



AUSTRALIAN SCHOOL OF ABU DHABI

EAL POLICY

Contents

1.	SCHOOL VISION	3
2.	SCHOOL MISSION	3
3.	INTRODUCTION	3
4.	PURPOSE	4
5.	SCOPE.....	4
6.	DEFINITIONS	4
7.	ROLES AND RESPONSIBILITIES	5
	Leadership Team	5
	EAL Programme Leaders.....	5
	Teaching Staff	6
	Parents/Carers	6
	Students.....	6
8.	PROVISION OF EAL SUPPORT	6
	Principles and Commitments.....	6
	Aims of the EAL Provision	7
	Identification and Placement of EAL Students	7
	Criteria for EAL Identification	7
	Parental Communication	7
	Tiered Support Models	8
	Additional Support Strategies	8
	Instructional Approaches	9
	Assessment and Monitoring.....	9
	Reporting and Communication	10
	Exit from the EAL Programme	10
	Homework and Parent Engagement	10
9.	POLICY REVIEW	10
10.	REFERENCES.....	10
11.	RATIFICATION AND REVISION HISTORY.....	11

1. SCHOOL VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

2. SCHOOL MISSION

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

3. INTRODUCTION

At the Australian School of Abu Dhabi (ASAD), the language of instruction is English. English as an Additional Language (EAL) provision ensures that students whose mother tongue is not English are supported in developing the language skills necessary to access the curriculum fully and to thrive academically and socially. EAL learners may include students with limited prior exposure to English, as well as bilingual students who require targeted support to further strengthen their academic language proficiency.

ASAD is committed to providing equitable access to high-quality education for all learners, in line with IB principles of inclusivity and ADEK standards for student support and inclusion. This includes ensuring that EAL students participate meaningfully in classroom learning, that their achievements are recognised and celebrated, and that they are supported in their overall well-being and personal growth. Provision is delivered through collaborative planning, targeted interventions, and differentiated classroom strategies to ensure every student's success.

In recognition of the IB's commitment to international-mindedness, ASAD affirms that every student's linguistic and cultural background is integral to their identity, sense of belonging, and self-worth. Our curriculum and pedagogy reflect this diversity by being responsive, inclusive, and respectful of students' prior knowledge and lived experiences. By valuing students' languages and cultures, we aim to cultivate an environment where all learners are empowered to succeed as confident, reflective, and principled global citizens.

ASAD's EAL policy reflects the expectations of the *Abu Dhabi Department of Education and Knowledge (ADEK)* and the *International Baccalaureate (IB)*, both of which emphasise inclusion, equity, and access to quality education for all learners. In line with these principles, we ensure early identification of student needs, personalised support, and an inclusive learning environment that builds on each student's prior knowledge and experiences. The policy also recognises the importance of Arabic language and UAE national identity, ensuring that EAL support complements, rather than replaces, the development of Arabic and students' mother tongues.

To guide this work, ASAD uses the *Bell Foundation EAL Assessment Framework*, which provides a structured approach for identifying language needs, setting individual learning goals, and monitoring progress. This ensures that language development is tracked consistently and that students receive targeted support at every stage of their learning journey. Assessment outcomes are shared with students, parents/carers, and teachers to promote transparency and collaborative goal setting.

Through a responsive curriculum and supportive teaching practices, we aim to empower all EAL students from Kindergarten to Year 12 to succeed academically, grow in confidence, and develop as principled, open-

minded global citizens. Our policy further commits to professional development for teachers, parents/carers and community engagement, and regular review in order to remain aligned with IB standards and ADEK requirements.

4. PURPOSE

At ASAD, English as an Additional Language (EAL) provision plays a vital role in ensuring that all students, regardless of their mother tongue, can access the English-medium curriculum and participate fully in school life. Guided by IB principles of international-mindedness and ADEK requirements for student inclusion, this policy sets out how the school identifies, supports, and monitors EAL learners so they are empowered to succeed academically and socially, while also valuing their cultural and linguistic diversity.

