

GAIRMSCOIL MHUIRE

ENGLISH AS A SECOND LANGUAGE POLICY

**ADOPTED BY THE BOARD OF MANAGEMENT
11/10/2011**

**APPROVED BY CO. GALWAY VEC
16/12/2011**

**THIS POLICY HAS BEEN PREPARED IN CONSULTATION WITH PARENTS, STUDENTS, STAFF,
THE BOARD OF MANAGEMENT AND COUNTY GALWAY VEC**

INTRODUCTION

English as a Second Language (ESL)

Given the complexity of the challenge facing students from immigrant background in acquiring both the language of instruction and the academic subject content required by the curriculum, the term **English as a Second Language (ESL)** is used in opposition to the recent appearance of the term, **English as an Additional Language (EAL)**.

The curricular and school-centred linguistic demands of acquiring English as the language of instruction are both so enormous and unrelenting that many language support teachers and coordinators consider that the use of the word '*Additional*', with its notional undertones of choice, fails to capture the complexity of the process.

Some terminology:

ESL - normally used when referring to the teaching of English, in an English-speaking country, to people whose native language is one other than English.

- **EFL** commonly used when referring to the teaching of English, in a non-English-speaking country, to people whose native language is one other than English.
- **ESOL** is the acronym for English to/for Speakers of Other Languages. Some prefer this term to the traditional ESL and EFL, as it takes into consideration that some learners may already speak a second language, i.e., they may be working on their third, fourth or fifth language.
- **EAL** – English as an additional language is the preferred term for ESL in the UK. It is also the term which is used by DES and the NCCA.

CREATING AN INCLUSIVE SCHOOL ENVIRONMENT

An inclusive school environment is one which reflects values and affirms linguistic, ethnic and cultural diversity.

Our school is committed to creating an inclusive school environment which promotes parental involvement, provides equality of curriculum access and facilitates professional development opportunities for all staff.

Pupils are encouraged and facilitated to maintain a connection with their own culture and language.

THE ROLE OF THE ESL SUPPORT TEACHER

The ESL support teacher is appointed to assist the school in providing **additional** ESL support teaching for pupils.

The ESL pupil remains the responsibility of the subject specialist teachers who will work closely with the ESL support teachers.

In collaboration with parents and mainstream class teachers the ESL support teacher will identify pupils requiring additional language support, assess pupils' proficiency in English

using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor pupils' 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.

See Circular 0015/2009

ROLE OF PARTNERS IN THE ESL & SEN TEAM

Parents

Parents, through their unique knowledge of their own child have much to contribute to their child's learning programme. Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties in their child at home. In all cases where screening, assessment and profiling is being conducted parents are consulted and their permission sought.

The SEN department advocates a partnership of collaboration and co-operation with parents of students with SEN.

Students

The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle that underpins effective ESL provision. Students are encouraged to contribute the learning targets as set out in the Individual Learning Plan (ILP), and to develop ownership of the skills and strategies that are taught.

Classroom teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class. It is particularly important that all class teachers create a classroom environment that accommodates and takes cognisance of and language difficulties. A key element of successful ESL provision is a high level of consultation and co-operation between the class teacher and the ESL & SEN teaching team. The class teacher is welcome to contribute to the learning targets set out in the ESL student's ILP.

Guidance Counsellors

The Guidance Counsellors role within the ESL team consists largely of the following functions:

- Counselling in personal, educational and career development
- Personal and social development
- Psychological testing
- Career information management
- Vocational preparation – job search skills, preparation for work experience
- Referrals to other professionals and agencies
- Evaluation of the guidance and counselling needs and services

Board of Management (BOM)

The Board of Management has an important role in developing, supporting and monitoring school policy on Special Education Needs provision. The BOM oversee the development, implementation and review of school policy on ESL, ensure

adequate accommodation and teaching resources and provides a secure facility for the storage of records in respect of ESL students.

ALLOCATION OF RESOURCES FOR ESL SUPPORT

Fewer than 14 pupils requiring ESL support

Support is allocated on the basis of part-time teaching hours.

