make contact with families and settings to find out more information regarding how we will support an extended transition to Mytham. A plan will be put in place to support the child over the summer term though to September. The school SENDCO will become involved in supporting this transition. School will provide the family with photos of the staff and the current classroom environment. Looked After children - The Early Years Lead will contact the Local Authority Virtual School to become involved in child's PEP. An extended transition will be considered for the summer term through to September. Parents/ carers will receive an initial letter from Mytham inviting families to attend the 'New Starter' information evening, along with data collection forms. Parents/ carers are encouraged to respond and return forms as soon as possible. School request permission to contact child's current setting/ carry out home visits where the child does not attend nursery. The Early Years Lead and Class Teacher create a timetable of visits to other settings/ child's home. Where a visit is not possible, a transition phone call will take place. Children with a PEP and children with SEND will be prioritised for visits.

	Uniform for pupil's to try on and uniform order details are shared with families via the school office. Mytham Reception teachers and Nursery staff will plan a timetable of visits to Reception class within the school day – these will begin in June. Local Authority Date: School will receive EY SEND transition form from the current setting.
June	The Early Years Lead & Class Teachers will begin to visit child's current setting. Information regarding the child's likes/ dislikes/ learning/ strengths and next steps will be shared. Settings may need to share safeguarding information. The Early Years Lead & Class Teachers will carry out home visits for children that do not attend a setting. The early years lead/ SENDCO may need to attend Early Help Meetings in preparation for becoming lead professional in September onwards. Actions for Mytham may be added to the Early Help assessment. Mytham's pastoral team may need to become involved to support the child's needs. Initial contact with other external agencies may begin (with parental consent) e.g paediatricians, health visitors, occupational therapy, Ladywood Outreach etc. Planned transition visits for pupils with SEND will begin Planned transition visits for pupils with a PEP will begin Mytham Little Stars will begin visits to Reception class during the school day – these may need to accompaniment of the child's key worker to begin with. New Starter parent/ carer meeting to take place – this includes school information sharing, meet the teaching team, meeting before/ after school provider, lunch supervisors and school lunch menus, forest school, uniform suppliers, Friends of Mytham and classroom tours. Parents/ carers provided with 'Welcome Pack' with All About Me documentation, Tapestry consent form, welcome booklet etc. Stay and play session dates are carried out for children from Mytham Little Stars and new starters. Children will be accompanied by primary carer and transition conversations held with Reception class teachers/ Early Years Lead. During this event, the 'All About Me' packs should be returned to school.

Transition Pack
Mytham Primary School



Welcome Booklet
All About Me!

(Please return on your stay and play day)



Child's name:

July

Local Authority Date: Mytham should receive transition documents and assessment information from the current setting by the end of the first week in July. [This should include provision maps/ one page profiles](#). Class teachers will contact settings if we have not received the necessary information.

Other settings are invited to stay and play sessions at Mytham with children from their setting.

[Planned transition visits for pupils with SEND will continue](#)

[Planned transition visits for pupils with a PEP will continue](#)

All children are invited to a Teddy Bear's picnic event with the whole Reception Class team on Mytham's 'Moving Up Day'.

[Early Years Lead & Class Teachers - Personal Risk Assessments completed for children where this is needed in conjunction with parents and carers.](#)

[SENDCO - Health care plans put in place for children who require them. This may need involvement from external services.](#)

[Mytham may need to complete additional paperwork where transition is complex e.g 'Reasonable adjustments form'](#)



EY SEND Transition - Reasonable Adjustment Audit

Name of Child :

Name of School:

Completed by:

Job Role:

Are there any barriers which you feel may prevent or hinder transition?
Please list below.

What adjustments have you considered/trialled to overcome these barriers?
Please give clear descriptions or examples.

Which of these potential solutions are you considering to be reasonable?

Which of these potential solutions are you considering to be unreasonable and why?

	By the end of July, Mytham should have all key information for Reception new intake. Parents and carers will be provided with start dates for their child for September.
September	Phased transition into Mytham Reception class begins. The majority of children will be attending school full time by the end of the first week. Bespoke transition plans may need to be put in place for identified pupils, including those with SEND. The class teachers and teaching assistants will provide feedback to parents at pick up/ drop off and via Tapestry to share how their child is settling into school. The teaching team will support children to settle using a variety of approaches, including: -Ensuring children's favourite/ preferred toys are available within the provision -Spending lots of time playing alongside the children to form important initial relationships. -Planning activities such as the 'all about me bag' and displaying photos from home within the learning environment. -Allowing children to bring 'comfort' objects into the setting e.g a favourite teddy/ snuggle blanket. Provision/ timetable/ support considerations for Looked After children, or children with Special Education Needs are in place as fully as possible from the first day of term to enable a smooth start. During the first 4 weeks of term, the class teachers and teaching assistants in Reception Class will carry out baseline assessments for the pupils. These will be completed by week 5 of attending Mytham. Parent/ Carers will be provided with information on Key Tips for families, Mytham's Characteristics of Effective Learning and 'What to Expect When' documentation. Statutory Assessment - The statutory Reception Baseline Assessment Tool will be used and completed within the advised timeframe. Reception class teachers will provide a brief summary to previous settings of how new pupils have settled in during their initial weeks. This will be done via email. Telephone/ face to face will only be carried out if Mytham require further information or clarification from the previous setting.



