



مدرسة جيمس الدولية – شارع الخيل
GEMS International School
AL KHAIL

GIS Inclusion

2023 - 2024

English Language Learners Policy

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Vision

GEMS International School is an inclusive school, we celebrate diversity and welcome families from across the globe. As a school we work closely with families to develop effective support programs that aim to minimize any identified barriers and support progress towards independence in learning.

We welcome students of all abilities and nationalities. English language learners are valued members of our community who contribute to the schools ethos of acceptance, communication, appreciation and understanding. Through developing these core personal and social skills, and maintaining the GEMS Education ethos of learning, our students become true global citizens.

Principles

The English Language Learner's (ELL) program is delivered by specialist teachers who work in coordination with the homeroom and subject specialist teachers to accelerate English language acquisition and support the student to move towards independence in learning. The ELL team aims to empower students to develop the English proficiency skills necessary to function academically, thrive socially, and grow as multilingual global citizens.



Provision

Definition

ELL refers to students who are *English Language Learners*. This means that they do not have the language proficiency expected in order to fully access the curriculum. At GIS ELL support is provided for students with limited English language proficiency. Having a very diverse population, students come to GIS with a range of English skills as such some students may require intensive English language development across all areas whilst others have learned the social language, but need support with literacy skills and academic language.

Identification of need

Students are referred to the ELL team through a number of different processes; from the schools registrar upon admission to referrals from the teachers.

Students who have been highlighted as non-English speakers upon admission undergo an Assessment of Need with the ELL Team, consisting of an interview and a WIDA assessment, in some cases additional assessments may be required. The WIDA Model (World-Class Instructional Design and Assessment) is a research-based language proficiency test that indicates an overall English proficiency level, broken down into four domains of language; listening, speaking, reading, and writing.

The school also uses a range of internal and external assessments to monitor and track progress of all students. These are analyzed in coordination with teacher assessments to identify students who may be struggling to access their learning as a result of the English proficiency level. Once a need has been identified, further investigations are carried out by the ELL team in conjunction with teachers, families



and external specialists (when required) to accurately categorize need and determine the appropriate level of English language intervention and support required.

Identified students will be included on the school's **English Language Learners Register** stating their level so that provision can be monitored and reviewed effectively.

Levels of Provision

The Graduated Approach to Provision

There are two levels of provision for the ELL program at GIS.

Level 2 - Intensive English Language Learning Support Program

The Level 2 program is delivered by specialist ELL teachers and comprises of the following components, depending upon each case;

- Temporary exemption from language acquisition in the secondary (Spanish/ French) so students can focus on improving English skills;
- Small group or 1-1 interventions;
- Beginners English Course interventions for PYP students at WIDA 1;
- In Secondary ELL lessons may be provided during English classes, as required;
- Temporary subject exemptions can be provided on a case by case basis;
- Collaboration with subject teachers;
- Support within the classroom to assist students with access to the curriculum.

In the ELL Language Intervention sessions students receive small group instruction with a specialist teacher. This is focused on language development and may also



include some pre-teaching and revisiting of language to support access within the classroom. These sessions will take place in a specialist classroom.

In class support is designed to support the students in applying their language skills in context. The ELL team works closely with classroom teachers to collaborate on unit planning and the modification of tasks to enable students to access the mainstream curriculum. Additionally ELL teachers may provide additional direct support within the classroom.

Level 1 - In class support and monitoring

Students who are working between a WIDA 4 to WIDA 6, but are not yet completely proficient, will be monitored by the ELL team in collaboration with the homeroom and specialist subject teachers. This includes students who have recently exited from the program.

Student Support Plans

Once a student has been identified as requiring ELL support, they will receive a personalized **Student Support Plan**. A Student Support Plan will outline an overview of their personalized provision and will incorporate personalized targets, aligned to the four language domains identified by WIDA; speaking, listening, reading and writing. If the student is dually identified as a Student of Determination (SD) they will receive a Student Support Plan in line with the schools Inclusion Policy. Student Support Plans for dually identified students will be designed collaboratively between the ELL and Inclusion Support Teacher.



Grade Level ELL Requirements

In PYP students who are assessed as WIDA 1 are assigned to our *Beginners English Course*. Students assessed at WIDA 1 to WIDA 4.5 receive the Level 2 intensive ELL support programme. In Secondary there are conditional requirements according to grade, outlined below.

