



**Bandonbridge N.S.**

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

**Date ratified by the BoM:**

**Date of review:**

## **Introductory Statement**

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Bandonbridge N.S. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL support.

Bandonbridge 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 and celebrated.

## **Rationale**

In Bandonbridge N.S., we acknowledge children's differing cultures, backgrounds, and language(s). The EAL support strives to enable the pupils whose primary language or language of the home is other than English, to feel welcome, have a sense of belonging and to develop their individual potential, both socially and academically, within the school system.

## **Aims and Objectives**

### **Aim:**

The aim of our EAL policy is to ensure that pupils for whom English is a second language develop the competence to use English confidently as a means of learning across the range of curriculum areas in Bandonbridge N.S.

### **Our Objectives:**

- To identify individual EAL learner's needs
- To respond to the needs of the EAL learner
- To support EAL learners in accessing and engaging with the curriculum
- To recognise the talents and skills they bring to the school
- To promote effective home school links and increase parental involvement among parents of EAL pupils.

## **Interculturalism**

In Bandonbridge N.S., we aim to give every pupil a sense of belonging. Every effort is made to make EAL pupils feel welcomed and value.

Every second year, a multicultural day is hosted in Bandonbridge N.S. (March 2022 will be next one). Parents and pupils can celebrate their food, language and culture in Bandonbridge N.S. for a day. Pupils also learn about other countries and cultures in SESE. Parents from time to time are invited in to give a talk about their country and culture. When discussing festivals and traditions during R.E./Geography lessons (Christmas, Easter, Halloween etc) pupils are encouraged to share their own festivals and traditions.

Signs in the lobby welcome pupils and their families in their language. End of year school reports can be sent in multiple languages. Notes to parents are often translated into the language of the home to ensure understanding.

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## **School Context**

We have 20 countries represented in our school – Ireland, UK, Poland, Russia, Romania, Hungary, Lithuania, Latvia, Germany, Slovakia, Peru, Finland, Italy, Slovenia, Croatia, France, Moldova, South Africa, Ukraine and the United States. While many of our pupils were born in Ireland, their heritage is also represented by their parents' and grandparents' country of birth.

## **Organisation of Teachers**

In Bandonbridge N.S. we have embraced the General Allocation Model (GAM) and we apply for an EAL Teacher (Language Support) annually.

The EAL teacher will teach pupils with EAL needs. EAL support is for the first 3 years enrolled in Bandonbridge N.S. for EAL pupils. This support must be applied for annually in spring, once a school has 20% of the school population deemed as EAL pupils or pupils with English as a second language. At the end of September, the school must confirm its current EAL enrolment, in order to retain the fixed-term EAL teacher on staff.

Additional Support teachers (SETs) are assigned to a caseload of pupils.

*(See Policy: Inclusion of Children with Special Education Needs Policy)*

The EAL teacher will be assigned to work with Junior Infant and Senior Infant classes (2 years) during which EAL teaching will be delivered in-class via the Aistear themes and small group withdrawals to reinforce language from Literacy-based topics and Numeracy. However, if a pupil who requires EAL support enrolls in an older class, provision will be made for EAL support, either by the EAL teacher, should his/her caseload allow, or by one of the other Support Teachers allocated to the respective classroom.

EAL support is deemed as a classroom support on the Continuum of Support – Student Support File.

## **Role of the EAL Teacher**

The primary role of the EAL 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 teacher. In collaboration with parents and the mainstream class teacher, the EAL teacher:

- Identifies pupils requiring additional language support
- Assesses the pupils' proficiency in English using the assessment screening tasks from The Primary Assessment Kit and supplementary teacher-designed tasks/assessments. Part A from The Primary Assessment Kit is completed in September/October. Part B is completed in February before a new application is made for the EAL teacher for the coming year.
- The EAL teacher and the class teacher will complete an EAL classroom support document setting achievable targets. (See Appendix 2) The EAL teacher will keep EAL plans in a separate folder and will put them in the School Support File at the end of 3 years of EAL support. These plans are also to be uploaded to Aladdin under the relevant pupil's name.