RECEPTION TO YEAR ONE TRANSITION

Whilst some children are confident to wave goodbye to the Early Years and begin their journey in Key Stage 1, not all children find this transition easy or straight-forward.

At Mytham we recognise that this is a crucial transition point in a child's educational journey and plan a phased transition from Reception Class to Year One in the summer term of the reception year, and this continues into the autumn term of Year 1.

Reception Summer Term Transition

- The Year 1 teacher will make a number of visits to Reception class to join in with play, observe children during independent activities and teach activities/ read stories. This enables the Year 1 teacher to see their new pupils in an environment where they feel comfortable and are likely to gain an accurate understanding of a child's likes/ dislikes, learning needs and personal needs.
- The Reception class teacher and Year one teacher will hold transition discussions where key information about pupils is shared.
- The Reception class teacher will share EYFSP outcomes with the Year 1 teacher so that Year 1 provision and individual pupil details are shared. This enables the Y1 teacher to set up the classroom, timetable and curriculum for September to meet the pupil's needs.
- Identified children in Reception class (such as the with SEND needs or Looked After Pupils) will have a phased transition to Year 1. This will be mapped out in the summer term to allow for additional visits and interactions with the new class teacher.
- The Y1 teacher/ TLA will hold an after school club aimed to support transition; supporting relationship building.
- The Reception class teacher and Y1 teacher will be supported by the Early Years Lead and SENDCO to ensure that early helps are reviewed and PEP meetings are attended in preparation for the next academic year.
- Additional meetings or conversations with parents of pupils who may find transition to Y1 difficult will be held during the summer term.
- Children's key information such as medical/ assessment/ safeguarding information will be shared with the new class teacher.
- The school's Pastoral team may need to support this transition for identified pupils who would benefit from 1:1 work.

Class Structures as children move from Reception to Year 1

Please see 'moving through the school' section of this policy for more information about class structures and organisation.

Y1 Autumn Term Transition

As pupils move from Reception Class to Year one, it is important to remember that although most children will have achieved a 'good level of development', there will still be some pupils who are still working towards this.

Classroom provision and timetable in the autumn term must ensure that the needs of all pupils are being met, with opportunities for independent play and learning woven into the curriculum.

The Y1 class teacher and teaching assistants and SNAs may need to plan for activities to be adult guided until children gain the confidence to work more independently.

The Year 1 teachers should skilfully use scaffolding provided in reception class, such as familiar word mats/ sound mats/ visuals so that scaffolding is familiar and easy to use for pupils. This can be adapted and built upon as the year progresses.

Curriculum Transition from EYFS to Year One

An Enhanced Provision Approach

Please note that enhanced provision can be used in Y2 classrooms where it is felt to be appropriate for the pupils in that particular cohort

Enhanced provision in KS1 is classroom provision, carefully designed & selected to build on the skills and knowledge developed in EYFS whilst addressing the KS1 national curriculum objectives. Opportunities to explore and consolidate taught skills & knowledge through independent application enables children to remember learning from previous lessons, topics and year groups.

Some areas of the curriculum lend themselves to more of a 'continuous provision' style enrichment; allowing children to explore and further develop a wide range of skills and knowledge within a curriculum subject. English (reading & writing), Mathematics, Art & Design & Design & Technology provide rich opportunities to engage with learning in this way.

Other curriculum areas are better suited to specific challenges and experiences, set up to focus on specific skills and knowledge (or objectives from the national curriculum). These are targeted activities, designed to encourage children to remember specific skills & knowledge from previous lessons, topics & years. Subjects such as Geography, History, RE & Science lend themselves to this type of enhancement.

A blend of the two approaches; continuous provision and specific challenges, enable children in Y1 to deepen their learning across the curriculum; firstly through direct teaching, and then during independent application.

What is the impact of enhanced provision?

- Opportunities to assess children's understanding
- Opportunities to apply learning in new contexts, helping children to make vital connections between different subjects.
- Supporting 'sticky knowledge' – metacognitive practice and retrieval practices are supported and promoted through these approaches.
- High levels of engagement
- Builds resilience and growth mindset – 'I succeeded' 'I completed this challenge'
- Supports development of vocabulary through child led play and discussion.

Please note that Music & PE remain discreet lessons due to the nature of the teaching & learning and knowledge & skills addressed during these subjects

How will learning be captured?

Learning does not need to be documented in children's books. Teachers may choose to capture specific examples in topic books or floor books if the evidence helps to build a picture of learning for a specific child/ group of children/ whole class. However teachers must develop a system that accurately tracks which children are accessing challenges independently and completing challenges successfully, and those that require support/ additional scaffolding to do so.

How often should challenges be introduced?

