



أكاديمية جيمس ويلينغتون واحة السيليكون  
GEMS Wellington Academy  
SILICON OASIS

# PL117 - English Language Learners (ELL) Policy

**First Implementation date** | September 2015

**Date last reviewed** | September 2023

**Reviewed by** | Sarah Hollingworth

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## 1. Introduction

GEMS Wellington Academy, Silicon Oasis (WSO) is dedicated to promoting inclusion and embracing students from diverse backgrounds, including English Language Learners (ELL). 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.

At WSO, we believe that fostering an inclusive environment is not just the responsibility of the Inclusion department but a shared commitment of the entire school community. Our teachers, staff, and parents actively contribute to creating an inclusive atmosphere that values and respects the language and cultural diversity of our students. Together, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals.

In accordance with the Academy's ethos, all students will be given full access to all areas of learning and teachers will endeavor to ensure all pupils reach their full potential, irrespective of race, age or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. Our school ethos is to value the individuality, language and cultural background of all our pupils.

## 2. Aims & Objectives

- To enable students who are ELL to have full access to the curriculum (and other educational opportunities), ensuring that they fulfil their academic potential
- To ensure that our ELL students attain curriculum levels and public examination grades appropriate to their abilities
- To create awareness 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 clarity to teachers, parents and students on the differences between EAL students and ELL students.
- To provide information to staff on ELL, the process of ELL student identification and the ELL referral procedures
- To increase the level of communication and consistency between the ELL department, classroom teachers, form tutors and Key Stage Leaders.
- To help new teachers/students/parents adjust to ELL practices at the Academy.
- To ensure that we recognize and meet the needs of pupils who require ELL support

### 3. Definitions

It is important to note that at WSO we have a high proportion of students who speak or are learning English as an Additional Language (EAL) therefore they speak a home language other than English. These students have a range of English language proficiency and not all EAL students require ELL provision.

**ELL** – An English Language Learner (ELL) student at WSO refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for academic purposes. ELL 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 ELL 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 advanced.
- They are a student who struggles in accessing the curriculum due to language barriers
- They are a student 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.

**EAL** – English as an Additional Language (those who speak English as an additional language). These students do not require any additional support and make progress through personalised learning and high quality first teaching.

### 4. Roles & Responsibilities

#### 4.1 The Vice Principal

The Vice Principal [Sarah Hollingworth] will:

- Work with the Primary ELL Coordinator and Secondary ELL Coordinator to determine the strategic development of the ELL Policy and provision within the school.
- Have overall responsibility for the provision and progress of ELL students across the Academy.

## **4.2 Primary ELL Coordinator & Secondary ELL Coordinator**

The Primary ELL Coordinator [Jennifer Kilsby] and Secondary ELL Coordinator [Diana Vince] will:

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

## **5. Identification of ELL Students**

### **5.1 Identification of ELL Students**

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

- EAL/ELL 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 WSO entrance test (CAT4 or ELL 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.

For any of the above, the Admissions team will refer the student to the Inclusion Department: ELL Coordinator for further assessment and recommendations.

At WSO, we have developed an inclusive admissions procedure to assess and support English Language Learners (ELL). The procedure is as follows:

**Language Assessment:** The inclusion team will assess the student's level of English proficiency, even if the student has already taken an entrance test. This assessment can be conducted through an ELL assessment, in-class observation, or Pearson baseline assessment.

**Comprehensive Understanding:** This assessment will provide a comprehensive understanding of the student's language needs and concerns. It will help identify the level of support required for the student's English language development.

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

- Band A: New to English
- Band B: Early acquisition of English
- Band C: Developing competence of English
- Band D: Competent in English
- Band E: Fluent in English

| A: New to English  | B: Early Acquisition   | C: Developing Confidence   | D: Competent  | E: Fluent  |
|--|--|--|---|--|
| 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 ELL 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 ELL support. | Successful engagement across the curriculum; understands a wide variety of texts. | Can operate across the curriculum comparably to English L1 pupils; operates without ELL support. |

The band assignment 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.

If a student is in **Band C**, the following recommendations may be given:

- Retesting upon arrival to assess progress
- Literacy intervention to support language development
- Recommendation of an external English Language Course

If a student is in **Band B**, the following recommendations may be given in addition to any appropriate ones from Band C:

- Withdrawal from Modern Foreign Language (MFL) until English proficiency reaches an acceptable level
- Level 2 literacy interventions through in class support or pull-out sessions from the ELL Coordinator or ELL teaching assistant
- Mandatory undertaking of an external English Language Course

If a student is in **Band A**, the following recommendations may be given in addition to any appropriate ones from Bands B and C:

- Personalised timetable to provide intensive literacy support
- Level 3 support which incurs an additional cost to parents

For students entering in Year 8, 9, 10 the following recommendations may be given in addition to any appropriate ones from Bands A, B, and C:

- Additional studies option for Year 10 to provide tailored support
- Consideration for demotion to the year below if deemed necessary for academic progress
- Limitation on the number of GCSE subjects to accommodate necessary support
- Option to choose GCSE second language English to cater to language needs

For students entering in Year 11, 12, or 13, who fall into Band B or C, parents will be informed that their English language level will affect their ability to access the curriculum at KS4 or KS5 and may limit their access to external examinations.

