



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Inclusion

English Language Learners/ English as an Additional Language

Policy and Procedures

NAME OF POLICY	English ELL / EAL Policy and Procedures
APPROVED BY	Principal
DATE APPROVED	September 2023
DATE OF REVIEW	To be review May 2024
REPLACING POLICY	
RELATED POLICIES	

Contents

1. Introduction	3
2. Aims & Objectives	3
3. Definitions	4
4. Roles & Responsibilities	4
5. Identification of EAL Students	5
6. EAL Support	6
7. Monitoring Arrangements	7

1. Introduction

GEMS Cambridge International School is dedicated to promoting inclusion and embracing students from diverse backgrounds, including students who have English as an Additional Language (EAL). We recognise that every student has unique life experiences and needs, including language development, and we are committed to addressing these needs to ensure that language barriers do not hinder their learning journey. We believe in providing the best possible provision for students of all abilities. Teaching and learning is planned so that each child can aspire to the highest level of personal achievement and we believe all students, no matter their starting point and initial barriers to learning, can go on to achieve high performance.

The linguistic and cultural diversity of the school's population is considered to be both a strength and a rich resource in the promotion of language learning amongst students. The school seeks to enable students to function as international citizens, which is one of GEMS Core Values and entails the ability to function capably and comfortably within and between cultures. Developing the capacity to speak more than one language is an integral part of this preparation and, as a result, the provision of additional language instruction has been made available. The language of instruction used to deliver the curriculum is English. Students admitted to the school are taught the skills needed to become proficient readers, writers and communicators in the English language both for social interaction and academic success. The mother tongue or first language is the one that the individual is most proficient in and is often the language used at home. The development of the first language is encouraged through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the first language can be an important ingredient in their success as learners of additional languages. However, it is important to recognise the need for English to be spoken in both formal and informal context to ensure development of language.

The concept of inclusive education lies at the heart of effective education. It encompasses the principles of diversity, personalisation, equity, respect, acceptance and enrichment. When we improve the quality of inclusion within our schools, we improve education for all. Inclusive education happens when children with different learning needs (ExI, ELL, SEND) participate and learn together in the same classes. CIS supports inclusive education and admits students irrespective of their gender, race, disability or educational needs, provided that CIS is able to meet their needs without unduly prejudicing the education and the welfare of other pupils.

This English as an Additional Language (EAL) policy is designed to provide guidelines and support for students who are non-native English speakers at GEMS Cambridge International School in Dubai. The aim of this policy is to ensure that all students have equal access to educational opportunities and that they are supported in developing their English language proficiency to succeed academically and socially.

2. Aims & Objectives

To promote equity of EAL services across CIS phases, there is a need for consistent guidelines to: Set parameters within which services are provided; establish a consistent academic language used with in our school; and recognize the need for flexibility of delivery.

Our objectives for this policy are to:

- Achieve the expected learning outcomes of the grade-level curriculum standards.
- Develop student's individual potential through in-class strategies and intervention so they can have full access to the curriculum (and other educational opportunities).
- Acquire the language proficiency, skills, learning strategies and interpersonal skills needed to succeed in school and contribute positively to society.
- To provide clarity among staff, students and parents about students receiving learning support, the nature of learning differences and how they can best be supported within an inclusive community.
- To provide information to staff on EAL, the process of EAL student identification and the EAL referral procedures.

- To increase the level of communication and consistency between the EAL department and classroom teachers.
- To ensure that we recognize and meet the needs of pupils who require EAL support

3. Definitions

EAL – An English as an Additional Language (EAL) student at CIS refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for academic purposes. EAL students typically have varying levels of English language proficiency and may face challenges in accessing the curriculum and with participating fully in educational activities conducted in English.

A student would be classified as an EAL student if they have one or more of the following characteristics:

- They are in the process of acquiring proficiency in the English language, whilst also developing their content knowledge and academic skills.
- They are non-native English speakers who may have varying levels of proficiency in English, ranging from beginner to intermediate.
- They are a student who struggles in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening, and speaking abilities in an academic setting.
- Students who are working at 2 sublevels or lower than their expected year group in Literacy/English due to language barriers
- Students who have been in an English-speaking school for less than 2 years.

4. Roles & Responsibilities

4.1 The Principal

The Principal [Stephen Brecken] will:

- Work with the Head of Inclusion to determine the strategic development of the EAL Policy and provision within the school.
- Have overall responsibility for the provision and progress of EAL students across the school.

4.2 Head of Inclusion

The Head of Inclusion (Kirstie Clark), supported by the Deputy Head of Secondary (Sandhya Menon) will:

- Work with the Principal to determine the strategic development of the EAL Policy and provision in the school
- Have day-to-day responsibility for the operation of the EAL Policy and the co-ordination of specific provision made to support individual students who are EAL
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with EAL receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing EAL support
- Be the point of contact for parents of students who are EAL
- Ensure the school keeps the records of all students with EAL up to date.
- Implement and maintain personal profiles for EAL students

Each teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Head of Inclusion and Deputy Head of Secondary to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow EAL Policy

5. Identification of EAL Students

5.1 Identification of EAL Students

During the admission process, the following may indicate a student needs some level of English language support:

- EAL is indicated on the admissions form.
- The student's mother tongue/first language is not English.
- The student is currently attending a school in a non-English speaking country.
- The student is currently attending a school where English is not the medium of instruction.
- The student demonstrates low levels of English proficiency or literacy based on reports.
- The data from the CIS entrance test (EYFS to Yr 1 – written assessment and speaking assessment (and Yr 2 upwards use CAT4 Assessment) or the information in the admissions file indicates that the student is operating at a significantly lower level than the expected year group in Literacy.