This will differ according to the curriculum being taught, the skills/ knowledge that the teacher feels need to be revisited/ embedded, the children's confidence, pace at completing the challenges and the general class timetable. These should be planned for and linked to learning, and must NOT be holding activities whilst the teacher/ TLA carries out adult led or guided work.

English Curriculum – Y1

SPOKEN LANGUAGE	READING WORD READING & COMPREHENSION	WRITING TRANSCRIPTION, HANDWRITING & COMPOSITION, VOCAB, GRAMMAR & PUNCTUATION
Spoken Language (Key Stage 1) • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	Reading: Word Reading • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known Understand what they read, in books they can read independently, by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.	Writing: Transcription Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week Name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Writing: Handwriting • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writing: Composition Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.

English Curriculum – Y2

communication objectives – see Y1

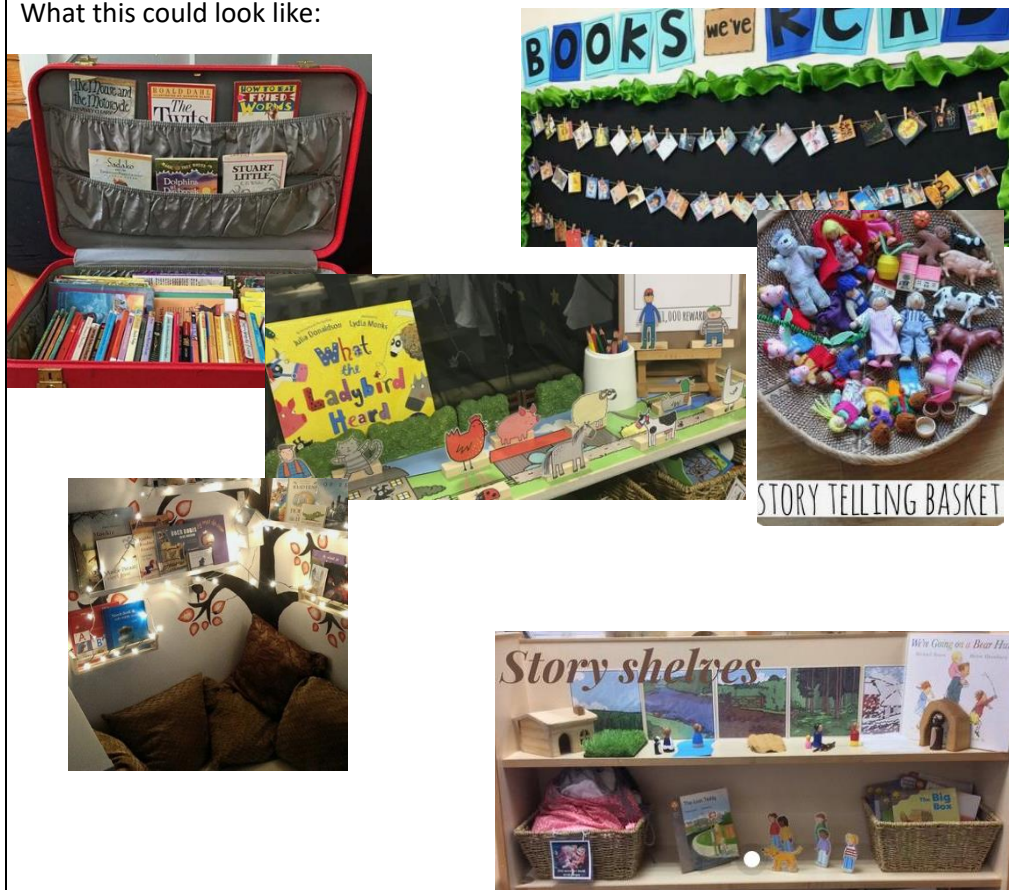
VOCAB GRAMMAR & PUNCTUATION	READING WORD READING & COMPREHENSION	WRITING TRANSCRIPTION, HANDWRITING & PRESENTATION, COMPOSITION
Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing	Reading: Word Reading • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Writing: Transcription Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Writing: Handwriting & Presentation • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. Writing: Composition Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.

Effective Enhancement of English Provision

PROVISION SUPPORTING COMMUNICATION READING SKILL & KNOWLEDGE DEVELOPMENT

- Books linked to topics/ areas of interest (linked to prior learning)
- Variety of traditional tales (linked to prior learning)
- Small world props/ role play props
- reading review opportunities
- cosy/ comfortable seating
- a small selection of small world characters e.g knights, dragons, princesses
- magazines/ comics
- phonics games and activities

What this could look like:



PROVISION SUPPORTING WRITING SKILL & KNOWLEDGE DEVELOPMENT

- Variety of pens & pencils
- variety of paper, booklets & clip boards
- phase 2 – 5 phonics mats/ visuals
- writing non-negotiables
- magnetic letters & boards
- displays to support writing for a purpose
- high quality working wall
- peg/ washing line to display and celebrate independent work

What this could look like:



