



Ballymacelligott 1 NS

EAL

English as an Additional Language Policy

Introductory Statement:

This policy provides guidelines to school staff on the delivery of English as an Additional Language (EAL) in Ballymacelligott 1 NS. It will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service. Our EAL policy aims to ensure that pupils develop the competence to use English confidently to learn across a range of curriculum areas.

Rationale:

The policy was developed due to the increase in the number of international children attending the school. In Ballymacelligott 1 NS, we acknowledge children's differing cultures, backgrounds, and languages. The EAL service enables students whose primary language or languages of the home are other than English to develop their individual potential, both socially and academically, within the school system.

Aims and Objectives:

Ballymacelligott 1 NS is committed to providing appropriate teaching and resources for pupils for whom English is an additional language and to raising the achievement of all pupils. Our EAL provision will aim to successfully bridge any gap in the fluency of English between children for whom English is the language of communication in all spheres of their lives and those children for whom English is simply one of the languages of communication in their lives.

We aim to:

- Identify individual EAL learners' needs.
- Recognise the talents and skills they bring to the school.
- Respond to the needs of the EAL learner.
 - Foster a sense of belonging
- Support EAL learners in accessing and engaging with the National Irish curriculum

The organisation of teachers:

The DES has currently sanctioned 5 hrs for EAL for Ballymacelligott 1 NS.

These are divided as follows:

5 hrs to one EAL teacher

In Ballymacelligott 1 NS, the EAL, SET and class teachers work together as a Support Team.

Role of the Support/ EAL Teacher:

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

In collaboration with parents and the mainstream class teacher, the EAL teacher:

- Identifies pupils requiring additional language support.
- Assess the pupils' proficiency in English using the tasks from the Up and Away programme, the primary school assessment kit, and supplementary teacher-designed tasks/assessments.
- Devise an appropriate language programme (either in-class or withdrawal).
- Delivers the programme.
- Records and monitors the pupil's progress.

Assessment of Pupil's Needs:

Two methodologies will be used for the identification of children with EAL needs.

1. There is an interview from PSAK to determine their proficiency.
2. The PSAK assessment will determine the proficiency of EAL children in listening, speaking, reading, and writing.
3. The EAL teacher will administer a selection of assessments from the Up and Away programme, primary assessment kit and teacher-designed tasks to ascertain the pupil's proficiency in English.

Aims of the Programme:

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

In addition to this primary aim, the school also aims to facilitate the child's English language competence to assist in his/her integration into 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 encourage creativity. Finally, it aims to professionally develop the whole school staff to become competent EAL teachers.

Details of Programme:

The Support/EAL teacher will plan activities for the children based on topics from the Up and Away programme and their individual needs.

The EAL teacher will collaborate with the class teachers to plan activities that align with the themes outlined in the Aistear programme and classroom activities.

The EAL programme will be delivered as in-class support and withdrawal as required.

Following Circular 15/2009, pupils who meet the criteria for EAL will receive support for their first two years in the Irish school system. Additional support may be provided after a pupil has received two years of EAL support. This level of support depends on the availability of staff in the school and an annual evaluation of all the needs across the school.

EAL support in Ballymacelligott 1 NS consists of a mix of in-class support and pupil withdrawal by a teacher from the Support Team, and this is determined by strategies that will best meet the pupils' needs.

All in-class activities will be sophisticated English language activities based on the Primary Curriculum. In the Junior and Senior Infant classes, the Support/EAL teacher will work primarily in the classroom, following the class teacher's timetable and classroom management strategies as closely as possible. The Support/EAL Teacher will be timetabled according to an agreed-upon timetable. Work completed with each child shall be individually recorded in a Pupil Progress record.

Programme Planning:

1. Identifying EAL learners.
2. Aiding the 'settling down' period, especially the non-verbal stage.
3. Collaboration between the class teacher and EAL teacher.
4. Initial assessment.
5. Devising a specific language programme for individual pupils/groups.
6. Delivering language programme.
7. End-of-year assessment/progress assessment

Recording and monitoring of pupils progress:

The language support teacher will record and monitor the pupil's progress by:

- Initial assessment (Up and away programme, Primary Assessment toolkit and teacher-designed tasks)
- Teacher observations
- Teacher questioning

- Pupil's work samples
- Meet with class teacher to discuss progress in the language support and mainstream classes.
- End-of-year assessment/ progress assessment (Primary School Assessment Kit)

Resources:

- Up and Away programme by IILT
- Primary School Assessment Kit by the department of education and skill

Standardised testing:

Circular 0138 / 2006 states: "Pupils may be excluded from the test if, in the view of the school principal, they have a learning or physical disability that would prevent them from attempting the test, or, in the case of newcomer pupils, their level of English is such that attempting such a test would be inappropriate."

Ratification

We will update this data protection statement from time to time. Any updates will be made available and, where appropriate, notified to you.

This statement was drawn up in consultation with the school staff and the Board of Management. The board ratified it at a meeting on _____.

The Board of Management may add to it as a living document anytime. It will be circulated to all parents.

Signed: Bridget O'Donnell Date: 14/10/2024