



E.A.L Policy
(English as a Foreign Language)
St John's National School,
Breaffy,
Castlebar,
Co Mayo.

Compiled November 2016

Reviewed November 2017, 2018, 2019, 2020, 2021

Full review and updating took place on 5/11/2021

Our EAL policy was reviewed in April 2016 by EAL focus group and was presented to staff in May 2016.

A further review took place on November 18th 2016. This review was facilitated by a PSDT Advisor and attended by the SEN Team & the Principal. This policy was drawn up on November 21st 2016.

An annual review takes place during term 1 of each year.

A full policy review and SET staff training day was facilitated by Sarah Behan from PDST on 5/11/2021

St. John's National School.

St John's N. S. a mixed school situated two miles east of Castlebar in Breaffy on the main Castlebar - Galway road. This year there are 27 teachers (16 classroom teachers, 8 SETs, an ASD teacher, a CLASS teacher and an administrative principal. We have 424 pupils on roll. The nationalities of our pupils this year are: Irish, English, Polish, Russian, Latvian, Lithuanian, Nigerian, Pakistani, Slovakian, South African, Bulgarian, Portuguese, Canadian, Sudanese and Indian. 15 nationalities in total are represented in our school. 57 of our pupils can be identified as being born abroad or born in Ireland to parents from another non English speaking country. This makes up 13.5% of our school population.

There are 27 pupils in receipt of EAL intervention from a SET. 8 pupils in Jnr Infs, 12 in Senior Infs, 3 in 1st Class, 2 in 2nd Class, 1 in 5th Class and 1 in 5th Class. The nationalities of our pupils in receipt of EAL tuition this year are: Polish, Russian, Syrian, Latvian, Lithuanian, Pakistani, Saudi Arabian, Bulgarian, and Indian.

Introductory Statement

The purpose of this policy is to provide guidelines to school staff on delivery of our EAL policy. This policy will set out clear guidelines on for a new EAL junior infant and for when an EAL pupil joins any other class in our school.

EAL pupils are identified on enrolment by the Principal. When transferring from another school in Ireland the Principal will request EAL attainment records from the previous school. In the event of these test results being unavailable the PSAK placement assessment will be administered within six weeks of enrolment. These results will be recorded in the pupil's file and stored in the school office.

This policy was devised following a consultative process with all interested parties, EAL focus group May 2016, SEN staff Review following PDST in-service & Training in EAL and is guided by the relevant Department of Education & Science publications including

- Circulars (07/2012, 0056/2011 & 0015/2009 DES),
- Primary School Assessment Kit (DES 2007),
- The Toolkit for Diversity in the Primary School (DES 2007), Intercultural Education in the Primary School - Guidelines for school (NCCA 2005) and Up and Away (IILT 2006).

Initially an EAL focus group from staff members was established in February 2016 to look at the area of EAL in our school. Further to this, this EAL policy was drafted. PDST gave in school support to the SEN team on November 18th 2016. This policy was then updated by Mrs. Mairead Murphy and Mrs. Patricia Ryder on November 21st 2016. Our EAL Policy when compiled was shared with all staff at a staff meeting in September 2016 and was approved by our BOM in October 2016. Arising out of the PDST in-service requested by the SEN team it was decided to further review our EAL Policy. A second PDST in-service day for EAL has been requested. A full policy review and SET staff training day was facilitated by Sarah Behan from PDST on 5/11/2021. An annual review takes place during term 1 of each year.

Rationale

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an additional language and also on how best to accommodate and fully include EAL pupils who now form a significant cohort of our school population. We have many nationalities in our school community Irish, English, Polish, Russian, Latvian, Lithuanian, Nigerian, Pakistani, Slovakian, South African, Bulgarian, Portuguese, Canadian, Sudanese and Indian. 15 nationalities in total are represented in our school. 57 of our pupils can be identified as being born abroad or born in Ireland to parents from another non English speaking country. This makes up 13.5% of our school population. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service.