5. SCOPE

This policy applies to all students from Kindergarten to Grade 12 at ASAD who require English as an Additional Language (EAL) support, as identified through ADEK-compliant early identification procedures. It also applies to all educators, school leaders, and support staff responsible for implementing inclusive practices in line with *ADEK's Inclusion Policy* and the *IB Access and Inclusion Policy*.

The scope covers all aspects of provision for multilingual learners across the PYP, MYP, and DP, including curriculum planning and delivery, assessment design and accommodations, and communication with students and their parents/carers.

6. DEFINITIONS

TERM	DEFINITION
EAL (English as an Additional Language)	Learners who are developing proficiency in English in addition to their mother tongue(s) or home language(s), and who require targeted linguistic support to access the curriculum fully. Identification and support are guided by ADEK's Inclusion Policy, the IB Access and Inclusion Policy, and the Bell Foundation EAL Assessment Framework.
Diagnostic Assessment	An initial evaluation used to establish a student's current level of English proficiency and identify specific areas requiring support. This assessment is not graded; rather, it informs teaching, grouping, and intervention planning. At ASAD, diagnostic assessment may include screening tasks or baseline tests administered collaboratively by the classroom/English teacher and the EAL Support teacher.
Documented Learning Plan (DLP)	A required individualised plan under ADEK guidelines outlining personalised interventions, including EAL strategies, accommodations, and review dates.
Exit Criteria	Benchmarks used to determine readiness for EAL programme discontinuation.
Individualised Support Plan (ISP)	A tailored plan developed to address the academic and language needs of an EAL student.
Formative Assessment	Ongoing formative assessment is used to monitor progress (e.g., writing samples, oral recordings, reading logs). Formative Assessments are carried out throughout the unit to monitor student progress toward learning objectives. These assessments provide EAL Support teachers with valuable insights to inform future lesson planning. Tools used for formative assessment may include quizzes, worksheets, tests, rubrics, and anecdotal notes. Based on the results, the EAL

	Support teacher can adjust instructional materials and tasks, using simplified language and alternative terminologies to support students in preparing for their summative assessments
Multilingual Learners	A term used by ADEK and the IB to describe students who use more than one language in their daily lives. It recognises the value of students' full linguistic repertoire as a resource for learning and identity. While not all multilingual learners require EAL support, all EAL students are considered multilingual learners.
Proficiency Bands – Bell Foundation	A five-level scale (New to English, Early Acquisition, Developing Competence, Competent, Fluent) used to plan instruction and track EAL learner progress.
Pull-out Support	EAL instruction provided in small groups or individually outside of the regular class setting.
Push-in Support	EAL instruction delivered within the mainstream classroom.
Student of Determination (SoD)	Defined in ADEK and UAE federal law as a learner with long-term barriers to accessing the curriculum, including language, developmental, or behavioral barriers, requiring additional educational support. EAL students who show significant and ongoing language barriers may be referred for full pull-out support under the Inclusion Programme. These students will receive targeted instruction alongside Students of Determination to better meet their individual learning needs in a supportive setting.
Summative Assessment	Summative assessment takes place at the end of a unit or learning cycle to evaluate achievement of the intended objectives. For EAL learners, it provides evidence of both subject knowledge and language development. All students complete the same assessment, aligned with shared objectives and rubrics, with scaffolding or language accommodations provided to ensure equitable access. Progress is communicated to parents/carers through reports and conferences, and growth in English proficiency is tracked using school-developed and recognised rubrics, including the Bell Foundation framework.
Tiered Support	ADEK's model of progressive universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) interventions.

7. ROLES AND RESPONSIBILITIES

The EAL programme at ASAD is a collaborative model built on shared responsibility across the whole school community. Effective implementation depends on the active contribution of staff, students, and parents/carers, who work together to ensure that multilingual learners can access the curriculum and thrive academically. The following roles outline how each member of the community supports equitable access to learning.