Maths curriculum Y1

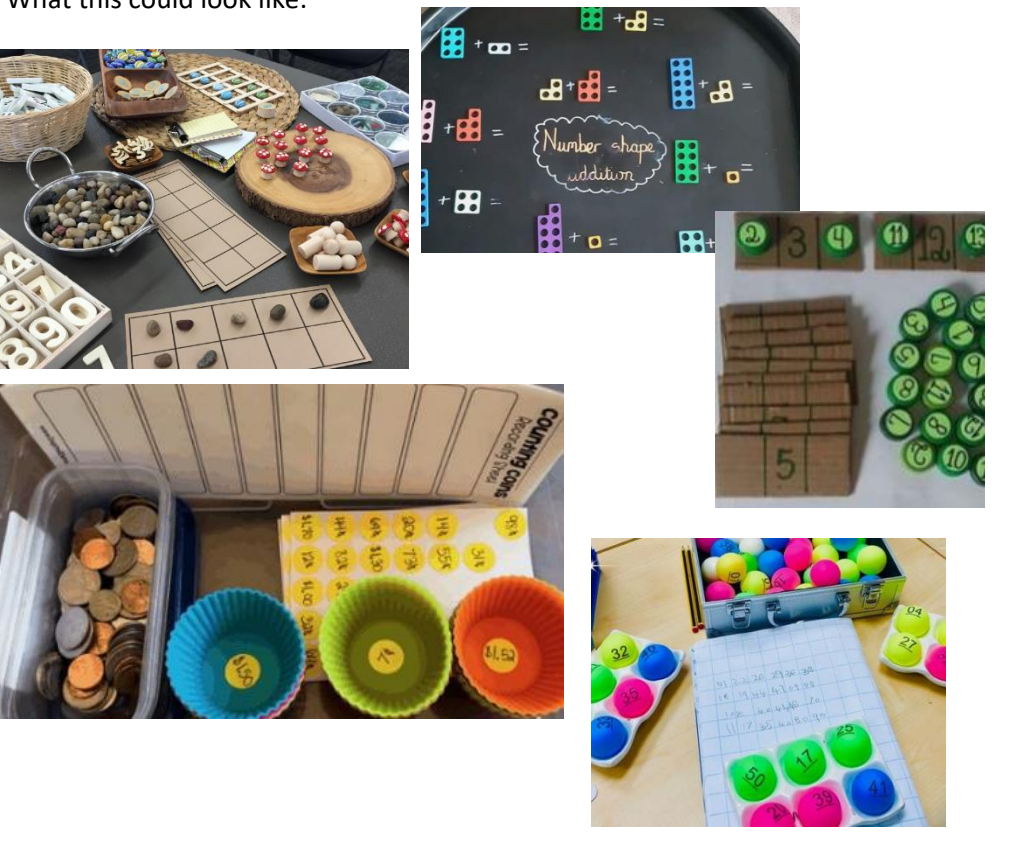
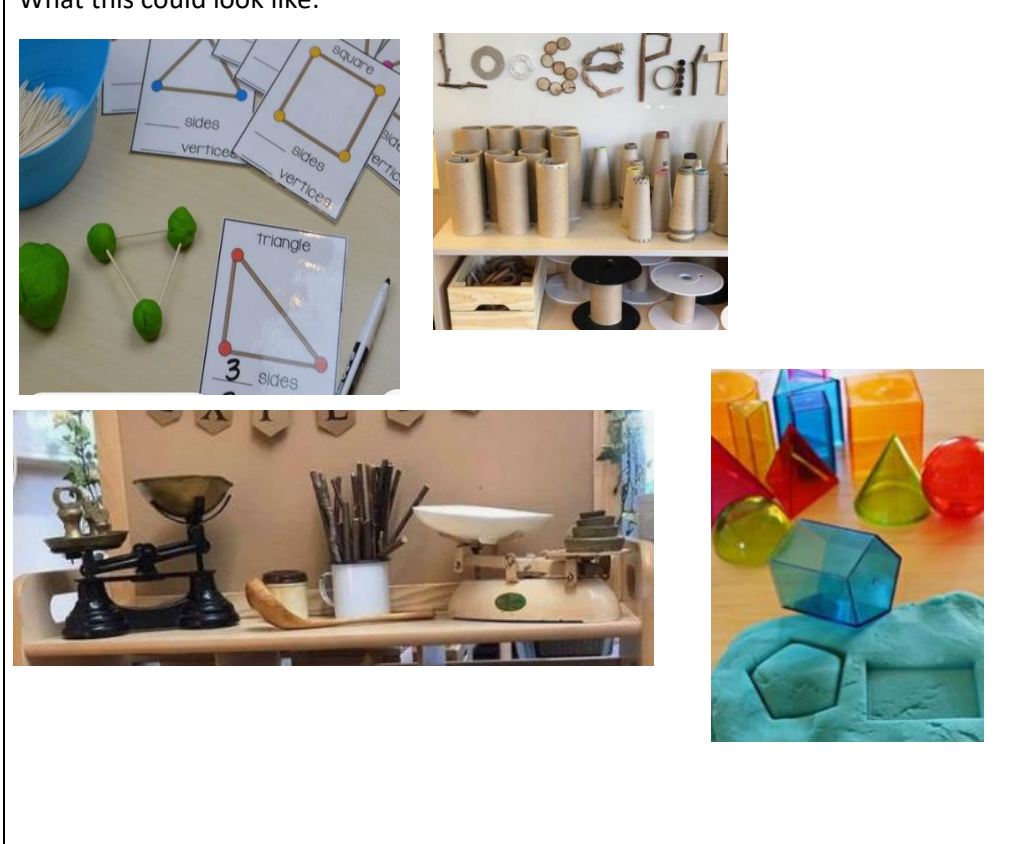
NUMBER – NUMBER & PLACE VALUE, ADDITION & SUBTRACTION, MULTIPLICATION & DIVISION, FRACTIONS	MEASUREMENT	GEOMETRY: SHAPE, POSITION & DIRECTION
Number: Number & Place Value - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words Number: Addition & Subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Number: Multiplication & Division - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Number: Fractions - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Measurement Compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Geometry: Properties of Shapes Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Geometry: Position & Direction - describe position, direction and movement, including whole, half, quarter and three-quarter turns

