



Policy: English for Speakers of Other Languages (ESOL)

Policy Statement

Jireh Christian School ("the School") acknowledges and welcomes the presence of students who are English Speakers of Other Languages (ESOL) and endeavours to meet the learning and language needs of these students in the context of specialised ESOL support provided by the ESOL teacher and in-class support provided by the classroom teacher. Staff and the School community (parents and whānau) need to be cognisant of the procedures that are followed when an ESOL student is enrolled at the School.

Procedural Guidelines

1. Upon enrolment, orientation will take place with the classroom teacher as per the Staff Manual and Teaching and Learning Guidelines. This will include the way in which ESOL students are catered for at the School.
2. Learning Support staff and classroom teachers will assess all incoming ESOL students before deciding on appropriate additional tuition.
3. Classroom organisation and programmes will be adapted to meet the ESOL student's needs, in constant consultation with the Learning Support staff and ESOL Department.
4. Families are welcome to make an appointment to discuss their child's progress or concerns and be advised of the best ways to support learning at home. An interpreter is made available for parents who speak little English and require assistance understanding their child's progress.
5. Selection of learning materials and resources will be at the discretion of the Learning Support staff/ESOL Department and the classroom teacher. Materials and resources will be offset against the ESOL budget annually as directed by the Principal.
6. All students who receive funding from the Ministry of Education receive ESOL support in a way that best suits their needs.
7. Funding is applied for biannually by the ESOL administration staff and the Principal, after data has been gathered by the classroom teacher against the English Language Learning Progressions.
8. Promoting cultural awareness and understanding for parents/caregivers and staff is highly valued and is an ongoing process. This is supported by hosting cultural dinners, gaining parent voice through surveys within cultural groups, and in-School cultural events. Cultural weeks are a time for parents to come and teach the wider School community about their culture in dance, cuisine, dress, games and customs. Advisors from within the School's own and wider community are just some of the resources available.
9. Written reports are sent to parents/caregivers twice a year in Term 2 & Term 4.
10. Record keeping is undertaken by the student's classroom teacher, Learning Support Teacher/ESOL Department and by the SENCo.
11. Learning Support staff, the ESOL Department and classroom teachers can attend relevant professional courses.
12. Should the need arise, the channel of communication that ESOL parents/caregivers should follow is:
 - 12.1. ESOL and classroom teacher
 - 12.2. Leader of Learning Area
 - 12.3. Principal
 - 12.4. Presiding Member



Review schedule: Triennially

ADOPTED BY BOARD

Date 7th August 2018 Chairperson **G Budler**

Reviewed Date	6 th August 2019	Chairperson M Causley
Reviewed Date	3 rd August 2021	Chairperson M Causley
Reviewed Date	2 nd August 2022	Chairperson M Causley
Reviewed Date	20 th February 2024	Presiding Member A Coombridge
Reviewed Date	5 th August 2025	Presiding Member A Coombridge