- Works with the class teacher to set achievable targets, monitor learning and assess learning for each EAL pupil.
- Prepares and teaches the pupils on an ongoing basis to access the curriculum.
- Co-plans and teaches the Aistear themes and Numeracy language. (either in class or by withdrawal in small groups).
- Records and monitors the pupil's progress.

### **Role of the Class Teacher**

The pupil remains the responsibility of the mainstream class teacher who will work closely with the EAL teacher. The class teacher will

- Identify pupils requiring additional language support. A list will be presented to the SEN Co-ordinator and the Principal identifying pupils with additional needs in September and reviewed in June. (See Appendix 1)
- Send an online permission form for language support to parents.
- Share their planning with the EAL teacher and co-plan together for Aistear and numeracy language.
- Complete an EAL classroom support document for pupils in collaboration with the EAL teacher. These plans are also to be uploaded to Aladdin under the relevant pupil's name.
- Inform parents of EAL support at Parent Teacher Meetings.
- Allow for differentiation within the classroom so EAL pupils can integrate and achieve their potential, at all times.

### **Role of the Principal**

- Assume overall responsibility for the development and implementation of the school's Language Support Policy (EAL)
- Apply for an EAL teacher annually in March, once testing is complete and criteria are met
- In conjunction with the Board of Management, the principal will advertise, interview and appoint an EAL teacher, subject to the necessary criteria being met.
- Complete the annual report to confirm the EAL enrolment in September and advise the EAL teacher that his/her appointment is confirmed for the rest of the school year
- Monitor the implementation of the policy on an ongoing basis.
- The principal and the SEN coordinator where necessary will direct additional support for EAL pupils who need additional support on the Continuum of Support if EAL support is not enough.

### **Assessment, Recording, Monitoring and Reviewing of Pupils' Progress**

#### ➤ **Assessment of Pupils' Needs**

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

1. The parents will be asked with regard to the languages of communication used in their family and community when pupils enrol.

2. The class teacher will, over the first month of school term, pay particular attention to the child – to make a formal and informal assessment of the child’s English language capabilities and competencies. A draft list will be presented to the SEN Co-ordinator and the Principal.
3. Upon reviewing targets, if a pupil is not progressing with English, additional supports may be necessary, and the pupil may need to move to School Support on the Continuum of Support. See The Inclusion of Children with Special Education Needs Policy.

*(If a pupil is moving from EAL support to Additional Support, a new permission form needs to be sent home for Additional Support.)* An Irish exemption may be a consideration. See circular 0052/2019.

➤ **Record and Monitor**

The language support teacher (EAL) may record and monitor pupils by:

- Initial assessment in September/October (Primary Assessment Kit, Aistear programme and teacher designed tasks)
  - Follow-on assessment in February (Primary Assessment Kit)
  - Teacher observations
  - Teacher questioning
  - Pupils’ work samples
  - Checklists
  - Meeting with class teacher to discuss progress of the pupils.
  - Reviewing targets in the EAL plan regularly but formally twice a year – in February and June. A review document for EAL support can be filled in and uploaded to Aladdin under the relevant pupil’s name. (See Appendix 3)
  - End of year assessment/progress assessment: Standardised Testing (if applicable teacher-designed assessment tests, Primary School Assessment Kit and/or Aistear checklists)

➤ **Reviewing**

Pupil’s targets in their EAL plan will be reviewed regularly. The EAL plan will be formally reviewed twice a year, in February and June.

➤ **Standardised testing**

In reference to Circular 0056 / 2011 : *“Pupils may be excluded from the test if in the view of the school principal they have learning or physical disability which would prevent them from attempting the test, or in the case of migrant pupils, where their level of English is such that attempting such a test would be inappropriate.”*

Those who have not reached level A1.3 of the language proficiency benchmarks in The Primary Assessment Toolkit may not be tested with standardised tests. Completing standardised testing will be at the discretion of the Principal and the Class teacher for relevant EAL pupils. This will be discussed during staff meetings/CP hours prior to May when Standardised Tests are administered. It may be appropriate, at this point, to utilise other forms of testing: diagnostic, SET designed-tests etc.

**Success Criteria**

- Children are happy and confident.
- Pupils make good progress towards being confident English speakers.
- Staff are confident in meeting the needs of EAL children.

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- Parents/ Guardians support their child’s learning and will approach the class teacher for advice if and when necessary.

