



English Language Learner (ELL) Policy 2026-27



Authorized Signatories:		
Principal	Vice Principal	Head of Inclusion
ELL Teacher	Head of Kindergarten	Head of Primary
Head of Assessment	English HOD	

Introduction

At Dhruv Global School, we take pride in fostering an inclusive, diverse, and internationally minded learning environment that supports students of all abilities, including those learning English as an additional language. We recognize that linguistic and cultural diversity is a strength that enriches our academic community and enhances students' educational experiences.

English Language Learning (ELL) at Dhruv Global School refers to the structured support provided to students whose first language is not English and whose level of English proficiency presents a barrier to accessing the curriculum. We aim to provide equitable learning opportunities to ensure all students reach their full academic and social potential, regardless of their linguistic background.

As an educational institute, we are committed to helping our students become proficient in English while valuing and respecting their home languages. Our approach to language learning fosters a balance between academic language acquisition and social communication skills, enabling students to develop confidence, critical thinking, and a strong sense of belonging within our global community.

Students requiring ELL support are identified based on:

- Difficulty in accessing the curriculum due to language barriers.
- Challenges in basic everyday communication and comprehension.
- Performance below age-appropriate expectations in literacy or English due to language proficiency.

Through a combination of individualized instruction, curriculum adaptations, and a supportive school environment, Dhruv Global School ensures that all English Language Learners receive the necessary guidance and encouragement to thrive academically and socially.

Aims & Objectives

- At **Dhruv Global School**, we are committed to fostering an inclusive environment where every student has equitable access to high-quality education. Our **English Language Learning (ELL)** program is designed to provide structured support for students who require assistance in developing their English proficiency, ensuring that language barriers do not hinder their academic progress or social integration.

Objectives

The objectives of this policy are to:

- Enable ELL students to achieve grade-level curriculum standards.
- Ensure that all students, regardless of their English proficiency, have equal opportunities to access and succeed in their learning.
- Monitor student progress consistently, identify language learning needs early, and provide targeted interventions.
- Facilitate access to the curriculum through differentiated instruction, collaborative planning, and personalized learning strategies.
- Provide individualized support through in-class interventions, extracurricular activities, and structured ELL programs.
- Encourage independent learning by equipping students with the language skills, critical thinking abilities, and confidence required for lifelong learning.
- Ensure consistency and continuity in ELL student progress tracking, referral procedures, and exit criteria.
- Strengthen communication between teachers, parents, and support staff regarding ELL strategies and student progress.
- Celebrate and respect linguistic and cultural diversity within the school community.

Approach to Inclusion

At **Dhruv Global School**, we believe that **education should be inclusive and personalized**. We aim to:

- **Identify and address diverse learning needs** through detailed baseline assessments and ongoing evaluations.
- **Set realistic and challenging learning goals** that support students in overcoming language barriers while ensuring high academic expectations.
- **Create a language-rich learning environment** that promotes both academic and social language acquisition.
- **Develop a close partnership with parents, staff, and students** to ensure a collaborative approach to language learning.
- **Offer language exemption provisions** where appropriate, allowing students to focus on subjects where they demonstrate strengths while receiving additional language support.

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?

At **Dhruv Global School**, we are committed to **lowering barriers to learning without lowering academic expectations**. By promoting an inclusive and equitable learning environment, we empower our students to thrive academically, socially, and emotionally in an increasingly globalized world.

Definition:

An ELL student at Dhruv Global School is defined as a student whose first language is not English and who requires additional support to develop English proficiency for academic and social purposes.

Roles & Responsibilities

The Principal

- Oversees the implementation and annual review of the ELL Policy.
- Ensures adequate staffing, resources, and professional development for ELL provision.
- Promotes a whole-school culture of inclusion and linguistic diversity.
- Monitors the effectiveness of the ELL programme through student progress data and classroom observations.
- Ensures compliance with school, CBSE, and DSIB inclusion expectations.
- Supports collaborative planning between school leaders, teachers, and the Inclusion Department.

Head of Inclusion

- Leads the strategic planning, implementation, and evaluation of the school's ELL programme.
- Develops and reviews ELL procedures, referral processes, and exit criteria.
- Oversees the identification, screening, placement, and monitoring of ELL students.
- Ensures appropriate assessment accommodations and equitable access to the curriculum.
- Works collaboratively with Phase Heads, teachers, counsellors, and parents to remove barriers to learning.
- Coordinates professional development on EAL/ELL strategies, differentiation, and inclusive practices.
- Monitors student progress through data analysis and recommends appropriate interventions.
- Maintains accurate records of ELL students, intervention plans, and progress reports.
- Ensures ELL provision is aligned with inclusive education and school improvement.
- Reports regularly to the Principal on programme effectiveness and student outcomes.

ELL Teacher / ELL Specialist

- Conducts English language screening and proficiency assessments for identified students.
- Designs and delivers targeted English language support through individual, small-group, or in-class interventions.
- Develops personalised language learning goals based on students' proficiency levels.

