



EV-S.1326

E.A.L.  
Policy

March 2026

**EVEREST**  
SCHOOL



**EVEREST SCHOOL**



### Table of contents

1. Objectives of the EAL Policy
2. Principles
3. Identification of EAL Students
4. EAL Teaching and Support Strategies
5. Specific Resources and Interventions
6. Collaboration with Parents and the Community
7. Impact and Monitoring of the EAL Policy



## Introduction

The majority of students at Everest Schools have English as an additional language. This makes the development of a clear, structured, and specifically designed EAL policy essential to address their needs. This policy aims to tackle the challenges and leverage the opportunities presented by a school environment where Arabic and French are predominant languages, within a diverse cultural context. It builds upon the multilingual and multicultural richness of the students while promoting proficiency in English, not only as the primary language of communication but also as a crucial tool for accessing learning across all subjects in the educational curriculum.

- a. This policy pursues a dual objective:

**Facilitating academic and cultural integration:** Helping students effectively adapt to the demands of a challenging British school environment.

- b. **Promoting academic and personal success:** Strengthening their English skills to ensure active participation and personal growth in school and social life.

Furthermore, the policy acknowledges the importance of preserving and valuing students' native languages as a central part of their cultural identity, while ensuring that English becomes an essential vehicle for their educational success.

## 1. Objectives of the EAL Policy

- a. **Facilitating linguistic and social integration**

Provide EAL students with support to help them quickly and confidently adapt to the British school environment, developing their ability to communicate effectively in English in various contexts.

- b. **Ensuring equitable access to quality learning**

Ensure that EAL students can fully participate in educational activities without being hindered by language barriers, through tailored and differentiated teaching strategies.

- c. **Promoting linguistic and cultural diversity**

Recognize and celebrate the languages and cultures of the students, while enhancing their English proficiency to prepare them for success in a globalized and intercultural world.

- d. **Supporting academic development**

Enable students to progress in the four fundamental language skills (reading, writing, listening, speaking) to reach their full academic potential, in line with the expectations of the British curriculum.

Based on these objectives, the EAL policy at Everest Schools strives to create an inclusive environment where each student can succeed and thrive while developing the linguistic skills necessary to excel in an international setting.

## 2. Principles

To achieve these objectives, the EAL policy is based on several principles:

- a. **Initial Assessment and Differentiation:**



## E.A.L. Policy EV-S 1326

During the admissions process, students are assessed to identify their level of English proficiency and specific needs. This assessment allows students to be categorized by level (beginner, intermediate, or advanced), enabling the provision of activities tailored to their abilities.

### b. **Support**

Students receive varied linguistic support to meet their specific needs. This includes intensive English lessons taught by the class teacher who is multilingual and able to support the acquisition of English language skills throughout the lessons. A specific program is implemented to help students progress in the Early Years, thereby fostering their linguistic and academic integration.

### c. **Immersive Approach**

English is used in all aspects of school life to encourage students to practice and immerse themselves fully in its daily use. This gradual immersion allows students to develop both functional and academic proficiency in English.

### d. **Cultural and Linguistic Integration**

The EAL policy emphasizes the importance of recognizing and celebrating the linguistic and cultural diversity of the school. Events such as cultural days or multilingual projects help students share their heritage while learning about others.

### e. **Family Engagement**

In general, few parents are proficient in English, which makes it difficult for them to support their children's learning at home. Therefore translation is available for parents if required.

### f. **Monitoring and Regular Evaluation**

The progress of EAL students is regularly measured to adjust learning strategies and ensure they are advancing in their mastery of English. Individualized learning plans may be implemented to address the specific needs of students.

## 3. Identification of EAL Students

### a. **Initial Assessment:**

During the admissions process, the school organizes language assessment sessions to determine each student's level of English, identifying their strengths, specific needs, and potential challenges in key skills such as reading, writing, speaking, and listening.

### b. **Categorization:**

After the assessments, students are classified into three levels:

- **Newcomer Level:** The student is a beginner in English.
- **Developing Level:** The student has basic knowledge but requires support to follow the school curriculum.
- **Competent Level:** The student can participate in most school activities with limited support.

## 4. EAL Teaching and Support Strategies



## E.A.L. Policy EV-S 1326

### a. **Individual or Small Group Support:**

Implementation of a specific language to strengthen fundamental language skills is in place in the Early Years. Enhanced support for students with a low level of English is provided by multilingual class teachers, with ongoing monitoring through group activities.

### **Integration into the Mainstream Classroom:**

EAL students are encouraged to fully engage in class lessons while adapting teaching methods to their specific needs.

### b. **Use of the Mother Tongue:**

We ensure the allowance of the mother tongue as a bridge to facilitate comprehension, especially in the early stages of language learning.

### c. **Staff Training:**

Teachers are trained on effective methods to support EAL students, such as differentiated teaching and immersion techniques.

## 5. Specific Resources and Interventions

### a. **Adapted Teaching Materials:**

We provide books and teaching materials specifically designed for EAL learners, as well as interactive applications aimed at enhancing English language learning.

### b. **Peer Partnerships:**

EAL students are paired with English-speaking peers to promote social and linguistic learning.

### c. **Progress and Monitoring:**

Regular assessments of English progress using standardized tools are in place, accompanied by termly reports to inform parents and adjust teaching strategies if necessary.

## 6. Collaboration with Parents and the Community

### a. **Clear Communication :**

- Translate important information are available (reports, policies, etc.) for the parents' native language if necessary.
- Termly meetings are in place to explain EAL programs and address parents' concerns.

### b. **Parental Involvement:**

Parents are encourage who are proficient in English to support their child's English learning at home while valuing the native language.

### c. **Multicultural Events:**

Multicultural events and activities are organised to celebrate different cultures and promote inclusion.

## 7. Impact and Monitoring of the EAL Policy



## E.A.L. Policy EV-S 1326

The policy is reviewed annually to ensure that it effectively meets the needs of students and regulatory requirements. Feedback from teachers, parents, and students is incorporated into the process to continuously improve practices.

### Conclusion:

Everest Schools' EAL policy reflects a strong commitment to the inclusion and success of all students in a multilingual and multicultural environment. Through a structured approach, adapted teaching strategies, and active collaboration with teachers, parents, and students, this policy aims to overcome language barriers while valuing diverse cultural backgrounds. It provides learners with an environment conducive to their linguistic, academic, and personal development, ensuring smooth integration into a demanding British curriculum. Through regular assessments and continuous adjustments, Everest Schools ensures that each student can develop the necessary skills to excel in a globalized world.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	09/03/2026	
Reviewed by Governing Body	09/03/2026	