



English Path Australia
› Level 3, 115 Queen St
Brisbane QLD 4000 Australia
› +61 7 3012 9812
› info@englishpath.com
› www.englishpath.com
› CRICOS code: 04187G

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English Path

ELICOS Student Placement Policy

Version History

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Introduction

The ELICOS Student Placement Policy ensures that students at Green Academy Pty Ltd trading as English Path Australia herein after known as English Path are accurately assessed and placed in appropriate classes based on their English proficiency. It outlines procedures for placement testing, managing class sizes, and supporting students with special needs. The policy guarantees that all students receive the necessary support and resources to succeed, promoting an inclusive and effective learning environment. It also emphasises clear communication of learning outcomes and provides strategies for ongoing monitoring of student progress.



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1. Purpose

This policy outlines the requirements and procedures for assessing and placing students into appropriate ELICOS classes at English Path. It ensures compliance with Standard P3.1 of the ELICOS Standards 2018, which mandates effective placement procedures, management of class sizes, and identification of students with special learning needs.

2. Definitions

Special need: Examples of special needs include students with physical disabilities, such as mobility impairments, deafness or blindness. Additionally, students with learning disabilities such as dyslexia or ADHD are considered to have special needs. Other examples include students with emotional and behavioural disorders, autism spectrum disorder and intellectual disabilities.

It is important to note that students with special needs may have a wide range of abilities and should be viewed as individuals with unique strengths and challenges.

3. Responsibility

The Director of Studies is responsible for the implementation of this policy and ensuring that staff members and students are aware of the policy.

4. Scope

- 4.1 This policy applies to all students enrolled in CRICOS-registered ELICOS courses at English Path, and to all staff involved in the placement, assessment, and support of students.
- 4.2 The policy ensures that placement testing is conducted effectively and that appropriate support strategies are implemented for students with special needs.
- 4.3 This policy covers:
 - 4.3.1 All CRICOS-registered ELICOS courses delivered by English Path
 - 4.3.2 Student placement assessment procedures
 - 4.3.3 Class size and teacher-student ratio requirements
 - 4.3.4 Identification and management of special learning needs



5 Policy

- 5.1 English Path ensures that all new students' English skills are tested and students are placed into the appropriate class level.
- 5.2 All students will be asked if they have any special learning requirements, and appropriate support and assistance will be provided to students with special needs.
- 5.3 English Path will maintain a maximum class size of 18 students per class to ensure quality of instruction and appropriate individual attention.
- 5.4 Learning outcomes for each level will be clearly communicated to students at the commencement of their studies.

6 Procedure

6.1 Placement of students in ELICOS classes

- 6.1.1 All new students are required to complete the Online English Path Placement Test (grammar and vocabulary) prior to their arrival and the speaking and writing test under supervised conditions on their first day during the enrolment process.
- 6.1.2 The writing, reading and grammar skills are all independently assessed using the "Placement Test Skill Descriptors".
- 6.1.3 A level (for each skill) from Elementary to Advanced is given on the test cover page.
- 6.1.4 A one-on-one speaking/listening test is conducted by either the Director of Studies (or Senior teacher).
- 6.1.5 The student is given a skill level from Elementary to Advanced for speaking and listening using the "Placement Test Skill Descriptors".
- 6.1.6 The Director of Studies assesses all the individual skill results and determines the student's overall level of English.
- 6.1.7 The overall level is recorded in the corresponding box on the cover page.
- 6.1.8 Strengths, weaknesses and student goals are documented on the Placement Test Cover Page.
- 6.1.9 The teacher is made aware of the student test results before meeting the student on their first day of class.



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6.2 Class sizes and student: teacher ratios

- 6.2.1 Classes must maintain a maximum of 18 students for 1 teacher per class.
- 6.2.2 The Director of Studies monitors student numbers in each class daily to ensure class sizes do not exceed 18 students.
- 6.2.3 Students are placed into classes based on the following criteria:
 - 6.2.3.1 English proficiency level
 - 6.2.3.2 Nationality mix
 - 6.2.3.3 Gender balance
 - 6.2.3.4 Current class numbers
- 6.2.4 If a class approaches maximum capacity, the Director of Studies will prepare to open a new class.

6.3 Identification and management of special needs

- 6.3.1 All students are asked on their first day if they have any special needs as part of the initial enrolment process.
- 6.3.2 If a student identifies a special need (either prior to the course, at course commencement or during their course):
 - 6.3.2.1 The specific nature of the need is documented in the student file
 - 6.3.2.2 The Director of Studies is notified
- 6.3.3 The Director of Studies determines what reasonable adjustments can be made and documents these in the student file.
- 6.3.4 The classroom teacher is informed of:
 - 6.3.4.1 The nature of the special need
 - 6.3.4.2 Specific accommodations and adjustments to be implemented
 - 6.3.4.3 Any additional monitoring requirements
- 6.3.5 The student's course progress is closely monitored by both the classroom teacher and the Director of Studies.
- 6.3.6 English Path provides additional support as required, which may include:
 - 6.3.6.1 Extra tutorial assistance
 - 6.3.6.2 Modified learning materials



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6.3.6.3 Assistive technology

6.3.6.4 Extended time for assessments

6.4 Learning outcomes information

6.4.1 All students receive a Level-specific Course Outline on their first day of class.

6.4.2 The Course Outline clearly states:

6.4.2.1 Learning outcomes to be achieved

6.4.2.2 Assessment requirements

6.4.2.3 Textbooks and materials needed

6.4.2.4 Course duration and structure

6.4.3 When a student progresses to a new level:

6.4.3.1 The student is issued a new Course Outline

6.4.3.2 The student receives appropriate textbooks and materials for the new level

6.4.3.3 The student is introduced to their new teacher

7 References

ELICOS Standards 2018 – Clause P3.1

English Path Orientation

8 Forms

English Placement Test

Placement Test Skill Descriptors

Placement Test Cover Page

Course Outlines (all levels)

Special Learning Needs Form