This policy was drawn up in order to:

- Promote and facilitate the inclusion of all children in St John's Breaffy Primary School.
- Promote the EAL pupils' development of English Language proficiency so that they can gradually gain access to the curriculum.
- Ensure the pupils are encouraged and facilitated to maintain a connection with their own culture and language.
- Nurture each child to develop his/her potential in a caring environment where the talents of each child are valued.
- Support the inclusive culture and welcoming pupils of other nationalities to our school.

Aims and Objectives

At St John's N.S we acknowledge children's differing cultures, backgrounds and language. We will respect their right to maintain their own language. We will endeavour to support their language acquisition in English to enable them access the curriculum.

The main aim of this policy is to create an inclusive school environment which reflects and affirms linguistic, ethnic and cultural diversity and the ethos of our school.

The EAL programme enables pupils 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 are committed to provide appropriate provision of teaching and resources for EAL pupils and to raising the achievement levels of the school population.

St John's NS, Breaffy ideally hopes to achieve the following by the implementation of this policy

- To enable pupils of ethnic minorities to have a sense of belonging
- To encourage social inclusion of EAL pupils and to develop mutual understanding and respect of their culture and ours.
- To provide supplementary teaching and additional support and resources for those pupils for who English is an additional language.
- To maximise the progress, academic attainment and personal achievement of EAL pupils throughout the curriculum
- To promote the welfare of EAL pupils within the school by valuing and raising an awareness of ethnic, religious, cultural and linguistic diversity in the school.
- To promote effective home school links and increase parental involvement among parents of children for whom English is an additional language.
- To ensure that EAL children use English confidently and competently
- To provide as much and as often as possible opportunities for meaningful interaction in the form of collaborative work and partnership work, where EAL pupils can mutually support and learn with others.
- To promote collaboration among teachers

Communication with Parents

St. John's National School, Breaffy acknowledges the importance of communication with and involvement in school of parents of EAL students.

School efforts in this regard are once again informed by IILT publications and 'Up and Away' language programme. A welcoming school environment facilitates parental contact with the school. Appointments can be made to speak with Principal, Class/SETs. Parental involvement in school events is sought and appreciated.

Parents are encouraged to continue the development of their child's first language. Parents will be encouraged to share their culture with the school. Parents will be encouraged to continue the development of their child's first (or additional) language. It is imperative that the children retain their first (or other) language.

Communication Strategies:

- Induction meetings for new pupils
- Parent-Teacher meetings
- Incidental meetings with their son's classroom teacher / support teacher.
- The school will endeavour to translate all communications with parents into their native language using the google docs. translate feature.

Role of the SET.

The primary responsibility of the SET is to promote the pupil's development of English language proficiency so that he or she can gradually gain access to the curriculum, ultimately achieving the same educational opportunities as English speaking peers. This is achieved by:

- Preparing the pupil on an ongoing basis to access mainstream learning, initially, in part and later, more fully
- Helping pupils to develop appropriate strategies and skills to support future formal education in general.

In collaboration with parents and mainstream class teachers SETs

- identify pupils requiring additional language support,
- Assess pupils' proficiency in English using the assessment materials in PSAK.
- Devise pupil SSPs with specific language programmes for individual pupils/groups.
- deliver the appropriate Language support Programme
- Record and monitor pupils' progress.

They share their expertise with mainstream class teachers and assist in developing and dissemination good practice to support the development of students' English language proficiency." Circular 0015/2009

The SET however, cannot teach the curriculum and this remains the role and responsibility of the mainstream teacher (Up and Away p. 5)

"The principal objective of the language support programme is to integrate the pupil as quickly as possible into all mainstream learning and activities of the school." (Up and Away p. 20). This will be done through a combination of withdrawal and in-class support in consultation with the class teacher

Collaboration between the SET and the Class Teacher

By working together SETs and Class Teachers can ensure that the child is helped to integrate into the learning environment and the social life of the school.

- Mainstream class teachers keep the SET informed, on an informal basis, about forthcoming themes or units of work in the different subject areas and about how the EAL pupil is reacting in class and coping with interaction with peers.
- Mainstream class teachers also monitor the EAL pupils' progress in the mainstream setting and the areas that need attention are discussed with support teacher and targeted in SEN setting or through in class support/ team teaching.