Maths curriculum Y2

NUMBER – NUMBER & PLACE VALUE, ADDITION & SUBTRACTION, MULTIPLICATION & DIVISION, FRACTIONS	MEASUREMENT	GEOMETRY: SHAPE, POSITION & DIRECTION	STATISTICS
Number: Number & Place Value - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use $=$ signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. Number: Addition & Subtraction Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Measurement - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	Geometry: Properties of Shapes - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Statistics - interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data.

•applying their increasing knowledge of mental and written methods •recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: •a two-digit number and ones •a two-digit number and tens •two two-digit numbers •adding three one-digit numbers •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot •recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Number: Multiplication & Division •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Number: Fractions •recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity •write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	•recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value •find different combinations of coins that equal the same amounts of money •solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change •compare and sequence intervals of time •tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times •know the number of minutes in an hour and the number of hours in a day	•compare and sort common 2-D and 3-D shapes and everyday objects. Geometry: Position & Direction •order and arrange combinations of mathematical objects in patterns and sequences •use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	
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Effective Enhancement of Maths Provision

PROVISION SUPPORTING COMMUNICATION READING SKILL & KNOWLEDGE DEVELOPMENT	PROVISION SUPPORTING WRITING SKILL & KNOWLEDGE DEVELOPMENT
-numicon resources -loose parts for counting & practical maths exploration -ten frames/ part-whole model etc -coins -cup cake cases - variety of paper/ roll of paper -pens & pencils -bingo booklets and dabbers -snakes & ladders, dice - number cards -washing lines & pegs	- playdough -3D & 2D shapes - lollypop sticks & match sticks -loose parts – tubes/ curtain rings etc -scales & weights -measuring tools e.g tape measures, rulers -mirrors -construction materials
What this could look like: 	What this could look like: 

Art & DT Curriculum Y1&2

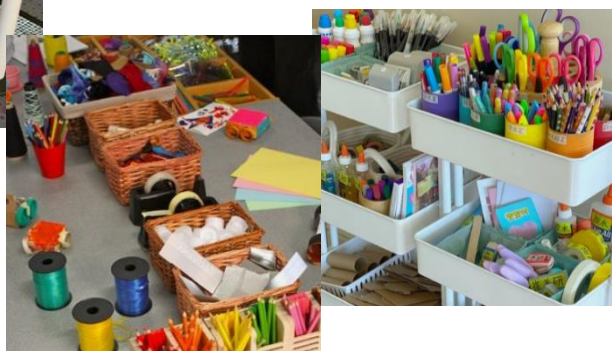
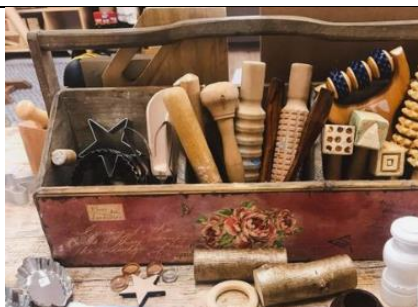
ART & DESIGN	DESIGN & TECHNOLOGY
to use a range of materials creatively to design and make products: • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from

Effective Enhancement of Art & DT Provision

PROVISION SUPPORTING COMMUNICATION READING SKILL & KNOWLEDGE DEVELOPMENT

- fine paint brushes
- water colour and poster paints
- pastels
- charcoal & chalks
- sketching pencils
- pencil crayons
- empty frames
- visuals & artist inspiration
- mirrors
- variety of paper
- clay & tools

What this could look like:



PROVISION SUPPORTING WRITING SKILL & KNOWLEDGE DEVELOPMENT

- scissors
- junk modelling materials
- design wall/ roll of paper/ clip boards
- variety of tapes & glues
- stapler
- hole punch
- unusual materials e.g tin foil, fabric pieces, bin bags, paper bags
- lengths of wood/ beading
- tools
- glue

What this could look like:



CHALLENGES ACROSS THE CURRICULUM

These are examples of how to present challenges for the subjects below. Content of challenges should always match the KS1 curriculum and encourage children to remember key skills and knowledge. Knowledge organisers and key stage end points are key documents to support teachers in setting well-pitched challenges.

