



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS Inclusive EAL Policy 2026-2027

Signed

Principal

:

Date : 06/03/2026

Inclusion Lead

:

Date : 06/03/2026

Next Review Due By

Date : 06/03/2027

Contents

Policy Statement	2
Background.....	2
Scope of Policy.....	3
Definitions.....	3
Supporting Document.....	4
1. EAL Teaching Frameworks & Guidelines.....	4
2. Assessment Tools and Frameworks	4
3. Curriculum Adaptation Resources	4
4. Inclusive Education Policy Documents	5
5. Professional Development Materials for Teachers.....	5
6. Language and Cultural Sensitivity Guidelines.....	5
7. Support and Intervention Plans for EAL Students	6
8. School-Specific EAL Policy Templates	6
9. Legal and Compliance Documents	6
Procedures followed.....	6
1. Needs Assessment	7
2. Development of the EAL Policy	7
3. Curriculum Adaptation and Resource Allocation.....	7
4. Teacher Training and Professional Development	8
5. Support and Intervention Plans	8
6. Parent and Community Involvement	8
7. Evaluation and Review of the Policy	8
8. Monitoring and Reporting	9
Policy Clarification.....	9
1. Policy Purpose	9
2. Definition of EAL	9
3. Objectives of the EAL Policy	10
4. Roles and Responsibilities	10
5. Assessment and Identification	10
6. Differentiated Instruction and Support	10
7. Parent and Community Involvement	11
8. Professional Development for Staff	11
9. Support and Intervention Procedures	11
10. Policy Review and Evaluation	11
Policy Version Control.....	12
Version Control	12

NIS INCLUSIVE ENGLISH ADDITION LANGUAGE POLICY

Policy Statement

At NISRAK, we are committed to fostering an inclusive and equitable learning environment where all students, regardless of their linguistic backgrounds, have equal opportunities to succeed. Our English as an Additional Language (EAL) policy ensures that students acquiring English as a second or additional language receive the necessary support to develop their language proficiency and fully participate in academic and social aspects of school life. We recognize the value of multilingualism and cultural diversity as strengths that enrich the educational experience for all members of our community.

We strive to create a welcoming, safe, and supportive environment where EAL students feel valued and encouraged to achieve their full potential. Our approach aligns with national and international best practices in language acquisition and inclusive education, ensuring that our strategies are evidence-based and student-centered.

Background

The increasing diversity in school populations worldwide has necessitated the development of inclusive education policies that cater to students from varied linguistic and cultural backgrounds. English as an Additional Language (EAL) programs have become essential in ensuring that students who are not native English speakers can access and engage with the curriculum effectively. This policy is rooted in principles of equity, diversity, and inclusion, aligning with global educational frameworks such as the United Nations Sustainable Development Goals (SDGs) and UNESCO's policies on multilingual education.

Research in language acquisition and bilingual education has demonstrated that students benefit from learning in an environment that acknowledges and builds upon their home languages while developing English proficiency. This policy is designed to ensure that EAL students receive structured support tailored to their language proficiency levels, thereby enhancing their academic success and overall well-being.

Our commitment to EAL inclusion is also guided by national education policies, legal frameworks, and best practices that mandate schools to provide equal learning opportunities for all students. The policy acknowledges that language acquisition is a gradual process and that students require a range of support mechanisms, including differentiated instruction, peer collaboration, and parental involvement, to achieve linguistic competence and academic fluency.

By implementing this policy, we aim to create an inclusive learning environment where EAL students are supported in developing their English language skills while maintaining pride in their linguistic and cultural heritage. We recognize the role of educators, families, and the broader community in ensuring that EAL learners thrive academically, socially, and emotionally.

Scope of Policy

This policy applies to all students for whom English is an additional language, including those who are new to English, developing proficiency, or bilingual learners. It also encompasses all school staff, including teachers, administrators, and support personnel, who play a role in fostering an inclusive learning environment. The policy extends to parents, guardians, and the broader school community, recognizing the importance of collaborative efforts in supporting EAL students.

