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**English as an Additional Language (EAL) Policy**

This policy was developed by our school in response to a need to prioritise enrolment for pupils from Ukraine in April 2022.

Update September 2023: This school has been allocated 5 hours weekly. This school has employed a substitute for one day per week.

**Introductory Statement:**

This policy was formulated to provide guidelines to school staff, students and parents 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.

Clonaghadoo NS acknowledges the right of children to communicate and socialise in the language of their home. The variety and diversity of the languages that the children bring to the classroom and to the school yard is respected.

The language of the Revised Curriculum is English (and Irish, both in the individual subject and informally throughout the school). This school deems that a standard of English language competency, comparable to that of a child for whom English is spoken in their own home, is desirable for the effective teaching of this curriculum. To this end, the aim of our EAL provision will be to successfully bridge any gap in fluency of English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives.

**Rationale:**

At Clonaghadoo NS we acknowledge students differing culture, backgrounds and language. The EAL support enables the students whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system.

**Our Mission Statement**

Clonaghadoo NS is a mixed Catholic Primary School. The school aims to provide a holistic model of education, catering for the intellectual, physical, emotional and social needs of the pupils.

We aim to achieve these goals in a positive school climate of openness, inclusion, partnership and respect.

Clonaghadoo NS gives due recognition to pupils of all other faiths and non-faith. We welcome and value diversity and strive to help each child reach his/her full potential.

**Ethos of the School**

* As a Catholic School we embrace the Catholic ethos.
* The school welcomes pupils of all nationalities, cultures and religions.
* We promote mutual respect and understanding of cultural, ethnic, racial, social and religious diversity and differences.
* Our school has a welcoming and inclusive ethos.

This policy outlines the school’s practice in providing this support on a planned and strategic basis. It covers:

1. Aims of the programme.
2. Identification of Pupil’s Needs.
3. Role of the Language Support Teacher.
4. Assessment of pupils.
5. Details of programme.
6. Resources.
7. **Aims of Programme:**

The aim of the school’s EAL programme is the development of oral, reading and writing English language competency for identified children to a standard that is comparable to that of children for whom English is their sole language of communication and in keeping with the capability of the child.

In addition to this primary aim, the school also aims to facilitate the child in English language competence to assist in his/her integration into the life of the school and the English language community of his/her locality.

It is also expected to develop the child’s sense of self-esteem and to encourage creativity in the child. It is also aimed to use the programme as an effective means of home-school liaison.

Finally, it is also aimed at professionally developing the whole school staff in competence as EAL teachers (CPD in Education centres and online modules)

1. **Identification of Pupil’s Needs:**

The following methodologies will be used with regards to the identification of children with EAL needs.

1. New entrant pupils that have entered the country in the past two years, have an English language support requirement and have not received more than 2 years EAL support in school.
2. The parents will be interviewed on enrolment with regard to the languages of communication used in their family and community. HSCL will meet with new parents at transition support meeting. An identification of the dominant or frequent use of another language other than English means that this child will be identified as having EAL needs.
3. The class teacher in consultation with the EAL teacher will, over the first month of school term (September) make observations to ascertain the level of proficiency in the English language or not at all – to make a formal and informal assessment of child’s English language capabilities and competencies.
4. **Role of the Language Support Teacher:**

*Circular 0015/2009*

The primary role of the language 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 and the mainstream class teachers, the language support teacher:

* Identifies pupils requiring additional language support.
* Assesses the pupil’s proficiency in English using the assessment materials.
* Delivers the programme of English language tuition.
* Assessing pupils proficiency in English using the assessment materials
* Socializing with peers
* Monitors and supports students’ wellbeing (helps to put social programmes in place if necessary)
* Record and monitor pupils’ progress.
1. **Assessment of pupils**

**Primary Language Assessment Toolkit**

The Primary Assessment Kit will be used as a tool to determine the initial language proficiency of each pupil and to evaluate how well pupils are progressing with their language skills in English. The tests will help to establish a pupil’s level of English on arrival in school, monitor progress over time in language support and identify the point at which a pupil no longer requires additional language support.

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| Levels using Primary Assessment Kits |
| Level 0 | Level A1 | Level A2 | Level B1 |
| Absence of any English language proficiency | Can understand and use basic words and phrases in a social and school context | Can understand, read and write simple English and can speak English sufficiently well to exchange information | Can function well enough in English to be fully integrated into the mainstream classroom |

The English Language Proficiency Levels specify what pupils should be able to achieve in English at each level and thus reflect the task-based approach to teaching and learning. Tasks are selected to reflect what pupils encounter daily in the classroom. Scoring procedures have been designed to achieve accurate results, provided the tests are administered strictly according to the instructions provided.

1. **Details of Programme:**

**Programme Planning**

1. Identify EAL learners.
2. Aid the “settling down” period by welcoming pupils and monitoring progress
3. Do initial Placement test
4. Class teacher and EAL teacher will collaborate to devise an EAL support plan. The School Support template will be used.
5. Devise and deliver a specific language programme for individual pupils/groups
6. Record and monitor pupils progress
7. Complete and end of year assessment/progress assessment

The EAL Teacher will be timetabled to work with the pupils following dialogue with the class teachers and in consultation with the SET Team also.

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

* Initial assessment
* Teacher observations
* Teacher questioning
* Pupils work samples
* Meet with class teacher to discuss progress both in the language support class and in the mainstream class.
* End of year assessment/ progress assessment, review of support plan and placement on the continuum of support.

The EAL teacher will review the progress of each individual child regularly.

The EAL teacher and Staff will attend when possible EAL in-service training opportunities offered by the DES to include webinars in the education centres. In addition, EAL resources will be purchased as required.

The mode of provision for EAL needs will be reviewed annually and revised according to future needs and DES provision.

1. **Resources**

Primary Language Assessment Toolkit:

Up and Away

Digital resources – Google Workspace in the classroom

* Use google translate

Enhancing accessibility with video and audio tools in school.

Make use of close captioning within YouTube

Making the most of Google Workspace school:

* Use Google Translate to create translation of school enrolment form when necessary
* Google to translate welcome letters, home school communication and other administrative processes.
1. **Review Details:**

Policy review September 2024 or if exceptional circumstances deem it necessary.