All teachers with responsibility for EAL pupils will endeavour to promote the development of English Language Proficiency. Pupil progress is monitored and recorded informally and formally using PSAK and "Up and Away" checklists.

Teachers of EAL pupils will therefore:

- Encourage EAL pupils to speak English at all times while in school while acknowledging and respecting their first language.
- Be aware of the language demands of the Curriculum, including subject specific vocabulary in subjects such as Maths, Geography, and History & Science. An EAL pupil may require certain phrases, terminology or key words to be pre-taught in higher classes.
- Be aware of the necessity to explain vocabulary whose meaning is not immediately apparent from context.
- Differentiate planning and teaching to take into account the learning needs of EAL pupils.
- Provide opportunities to engage in pair/group work with English speaking peers who will provide useful role models.
- Where necessary support understanding through the use of gestures, visual clues etc.
- Use concrete materials to promote the understanding of mathematical concepts and be aware of the need to constantly reinforce the language of Mathematics.
- Speak clearly and at a steady pace to ensure the EAL pupils can follow directions and material being taught, with repetition if required.
- Provide constructive and affirmative feedback for all work as is good practice

Organisation of EAL Support in this school

Department of Education & Science Guidelines have directed that specific Language support if provided be subsumed within general learning support allocation (GAM). Schools now have the autonomy on how to deploy resources between language support and learning support/resource depending on their specific needs (07/2012, DES). Decisions regarding language tuition for EAL pupils will be made on a yearly basis with due regard being given to the needs of EAL pupils and the availability of resource time. All options to maximize benefits of support time while also catering for language needs of EAL pupils will be considered.

- EAL pupils once identified are assessed in the proficiency of English language outside the classroom.
- Pupils who have less than B1 proficiency in English (based on the Primary School Assessment Kit), may be withdrawn from class on a timetabled basis, or provided through in-class support.
- EAL teacher arranges timetable to ensure all qualifying children are receiving appropriate support as far as possible. It may be possible to cater some for EAL provision within GAM/LITH hours of some EAL pupil's own hours.
- Flexibility in the delivery of language support is facilitated and various models of support are delivered, depending on the child's age, class and learning requirements.
- Pupils are withdrawn from class and work is completed in small groups. In-class support also takes place in all junior classes through team-teaching approaches. Supported small group work also takes place weekly in all junior classes as part of an integrated curriculum (Aistear)
- The Aistear themes in our school link closely to EAL language themes.

- In the senior classes children are usually withdrawn in small groups if teacher/ test results or in class support recognises a need.

Identification of Pupils Requiring EAL Support.

Our enrolment application form furnishes the school with information regarding the child's nationality, country of birth; date child arrived in Ireland, child's first language and language spoken at home. This will assist with early identification to support the EAL pupil's language needs.

The language support programme aims to integrate the pupil as quickly as possible into all mainstream learning and activities of the school. Pupils are identified for language support through the following process:

EAL protocol for New Junior Infant or other pupil joining our school.
(Mid- year enrolment is not counted as year one of EAL support.)

- Enrolment form identifying EAL need.
- Previous school EAL information and test results requested by Principal.
- Initial Parental interview with relevant SEN teacher. Appendix 1
- Initial Pupil interview 'Up and Away 'Page 21
- Class teacher fills out Appendix 2 & 3 during settling in period. (observation)
- Appendix 4 completed by Class teacher and SEN teacher (every term)
- PSAK assessment completed after settling in period (4 weeks)
- End of year 1 Set 2 PSAK May in line with standardised test timeframe.
- End of year 2 Set 3 PSAK May in line with standardised test timeframe.
- PSAK results sheet must go in pupil's main file and results must be noted on individual tracking sheet (p20, PSAK) along with relevant Appendices 1-4.
- In our school EAL provision is carried out by all SEN/ EAL teachers where possible with their 'banded' class teacher(s). This model will be assessed each year by the SEN team as to maximise effective support.