For students in Band B or C, a conditional offer will be given with the expectation that an English course will be completed and certification submitted to WSO. Parents will be required to sign a contract outlining the WSO expectations to ensure the best possible outcomes for their child (please see Appendix A).

## **6. ELL 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 ELL Coordinator on entry or at any point during their education at the Academy. We use a range of tools to identify possible barriers to learning as outlined in Section 5 of this policy.

In line with our SEN graduated approach, we recognise that there is a **continuum** of ELL needs. Students who are identified as ELL through the band 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. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching. Teachers accommodate individual differences and ability, learning style and behaviour through high quality inclusive and personalised classroom practice. Level 1 provision may include one or more of the following:

- A personalised ELL profile: English Learning Plan (ELP)
- Personalised planning and resources
- Assistive technology
- Interventions led by class teacher/Head of Year/leadership team

### **Level 2**

This level describes the support that is available in addition to the support at Level 1 and goes beyond the usual differentiated and personalised 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 provision may include any Level 1 provision plus one or more of the following:

- Targeted inclusion support within the classroom from an ELL teaching assistant
- Intervention programmes in small groups of 1:1 delivered by the ELL coordinator or ELL teaching assistant
- A bespoke timetable/personalised curriculum

### **Level 3**



Students at this level require individualised and specialised provision, which is different from that provided to most other students. This is the most intense level of support incorporating specialist approaches, intervention or support, involving individualised and specialised provision. Level 3 provision may include any Level 1 and Level 2 provision plus one or more of the following:

- Level 3 Individual Education Plan which is reviewed at least twice a year
- Learning Support Assistant\*
- Home/School communication sent through a weekly Sway which highlights the success and challenges of each academic week

\* If a student requires the support of a Learning Support Assistant, it is charged in addition to the regular school fees. It is expected that only a few students will require access to support from a Learning Support Assistant. The school strives to keep cost to a minimum by sharing where possible and ensuring that the students are encouraged to maintain an element of independence. Parents agree to the payment and terms and conditions set out in the Gems WSO LSA Level 3 contract. In addition, the student will be registered through an individual service agreement with the KHDA.

## **6.2 Consulting and involving parents**

We will have an early discussion with the student and their parents when identifying whether they need ELL 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 ELL support.

We strive to offer regular parent engagement sessions throughout the academic year and connect with our parents through regular coffee morning.

## **7. Monitoring Arrangements**

This ELL Policy will be reviewed by Vice Principal for Inclusion 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

## 8. Appendix A

### WSO Parent/School Contract – ELL Support

In order to ensure the best possible outcomes for your child at WSO, please sign to acknowledge that you understand and agree with the below expectations. This is the minimum we would expect from the family in order for your child to make progress.

It is important to understand that should these expectations not be adhered to, we cannot guarantee positive outcomes, either in termly tests, end of year assessments or external examinations. Failure to adhere to these expectations may also mean that your child is unable to re-enrol for the following year here at WSO and/or may be required to repeat the academic year.

The expectations for the parents are:

- To agree and fund the appropriate level of LSA support, where needed
- To ensure the student attends school regularly and maintains an attendance percentage of at least 95%
- To ensure the student is on time to school every morning and maintains a punctuality percentage of at least 95%
- To respond to emails, phone calls and letters
- To attend Parents evening and prioritise attendance to any meeting they have been individually invited to by the school
- To support the student with home learning and ensure all set work is completed

The expectations for the school are:

- To support the student with schoolwork, organisation and meeting deadlines, with our usual tutor and year leader support system and by offering break and after school support sessions
- To ensure there is time given in the curriculum for support sessions
- To ensure the student has a curriculum that is suited to their ability
- To keep parents informed of progress
- To inform parents immediately of any concerns to enable these to be corrected with support from home

The expectations for the student are:

- To ensure that they are on time to school and to all lessons
- To ensure their behaviour for learning is exemplary

- To ensure their effort and motivation is exemplary
- To ensure they complete all classwork to the best of their ability
- To complete all home learning tasks to the best of their ability

\_\_\_\_\_  
*Signed by Parent*

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signed by ELL Coordinator*

Date: \_\_\_\_\_