Students in need of language support	No. of extra hours	Students in need of language support	No. of extra hours
1	3	8	12
2	4	9	13.5
3	6	10	15
4	8	11	16.5
5	10	12	18
6	10	13	19.5
7	10.5	14	22 (Full Post)

Arrangements for allocation of full-time ESL support posts

The table below sets out the full-time resources that can be accessed to provide ESL support for pupils in the first two years:

No. of posts	No. of pupils that require EAL support
1 post	14 to 30 pupils
2 posts	31 to 90 pupils

School with Significant numbers

No. of posts	No. of pupils that require EAL support
3 posts	91 to 120 pupils
4 posts	121 and over

ESL support for pupils beyond the 2 year period

All applications for ESL support for pupils for an additional year beyond the 2 year period are dealt with on the following basis:

- The application in respect of such pupils must include details of how the school has addressed the language needs of these pupils in the previous 2 years
- The application in respect of such pupils must outline how it is proposed to optimise the opportunities of the pupils for whom an additional year is being sought
- Each pupil for whom ESL support is sought beyond the 2 year period must have an assessment carried out using the Post Primary Assessment Kit. The assessment must have been carried out within 3 months of the date of submission of the application for ESL support to the Department and must show that the pupil has not attained Level B1 proficiency. The actual assessments do not need to be submitted to the Department but retained in the school and kept available for inspection.

If the Department is satisfied that ESL support is required for an additional year beyond the 2 year period then such pupils will be counted on a **3 for 1** basis for the purposes of meeting allocation thresholds for all part-time and full-time EAL support posts (i.e., a weighting system will be applied so that every 3 of these pupils that have already had ESL support for 2 years or more will only count as 1 pupil for the purposes of meeting the allocation thresholds for all part-time and full-time ESL support posts).

MODEL OF ORGANISATION

DEPLOYMENT OF ESL SUPPORT TEACHERS

The school will deploy this teacher allocation having regard to the proficiency levels of individual pupils involved and in line with their evolving needs.

The allocation of ESL support teachers from the Department of Education is based on allowing schools flexibility in the deployment of support.

It is recommended that pupils receive additional ESL support teaching in the classroom or in timetabled ESL lessons for small groups in addition to the support they receive from the class teachers.

Clear and effective arrangements for the identification of pupils requiring support, the assessment of pupils' levels of language proficiency, programme planning, the recording and monitoring of pupils' progress and communication with parents are key features of effective ESL support provision.

IDENTIFICATION OF PUPILS REQUIRING SUPPORT

POST-PRIMARY ASSESSMENT KIT

See

http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/English_as_an_Additional_Language/IILT_Materials/Post-primary/EAL_Post_Primary_Assessment_Kit/EAL_Post-Primary_Assessment_Kit.html

for electronic copy of assessment kit

Post-Primary Assessment Kits are a useful 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.

While at this stage, it is not proposed to oblige schools to base all their applications for ESL support on the assessments carried out using the language assessment kit.

However, schools will be asked to use the assessment kit if they are seeking ESL support for pupils for an additional year beyond the 2 year period.

We in Gairmscoil Mhuire use these assessment kits to determine ESL needs for all pupils

The table below outlines the levels of proficiency that were used when assessing pupils' language ability prior to the publication of the Post-Primary Assessment kits. The table also includes the nearest equivalent levels for those schools using the Post-Primary Assessment Kits.

Proficiency levels used prior to publication of Primary and Post-Primary Assessment Kits			
Level 1		Level 2	
Very poor comprehension of English and very limited spoken English		Understands some English and can speak English sufficiently well for basic communication	
Has competent communication skills in English			
Nearest equivalent levels using Primary and Post-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 have been 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.

ESL support resources are made available for schools catering for pupils with significant English language deficits assessed as having a language proficiency of either Level 1 (0 or A1) or Level 2 (A2) based on the allocation thresholds outlined below.

All documentation in relation to the administration of tests is retained by the school for audit/inspection purposes.

USE OF POST-PRIMARY ASSESSMENT KIT

Four skills

Language proficiency for educational purposes is dependent on the appropriate development of four separate skills – listening, speaking, reading and writing. Assessment is carried out for each skill.

Score and Rating

The lowest level is A1 and, for newly arrived students with no existing English language proficiency, this level becomes the first teaching/learning target.

The highest level used in the language support programme is B1. When students are capable of performing in the assessment tasks at this level, and of achieving the scores indicated, then their full integration into mainstream learning is possible.

