



## Errigal College Letterkenny

### English as an Additional Language Policy

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# 1. Rationale

## Our Mission Statement:

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*To enable each student to achieve his/her educational potential, in partnership with parents, based on the principles of caring, dignity, mutual respect and equality.*

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We are an ETB school, state, co-educational and multi-denominational, underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect



The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Errigal College. 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 students develop the competence to use English confidently in order to access the curriculum and reach their full potential. Errigal College 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.

In Errigal College, we acknowledge students' 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, both socially and academically, within the school system. We welcome students from all over the world, making our school a global microcosm. In recent times, we have seen a notable increase in the number of Ukrainian & IPASS students, contributing to the international flavour of our community.

## 2. Aims

In Errigal College, we are committed to providing appropriate provision of teaching and resources for students for whom English is an additional language and for raising the achievement of all students.

The aim of our EAL provision will be to successfully bridge any gap in fluency of English between students for whom English is the language of communication in all spheres of their life and those students for whom English is simply one of the languages of communication in their lives.

We aim to:

- Identify individual EAL learner's needs.
- Recognise the talents and skills they bring to the school.
- Respond to the needs of the EAL learner.
- Support EAL learners in accessing and engaging with the school curriculum.

## 3. The Role of the EAL Coordinator

The EAL coordinator is responsible for coordinating the provision for EAL students. This involves assessing new arrivals, ensuring they are appropriately welcomed to the school and placed in any EAL support classes where necessary. The EAL Coordinator helps to bridge the gap between students, their families and the school community, providing support to ensure that EAL students access the curriculum and reach their full potential.

The duties of the coordinator are:

- To create and maintain a school register of EAL students.
- To communicate the needs of students to teachers.
- To informally assess new students.
- To organise formal assessments for all EAL students twice a year.
- To advise and collaborate with SNA's around the needs of individual students.
- To facilitate monthly meetings with the EAL team.

## 4. The Role of the EAL Teacher

EAL support teachers are appointed to assist schools in providing additional EAL support teaching for students. The EAL student remains the responsibility of the subject teachers at post primary level who will work closely with the EAL support teachers. In collaboration with parents and mainstream class teachers, EAL support teachers identify students requiring additional language support, assess students' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor students' progress. They share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency.

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

- Identifies student's requiring additional language support.
- Assesses the student's proficiency in English using the assessments tasks from the Post - Primary Schools EAL Assessment Kit.
- Supports the student's needs in targeted, EAL class groups or whole class settings.
- Records and monitors the student's progress.

## 5. The Role of the EAL SNA\*

The role of the EAL (English as an Additional Language) Special Needs Assistant (SNA)<sup>1</sup> is integral to ensuring that students with diverse linguistic backgrounds receive the necessary support in an inclusive educational setting. EAL SNA's work closely with EAL students who have limited English proficiency.

Their responsibilities include:

- Providing one- to - one or small group assistance,
- Supporting any EAL/SEN students who need assistance in class,
- Making the EAL team aware of any issues/concerns their students may have.

EAL SNAs also collaborate with classroom teachers, EAL Coordinators, and other support staff to create a supportive and inclusive learning environment where every student can thrive academically and develop the language skills needed to succeed in school and beyond.

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<sup>1</sup> This support is a temporary provision intended to help EAL students acquire the language skills to access the curriculum. It is typically offered until the student no longer requires additional language support in class. See Appendix 2

## 6. Organisation of Teachers

In Errigal College, EAL teachers, mainstream teachers and SEN teachers work together as part of a Support Team. The student remains the responsibility of the mainstream class teacher who will work closely with the Support/EAL teacher.

## 7. Assessments

All EAL students are entitled to assessments as required. This includes an initial interview assessment within the first two to three weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored. Initial assessment will be undertaken by the EAL coordinator, and all staff will be informed of assessment outcomes.

Students will be formally assessed twice a year using the Post-Primary Assessment Kit placement tests. The students will be assessed in four areas: listening, speaking, reading and writing. The first assessments will take place in October and the second assessments will take place in May each year. Students who join the school after the first round of assessments will be informally assessed in their EAL class. Teachers will use the Common European Framework of Reference ([CEFR](#)) to monitor and record each student's progress.

## 8. Appendix

### Appendix 1

Common European Framework of Reference (CEFR): [CEFR Descriptors](#)

### Appendix 2

[Supporting Ukrainian and International Protection students with special educational needs for 2023/2024 school](#)