



Newton International Academy, Barwa City

EAL Policy EYFS & Primary

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Aim of Policy

- To support the acquisition and development of English language skills for pupils with English as an additional language.
- To help EAL pupils become confident and fluent in English to reach their academic potential.
- To ensure equal access to the curriculum through tailored teaching and learning strategies.
- To celebrate linguistic and cultural diversity within our school community.
- To track and monitor the progress of EAL pupils to ensure effective and targeted support.
- To foster socially and intellectually inclusive classrooms that value cultural differences and support diverse identities.
- To build on pupils’ strengths and encourage the transfer of knowledge and skills across languages.

Definition

An EAL learner is defined as a pupil whose first language is not English and who is in the process of acquiring English. EAL pupils may be at any stage of language development—from new to English to advance bilingual.

Newton Group Values

 Support	 Honesty	 Respect	 Transparent Communication	 Social Responsibility	 Personal Accountability	 Environmental Awareness	 Empathy	 Diversity
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Identification and Assessment

- EAL learners may be identified upon admission through language background questionnaires and entrance assessments.
- **EYFS:** Teachers use a combination of baseline assessments and professional judgement. Referrals are made to the AESN Coordinator and EAL support staff. The Wellcomm Language Skills screening is administered to referred pupils.
- **Primary:** English Reading and Writing Baseline assessments are used to identify EAL needs. Pupils scoring below 25% are automatically referred for EAL support –no referral form is required. A list of these students will be provided to the AESN Coordinator by the Deputy Head of Primary – Academics.
- In addition, teacher judgement is also considered, especially in cases where pupils may have under- or over-performed due to external factors. These referrals are evaluated individually by the AESN Coordinator, in consultation with the class teacher and Head of Primary.
- External assessments (e.g. CAT4, GL) may also be considered.
- Ongoing assessment of EAL learners includes classroom observations, formative assessments, and standardised tests.

Provision

In-Class Support:

- Differentiation using visual aids, word banks, scaffolding, and modelling
- Children are grouped to ensure EAL pupils hear good models of English
- Reading for Pleasure initiatives: Reading Rials, paired/shared reading, guided reading
- Targeted Teaching Assistant Support: 1:1 or small group intervention provided during lessons to reinforce vocabulary, comprehension, and task instructions.
- Talk for Writing strategies including story mapping and actions
- Regular story time, library sessions, Book Week events, Book Fairs, and class libraries
- Online resources such as Bug Club reading and Little Wandle phonics platforms
- Google Translate and Dictionaries

Withdrawal Sessions:

Pupils attend two targeted intervention sessions per week using:

- EYFS: Wellcomm Language Skills Program (GL)
- Primary: Cambridge Global Additional English Scheme (2nd Edition)



EYFS Language Provision – Wellcomm Programme

- Pupils complete an initial Wellcomm screening test
- Grouped by language ability for twice-weekly sessions
- Sessions tailored to specific developmental language needs
- Follow-up screening conducted at the end of the academic year to evaluate progress and determine the need for continued support

Primary Language Provision – Cambridge Global English (2nd Edition)

- Implemented consistently from Year 1 to Year 6
- Aligned with CEFR Level A1–A2
- Incorporates cross-curricular, international topics
- Includes songs, chants, stickers, and scaffolded writing activities
- Tip boxes for vocabulary and grammar support
- Project-based learning to encourage collaboration and communication
- Access to a dedicated digital learning platform

Strategies for Teaching Staff

- Use of visuals, realia, gestures, and modelling to aid comprehension
- Integration of word mats and bilingual vocabulary banks
- Talk for Writing strategies such as story maps, actions and writing frames
- Use of engaging, level-appropriate texts and resources
- Scaffolded support through sentence starters and writing templates
- Creation of a language-rich environment with labelled visuals and accessible texts
- Purposeful grouping to ensure EAL learners are exposed to strong English role models
- Encouragement of peer collaboration and structured group tasks
- Differentiated instruction based on the pupil's English proficiency
- Teaching Assistant support to reinforce learning and provide guided practice
- Language Access Through Technology:
 1. Use of Interactive Whiteboard videos with subtitles in pupils' home languages where appropriate.
 2. iPads available from the Pastoral Office to access translation tools such as Google Translate or AI-supported translation apps to aid understanding during lessons.



Monitoring and Review

- EAL pupil progress is reviewed termly by the AESN Coordinator, EAL staff, and class teachers
- Progress is tracked using classroom observations and End of Term examinations.
- Baseline assessments are administered at the beginning of the academic year; progress assessments are conducted at the end of each term
- EAL results are reported to parents in termly progress reports
- Parents may arrange meetings with the EAL teacher or AESN Coordinator during Parent Evenings or by appointment

EAL intervention continues until:

1. Satisfactory progress is demonstrated through assessment data and,
2. Class teacher and EAL teacher agree that the pupil can access the curriculum independently

Parental Engagement

- Parents are informed of EAL support during the admission process if their child comes from a non-English medium background **or** after baseline/termly assessments were conducted
- Consent is requested before EAL intervention begins, with formal notification provided in writing
- Ongoing communication is maintained through Class Dojo, meetings, and interpreters when necessary
- Parents are encouraged to support language development at home by:
 1. Speaking English at home (where possible)
 2. Providing access to English-language media (books, TV, internet)
 3. Assisting with completion of English homework
 4. Using English booster packs sent home
 5. Utilising school-provided English platforms e.g. Bug Club and Little Wandle

Roles and Responsibilities

Class Teachers: Implement classroom strategies, differentiate for EAL learners, monitor progress and keep parents updated

AESN Coordinator: Oversees identification, interventions, assessments, staff training, and resource management



Teaching Assistants: Support EAL learners in class or through small group intervention under the direction of teaching staff

Review Schedule

This policy will be reviewed annually by the AESN Coordinator in collaboration with the Senior Leadership Team.

ADDENDUM

1. Referral Process

A. Automatic Referrals

Pupils who score 25% or below in the English Baseline Assessments for Reading Comprehension and Writing will be referred directly for EAL support.

- No referral form is required.
- The Deputy Head of Primary – Academics will send the names of these pupils to the AESN Coordinator.

B. Teacher-Initiated Referrals

Where a pupil:

- Is newly admitted and requires English language support, or
- Scores above 25% in baseline assessments but displays ongoing difficulties in spoken or written English, vocabulary development, comprehension, or confidence, as observed in class,
- The Class Teacher must complete an EAL Referral Form (available on the AESN Drive) and email it to the AESN Coordinator.
- These referrals will be reviewed on a case-by-case basis by the AESN Coordinator in consultation with the Head of Primary.

2. Parental Permission for Withdrawal

- A Parental Consent Form must be signed before the pupil can be withdrawn from class.
- Pupils will typically be withdrawn twice per week to receive targeted EAL support.

3. Monitoring Progress

- Pupil progress will be monitored at the end of each term through review of EAL and English assessments.
- If insufficient progress is noted, the case may be referred to the SEN team for further investigation and support.



ADDENDUM

4. Exiting the EAL Programme

The process for exiting the EAL programme includes two key criteria:

- Achieving a Grade C or higher in both EAL and English Reading and Writing end-of-term examinations.
- A joint review by the AESN Coordinator and the Class Teacher to assess the pupil's readiness to return to full mainstream instruction without EAL support.

Appendix 1 - EAL Referral Form

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NIA AESN Intervention Referral Form

Pupils Name		Home Language	
Class & Year		Siblings at NIA	
D.O.B		External Report Attached	YES/NO

Reasons for referral			
Fighting		Dramatic Change of Behaviour	
Lying		Worries	
Bullying (Victim/ Bully)		Daydreams/fantasizes	
Disrespectful		Grief	
Defiant		Fears	
Impulsive		Sadness	
Hyperactive		Always tired	
Chews (paper/clothes/hair)		Motivation	
Makes odd sounds		Inattentive or Easily distracted	
Poor motor skills		Withdrawn	
Self-harm		Cries easily for age	
Peer relationships		Anxious/nervous	
Social skills		Low self-esteem	
Personal hygiene		Over confident	
Family concerns/ Neglect		Self-image/ confidence	
Academics		Non-touchable/ pulls away	
Absences		Nervous/ anxious	
Work habits/organisation		Perfectionist	
Completion of assignments/homework		Aggression/ anger	
Student is mute		Hearing difficulty	
Poor basic phonic ability		Poor blending / decoding of sounds	
No/Very Little English		Anger/Aggressiveness	
Academic Ability			
Low	Middle	High	Gifted

Actions/Strategies Taken		
Observations/ Pastoral notes	Activities adjusted for time	
Peer Support/ Buddy System	Meeting(s) with parent/guardian	
Modified Activities (LA, MA, HA, MAT)	Reward system/behaviour chart	
Times tasks using countdown timer	Positive reinforcement	
Bespoke curriculum	Seat changes	
Strategies driven by intervention (IEP)	Baseline. Summative Assessments	
Other please state:		

Parental Communication

Support Required			
EAL		Support Teacher	
SEN		School Counsellor	
Phonics		Other (please state)	

Teacher Details (responsible for referral)			
Teacher (name and signature)		Date	



Appendix 2 - EAL Referral Form Continue

Internal Use Only				
Date Referral Received				
Priority	Low (availability)	High (ASAP)	Additional Notes	
Support				
EAL	Small group Intervention		Person Responsible	
	Group Intervention			
WAVE 1 SEN	In class support by teacher		Person Responsible	
WAVE 2 SEN	In class support by AESN Teacher Withdrawal AESN Teacher		Person Responsible	
WAVE 3 SEN	AESN Withdrawal – 1:1 or Group Sessions (IEP)		Person Responsible	
External Assessment Required	YES		NO	

Summary Notes

Signed Off By	
AESN Department (Name, Signature & Job Title)	
Primary SMT (Name, Signature & Job Time)	
Date	