



Transition arrangements for pupils with English as an additional language.

It is important that staff in schools are aware of who is a learner of English as an additional language (EAL), whatever stage they are at, and that this information is passed on when a pupil moves up to a new year group. Failure to highlight this may lead to a child being underestimated or, worse, wrongly labelled as having additional needs. We know that it takes, on average, 5-7 years (and in some cases up to 10 years) for pupils new to English to catch up with their monolingual peers and that proficiency in spoken English can mask underlying difficulties with literacy (which takes longer to develop).

The following transitions are particularly important:

Reception – Year 1

Pupils with EAL who are in Reception will have been assessed on the EYFS profile. We ask that when they transfer to Year 1 they should be assessed on the Profile of Competence. Teachers should use their professional judgement – if a child at this stage is performing at expected or exceeding levels it may not be necessary. However, these children should still be monitored carefully as learners of EAL. Where there are concerns a meeting with parents is advisable and at all stages co-operation and communication with parents/carers is extremely helpful.

Year 1 – Year 2

Where this transition involves a pupil moving schools (Infant to Junior) it is essential that the new school is informed of the EAL status. If your pupils are being tracked on the Profile of Competence an updated copy of this should be passed to the school. This should enable schools to know what stage the pupils are at in all four areas of languages as well as what proficiency code they are currently classified as. Pupils who have been seen by our team will have reports and targets (some of which may now be out-of-date) and these should also be passed on as they contain important information pertaining to pupil background in particular i.e. country of origin, language etc. All pupils with EAL (regardless of whether or not they are changing schools) are vulnerable at this transition, evidenced by the number of referrals we receive for pupils in year 3. It is therefore especially important to ensure that staff are aware of the EAL status and that where possible parental co-operation and engagement is encouraged e.g. by a parent/carer meeting in the first instance.

Year 6 –Year 7

Pupils transferring to secondary school are again vulnerable and can be easily missed. If you have pupils in Year 6 with EAL (whatever level they are at) it is really important that this information is shared with the school. If pupils are being tracked on the Profile of Competence an updated copy of this should be passed to the school. This should enable schools to know what stage the pupils are at in all four areas of languages as well as what proficiency code they are currently classified as. Pupils who have been seen by our team will have reports and targets (some of which may now be out-of-date) and these should also be passed on as they contain important information pertaining to pupil background in particular i.e. country of origin, language etc. For pupils going in to year 7 it is important to flag up that the Profile of competence will need to be transferred across to the secondary document once they have arrived at the new school. Again, where possible, a meeting with parents/carers is useful at this stage.



English as an Additional Language



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If you have concerns or questions, please contact us via nicola.hunter@solihull.gov.uk and for more information regarding tracking and assessment please refer to our website at

<https://www.solgrid.org.uk/education/support-services/english-as-an-additional-language/>