



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Inclusion

English Language Learners Policy and Procedures

NAME OF POLICY	English Language Learners Policy and Procedures
APPROVED BY	Principal
DATE APPROVED	January 2022
DATE OF REVIEW	To be reviewed January 2023
REPLACING POLICY	
RELATED POLICIES	

Introduction

The overall ethos and curriculum of Cambridge International School Dubai (CIS) is inclusive and welcoming. English Language Learners are valued members of our community who enrich the diversity of the community. Newly arrived children will of course differ in terms of their previous educational experience and their previous experience of learning English as an additional language. By no means will all be beginners in terms of English language development. They are included in the mainstream with first language English speakers acting as models for them to make optimal progress. Working with ELL children can provide a resource to the classroom, aid the learning process for all children, and improve language skills and cross-cultural understanding for the entire class.

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 skills.

English Language Learning (ELL) refers to English instruction that is given to assist the student in gaining sufficient English language proficiency to cope within the English-speaking environment. This is accomplished through a combination of small group specialist instruction and support within and outside the classroom.

Aims and objectives

- To demonstrate that parents' and carers' linguistic, cultural and religious backgrounds are valued and respected
- To place children who are learning English as an additional language alongside fluent users of English who can provide good language and learning role models
- To understand and accommodate the fact that the child may already have acquired the relevant skills and concepts of a subject, but initially may lack the language to express these in English
- To place the child in a class or group which includes a child who speaks the same language if possible
- To maintain an age-appropriate curriculum and high cognitive challenge as these are critical to progress for learners of ELL
- To understand that learning English as an additional language should not be considered as a 'special need' and bilingual learners should not be automatically identified for Special Needs support – this is likely to be inappropriate to their needs
- To ensure that the child is included in groups that can provide good role models in terms of language and learning in order to create the best fit for his/her language and learning needs during independent and group working sessions
- To understand that test scores will not accurately reflect the potential of a child who is in the early stages of learning English as an additional language and should not therefore be used as the main criterion for placing the child in a teaching group
- For the Teacher of ELL to lead and share good practice with information, guidance and classroom strategies.

Inclusive Education

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.

CIS will identify any pupil with educational needs (normally identified on admission to the School) through screening strategies. ***In a situation where the school is unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's educational needs will inform the decision of whether to accept the student.***

If the school management feels the child cannot be accommodated due to the level of ELL required for the student to access the full curriculum it will recommend and be a condition of entry additional ELL classes during school. This is scheduled for the Enrichment lesson on Tuesday. There will be regular review and evaluation of the quality of delivery and impact upon student outcomes, including progress towards intended learning outcomes.

Curriculum

All students in our school follow the curricular requirements of the National Curriculum for England.

Complete beginners to the language are provided extra lessons outside the school timetable. These lessons follow a step-by-step syllabus where the classes are topic based. We focus on grammatical development and phonological awareness in the English language. The intensive lessons are individual, pairs or group sessions and include conversational opportunities. The requirement for whether or not the student needs to stay on the programme is regularly reviewed.

For the more advanced ELL learner the mainstream curriculum is adapted by the ELL department and in class support is given to allow the student full access to the curriculum.

Learning and Teaching

The school will provide a system for each year group to share planning with ELL Teacher. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to an individual ELL student's needs.

We will develop spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday application of key words.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Providing a range of different interactive learning strategies and media to enable all children to be involved in their learning
- Ensuring that there are effective opportunities for speaking as it in turn supports writing.
- Ensuring they are always active participants in achieving meaningful and relevant learning.
- Encourage students to transfer their knowledge, skills and understanding of one language to another.

- Provide a suitable context to the learning of key skills that children are able to apply to a theme, personal fulfillment and/or citizenship and/or role in society
- Building on student's experience of language at home and in the community, so that their developing uses of English and other languages support one another
- Encourage further study in partnership with parents by providing suitable home study materials and websites.

Assessment

- All ELL students are assessed in line with National Curriculum levels using whole school assessment procedures.
- ELL students in primary will be given support in writing assessments by reading and extra time when required.
- Formative assessment of ELL students tracking their progress through the phases of language learning is maintained until the student reaches age appropriate language levels.
- It is acknowledged that children make progress in acquiring English as an additional language in different ways and at different rates.
- Assessments should be carried out wherever possible in a situation which is familiar to the learner.
- Teachers should use their professional judgment regarding the assessment procedure and should ensure that the assessment does not cause distress or discomfort to the learner.

Identification of ELL students

Parents are asked to inform the school of any language needs their child may have on entry to the school. In addition to this, Class Teacher/Subject Teacher should be able to identify and assess students with ELL needs in order to target them for support. This can be done using a variety of data including:

- Placement test
- Student's with different mother tongue and where English impedes access to the curriculum fit the criteria for ELL
- Teacher referral (**APPENDIX 1**)
- Reading and spelling running records
- Individual student targets
- Consultation with parents
- Attendance and behaviour monitoring
- Staff have regular meetings to discuss progress and set targets
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified

Level of Provision

To ensure that the correct level of support is put in place for the students at CIS, we use an **Independent Educational Plan (IEP)** for ELL students. Identified students who require specific support will be moved to an ILP level of provision. If a student has been assessed as needing an IEP the student will require ELL external support that will be negotiated with parents during admission.