The scope of this policy includes:

- **Students:** All learners identified as needing English language support, from early childhood education through secondary levels, irrespective of their proficiency level or linguistic background.
- **Educators:** Teachers across all subjects and grade levels, including EAL specialists, classroom teachers, and support staff, who implement inclusive teaching strategies and provide direct or indirect language support.
- **Curriculum and Instruction:** Ensuring that language support is embedded across all subject areas and not limited to English language classes. The policy applies to lesson planning, assessments, instructional strategies, and extracurricular activities.
- **Assessment and Progress Monitoring:** Ongoing language proficiency assessments and academic progress evaluations to tailor instruction to meet students' needs.
- **Parental and Community Involvement:** Engagement of parents and caregivers through communication, workshops, and bilingual resources to support learning at home.
- **School-Wide Initiatives:** Programs and activities that promote multilingualism, cultural inclusion, and peer support networks for EAL students.
- **Professional Development:** Training for school staff to ensure effective teaching methodologies, cultural competency, and inclusive classroom practices.
- **Technology Integration:** Utilization of digital learning tools, language software, and online resources to facilitate EAL learning and development.
- **Special Educational Needs and Inclusion:** Ensuring that EAL students with additional learning needs receive appropriate support and accommodations.

By encompassing these areas, this policy ensures a holistic approach to language development, academic achievement, and social integration for EAL students.

Definitions

- **English as an Additional Language (EAL):** The term used to describe students who are learning English in addition to their home or first language(s).
- **Bilingualism:** The ability to communicate effectively in two languages, which may include varying degrees of proficiency in each language.
- **Multilingualism:** The ability to communicate in multiple languages and the practice of using more than one language in daily life.
- **Language Proficiency Levels:** The stages of language development, commonly categorized as Beginner, Developing, Proficient, and Advanced.
- **Scaffolding:** A teaching approach that provides structured support to students as they acquire new language and academic skills.
- **Differentiated Instruction:** A teaching strategy that adjusts content, process, and learning environments to accommodate diverse learners.
- **Formative Assessment:** Ongoing evaluations used to monitor student learning and provide feedback for instructional adjustments.
- **Summative Assessment:** Evaluations conducted at the end of a learning period to measure overall student achievement.

- Individual Language Plan (ILP): A personalized plan outlining language learning goals and support strategies for an EAL student.
- Peer Support Programs: Initiatives that pair EAL students with proficient English-speaking peers to enhance language learning and social integration.

Supporting Document

1. EAL Teaching Frameworks & Guidelines

These documents offer detailed methodologies for teaching EAL students in ways that are inclusive and cater to their specific language needs. They provide a framework for structured lessons, strategies for scaffolding language learning, and ways to differentiate instruction.

Examples:

- The Bell Foundation EAL Framework: A comprehensive guide that supports schools in assessing and teaching EAL students. It includes levels of language proficiency and ways to track students' progress across different stages.
 - [The Bell Foundation EAL Framework](#)
- British Council EAL Resources: Offers practical advice on effective EAL teaching strategies, including resources for vocabulary development, listening comprehension, and academic writing skills.
 - [British Council - Teaching EAL](#)

2. Assessment Tools and Frameworks

These resources assist schools in assessing EAL students' language proficiency and overall learning progress. They provide tools for evaluating both formal and informal language skills, with a focus on equitable assessment methods that account for language barriers.

Examples:

- EAL Progression Framework: A tool to assess EAL students' progress across language skills, such as listening, speaking, reading, and writing.
- The English Proficiency Assessment Tool (EPAT): A standardized tool to assess English language proficiency levels and track EAL students' improvement.
- WIDA Model: A widely used system for assessing EAL students, with various assessment levels and criteria for different age groups.
 - WIDA EAL Assessment

3. Curriculum Adaptation Resources

These documents help educators adapt existing curriculum materials to meet the needs of EAL learners. They offer strategies for differentiating instruction, ensuring that EAL students can access the content while continuing to build their language skills.