Challenges should aim at the 'expected level', with opportunities for increased challenge where pupils have the skills and knowledge to demonstrate that they are working at greater depth.

R.E EXAMPLES	- draw 4 pictures to show how Christians celebrate Christmas - Create a poster to show how we can care for our world - create an Easter card with a message inside for a friend.
HISTORY EXAMPLES	-Draw an aeroplane from a long time ago...draw what a plane looks like today. - What should an explorer take in their suitcase? Draw the objects you would take. Write sentences to explain why these items are important. -Create a castle from junk modelling/ construction materials and label it using post-it notes.
GEOGRAPHY EXAMPLES	- Create a weather picture using art materials. Explain the weather in your picture to a friend. - Draw the 4 different seasons in the UK - Make a map of key places in Little Lever (using photos to support).
SCIENCE & STEM EXAMPLES	- Sort these objects according to the materials that they are made from. Can you record this in a table? - Pick a problem picture card...talk to a friend to tell them how you would solve this by choosing the correct solution card. - Make a bridge using loose parts...how strong is your bridge? Can you make it stronger?
COMPUTING EXAMPLES	- Write a sentence using Word - Create an algorithm to take your beet bot to....? (floor mat with various locations, children pick a picture card from a feely bag and must create an algorithm to send the Beebot to the corresponding location). - Draw your own avatar and create a name to protect your identity online.
PERSONAL DEVELOPMENT/ GLOBAL CITIZENSHIP EXAMPLES	- Create a plate for a healthy meal - Draw a friend and write a sentence to explain why they are special. - Draw a picture to show 4 ways we can look after our bodies.

Examples of what this might look like:



Planning of Learning Challenges

Below is a suitable planning format for Provision Challenges. This will be kept to a minimum to support teacher workload but is essential so that the wider teaching team are clear of the learning outcomes and can support the set-up of the provision as needed.

Week commencing: 5 th October		
Subject	Learning intentions/ success criteria.	Planned activity
R.E	L.I: I can draw and label a picture of Jesus' Disciples S.C: I can name the disciples of the Bible	Visuals of the disciples Key vocabulary cards Children's Bible A4 proforma for children to draw the disciples and label them.
Science	L.I I can name materials and their properties S.C: I can name a variety of materials I can sort materials I can label a material with the properties	Tuff tray split into 4 sections A box of various materials e.g plastic, card, metal and wood. Post-it notes Children sort the materials into the 4 quadrants of the tuff tray and then write post-it notes with properties, placing them next to the objects.
Science	L.I I can name materials and their properties S.C: I can name a variety of materials I can select materials because of their properties.	A large storage box full of junk modelling, tape, glue and scissors. Children to design a junk model and talk about why they select various materials e.g 'I can bend it' 'it was strong'.
English (phonics focus)	L.I I can read simple sentences with Phase 3 diagraphs. SC: I recognise a range of Ph3 diagraphs I can read the sentence and match it to the corresponding picture.	Cut and stick activity – Ph3 sentence and picture matching sheet. Adaptions – SEN match CVC words to the picture.

YEAR SIX TO YEAR SEVEN TRANSITION

The transition from Year 6 to high school can be a time of uncertainty or worry for some pupils; other will be excited and wanting to find out more about this time of year.

Here at Mytham we commit lots of time and opportunities throughout summer term to ensure all of our pupils are well prepared for the start of high school.



The 'Six into Seven' Portal

Here at Mytham we support the Local Authority agreed procedures and systems, ensuring we use the transition portal to information share. Pupil information regarding academic outcomes, safeguarding, early help, external services engaging with the family and SEND are part of this process. Mytham is also able to 'red flag' a child's profile to signal to high schools that further discussions and transition work will be required for identified pupils. This may be to discuss complex special educational needs, safeguarding concerns or significant information linked to pupil mental health and wellbeing.

This process ensures that all key information is shared with all staff involved with the pupils; first few weeks at their new setting, supporting a smooth and well-informed start to high school.

Our school Pastoral lead and Y6 teaching team take responsibility for the completion of the portal.



Supporting Transition for all pupils

In addition to information sharing, we try to ensure all of our pupils play an active role in leading their own transition to High School. The pastoral team and Y6 teaching team ensure the following take place during the summer term:

- Additional Personal Development Lessons. During these sessions in summer term, our pupils will focus on Careers, ambitions, personal qualities such as resilience and organisation, explore educational pathways and will equip our pupils with a sense of purpose and direction.