Class Teachers with EAL Pupils in their Class

Mainstream classroom teaching themes are where possible aligned with the thirteen units of work of the EAL programme. These themes tie in with our Aistear Programme which is appropriate for EAL delivery through inclass support.

These units are:

1. Myself
2. Our school
3. Food and clothes
4. Colours, shapes and opposites
5. People who help us
6. Weather
7. Transport and travel
8. Seasons, holidays and festivals
9. The local and wider community
10. Time
11. People and places in other areas
12. Animals and plants
13. Caring for my locality

Following initial assessment and observation, and gathering of information from parent's interview, a pupil profile and IPLP is compiled and a copy given to the relevant class teacher. Objectives and targets are designed based on the level of proficiency achieved in PSAK testing. Parents are invited to discuss their child's progress at November Parent Teacher meetings.

- Formal testing of the pupil using the Placement Set of the Primary School Assessment Kit takes place within 4-6 weeks of their arrival in the school.
- The SEN/EAL support teacher uses Set 2 of the PSAK to assess progress at the end of the first year of EAL instruction.
- The SEN/EAL support teacher uses Set 3 of PSAK to assess progress at the end of the second year of EAL instruction.

When a pupil has achieved level B1.3 in all language skills, i.e. the receptive language skills of listening and productive skills of spoken interaction, spoken production, reading and writing (*Up and Away P36*), then he/she is deemed to have achieved the minimum level of proficiency to access the curriculum in the mainstream setting and is no longer entitled to receive language support.

(NB Jnr & Sen Infants are only tested on listening and speaking skills)

Allocation of additional support for pupils who require EAL support for more than 2 yrs is done in consultation with the Class teacher and SEN team. This decision is based on PSAK test results, MIST results for Senior Infants and standardised test results for 1st to 6th Classes.

Irish Exemptions

"There is no evidence that younger students have any problem with learning Irish with their peer group", (Up and Away pg. 9). The normal criteria for Irish exemptions apply to EAL students. According to the Department of Education and Skills, students aged 11 years or over coming to Ireland whose education was received outside Ireland are entitled to an exemption in Irish.

Standardised Testing

In reference to Circular 0138/2006, "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 newcomer pupils, where their level of English is such that attempting such a test would be inappropriate. Any decision to exempt a pupil from the standardised test will be taken in consultation with parents." This must be recorded on main file by SEN teacher on tracking sheet. It is generally accepted that pupils who have not reached level A1.3 of the language proficiency benchmarks will not be tested with standardised tests.

Parent Teacher meetings are scheduled for each November and parents are accommodated if they wish to bring an interpreter. Parents/teachers are in regular contact should the need arise.

Programme Planning

All programmes are planned and delivered in accordance with the English Language Proficiency Benchmarks as outlined on p 36 - 56 "Up & Away"

Recording and monitoring of pupils' progress

With reference to Circular 0015/2009: All documentation in relation to the administration of tests must be retained by the school for audit/inspection purposes.

- PSAK assessments are kept by the SETs in their rooms and a copy of results is furnished to the class teacher.
- The SET assigned to particular pupil is recorded on Aladdin and on SSP for tracking purposes from May 2012
- Appendixes 1-4 also go on main file as they are used and noted on tracking sheet.

Individual teacher planning and reporting

SETs design an Individual SSP for each EAL pupil attending EAL support in September and February

Resources

SETs in collaboration with class teachers make requests to the principal regarding the purchase of resources, books and materials used in language support. EAL resources are purchased out of our DEIS Grant in a targeted way such as Aistear, jigsaws, board games and other resources. We will endeavour to source dual language books and dictionaries.

Here is a list of current resources in use by Sets:

Dual Language Books	EAL Language Builder	Support for Basic Grammar - 9 areas
English Language Toolkit Books 1-6	Up and Away	EAL Language Builder Books 1-3
PSAK	Laminated testing sheets for PSAK	English Language Learners
Jump Aboard	Reading for meaning	New Cloze Books 1-5
Comprehension Skills	Collins Primary Literacy	Key Word Sentences
Early Years Themes	Listening Comprehension	My First English Book
Teacher designed resources	ELSTA Website resources	ICT

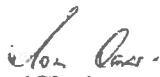
Roles and Responsibility

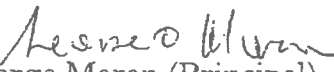
The school Principal will monitor the implementation of the plan. It will be reviewed annually. This review will evaluate the success of the policy any new initiatives and /or directives will be included. All teachers will be responsible for implementation of the policy. EAL provision is included in SEN caseload distribution on a whole school basis.

