

ELL Policy 2025-2026

Next Review: September 2026.

Introduction

Deira Private School has a rich and diverse background of students with many students who are English Language Learners (ELL) users. DePS, as an international community, believes in enriching and enhancing its curriculum through recognizing and supporting students of different backgrounds. 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.

At Deira Private School, English Language Learning (ELL) refers to the support of students who do not have English as their first language and whose level of English is a barrier to accessing the curriculum. ELL students are students who have a home language/mother tongue other than English but require English language support in order to fully access the academy's curricular and extra-curricular provisions. A student who would require ELL provision by the Inclusion Department is characterized as follows:

- struggles in accessing the curriculum due to language barriers;
- struggles in the basic everyday communicative and comprehension skills;
- works at Entering or lower than their expected year group in Literacy and/or English due to language barriers.

Aims and objectives.

Deira Private School is an inclusive school and develops an environment where all children can flourish and feel safe. We recognize that children learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. We identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve by:

- Continually monitoring the progress of all children, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated planning and collaboration by class/subject teachers, Student Support and ELL team as appropriate in conjunction with Language plans which give strategies for support and progress of the student.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, either within class, in ECA, or in Intervention for those children recorded as having English as an additional need.
- Enabling children to move on from us as well equipped as possible in the basic skills of literacy and social independence to meet the demands of life and learning.
- Having an open door policy in support of staff and parents.
- Making information on English as an Additional Need available to staff and parents.

- Ensure that DePS Staff recognize and support the needs of all our ELL students.
- Develop ELL students' English Language to enable them to access the National Curriculum Effectively.
- Enable students to develop to their full potential and ensure their progression,
- Encourage ELL students to think and work independently,
- Ensure consistency and continuity of ELL student progress tracking and the referral/exit approach.

This means that equality of opportunity must be a reality for our children. We make this reality through the attention we pay to the different groups of children and each and every child within our school.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Responding to children's diverse learning needs identified through a detailed baseline assessment,
- Setting suitable learning challenges;
- Overcoming potential barriers to learning and assessment for individuals and groups of children;
- Providing other curricular opportunities outside the national curriculum to meet the needs of individuals or groups of children.
- Providing a broad, balanced, and relevant curriculum, which may be modified to meet the needs.
- Develop a close partnership with the whole school community.
- Providing a healthy, safe and happy environment by celebrations, support, guidance and work opportunities.
- Language exemption in cases where students can benefit from additional learning time for subjects of interest or ability.

We achieve education inclusion by continually reviewing what we do by asking ourselves these key questions:

- Do all our children achieve as much as they are capable of?
- Are there differences in the achievement of ELL students from different backgrounds?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Our school aims to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. Thus lowering the barriers, not the bar.

Learning and Teaching styles

We aim to give all our children the opportunity to maximize their potential to achieve success. When planning their work, teachers take into account the levels of English within their class. Teachers use internal assessment data to support their planning.

Teachers and staff ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of need.

The school will provide a system for each year group to share planning with ELL teachers. 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.

ELL Provision

Senior and Middle Leaders, alongside Teaching & Learning Team, work across the whole school to promote ELL inclusion for all children through:

- ELL Classes.
- Specialist English Literacy teaching.
- Extra-Curricular Activities

Level of Provision

- To ensure that the correct level of support is put in place for the students at DePS, we use an **Independent Educational Plan (IEP) for ELL students**.
- IEP documents will ensure a program of provision is delivered to target development. This IEP will be monitored by the ELL teacher and Head of Year in conjunction with the Inclusion department and will be regularly reviewed with parents and students on a termly basis.
- Adjustments will be made to ensure progress (**Progress reports and IEP reports**).

- 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 Teacher and English Language teachers.
- Teachers 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.

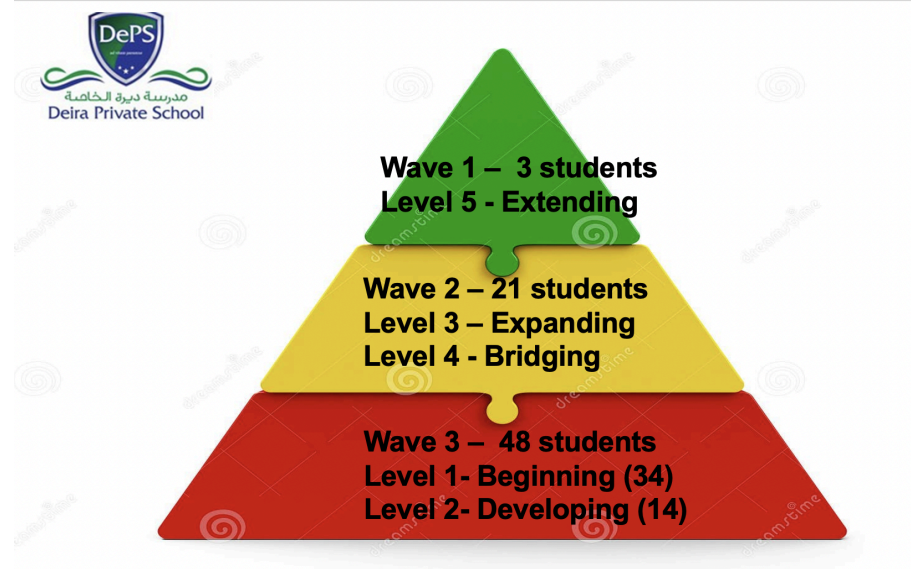
Identification and Assessment arrangements

The school's system for regular Assess, Plan, Do Reviews the progress of all ELL children and is used to identify children who are not progressing satisfactorily and who may have additional language needs.