- Visits from feeder High Schools – our pupils will enjoy a visit from the school's Y7 team to share information and help to equip our pupils for the autumn term.
- Transition discussions and meetings between our Y6 team and the high school where additional layers of support can be put in place for identified pupils.
- Our pastoral offer includes 1:1 work and small group work with pupils who may more time or support to process transition questions or worries.
- Practical skills lessons will take place in the final few weeks of term – this includes discussions around walking routes to school, catching the bus to school and more.
- End of year shows/ assemblies and celebrations enable our Y6 pupils to celebrate successes in primary school and help pupils to process that their primary education will soon come to an end.
- School will share confidential information (where it is needed and in the interest of the child) via CPOMS with identified high schools. GDPR processes will be adhered to at all times.
- 'Big Question' sessions focused on new beginnings and transition work.

Pupils with special educational needs or behavioural/ emotional/ mental health needs:

Here at Mytham we understand the importance of multi-agency working and engaging with external providers. Children with complex special education needs will be offered an extended transition process with additional adult support. Behaviour Support Service also work with identified groups of our vulnerable pupils either 1:1 or in small groups. Other agencies such as the Early Intervention Team and the school counsellor can also support identified pupils with specific needs.

Our open door policy encourages families to approach school if they have concerns or worries about the transition to high school.



In-Year New Arrival Pupils at Mytham

There are occasions where new families arrive here at Mytham during the academic year. Mytham work with the local authority, the family and the child's previous school to agree a transition package for each pupil. This may include:

- A tour of the school
- Meeting with a member of the senior leadership team
- A meeting/ telephone conversation with the child's previous school/ class teacher

-Sharing academic, safeguarding and personal information to ensure Mytham is fully prepared for the pupil to start.

-Additional meetings with our school SENDCO or pastoral leaders.

-Lots of communication with the office team to support with uniforms, lunch information and essential paperwork

-A bespoke transition timetable (Some children are ready to start with us full time for their very first day, other may need a more complex or gradual timetable according to pupil needs).

Moving through the school at Mytham

We recognise that moving to a new class in September can be a worrying time for some of our pupils. All children respond positively to being prepared for change, so we ensure the timetable in the summer term ensures all our families are prepared for September.

Here are some of the ways we prepare pupils and families for their new class in September:

-Class structures and make-up are carefully considered to ensure children receive the support they need in each class.

-We ensure that pupils are placed with one good friend.

-Additional visits to a new class are facilitated for identified pupils who may need more time to settle into a new class.

-‘Moving Up Day’ enables children to meet their new teachers or class mates

-Class teachers visit pupils in their current classes

-Conversations with parents/ carers are held to support children with identified worries or emotional needs.

-Children with complex special educational needs will be supported by a TLA or SNA during their transition visits

-Teachers and senior leaders report to parents/ carers in end of year reports. This includes academic achievements, areas for focus and development next year and the staffing names/ class names for next year.

-The first week in September is committed to focusing on the personal, social and emotional needs of all pupils. Class discussions and lessons focus on making friends, behaviour expectations, class rules and setting routines for pupils.

-Our pastoral team and senior leaders are always there to support children or families who may need additional help at this busy time of year.



How classes are organised at Mytham

Unusually, Mytham's PAN (number of children allocated to our school each year in Reception class) is a maximum of 25; not 30 as in most schools. This is decided by the Local Authority.

In Infant classes we are legally able to accept up to 30 pupils per class.

As children move to key stage 2, we are able to increase class sizes.

The way that we group children at Mytham is a flexible process and changes depending on the following factors:

- The number of pupils within a cohort
- The number of classrooms available within the school building (currently a maximum of 13 classrooms)
- Staffing implications
- Budget considerations
- Needs of pupils with additional needs

Some of our year groups remain 'straight classes', where children are all from the same year group. Some of our classes are 'mixed classes', where we blend 2 year groups together.

In Key Stage 2 we have two hubs; lower key stage two and upper key stage 2. They are arranged as below:

Snow Leopards class	Year 3
African Lions class	Year 3 & 4 mixed
Siberian Tigers class	Year 4
Seahorses class	Year 5
Turtles class	Year 5 & 6 mixed
Dolphins class	Year 6

Parent/ Carer Support

We know that parents and carers can find transition to new classes an emotional or worrying time; and we have frequently asked questions about class structures. Here are some common questions we are asked, with responses to offer reassurance below.

Why is my child in a mixed year class, but other children in the same year are in a straight year class?

Class lists are very carefully constructed by all staff that know the child. We consider:

- Friendship groups
- the child's personal, social and emotional needs
- the child's academic and learning needs
- staff teams which are available (some classes have more staff such as special needs assistants or additional teaching assistants)

How we group children differs from class to class and year group to year group. We carefully consider each child's needs and make a decision based on this. The outcome we want to achieve is that all children settle well, make friends and make good progress from their starting points.

I am worried that my child will not make as much progress because they are in a class with younger/ older children...will this impact my child's learning and progress?

We want to reassure all parents and carers that teachers plan carefully each day to ensure they meet the needs of all pupils in the class. Teachers follow national curriculum and other teaching schemes alongside our bespoke curriculum content. All content is quality assured by senior leaders and subject leaders to ensure that they meet the needs of all pupils. Our teachers are experienced in ensuring we have high expectations for all pupils, whilst supporting children however it is needed. This happens in mixed classes and straight classes. The level of support your child receives remains the same; irrespective of class structure.

