



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

MULTILINGUALISM/ENGLISH AS ADDITIONAL LANGUAGE/ ENGLISH LANGUAGE LEARNERS POLICY 2026-27

AIM: (final result we are aiming to achieve)

The aim of this policy is to help ensure we meet the full range of needs of children who are learning English, or English as an additional language. We are aware that learning a language involves more than mastering the formal linguistic components such as grammar, syntax, and vocabulary. Since knowing a language involves acquiring cultural competence, students are exposed to English in context and use a variety of texts and materials, including informal as well as formal English to develop both their writing and speaking skills. Most importantly our aim is to provide EAL/ELL pupils with a 'talk' rich environment, with an emphasis on developing vocabulary. It is the aim of the whole school community to value the home language.

Vision

At The English College, we believe that Multilingualism is not just a skill but a gateway to understanding and embracing diverse cultures. Our vision is rooted in a translanguaging approach that encourages students to use all their linguistic resources - regardless of their proficiency levels - in an inclusive learning environment. We celebrate the rich tapestry of languages represented in our community, recognising that each language enhances cognitive development, creativity, and global citizenship.

In our Multilingual Learning Environment we define Amazing Learning as the process through which most learners make better-than-expected progress, showcasing the application of new knowledge, skills, and understanding through innovative and inspiring tasks. This is where a high level of cognitive engagement becomes visible, linking learning to real-world contexts and 21st-century skills.

By integrating Multilingualism into our curriculum and daily practices, The English College prepares students to thrive in an interconnected world. Together, we cultivate a culture of respect, curiosity, and innovation, where every voice contributes to a shared journey of learning and discovery.

RATIONALE: (The reason for which this policy has been written)

At the English College, we facilitate all pupils to become confident language users, to be able to explore and appreciate the richness of language in order to achieve their full potential; personally, socially, emotionally and academically.

DEFINITION AND GUIDELINES: (The principles/instructions/steps of the policy)

Introduction

The English College is a multinational school in Dubai. There is a large percentage of students who speak English as an additional language, and some who are learning English.

EAL refers to students for whom English is an additional language, where a student speaks another language as their main language and English is an addition to this. They may well be fluent in English but it is not their first language.

ELL refers to students who are unable to communicate fluently or learn effectively in English, they require specialised or modified instruction in the English language.

Identification and Assessment of ELL/EAL on Admission

Flash Academy

All students where, upon admission or via teacher referral, relevant testing has established a barrier to learning in relation to English proficiency, are assessed using The Flash Academy programme. This programme assigns students a grade on a scale from A to E on the Bell Foundation.



The Bell Foundation Framework

A Grade 'D' suggests a student is competent in English, while a Grade 'A' suggests a beginner to the English language. If students score below a Grade D overall, it is our policy

to include them on our list of ELL students. When students have consistently achieved a Grade D across multiple Flash Academy assessments, they will be removed from the ELL register, but remain on our EAL monitoring as part of our Multilingual Student register on ISAMs.

Students identified on our ELL list will be provided with a bespoke pathway for induction, depending on their grade level in Flash Academy. This will incorporate specific language support to ensure that students can fully access the language of instruction.

All teachers have access to individualized strategies generated by Flash Academy. This programme is designed to excel the acquisition of the English language for students to ensure they can access the full curriculum offer as quickly as possible. They are encouraged to use this programme at home to aid their development. The school will run parent workshops in the use of Flash Academy to support this.

Provision: The Multi-Tiered System of Support

Provision for ELL students is individualised according to each student's Bell Foundation level, year group, learning profile, social and emotional needs, and overall readiness to access the curriculum.

The Multilingualism Leader, in collaboration with ELL teachers, uses ISP's three tiered system to categorise students, following their language proficiency assessment. The three tiers are as follows:

Tier 1: Universal (access to full mainstream curriculum, with in class provision and scaffolds where needed, in line with their Pupil Passport. Most students in this category have scored a high Grade C or Grade D overall)

Tier 2: Targeted (targeted supplemental instruction, with weekly withdrawals to facilitate language development. Most students in this category have scored a high Grade B or Grade C overall)

Tier 3: Bespoke / Intensive (high level of individualised instruction and intervention is needed, and alternative curriculum pathways are explored, particularly at secondary level. Most students in this category have scored a low Grade B or Grade A overall)

The ELL teachers lead on planning, implementing, and reviewing provision, seeking guidance from the Head of Inclusion where required. Provision is reviewed in collaboration with class and subject teachers to identify what is working well and where adjustments may be needed.

In Primary, the ELL teacher meets with class teachers to discuss student progress, classroom strategies, and next steps. In Secondary, the ELL teacher coordinates discussions with relevant subject teachers to review student needs, monitor progress, and determine appropriate provision.

