



Windfield National School

EAL Policy for English as an Additional Language

Introductory Statement:

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an additional language. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service. The aim of our EAL policy is to ensure that pupils develop the competence to use English confidently as a means of learning across the range of curriculum areas.

Rationale:

At Windfield N.S, we acknowledge children's differing culture, backgrounds, and language. The EAL service enables the students whose primary language or language of the home is other than English, to develop their individual potential and integrate fully in an inclusive school.

Aims and Objectives:

At Windfield N.S, we are committed to the provision of appropriate teaching and resources for pupils for whom English is an additional language and for raising the achievement of all pupils.

We aim to:

- Identify children who have English language needs.
- Identify and respond to the individual needs of each EAL learner.
- Integrate the EAL learners as quickly as possible into all mainstream learning and activities of the school.
- Support EAL learners and their parents in adapting to a new culture while maintaining a connection with their own language and culture.

Role of the Language Support Teacher:

The primary role of the language support teacher is to promote the pupil's development of English language proficiency so that he or she can gradually gain access to the curriculum. The pupil remains the responsibility of the mainstream class teacher who will work closely with the EAL support teacher.

In collaboration with parents / guardians and the mainstream class teacher, the language support teacher:

- Identifies pupils requiring additional language support.



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- Requests written consent from parents / guardians to proceed with assessment. Support will be provided for parents / guardians with the completion of the consent form if this is deemed necessary.
- Assesses the pupil's proficiency in English using the assessment tasks from the Up and Away programme.
- Provides support for the child both in class and in small groups.
- Devises an appropriate language programme.
- Delivers the programme.
- Records and monitors the pupil's progress.
- Assesses the pupil using the Primary School Assessment Kit (DES 2007).
- Encourages the involvement of newcomer parents in school activities.

Identification and assessment of pupils requiring language support:

We determine the child's oral proficiency in English through teacher observations and initial assessments from the Up and Away programme. Following the child's entry into the school, the language support teacher acts as a support for both the mainstream class teacher and the EAL pupil, ensuring that the pupil understands:

- The routine of the school day.
- The rules of the classroom and the school.
- Procedures in the class and the wider school e.g., going to the toilet, going to the yard.

Approaches such as a 'Welcome pack', visual timetables, peer support where possible with a child with same native language) and tours of the school for both the pupil and their family are available to help all newly arrived pupils settle in.

Once the child has settled into their classroom, the language support teacher will assess the child's proficiency in English using the Up and Away programme. The assessment tasks from the Up and Away programme test a pupil's proficiency across the four language skills (listening, speaking, reading and writing) and allow for a profile of the child's initial proficiency and an appropriate plan to be developed to meet the needs of the individual child.

Children with EAL needs entering senior primary classes can sometimes experience a greater challenge, which can often act as an obstacle to them being fully integrated in their new school and/or fully accessing the school curriculum. In these cases, the learning support team/ language support teacher will collaborate with the class teacher to decide how best to support the child.

Organisation of Language Support in the School:

- Once identified the proficiency of the EAL pupils' English language is assessed.



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- Language support teacher arranges timetable to ensure all qualifying children are receiving language support.
- The planning for lesson content takes a themed approach month by month – this aims to develop the child’s basic vocabulary through topics central to their own experiences (e.g., myself, my family etc.)
- The class teacher will inform the language support teacher about forthcoming themes or units of work in different subject areas where additional help is required.
- Flexibility in the delivery of language support is required and various models of support are delivered, depending on the child’s age, class and learning requirements.
- Children are usually withdrawn in small groups and English language support is based on their needs in relation to school work and social interactions required at the time. In-class support can also take place when appropriate.
- The class teacher will keep the language support teacher informed about how the pupil is progressing in the class and coping with interaction with peers.
- Standardised testing: In reference to Circular 0138/2006: “Pupils may be excluded from the test if in the view of the school principal they have a learning or physical disability which would prevent them from attempting the test, or in the case of newcomer pupils where their level of English is such that attempting such a test would be inappropriate.”

It is generally accepted that pupils who have not reached level A1.3 of the Language proficiency benchmarks may not be tested with standardised tests.

Recording and monitoring of pupil’s progress:

The language support teacher will record and monitor pupils progress by:

- Initial assessment (Up and away programme)
- Teacher observations
- Teacher questioning
- Pupils work samples
- Meeting with class teacher to discuss progress both in the language support class and in the mainstream class.
- Parent/teacher meetings.
- End of year assessment/ progress assessment (Primary School Assessment Kit)

Success Criteria

- Progress of EAL pupils’ social skills and integration into secondary school.
- Progress of EAL pupils in accessing the curriculum.



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- Feedback from principal, staff and parents.

Resources:

- Up and Away programme by IILT
- Primary School Assessment Kit by the Department of Education and Science
- Jolly Phonics Scheme
- Toys, props, costumes, role-play structures and items relating to the practical and interactive instruction and learning of the English language.
- Language games
- Visual dictionary
- Wide range of workbooks
- Library books related to different countries
- Library books in different languages

Timetable for Review

This policy was presented to the Board of Management and ratified in November 2023.

Chairperson B.O.M

Date: / /2023

Tomás Heavey

This policy will be reviewed in school year starting September 2024