



**BLOOM WORLD  
ACADEMY**

**Reference Number**  
BWA-13

| EAL Policy            |                                                                                                                       |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------|
| Audience and coverage | School community                                                                                                      |
| Published where       | Staff and student handbook                                                                                            |
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| Owner                 | Nicola Upham, Principal – Well-being and Development                                                                  |
| Reviewer              | John Bell, Executive Principal<br> |



## **BLOOM WORLD ACADEMY**

### **1. Aim**

**Bloom World Academy (BWA)** considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

### **2. Statement of intent**

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

### **3. Scope**

This policy applies to all stakeholders

### **4. Unique definitions**

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

The term EAL (English as an Additional Language) is used when referring to students whose main language at home is a language other than English. A multilingual learner is identified as an English as an Additional Language (EAL) student when he or she needs support to access grade level content due to his or her current level of English language acquisition.

### **5. Processing and practice**

The following narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regards to English as an Additional Language

### **Mission Statement**

At BWA we aim to create a seamless, adaptive learning experience that removes language barriers and enables every student to fully access the curriculum. EAL support at BWA is not



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about segregating or labeling students, but about customising each learner's journey through a continuum of responsive teaching that evolves with their language proficiency. Our approach centers on adaptive teaching, offering targeted language support that integrates into daily lessons, allowing students to thrive academically and socially without the stigma of needing separate interventions.

We view language acquisition as part of each student's Learner Achievement Passport (LAP), where progress is tracked and celebrated as a natural element of their educational development. Whether through scaffolded lessons, peer collaboration, or enrichment opportunities, BWA ensures that every learner is empowered to succeed. Our EAL program is designed to meet students where they are in their language development, offering personalised pathways that promote growth while maintaining a fluid, inclusive environment. In this way, the EAL mission aligns with BWA's overarching commitment to creating a learning experience where every student's potential is realised.

### **EAL Aims**

- To give all students the opportunity to overcome any barriers to learning and assessment, achieve academic success and thrive within our school community.
- To create an inclusive and equitable learning environment that addresses the diverse linguistic and cultural backgrounds of our students.
- To create a multicultural and globally-minded community that celebrates diversity, promotes excellence, and empowers students to become lifelong learners and responsible global citizens.
- To welcome and value the cultural, linguist and educational experiences that students with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities.
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.



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### Strategies for supporting EAL Students

#### An overview

- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- Students who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.
- All teaching rooms to be socially and intellectually inclusive, valuing cultural differences and creating a range of individual identities.

#### Teaching and Learning - A Whole School Approach

According to Jim Cummins' language acquisition research, there is a distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). When learning English, multilingual learners first acquire social language (BICS), which may take one to three years to develop. BICS has often been referred to as "playground language" because it is social language that is highly contextualised with visual cues to support understanding. CALP is formal, technical, abstract language that is used in academic settings. On average, a minimum of five to seven years is needed for multilingual learners to acquire academic language (CALP). Solid knowledge of abstract, sophisticated, decontextualised academic language is what is necessary to do well in school.

For most of their time at school, our EAL students will be integrated in all the same classes as our native English-speaking students. Therefore, everyone in the school is responsible for helping our EAL children in their English language learning journeys.

During lessons teachers will:

- Show adaptive approaches in their planning by using the data from WIDA's language development assessments and Can-Do Descriptors of what the students can do at those language levels.
- Have high expectations, expect students to contribute and give more than single word answers by providing scaffolds to support their language development.
- EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL students need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Use groups to ensure that EAL children hear good models of English.



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- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

### EAL support

**Level One** – Quality provision for all

**Level Two** – In-class support

**Level Three** – Small group / 1:1 intervention – These students are beginners to English and feature as Wave 4 on the integra register

#### Level One

Some EAL students not requiring additional support outside of the classroom will be offered differentiated lessons by the subject specialist teacher / class teacher. This includes vocabulary lists when introducing new topics, visual displays to introduce key words and phrases. The teachers will also take into account their language background and culture and ensure that this is included in the learning environment.

#### Level Two

This is offered to EAL students for Grades KG2 and above. Students have either been referred by their teacher, identified as needing additional support by the Integra department, or by parent referral. The integra team supports the teaching through pathways or small group sessions within the classroom. This includes support with grammar, vocabulary, comprehension, reading, and spelling. In collaboration with the classroom teacher, the students' overall progress is monitored with additional input from the integra department.

#### Level Three

The majority of EAL students will receive support in either small groups or 1:1 for grammar, writing, speaking, listening and phonics. For these students, this support is offered in addition to the pathway. The English support is carried out by the Integra team and an individualised program is offered. The number of lessons offered a week varies depending on need.

