



English as an Additional Language (EAL) Policy

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Objectives:

- To facilitate English language acquisition for all students.
- To value the culture and language of every student and empower them to be multilingual.
- To develop and implement an effective EAL support program for students who are struggling to learn English and/or have additional learning needs, in collaboration with SEND staff.
- To ensure that all students achieve the levels of English language needed in order to fully access the curriculum.
- To empower and facilitate academic staff to teach using EAL strategies that enhance English in their teaching
- To liaise with the Head of English in ensuring that EAL strategies are embedded in the teaching of English, and in collaborative use of teaching materials, phonics programmes, and reading programmes.

What is EAL?

EAL stands for English as an Additional Language. This term applies to any student whose mother tongue is not English. Students within this category could range from those just beginning to learn English with very little speaking confidence to bilingual learners who need little support to become confident strong English users.

In the EAL department at Al Salam Private school, we ensure that students who do not have English as a first language get the support they need in order to access the



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mainstream curriculum, participate and contribute their knowledge and thoughts to the class. Students are supported at different language levels from different year groups of the school.

Vision:

At Al Salam Private school we believe that every student within our care should receive the support necessary to access the curriculum, regardless of their language levels upon enrolment. The teaching and learning at Al Salam are planned to enable students to aspire to the highest level of personal achievement. We believe in recognition of all achievements, no matter how insignificant they may seem to others, is a great motivator for students.

At Al Salam, we instil self-confidence, and give students full access to, all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of language, culture, race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults.

The EAL Service in Al Salam Private school

Given that the majority of students in the school are from multi-lingual backgrounds, EAL provision is seen as essential and a core provision of the education provided.

The EAL Service focuses on three main areas:

1. Student Assessment and Identification:

Implement an effective method for screening potential EAL students in the admissions process, as well as identify existing EAL students already enrolled at Al Salam. The EAL teacher will monitor these students and their progress by re-assessing them at regular intervals.



2. Student In-class/Pull-out Supplemental Support:

Work directly as core provision with students who are struggling to access the curriculum because of their weak grasp of English, and raise their levels of language proficiency using EAL teaching strategies during in-class and group pull-out sessions.

The EAL teacher will train the teaching staff to offer the necessary assistance to EAL students during English, Math, and Science classes in the classroom setting.

3. Teacher and Staff Training:

Train teachers and staff to use effective EAL strategies in the classroom.

This includes creating safe learning environments where students feel confident to make mistakes and challenge themselves, differentiation is evident in lesson plans to include any EAL aspects needed, and other techniques such as appropriate visual English labelling to aid learning.

Teachers and TAs will be trained on implementing effective strategies for language learning in their classrooms. A series of workshops, webinars, Bell videos and hands-on activities will be available for the teachers and TAs to attend in order to give them more insight into the EAL needs of their students. Quality teaching will be encouraged all around and catering to every student's need will be the main objective.

Teachers and TAs will also be monitored by the EAL teacher to ensure that EAL teaching methods and strategies are regularly used in their lesson plans and classrooms. The Teaching Assistants will be observed during in-class support sessions with their students and will be given feedback as well as suggestions on how to improve the quality of their delivered lessons.

The EAL policy will be shared with all teaching staff to develop a whole school approach. Informal learning walks and book looks will be conducted by the Head of Inclusion to ensure curriculum differentiation and provision are delivered effectively for the EAL cohort.



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Process of Identification and Evaluation

Upon admission into the school every child will be assessed to determine their level of English language proficiency. This will give a clear picture of the student's proficiency, and which teaching strategies will be needed to bring up their English language to the standard required for that class level.

Assessment of EAL students:

Assessments of students who have already been admitted to the school will occur if the teachers/parents have **concerns about the child's academic performance**. Concerned parents must inform teachers and the teacher will fill out the EAL **Teacher/Staff referral form**. The form will be evaluated by the EAL teacher and a formal language assessment will be conducted as well as any other assessments deemed necessary.

The assessments used by Al Salam Private School are the **Bell Foundation EAL Assessment Framework and the Pearson Benchmark Test**. Once the students are assessed, the results will be analysed and each student who does not meet the pass criteria in the assessment will be added to the EAL register.