Leadership Team

- Ensure whole-school commitment to EAL inclusion in line with IB and ADEK requirements.
- Allocate staffing, resources, and professional development to support EAL provision.
- Oversee programme quality, monitor implementation, and review effectiveness as part of school improvement planning.

EAL Programme Leaders

- **EAL Coordinator:** Leads the strategic direction of the EAL provision, aligning practices with IB and ADEK requirements. Coordinates identification, assessment, and ILPs; supports staff through professional development; and liaises with leadership, teachers, and parents/carers.

- **EAL Teachers/Support Staff:** Deliver targeted instruction through push-in, pull-out, and co-teaching models. Use the Bell Foundation framework to assess and monitor progress. Meet regularly with teaching teams to plan, review progress, and prepare resources. Develop student action plans and provide language scaffolds and materials. Promote consistent English language development across the school day.

Teaching Staff

- **Classroom/English Teachers (PYP/MYP/DP):** Differentiate instruction, embed language objectives into daily lessons, and collaborate with the EAL team on planning and assessment.
- **Subject Teachers (MYP/DP):** Integrate language support into subject-specific lessons and provide scaffolding to ensure equitable access.
- **IB Heads (PYP, MYP, DP):** Ensure EAL strategies are embedded across programmes, align with IB frameworks, and contribute to staff training and curriculum planning.

Parents/Carers

- Support language learning at home by encouraging reading, writing, and communication in both English and the mother tongue.
- Participate in meetings to review student progress and learning goals.
- Maintain ongoing communication with teachers and the EAL team.

Students

- Engage actively in learning tasks and classroom activities.
- Use strategies and supports provided by EAL and classroom teachers.
- Set personal language development goals and reflect regularly on progress.

8. PROVISION OF EAL SUPPORT

Principles and Commitments

This EAL policy reflects ASAD's commitment to inclusive education by supporting all learners, particularly those acquiring English as an additional language. It is fully aligned with the following key frameworks and regulations:

- ADEK Inclusion Policy, which emphasises inclusive admissions, equitable instructional access, and early intervention.
- International Baccalaureate (IB) Access and Inclusion Guidelines, which require access arrangements to be embedded from the outset of instruction.
- The Bell Foundation EAL Assessment Framework, which provides differentiated language development tailored to each learner's linguistic stage and academic needs.

ASAD is committed to fostering inclusive practices that ensure EAL learners and Students of Determination (SoD) have full access to high-quality education through:

- Non-discriminatory admissions, in accordance with UAE Federal Law No. 29 (2006).
- Personalised learning pathways informed by diagnostic assessments and continuous monitoring.
- A tiered support model (Universal, Targeted, Intensive) as defined by ADEK.
- Culturally responsive pedagogy and language development strategies underpinned by Bell Foundation research.

Aims of the EAL Provision

The EAL provision at ASAD is underpinned by the following aims:

- Develop students' English proficiency across listening, speaking, reading, and writing.
- Facilitate equitable and meaningful access to the curriculum through differentiation and collaboration between teachers and EAL specialists.
- Apply early identification, Individual Learning Plans (ILPs), and the Bell Foundation's Five-Stage Proficiency Scales to track progress and guide intervention.
- Provide a flexible, tiered model of support (in-class, small group, individual) while maintaining inclusion.
- Value and support students' cultural and linguistic diversity, including Arabic and mother tongues, alongside English.

Identification and Placement of EAL Students

EAL identification begins at admission to the school as part of the enrolment process and with initial classroom observations and screening by class or English teachers. Where language learning needs are suspected, the EAL specialist conducts diagnostic assessments covering listening, speaking, reading, writing, and reading fluency. Based on results, an Individual Learning Plan (ILP) is developed using a level-based framework aligned with the Bell Foundation. The EAL programme typically spans 12–16 weeks and may include individual or small group sessions, depending on scheduling and student needs.