The levels A1, A2 and B1 reflect the first three levels of the six-point scale of the *Common European Framework of Reference for Languages*. The three levels of proficiency indicated in the Department of Education and Science Circular 053/07 relate to these levels.

In order to achieve an accurate assessment of a student's ability, each level has been divided into three sub-levels. These three levels reflect the concept of the student's ability to perform a particular task – *with a lot of help, with a little help, and with no help*.

Student profile

Appendix 1 is provided for the development of an individual student profile of proficiency in English. It is inevitable that progress will be made at different rates across the four skills. This sheet allows for successive assessments to be recorded and for progress and achievement relative to the different skills to be immediately apparent.

Administering Tests

All tests are administered as per the guidelines included in the assessment kit

PROGRAMME PLANNING

The objectives of the diagnostic assessments conducted by the ESL teacher are to identify the pupil's learning needs. The information generated by this assessment process is essential for the completion of the student's Individual Education Plan (IEP) and subsequently their Individual Learning Plan (ILP).

Individualised Education Plan (IEP)

Our IEP includes:

- Personal/Background details
- Educational details (primary school details / assessment and learning support details)
- Nature & Degree of Support required
- How Those Needs Affect Educational Development
- Formal test results
- General profile based on formal/informal assessment eg
 - Literacy and numeracy skills
 - Social and Communication skills
- Abilities Skills and Interests
- Learning Needs
- Priority Learning Needs
- Exam supports needed
- Support services involved
- Relevant documentation is also attached to the Plan

Please see IEP template enclosed in Appendix 2

Individual Learning Programme (ILP)

Following the establishment of the IEP / Pupil Profile, the ESL teachers draw up a practical programme of work. This programme of work sets out the short-term targets needed to meet the students learning needs as detailed in the IEP. Class teachers have input into these programmes. It is our hope that parents become part of the ILP process also.

A ILP is written for every student in ESL support every term and a copy is available in each individual student's file.

Each scheme of work includes:

- Targets
- Strategies/Resources used
- Progress/Outcomes

The IEP forms part of the ILP

See Individual Learning Plan template in Appendix 2.

REVIEW/EVALUATION

The progress of each pupil should be monitored on an ongoing basis throughout the instructional term.

Pupil evaluations may help to form the basis of future planning. It is hoped that this review process in the future will include the perspectives of class teachers and parents also.

The primary purpose of this review is to determine whether or not the agreed learning targets have been achieved and to decide the level of support, if any that should be provided in the following instructional term.

COMMUNICATION

ESL & SEN TEAM

- ESL & SEN team teachers meet each week. All members of the team draw up an agenda
- The ESL and SEN teacher meet with the Year Head , Deputy Principal and/or Principal when the need arises.

ESL & SEN PUPILS REGISTER

At the beginning of the new school year, every teacher receives a detailed register of all pupils with ESL & SEN. This register includes:

- Name of pupil
- Category of difficulty
- Support being provided
- Potential areas of difficulty
- Potential provision at State Exams

Parents are informed that this register is given to all teachers and their permission sought in advance.

ESL & SEN INFORMATION BOARD

In the staff room teachers have full access to referral forms.

Reasonable Accommodations in Certificate Examinations (R.A.C.E.) arrangements are posted on this board.

Courses and articles of interest are also posted here and attention is drawn to specific items of interest in weekly staff bulletin.

ESL STUDENTS WHO PRESENT MID-YEAR

- If an assessment is available, with parents' permission, a summary of needs and recommendations is forwarded to all relevant staff
- In the case of students without a psychological assessment, whose profile warrants inclusion in Resource/Learning Support caseload, teachers are notified of need and support

RECORD KEEPING

- A minutes folder is kept recording all meetings by or involving ESL & SEN team / personnel
- The ESL & SEN department maintains an up to date record of all student referrals
- All relevant documentation including every communication with parent, teacher or other is recorded in this file

INDUCTION OF NEW STAFF

As part of the mentoring programme facilitated by the school, new staff is addressed by the resource department and advised formally of current practices in relation to ESL & SEN in school.

REVIEW AND EVALUATION OF THIS POLICY

The implementation, monitoring and review of this policy will be done by senior management in conjunction with the staff, parents and the board of management on an ongoing basis. It is envisaged that the policy would be reviewed on a formal basis two years after the date of adoption by the board of management.