The assessment descriptors follow the rating scales from the Bell Foundation framework. Each set of scales covers the four strands of language knowledge and use:

- Listening
- Speaking
- Reading and Viewing
- Writing.

Band C, D, and E EAL learners will receive additional support to help them prepare for the internal and external assessment (CAT4, GL, PIRLS).

Bell foundation Framework:

The students on the EAL register will fall under the A, B or C proficiency levels. The criteria for each level are as follows:



Group A: Beginning/New to English

This student is often a new arrival with little previous English exposure and -- this is the key -- a very limited vocabulary. This student is lost in the classroom and has nothing on which to base his/her ability to function, comprehend, and respond. The student has no knowledge of English beyond answers to simple questions like "What's your name?" He/she may respond with "yes" or "no," but not always consistently or correctly. He/she may not be able to write in Roman script. He/she lacks sufficient vocabulary and oral comprehension to be able to follow directions or do simple classroom assignments. He/she is not able to work at the year level.

Group B: Emerging/Early acquisition

This student can understand some classroom directions and attempts to do simple assignments but with great hesitancy and misunderstanding. Vocabulary is still greatly limited to commonly-used words. He/she reads and writes with great difficulty, usually below the assigned grade level. The student may be unable to respond to some activities which involve independent decision-making. The student needs and responds very positively to extra attention from the instructor or other students.

Group C: Expanding/Developing competence

This student participates in most classroom activities and follows directions adequately, though with frequent misunderstandings. Vocabulary is limited. He/she may feel comfortable enough in the classroom to respond orally, despite frequent grammatical errors and incorrect word selection. The student may be able to do academic work close to grade level but needs frequent reading, writing and vocabulary support.

Group D: Diversifying/Competent

This student easily participates in classroom and social activities, constantly adding to his/her knowledge of vocabulary and teacher expectations. Grammar and vocabulary errors are receding. Writing and reading skills should be focused on. Speaking and



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listening/understanding skills are usually well developed at this point. In-class support only is required at this level.

Group E: Fluent

This student is able to participate and excel in all classroom and social activities, requiring little teacher intervention with vocabulary and directional assistance. He/she should be able to read at near-grade level with the help of a dictionary, but writing skills may require more teacher support. This student can function adequately at grade level, and any guidance and language support needed is accessible from the Class Teacher.

EAL Learning Plans

- An EAL Learning Plan is a written record of the provision of support and accommodation provided to EAL learners. The individual plans are developed for students with significant language gaps and group plans are developed for students with intermediate needs.
- It consists of details regarding additional support being provided, and SMART individual targets according to the language ability of the student.
- It also details the area of strengths and areas of needs of the student that have been identified.
- The form Tutor, the subject Teacher, the EAL LSA, Parent, Head of Inclusion and any other external specialist will be responsible to contribute to the EAL Learning Plan.
- The Head of Inclusion is responsible for ensuring all student records and EAL Learning Plans are in order.

Student Language Support:

There are many methods available to give extra language support to students. The student's level of English language proficiency will determine which of these methods will be most effective in aiding them. Several methods may be used for some students depending on their needs.



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In-class support is given by a Teacher / Teaching Assistant to assist the EAL student to keep up with differentiated classwork. This method is very effective for all students but especially those who are identified as 'C', 'D' and 'E' language learners. Classwork may be simplified by using differentiated worksheets and/or pre-teaching important vocabulary. The TAs will work closely to ensure that these students are understanding the objectives of the lesson.

After discussing differentiation and modification for the EAL learners with the coordinator, Teachers will include it in their lesson plans for EAL students. The plan will be carried out by teaching assistants (TAs) with the aid of the EAL department's materials and resources. After the informal learning walks, the EAL teacher will provide feedback. The fortnightly meeting will be held with the TAs to monitor the EAL learners' progress, address their concerns, discuss the learning plan, and share resources.

Pull-out sessions are provided for students who are identified as A or B language learners and also for C-level learners if the child has additional learning needs. These extra support classes help students strengthen their academic language and build a solid foundation of English language skills. In line with Emirati student support provisions, additional attention is given to ensuring Emirati learners receive culturally responsive and equitable access to language development. Support for Emirati students is also aligned with national priorities to preserve Arabic identity while promoting strong English proficiency. The sessions build upon reading, writing, listening, and speaking skills. Pull-out sessions should not interfere with core subject classes and therefore will be strategically scheduled to minimise interference.