Examples:

- Curriculum Design for Multilingual Learners: A document that outlines how to design lessons that are accessible to all learners, including those who are non-native English speakers. This may include simplifying language, incorporating visuals, and offering multiple means of assessment.
- Universal Design for Learning (UDL) Guidelines: UDL is a teaching framework that offers flexible learning options to accommodate students with diverse needs. These guidelines can be particularly useful in adjusting teaching methods to support EAL learners.

- [Universal Design for Learning \(UDL\)](#)

4. Inclusive Education Policy Documents

Inclusive education policies ensure that schools provide equal opportunities for all students, including those with language barriers. These documents are often grounded in legal frameworks and best practices for promoting diversity in the classroom.

Examples:

- UNESCO Inclusive Education Guidelines: This set of guidelines offers a global perspective on how to include students with diverse needs, including EAL students, in mainstream classrooms.
 - [UNESCO Inclusive Education](#)
- The Equality Act 2010 (UK): This UK law mandates equal treatment in education and includes provisions for supporting students with English as an additional language. It ensures that EAL students have the right to equitable learning opportunities.
 - The Equality Act 2010

5. Professional Development Materials for Teachers

Professional development resources help educators build their understanding of how to work with EAL students. They often include online courses, workshops, or readings that focus on language acquisition, cultural sensitivity, and inclusive teaching practices.

Examples:

- EAL Teacher Training Workshops: A series of workshops or seminars that help teachers improve their skills in supporting EAL students, covering topics such as classroom strategies, cultural awareness, and language scaffolding.
- Online Courses on Language Acquisition: Online learning platforms like Coursera or edX offer courses for teachers on language acquisition and bilingual education, helping them understand the complexities of teaching EAL students.
 - [Coursera - EAL Teacher Training](#)

6. Language and Cultural Sensitivity Guidelines

These guidelines provide best practices for creating a culturally responsive learning environment. They emphasize the importance of understanding the backgrounds and experiences of EAL students and building an inclusive classroom culture.

Examples:

- Culturally Responsive Teaching (CRT): A framework for teaching that emphasizes the importance of respecting students' cultural backgrounds while teaching academic content. It encourages teachers to integrate cultural perspectives into their teaching methods.
- Cultural Competence Framework: A resource that provides steps for developing cultural competence, allowing educators to better understand and work with students from diverse linguistic and cultural backgrounds.
 - Culturally Responsive Teaching

7. Support and Intervention Plans for EAL Students

These documents outline strategies for providing additional support to EAL students who may need extra help in language acquisition. They can include intervention plans for students who are struggling with language proficiency or academic achievement.

Examples:

- EAL Intervention Framework: A document outlining specific interventions, such as additional tutoring, peer mentoring, or targeted language support programs, designed for EAL students.
- Response to Intervention (RTI) Model for EAL: This document explains how the RTI model can be used with EAL students to monitor progress and provide tiered interventions.
 - RTI Model for EAL

8. School-Specific EAL Policy Templates

These ready-made templates can be adapted for specific schools to guide the development of their own EAL policies. The templates typically cover key policy areas, including language support, student assessment, and teacher professional development.

Examples:

- EAL Policy Template for Schools: A sample document that outlines the principles, objectives, and strategies for integrating EAL learners into mainstream classrooms.
- Inclusive Language Policy Template: A template designed to ensure that language policies reflect the diversity of students' linguistic backgrounds and support EAL students.
 - EAL Policy Template

9. Legal and Compliance Documents

These legal documents provide guidance on the rights of EAL students and how schools must comply with national and international regulations to ensure equitable access to education.

