

# **Whole School Policy** **for** **International Pupils.**

## **Clonburris National School, Clondalkin, Dublin 22**

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### **1. Information about the School**

There is a total enrolment of 562 pupils in the school. At present, there are a large number of International students, of which 46 are in receipt of Language Support.

This is an urban mixed national school (Roll Number 19566I) in close proximity to a major temporary accommodation centre for asylum seekers and refugees called The Clondalkin Towers.

There is 1 English Language Support Teacher who is employed to meet the needs of the language support pupils **under the General Allocation Model.**

## **2. Beliefs**

International pupils have become a normal part of the primary school population and are a very positive addition to our school.

Many of the pupils have very little English when they arrive in school, and are helped by the Language Support Teacher to develop their English skills quickly and effectively, so that they can participate more actively in their normal class activity.

The principle aim in our school is that the holistic needs of international pupils are catered for, that they will be included in all mainstream activities as quickly as possible and that the school would endeavour to develop a positive sense of self-esteem and confidence in these pupils.

We aim to provide a happy, secure and effective learning environment, where all international pupils can reach their full potential and where all children learn to value diversity and individuality of both themselves and others.

## **3. Principles**

- Effective whole school policies and parental involvement where possible.
- Provision of intensive early English language support.
- Support of international pupils through a team approach, which involves pupils, teachers, parents and relevant support personnel such as Child Protection Officer in Clondalkin Towers, Child Psychologists, Interpreters (where possible) and Home School Liaison Teacher, where appropriate.
- Develop and implement learning programmes for pupils in receipt of English language support based on assessment of specific learning targets for each pupil. These programmes are drawn up and implemented collaboratively by the pupils' class teacher and the Language Support Teacher using the resources provided by Integrate Ireland Language and Training (**now defunct**). The Dept of Education and Skills recommends the use of **Up And Away**, IILT's resource book.

## **4. Aims**

- To enable international pupils to participate in all curricular areas to the best of their ability.
- To develop positive self esteem and positive attitudes about school and learning.

## **5. Staff Roles and Responsibilities**

### **I. Role of Board of Management.**

- i. To oversee the development, implementation and review of the provision of resources and support for international pupils in our school.
- ii. Ensure adequate classroom accommodation and teaching resources are provided for the Language Support Teacher.

### **II. Role of Principal.**

- i. Assume overall responsibility for the development and implementation of the school's policies on international pupils.
- ii. Work with teachers in the development of school plan on International pupils.
- iii. Monitor the implementation of the school plan on international pupils on an ongoing basis and organise staff meetings at school to discuss the above should any difficulties arise.
- iv. Assume direct responsibility for co-ordinating international pupil services.
- v. Arranging classroom accommodation and resources.

### **III. Role of Class Teacher**

The class teacher has primary responsibility for the progress of all pupils in his/her class, including international pupils. In supporting the development and implementation of the school plan on international pupils, the class teacher should:

- i. Implement teaching programmes that meet the individual needs of all pupils to the greatest extent possible and optimise the learning opportunities. Classroom teachers are responsible for referring children to English Language Support if they feel the child would benefit from it.
- ii. For each pupil who is in receipt of Language Support Teaching, adjust the timetabling arrangements to accommodate all curricular areas. With regard to teaching international pupils, the following general approaches and methods are recommended (where appropriate)
  - Modify presentation and questioning techniques in class activities to maximise involvement of international pupils wherever possible.
  - Place emphasis on oral and written language development across the curriculum
  - Provide pupils with extra tutoring in key basic skills in literacy and if relevant, numeracy.
  - Set targets at an appropriate level.
  - Provide learning activities and materials which are suitably challenging, but which also ensure success and progress.

- Set up “Buddy Systems” in class (peer tutoring- paired reading)

#### **IV. Role of the Language Support Teacher.**

- i. Development of communication skills to aid pupil integration as quickly as possible.
- ii. Development of learning programme in consultation with the class teacher
- iii. Maintaining a planning and progress record.
- iv. Providing advice to the class teacher in such areas as individual pupil assessment and programme planning as well as approaches to language development, reading and writing.
- v. Assessing and recording the child’s needs and progress.
- vi. Carrying out error analysis of a pupil’s work to pinpoint specific areas of difficulties.
- vii. Attending any in-service training to support international pupils.
- viii. Organising our annual “Children’s Intercultural Arts Festival” (in association with Alternative Entertainments) in **November or** June each year. This gives the children an opportunity to participate in music and arts workshops which incorporate Irish and other cultures.

