

English as an Additional Language (EAL) Policy

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Our Vision

To create a transformative learning culture that enables children to share, innovate and succeed in life and work.

Our Mission

The students, faculty, staff, and administration of Sabari Indian School will work cooperatively with families, members of the community of Dubai, and the Board of Education directed by KHDA to create a safe, welcoming academic environment which embraces challenges, and nurtures the diverse talents, interests, and learning styles of all its students.

Introduction

Sabari Indian School, we are committed to providing an inclusive and supportive learning environment for all our students. Our English as an Additional Language (EAL) policy underscores the importance of catering to the diverse linguistic backgrounds and needs of our students. We firmly believe that every student, regardless of their proficiency in the English language, deserves the opportunity to excel academically and grow personally in a caring and supportive environment.

Purpose, Aims And Objectives

1. To have a clearly stated EAL policy
2. To have detailed procedures and routines
3. To ensure an inclusive ethos is maintained.
4. To comply with regulations in line with the National Agenda

Terminology

English as an Additional Language, or **EAL** a programme designed to support students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

LEGISLATION

1. This policy aims to ensure that The School is compliant with the terms of:
 1. UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs.
 2. UAE Federal Law 2 (2015) against Discrimination and Hatred.
2. The School's admissions policy adheres to the stipulations of the ***Dubai Inclusive Education Framework***.
3. The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
4. The School's admissions policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
5. The School's admissions policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 Clause 19: To provide all supplies required, within the school's capacity, for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class.

Identification Of EAL Students

All new admissions or current students who have been identified as EAL learners will be nominated by their homeroom or English teachers. Once a nomination is received, the student will be tested in the domains of listening, speaking, reading, and writing. An EAL assessment will be administered by the relevant leader the appropriate level of English proficiency in these 4 language domains.

Reading, Listening, and writing will be administered in a small group setting whereas Speaking will be one to one with the teacher.

Based on the assessment's result the teacher identifies the students' current level on "Bell Foundation descriptors" tracker then creates students' individual language plans (ILPs) with the students' next steps as stated in the tracker as well as the strategies and accommodations that should be implemented to support them. EAL students are then placed in suitable support group.

PRIMARY WRITING

Name: _____

Class: _____

First Language: _____

CODE	Band A	Band B	Band C	Band D	Band E
	Showing attempts at writing in English	Demonstrating basic skills of spelling and sentence construction	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level
1	Can mark/indicate familiar pictures, numbers and other visual images Autumn Spring Summer Academic Year	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'and', 'sit') Autumn Spring Summer Academic Year	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally') Autumn Spring Summer Academic Year	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text Autumn Spring Summer Academic Year	Can demonstrate full control over grammatical features (including types of verb, pronoun reference, compound and complex sentences) Autumn Spring Summer Academic Year
2	Can communicate intentions and own meaning through drawing and mark making Autumn Spring Summer Academic Year	Can form and reproduce most English letters and attempt to produce words Autumn Spring Summer Academic Year	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. 'a', 'the'), prepositions (e.g. 'on', 'in') and conjunctions (e.g. 'and', 'but') Autumn Spring Summer Academic Year	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing Autumn Spring Summer Academic Year	Can write in clear, well-structured English across the curriculum using appropriate style and layout Autumn Spring Summer Academic Year
3	Can show awareness of the differences between print and picture in attempting to write Autumn Spring Summer Academic Year	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves Autumn Spring Summer Academic Year	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time') Autumn Spring Summer Academic Year	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks Autumn Spring Summer Academic Year	Can use a variety of tenses (including present and past perfect) Autumn Spring Summer Academic Year
4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in the pupil's first language; leaving spaces between symbols or letters) Autumn Spring Summer Academic Year	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]') Autumn Spring Summer Academic Year	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he works'), inflections (e.g. adding 'ed' to form the past tense) Autumn Spring Summer Academic Year	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events) Autumn Spring Summer Academic Year	Can write competently for a range of classroom purposes Autumn Spring Summer Academic Year

Bell Foundation (BF) tracker

EAL SUPPORT AND TIER STRUCTURE

EAL Students will be supported as follows:

BF Band	OPS TIER STRUCTURE	TYPE OF EAL SUPPORT
Band A	Tier 3	Intensive EAL Program: students working at Band A or B will be placed in an intensive support program with a special content that meets their needs. This support will be delivered by the inclusion teachers in small withdrawal groups. The purpose of the program is to develop students' basic interpersonal communication skills (BICS) in order to be able to communicate with their peers in English in daily social situations. The intensity and duration of the program depend on student's individual needs. Students will be transferred to the regular EAL program after developing their basic communication skills and mastering Band B as per BF "can do descriptors".
Band B		
Band C	Tier 2	Regular EAL Program: students working at Band C will be placed in this program. These students will need support in English in order to be able to achieve well academically. This support will be delivered by inclusion teachers in small withdrawal groups. The purpose of the program is to continue improving students' basic interpersonal communication skills (BICS) as well as developing their cognitive academic language proficiency (CALP) which refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. The regular EAL program's content is designed in line with the mainstream curriculum but the lessons are taught by inclusion teachers and delivered to the students in a simplified and EAL friendly method. Students are ready to move to the next EAL program after developing and mastering Band C as per BF "can do descriptors".
Band D	Tier 1	EAL push-in support: Students working at Band D can function well in the class but will require some in-class support to help with the transition. Inclusion teachers will provide EAL students with some in-class support and resources that facilitate their learning.
Band E	Monitored	Students working at Band E with no outstanding components, can exit the EAL program. They will be monitored for 1 academic year after achieving this to ensure they are doing well on their own.

Students can be pulled-out of arts, music, physical education for their EAL class so long as it is not the same class consecutively. The number and frequency of the EAL classes is individual and subject to modification according to the student's progress

ASSESSMENTS AND MONITORING

EAL program adopts the triangulation of assessment method at the centre of which is learning. Triangulation process aims at boosting learning in a very systematic way.

The first step is to determine a starting benchmark for every learner at the beginning of every academic year. The initial benchmark is done via the EAL assessment. Afterwards, EAL students' progress will be checked against BF benchmark in 4 language domains.

The EAL Coordinator and the Head of Inclusion will monitor student progress regularly, in cooperation with classroom/subject area teachers by:

- Collecting progress data through monitoring tools.
- Meetings will take place every 2 months to monitor and review students' progress and include discussions between the EAL Coordinator, TLCs, and Classroom Teacher.

EAL STAFF DEPLOYMENT

The school has an EAL Support Team consisting of representatives of:

1. School Principal
2. Head of English Department
3. Head of Inclusion
4. Support Teacher/s
5. English Teacher/s

The Head of Inclusion will work closely to ensure teachers are properly trained and supported in testing, monitoring, and delivery of EAL lessons so that the learners are able to gain access to and engage with academic subjects appropriately. He/she also informs in writing the parents about the enrolment in EAL support, including at the beginning of the school year.

The Heads of departments will make sure that the lesson plans are always supporting the EAL needs of the students across different core subjects.

The class teacher/ subject teacher being the main person responsible for the acquisition of the language of instruction, it is his/her responsibility:

- to know which students in his/her class are registered in EAL support
- to inform the parents about the release (exit letter provided by the Language support teacher). Homeroom and English teachers can communicate directly with the parents. They also meet with the parents during parent conference meetings.

EAL PROFESSIONAL DEVELOPMENT

At SIS, every teacher is a language teacher, and we all assume responsibility for the education of our English Language Learners. To support the teaching staff, the Head of Inclusion will:

- Offer workshops on a range of EAL related topics such as language acquisition research, stages of language acquisition, and acculturation
- Support classroom teachers with strategies for EAL differentiation
- Set student goals with classroom teachers
- Facilitate transdisciplinary collaboration in curriculum planning
- Help find materials for in-class support

EXIT PROTOCOL FROM EAL PROGRAM

EAL student's performance and work are evaluated by the Head of Inclusion and the classroom/subject area teachers to determine whether the student demonstrates adequate English proficiency.

Students working at Band E with no outstanding components, can exit the EAL program. They will be monitored for 1 academic year after achieving this to ensure they are doing well on their own.

When a student is released from the EAL program, documentation of the exit date will be included in the student file in the form of a parent letter.

EVALUATING THE EFFECTIVENESS OF SCHOOL'S EAL PROGRAM

The head of Inclusion should compare the academic performance of the EAL program's past and current students to non-EAL peers each academic year using accurate data assessments that measure the educational performance of current and former students in a reliable way.

This policy will be reviewed in June 2024



Reviewed By
Mrs. Clara Martin.
Principal,
Sabari Indian School, Dubai

A handwritten signature in blue ink, reading 'Mrs. Huraira Zaheen'.

Reviewed By
Mrs. Huraira Zaheen.
Head Of Inclusion,
Sabari Indian School, Dubai