



Brescia House

SCHOOL

POLICY DOCUMENT

LANGUAGE POLICY

1. Sources

The language policy of Brescia House School takes into account the following policy statements in the South African Schools Act.

SASA - Chapter 2, 6 - Language Policy of Public Schools

- 6.1 *A learner in a public school shall have the right to instruction in the language of his or her choice where this is **reasonably practicable**.*
- 6.2 *The governing body of a public school **may determine** the language policy of the school subject to –*
 - a) *the national policy determined by the Minister under the National Education Policy Act, 1996; and*
 - b) *the provincial policy determined by the Member of the Executive Council; provided that no form of racial discrimination may be practiced in exercising its policy.*

SASA, No 84 of 1996 – Section 6

2. *The Governing Body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law.*
3. *No form of racial discrimination may be practised in implementing policy determined under this section.*

SASA – Allocated functions of SGB – Section 21 (1)

2. Language of Teaching and Learning

Brescia House School's language of Learning and Teaching is **ENGLISH**. This was decided by the Ursuline Sisters, who founded the School and by the Board of Governors and is made known to prospective parents and parents in marketing documents. Factors which influenced this decision were:

- The language preference of the majority of the learners and parents of the school (learners of other official language have come to the School so as to learn in English)
- The lack of learners who have asked for another official language to be the Language of Learning and Teaching.
- The Pre-primary and Primary schools in the vicinity, which are our feeder schools, have English as their language of learning and teaching.
- The ability of the educators to teach in English.
- The use of text books, reading books and resource materials already in the School and readily available from suppliers.

3. Language and Admission

No learner will be discriminated against on the basis of race through language. No learner will be refused admission on the basis of language alone. A learning support

teacher is available to learners at the parents' own cost to help them gain confidence in the Language of Teaching and Learning, where there is a need. Training in decoding is used to help those who are experiencing difficulties with English. Language enrichment and support is offered to all learners throughout the school in the afternoons; the times of these lessons are recorded on the school forecast or extra-mural timetable. Through the limited Inclusion Policy, any learner needing extra attention because of speech or hearing problems will be accommodated to the best of the school's ability to cope with the severity of the challenge.

4. First Additional Languages

The School also offers **AFRIKAANS** and **ISIZULU** as First Additional Languages. Equal time is allocated on the timetable to each of these languages between Grade 2 and Grade 7 and learners are expected to master communication in both languages up to grade 7 level. In grade 8 learners may choose between Afrikaans and IsiZulu. Brescia House School's feeder schools teach Afrikaans and IsiZulu to grade 7 therefore this is regarded as a good choice.

5. Second Additional Languages

All learners are encouraged to practice multilingualism in the classroom and in the school. To this end the School also offers French Second Additional Language in the secondary school. This offers learners communicative access to Africa, Europe and Asia, where English and French are the most widely used languages of communication.

6. Further Additional Languages

At the expense of the individual parent, the School is also prepared to engage a teacher to teach any other language examinable at the NSC level. Parents should consult the relevant headmistress in this regard.