Ratification & Communication

Policy ratified by BOM on 22/11/2021 and circulated to all school personnel on _____

Implementation Date; 22/11/2021


Tom Canavan (Chairman BOM).


George Moran (Principal)

Reference Section

- Circular 15/2008 Meeting needs of pupils learning English as an Additional Language, DES
- Intercultural Education in the Primary School, Guidelines for schools, NCCA, 2005
- Primary School Assessment Kit, DES, 2007
- Toolkit for Diversity in the Primary School, 2007
- Up and Away, IILT, 2006
- Intercultural Guidelines for Schools, INTO
- Circular 138/2006 Supporting Assessment in the Primary School, DES

Appendix 1

Carried out by relevant SEN teacher shortly after enrolment.

Questionnaire for Newly Enrolled Pupils (EAL)
St John's N.S., Breaffy, Castlebar, Co. Mayo.

Our Enrolment Form (2016) supplies information regarding the Child's Nationality, Country of Birth, and Child's first and second language, Languages spoken at home and Child's Religion.

Name of Pupil _____ DOB _____

The following questions will help with assessing the child's language needs and can be asked as the child is being enrolled in St John's N.S.

1. How long has your child lived in this country? _____
2. What language(s) do you speak to your child? _____
3. What language does your child speak to other people? _____
At home? _____
4. What languages can your child read and write? _____
5. Did your child attend playschool? _____ Where? _____
6. Does your child speak English at home? _____ Watch English television? _____
7. What does your child like to do? _____
8. Does your child tell you stories about his/her day at school? _____
9. What are his/ her favourite subjects in school? _____
10. Would you be interested in adult English lessons? _____
11. Any Additional Information.

--

Appendix 2

Carried out by Class teacher during first 4 weeks

Initial Mainstream classroom observation of language support pupil

Name _____ Date _____

Class _____ Teacher _____

Activity	No. Of Examples ^	No Response	Poor Response	Good/ Average Response
Evidence of Social Relationships in the classroom				
Use of English with Peers				
Engagement with others in group work				
Following Teachers Instructions				
Answering teacher's questions				
Asking for clarification				
Taking cues from other pupils				
Evidence of personal strategies for dealing with classroom learning				
Completing tasks assigned during class				
Evidence of previous learning retained and used				
Comment				

Appendix 3

Carried out by Class Teacher in settling in period -first month.

Initial needs Analysis for Language Support Pupil-

Information from the mainstream class teacher to guide the delivery of language support

Class: _____

Name of teacher _____

Name of Pupil _____

Date _____

	Yes	No	Sometimes
Is there evidence of the pupil mixing with other pupils?			
Has this pupil ever volunteered information in class?			
Has this pupil asked for clarification or help in class?			
Can you see evidence of this pupil making progress in classes generally?			
Have you got insights into what this pupil knows in different subjects?			
What subject areas does this pupil seem most comfortable with?			
What subject areas are causing the most difficulty for this pupil?			
Please indicate any particular areas that would benefit from language support in the next 6-8 weeks(If appropriate, name of textbook and chapter would be helpful)			

Appendix 4
Class Teacher & SEN Teacher -to be completed termly.