- Collaborates with classroom teachers to plan differentiated lessons and language-support strategies.
 - Supports students in developing academic vocabulary, reading, writing, listening, and speaking skills.
 - Monitors and records student progress using formative and summative assessment data.
 - Advises teachers on scaffolding techniques, language objectives, and classroom accommodations.
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- Supports students during transition into mainstream classes as language proficiency improves.
 - Communicates regularly with parents regarding student progress and strategies to support language development at home.
 - Contributes to school-based professional learning related to multilingual learners and inclusive practices.

Phase Heads

- Ensure effective implementation of the ELL Policy within their respective phases.
- Monitor the quality of teaching, differentiation, and inclusive classroom practices.
- Work with the Head of Inclusion and ELL Teacher to identify students requiring additional language support.
- Review student progress data and ensure timely interventions are implemented.
- Support teachers in embedding language objectives across the curriculum.
- Facilitate collaborative planning meetings between classroom teachers and the ELL team.
- Monitor the effectiveness of classroom accommodations and intervention strategies.
- Promote high expectations and equitable access to learning for all ELL students.
- Communicate with parents, where appropriate, regarding student progress and support strategies.
- Contribute to school self-evaluation and improvement planning relating to ELL provision.

Assessment Head

- Leads the assessment framework for ELL learners in alignment with the school's assessment policy and DSIB expectations.
- Collaborates with the Head of Inclusion and ELL Specialist to establish valid and reliable English language screening and proficiency assessments.
- Ensures baseline, formative, summative, and standardised assessment data are used to identify ELL students and monitor their language development.
- Analyses assessment data to track attainment, progress, and achievement gaps of ELL students and shares findings with school leaders and teachers.
- Supports teachers in using assessment data to differentiate instruction and plan targeted interventions.
- Ensures appropriate assessment accommodations are implemented for eligible ELL students without compromising assessment integrity.

- Oversees the maintenance of accurate assessment records and progress data for ELL learners.
- Monitors the impact of ELL interventions through regular data reviews and recommends improvements where required.
- Works with Phase Heads and the ELL team to ensure consistency and moderation of assessment practices across all phases.
- Provides assessment reports and data analysis to the Principal and leadership team to support school improvement planning.
- Supports professional development for staff on effective assessment practices for multilingual learners and the interpretation of assessment data.

Classroom Teachers

- Identify students who may require ELL support through observation and assessment.
- Implement differentiated instruction and language-rich teaching strategies.
- Plan lessons with clear language objectives alongside curriculum objectives.
- Provide appropriate scaffolds, visual supports, modelling, and structured opportunities for language development.
- Monitor student progress and maintain assessment records.
- Collaborate regularly with the ELL Teacher and Head of Inclusion to review progress and adjust support.
- Foster an inclusive classroom environment that values multilingualism and cultural diversity.
- Communicate regularly with parents regarding student achievement and language development.
- Participate in professional learning related to ELL and inclusive education.

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:

At **Dhruv Global School**, we are committed to developing students' English proficiency in both spoken and written forms. Our approach ensures that ELL students acquire the language skills necessary for academic success and social integration.

We support the development of English language skills by:

- **Enhancing vocabulary acquisition** by covering both technical and everyday language relevant to different subjects.
- **Explicitly teaching language structures** by demonstrating how speaking and writing are structured for different academic and practical purposes.
- **Providing diverse reading materials** to expose students to a variety of English language contexts, including fiction, non-fiction, subject-specific texts, and digital resources.
- **Utilizing interactive learning strategies** such as discussions, role-playing, multimedia tools, and collaborative activities to actively engage students in language learning.
- **Emphasizing speaking opportunities** as a foundation for writing development, encouraging students to articulate their thoughts clearly before expressing them in written form.
- **Encouraging active participation** in meaningful and relevant learning experiences, ensuring that students are engaged in real-world applications of language skills.
- **Facilitating language transfer** by helping students apply their existing knowledge, skills, and understanding from their first language to English, fostering deeper comprehension and retention.

By implementing these strategies, **Dhruv Global School** ensures that every student develops the linguistic competence and confidence needed to succeed academically and communicate effectively in a multilingual world.

ELL Provision

Role of School Leadership and Teaching Teams

The Senior and Middle Leadership Team, alongside the Teaching & Learning Team, actively promotes English Language Learning (ELL) inclusion across the school. ELL support is embedded in the learning experience through:

- Dedicated ELL classes tailored to students' proficiency levels.
- Specialist English Literacy teaching to build foundational language skills.
- Extra-Curricular Activities (ECAs) that provide immersive language-learning experiences.

Identification of ELL Students in School

1. Standardized Testing and Screening:

- Students undergo GL standardized tests to determine ELL status.
- Further assessments evaluate listening, speaking, reading, and writing skills in English.

2. Teacher Observations:

- Teachers monitor students in the classroom for signs of language difficulties, such as comprehension struggles or limited participation.

- Teachers provide feedback on language proficiency, supplementing formal assessments.