Criteria for EAL Identification

A student will be designated for EAL support if any of the following criteria apply:

- No functional English proficiency.
- Limited comprehension skills despite previous exposure to English instruction.
- Satisfactory oral communication but reading level two stages below class expectations.
- Reading level aligns with class expectations, but writing samples reveal significant deficits in language use, structure, and conventions.

Referral sources include:

- Parental/carers disclosure of a child's language background and support needs as part of the admission process.
- Teacher referrals based on classroom observations, supported by formative and/or diagnostic assessment data.
- Ongoing identification from KG2 through Grade 10, informed by progress reviews, parental/carers input, questionnaires, and additional referrals where appropriate.

Parental Communication

ASAD recognises the vital role of parents/carers in supporting the language development of multilingual learners. Parents/carers are contacted at the earliest stage to attend a meeting where their child's language profile, assessment outcomes, and proposed support plan are shared in detail. This meeting provides an opportunity for parents/carers to ask questions, contribute insights about their child's language background, and collaborate with staff on setting appropriate goals.

Written parental consent is required prior to enrolment in the EAL programme, ensuring that parents/carers are fully informed and supportive of the process. Regular communication is maintained through scheduled progress meetings, reports, and informal updates, enabling parents/carers to remain actively engaged in their child's learning journey. Parents/carers are also provided with guidance on how they can reinforce English language development at home while continuing to value and nurture their child's mother tongue.

Tiered Support Models

EAL provision at ASAD follows a tiered model in line with ADEK requirements:

Tier 1: Universal Support

All teachers are responsible for differentiating instruction to support EAL learners in the mainstream classroom. Strategies may include vocabulary lists for new units, visual aids, sentence frames, scaffolding tasks, and incorporating students' linguistic and cultural backgrounds into lessons. Tier 1 provision is generally sufficient for students performing within the average-to-high range on MAP Reading/Language assessments (Grades 3–10), who can access the curriculum successfully with universal differentiation but do not require targeted withdrawal or intensive support.

Tier 2: Targeted In-Class Support

EAL specialists collaborate with classroom/English teachers to provide small-group instruction focused on speaking, listening, reading, writing, grammar, and vocabulary. Students may be grouped across classes within a year group for more effective support. Regular collaboration between classroom teachers and the EAL team ensures progress monitoring and instructional alignment.

Tier 3: Intensive Support

For students requiring additional intervention, the EAL and Inclusion team provide individual or small-group sessions. Frequency and duration of support are determined by students' evolving language needs. Personalised plans are developed, parents/carers are informed, and provision is adjusted based on ongoing assessment. Students in Tier 3 are not classified as Students of Determination (SoD) unless additional learning needs are identified.

Additional Support Strategies

To complement the tiered model of provision, ASAD implements additional strategies that promote inclusion and accelerate language acquisition for EAL learners. These include:

- Induction and orientation programmes to support newcomers in adjusting to the school environment and routines.
- Peer buddy systems that foster social integration, confidence, and peer-to-peer language support.
- Access to language-supportive technologies such as reading platforms, digital fluency tools, and translation aids.
- Modified assessment support and classroom scaffolding to ensure that EAL learners can demonstrate their understanding equitably.

Instructional Approaches

Instruction for EAL learners at ASAD is guided by the IB Approaches to Learning and the recognised stages of language acquisition, ensuring that both academic and social language are developed. EAL teaching promotes inclusive, supportive, and language-rich learning environments where all students are empowered to succeed.

Scaffolding Strategies

- Build on prior knowledge and provide supports such as visuals, graphic organisers, sentence frames, anchor charts, and storyboards.
- Differentiate content, process, and product according to language proficiency, with tiered vocabulary to support comprehension at all levels.
- Allow additional time for processing and task completion while maintaining high expectations.

Inclusive Classroom Practices

- Use clear learning objectives and purposeful, language-rich materials in every lesson.
- Integrate collaborative activities and structured talk to foster speaking and listening skills.
- Embed culturally responsive pedagogy and promote a respectful, bias-free learning environment that supports emotional well-being.
- Ensure collaborative planning between EAL specialists and classroom/subject teachers for consistency across the curriculum.

