

In-Year Admissions and Pupil Transition Policy

**(Including English as an Additional
Language – EAL)**



Penketh South Primary School & Nursery

July 2026	New policy created and ratified by Governors for implementation in September 26

In-Year Admissions and Pupil Transition Policy

(Including English as an Additional Language – EAL)

This policy sets out the procedures for the effective transition of pupils joining the school through in-year transfer. It ensures that all pupils, including those with English as an Additional Language (EAL), are welcomed, assessed, and supported so they can quickly settle, access the curriculum, and thrive socially and academically. All pupils will receive a positive start, with clear communication, rapid information transfer, and appropriate academic and pastoral support.

Aims

- To provide a smooth, supportive transition for all in-year admissions
- To ensure early identification of academic, language, pastoral and safeguarding needs
- To enable pupils to access a broad and balanced curriculum from the outset
- To support EAL pupils in developing English proficiency alongside curriculum learning
- To build strong relationships with parents and carers
- To minimise disruption to the pupil's education and wellbeing

Key Principles

- Every child is welcomed and valued, regardless of starting point
- Transition is a planned process, not a single event
- Early assessment drives appropriate provision
- Language development underpins access to learning for EAL pupils
- Strong relationships with families are essential to successful transition
- Safeguarding considerations remain central at all stages

Roles and Responsibilities

- **Headteacher / Deputy Headteacher** oversees admissions process and liaises with the Local Authority and with the family prior to the start date.
- **DSL and Safeguarding Lead** manage safeguarding records. Any electronic transfers of information must be actioned by the Safeguarding Lead. This may also include a follow-up phone call with the previous setting and external safeguarding agencies if relevant.
- **SENDCo** ensures appropriate provision is in place for the pupil if required. SENDCo ensures relevant information and documents are received from previous setting. This may also include a follow up phone call with the previous setting' SENDCo and external SEND Teams if relevant.
- **EAL Lead** assesses the pupil's understanding of English using [The Bell Foundation Assessment for EAL](#) if required. This information is shared with the class teacher. The EAL Lead communicates with the family to establish further information around the language spoken at home, country of origin and length of time in the UK etc.

- **Class teachers** support induction and assessment process. They will share relevant information with the family and pupil to enable a smooth transition. They will 'buddy' the new pupil up with a peer. They will carry out the relevant assessments as a baseline. If necessary, they will contact the previous setting to speak with the class teacher.

Induction Process

During the initial visit to the school, the Headteacher / Deputy Headteacher will meet with the pupil and family and tour the school and establish a start date. It is important that parents are supported to understand:

- the school systems (e.g. communication platforms, routine, social media)
- the expectations for attendance and behaviour
- where the child will be dropped off and collected from each day
- where to park and walking to school encouraged (shown the bike/scooter storage)
- about the wraparound provision available and to contact to the office for availability and paperwork to be completed.

The schools needs to ensure clear and accessible communication and the use of translation or interpreter support where required (for EAL families).

- ✓ **Administration Officer** will prepare the relevant induction information (emergency contacts, photo permissions etc, forms relation v to medical or dietary needs, uniform supplier, MIS communication system - Arbor, holiday dates etc.) and share with the family on their initial visit. The use of a translation tool / translator may be required if the family's first language is not English.
- ✓ The Headteacher start date will be shared with class teachers and the administration team by the Headteacher.
- ✓ Pupil to be set up on internal systems (Arbor, Google Classroom etc) by administration officer and class teacher.
- ✓ On the start date, the pupil will be met at the main entrance by a senior leader or class teacher at 8.40 and taken to the classroom.
- ✓ Pupil will receive an in class buddy to support the transition over the first week or so.
- ✓ Pupil will be given planner and class teacher will explain to parents the use of the planner
- ✓ Class teacher will carry out relevant baseline assessments such as establishing a reading age through FFT Reading Assessment Programme within week 1. The EAL lead will carry out an assessment using The Bell Foundation Assessment Framework if relevant and share information with the class teacher.

- ✓ Safeguarding / behaviour / SEND information to be transferred from previous setting. If this does not come by the end of week 1, the Safeguarding Lead and SENDCo to contact previous setting to request it.
- ✓ Class teacher to ensure they have accessed the relevant information about the child and action anything relevant to ensure a smooth transition. Provision of visual timetable and key vocabulary, labels for EAL / SEND pupils in place where necessary.

Classroom Provision for Pupils with English as an Additional Language (EAL)

EAL pupils are supported through a combination of high-quality teaching and targeted provision:

High Quality Teaching

- Use of visuals, modelling, and structured talk
- Pre-teaching of key vocabulary
- Use of scaffolds (sentence stems, writing frames)
- Opportunities for collaborative learning

Targeted Support

- Small group or individual language interventions (where appropriate)
- Access to bilingual resources or translation tools
- Support from EAL specialists (where available)

Curriculum Access

- Pupils access the full curriculum with appropriate scaffolding
- Cognitive challenge is maintained while reducing language barriers

Cultural Inclusion

- Pupils' home languages and cultures are valued and celebrated
- Staff promote an inclusive classroom environment

Review

This policy will be reviewed bi-annually or in response to changes in guidance or school context.