Examples:

- The Americans with Disabilities Act (ADA): Although not specific to EAL students, the ADA provides a framework for ensuring that all students, including those with language needs, are given reasonable accommodations and support in the classroom.
 - [ADA Compliance](#)
- The Every Student Succeeds Act (ESSA): This U.S. law includes provisions for supporting EAL learners, including funding and resources to ensure they have access to high-quality education.
 - ESSA Guidelines

Procedures followed

The procedures for implementing an Inclusive English as an Additional Language (EAL) Policy generally follow a structured approach to ensure that EAL students receive appropriate support and can participate fully in the educational process. Below is a detailed outline of the procedures that should be followed when developing and implementing such a policy:

1. Needs Assessment

Objective: To identify the language proficiency levels and specific needs of EAL students.

Procedures:

- **Initial Assessment:** At the time of enrollment, conduct an assessment of the student's language skills (listening, speaking, reading, and writing). This can include standardized language proficiency tests (e.g., WIDA, IELTS, or custom assessments developed by the school).
- **Gather Background Information:** Collect information on the student's first language(s), previous schooling experiences, and cultural background. This can be done through interviews with parents, guardians, or the student.
- **Ongoing Monitoring:** Regularly assess students' language development and academic progress to ensure they are on track to meet academic standards. Use informal methods like teacher observations and formative assessments.

2. Development of the EAL Policy

Objective: To establish a comprehensive, school-wide policy that outlines the approach to supporting EAL students.

Procedures:

- **Policy Drafting:** Develop a written policy that includes:
 - Objectives for EAL education (e.g., language acquisition, integration into mainstream education, etc.)
 - Specific strategies for supporting EAL students, including differentiated instruction, language support, and intervention plans.
 - Assessment criteria and methods for tracking student progress.
 - Roles and responsibilities of teachers, administrators, and parents.
- **Consultation:** Engage with stakeholders (teachers, parents, students, and possibly external experts) to review and provide feedback on the draft policy.
- **Finalization and Approval:** Once feedback is incorporated, the policy should be formally approved by the school board or governing body.

3. Curriculum Adaptation and Resource Allocation

Objective: To modify the curriculum and ensure that teaching resources are tailored to meet the needs of EAL learners.

Procedures:

- **Curriculum Modification:** Review the curriculum to ensure it is accessible to EAL learners. This might involve simplifying language in instructional materials, incorporating visual aids, and providing additional support in areas like literacy or numeracy.
- **Resource Allocation:** Provide additional resources such as bilingual dictionaries, digital tools (e.g., language learning apps), and access to EAL teaching assistants. Allocate teaching time for EAL-specific lessons or language intervention programs.
- **Differentiation:** Teachers should employ differentiated instruction techniques, offering various levels of support based on the student's proficiency and individual needs. This may include offering alternative forms of assessment or providing extra time on tests.

4. Teacher Training and Professional Development

Objective: To equip teachers with the knowledge and skills needed to effectively support EAL students.

Procedures:

- Professional Development: Offer regular professional development opportunities focusing on EAL teaching strategies, language acquisition, and cultural sensitivity. Training may cover areas such as scaffolding, formative assessment, and inclusive teaching practices.
- Ongoing Support: Create a support network for teachers, such as peer mentorship or access to instructional coaches who specialize in EAL. This ensures teachers receive continuous guidance as they implement the policy.
- Cultural Competency Training: Train teachers to understand the cultural backgrounds of their students, which can influence their language learning and classroom behavior.

5. Support and Intervention Plans

Objective: To provide targeted support to EAL students who are struggling or require additional help to reach academic proficiency.

Procedures:

- Intervention Programs: Identify students who need additional support and implement targeted intervention programs. These might include after-school language classes, small-group tutoring, or one-on-one support from an EAL teacher.
- Tiered Approach: Follow a Response to Intervention (RTI) model where support is provided at different tiers based on the student's needs:
 - Tier 1: General classroom instruction with differentiated support.
 - Tier 2: Targeted interventions such as small-group language support.
 - Tier 3: Intensive one-on-one intervention, possibly with an EAL specialist.
- Monitoring Progress: Track the effectiveness of interventions and adjust them as needed. Regular check-ins and progress reports should be shared with parents/guardians.