Band Assignment: Based on results, the Inclusion team will assign the student to one of the following bands:

New to English

Emerging: Early acquisition of English

Developing: Developing competence of English

Achieving: Competent in English

Excelling: Fluent in English

Support Levels	Level 3	Level 2	Level 1	Classroom Differentiation	
School Assessment Levels	New to English	Emerging	Developing	Achieving	Excelling
Description	May use first language, remain silent, copy/ repeat words; may understand everyday English but have minimal or no literacy in English; needs considerable support.	May follow social communication and take part in learning with support; understand simple instructions, follow narrative/ accounts; have developed some reading skills subject-specific vocabulary; needs significant EAL support.	Increasing independence; able to express self in English; grammatical inaccuracies; needs ongoing support for literacy; may be able to follow more complex written English; needs ongoing EAL support.	Successful engagement across the curriculum; understands a wide variety of texts.	Can operate across the curriculum comparably to English L1 pupils; operates without EAL support.

The levels assigned will guide the provision of appropriate support and resources for the student's English language learning journey. It ensures that each student receives tailored assistance to meet their specific language needs.

6. EAL Support

6.1 Levels of Support

All teachers are considered to be teachers of English Language Learners and as such they continue to remain responsible for the teaching and learning for their students. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage (when they have not been identified through our admission process).

Students can be referred to the EAL Lead on entry or at any point during their education at the school. We use a range of tools to identify possible barriers to learning as outlined in Section 5 of this policy.

In line with our Inclusion policy which uses a graduated approach, we recognise that there is a **continuum** of EAL needs. Students who are identified as EAL through the level system are assigned to a level of support.

Level 1

This level describes the support that is available to all students, including those with and without SEN, and students who are in the 'emerging and developing' levels. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching. EAL lead supports liaise with subject teachers to provide strategies to accommodate individual differences and ability, through high quality inclusive and personalised classroom practice.

Level 1 provision may include one or more of the following:

- Personalised planning and resources
- Assistive technology – Education Perfect

Level 2 and 3

This level describes the support that is available in addition to the support at Level 1 and goes beyond the usual differentiated curriculum. Students at this level require interventions that are specific and time-limited, these can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services and may only need to be short term.

Level 2 and 3 provision may include any Level 1 provision plus one or more of the following:

- Enrichment Lesson on timetable – These students have access to Intensive English(4-5 students)
- Buddy Support
- Classroom seating plan

Level 3

- Parents are advised to enroll their child in additional language provision outside school

6.2 Consulting and involving parents

We will have an early discussion with the student and their parents when identifying whether they need EAL provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive EAL support. Parents sign a letter of agreement.

At Parent-Teacher meetings, we ensure that parents meet with the EAL teacher. In addition, parents are called twice a term to update on their child's progress.

7. Monitoring Arrangements

This EAL Policy will be reviewed by the Principal and Head of Inclusion and Deputy Head of Secondary every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

English as an Additional Language /ELL Teacher Referral Form



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Student Name:	Teacher:	Class: Subject:	Date:
---------------	----------	--------------------	-------

CAT 4

Verbal	Non-Verbal	Mathematical	Spatial
--------	------------	--------------	---------

Progress Tests				School Reports					
English				English	Entry Level	Baseline	Term 1	Term 2	Term 3
Stanine	SAS	PTE Reading	PTE Writing	Reading					
				Writing					

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area.

Strength and Abilities 3 = very strong, 2 = moderate, 1 = minor				Areas of Concern					
3	2	1		Reading			Writing		
			1	Social/emotional					
			2	Reading					
			3	Writing					
			4	Oral expression					
			5	Ability to handle abstract ideas.					
			6	Avoids discussions or group work					
			7						
			8						
			9						
			10						

General Comment:

Signature of the teacher

Signature Head of the department

APPENDIX 2

Individual Educational Plan
EAL/ELL

PHOTOGRAPH	Student:				DOB:				
	Class:		Subject: English		IEP Start Date:				
	Class Teacher:				English Teacher:				
CAT 4									
Verbal		Non-Verbal		Mathematical		Spatial			
Progress Tests				School Reports					
English				English	Entry Level	Baseline	Term 1	Term 2	Term 3
Stanine	SAS	PTE Reading	PTE Writing	Reading					
				Writing					
General Comments/Challenges: <ul style="list-style-type: none"> Allow me extra time Allow me extra time 				How you can help me: <ul style="list-style-type: none"> Allow me extra time Allow me extra time 		General EAL Strategies:			
Areas for development					Successful Strategies				
Coordinator:				Teacher:			Parent:		