Technology Integration

Technology tools are used to extend and personalise learning for EAL students, including:

- Reading Progress (Microsoft Teams) is used to track and analyse reading fluency.
- Reading Theory provides personalised reading comprehension practice.
- Lalilo supports foundational reading through phonics and grammar.
- Freckle offers differentiated reading activities and cross-curricular literacy practice.
- ARZ Kids provides interactive Arabic and English literacy games and texts.

Assessment and Monitoring

EAL learners are assessed using a cycle of diagnostic, formative, and summative assessments:

- **Diagnostic Assessment:** Conducted at the start of support to determine baseline proficiency and guide ILPs.
- **Formative Assessment:** Ongoing throughout units (e.g., writing samples, oral recordings, quizzes, rubrics, anecdotal notes) to monitor progress and adjust instruction.
- **Summative Assessment:** Administered at the end of units to evaluate progress against shared objectives. All students complete the same tasks with scaffolding and accommodations where appropriate.

Progress is tracked using the Bell Foundation Five-Stage Proficiency Scales alongside school-developed rubrics.

Reporting and Communication

EAL students receive two report cards annually: one from their class or English teacher, and one from the EAL Support teacher. Reports describe progress in both language proficiency and against expected standards. Parent/carer meetings provide opportunities to review goals, share ILPs, and agree on next steps.

Exit from the EAL Programme

Students may exit the EAL programme once they demonstrate that their reading, writing, and speaking meet class minimum standards, their writing is assessed as proficient by both the EAL and class/English teacher, and classroom observations confirm independent functioning. Supporting evidence such as reading fluency data, classwork, and assessments must also show consistent progress.

Exit decisions are based on a collaborative review of the student's portfolio by the EAL and class/English teacher. A formal meeting with parents/carers is held to discuss the recommendation. If criteria are not yet fully met, a review is scheduled within six (6) to eight (8) weeks. Students remain in the programme until a final decision is reached.

All exit decisions must align with the Bell Foundation benchmarks (Developing Competence → Competent/Fluent), IB expectations for progressive independence, and ADEK's requirement for evidence-based adjustments to support levels.

Homework and Parent Engagement

EAL students are expected to complete weekly homework that maximises language exposure and practice, alongside daily reading activities. Homework materials are differentiated and tailored to individual language needs, with follow-up and feedback provided by teachers. Parents/carers are encouraged to reinforce learning at home in both English and the mother tongue, thereby supporting bilingual development and strengthening cultural identity.

9. POLICY REVIEW

The EAL Coordinator is responsible for ensuring that this policy is reviewed annually in consultation with key staff. Each review will take into account updates in classroom practices, revisions to ADEK regulations, evolving IB access and inclusion expectations, and current guidance from the Bell Foundation and other evidence-based frameworks.

10. REFERENCES

- Abu Dhabi Department of Education and Knowledge (ADEK). (2024/25). *Inclusion Policy: Ensuring Equitable Education for All Learners*. Abu Dhabi: ADEK.
- International Baccalaureate Organization (IBO). (2022). *Access and Inclusion Policy*. Cardiff: International Baccalaureate.
- The Bell Foundation. (n.d.). *EAL Assessment Framework for Schools*. Cambridge: The Bell Foundation.
- United Arab Emirates. (2006). *Federal Law No. 29 Concerning the Rights of People of Determination*. Abu Dhabi: UAE Government.
- United Arab Emirates. (2022). *Federal Law No. 51 Amending Provisions of Federal Law No. 29 (2006)*. Abu Dhabi: UAE Government.

11. RATIFICATION AND REVISION HISTORY

Document Title	EAL Policy
Version	V.2
Ratification Date:	7 th September 2025
Next Review Date	August 2026
Ratified By	Director: Mr Adel Salman