

## Transition for SEND pupils from Primary School to Secondary School with EAL

This document is supplementary and additional to the STEPS document from July 2021

Definition of EAL: The Government's definition of an EAL learner 'includes anyone who has been exposed to a language other than English during early development 'and continues to be exposed to this language in the home or in the community'.

<b>MUST</b>	<b>SHOULD</b>	<b>COULD</b>
<p>At a bare minimum, all schools must ensure the following happens for pupils with EAL / SEND during transition:</p>	<p>For successful transition, all school should be trying to ensure the following happens for pupils with EAL / SEND during transition:</p>	<p>For the best possible transition experience, schools could implement the following for pupils with EAL / SEND during transition:</p>
<ul style="list-style-type: none"> <li>* Start conversations with families in Year 5 (with interpreter if needed). Sign post families to open days, schools and relevant information.</li> <li>*Very clear communication: visual.</li> <li>*Make Parents aware that SEND offer is available with Google Translate when offering school (or any other translation app) e.g. Say Hi translate app Dual language electronic dictionaries.</li> <li>* Transition pack information using simple language. Promote EAL ethos of the school. What it has to offer e.g. Bus route? Distance on foot, food options, free school meals etc. entrance criteria.</li> <li>*Transition packs available in different languages: printed or electronic.</li> <li>*Translator for EHCP children if required.</li> <li>* The school to reflect the culture and diversity. (E.g. Halal: some schools will say the food is halal but serve with food that isn't. Make parents aware that it's only the vegetarian option).</li> <li>*Clear and accessible, discrete way of accessing free school meals.</li> <li>*Support parents of EAL pupils to complete school applications online in time.</li> <li>*Primary School to produce Pupil Passport/one page profile (see appendix) to include English proficiency. To include pupil and parent voice.</li> <li>*Any relevant EAL paperwork and support information is passed onto Secondary Schools e.g. language assessment EAL interventions, attendance, refugee, trauma background information (see pupil profile in appendix)</li> <li>* Single, named point of contact at both schools for parents.</li> <li>*Information sheets provided for parents with contact names and emails. The information should include details of expectations from all parties: different languages.</li> <li>*All schools have a named member of staff with responsibility for EAL.</li> <li>*Individual language assessment using a recommended assessment framework such as NASSEA, Bell Foundation, Flash Academy (or similar) so receiving school knows if there are gaps. MDT keeps education history etc.</li> <li>*PSHE 'Moving on' sessions at primary school to include EAL focus.</li> </ul>	<ul style="list-style-type: none"> <li>* Additional transition meetings for parents of EAL.</li> <li>*EAL children from secondary schools visiting primary school to answer questions / share experiences.</li> <li>*Virtual tours of schools in home language if possible Urdu etc.</li> <li>*Cluster interpreters to share between groups of schools to attend open days.</li> <li>*Offer a parent workshop to show how to use Google translate.</li> <li>* Vocabulary – word mats and books for children.</li> <li>*Consider ways to maintain parental engagement e.g. family coffee mornings for parents of certain communities, Y7 coffee morning for Asian parents, cultural days e.g. Chinese New Year, Black History Month.</li> <li>*DoJo system is automatically translated into other language to share info about transition and other documentation.</li> <li>*Secondary schools have a summer school, especially for students who need extra transition support for EAL.</li> <li>*Out of hours transition visits – to see the school with a translator: if needed.</li> <li>*Transition book: photos, map of school, teachers etc. Who can Help me? (Translated if necessary)</li> <li>*First session with new teacher of each subject: informal where children can ask questions, raise concerns etc.</li> <li>*Treasure Hunt for children to locate different parts of school etc. (Y7) Work with children who are already there. EAL + English speaking pupil. Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>*Coffee mornings for year 6/7 EAL parents with interpreter.</li> <li>*Secondary teachers to visit primary settings specifically for EAL.</li> <li>*Planned EAL event with appropriate food etc. Parents in school for lunch. Culturally diverse: inclusive to all.</li> <li>*Schools liaise and develop a language screening assessment.</li> <li>*Encourage parents to participate in PTA and governors.</li> <li>*Continued planned parent engagement.</li> <li>*A student link e.g. a student in the secondary school who already has a specific need, who is willing to support a new pupil with a similar need. Interview with the secondary school before they move school. (Check in with them at regular intervals.</li> <li>*Transition in assemblies for EAL in both settings: parents and children.</li> <li>*GCSE facility in home language e.g. Polish, Urdu, Punjabi etc.</li> </ul>

MDT contact details: [multicultural.development@telford.gov.uk](mailto:multicultural.development@telford.gov.uk) (advice for schools on choosing an assessment framework.

Links to the assessment frameworks:

- <https://www.nassea.org.uk/eal-assessment-framework/>
- <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>
- <https://flashacademy.com/assessments/>