In-Class Provision

Provision within the mainstream classroom is personalised according to each student's level of English language proficiency and identified needs. Strategies may include:

- Use of translation software and assistive technology (e.g. Read&Write Chrome Extension)
- Sentence starters and writing frames to scaffold written responses
- "Talk to Write" planning activities to develop oral language before writing
- Translanguaging opportunities to utilise home language knowledge
- Subject-specific key vocabulary glossaries
- Deliberate pairing and grouping with supportive peers
- Visual aids, diagrams, and graphic organisers
- Simplified and differentiated language within instructions and tasks
- Pre-teaching and reinforcement of key vocabulary
- Opportunities for structured speaking and listening activities
- Additional processing and response time
- Teacher modelling and worked examples
- Regular checks for understanding
- Access to bilingual resources where appropriate
- ELL strategies and targets identified within the student's Pupil Passport

Intervention Provision

Additional support is available beyond the mainstream classroom to accelerate English language acquisition and curriculum access. Students in Tiers 2 and 3 will access this provision, with Tier 3 students receiving the most intensive intervention time. This may include:

- Access to the full Flash Academy online language-learning programme for independent study and home learning
- Targeted ELL intervention sessions delivered by the ELL Teacher or a member of the Inclusion Team
- Small-group English language development programmes
- Individual 1:1 ELL support sessions where required
- Withdrawal support focused on developing speaking, listening, reading, and writing skills
- Bespoke intervention programmes tailored to individual language needs
- Lexonic Leap literacy intervention programme
- Lexonic Advance literacy intervention programme
- Monitoring and tracking of English language proficiency and progress
- Collaborative target setting between ELL staff, teachers, students, and parents
- Support during key transition points, including admissions and movement between phases of the school
- Parent guidance and recommendations to support English language development at home

All interventions are designed to be responsive to individual student need, curriculum stage, and level of English language proficiency, ensuring that multilingual learners are supported to access the curriculum and fully participate in school life.

Roles and Responsibilities

Teachers' Role

Our practitioners are fully inclusive in their classes by ensuring the needs of individual students are met.

Departments support each other in providing the best strategies within their subject. Each department, or year group, compiles a list of 'Five Star Strategies' for ELL support in their discipline. These are utilised in class, alongside Flash Academy suggested strategies on each pupil profile, to enable access to the English language curriculum.

We also support our teachers by providing regular CPD on EAL/ELL strategies and courses, such as the ISP Learning Hub Tier 2 pathway

Multilingualism and ELL Coordinator

- The school's Multilingualism and ELL Coordinator is responsible for overseeing the successful implantation of support strategies, monitoring progress of ELL students and providing training and support to both teachers and parents/carers.
- They will also ensure that all English Language Learners have the support they need to develop their proficiency in all areas of English Language Learning.
- They play a crucial role in ensuring that multilingual students receive opportunities to develop proficiency in English and other languages of education while maintaining their home and additional languages.
- This role supports students' well-being, identity, academic achievement, and future pathways across both the Primary and Secondary Schools.
- The Multilingualism and ELL Coordinator will also ensure that all English Language Learners have the support they need to develop their proficiency in the English language.
- They are responsible for embedding high-quality provision, driving improvement through frameworks such as the iSP Multilingualism Roadmap and the iSP Learning Improvement Process, and ensuring continuous engagement with best practices in multilingual education.

ELL Teacher

- Conduct intervention assessments for ELL students in order to place them in the most appropriate ELL intervention pathway
- Use a range of teaching and learning strategies to engage and support ELL students
- Model effective ELL teaching strategies in order to support and mentor teaching and learning staff.

- Monitor and track student progress across core subjects.
- Implement and plan a range of effective interventions and strategies to support ELL students.

Parental involvement

At The English College, parents are recognised as key partners in supporting the English language development of multilingual learners. The school values the important role families play in reinforcing language acquisition, building confidence, and helping students make meaningful connections between home language, English, and curriculum learning.

The Inclusion Department maintains an open-door approach to communication with parents, ensuring that families feel informed, supported, and able to discuss their child's progress and provision as needed. ELL Pupil Passports are shared with parents, and they are invited to provide feedback. Communication is established through this process, and a meeting is offered if parents wish to discuss the passport, provision, or next steps further.

Parents are also supported through workshops and guidance sessions where appropriate, including support with the use of Flash Academy and other home-learning resources. These sessions are designed to help families understand how they can contribute to their child's English language development beyond the classroom.

Where parents require support communicating in their home language, the school will make reasonable efforts to provide this where possible. This ensures that communication remains accessible, inclusive, and supportive, enabling parents to engage meaningfully in their child's learning journey.

English as an Additional Language (EAL) and Special Educational Needs (SEN).

EAL is also referred to in the Inclusion policy.

APPENDICES (Relevant links to other policies or documents)

- Inclusion Policy

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated, reviewed and approved by the Whole School Leadership Team.

Historical Record

Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	18 th May 2022	New policy		
1	Nov 2023	Amendments		
2	27th May 2024	Amendments		
3	20th June 2024	Amendments	WSLT	June 2025
4	23rd June 2025	Amendments	WSLT	June 2026
5	June 2026	Amendments	WSLT	June 2027