



Springdales School, Dubai

POLICY	ENGLISH AS ADDITIONAL LANGUAGE
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP/IMPLEMENTATION	IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	SEPTEMBER 2024
NEXT REVIEW	SEPTEMBER 2026
LEAD PROFESSIONAL	PRINCIPAL



1. Policy Statement:

Springdales School Dubai is committed to providing quality education to all students, including those who require support in English as an Additional Language (EAL), ensuring an inclusive learning environment where EAL learners are supported in achieving academic success and social integration.

2. Aim

The aim of this policy is to:

- Provide clear guidelines for identifying, assessing, and supporting EAL students.
- Ensure all EAL students have access to appropriate learning opportunities and resources.
- Foster an inclusive environment that promotes equal participation in both academic and extracurricular activities.
- Support students' progression in English language proficiency, ensuring alignment with the UAE School Inspection Framework (Clause 19.2).

3. Approaches and Provisions:

The EAL referral, identification and support process follows the following route:

Identify → Referral → Class observation → Assessment → EAL Register → Support.

4. Identification and Assessment:

- All newly enrolled students will undergo an initial language proficiency assessment as per MOE UAE School Inspection Framework guidelines. This assessment helps determine the student's current CEFR level and the type of support needed (Tier1, 2, or 3).
- Regular progress monitoring will be conducted using formative and summative assessments to ensure the appropriate interventions are made.
- Provision of Support: The school follows a tiered approach to EAL provision based on the KHDA's criteria:

Tier 1: Universal Provision (In-Class Support)

This support is provided to all students within the regular classroom setting. Teachers use differentiated instruction, meaning they adapt their teaching methods to cater to the varying learning needs of students. In the case of EAL students, this might include using visual aids, simplified language, or group work to help with comprehension.

- Differentiated teaching methods and resources are integrated into mainstream classes.
- Teachers are trained to use visual aids, simplified language, and scaffolder instructions to make lessons accessible to EAL learners.



- Such as: Breaking tasks into smaller, manageable steps.
- Using visual aids, examples, or models to help students understand.
- Offering hints, cues, or guiding questions.
- Providing sentence starters or language frames for EAL learners.
- Giving feedback and prompts that guide students toward the correct answer without directly giving it.
- According to the Dubai Inclusion Policy Framework, every classroom must have inclusive practices that allow EAL students to participate fully in the learning process.

Tier 2: Targeted Support (EAL-Specific Sessions)

For students who need more help beyond what is offered in the regular classroom, targeted interventions are provided. These interventions often involve small-group sessions or additional practice in specific areas such as language skills or comprehension. The focus is on addressing particular challenges that are holding the students back.

- For students who require additional support beyond the classroom, small-group sessions are conducted focusing on key areas such as reading, writing, speaking, and listening.
- EAL teachers provide targeted intervention based on individual learning plans (ILPs) in line with Clause 16.1 of the DSIB School Inspection Supplement which encourages specific provisions for EAL learners to meet individual goals.

Tier 3: Specialist Intervention

This is for students who have significant difficulties and need highly individualized, intensive interventions. At this level, students may receive one-on-one instruction or specialized programs tailored to their unique needs. In the EAL context, this could involve personalized language instruction or significantly modified curriculum content.

In some cases, parents may be asked to engage a tutor at home to support language acquisition or to engage an Individual Learning Assistant (ILSA) who can act as a translator for a short period of time. The school will also attempt to connect pupils with a language buddy who may be further along their journey and can provide some mentorship.

- For students with significant language barriers, one-on-one sessions with EAL specialists are conducted to address specific needs in phonics, grammar, sentence structure, and comprehension.
- Students in this category may require individualized resources or modified curricula to access the mainstream content (aligned with Clause 21.3 of the MOE UAE School Inspection Framework).
- Collaboration with parents and caregivers is essential to support the language development process at home.

5. Use of Technology:



The use of technology will be promoted according to the student's age and stage of language development. To provide students with as much independence as possible, student will be encouraged to use:

- Bilingual dictionaries
- Translation applications.
- Speech to text and text to speech applications.
- Subtitles and audio speed adjustment.
- Applications like Re-Wordily to simplify text.

6. Provisions in Exams and Assessments:

EAL students are provided additional support in assessments, as stipulated by the MOE UAE School Inspection Framework and the KHDA Guidelines. This includes:

- Extra time during exams.
- Access to bilingual dictionaries.
- Modified test questions with simplified language when necessary.
- Provision of a prompter.
- Providing sentence starters.
- Fewer questions.
- Students are assessed in a way that reflects their ability in content knowledge without
- Language proficiency being the sole barrier, in line with Clause 19.5 of the Dubai Inclusion Policy Framework.

7. Ongoing Assessment:

- Formative assessments are used regularly to track the progress of EAL students, ensuring they are developing English proficiency while also accessing the curriculum.
- Summative assessments will include adaptations such as simplified language or oral assessments, aligned with the UAE School Inspection Framework (Clause 14.2).

8. Conclusion:

Springdales School Dubai remains committed to supporting EAL students by providing differentiated, targeted, and specialist interventions. This policy ensures compliance with national frameworks and guidelines, promoting language development and academic success for all students.

References:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework



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- DSIB School Inspection Supplement
- Dubai Inclusion Policy Framework
- UAE School Inspection Framework

Monitoring and Review

This policy will be reviewed annually to ensure it remains aligned with regulatory changes and the evolving needs of EAL students.

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