IEP documents will ensure a programme of provision is delivered to target development. This IEP will be monitored by the ELL Coordinator, Learning Manager, Head of Year in conjunction with Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress (**APPENDIX 2 and 3**).

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students the high-quality differentiated teaching in the classroom will be sufficient and help them address any additional needs that they may have. As students move out of the IEP they will be closely **monitored and tracked by the ELL Coordinator, ELL Teacher and English Language**

Teacher to ensure that they are making good progress over the following 12 months. If it is found that there is a decline in performance or a request for further support required, all stakeholders will be involved in the possibility of a new IEP to be initiated.

Special needs and gifted & talented students


The school recognizes that most ELL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessments, then ELL students will have equal access to school SEN provision.

Similarly, the school recognises that there may be ELL students who are gifted or talented even though they may not be fluent in English. Every effort will be made to allow these students to flourish in such areas of expertise which will increase self-confidence.

Resourcing

Resources will be managed by the class teachers through their planning. The ELL teacher can advise on other appropriate resources suited for individual learners. The ELL teacher will lead the development and management of resources including digital learning in each year group.

APPENDIX 1

English Language Learner Teacher Referral Form							مدرسة كامبردج انترناشيونال Cambridge International School, Dubai					
Student Name:			Teacher:			Class:		Date:				
						Subject:						
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			2			1	Areas of Concern		
3 = very strong, 2 = moderate, 1 = minor												
1	Social/emotional					Reading			Writing			
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 Learning Plan
ELL

PHOTOGRAPH	Student:				DOB:					
	Class:		Subject: English		ILP Start Date:					
	Class Teacher:				English Teacher:					
CAT 4										
Verbal			Non-Verbal			Quantitative			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 ELL Strategies:			
Areas for development					Successful Strategies					
ELL Coordinator:				ELL Teacher:			Parent:			



**Student Profile
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					

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

Targets	3 = very strong, 2 = moderate, 1 = minor								
	T1			T2			T3		
	3	2	1	3	2	1	3	2	1

ELL Coordinator:	ELL Teacher:	Parent:
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April 2022

“Each day of our lives we make deposits in the memory banks of our children.”

-Charles R. Swindoll

Dear Parents,

We at Cambridge truly believe that the capacity to learn is a gift; the ability to learn is a skill and the willingness to learn is a choice. Thank you for your application for enrollment at Cambridge International School. As you know, based on your child’s performance in the admission test, your child’s enrollment will be granted on the condition that they enroll in the ELL program.

The ELL Programme

We use various programmes and a wide range of strategies to ensure that the needs of the students are met thereby ensuring that they meet the requirements of the mainstream curriculum. Learners are carefully placed in groups according to ability and competence in order to ensure maximum learning. The classes provide a comfortable environment where individual needs can be identified and worked on.

The duration of the course is two years, with student progress being reviewed termly. The additional support in English will not only help your child to develop their use of the language but will also assist their progress across the whole curriculum.

With the recent changes in the working week due to the new regulations of the country, the ELL programme is now part of the school timetable and lessons will be conducted twice a week. This does not involve any kind of cost and is offered as an additional support to students.

Students would report to their assigned classes where they will be taught by specialist teachers in small groups.

Please contact Mrs. Sandhya Menon, for any information regarding this programme.

Kind Regards,

Mrs. Sandhya Menon
EAL Coordinator
s.menon1_cis@gemsedu.com

I understand that my child’s placement at CIS depends on my acceptance of these terms. I confirm my acceptance of the conditions as set out above.

Student Name: _____ Class: _____

Parents Mobile Number: _____ / _____

Parent email address: _____



**APPENDIX 4
Conditional Continued Enrollment**

April 2022

“Each day of our lives we make deposits in the memory banks of our children.”

-Charles R. Swindoll

Dear Parents,

We at Cambridge truly believe that the capacity to learn is a gift; the ability to learn is a skill and the willingness to learn is a choice. The English Language Learner (ELL) department of Cambridge International School believes that this additional support is required for your child to develop the necessary skills in order to meet the needs of the mainstream curriculum.

As we begin the new academic year, we have been looking very closely at the progress that has been made by our students in the previous academic year. At this time your child does not appear to have made the expected progress during this academic year and your child’s teacher feels that they would benefit from some additional support in English.

The ELL Programme

We use various programmes and a wide range of strategies to ensure that the needs of the students are met thereby ensuring that they meet the requirements of the mainstream curriculum. Learners are carefully placed in groups according to ability and competence in order to ensure maximum learning. The classes provide a comfortable environment where individual needs can be identified and worked on.

As a school we strongly recommend that you enroll your child in the English Language Learners (ELL) course. The duration of the course is two years, with student progress being reviewed termly. The additional support in English will not only help your child to develop their use of the language but will also assist their progress across the whole curriculum.

With the recent changes in the working week due to the new regulations of the country, the ELL programme is now part of the school timetable and lessons will be conducted twice a week. Please contact Mrs. Sandhya Menon, for any information regarding this programme.

Kind Regards,

Mrs. Sandhya Menon
EAL Coordinator
s.menon1_cis@gemsedu.com

I understand that my child’s placement at CIS depends on my acceptance of these terms. I confirm my acceptance of the conditions as set out above. I also agree that my child will need ELL lessons and that I will be invoiced in addition to the school fees.

Student Name: _____ Class: _____
Parents Mobile Number: _____ / _____