6. Parent and Community Involvement

Objective: To engage with families and communities to support the learning and integration of EAL students.

Procedures:

- Parent Engagement: Establish regular communication channels with parents, providing updates on their child's progress and offering resources in their home language. This can include parent-teacher conferences, newsletters, or workshops.
- Multilingual Resources: Provide written communications, such as school policies and important notices, in multiple languages to ensure accessibility for non-English-speaking families.
- Community Collaboration: Build partnerships with community organizations or local language schools that offer supplementary language support for EAL families.

7. Evaluation and Review of the Policy

Objective: To ensure the effectiveness of the EAL policy and make necessary improvements.

Procedures:

- **Regular Evaluation:** Annually evaluate the success of the policy by reviewing student progress, teacher feedback, and overall outcomes for EAL students. Consider using both qualitative (e.g., surveys, interviews) and quantitative (e.g., test scores, graduation rates) data.
- **Feedback Mechanisms:** Collect feedback from students, teachers, and parents regarding the inclusivity and effectiveness of the policy. Use this feedback to make adjustments or improvements.
- **Policy Revision:** Based on the evaluation results, revise the EAL policy periodically to address emerging needs or challenges. This could involve adding new interventions, updating assessment methods, or incorporating the latest best practices in EAL education.

8. Monitoring and Reporting

Objective: To ensure ongoing compliance and track the progress of EAL students.

Procedures:

- **Data Collection:** Maintain comprehensive records on EAL student progress, language acquisition, and academic achievement. This can include monitoring test results, language assessments, and teacher reports.
- **Reporting:** Provide regular reports to school administrators, school boards, and parents regarding the progress and needs of EAL students.
- **Transparency:** Make the results of evaluations and reviews accessible to all stakeholders, ensuring that the EAL policy remains transparent and accountable.

Policy Clarification

1. Policy Purpose

The primary aim of the EAL policy is to ensure that all students who are learning English as an additional language are given equal opportunities to succeed in their education. This policy should:

- Promote language development for EAL learners.
- Ensure that EAL students are fully integrated into the school community and academic life.
- Provide a clear framework for how EAL learners will be assessed, supported, and included in the curriculum.

2. Definition of EAL

The policy should begin with a clear definition of what constitutes an EAL student, which could include:

- Students for whom English is not the first language.
- Students who have recently arrived in the country or in the school and are still developing English language proficiency.
- Students who may be bilingual but require support to strengthen their academic English.

3. Objectives of the EAL Policy

The policy should outline the goals of the EAL program, including:

- **Language Acquisition:** To support students in acquiring proficiency in English in all four language domains: speaking, listening, reading, and writing.
- **Academic Success:** To ensure that EAL learners can access the full curriculum and are able to perform academically at their grade level.
- **Social Integration:** To support students in feeling socially integrated within the school community, promoting inclusion and participation.
- **Cultural Sensitivity:** To recognize and celebrate the linguistic and cultural diversity of students and to ensure that their needs are respected and valued.
- **Parent Engagement:** To ensure that parents are actively involved in their child's learning journey, with communications provided in the home language where possible.

4. Roles and Responsibilities

The policy should clearly define the roles and responsibilities of everyone involved in the education of EAL students:

- **EAL Coordinator/Lead:** Responsible for overseeing the implementation of the EAL policy, monitoring student progress, providing training for staff, and ensuring resources are allocated appropriately.
- **Teachers:** Expected to differentiate instruction to meet the needs of EAL learners, use scaffolding strategies, and assess language development.
- **Support Staff:** EAL teaching assistants, specialists, and tutors who work directly with students to provide additional language support.
- **Parents and Guardians:** Encouraged to be involved in supporting language development at home, and to engage with school staff to monitor their child's progress.
- **Students:** Responsible for participating in language development activities and seeking help when needed.