GRADES 6 to 9 REQUIREMENTS

For Grades 6 to 9, students working below a **Level 4** on the WIDA assessment will be considered in need of English language support. Should students be working above WIDA 3.5, additional data will be considered. The WIDA report will be shared with parents. Students approaching the end of Grade 9, will be reviewed on a case-by-case basis.

GRADE 10 REQUIREMENTS

Students are required to achieve a **WIDA level 3.5 to enter Grade 10**. This is to ensure that they have the language proficiency required to access the demands of an academically rigorous curriculum. Students will be reviewed holistically on a case-by-case basis.

WIDA level	Restriction due to language barrier
4.5 - 6.0	<ul style="list-style-type: none">• Students will be placed on the ELL Register at Level 1, and will be monitored by the ELL Team.• Students may be required to attend ELL support during breaks or after school.

4.0 - 4.5	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 1, and will be monitored by the ELL Team. • Students may receive some in class support on a case-by-case basis. • Level 2 ELL may be required (additional charge as per the school policy) as temporary optional support during Language Acquisition or electives if subject areas are too challenging for the student to manage independently as a result of language proficiency.
3.5 - 4.0	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 2 (additional charge as per the school policy). • Students may be required to undergo an interview with the ELL and/ or academic team. • Students will receive exemption from Language Acquisition in order to work on English skills. • Exemption can be made for single subjects/ electives on an individual basis as needed.
3.4 or less	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 2 (additional charge as per the school policy). • Students may be required to enter Grade 9 and receive intensive ELL support, depending on: <ul style="list-style-type: none"> - Academic ability reflected in CAT4 and previous school reports. - Aptitude reflected in confidential references. - Previous enrollment in an academically rigorous curriculum that will have embedded principles of critical thinking needed for IB. • Students will receive exemption from Language Acquisition in order to work on English skills. • Exemption can be made for other subjects on an individual basis as needed.

GRADE 11 REQUIREMENTS

Students are required to achieve a **WIDA level 5 to enter Grade 11**. This is to ensure that they have the language proficiency required to access the demands of an academically rigorous curriculum.

WIDA level	Restriction due to language barrier
5 - 6	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 1, and will be monitored by the ELL Team. • Students may be required to attend ELL support during breaks or after school.
4.5 – 4.9	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 2 (additional charge as per the school policy). • Interview required to determine which pathway would be accessible, through a holistic analysis of data. • Students may receive some in class support on a case-by-case basis. • Students will receive exemption from subjects on a case-by-case basis, depending on subject selection. Exemption can be made for electives on an individual basis as needed.
4.4 or less	<ul style="list-style-type: none"> • Students will be placed on the ELL Register at Level 2 (additional charge as per the school policy). • Students may be required to enter Grade 10 and receive intensive ELL support, depending on: <ul style="list-style-type: none"> - Academic ability reflected in CAT4 and previous school reports. - Aptitude reflected in confidential references. - Previous enrollment in an academically rigorous curriculum that will have embedded principles of critical thinking needed for IB. • Students may receive exemption from Language Acquisition in order to work on English skills. • Exemption can be made for other subjects on an individual basis as needed.

Exiting from the Support Program

The length of time the student is in the program varies depending on the student and individual needs. Some students will make rapid progress and may only need support for a short amount of time. Others need more intensive support for longer periods of time, ranging up to 2 or 3 academic years.

The ELL teacher in coordination with the homeroom teacher and specialist subject teachers will review internal and external progress data and discuss exit from the program on a termly basis. Should a student be struggling to make progress, a referral to the inclusion team may be considered.

Students who have exited the program will be monitored for one year post exit. This is to ensure that students can still access the curriculum as content becomes more rigorous each year. Students may be required to re-enter the ELL program if referred by other subject teachers. The level of support is reviewed on a termly basis and next steps in learning will be outlined in a termly Progress Report.

Fee Structures

Level 1 support is provided as part of the standard school service and there is no additional charge for families. However, Level 2 support is additional to the schools standard service with supplementary cost of **12,000AED** per annum, payable termly in advance. Fees are prorated for the amount of time the student is enrolled in the program. As per contractual agreements, parents and guardians are obligated to support their child with any identified needs.



Appendices

Review Log

Reviewed by	Review date	Amendments made (Y/N) and details
Hannah Kelly <i>Head of Inclusion</i>	September 2022	Yes - Updated to include WIDA 1 provisions and Secondary School entry requirements.
Hannah Kelly <i>Head of Inclusion</i>	September 2023	Yes - Updated information regarding Student Support Plans. Reviewed and amended Secondary School entry requirements.