The schools' system includes reference to:

- Baseline assessment
- Progress measured against development matters and the Early Learning Goals where appropriate
- Progress measure against the objectives with the National Literacy and Numeracy strategies
- International Benchmark, Assessments-Base, Progress Tests, CAT4,
- Progress measured against National Curriculum descriptors at the end of a key stage

During the identification process the students are categorised into three levels based on their english proficiency.



Examples of effective organization and support practices for English Language learners in years 1 through 9

Wave 3

Level 1 Beginning

50 -75% Time in Sheltered Classes:
Core subjects with modified language input or selected curriculum outcomes Modified or taken from lower years.

25-50% Time Supported in year – level classroom:
Focus on explicit instruction of basic language features and concepts.

Level 2 Developing

50-75% Time in Sheltered Classes: Core subjects with modified language input or selected curriculum outcomes modified or taken from lower years.

25-50% Time Supported in year –level classroom:
Focus on subject specific language.

Wave 2

Level 3 Expanding

60-75% Time Supported in Year- level Classroom:
Core subjects and options with curriculum outcomes at grade level; content of core courses may be modified for language input and / or concepts.

25-40% Time Grouped for Language specific instruction: May require sheltered instruction for language arts and social studies.

Level 4 Bridging

75-90% Time Supported in Year – level Classroom: Core subjects and options, curriculum outcomes at grade level with scaffolding (differentiation with targeted language input).

10-25% Time Grouped for Language specific instruction: Opportunities for occasional small group instruction within classroom context, resource setting or tutorial.

Wave 1

Level 5 Extending

90-100% Supported in Year –level Classroom:

All core subjects and options, curriculum outcomes at grade level with differentiation.

10% or less Time Grouped for Language- specific instruction:

Opportunities for occasional small group instruction within classroom context, resource setting or tutorial.

Screening during admissions process

Parents are asked to inform the school of any language needs their child may have on entry to the school

- If the student's mother tongue / first language is not English and the data gathered from the entrance test indicates the student is operating at a level lower than expected year group, the student will be referred to the Inclusion Department for assessment.
- The Inclusion Department will review the student's file, entrance tests and might assess the student once again using an ELL assessment/observation to acquire a clear picture of the student's language difficulties and needs. The Inclusion Department will then provide the respective Principal and admissions team with a recommendation.
- If ELL provision is recommended, the student is included on the ELL Provision register for inclusion and support and the admissions and Inclusion Department communicate this to the class/English/form teacher.
- If a student is identified through the admissions process as requiring ELL provision, a Referral form is not required.
- If for any reason, a student was not recognised through the admission process as requiring ELL provision yet a teacher believes that, even with the differentiated classroom support, the student meets the above ELL characteristics, the teacher will need to follow the referral process explained below.

Referral process for ELL students

- Staff members nominate the student for inclusion and support on the ELL register using the ELL Referral Form and follow the ELL Referral Process
Once the Referral Form is sent to the respective ELL Inclusion teacher, the student is assessed

by the ELL teacher.

- All assessment results (the ELL assessment results, the teacher's benchmark results as well as the student's 'ELL Characteristics') will determine the outcome and inform the next steps.
- The outcome of the assessment is added to the referral form and shared with the class teacher. The student is assigned one of the three levels: Non-proficient (NP), Approaching proficiency (AP) and Proficient (P) which is sometimes referred to as Wave 3, Wave 2 and Wave 1, respectively.
- If the student shows a need for ELL intervention/support (and falls in either AP or NP level), he/she will be included on the ELL register for provision. If not, the student will not receive support but his/her progress will be monitored and reviewed before the following trimester.
- An One Page Profile (OPP) will be collaboratively developed for the student, by the ELL teacher and the student's class/English teacher and the parents.
- Upon parents' consent for student's ELL inclusion, the child receives provision.
- Once the pupil's ELL provision slot(s) is allocated, the ELL link teacher will inform the class teacher / Head of Year of the timings.

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:

- Baseline Assessment
- CAT4

Exit From ELL Provision

- A student is considered for exiting ELL Provision when the ELL teacher, in discussion and consultation with the classroom teacher / English teacher, believe that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as is operating near to the age-related level requirements.
- Students may also be discharged from ELL Provision when they attain their age-related level and no longer require ELL Provision
- The student's ELL Link teacher as well as class/English teacher would recommend the student for release from receiving ELL Provision.
- Once the ELL Department and relevant teachers are satisfied that the student will exit, an exit meeting will occur in which respective staff members are involved.
- If the outcome is either to monitor the student's progress or to release the student from ELL provision, this outcome and its implications are discussed thoroughly with the child's parents in a scheduled meeting.
- On average, a student can receive up to a maximum of 2 academic years (6 terms) of ELL provision. Most students require a shorter time in the ELL Provision while some do require more than two years. If after 3 terms of provision the child has not shown expected/good progress, the child may be referred for further assessment.

This policy has been discussed and agreed by Deira Private School teaching staff and leadership teams for implementation.