Ongoing needs Analysis for Language Support Pupil-

Information from the mainstream class teacher to guide the delivery of language support

Class: _____

Name of teacher _____

Name of Pupil _____

Date _____

	Yes	No	Sometimes
Is there increased evidence of the pupils mixing with other pupils?			
Is this pupil responding appropriately in class?			
Does this pupil ask for explanation or clarification in class or individually after class?			
Can you see evidence of this pupil making progress in classes generally?			
Is this pupil doing homework and any other work that is assigned?			
In which subject is this pupil performing well or at a satisfactory level?			
What subject areas are creating the most difficulty for this pupil?			
Please indicate any particular areas that would benefit from language support in the next 6-8 weeks(If appropriate, name of textbook and chapter would be helpful)			

English as an Additional Language Review- 10/10 /2016

At our September staff meeting we agreed to have an intercultural/diversity week to recognise the multi-cultural diverse school population (January 23rd). At our October staff meeting we noted need for EAL co-ordinator to co-ordinate resources, assessment, records etc. This has already been identified as a school need and will feed into current ISM process.

		Working well	Needs Attention	Worth trying
1	Our school has a written policy in relation to language support and/or intercultural education		*	
2	Whole school policies and plans include strategies for differentiation and inclusion		* presently	
3	The child's first language and culture is respected in school		*	
4	For additional language support, we prioritise children most in need.	*		
5	We use the Primary School Assessment Kit (PSAK) to help identify children most in need of support. <i>Resources</i>	*		<i>Extra copies of Eel assessment/ programme & laminated colour cards.</i>
6	We use the PSAK to inform our planning, teaching and learning	*		
7	The class teacher makes contact with parents to discuss concerns regarding newcomers	*		
8	The language support teacher administers the PSAK	*		
9	The language support teacher discusses and explains result of PSAK with class teachers, parents and Principal	P/T meeting		English classes for Parents
10	The language support teacher, class teacher, and parents collaborate when devising a language programme.			*Time constraints
11	A language programme/ plan is written for every child/group of children attending language support.	*		
12	The language support teacher and class plan collaboratively on an ongoing basis.			*
13	Language support is organised in a variety of settings, for example, withdrawal and team teaching/in-class support	*		
14	Listening, speaking, reading and writing are taught in an integrated manner.	*		

- English as an Additional Language Review- 19/11 /2016

		Working well	Needs Attention	Worth trying
1	Our school has a written policy in relation to language support and/or intercultural education		*	
2	Whole school policies and plans include strategies for differentiation and inclusion		*	
3	The child's first language and culture is respected in school		*	
4	For additional language support, we prioritise children most in need.	*		
5	We use the Primary School Assessment Kit (PSAK) to help identify children most in need of support. <i>Resources</i>	*		<i>Extra copies of Eel assessment/ programme & laminated colour cards to be downloaded in colour</i>
6	We use the PSAK to inform our planning, teaching and learning	*		
7	The class teacher makes contact with parents to discuss concerns regarding newcomers	*		
8	The language support teacher administers the PSAK	*		
9	The language support teacher discusses and explains result of PSAK with class teachers, parents and Principal	P/T meeting		English classes for Parents
10	The language support teacher, class teacher, and parents collaborate when devising a language programme.			*Time constraints
11	A language programme/ plan is written for every child/group of children attending language support.	*		
12	The language support teacher and class plan collaboratively on an ongoing basis.			*
		Working well	Needs Attention	Worth trying

13	Language support is organised in a variety of settings, for example, withdrawal and team teaching/in-class support /Aistear	*		
14	Listening, speaking, reading and writing are taught in an integrated manner.	*		
15	We provide an ever changing print rich environment	*		
16	Buddy systems are utilised to help integrate newcomers		*	
17	Dual Language books are available in all class libraries			*
18	Books reflect a variety of cultures, nationalities and genders	*		
19	All literacy activities have a tangible oral language dimension	Ask class Teachers		
20	Scaffolding is a fundamental part of our teaching	*		
21	Collaborative group work and pair work are used on an ongoing basis	*		
22	Language learning is interactive and contextualised	*		
23	Children in the silent phase are encouraged to participate through Total Physical response	*		
24	During free writing, children can choose to write in English or in their first language			*
25	Multi lingual dictionaries are available in class libraries, e.g. Polish/English, Urdu/English			*

Suggestions from Focus Group April 2016

- Simplify parental EAL Questionnaire - Completed
- Notice Boards in the school to celebrate different nationalities
- Intercultural week
- Roll call could be in Polish / Latvian etc.
- Raise awareness of celebrations/ customs of other countries.
- Booklet of "Your child in Schools in Ireland" in different languages to assist with information for parents
- Folder of EAL resources put in place to assist EAL teaching and learning.
-