**Communication with Parents**

- Bandonbridge N.S. acknowledges the importance of communication with and involvement in school of parents of EAL pupils.
- A welcoming school environment facilitates parental contact with the school. Appointments can be made to speak with principal, class teacher/EAL teacher if necessary, at a mutually convenient time for all.
- Parental involvement in school events is sought and appreciated . All parents are part of the Parents Association and are encouraged to be active members.
- If necessary, parents will receive communication e.g. email, translated into their language from the class teacher/EAL teacher.
- A beginning of year presentation will be made available to all parents in Junior Infants.
- Parents will be invited to a Parent-Teacher Meeting in February and if necessary, translation will be accommodated.
- End of year reports may be translated for some families into their home language to ease understanding of this report.
- Parents receive monthly Newsletters and are actively encouraged to look at the school’s website.
- Parents are asked to sign up to Aladdin connect which enables the school to have correct current contact details. Teachers can directly contact parents through Aladdin.

**Review of Policy**

The EAL policy has been part of the Inclusion of Children with Special Education Needs Policy in Bandonbridge N.S.

In October 2020, a separate EAL Policy was completed.

The Principal and Support co-ordinator will initiate a review of the policy in September 2021 unless the need arises and/or legislation changes.

**Ratification and Communication**

A copy has been given to the Board of Management and each staff member. A copy will be kept on file at the school and parents/guardians will have access to the policy on the school website.

Signed : \_\_\_\_\_  
Chairperson B.O.M Cyril Fair

Signed : \_\_\_\_\_  
Principal Ms. Fiona Giles

**Date:**



**Appendix 2**

Language Support Plan (EAL) - Classroom Support		
<b>Pupil's Name:</b>	<b>D.O.B:</b> <b>Age:</b>	<b>Start Date of Plan:</b> <b>End Date of Plan:</b>
<b>Special Education Teacher:</b> <b>Class Teacher:</b>	<b>Class:</b>	<b>Home Language(s):</b> <b>Main communication language at home:</b>
<b>Student's Strengths:</b>		<b>Priority Concerns:</b>
<b>Other Relevant Information/Possible Reasons for Concerns:</b>  •		
<b>Long Term Targets we would like to achieve:</b>  Parents(names), Class Teacher (name), SET(name) have agreed to enable Pupil (name) to :		
Short-term targets and strategies:		Staff Involved:
<b>Target:</b>	<b>Activities and Strategies:</b> <b>Member Responsible</b>	<b>Staff</b>  <b>Key : Date</b>  → =Emerging √ = Achieved X = Not achieved
<b>1.</b>		
<b>Review Target 1.</b>		
<b>2.</b>		
<b>Review Target 2.</b>		
<b>3.</b>		
<b>Review Target 3.</b>		



Parents/Guardians were informed of supports in place from this plan on

\_\_\_\_\_

School Staff: \_\_\_\_\_

Review Date: \_\_\_\_\_

**Outcome of Review:**

New Classroom Support Plan to be agreed (EAL)	<input type="checkbox"/>	Classroom Support Plan no longer necessary (EAL)	<input type="checkbox"/>	School Support Plan to be initiated.	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist _____	<input type="checkbox"/>
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### Appendix 3

Language Support Plan (EAL) - Classroom Support				
REVIEW				
Name:	Age:	DOB:	Class:	Today's Date:
Student's Strengths/Progress Made:				
Any Concerns/Continued Concerns:				
Possible Reasons(We think it may be happening because...):(Essential references: SEN- A Continuum of Support: Resource Pack for Teachers (pages 2 to 16); BESD: A Continuum of Support: Guidelines for Teachers (pages 64-69))				
Targets we want to achieve:				
Strategies we will use: (SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122)				
Parents were consulted on _____ via _____				

Outcome of Review:							
New Language Support Plan to be agreed	<input type="checkbox"/>	Language Support Plan no longer necessary	<input type="checkbox"/>	School Support Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>
Next Review Date:							




**Children are rated on the following scale:**

1. No knowledge of vocabulary
2. Some knowledge of vocabulary (e.g. Can point to named object)
3. Good knowledge of vocabulary (e.g. can name items)
4. Very good knowledge of vocabulary
5. Excellent knowledge of vocabulary