

Subject: ELL Policy 2023-2024

Next Review: June 2024

1 Introduction

1.1 The vision statement of our school encompasses the philosophy “Every Child Matters”. At Deira Private School we are committed to giving all our children every opportunity to achieve the highest standards. This policy is intended to ensure that this happens for all children in our school regardless of their age, gender, or ethnicity.

We believe that our children, including those identified as having “English as an Additional Language” have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.

We pay particular attention to the provision of ELL students and the achievement of different groups of learners including:

- Lower Ability
- SOD
- Gifted and Talented

2 Aims and objectives

2.1 Deira Private School is an inclusive school and develops an environment where all children can flourish and feel safe. We recognise 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.
- Meetings with teachers to discuss the needs of students and how to best support and challenge.

- 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.

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.

2.2 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;
- 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.

2.3 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?

In our school, we aim 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.

3 **Learning and Teaching styles**

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

3.2 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.

4 **ELL Provision**

4.1 Senior and Middle Leaders alongside the Student Support team and 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

5 **Identification and Assessment arrangements**

5.1 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

5.2 Referral:

Teachers’ observation ELL overview for each class is recorded on ELL overview form. This is then dissected into waves.

Our wave three and ELL students will be formally assessed and extra support and provision put in place.

Our wave Two students will have group interventions, be supported through ELL classes and in class support. Whilst wave one students will be supported through quality first education opportunities within the class.

CATEGORIES	DOCUMENTS TO SUPPORT	PROVISION	MONITORING
Wave 1 (ELL)	Progress tracker, work samples	Personalised work to meet needs in class and home learning. This support may be short-term or long-term depending on needs and focused approach by all involved; student, parent, and subject teacher. ELL support is given by the classroom teachers.	ELL teacher and Class/Subject teacher along with the Head of Key Stage.
Wave 2 and 3	Group interventions and invite ECA’s	Group EP’s Individual. In-class support and small-group withdrawals	ELL teacher and Class/Subject teacher along with the Head of Key Stage.

5.3 Monitoring and review

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

Document	ELL Policy
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Version	Working document