• - English as an Additional Language Review- November 2020

		Working well	Needs Attention	Worth trying
1	Our school has a written policy in relation to language support and/or intercultural education	*		
2	Whole school policies and plans include strategies for differentiation and inclusion	*		
3	The child's first language and culture is respected in school	*		
4	For additional language support, we prioritise children most in need.	*		
5	We use the Primary School Assessment Kit (PSAK) to help identify children most in need of support. <i>Resources</i>	*		
6	We use the PSAK to inform our planning, teaching and learning	*		
7	The class teacher makes contact with parents to discuss concerns regarding newcomers	*		
8	The language support teacher administers the PSAK	*		
9	The language support teacher discusses and explains result of PSAK with class teachers, parents and Principal	P/T meeting		English classes for Parents
10	The language support teacher, class teacher, and parents collaborate when devising a language programme.		*Time constraints	
11	A language programme/ plan is written for every child/group of children attending language support.	*		
12	The language support teacher and class plan collaboratively on an ongoing basis.		*	
13	Language support is organised in a variety of settings, for example, withdrawal and team teaching/in-class support /Aistear	*		
14	Listening, speaking, reading and writing are taught in an integrated manner.	*		
15	We provide an ever changing print rich environment	*		

		Working well	Needs Attention	Worth trying
16	Buddy systems are utilised to help integrate newcomers			*
17	Dual Language books are available in all class libraries	Available in SET's room		
18	Books reflect a variety of cultures, nationalities and genders	*		
19	All literacy activities have a tangible oral language dimension	Ask class Teachers		
20	Scaffolding is a fundamental part of our teaching	*		
21	Collaborative group work and pair work are used on an ongoing basis	*		
22	Language learning is interactive and contextualised	*		
23	Children in the silent phase are encouraged to participate through Total Physical response	*		
24	During free writing, children can choose to write in English or in their first language			*
25	Multi lingual dictionaries are available in class libraries, e.g. Polish/English, Urdu/English			*

English as an Additional Language Review- November 2021

		Working well	Needs Attention	Worth trying
1	Our school has a written policy in relation to language support and/or intercultural education	*		
2	Whole school policies and plans include strategies for differentiation and inclusion	*		
3	The child's first language and culture is respected in school	*		
4	For additional language support, we prioritise children most in need.	*		
5	We use the Primary School Assessment Kit (PSAK) to help identify children most in need of support. <i>Resources</i>	*		
6	We use the PSAK to inform our planning, teaching and learning	*		
7	The class teacher makes contact with parents to discuss concerns regarding newcomers	*		
8	The language support teacher administers the PSAK	*		
9	The language support teacher discusses and explains result of PSAK with class teachers, parents and Principal	P/T meeting		
10	The language support teacher, class teacher, and parents collaborate when devising a language programme.	*		
11	A language programme/ plan is written for every child/group of children attending language support.	*		
12	The language support teacher and class plan collaboratively on an ongoing basis.	*		
13	Language support is organised in a variety of settings, for example, withdrawal and team teaching/in-class support /Aistear	*		
14	Listening, speaking, reading and writing are taught in an integrated manner.	*		
15	We provide an ever changing print rich environment	*		

		Working well	Needs Attention	Worth trying
16	Buddy systems are utilised to help integrate newcomers		*	
17	Dual Language books are available in all class libraries			*
18	Books reflect a variety of cultures, nationalities and genders	*		
19	All literacy activities have a tangible oral language dimension	Ask class Teachers		
20	Scaffolding is a fundamental part of our teaching	*		
21	Collaborative group work and pair work are used on an ongoing basis	*		
22	Language learning is interactive and contextualised	*		
23	Children in the silent phase are encouraged to participate through Total Physical response	*		
24	During free writing, children can choose to write in English or in their first language			*
25	Multi lingual dictionaries are available in class libraries, e.g. Polish/English, Urdu/English			*