

## 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 Coordinator	Current teacher	Receiving teacher	Leadership team
Organisational	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
	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.		x	x	

	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 about the new class/school to be translated into the home language.	x			x
	Show parents where they will drop off and pick up their child in the new year.		x	x	
Environment and resources	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 parents to talk about it with their children.		x		
	Put up labels and notices in the languages of the children coming into the class. Make reading books in the home language available.			x	
	Learn the correct pronunciation of the child's name.		x	x	
	Learn a few words of the child's language.			x	
	Arrange a buddy to help the pupil settle in.			x	
	Record key topic based vocabulary and pass on to receiving teacher to ensure consistency especially when the same word has different meanings in different contexts (e.g. table in general		x	x	

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