



Transition arrangements for EAL learners at Beever Primary School

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 to ensure a smooth transition into and out of our school.

Task	Who is responsible			
	SLT	EAL co-ordinator	Class teacher	Family
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		
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	
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		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

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			
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		
Learn the correct pronunciation of the child's name	X	X	X	
Learn a few words of the child's language	X	X	X	
Arrange a buddy to help the pupil settle in			X	
Consider general classroom language used - playtime/breaktime, pegs/cloakroom. The child may not realise that the different words have the same meaning. Use visuals when possible			X	
If appropriate, 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 help			X	X