#### **V. Role of the Home School Community Liaison Teacher**

The Home School Community Liaison Teacher will liaise with the Language Support teacher, the principal and parents, as necessary.

### **6. Enrolment/ Whole School Policy**

#### **Enrolment Policy**

The school’s enrolment Policy governs enrolments of all pupils.

International students are welcome in our school provided there is a place in the appropriate class, in line with our enrolment policy.

Parents of international students will be afforded help in completion of enrolment documentation should they require it.

Every effort will be made to create a warm and welcoming environment for overseas parents who approach the school to enrol their children.

## **Eligibility for Language Support and Provision**

### **Eligibility for Language Support**

Children whose first language is not English are eligible for Language support. The classroom teacher will refer children to English Language Support if they feel that the child is not able to fully interact with the curriculum because of their English language proficiency.

Children will be placed into appropriate language groups based on age or language proficiency

### **Provision of Support.**

The school currently has 1 teacher to support the language needs of international pupils, **under the General Allocation Model**. The amount of resource time allocated to any child will depend on his/ her current command of the language and his/ her age.

Resource time will be offered on a one to one basis, or in a small group setting, or through In Class Support in the child's own class, depending on the needs of the child.

The amount of time and setting will be determined by the Language Support Teacher.

The resource time may be offered on a withdrawal or in-class support basis.

## **7. Delivery of Teaching Guidelines.**

Language Support teaching should be based on individual strengths and needs of each pupil, using as a basis the *Language Proficiency Benchmarks* and the *European Language Portfolio* provided by Integrate Ireland Language and Training.

The "*Up and Away*" book should form the basis for all language support work. The pictorial materials supplied by IILT have been developed to support pupils in learning and reflect the demands of the primary curriculum.

In general, as per Circular 12/96, if English is not the first language of the pupil, he/ she may qualify for an exemption from the study of Irish, and the school will complete the necessary documentation to obtain this exemption.

However, for organisational reasons, the child may be required to remain in his/ her class during Irish time.

## **8. Assessment and Reporting**

### **Assessment**

International pupils will be assessed using **the Primary School Assessment Kit**, as provided by the Dept of Education and Science, specifically for this purpose.

The Language Proficiency Benchmarks, which reflect the themes and content of the primary curriculum are the starting point in deciding what the pupil needs to learn in order to engage with the classroom and social demands at the level of the peer group.

An initial interview assessment with the pupil will be used to provide the language support teacher with a broad view of the pupil's English language proficiency. This enables the Language Support Teacher to draw up a timetable for support taking the age, class and English language proficiency of the pupil into account. The question of the initial socialisation and integration of the new pupil will be observed.

It will be observed whether the pupil is confident in the school environment, mixing with other pupils, participating in activities, joining in during class and trying to communicate with the teacher and others.

The mental health of the pupil should also be kept under observation, as **some** of these children arrive in the country having experienced trauma or personal difficulties while leaving their country and adjusting to a new cultural environment. If appropriate, a mentoring system can be set up.

### **Monitoring Progress**

Through the use of the European Language Portfolio, the pupil, in negotiation with the teacher, can monitor personal progress while at the same time he/ she builds a visible profile of learning for the information of other teachers, parents, new schools as well as him/ herself.

## **9. Communication Strategies**

- Parent teacher meetings
- Incidental meetings and telephone communication.
- Collaboration between language support teachers and class teachers when formulating student profiles, plans and monitoring progress of the pupils.
- Linking with the Home School Liaison Teacher when necessary.
- Annual Intercultural Day.

**10. Monitoring and Review of Policy.**

Monitoring of international pupils support is an ongoing procedure.

This policy has been prepared based on conditions existing in our school at the time of writing. It may be altered, revised or updated at a future date so as to comply with any changes in special needs education in our school.

**This policy was reviewed and updated in April 2018.**

**This policy will be reviewed in three years time.**

**Ratified by Board of Management on \_\_\_\_\_**

**Signed: \_\_\_\_\_**

**(Chairperson, Board of Management)**