Date adopted by the Board of Management 11/10/2011

Signed

Chairperson Board of Management: _____ **Date:** _____

Appendix 1 Student Assessment profile

The individual profiling form on the following page allows for a student's proficiency to be recorded in relation to performance in tests.

The sheet is divided into columns which represent the three main levels, A1, A2 and B1. Each of these levels is subdivided into three to allow for accurate monitoring and to reflect the scoring of assessment tests. Progress can be recorded by shading the relevant boxes (example 1), drawing a line through the boxes (example 2) or ticking (example 3). Shading and using a continuous line both allow for partial proficiency at a level to be recorded.

Information should be entered with the date of the assessment. It is important to note that the rate of progress demonstrated by students in the different skills of language will generally differ. Reading and listening may develop more quickly than speaking and writing.

Example 1 (shaded profile)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening				12/9
Speaking				22/9
Reading				25/9
Writing				28/9

Example 2 (continuous line)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening				12/9
Speaking				22/9
Reading				25/9
Writing				28/9

Example 3 (ticking)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening	√	√	√	12/9
Speaking	√	√		22/9
Reading	√	√		25/9
Writing	√			28/9

Note: Testing in the different skills need not be conducted during a single assessment session. It is quite appropriate to administer tests at intervals which fit into the teaching programme, recording the dates to show when the assessment was carried out.

APPLICATION FOR ADDITIONAL TEACHING HOURS FOR 2010/11 TO MEET THE NEEDS OF PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

SCHOOL NAME _____ **Roll No.** _____ **V.E.C. Name** _____

(in the case of a VEC school)

Please submit typed version of this form

PUPIL NAME		NATIONALITY	DATE OF BIRTH	ENROLMENT DATE IN SCHOOL	YEAR OF ARRIVAL IN IRELAND	SCHOOL PROGRAMME CODE*		NO. OF YEARS SUPPORT RECEIVED BY PUPIL**
SURNAME	FIRST NAME					CODE	YEAR	

* Programme Codes [View File](#)

** Support provided in other schools (including primary schools) should be included here.

I certify

- (i) the above information is correct;
- (ii) the pupils have significant English language deficits;
- (iii) that any additional resources allocated on the basis of this application will be used to support the needs of the pupils as listed;
- (iv) that records of the programmes drawn up to meet the needs of the pupils will be retained in the school for inspection;
- (v) any additional teacher allocation approved on foot of this application is subject to the actual attendance by the pupils as listed above.

Signature of School Principal: _____ **Date** _____

Signature of C.E.O. _____ **Date** _____

(In the case of VEC schools, each application must be signed by both the School Principal and the C.E.O.)

Applications should be submitted by registered post to Post Primary Teacher Allocation Section, Department of Education and Science, Cornamaddy, Athlone, Co. Westmeath.
Form NN-10/11

Individual Education Plan Personal/Background Details

Personal/Background Details					
Name of Student:		Class:		DOB:	
Name of School:		Principal:		Year Head:	
Class Tutor:		SNA:		SENO:	
Name of Parents/s, Guardian/s:					
Date:					
Previous Support eg National School, outside agencies etc					

Nature & Extent of Language proficiency & how this Affects Educational Development

Nature & Extent of Language proficiency & how this Affects Educational Development	
Proficiency Level	
Impact /Affects	

Present Level of Educational Performance: Student Profile

Formal Assessment Outside Agency			
Date	Name of Test	Administered by	Outcome

Formal Assessment School Based			
Date	Name of Test	Administered by	Outcome

Informal Assessments – Observations from Student, Parents, Teachers & SNA	
Social Communication Skills	
Literacy Skills	

Mathematical Skills	
Access to Curriculum	
Learning style and Interests	
Additional Information about Education & Care	
Attendance	

Abilities, Skills, Talents	
Learning Needs	
Priority Learning Needs	
Exam, Subjects, Levels & Special Accommodations	
Support Services	

Individual Learning Programme

Targets	Strategies/Materials	Who	Date	Progress/Outcomes Key: → = Emerging

Signed Staff:
Parent:
Student:
Proposed Review:

Date:
Date:
Date:
Date: