NEWTON INTERNATIONAL ACADEMY LUSAIL

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An International community of learners striving for excellence and celebrating success

Newton International Academy Lusail

EAL Policy

2026 - 2027

Last Review: August 2026
Next Review: June 2027
Reviewer: Policy Committee

Vision

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

Mission

We aim to provide the highest quality of education possible for 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 the wider community to achieve our vision.

Rationale

At NIA Lusail, English as an Additional Language (EAL) is an important part of our whole-school provision. We are committed to ensuring that students who are learning through English in addition to another language can access the curriculum, take a full part in school life and make progress. Strong classroom teaching, appropriate language support and close working between teachers, the Learning Enrichment Department, students and parents are central to our approach. This policy explains how EAL needs are identified, supported and monitored across EYFS, Primary and Secondary.

Definition of English as an Additional Language

For the purposes of this policy, EAL refers to students who use or have experience of a language other than English and who may need support to access learning through English. EAL students come from a wide range of language, cultural and educational backgrounds. Their confidence and skills in speaking, listening, reading and writing in English will vary, as will their previous experience of schooling and the curriculum.

EAL is not, in itself, a special educational need or disability. A student may, however, have both EAL and SEND. Where concerns cannot reasonably be explained by the student's development of English, previous educational experience or other relevant circumstances, the school's SEND identification and referral procedures will be followed where appropriate.

Aims

NIA Lusail aims to:

- Ensure EAL students can access a broad, balanced and ambitious curriculum.
- Develop the spoken, written and academic English required for successful participation and learning.
- Identify language-related barriers to learning as early as possible using the information available to the school.
- Ensure high-quality inclusive and adaptive classroom teaching remains the first response to EAL need.
- Provide targeted language and literacy support where an identified need requires additional help.
- Value multilingualism and recognise students' home languages, cultures and prior learning as strengths.

- Equip teachers with appropriate information, strategies, guidance and support.
- Work in partnership with parents and involve students in decisions about their learning and support.
- Monitor students' progress and review support so that provision remains appropriate and effective.

Context

NIA Lusail implements this policy in accordance with applicable regulations, accreditation standards and school procedures. It reflects the school's commitment to inclusion, equality of access and high quality teaching for students from a wide range of language and educational backgrounds. It should be read alongside the school's SEND Policy, Teaching and Learning procedures, Assessment arrangements, Admissions procedures and Safeguarding and Child Protection Policy.

Roles and Responsibilities

Head of Learning Enrichment / SENCO

- Lead and coordinate EAL provision across EYFS, Primary and Secondary.
- Oversee identification, the EAL register, provision, monitoring and review.
- Maintain the whole school EAL register and relevant monitoring records.
- Review available school evidence to understand language and literacy barriers that may affect access to learning.
- Advise teachers on classroom strategies, language support and appropriate targeted provision.
- Coordinate EAL support through the Learning Enrichment Department and the use of relevant Teaching Assistants (TAs).
- Ensure relevant staff have access to appropriate information about identified EAL needs and agreed strategies.
- Support staff through professional dialogue, guidance, modelling and professional development.
- Work with parents, students, school leaders and other relevant professionals.
- Monitor EAL support and contribute to whole school review of provision.

Class and Subject Teachers

- Teachers remain responsible for the progress and day-to-day learning of EAL students in their classes, including those receiving additional support.
- Teachers provide language rich, appropriately supported teaching, identify barriers to learning, use classroom and school information to inform planning and work with the Learning Enrichment Department where additional support is needed.

Senior Leadership Team

- Support the implementation of inclusive EAL practice across the school.
- Monitor the effectiveness of EAL provision and ensure appropriate staffing and resources.
- Hold relevant leaders accountable for the quality and impact of provision.

Parents and Students

- Parents are valued partners in helping the school understand a student's language background, previous education, strengths and current needs.
- Students should be involved in discussions about their learning and support in an age-appropriate way. The school values students' home languages and recognises that these are an important part of their identity and learning.