3. ELL Referral and Assessment Process

Step 1: Teacher Referral

- A teacher who identifies a potential ELL student **completes a referral form** and submits it to the ELL specialist.
- **ELL Assessment:**
 - The ELL teacher conducts a language proficiency assessment, considering:
 - Benchmark tests
 - Classroom performance observations
 - Standardized assessment data
- **Assessment Review & Placement Decision:**
 - Based on the assessment, the student is categorized into one of three proficiency levels:
 - Non-Proficient (NP) – Requires intensive support (Wave 3).
 - Approaching Proficiency (AP) – Needs targeted intervention (Wave 2).
 - Proficient (P) – Functions independently with minimal support (Wave 1).
 - If ELL support is required, the student is added to the ELL register for provision.
 - If no additional support is needed, the student remains under monitoring and review for the next trimester.
- **Development of a One-Page Profile (OPP):**
 - An OPP is created collaboratively by the ELL teacher, class teacher, and parents to outline:
 - The student's language needs
 - Support strategies to aid English development
 - Classroom accommodations

Step 2: Parental Consent

- The **ELL team obtains parental consent** to assess the student before proceeding with evaluations.

Step 3: Communication and Placement

- Parents are engaged throughout the process, and results are shared with them.
- If ELL provision is required, the student is placed in the appropriate level of support based on their proficiency.

Timetable Adjustments & Staff Communication:

- The ELL specialist ensures that the class teacher, subject teachers, and relevant staff are informed of:
 - The student's ELL status
 - Scheduled support sessions
 - **Classroom strategies** to reinforce learning

Levels of ELL Support

At Dhruv Global School, all teachers are responsible for supporting English Language Learners (ELLs) in their classrooms. They are expected to identify students who face language challenges and work alongside the Inclusion Team to ensure early intervention and targeted support.

Revised on April 2026

ELL students can be referred for additional support at the time of admission or at any point during their schooling.

We follow a graduated approach to ELL support, recognizing the diverse needs of students at different stages of English acquisition. Support is categorized into three levels:



Level 1 – Universal Support (High-Quality Teaching)

This level includes all students in mainstream classrooms who need general ELL support without additional pullout sessions. Teachers integrate differentiated language strategies within subject lessons to support English language development.

Support Strategies:

- Personalized planning and resources.
- Assistive technology.
- High-quality inclusive classroom instruction.
- Use of visual aids and vocabulary-building techniques.
- Cultural inclusivity in lesson planning.

Level 2 – Targeted Support (Small Group Interventions)

Students needing additional ELL support are identified by subject teachers or the ELL department. Targeted interventions focus on improving grammar, vocabulary, reading, comprehension, and writing skills.

Support Strategies:

- Weekly pullout sessions focused on language development.
- Small group instruction with ELL specialists.
- Classroom seating plans for optimal engagement.
- Buddy support system for peer-assisted learning.
- Individualized Education Plan (IEP) if required.

Level 3 – Intensive Support (Individualized Learning Plans)

Students at this level receive personalized intervention through one-on-one or small-group sessions. This level is for students who require significant ELL support due to substantial language barriers.

Support Strategies:

- Intensive English language support (listening, speaking, reading, writing).
- Use of specialized programs like Flash Academy for structured learning.
- Individualized Education Plan (IEP) with clear learning goals.
- External support or specialist interventions, if needed.
- Assistive technology to aid language acquisition.

ELL Individualized Education Plans (IEP) & Progress Monitoring

• IEP Implementation:

- An Individualized Education Plan (IEP) is created for students needing additional language support.
- The plan is developed by the ELL teacher, Head of Section, and Inclusion Department in consultation with parents.
- The IEP is reviewed termly to assess progress and make necessary adjustments.

- **Monitoring & Progress Tracking:**

- Teachers differentiate classroom instruction to support ELL students.
- Students transitioning out of IEPs are closely monitored to ensure continued progress.
- If a student's performance declines, a new IEP may be initiated with input from all stakeholders.

By following this structured approach, Dhruv Global School ensures that every English Language Learner receives the necessary support to develop their language skills and fully access the curriculum.

Exit from ELL Provision

A student is considered for exit from ELL provision when they can function independently in mainstream classrooms and meet age-related literacy expectations.

Exit Criteria:

- The ELL teacher and classroom teacher agree that the student no longer requires intervention.
- The student demonstrates age-appropriate proficiency in listening, speaking, reading, and writing.
- The student is performing at grade level in literacy assessments.
- The student has met their IEP goals (if applicable).

Exit Process:

1. ELL teachers and subject teachers discuss the student's progress.
2. An exit meeting is held with staff and parents to confirm readiness.
3. The student is formally exited from ELL provision and placed under monitoring for continued progress.
4. If needed, additional support can be provided at a later stage.

ELL Support Duration:

- Students typically remain in ELL provision for up to 2 academic years.
- Some students may require less time, while others may need longer intervention.
- If, after 2 terms, a student shows minimal progress, they may be referred for further assessment to explore additional learning needs.

Conclusion

At Dhruv Global School, the ELL identification process ensures that students receive timely and appropriate language support. By implementing early intervention, continuous monitoring, and targeted instruction, we enable all ELL students to develop the English skills necessary for academic success and full participation in the school community.

This policy links to our policies on:

- Inclusion Policy
- Teaching and learning