Access Arrangement

- **Extra Time:** Allow additional time for reading and understanding questions.
- **Repetition and Rephrasing:** Repeat key points and rephrase in simpler language.
- **Oral Translation Support:** Trained staff can clarify instructions (not content) in the pupil's home language.
- **Translated Instructions:** Provide key instructions in the pupil's first language where possible.
- **Simplified Language in Papers:** Use clear, concise English without idioms or complex phrasing.



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- **Separate Room for Exams:** Reduce anxiety and allow for oral clarification if permitted.

Roles and Responsibilities:

The Head of Inclusion will:

- Be the lead for EAL identification and provision throughout the school.
- Formulate and monitor the school policy for EAL.
- Liaise with YL / MLT / SLT to develop initiatives to enhance the provision for EAL learners.
- Ensure that the EAL program is well incorporated within the whole school Inclusion and Emirati Provision approach.
- Ensure that EAL students who also have a learning barrier are collaboratively supported by Inclusion and EAL staff
- Ensure that EAL / SEND students have IEPs that reflect clear targets and strategy advice to meet both areas of need.
- Ensure that the EAL Learning Support Assistants (LSA) implement the policy and coordinates the monitoring progress
- Ensure that the governing body and the SLT are well aware of the provisions in place for EAL learners.

Role of the EAL teacher

- Train all teaching staff across the school in identifying and providing provisions for EAL students
- Provide awareness and training sessions for Parents regarding the EAL programme and their role in identifying/supporting their children
- Engage with Parents in identifying and/or accepting their child into this cohort, in the process of identifying and planning for provision for students.
- Ensure that the Learning Support Assistants are well trained in working with EAL students.



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- Ensure with the teacher that the best individual curriculum or learning material/style is used for each student.

Role of the Teachers:

- Take responsibility for providing everyday provisions to EAL students in order that they achieve their potential within the classroom environment.
- Work with the EAL teacher in ensuring that the individual educational needs of students identified as EAL are well incorporated within the curriculum and the learning plans.
- Effectively formulate the EAL Learning Plans with SMART goals and detailed provisions for EAL students along with the EAL teacher.
- Effectively implement the identification process for EAL learners.
- Plan, develop and implement recommended strategies and accommodations necessary to remove the student's barriers to learning in English.

Role of Parents:

- Parents are always very important stakeholders within the school in the education of their children. Their consent and approval will be required to identify their child as an EAL learner.
- Parents have a responsibility to make sure that their child identified as an EAL learner is encouraged and supported to work to his/her full potential.
- There should be proper communication through Google Classroom between parents and the school to make sure that the school is well aware of the support provided to the child at home.
- Parents play an integral role in formulating their child's EAL Learning Plan and attend meetings as necessary for the purpose of making and updating the plan on a termly basis.
- Parents will complete the EAL checklist to help the school in planning effectively for their child.



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Role of the Teaching Assistant (TAs):

- Support students' learning of English as an Additional Language by planning provisions to match the learner's needs.
- To support students to become independent, cooperative, and collaborative learners.
- Contribute to assessing students' progress and support them in reviewing their own learning.
- Conduct small group sessions for EAL learners.
- Identify and remove barriers to students' learning with the support of resources provided by the EAL teacher.
- Adapt and customise curriculum materials.
- Support the learning and emotional well-being of EAL students in KS 1 and Year 3.
- Support students with EAL to access extended school activities to eliminate discrimination.
- Support the transition and transfer of EAL students within the provision

Role of the Student:

- The school will make sure that EAL learners are involved in setting their own targets to provide them with the needed support and accommodation within the school.
- EAL students will identify their own strengths and areas of improvement to plan their targets accordingly, as appropriate to their age/ability level.
- The EAL learner will work on their individual targets along with the LSA.

This policy should be read in conjunction with the school Inclusive Education Policy:

Link  ***ASPS Inclusive Education Policy 25/26**