United Arab Emirates
Pakistan Higher Secondary School,
Ras Al Khaimah
Tel: 07-2281145
07-2281146
pakistanischoolrak@yahoo.com

دولة الأمارات العربية المتحدة
المدرسة الباكستانية الثانوية العليا
رأس الخيمة
تليفون07-2281145:
07-2281146
pakistanischoolrak@yahoo.com

THE EMIRATES
الإمـــارات

MISSION: "TO EDUCATE THE STUDENTS IN A HIGHLY PRODUCTIVE AND SAFE ENVIRONMENT EMBEDDED IN NATIONAL AND INTERNATIONAL VALUES AND SKILLS"

VISION: "INNOVATIVE EDUCATION TO PRODUCE WORLD-CLASS, GLOBAL CITIZENS"

ENGLISH ADDITIONAL LANGUAGE (EAL) POLICY

This procedure will be brought to the attention of staff at least once a year.

Approval Authority	Principal	Date of Issue	Jan,2026	Reviewed	March, 2027
Responsible Personnel	School Counselor				
Responsible Office	Inclusion Team	**Available**	School Website, Principal's office		

Purpose
The purpose of this policy is to provide a clear framework for supporting students whose first language is not English, ensuring they have equal access to education and are provided with the necessary resources to succeed academically and socially within the school community.

Scope
This policy applies to all students at Pakistan Higher Secondary School, RAK who are identified as English Additional Language learners, including those at different stages of language acquisition.

1. Objectives

- To provide appropriate support for students whose first language is not English, helping them develop their language skills.
- To ensure EAL students are integrated into all aspects of school life, including academic, social, and extracurricular activities.
- To monitor the progress of EAL students and provide interventions where necessary.
- To create a school environment that is welcoming and inclusive for EAL learners and their families.

2. Identification of EAL Students

EAL students will be identified through:

- Enrollment data, where families indicate the primary language spoken at home.
- Entrance exam, which evaluate language proficiency and academic abilities, if the child is scoring less than 40% in school entrance exam.
- Teachers' recommendations

3. Support and Differentiation

- **Language Assessment**: All newly enrolled EAL students will be assessed for language proficiency upon entry. This will be done using standardized language assessments and through teacher observation.
- **Language Support**: Students will be provided with tailored support based on their level of proficiency in English. This may include:
  - Small group or one-on-one English language support sessions.
  - Differentiated lesson plans and resources in the classroom.
  - Peer support programs (e.g., buddy systems).
- **Inclusion in Mainstream Classes**: EAL students will be included in mainstream classes. Teachers will modify teaching methods to ensure the inclusion of EAL students, providing visual aids, simplified instructions, and scaffolded learning experiences.

- **Cultural Awareness**: Teachers will be encouraged to incorporate diverse cultural perspectives and experiences into the curriculum to make EAL students feel represented and respected.

4. Monitoring and Progress

- **Individual Support Plans (ILPs)**: Each EAL student will have an Individual Learning Plan developed by the language support team in collaboration with the classroom teacher. This will set specific language goals and outline strategies to support the student.
- **Ongoing Assessment**: Regular assessments of language proficiency and academic progress will be conducted. These assessments will help to determine the effectiveness of the support provided and identify any additional interventions needed.
- **Parent and Guardian Involvement**: Parents/guardians will be kept informed about their child's progress through regular meetings and reports. Interpreters or translated materials may be used when necessary to ensure clear communication.

5. Professional Development for Staff

- Teachers will receive ongoing professional development to ensure they have the necessary skills and knowledge to support EAL students effectively. This may include training in:
    - Best practices for supporting EAL learners.
    - Differentiation strategies in the classroom.
    - Cultural competency and inclusivity.

6. Language Development Goals

The ultimate goal for EAL students is to develop fluency in English, achieving proficiency in:

- **Listening**: Understanding spoken English in various contexts.
- **Speaking**: Communicating effectively in English in both academic and social situations.
- **Reading**: Developing comprehension and fluency in reading English texts.
- **Writing**: Expressing ideas clearly and accurately in written English.

7. Evaluation and Review

This policy will be reviewed annually to ensure its effectiveness and to make any necessary revisions. Feedback will be collected from students, parents, and staff to inform improvements.

Conclusion
We are committed to providing an inclusive and supportive learning environment for all students, including those who speak English as an additional language. Through targeted support, regular monitoring, and fostering a welcoming environment, we will ensure that EAL students can thrive academically and socially.