



Vernus International School

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

AY: 2026 - 2027

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Lead Member of Staff	Principal & Head of Wellbeing



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (2026 - 2027)

Introduction

The term EAL (English as an Additional Language) is used when referring to students whose main language at home is a language other than English. The policy sets out the school's aims, objectives, and strategies with regards to the needs and skills of EAL students.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

At VIS, all students for whom English is an additional language should have access to the full curriculum on the same basis as all other students.

Background: School Environment

VIS has a diverse cultural background not only with its students but also with its faculty and staff.

EAL Aims

- To give all students the opportunity to overcome any barriers to learning and assessment.
- To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities.
- To help EAL students become confident and fluent in speaking and listening, reading and writing in English to fulfill their academic potential.
- To identify and make maximum use of the opportunities for modeling fluent English.
- To encourage and enable parental support in improving students' attainment.

Strategies for Supporting EAL Students - An Overview

- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- Students who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.



Teaching and Learning - A Whole School Approach

For the majority of their time at school, our EAL students will be integrated into all their classes. Everyone in the school is therefore responsible for helping our EAL students become more fluent in English. During lessons, teachers will:

- Show differentiated work in their planning.
- Have high expectations, expect students to contribute, and give more than singleword answers.
- EAL students are as able as any other students and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL students need more time to process answers.
- Use groups to ensure that EAL students hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audiobooks as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

ELL Assessment and Support

The students requiring ELL support have been identified through a comprehensive process that includes classroom observations, CAT4 assessments, NGRT scores, MAP assessments, as well as internal preliminary assessments, and baseline tests. This triangulated data provides a well-rounded understanding of each student's English language proficiency and academic needs, enabling the EAL team to accurately determine which students require additional language support. These assessments help ensure that the necessary interventions and targeted support are provided for effective language development.

- **Push-In support**– Quality provision for all
- **Pull-Out support**– Small group intervention

At Vernus International School, we provide tailored support through both push-in and pullout sessions to meet the needs of our EAL learners.

Push-In Support: Some EAL students who do not require additional instruction outside of the classroom are supported within their regular classes through differentiated lessons provided by subject or class teachers. This includes strategies such as providing vocabulary lists when introducing new topics, using visual displays to emphasize keywords and phrases, and incorporating the students' language backgrounds and cultures into the learning environment.



Pull-Out Support: For students requiring more focused instruction, pull-out sessions are offered in small groups. These sessions cover reading, speaking, listening, and phonics, with lessons designed around texts or articles that support the current classroom themes or topics. Activities include identifying sight words, using flashcards, syllable tasks, picture prompts, sentence starters, vocabulary-building tasks, group reading, buddy reading, and various speaking and listening games. Each session is differentiated to meet the unique needs of individual learners, ensuring personalized and effective support.

Admission Arrangements

Students with ELL needs are admitted to VIS according to the same criteria as other students (see 'Admissions' Policy)

In the 2026-2027 school year parents who indicate that their child has less than 2 years in an English-speaking school or have indicated previous ELL support, may be further assessed by the ELL Specialist.

The Role of the ELL Specialist:

Purpose:

To provide support for students with English language needs (beginning to intermediate), preparing ELL students to independently access the curriculum in English, to provide the grade level and/or teacher training, to co-teach, co-plan, co-assess, and co-reflect with the grade level and content teachers

KEY ACCOUNTABILITIES:

ELL Student Assessment

- Identify and audit EAL students based on triangulated assessments, observations, and referrals.
- Assess EAL candidates with WIDA and identify learning needs in the four domains (listening, speaking, reading, and writing)
- Write a student support plan based on the assessments and observations.
- Monitor and assess the progress of EAL students.
- Set goals and monitor the progress of EAL students' practices and changes in special education laws and regulations.

Supervision and Support

Attend GL and content area meetings as needed



Write progress reports to accompany EAL plans to monitor progress and growth.

Push into classes and work with EAL learners to access the curriculum

Collaboration

- Attend GL and content area meetings as needed
- Write progress reports to accompany EAL plans to monitor progress and growth.
- Push into classes and work with EAL learners to access the curriculum
- Model and guide teachers and staff instructional strategies proven to be effective for EAL students
- Be a team player in the Student Support Services
- Collaborate with the Director of Teaching and Learning to ensure EAL students' needs are being met
- Use grouping strategies for a variety of different learning situations, including small group, partner work, and individual work
- Build on student capabilities and differentiate to meet student needs

Parent and Stakeholder Engagement:

Participate in parent meetings to implement the English as an Additional Language Plan (ELP)

Parent workshops and/or training

Data Analysis and Reporting:

Collect and analyze data, such as WIDA, CAT NGRT, and MAP scores, on student performance to ensure a successful progression of English language acquisition

Professional Development

- Coordinate with the Director of Teaching and Learning to plan and facilitate EAL training for staff
- Planning and working in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering to the school-wide meeting norms and team's essential agreements at all times
- Train academic staff members on best practices for EAL students

The Role of the Parent in ELL

Parents can support their students in the following ways:



- Notifying the admissions team of any previous support given on admission to the school.
- Allowing the student to be assessed by the EAL teachers to gauge the level and type of support that is required.
- Reviewing new vocabulary on a regular basis at home.
- Being in regular contact with the EAL department who are able to offer advice / additional resources to help support their child at home.