My child is not with all of their friends next year....can this be changed?

We ensure that each child is moving to their new class with one of their friends. We cannot guarantee that they will be with their best friend, or all friendship groups will be kept together. This is due to the complexities of how classes are structured. Lots of information we know as a school can be confidential and we are unable to share the 'bigger picture' with our families. We want to reassure our families that we do the very best that we can for all pupils.

My child is in a class with another child that they do not like/ do not get along with....can they not be separated?

The class structures are often extremely complex, with lots of factors to be considered including the learning needs of our children, friendships, special educational needs, emotional and behavioural needs and more. Many of the reasons for class structures are confidential. Although we try to ensure that all children get along, please be assured that we are aware of many of the complexities regarding friendships and relationships and class teams support the children accordingly. We want our children to learn to get along and form relationships; just as they would learn to do in the wider world beyond the school gates. These are important life skills.

I wanted my child to have a different teacher...can this be changed?

Once children have been assigned to a new class teacher, this decision is final. All of our teachers and teaching assistants are qualified to the appropriate level and have the experience and skills needed to support your child throughout the next academic year. Again, class decisions have been carefully considered with your child's best interests at heart.

My child is quiet/ shy and I feel that being in a mixed class with older children will not help my child to settle.

We often find that mixed classes work very well. Mixed classes are always kept within their key stage (e.g mixing Year 1 & 2 or Year 3 & 4). This minimises the age gap between pupils. In addition to this, we find that our younger pupils in the class look up to older pupils as role-models. Older pupils thrive on the responsibilities they are given. We find our pupils do not feel or see the difference in age when they are in the classroom environment and they form relationships with all of their class mates.

Why do you have to mix classes?

In Year 3 & 4 we always mix this year group due to the number of actual class rooms in the school building. We find this mix works really well as the curriculum in Y3 & 4 is very similar, and it helps pupils transition for KS1 into KS2. In other cases we have classes which may have very low numbers due to lower birth-rates in the local area. We may need to merge classes of this nature to make them financially viable as a school. Equally, the local authority can request we take new families, so this can take us over legal numbers for a single class, meaning we then have to merge year groups for legal reasons. This is common practice across many schools and is not unique to Mytham.

When will my child see friends who are now in separate classes?

Your child will see all children from their own year group at lunch times and break times. In some cases, children move to be taught in different lessons, so may see their friends at these times too. We very much believe that lesson time is for learning, so children will not have the opportunity to chat and socialise during lessons, irrespective of which class they are placed in.

What support is available to my child if they are upset or not settling well in their new class?

Your child's emotional wellbeing will always be a priority at Mytham.

We have an extensive pastoral offer, where we can support your child in lots of ways. This includes:

- A full time pastoral lead, who can work with your child as and when it is needed
- Teachers and teaching assistants who have had training on supporting the emotional needs of children, and attachment training. We are able to try lots of approaches in class to help your child to settle.
- KS2 have a Chill Zone available daily. Children are able to drop in and receive small group and 1:1 work from 2 of our pastoral members of staff if they feel upset, worried or anxious in any way.
- We have strategies and approaches that we can share with parents and carers so that we are able to all work together to be consistent for the child.
- We have a team of children who are trained to be 'Play Leaders' and 'Wellbeing Ambassadors' – they are around at break and lunch times to provide a friendly face to children, and support in resolving conflicts or supporting friendships.
- Where it is required, we can complete an Early Help Assessment where a child or family's needs meet this threshold.

-Please be assured that class teams will always have your child's wellbeing at heart and will be there for your child on a day-to-day basis.

Reduced Timetable for Specific Pupils

Sometimes Mytham operate a reduced timetable for specific pupils with identified needs. Reduced timetables are only implemented in rare circumstances where we feel it is necessary to support the child in a successful transition, whilst providing school with the time to ensure that the provision we are providing is meeting the specific needs of the individual pupil.

We ensure that:

- Reduced timetables are a temporary measure, and aim to gradually build to full time.
- We respond to pupil needs and can work flexibly when constructing a bespoke timetable for a pupil
- We work in conjunction with families so that we work together to improve outcomes for the child
- We are very clear about the reasons for a reduced timetable and the benefits of this to the child.
- We review the success of the timetable daily/ weekly to see what the next steps will be for the child, the family and our school staff.
- We set the child on a pathway for success, so they settle well and are able to fully engage in the curriculum here at Mytham.
- We meet the emotional, behavioural and learning needs of all pupils.

Do you have any further questions?

We are here to support all of our families in whatever way we possibly can. Please contact our school office if you have any further questions or would like to arrange a meeting with a member of our team.

Mytham Primary School
Mytham Road
Little Lever
Bolton BL3 1JG
Tel : 01204 333556
Fax : 01204 333557
Email : office@mytham.bolton.sch.uk
Website : www.mytham.bolton.sch.uk

