

MULTILINGUALISM/ENGLISH AS ADDITIONAL LANGUAGE/ ENGLISH LANGUAGE LEARNERS POLICY 2025-26

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. 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. 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 translinguaging 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. 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.

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. 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 list, but remain on our EAL register.

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.

ROLES AND RESPONSIBILITIES:

Teachers' Role

Our practitioners are fully inclusive in their classes by ensuring the needs of the individuals 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.

The school's Multilingualism Coordinator is responsible for overseeing the successful implantation of these strategies, monitoring progress of ELL students and providing training and support to both teachers and parents/carers.

Parental involvement

At the English College, we recognise the significant role that parents play in supporting their child's development in the English language. As a result, we have an 'open door' approach to communication between parents and the Inclusion department. Also, we will be enhancing support for our parents through workshops in the use of Flash Academy. If parents need support in communicating within their home language then the school will provide this support.

Key principles of learning English as an additional Language

Developing the proficiency of ELL students is strategically woven into the school teaching and learning practices. Each year group in Primary, and Secondary is responsible for trialing, researching and implementing specific strategies to support ELL students in their discipline.

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

EAL is also referred to in the Inclusion policy. Please see the link below.

<https://englishcollegedubai.com/wp-content/uploads/2021/08/Inclusion-Policy-2021-approved-parents.pdf>

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	27 th May 2024	Amendments		
3	20 th June 2024	Amendments	WSLT	June 2025
4	23 rd June 2025	Amendments	WSLT	June 2026