

ESOL (ENGLISH SPEAKERS OF OTHER LANGUAGES) PROCEDURAL DOCUMENT WESTERN HEIGHTS SCHOOL

We have 268 ESOL students Western Heights School receiving ESOL funding.

They come from a diverse range of cultures which enrich our school community. Some children come speaking several languages other than English. Others are not strong in any language. They come with specific learning needs requiring language development so they can become proficient speakers and users of the English language.

ELIGIBILITY

ESOL students can get funding if they are;

- Students from Refugee backgrounds (entitled to 20 terms- 5 years- support)
- Students from Migrant backgrounds (entitled to 20 terms- 5 years- support)
- New Zealand born student who has at least one parent born in another country (entitled to 12 terms- 3 years- support)

Who doesn't qualify

International fee-paying students

Students whose first language is identified as English or te Reo Māori.

To access the funding we get evidence to demonstrate entitlement. Returns are completed yearly by 1st March and 1st August.

IDENTIFICATION

Enrolments are taken by the front office.

The following information is gathered at time of enrolment:

- Birth certificate, passport or student visa
- Proof of permanent residency or official immigration papers
- Any special needs or requirements

The enrolment form is filled in with;

- Child's name and date of birth
- First language
- Ethnicity
- Country of birth OR
- Date of arrival in New Zealand
- Parents country of birth

Teachers have access to all this enrolment information through the HERO SMS system.

Our SENCO and LSC communicate with classroom teachers and cross check this information with HERO to identify newly enrolled ESOL children each term, ensuring they are applied for in the next funding round, and receive support as necessary in class or in a withdrawal group.

PLACEMENT

ESOL students are placed with their age cohort.

Our expectation is that an appropriate teaching, learning programme will be put in place to meet their learning needs.

ESOL children need to feel secure in their new environment so they receive ESOL support with in-class Teacher Aides in the first 2 years of school before being withdrawn for special programmes.

If there are other students from the same background within the school they may be used to support and orientate the new student.

ASSESSMENT

Language barriers, in some cases, may inhibit the collection of standardised assessments. Appropriate assessment data will be collected by the classroom teacher through a triangulated approach of

1. Observing the process a student uses to complete a learning task, observations of interactions between peers and conversing with the teacher and other students to give the teacher valuable information about their social and language skills.
2. Conversing with the student to find out what they know, understand, and can do
3. Gathering results from classroom work, formal and informal assessments, including the standardised tools.

Based on these assessments the class teacher will fill in the ELLP (English Language Learning Progression) document, using overall teacher judgements to record the students best fit stage in November/December (for the 1st March return) and in June/July (for the 1st August return)

TEACHING AND LEARNING PROGRAMMES

ESOL students will work on the same curriculum areas as other class members but work may need to be adapted to address their level of learning. ELLPs will be a guide to develop 'where to next' strategies for students. An ESOL learning plan will be developed and withdrawal groups will work ahead of the classroom topic to feed in vocabulary. Class Teachers can let the ESOL teacher aid know these topics ahead of time.

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