Identification and Initial Information

The school builds an initial picture of each EAL student's strengths and language needs using information already available through admissions, teacher observation, classroom learning and whole school monitoring. Information is considered together so that support is based on the student's actual needs rather than EAL status alone. This may include:

- Admission information, including home language and previous educational experience.
- Teacher observation of communication, participation and understanding in class.
- Classroom, formative and summative assessment information.
- Phonics, reading, spelling and writing evidence where appropriate.
- Available attainment and progress information.
- Student work and evidence of how independently the student can access classroom learning.
- Parent information and student voice.
- Attendance and information about previous schooling or gaps in education.
- The student's response to classroom support and any targeted intervention.

The Learning Enrichment Department considers this information alongside teacher knowledge of the student to understand current strengths, language related barriers and the support needed to access learning. This informs classroom strategies and, where needed, targeted EAL support. EAL students do not all need the same provision. Support is matched to need and reviewed as students become more confident and independent in using English for learning.

EAL Register and Monitoring

The Learning Enrichment Department maintains a whole school EAL register to support identification, planning and monitoring. The register is updated as students join NIA Lusail, as new information becomes available and as needs change. Being on the EAL register does not indicate SEND.

EAL information is considered alongside attainment and progress information, teacher evidence and records of support. The type and level of support a student needs may change over time. As a student becomes more independent in accessing the curriculum, targeted support may be reduced or ended while appropriate classroom support and monitoring continue.

Whole School Approach to EAL Provision

EAL provision begins with effective classroom teaching and is strengthened with targeted support where this is needed. The level and focus of support are based on the barriers a student is experiencing when learning through English, not simply on being identified as EAL.

Level	Purpose	Typical provision
Universal classroom provision	Language-accessible high-quality teaching for EAL students within everyday lessons.	Explicit vocabulary teaching, modelling, visuals, gestures, worked examples, sentence structures, checking understanding, purposeful talk, repetition, accessible resources and appropriate grouping.
Targeted provision	Additional support for identified language, literacy or curriculum-access needs.	Teacher, TA or Learning Enrichment Department small group support, pre teaching, vocabulary development, guided reading or writing, phonics reinforcement, sentence construction, comprehension and curriculum language consolidation.
Individualised response where required	A more personalised response where barriers are significant, persistent or potentially extend beyond EAL.	Focused Learning Enrichment assessment or intervention, closer progress monitoring, parent consultation and, where evidence indicates possible additional needs, consideration through the school's SEND graduated response.

Classroom Provision and Adaptive Teaching

Effective EAL provision begins in the classroom. Teachers support students to understand the language of learning while maintaining high expectations and ensuring access to an ambitious curriculum.
Depending on need, classroom support may include explicit teaching of key vocabulary, visuals and examples, modelling of spoken and written language, sentence starters or writing frames, structured talk, clear and manageable instructions, checking understanding, pre teaching or revisiting important language, supported reading and opportunities to connect new learning with prior knowledge.

EYFS Provision

In EYFS, language development is supported throughout everyday classroom practice, play and adult interaction. Practitioners build children's understanding and use of English through routines, modelling, repetition, visuals, songs, stories and purposeful talk.
Where a child has an identified language need, the Learning Enrichment Department may provide focused, developmentally appropriate short sessions alongside classroom provision. The focus of these sessions is based on the child's communication and language needs, with useful strategies shared with EYFS staff so they can be

reinforced throughout the school day. Children are not routinely withdrawn simply because they are identified as EAL.
If concerns about a child's speech, language, communication or learning appear to go beyond what would reasonably be expected from learning English as an additional language, staff will discuss these concerns with the Learning Enrichment Department. The school's SEND identification and referral procedures may then be considered where appropriate.

Primary Provision

In Primary, classroom teachers remain responsible for ensuring that EAL students can access learning across the curriculum. The Learning Enrichment Department may work with students who require additional support with vocabulary, phonics, reading, writing, comprehension, sentence construction or the language demands of particular subjects.
Targeted support may take place individually or in small groups and should complement classroom teaching. Wherever possible, intervention should be planned to minimise unnecessary loss of core curriculum learning. Phonics support may be provided where assessment indicates that this is an appropriate barrier to address.

