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Approved By:	Senior Team

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1.   Introduction

At NLCS Dubai the curriculum is taught primarily in English, and it is necessary for our students to have a strong command of the English language. For EAL students, development of their English language skills must be a key focus of their studies, alongside learning the content of the curriculum. To provide students with the correct levels of rigour and challenge we also recognise that for students to reach their full potential they must develop a deep knowledge of the NLCS culture and the wider cultures of the IB and their global communities. As language is a key element of our identity, developing the confidence to communicate in English is a critical element of the EAL students' path towards trying themselves out and achieving their full potential, as part of an NLCS education.

This policy is designed to outline our support for students whose mother tongue is not English. These students are referred to as having English as an Additional Language (EAL). Many students at NLCS Dubai are fluent in English, being bilingual or multilingual, and will require no additional support.

As an International Baccalaureate school, NLCS Dubai is aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make to our School community. We recognise that EAL

students are not SEND students. When a student's expressive or receptive English language acquisition and progress is slower than we would expect, however, the student will receive appropriate support.

English as an Additional Language (EAL) refers to students whose first language is not English but their English language acquisition is at a fluent level.

English Language Learners (ELL) are students who first language is not English and as a result they require support to become fluent in English.

Ethos

At NLCS Dubai, the teaching and learning, achievements, attitudes and well-being of all our students is paramount. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

Some of our students have particular teaching and learning requirements, because they speak English as an additional language. Students who speak English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2. Aims

The aim of this policy is to ensure we meet the full range of needs of students for whom English is an additional language. We aim to:

Provide EAL and ELL students with support in accessing the curriculum

Provide a safe, welcoming environment with high expectations

Encourage EAL and ELL students to celebrate their own language and culture, and that of their peers

Prepare students for the level of academic English necessary for PYP, MYP and DP levels of study

Developing the ELL student's confidence to communicate and access all aspects of the thriving and challenging environment of NLCS Dubai

3. The Role of the EAL Teacher

The EAL Teachers are part of the Inclusion Team, led by the Head of Whole School Inclusion, and are responsible for overseeing the following aspects of EAL across both the Junior and Senior school:

2.1 Lead assessment, monitoring and tracking of all ELL students

2.2 Completing English Language Learner Profiles for ELL students who require more support

2.3 Supporting teachers, LSAs and TAs to make appropriate accommodations in lessons for ELL students

2.4 Provide PD for teachers and TAs to ensure ELL students are adequately supported to make progress in lessons

2.5 Liaise with parents of ELL students to ensure a coordinated approach to support, both in school and at home, is clearly

2.6 Monitor and update the whole school ELL register every half term

2.7 Providing feedback to teachers on the progress of ELL students in targeted support sessions

2.8 Promote detailed experimental research on proposed teaching and learning strategies in EAL, and use these to inform ongoing PD.

4. The English Language Learners Register

The ELL register is updated every half-term and is distributed to staff by Junior and Senior School. The register clearly states the results of the WIDA assessment, targets the student is working towards and, where relevant, the English Language Learner Profile.

5. Admissions

As part of the admissions process, parents are requested to identify the child's first language or the language(s) spoken at home. For students with limited English language, the EAL Teachers may complete a short assessment during the admissions process to ascertain their English Language levels. Please see the Admission Policy 2024.

6. Assessment and Support

In-line with the KHDA guidelines (Appendix 1) EAL students are graded in speaking, listening, reading and comprehension as follows:

Level 1 = Fluent
Level 2 = Competent
Level 3 = Basic
Level 4 = No English

7. Pre-induction Programme

Students who have accepted an offer and require significant language support will be referred to the Inclusion team prior to joining the school. Those students who are not in the country will be assessed on their language ability when they start school. If the student is in the country, arrangements will be made for the language assessment to happen before the student joins. Students who are new to the country will be supported to transition into the culture of both the country and the school, supporting their overall well-being.

8. Assessment of ELL Students

If a student is not identified as ELL until they have started school, the following procedures will be followed:

4.1 The class/subject teacher completes the EAL referral form outlining their concerns

4.2 The EAL teacher observes the student in class and discusses the teacher's concerns

4.3 The EAL teacher completes the appropriate assessment (appendices 2 and 3), dependent on the age of the student, to ascertain their levels of speaking, listening, reading and comprehension

4.4 For students who require ELL support the parents of the child are contacted to gain permission for additional language support

4.5 Once parental permission is gained, the student begins support. This may include support lessons as part of a group, or one-to-one. Support may be offered in place of normal MFL lessons for a limited time. This support will be subject to a termly review by the EAL Teacher and Head of Whole School and Junior School Inclusion.

4.6 The student is entered on to the whole School ELL register

4.7 The student's progress will be monitored every half-term

4.8 Once the student has achieved expected levels of attainment in English, support from the EAL Teacher will stop and targets to support further progress in lessons will be set and shared with teachers

Support for students will take place in the following formats:

Junior School students
- In-class support
- 1:1 support
- Small group support
- ECAs

Senior School
- In-class support for literacy subjects
- Small group work in study sessions
- 1:1 work in study sessions
- ECAs during lunchtime and after school. The ECA will be specific to the needs of the student e.g. reading, speaking etc.
- Use of dictionary and extra time for exams for students who meet the IB ELL requirements

For all ELL students, support within the first 6 months will be more intensive. A phased reduction of support as the student progresses will be implemented with the aim of students exiting the programme within 9 months. In cases where students require intensive English language support students will follow appropriate language programmes.

9. Examination Access Arrangements for ELL Students

Students who score below a '4' in the WIDA assessment (language assessment for ELL students) for reading and writing are eligible for additional time and access to a dictionary during external examinations. The WIDA assessment must be completed within one year of the formal examinations and the Head of Inclusion, working with the EAL teacher and class teachers, will identify the students who meet these criteria and submit a formal application to the IB.

10. English Language Learners in the Early Years

For students in Early Years who are identified as English Language Learners in need of support, the school will ensure that opportunities are provided to develop and use their home language in play and learning. This will support their English language acquisition at home and ensure that they have sufficient opportunities to improve their English language skills.

11. Appendices

Appendix 1 - KHDA EAL Breakdown

EAL = English as an Additional Language - these are our Level 2 and 3 pupils for tracking purposes

ELL = English Language Learners (pupils with no English/new to English)

Level 1 = Fluent

Level 2 = Competent

Level 3 = Basic

Level 4 = No English

Native English speaker (non-EAL) [Be mindful this does not necessarily mean English nationality, many other nationalities use English as their first language OR parents choose to use English primarily with thier child]
Fluent - (EAL) Confident and coherent English skills at all times. Able to engage successfully across the curriculum without support.
Competent - (EAL) Able to participate in learning activities independently. Able to express self confidently in English (though may make common EAL errors). Has reading & writing skills strong enough to work independently.
Basic - (EAL) Able to follow day to day social communication in English and participate in learning actvities with support. Can follow instructions. Has some basic reading & writing skills but may require adult support.
None (ELL) - No English. May be silent. May/Uses first language to communicate. May be copying some English words/phrases. Requires considerable support.

Appendix 2 - Junior School Bell Assessment and DfE Proficiency in English Scale

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Appendix 3 - WIDA

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/genres of writing	