

English as an Additional Language (EAL) Student Transfer Form – Outgoing School

To be completed by the relevant teacher(s) in the outgoing school

This form supports the transfer of a student with English as an Additional Language (EAL) to another post-primary school in Ireland. It is intended to provide the receiving school with clear information about the student's English language development, learning strengths, support needs, and the teaching approaches that have been effective in supporting participation and progress.

Teacher Information

Teacher name:

Role / Subject(s) taught:

Contact details (if follow-up is needed):

Date completed:

Student Information

Student full name and surname:

Preferred name (if different): Date of birth:

Current year group / class: Year group / class the student is transferring into:

Date of arrival in Ireland (if applicable) Date of transfer:

Home language(s):

Other languages spoken by the student:

Are language or interpretation supports helpful when communicating with the student's parent(s)/guardian(s)? ☐ Yes ☐ No

If yes, please specify the language and type of support that is helpful:

Do parent(s)/guardian(s) actively support the student's learning? ☐ Yes ☐ No ☐ Unsure

Comments (if relevant):

Attendance

Please indicate the student's pattern of attendance:

☐ Excellent ☐ Generally regular ☐ Irregular ☐ Cause for concern

Please note any factors that may have affected continuity of learning, if relevant:

EAL Support History

Has the student received EAL support? ☐ Yes ☐ No

If yes, please indicate the approximate duration of support: ☐ Less than 1 year ☐ 1–2 years ☐ More than 2 years

Type of support received: ☐ In-class support ☐ Small group support ☐ Withdrawal / language support classes

☐ Team teaching ☐ Other:

Has the student benefited from peer support or a buddy system? ☐ Yes ☐ No

If yes, please comment briefly:

Does the student have an exemption from Irish? ☐ Yes ☐ No ☐ Not known

English Language Proficiency and Assessment

Date of most recent English language assessment:

Assessment tool(s) used: ☐ Post-Primary EAL Assessment Kit ☐ School-based assessment

☐ Teacher observation / classroom evidence ☐ Other:

Current proficiency level (based on Post-primary EAL Assessment Kit)

Please indicate the student's current level using the most recent assessment information and classroom evidence.

Speaking ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Beyond Level 3 ☐ Not assessed

Listening ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Beyond Level 3 ☐ Not assessed

Reading ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Beyond Level 3 ☐ Not assessed

Writing ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Beyond Level 3 ☐ Not assessed

Has the student completed any other formal English language assessment? ☐ Yes ☐ No

If yes, please specify:

English Language Use Across Contexts

Please give brief examples of what the student can currently do in English in classroom and school contexts.

Everyday spoken interaction / social English

How does the student manage informal interaction with peers and staff?

Understanding spoken English in class

How well does the student understand teacher instructions, explanations, and classroom discussion?

Reading

How well does the student read and understand class texts, tasks, worksheets, and subject-specific materials?

Writing

How well does the student write in English in class, for example short answers, paragraphs, or extended written work?

Curriculum / subject-specific language

How well does the student understand and use subject vocabulary and academic language?

Student Strengths and Current Needs

Please summarise the student's strengths as a learner:

Please summarise the student's current language-learning needs:

Please note any particular areas where the student may need additional support on transfer:

Effective Teaching Approaches, Supports and Accommodations

Which teaching approaches, scaffolds, or supports have been most effective in helping this student access learning and participate in class? Examples may include visual supports, pre-teaching vocabulary, writing frames, bilingual resources, modelling, peer support, oral rehearsal, reduced language load, key word lists, or sentence starters.

Are there any barriers that may affect learning or participation? For example: language-related barriers, gaps in prior schooling, literacy development, attendance, confidence, or adjustment to school routines.

What additional support may benefit the student going forward?

Social and School Integration

Does the student have friends, siblings, or trusted peers in the school? ☐ Yes ☐ No ☐ Not known

If yes, please give brief details if helpful:

How would you describe the student's confidence in the classroom?

☐ Very confident ☐ Generally confident ☐ Sometimes hesitant ☐ Often hesitant

Comments:

Are there any relevant cultural, linguistic, or contextual factors that may support the student's inclusion and participation in the new school?

Additional Information

Any other information that may help the receiving school support this student effectively:

Thank you for completing this form. Please share it with the receiving school as part of the student's transition information.