

English as an Additional Language Support Unit Policies and Regulation

English as an Additional Language (EAL) Support unit must:

1. Create a Support Management Plan (SMP);
2. Identify and screen EAL students who need support services;
3. Develop and provide a program of services to meet the academic and English language proficiency needs of the EAL Student until Basic Interpersonal Communicative Skills (BICS) level has been achieved.
4. Administer all necessary assessments to measure students' progress; and
5. Continue to evaluate the program of services and modify when needed.

I. Support Management Plan (SMP)

Essential elements of the Support Management Plan include the service, student assessments, an instructional plan, parental involvement, qualified personnel, a coordination plan, and other possible considerations.

II. Identifying EAL Students

A uniform initial identification procedure will be used with ALL incoming students in the EAL Support.

*ISÄ defines “English as an Additional Language” (EAL) as **(1)** any student identified by the Home Language Survey and **(2)** who has attained below intermediate level on the LAS LINKS Placement and Benchmark assessments.*

The procedure in identifying EAL Student is based on the following steps:

Step 1. Home Language Survey

A Home Language Survey is to be given to all newly enrolled students (PYP1-5) and used to identify students who may not be proficient in English. The Home Language Survey is designed to identify, for possible further evaluation:

- 1.1 Students who communicate in a language other than English; or
- 1.2 Students whose families use a primary language other than English in the home; or
- 1.3 Students who use a language other than English in daily non-school environment.

Note: Having another language spoken in the home or routinely used in other settings is NOT an automatic identification of an EAL student. The administration of the LAS-LINKS is the next step to determine the students who should be referred for a placement in a language instruction educational program.

Step 2. Initial English Language Proficiency Screening

Students who speak other languages other than English should be formally screened to help determine whether or not the student is in need of a language instruction support program.

International School of Älmhult – English as Additional Language Support Unit has adapted a well-researched and internationally recognized assessment screening, instructional guidance and assessment tools (*LAS LINKS Placement, Benchmark, Instructional Guidance*) The screening tests assess English language proficiency in all areas of language development—listening, speaking, reading, and

writing- as well as comprehension, and evaluate Social and academic language subjects such as Language Arts, Mathematics, POI- Science and Social Studies. The screening test is used to determine the student's initial English language proficiency (ELP) level. Moreover, other screenings, observations, interviews and consultations should be used to inform development of the student's program services.

Step 3. English Proficiency Result and Levels of Support

- A. If the student's Proficiency level is *Proficient* and *Above Proficient* on the screening test, then the student is considered English proficient and no further English Language Support is required. Student has to be considered in the Mainstream Classroom after recommendation of the EAL teacher/EAL Leader and discussions with the Head of School and agreement with parents.
- B. If the student's Proficiency level is *Beginning*, *Early Intermediate*, and *Intermediate* on the screening test, then the student is identified as an EAL Student. The student who have been accepted into ISÄ will be offered an English language instruction Support (*EAL/ESL Support*) and will be identified according to these two levels of support.

EAL 1 – Students who cannot access the curriculum due to limited, or no English OR Students who have difficulty accessing the curriculum due to limited English.

Pull-out from classes. Students will remain in their Maths, some UoI, and other special subjects and be pulled-out for periods of time to receive language support in English.

EAL 2 - Students who need support to fully access the curriculum In-class support and transitioning.

English Support Teachers will work in the classroom, with the English teachers and alongside the student.

Step 4. Monitoring

Once the level of Support has been identified the student will be designated on Monitoring for Autumn Term (*September-December*) ***OR** Spring Term (*January-March*). During this time period, the student will be given a tailored SMP to meet his/her own learning needs.

Step 5. Exit Status

To determine the exit status of the student from the program, the student will be assessed accordingly utilizing the LAS LINKS assessment tools, and as need requires, assessment with Phonographix, any time within the Monitoring period to re-identify the level of support he/she needs or assign to the English mainstream.

III. Program and Services

A. Individual Support Management Plan

Each student identified as EAL student will have an Individual SMP to target remediation and tailor instructional plans to meet his/her own needs until he/she achieves Proficient level on the LAS Links assessment tools. The EAL Support teacher prepares this SMP which outlines specific individualized action plan for language development.

B. Appropriate Staff

- B.1 The School provides adequate staff to ensure implementation of the program.
- B.2 The Unit is led by an ESL qualified teacher.

B.3 All assigned staff in the unit must keep the testing materials and assessment tools secure and confidential at all times.

C. Instructional Resources, Materials, and Facilities

The School will continuously develop necessary resources, materials, and facilities to ensure proper delivery of the program.

IV. Assessment of English as an Additional Language (EAL) Student

LAS Links Placement and Benchmark assessments are internationally recognized and well-researched assessment tools that measure the English Language Proficiency of an EAL Student. These assessment tools are given to an EAL Student at different times of the year to gauge on-going proficiency levels and identify areas of support.

Any EAL Student who has met proficiency level 3 within the monitoring period and those who have been designated to mainstream classrooms will be closely monitored during the year in order to guarantee his/her academic success. Furthermore, on-going collaboration, interview, and consultation with the Class teacher and EAL Support teacher should take place from time to time during the year and the succeeding academic year.

Signed and agreed by:

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