

Whole School Policy for International Pupils Scoil Íde, Ardnamara, Salthill, Galway.

(updated October 2022)

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Beliefs

International pupils are becoming a normal part of primary school population and are a very positive addition to our school. Many of the pupils have no English or very little English when they arrive in school and are helped by the special education teacher to develop their English language skills quickly and effectively so that they can participate more actively in their normal class activity. We believe it is very important to identify children who would benefit from early intervention .

The class teacher and the special education teacher will decide who receives extra support based on assessment and observation.

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.
- Develop and implement learning programmes for each pupil or groups of pupils in receipt of extra support based on assessment using Primary School Assessment Kit provided by the Department of Education and Skills or/and other relevant assessment

Roles and Responsibilities

Board of Management

- To oversee the development, implementation and review of the provision of resources and support for international pupils in Scoil Íde.
- Ensure adequate classroom accommodation and teaching resources are provided for both class teacher and special education teacher.

Role of Principal

- Assume overall responsibility for the development and implementation of the school's policy on international pupils
- Work with teachers in the development of the school plan on international pupils
- Monitor the implementation of the school plan on international pupils and organise a staff meeting should any difficulties arise
- Arrange for classroom accommodation and resources

Role of Class Teacher

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

1. 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 special education teacher if they feel the child would benefit from it.
2. For each pupil who is in receipt of extra support, collaborate with the special education teacher.
3. For each pupil who is in receipt of extra support from special education teacher, adjust time tabling arrangements to accommodate all curricular areas. With regard to teaching international pupils the following general approaches and methods are recommended (where appropriate):
 - Modifying presentation and questioning techniques in class activities to maximise the involvement of international pupils wherever possible
 - Placing emphasis on oral and written language development across the curriculum
 - Providing pupils with extra tutoring in key basic skills in literacy and if relevant numeracy
 - Setting targets at an appropriate level
 - Providing learning activities and materials which are suitably challenging, but which also ensure success and progress
 - A key role of successful learning support is a very high level of consultation and co-operation between the class teacher and the special education teacher.

Role of Special Education Teacher

The primary responsibility of the special education teacher 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:

- Working in collaboration with the mainstream class teacher.
- Preparing the pupil, on an on-going basis, to access mainstream learning, initially in part and later more fully.
- Helping the pupil to develop appropriate strategies and skills to support future formal education in general.

The responsibility of the special education teacher is to deliver a programme of English language tuition which prepares and supports the child in

- Accessing classroom learning
- Socializing with peers

The special education teacher, however, cannot teach the Curriculum. This remains the role and responsibility of the Mainstream teacher.

Enrolment/Whole School Policy and Eligibility for Support from Special Education Teacher

Enrolment Policy

The school's Enrolment Policy governs enrolments of all pupils. The enrolment procedure for international pupils is exactly the same as that for Irish pupils. International pupils are welcome to enrol in Scoil Íde, 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.

Whole school support available

All relevant textbooks and stationary will be made available to children who may not have adequate funding to purchase same. International pupils will not be excluded from school tours and outings for financial reasons.

Eligibility for Extra Support and Provision

Children whose first language is not English are eligible support from special education teacher. Assessments will be done by the Special Education Teacher if the classroom teacher feels that the child is not fully able to access the curriculum because of her/his English language proficiency.

Provision of support

The amount of time allocated to any child by the special education teacher will depend on his/her current command of the English language and his/her age. In general, older pupils will be offered more time, as there will be more pressure on them to attain mastery. Extra support will be offered on a one to one basis or in a small group setting, depending on the needs of the child. This time will generally be offered on a withdrawal basis but the special education teacher may also work with the pupil in his/her classroom. This will be decided by the special education teacher and the class teacher, based on the needs of the pupil.

Delivery of Teaching Guidelines

Special education teaching should be based on individual strengths and needs of each pupil. The Primary School Assessment Kit acts as an aid for this.

Exception in Irish will be in accordance with circular 0052/2019.

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

Assessment

International pupils who attend the special education teacher will be assessed using the Primary School Assessment Kit distributed by the Department of Education and Skills.

An initial interview assessment will be used to provide the special education teacher with a broad view of the pupil's English language proficiency. This enables the special education 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 socialization and integration of the new pupil will be observed.

The mental health of the pupil of the pupil should also be kept under observation, as some of these children arrive in the country having experienced trauma or personal difficulties and may have found it difficult leaving their country and adjusting to a new culture.

Reporting

Reporting to parents will be the same as for Irish children. Meetings will be arranged during the annual parent/ teacher meetings. The Parent-Teacher Meeting Report, as given in the Up and Away book, may be used if parents have very little English. Incidental meetings may also be arranged if necessary.

The class teacher will send a written report at the end of the school year.

Monitoring and Review of Policy

Monitoring of International Pupils support is ongoing. 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 our school or any directive from the Department of Education and Skills. It was last reviewed in September 2021.

Claire Hynes (Principal)