### WIDA Screener/Model Test

We use a multipronged approach to monitor EAL students' progress by triangulating the following data: WIDA Screener/WIDA Model, termly NGRT reading data, RAZ Kids reading assessment data, Word Study Developmental Spelling Assessment (DSA), termly school reports, and formative and summative classroom data.



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We use the WIDA (World-class Instructional Design and Assessment) framework to guide our instruction and assessment practices, ensuring that students receive the support they need to succeed academically and socially.

The WIDA Screener/Model test will be given at least once a year to identify potential EAL students and assess already identified EAL students' English language proficiency. The WIDA Screener/Model measures the development of the four domains of language: reading, writing, listening, and speaking. It assesses social instructional language, and academic language in language arts, mathematics, science, and social studies. Students' levels are placed on one of the six proficiency levels shown below. WIDA Screener/Model assessment results of an overall score lower than 4.0 demonstrates a need for EAL support.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6<br/>Reaching</b>   | <ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>                                                                                                                                                                         |
| <b>5<br/>Bridging</b>   | <ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>                                                                                                                                                     |
| <b>4<br/>Expanding</b>  | <ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>                                           |
| <b>3<br/>Developing</b> | <ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>                                                                                             |
| <b>2<br/>Beginning</b>  | <ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>                                                                                                                               |
| <b>1<br/>Entering</b>   | <ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul> |

### Transitioning from Level 3 Support

As we use a multifaceted approach to identify and monitor progress for EAL students, we also include a variety of different factors when deciding to exit a multilingual student from receiving EAL support, including:

- An overall WIDA score of 4.0 or above
- Reading and writing levels
- Termly school reports
- Mainstream teachers' feedback



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- NGRT termly reading data
- RAZ Kids reading assessment data
- Word Study Developmental Spelling Assessment (DSA)

### Admission Arrangements

Students with EAL needs are admitted to BWA according to the same criteria as other students (see 'Admissions' Policy)

Parents that indicate that their child has less than 2 years in an English-speaking school or have indicated previous EAL support, may be further assessed by the Integra team.

### Exam provision for EAL Students

All EAL students are eligible to use a bilingual dictionary during examinations apart from in the subjects of English and Modern Foreign Languages. An EAL student who has had less than 3 years in an English-speaking school and speaks another language other than English at home may be, in **exceptional circumstances**, eligible to be awarded 10% extra time in addition to the use of a bilingual dictionary.

The EAL Advanced Practitioner, in consultation with the Integra team determines the needs of the individual students. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 10% extra time. If use of a dictionary has been granted, this must not:

- contain/display pictures; or
- provide an explanation or clarification of words and phrases

### Special Educational Needs and Able, Gifted and Talented Students

The school recognises that most EAL children needing additional support do not have special educational needs (SEN). However, should a specific learning difficulty be identified, EAL children will have equal access to the school's SEN provision. EAL students will have the same opportunities as any other 'Laurette' student within the school.

### Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race, language or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy. This policy is reviewed annually



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### **6. Roles and responsibilities**

#### **Role of the Governance committee**

It is the responsibility of the Governance committee to:

- Hold the designated school based EAL support team responsible for creating and carrying out a suitable improvement plan for inclusive education.
- Allocate financial investment to ensure that targeted plans are sufficiently resourced.

#### **Role of Teachers:**

It is the responsibility of the teachers to:

- 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 LAP 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 the Leader and Advanced Practitioner EAL**

It is the responsibility of the Advanced Practitioner to:

- Assist in the development, monitoring and evaluation of the EAL policy.
- Oversee initial assessment of students' standards of English.
- Oversee day to day operation of the school's EAL policy.
- Maintain a central record and overseeing the records of all EAL students.
- Liaise with and advise fellow teachers of EAL students.
- Liaise with English teachers about individual progress.
- Liaise with and support parents of EAL children.
- Ensure the effectiveness of each individual programme undertaken by the EAL team is regularly monitored and assessed.
- Assist with the assessment process of prospective students.
- 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.



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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 Teaching Assistant (TAs):**

It is the responsibility of the Teaching assistants to:

- Support students' learning of English as an Additional Language by planning provisions to match the learner's needs.
- 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.
- Support the learning and emotional well-being of EAL students in Primo and Junior school.
- Adapt and customise curriculum materials.

### **Role of Parent**

It is the responsibility of the parent to:

- Notify the integra team of any previous support given on admission to the school.
- Allow the student to be assessed by the EAL teacher to gauge the level and type of support that is required.
- Review new vocabulary on a regular basis at home.
- Be in regular contact with the integra department who are able to offer advise / additional resources to help support their child at home.

### **7. Associated documentation**

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Inclusion policy
- Curriculum policy

### **8. Training implications**

This policy will be shared with all BWA staff in the staff handbook and will be circulated to parents through the parent handbook.

Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Principal during their induction period.



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### **9. Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

### **10. Equity Impact Assessment**

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.