Transition arrangements for EAL learners

Many people will have a role to play in ensuring a smooth transition for children from one class or school to another. The following table lists some of the strategies and activities that can be utilised and the people responsible. Many of them are suitable for all the children and will be part of whole school transition planning but some may be more applicable for EAL learners or just one pupil who needs a little extra support.

Area	Task	EAL	Current	Receiving	Leadership
		Coordinator	teacher	teacher	team
	Carefully plan the classes that EAL children are placed in. It can be helpful to place children that speak the same language in the same class so that they can use their first language to extend their thinking during lessons.	x			x
Organisational	Class teachers should be given time to liaise about the children both before they move class and after. Timetable liaison time during the last and first half terms of the new academic year.	x	x	x	x
	Ensure that transition arrangements are in place for non-class based time such as lunchtime or assemblies. This can be a big change in routine and the children may need the changes explained and demonstrated to them especially if they are in a different playground or with new dinner supervisors.	x			x
Information sharing	Access the basic information stored on SIMS and ensure that staff members also look at the contextualised data that provides greater depth and background information.	x		x	
	Share information on friendship groups, attendance at after school clubs and any particular strengths and aptitudes.		х	х	



Share planning that covers any language targets such as the language structures or functions that have been covered during the year. x x x Any background information that is not stored on school data systems should be passed on to the receiving teacher such as early experiences and circumstances prior to arriving in the UK, current family situation, languages spoken at home, prolonged or regular absence from school. x x x Parents Arrange for a starter pack or any information absence they will drop off and pick up their child in the new year. x x x Parents Provide a welcome booklet with pictures of new staff, the classroom, some friends, where they will be dropped off, picked up, have lunch. Send this home before the transition takes place and encourage x x		Share planning that covers any				
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takes place and encourage		this home before the transition				
		takes place and encourage				
parents to talk about it with		parents to talk about it with				
their children.		their children.				
Put up labels and notices in the		Put up labels and notices in the				
languages of the children		languages of the children				
coming into the class. Make x		coming into the class. Make			x	
reading books in the home		reading books in the home				
Environment language available.	Environment	language available.				
and resources Learn the correct	and resources	Learn the correct				
pronunciation of the child's x x		pronunciation of the child's		х	х	
name.		name.				
Learn a few words of the		Learn a few words of the			v	
child's language.		child's language.			X	
Arrange a buddy to help the		Arrange a buddy to help the			v	
pupil settle in.		pupil settle in.			X	
Record key topic based		Record key topic based				
vocabulary and pass on to		vocabulary and pass on to				
receiving teacher to ensure		receiving teacher to ensure				
consistency especially when x x		consistency especially when		x	x	
the same word has different		the same word has different				
meanings in different contexts		meanings in different contexts				
(e.g. table in general		incumings in unrerent contexts				



	conversation as opposed to a				
	table in maths).				
	Consider general classroom				
	language used-				
	playtime/breaktime,		x	x	
	pegs/cloakroom. The child may				
	not realise that the different				
	words have the same meaning.				
	Pass on actual resources that				
	have been used as new				
	versions may not have the				
	same visuals that the child is		х	x	
	used to. This could include				
	instruction fans, semantic				
	dictionaries, word mats etc.				
	Set a holiday task: study a book				
Pupil activities	over the holiday or complete a		x	x	
	diary. These tasks could be				
	started on a transition day.				
	Arrange for children to take				
	messages to their new class to		x	x	
	familiarise themselves with the				
	layout of the class and also the				
	new teacher.				
	Involve children in creating a				
	booklet/poster in which they		x		
	tell the new teacher about				
	themselves: languages they				
	speak, countries they have				
	lived in, likes and dislikes,				
	things they find tricky, what				
	helps.				

