

EAL (English as an Additional Language) Provision Policy

Nisai is committed to ensuring that students for whom English is an Additional Language (EAL) can participate fully in online education and access the curriculum equitably. We value the linguistic and cultural diversity EAL learners bring and recognise that English proficiency is distinct from academic ability, potential or prior learning.

This policy sets out Nisai's approach to identifying, assessing, supporting and monitoring EAL learners, including how English language proficiency is reviewed and where additional support may be required.

The policy also outlines N-HELPP, Nisai's bespoke language development programme, which provides structured support where assessment shows targeted intervention would be beneficial.

EAL provision is a shared responsibility across the school, involving teaching staff, specialist support colleagues, students, families and learning supporters. Provision is based on individual need, regularly reviewed, and underpinned by high expectations for participation, progress and achievement.

1.0 Aims

Our EAL provision aims to:

- Ensure students have the necessary English proficiency to access the online curriculum.
- Provide targeted support to improve students' English reading, writing, listening and speaking skills.
- Promote inclusion, confidence and independence for all EAL learners.
- Work collaboratively with families and learning supporters to meet student needs.
- Offer structured language development through N-HELPP where appropriate.

2.0 Admission and Minimum English Proficiency Requirements

Due to the nature of online learning, students enrolling at Nisai must have a minimum level of English proficiency that enables them to:

- Understand basic lesson instructions.
- Communicate simple ideas verbally or in writing.
- Engage with digital learning materials.
- Participate appropriately in live online lessons.

Where necessary, students may complete a language assessment before starting. Following assessment, some learners may be required to join the N-HELPP programme as a condition of entry or as part of their personalised support package.

3.0 Learning Environment Requirements

To ensure EAL students can access lessons safely and effectively, families must provide:

- A suitable learning environment that is quiet, stable and supportive of online engagement.
- A designated adult or learning mentor who can support the student where necessary. This may include helping with technology, maintaining focus, and reinforcing language comprehension.

This support person does not need to be a qualified educator but must be available to assist the student when required.

Where a Nisai mentor is allocated, they will support the student's engagement, confidence and independence in online learning. This may include helping the student understand routines, identify barriers to learning, reinforce key expectations, and communicate relevant concerns to teaching or support staff. Nisai mentors will not replace subject teaching or complete work on behalf of the student.

4.0 N-HELPP: Nisai Holistic English Language Proficiency Programme

N-HELPP is Nisai's bespoke English language development programme for EAL students. It provides structured, measurable support to help students access academic content and wider communication demands.

4.1 Key Features of N-HELPP include

- Live online sessions delivered by skilled educators.
- Development of reading, writing, listening and speaking skills.
- Use of evidence-based tools such as:
 - Units of Sound, a literacy intervention supporting reading, spelling and phonological awareness.
 - WordQ software, which assists reading comprehension, writing fluency and communication.
- Personalised activities and one-to-one or small-group support.
- Development of academic language to support access to curriculum subjects.
- Optional preparation for international English qualifications

N-HELPP supports confidence, independence and measurable progress in English.

5.0 Classroom Practice and Teaching Strategies

All teachers at Nisai share responsibility for supporting EAL learners and will:

- Use clear, concise and accessible language during instruction.
- Provide scaffolded activities, modelling and visual supports.
- Differentiate resources and tasks where appropriate.
- Check comprehension regularly and encourage questions.
- Promote collaborative learning and interaction with peers.
- Where appropriate, teachers work closely with support staff to ensure consistency.

6.0 Monitoring, Assessment and Progress Review

EAL students' progress will be:

- Assessed on entry and at regular intervals throughout the academic year.
- Monitored through both language assessments and curriculum performance.
- Reviewed in collaboration with parents/carers and learning mentors.
- Used to inform personalised targets and decisions about continued or adjusted support.

If a student is unable to access the curriculum effectively due to language limitations, additional intervention or changes to their learning plan may be required.

7.0 Inclusion, Diversity and Equal Opportunities

Nisai values the linguistic, cultural and educational diversity of EAL learners. Having English as an additional language is part of a student's linguistic identity and does not, in itself, indicate a learning difficulty or lower academic ability.

EAL learners are entitled to equitable access to the curriculum, online learning, pastoral support and wider opportunities. Nisai seeks to remove language-related barriers while maintaining appropriate academic expectations and challenge.

The school promotes an inclusive online learning environment where students feel welcomed, respected and able to participate confidently. Teaching and support practices should recognise individual language needs and provide appropriate strategies that enable students to demonstrate their knowledge, understanding and abilities.

8.0 Review

This policy will be reviewed annually to ensure it remains accurate, effective and aligned with best practice and the needs of Nisai's student community.

Key Responsibility for Policy	Related Policies
Head of Teaching and Learning UK Lead Teacher CaSST Manager	Curriculum Policy SEND Policy

Review Date: July 2027