NORD ANGLIA
INTERNATIONAL SCHOOL
ABU DHABI

EAL
POLICY

Introduction

This policy document details NAS Abu Dhabi's arrangements to meet the needs of pupils who are learning English as an additional language i.e. students whose first language is not English referred to here as EAL students/pupils.

Context

As with all international schools we have a minority of students who need EAL support. These students come from a very wide background and with widely varying degrees of EAL needs.

Aims

- To proactively remove barriers that stand in the way of our EAL students' learning and educational achievement.
- To have minimal impact on EAL pupils' classes so that they may participate as fully as possible in the curriculum.
- To raise their level of English to a standard where they no longer need EAL support so they may return to their class full time.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives – School

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in assessments.
- Accurate information about pupils' needs, attainment and progress should be maintained in an accessible and manageable form.

Objectives – Pupils

- To give EAL pupils the knowledge and skills to use English to communicate in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To return to their full time mainstream class at the earliest opportunity once a satisfactory level of English has been attained.

Underlying Principles

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- EAL pupils are not a homogenous group;; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process;; pupils require long--term support.
- Having a home language other than English is not a "learning difficulty". EAL pupils are not placed on SEN registers or taught in Learning Support groups unless they have Special Educational Needs.
- Those students with SEN do not necessarily receive EAL support.
- When EAL students are taken out of their class for EAL they are taken out of MFL or English classes depending upon which is least disruptive to the student's overall learning. This will be assessed on a case by case basis.

Guidelines for Good Practice

Admitting New Pupils

If a child has been identified during the Admissions process as potentially requiring EAL, then the admissions department will conduct an assessment as part of the admissions process. Admissions and Senior Leadership, when assessing applications may also consult with the EAL Team if they are unsure as to whether a child requires EAL. The child may then be required to complete an assessment by an EAL teacher before a place is offered.

We follow the school's normal admittance procedures and also try to collect and record the following additional information:
- Country of origin
- Date of arrival in UAE
- Pupil's first language
- Other languages spoken at home by pupil
- Pupil's level of literacy in other languages
- Links with pupils already in school
- Pupil's educational background

Home / School Links

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching the school. Parents are encouraged to engage in regular communication with the EAL department and we have termly meetings to discuss progress and attainment. The EAL team will also provide parent workshops at relevant times of the year.

Integration into the school of EAL pupils

• EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative contexts will enhance progress in all areas.
• EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.

The Role of the Class Teacher

• Teachers will develop strategies inline with the Bell Foundation Framework to support English language development, and this will be considered in planning and resources.

• Teachers and EAL Teachers will liaise to timetable specific opportunities for direct EAL support to ensure effective use of the EAL Teacher. This will normally take place during World Language lessons.
• Teachers will review tasks and pupils' progress with the EAL Teacher and monitor these arrangements at regular intervals (each term at a minimum).

The Role of the EAL Teacher

• EAL teachers are responsible for supporting identified EAL pupils within their year group through planning activities in collaboration with the class teacher.
• EAL Teachers should consider EAL plans and pupils' targets when planning lessons so that they can focus on areas of need and provide specific support. They will feed back to the class teacher about progress at regular intervals.
• EAL Teachers may work with individuals or groups of EAL pupils within the class, or outside, as viewed as necessary by the class teacher.
• EAL Teachers will maintain accurate data concerning assessment that has occurred outside the classroom environment.
• EAL Teachers will monitor assessment information to identify a child's progress within the year group.

The Role of the EAL Coordinator

• The EAL Coordinator will liaise with class teachers and EAL teachers on issues of planning, assessment and teaching strategies.
• The EAL Coordinator will support staff, where necessary, in the teaching of EAL pupils and will be able to direct teachers to appropriate resources.
• The EAL Coordinator is responsible for ensuring that comprehensive data on EAL students is collected, maintained and updated.
• The EAL Coordinator will monitor EAL provision in the school.

Success Criteria for this Policy:

• Pupils feel confident and happy.
• Pupils (other than those recently arrived) make effective progress.
• Staff feel confident in supporting the needs of EAL pupils.
• Pupil data is up--to--date, accessible and manageable.
• Parents are happy with the school's approach to EAL.
• In most cases, pupils receive EAL support for no longer than 1-2 years, although there maybe exceptions to this according to the pupil's age and level of English when they enter the school.

Monitoring this Policy

• All staff are responsible for implementing this policy.
• The EAL department will collect and analyse EAL data.
• This policy document will be reviewed each year to ensure it best reflects the school's approach to offering EAL support.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The EAL Co--ordinator is the member of staff responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

1. Being informed by staff of the identification of any EAL pupils.
2. Bringing the presence and needs of current EAL pupils to the attention of colleagues.
3. Responding to requests for information about EAL pupils.
4. Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
5. Maintaining an EAL register

Placement in Teaching Groups/Classes

We are very aware that changing school is a difficult time for pupils but when changing school also involves moving to a country where you don't speak the language it is a lot harder and these pupils need to be dealt with sensitively. It is important that an initial assessment is carried out quickly and efficiently and that the whole process leading to them receiving EAL support is as smooth as possible. The EAL department will participate in the school's entrance test when potential students are identified as having EAL needs. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

Teaching and Learning

NASAD will:
- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment eg teaching, learning, procedures, routines and practices may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Teach subject relevant vocabulary where appropriate and provide curriculum--related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum--specific, language models for EAL pupils.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.

EAL Assessment, Record Keeping and Information Transfer

There will be various summative tests throughout the term. EAL pupil assessment results are readily disseminated to teaching staff.

EAL or SEN?

If a child does not make sufficient progress on the EAL programme then it is possible that the child's difficulties are not solely due to language and the child may have more general learning difficulties – Special Educational Needs (SEN). EAL Teachers will aim to identify SEN students within the first term of a child joining the EAL programme. If an EAL Teacher believes a child has SEN, they will discuss the issue with the Class Teacher involved, providing evidence from assessment data and behaviour observed in class. The Class Teacher will also be responsible for providing similar evidence. Parents will then be informed and involved in formulating next steps in supporting the pupil.

There may be instances where a child has both EAL and SEN issues. The Class Teacher, EAL Teacher and Inclusion Team will then meet to decide what is a reasonable time for the EAL Support to continue until, before being withdrawn. Parents will be advised of the decision reached.

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Approved by: **Date:**

Liam Cullinan   01.08.2023
Principal

Revision History

Revision Date	Version Number	Revised By	Change Summary
August 2023	V1.0	Liam Cullinan	New Document
Septemebr 2025	V2.0	Adila Nalla	No change