Secondary Provision

In Secondary, subject teachers remain responsible for supporting EAL students to access the language and content of their subjects. The Learning Enrichment Department may provide targeted support where students need additional help with academic language, subject specific vocabulary, reading comprehension, extended writing or other identified language barriers.
Support should complement subject teaching and help students become increasingly independent in accessing the curriculum.

Phonics, Reading and Literacy

Phonics, reading and literacy support should be based on identified need rather than EAL status alone. Students may require additional support where gaps in phonics knowledge, decoding, fluency, vocabulary, comprehension or written language are limiting access to learning.
Support should build on classroom teaching and be matched to the student's age, stage of development and prior educational experience.

Monitoring Progress and Pupil Progress Meetings

The Learning Enrichment Department works with teachers and school leaders to monitor the progress of students receiving EAL support. Evidence may include classroom performance, assessment information, reading and literacy information, intervention records, teacher feedback, student work and student or parent feedback.

EAL needs and support may also be discussed through the school's Pupil Progress Meeting process where appropriate. Support should be adjusted in response to progress, changing needs and increasing independence.

EAL and SEND

EAL is not a special educational need or disability. Students should not be identified as having SEND solely because they are learning English as an additional language.
Where concerns about a student's learning, communication or progress appear to extend beyond EAL, staff should follow the school's established Initial Concern and SEND identification and referral procedures. Information about the student's home language, previous education and response to appropriate EAL support should be considered as part of this process. Where a student has both EAL and SEND needs, both should be recognised and supported appropriately.

Informing and Supporting Teachers

The Learning Enrichment Department will ensure that relevant staff have access to appropriate information about students' EAL needs and the strategies that support them in the classroom.
The Learning Enrichment Department will provide guidance, resources and professional development where appropriate to strengthen staff confidence in supporting EAL students across the curriculum.

Parent Partnership

Parents are important partners in supporting students who are learning English as an additional language. Where a student is identified for targeted EAL intervention through the Learning Enrichment Department, parents will be informed about the support being provided and the intended focus of the intervention. Consent need to be provided by parents before sessions comment.
The school will encourage parents to support language and literacy development at home while continuing to value and develop the student's home language.

Student Voice

Students receiving EAL support should be encouraged to contribute to decisions about the support they receive. Their views should be considered when reviewing what is helping them, where they continue to experience barriers and how support can be adjusted to promote greater confidence and independence.

Admissions and Transition

Information about a student's language background, previous education and English language needs should be considered during admission and transition. Relevant information should be shared with appropriate staff to support continuity of provision and help students access learning effectively from the point of entry.

Records and Information Sharing

EAL records held by the Learning Enrichment Department should be stored securely and updated as appropriate. Relevant information should be shared with staff who need it to support the student effectively, in accordance with the school's procedures for confidentiality and information sharing.

Safeguarding

EAL students are supported within the school's established safeguarding procedures. Language barriers should never prevent a student from being able to communicate a concern or access appropriate support.
Where necessary, staff should consider how information is communicated so that students and parents can understand safeguarding information and procedures effectively.

Training and Professional Development

The Learning Enrichment Department will provide guidance and professional development to support staff in meeting the needs of EAL students. Training may focus on areas such as language accessible teaching, vocabulary development, classroom strategies, literacy support and distinguishing EAL needs from possible SEND.

Quality Assurance and Evaluation

The effectiveness of EAL provision will be reviewed through the school's established quality assurance processes. This may include review of student progress and attainment, intervention records, classroom practice, student work, feedback from staff, students and parents, and the impact of targeted support.
Findings should be used to inform future provision, staff development and improvements to classroom practice.

Concerns Regarding EAL Provision

Where a member of staff has concerns about a student's English language development, access to learning or progress, these should be discussed with the relevant teacher and the Learning Enrichment Department. Appropriate assessment, classroom strategies, targeted support or further referral may then be considered based on the identified need.

Policy Review

This policy will be reviewed annually by school leadership in collaboration with the Head of Learning Enrichment / SENCO and relevant school committees. The review will take account of applicable regulations, accreditation standards, relevant guidance, school evidence and any changes to NIA Lusail's EAL provision and procedures.