5. Assessment and Identification

The policy should outline how EAL students will be assessed, identifying language proficiency and academic needs:

- **Initial Assessment:** Upon arrival, all EAL students should undergo an assessment to determine their English language proficiency level (e.g., speaking, listening, reading, writing).
- **Ongoing Monitoring:** Regular assessments to track progress and identify students who may need additional support or intervention.
- **Formative Assessments:** These can include observations, student work samples, or informal check-ins to understand students' day-to-day language needs.
- **Standardized Tests:** The policy should indicate whether standardized language tests (e.g., WIDA, IELTS, or other school-specific tools) will be used to evaluate proficiency.

6. Differentiated Instruction and Support

The policy should emphasize the importance of providing differentiated instruction to accommodate the various levels of language proficiency within the classroom:

- **Scaffolding:** Teachers should use strategies such as simplifying language, providing visuals, offering sentence starters, and using peer support to help EAL students.
- **Content Modification:** Teachers may need to adjust the complexity of assignments or provide alternative forms of assessment to make content accessible.

- Language Support Programs: EAL students may require additional support outside of regular classroom hours, such as language classes, small-group instruction, or tutoring.
- Use of Technology: Tools and apps that help students with language acquisition, such as language learning software, should be incorporated into their learning plan.

7. Parent and Community Involvement

The EAL policy should include a commitment to engaging with the families of EAL students:

- Parent Communication: Schools should ensure that communication is accessible to non-English-speaking parents. This may include offering written materials in multiple languages, holding interpreter-assisted meetings, and offering parent workshops.
- Cultural Celebrations: Schools can host cultural events or activities to help foster a welcoming environment for EAL students and their families.
- Support Services: Schools should provide information on additional community resources (e.g., language classes for parents or families) to support EAL learners and their families outside the classroom.

8. Professional Development for Staff

Teachers and staff members should receive continuous professional development on how to effectively teach and support EAL students. This may include:

- Cultural Competency Training: Educators should be aware of the diverse cultural backgrounds of their students, which can influence their learning and language development.
- EAL-Specific Pedagogies: Professional development should focus on effective strategies for teaching language acquisition, including how to implement differentiated instruction and scaffolding techniques.
- Collaboration: Encourage teachers to collaborate with EAL specialists, teaching assistants, and counselors to share knowledge and improve practice.

9. Support and Intervention Procedures

For EAL students who need additional support, the policy should outline the procedures for intervention:

- Tiered Support: Use a tiered intervention model (such as RTI) to offer varying levels of support based on student needs:
 - Tier 1: General classroom strategies (differentiation, visuals, collaborative learning).
 - Tier 2: Targeted small-group language instruction or additional reading support.
 - Tier 3: Intensive one-on-one language support or specialized interventions.
- Progress Monitoring: Students' progress should be regularly reviewed, and interventions adjusted if necessary.

10. Policy Review and Evaluation

The policy should be reviewed and updated regularly to ensure its effectiveness and relevance:

- Annual Review: The EAL policy should be evaluated annually by a team of administrators, teachers, and specialists to assess whether the goals are being met.
- Feedback from Stakeholders: Gather feedback from teachers, parents, and students to inform the review process. This may include surveys or focus groups.
- Student Outcomes: Use student achievement data (language proficiency, academic progress, etc.) to measure the success of the policy and identify areas for improvement.

Policy Version Control

The purpose of policy version control is to maintain an accurate and up-to-date record of all revisions made to the school attendance policy. This ensures transparency, accountability, and easy reference for all stakeholders.

Version Control

Version	Date	Description of Changes	Approved By
1.0	10/04/2024	Created Document	Principal
2.0	10/02/2025	Edited based on updated received	Principal
3.0	06/03/2026	Reviewed Content of the Policy	Principal