EUREKA

English as an Additional Language Policy

DRAFT POLICY

Mission Statement

Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within an environment and ethos that promotes Christian values, mutual respect and responsible citizenship.

The school aims to offer opportunities equally to all its students, whatever their ability, circumstances or religious experiences, in order to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education; those who wish to enter the world of work; and those who wish to return to full-time study in the school.

The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children; with employers, schools, the local community, and the parishes from which the pupils come.

The staff, the school's most valued resource, are supported and encouraged in their work and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.

The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high, and where students' grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values, which are the inspirations of this school. The school fosters an environment where bullying behaviour is not tolerated and all breaches are treated seriously.

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Rationale:

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Eureka Secondary School. 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. Eureka Secondary School 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 community is respected and celebrated.

In Eureka Secondary School, we acknowledge students' differing culture, backgrounds and language. We celebrate this with Multi-Cultural Day on an annual basis.

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 international students in our school community.

Aims:

In Eureka Secondary School, 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. This will enable students to successfully access the curriculum across all subjects. 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.

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 frequently liaise with the EAL team.

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.

The Role of the EAL SNA

The role of the EAL (English as an Additional Language) Special Needs Assistant (SNA) 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.

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.

Organisation of Teachers

In Eureka Secondary School, EAL teachers, mainstream teachers and AEN 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. Classroom teachers should add EAL teachers to their Teams page to ensure access to material/key terms so they can be pre-learned to ensure progression in the classroom for the EAL learner.

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 NCCA 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 April/ May each year. Students who join the school after the first round of assessments will be informally assessed in their EAL class.

The toolkit used for assessment is the NCCA Toolkit. https://ncca.ie/en/resources/eal-post-primary-assessment-kit/

September 2025

Date of Approval: