MNS

BAHRAIN

Distinction in Diversity

Learning Enrichment Policy

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Department responsible	**SLT**
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Review cycle	**Yearly**
Date of next review	**August 2026**

Developing a diverse community of global learners

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1. What is Learning Enrichment?

Multinational School Bahrain is an inclusive learning community, inspiring international mindedness, personal excellence, and creative thinking.

Inclusion is a shared school belief about educating all students. Each child is part of the rich diversity of the community. The true essence of inclusion is based on the belief that students with learning differences should be included in naturally occurring settings and activities with their peers. It is a commitment to educate all children to the maximum extent appropriate in the regular classroom setting.

Personal Excellence: We believe that all students can learn and succeed. At MNS, all our students are challenged to the best of their ability to achieve personal success. In support of this goal, student self-advocacy is an essential element in helping students know how they learn best and how to articulate their learning needs.

Learning Enrichment at MNS is the process of enabling each student to reach their potential in terms of:
- accessing the curriculum
- maintaining age-appropriate relationships with their peers and adults
- becoming life-long learners
- enjoying every day

It consists of two departments: Learning Support and English as an Additional Language.

2. Purpose

This Learning Enrichment policy is a working document developed by the Head of Learning Enrichment. The policy is consistent with the principles and practices of inclusion and our own mission statement.

For this policy the school does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/or physical.

These may produce several challenges that affect our students' ability to:

- Focus and engage
- Retain information
- Reason
- Physically co-ordinate
- Understand number/language
- Control emotions
- Solve problems
- Acquire new concepts
- General literacy/phonological difficulties

The purpose of Learning Enrichment is to identify areas such as, (but not limited to) students' strengths and challenges, whilst keeping in mind, their specific learning styles. As a result, their learning is scaffolded, and the curriculum may be differentiated. A key aim of the school and department is to ensure there is a positive and inclusive learning environment within each classroom, with a focus on the differentiation of teaching and learning.
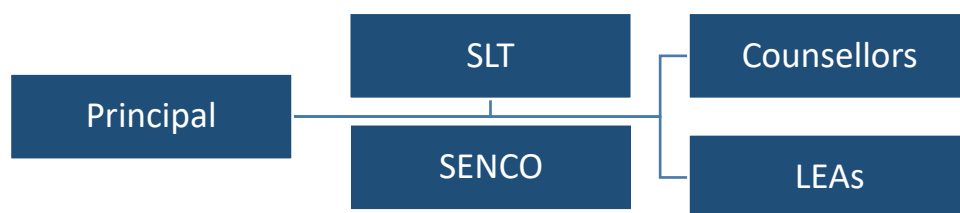
This policy is intended to provide an overview and guiding principles for inclusive learning at MNS that permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. This policy is a statement of agreement – one to which the staff and the MNS community are asked to commit to so that our school can achieve its mission and further inclusion for all students.

3. Aims

We believe it is the responsibility of all those who interact with students to provide an enriching emotional, social, and academic environment, whilst focusing on the unique talents, abilities and needs of the whole child.

All elements of learning enrichment aim to increase independent access to the curriculum; this is the goal for each student undergoing learning support. We believe effective learning enrichment utilises a collaborative approach, supporting students, teachers, and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to ensure that enrichment is relevant, contextual, and consistent with the school curriculum, occurring inclusively wherever possible.

SEND Team Structure

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                    ┌─────────────┐      ┌──────────────┐
                    │     SLT     │      │  Counsellors │
┌─────────────┐     └─────────────┘      └──────────────┘
│  Principal  │─────
└─────────────┘     ┌─────────────┐      ┌──────────────┐
                    │    SENCO    │      │     LEAs     │
                    └─────────────┘      └──────────────┘
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Inclusion Action Team

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┌────────┐  ┌────────┐  ┌──────────┐  ┌─────────┐  ┌───────────────┐
│  SLT   │  │ SENCO  │  │ Teachers │  │ Parents │  │ Professionals │
└────────┘  └────────┘  └──────────┘  └─────────┘  └───────────────┘

            ┌─────────────┐
            │ Counsellors │
            └─────────────┘

            ┌────────┐
            │  LEAs  │
            └────────┘
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4. An Inclusive Classroom

Is a place where:

- All students feel valued.

- A student-centred curriculum is taught broadly and deeply.

- Clear and high expectations are upheld for all students.

- Students work in flexible and cooperative groups.

- Clear and fair routines are stated and followed.

- Students and teachers demonstrate open and respectful communication.

- An emotionally and physically safe environment is maintained.

- A variety of materials and equipment are available.

- Instruction is differentiated.

- Students actively engage in learning.

- Students self-advocate for their learning need.

SENCO/ Head of Learning Enrichment responsibilities

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Principal and Heads of School to determine the strategic development of the policy.

- Oversee the day-to-day implementation of the school's special education needs policy.

- Coordinates, monitor and evaluates provisions for students with special education needs.

- Liaises with and advise heads of the schools, colleagues and parents.

- Oversees the records of all the students with special education needs.

Responsibility of Teachers

All teachers are teachers of students with special education needs.
Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.
MNS is ultimately responsible for creating an environment where each student can reach their potential in a safe, supportive and challenging way.

Teachers at MNS work in collaboration with the Learning Enrichment Team to differentiate the learning for students in their class, including those who may have learning enrichment needs. In order to assist in appropriate differentiation strategies, the teacher requires the knowledge and support of the Learning Enrichment staff to develop an understanding of:

- The factors that affect student learning and how best to respond to them.

- How to differentiate and match teaching approaches to student needs.

- The use of technology to assist in alleviating and removing barriers to learning.

- The use of specific assessment in planning for students with learning needs.

5. Inclusion at MNS

1. Students with a range of learning needs benefit from differentiated instruction.

2. Students working in small groups with guidance/support with a Learning Enrichment Assistant (LEA).

3. Classroom teacher and the LEA, together, teaching all students.

4. Level 1 LEA and/or Level 2 LEA supporting students with significant learning needs with withdrawal times for the core subjects only.

5. Teachers incorporate accommodations to help students with mild to moderate learning needs to access the regular curriculum.

6. Modifications to the curriculum are provided for those students with significant learning difficulties and who require intensive support.

Within MNS the class/subject teacher is responsible for understanding the needs of each individual student and catering to his/her learning style within the class. The relationship between class/subject teachers and other enrichment staff within the school is seen as being collaborative and co-operative where all are actively involved in the planning processes for enrichment teaching and learning.

Early intervention is a critical aspect in the development of effective learning for students. The development process of a child is influenced by several factors especially during the early years. Regular assessments of a student's development, both formal and informal, covering the cognitive, physical, and social domains, are essential to successful planning for an effective intervention. Hence, collaborative inclusion of the class/subject teachers, parents and relevant professionals ensures every factor is taken into consideration before an enrichment plan is implemented.

6. The Admissions Process

1. The Admissions office conducts the CAT4 Assessment to students from Year 2 up to Year 11.

2. The Admissions office collects and compiles complete application documents from the family, previous schools, and any other related organisations or professionals.

3. If there is an indication that the student has special needs, the file is sent to the Head of Department for review and discussion.

4. The student is required to come to MNS for a three-day trial.

5. After collation of additional information and/or further discussion, the Head of Department makes a recommendation regarding admission to MNS.

6. The Board makes the final admission decision for intensive support (Level 1) students while the Head of Department makes decisions on the group support (Level 2) students taking into consideration the operational and economic viability of the admission of each student.

7. Upon Entry

Students are identified using the school referral process or during the process of admission. These students require extra support beyond the differentiated support ordinarily offered by all teachers.
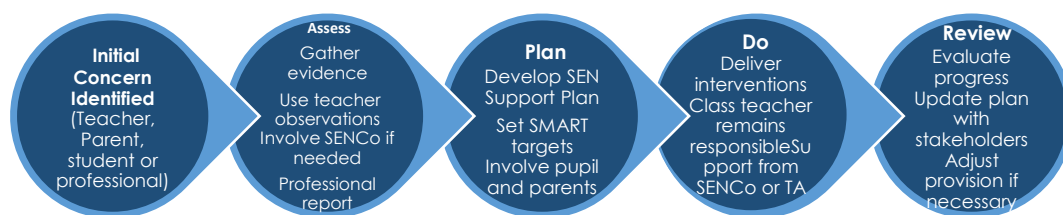
Typically, these students may have a range of achievements at or below grade level/s. In such cases a baseline assessment is done so that the requirement for a modified curriculum can be determined.

Where necessary a reading age test is conducted to identify the ORT level of the student. An IEP is created for the student with individualised provisions made to reduce any barriers to learning that may be experienced.

The IEP is created through a collaborative meeting between the Head of Department, the designated LEA, relevant teachers and the parents. In certain cases, external and appropriately qualified therapists/professionals may be requested to provide their input in formulating an IEP. The final draft is passed on to the HOD for review. After necessary amendment and discussions, the IEP will be sent to the parents. An IEP meeting is then organised with the parents, and where possible with the student. If they agree, they sign the IEP. The IEPs are then uploaded on the Shared Drive and a printed copy is placed in the student's confidential classroom file. A copy is also emailed to all the concerned stakeholders. This is a working document as the student may achieve their IEP targets as the year progresses and the parameters may have to be adjusted accordingly to maintain its suitability for that particular student.

Identification of special educational needs

Students with special educational needs have learning difficulties or barriers to learning that are preventing them from making progress. We adopt a structured process where each stage informs the next, ensuring timely and effective support tailored to the student's evolving needs.:

Initial Concern Identified (Teacher, Parent, student or professional)

Assess Gather evidence Use teacher observations Involve SENCo if needed Professional report

Plan Develop SEN Support Plan Set SMART targets Involve pupil and parents

Do Deliver interventions Class teacher remains responsibleSupport from SENCo or TA

Review Evaluate progress Update plan with stakeholders Adjust provision if necessary

Any or all of the following may trigger a concern about the difficulties or barriers to learning that a Student may have. The student, parent/guardian, class teacher, SENCO and Leaders are involved in recognising these triggers and agree together action that should be taken.

• Parent/Guardians concerns

• Student's worries / concerns

• Teachers' assessments and analysis of data showing low achievement or lack of progress

• Analysis of assessment data by Senior Leaders showing low achievement or lack of progress

• Records transferred from another school

• Recommendation from external professionals

At MNS a range of assessments are used to monitor and measure progress and attainment of Students. Assessments are used regularly throughout the year. Data from assessments is analysed by class teachers and discussed with Senior Leaders. Senior Leaders also analyse data for the whole school on a regular basis.

Specific assessments may be completed by teachers or external professionals to identify specific gaps in learning which are then used to plan and deliver activities to enable children to succeed and make progress.

Discussions between teachers, SENCO and Senior Leaders will help to determine whether a child remains at the current stage of SEND, moves to the next level or has made progress and is no longer considered to have difficulties or barriers to learning.

8. Support

Students who need and qualify for extra academic support may work with our Learning Enrichment Assistants (LEAs). The LEAs work in collaboration with classroom teachers to ensure students have access to the grade level or appropriate curriculum. LEAs work directly with students who require additional academic support. This support may take place in the classroom and sometimes withdrawn from class for reinforcement sessions. The LEAs are responsible for collaborating with classroom teachers to ensure accommodations are implemented and to help differentiate instruction for students receiving learning support. LEAs maintain data to monitor student progress and to guide teacher instruction. They serve as guides for classroom teachers and parents, and provide insights related to challenging learning difficulties and the impact of those disabilities in the classroom. **LEAs are also responsible for**:

- Providing parents and teachers with effective strategies and interventions related to a student's challenge or academic difficulty.

- Assessing student progress.

- Completing necessary paperwork (i.e., Individual Education Plans, etc.) in a timely manner. This also includes the writing of two reports reflecting the IEP achievements which will be issued together with the whole school mid-year and end of year progress reports.

- Track students' daily progress using an IEP tracker.

- Collaborate with the student and create a Student-Friendly IEP.

- Facilitating meetings about students of concern, and parent conferences.

The Intensive Support LEA assists teachers in the delivery of instruction and behavioural supports for an identified student. The Intensive Support LEA works under the direct supervision of the Head of Learning Enrichment and classroom teachers. The ultimate responsibility for the design, implementation, and evaluation of instructional programmes, including assessment of student progress, lies with the classroom teacher and the LEA.

We provide tiered levels of support as follows below.

Level 1 - Intensive support

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support. Student participates in a modified programme adapted from the grade level curriculum. The student most likely has an Intensive Support LEA that attends to his/her learning and social, emotional and/or behavioural needs throughout the school day. Students requires significant modifications and are assessed according to specific individualized goals. Students may receive support in the following ways:

- Intensive Support LEA for 50% or more of the school day

- Modified Programme - IEP

- 1:1 support or group of maximum 4, pull-out sessions, Assistive Technology

- Facilitation of integration in grade level balanced with life skills,

- Additional support in social, behavioural, and/or emotional development

- Often requires additional external support services.

Level 2 - Group support

Students participate in the same curriculum content as his/her peers with the same learning outcomes and they benefit from instruction in the classroom but may need accommodations to access and demonstrate understanding of the curriculum. Level 2 students are assessed according to grade level criteria. These students may receive support in the following ways:

- In collaboration with the designated LEA, specific classroom accommodations and teaching strategies are extracted from the IEP by teachers to enhance their lesson planning. This is evident in the provision of appropriate differentiation for the students in their classwork, assessments, and homework.

- Class observations by the LEA.

- Assistive technology in class and/or for assessment purposes.

- Strategies implemented to promote engagement in the classroom with a key focus on increasing the student's level of independence in their participation and learning.

9. IEP for LE students

What is an IEP?

An Individual Educational Plan, commonly known as an IEP, is a personalised plan and record of action undertaken to ensure that students with additional needs to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential.

In line with the UK SEND Code of Practice and contemporary research, IEPs at the school are written and implemented according to the following principles:

- IEPs should be working documents with a practical value in the present moment – they should not be a 'paper exercise'.
- IEPs should act as a profile outlining a student's particular strengths and areas of need.
- IEPs should actively involve the student, parents/carers, colleagues and where necessary, external agencies/therapists.
- IEPs should outline additional action and be different to everyday classroom practice, taking into account what the particular student can already do independently.
- IEPs should be accessible to all involved - using 'Plain English', avoiding jargon and 'information overload'.

Who is entitled to an IEP?

At MNS we operate a policy whereby only those students placed on the Learning Enrichment Register with additional needs and clearly identified as currently underachieving or having underachieved are assigned an IEP.

 For many students who present with milder difficulties, the IEP may act primarily as a 'tip sheet' outlining the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

<u>How is an IEP created and maintained?</u>

The following process is adhered to in the creation and maintenance of IEPs:

1. HoD identifies the additional needs of the student through distribution of a referral form or upon Admission using the CAT4 assessment tool. The student could also be identified through teacher observation or other standardised assessments.
2. The LE department has two yearly IEP Meetings with parent/s or carer/s, involved colleagues and any external experts.
3. HoD chairs an IEP Meeting with relevant parties in which additional needs are explained/ discussed, outcomes and action agreed upon – involving the student where appropriate. Notes are taken by the HoD or other Learning Enrichment Staff and kept in student's file in the HoD's office and in the LEAs file.
4. HoD and LEA drafts the IEP based on the notes from the IEP Meeting. The IEP is written and devised in-line with curriculum requirements.
5. The IEP is sent to the HoD for approval.
6. The IEP is then sent to parents/carers and teachers, stored on the school's shared drive and also stored in the HoD's pupil file for auctioning.
7. Each IEP is scheduled to be reviewed on a twice yearly basis (Term 1 and 2) by the HoD in consultation with involved teachers, LEA's and parents.
8. An IEP may also be reviewed should the student present with additional needs from the original assessment or if they are due to exit the SEND register.

How is the effectiveness of an IEP reviewed?

Each Individual Educational Plan begins by outlining the key areas of concern and then the intended outcomes of the action/ undertaken. The intended outcomes will be specific and detailed, running in addition to curriculum attainment targets.

For students with higher learning needs or disabilities, a modified curriculum may need to be put in place.

For students with milder difficulties – there will be a more generalised outcome focused on facilitating full access to teaching and learning in the classroom and any other opportunities for development and achievement.

Fulfilment of intended outcomes will be measured through consultation with colleagues, Tracking Forms, standardised assessments, IEP Meetings and ongoing observations.

10. Referral Process

The referral process is the recognition that there may be issues surrounding a child's learning that require the collective attention of a group of educators (specialists). It is an invitation to initiate a professional inquiry about a child's learning and to commit to sharing responsibility and accountability for the design and implementation of strategic interventions. It is not a transfer of responsibility from the classroom teacher to the LEA.

A referral can come from the classroom teacher, the LEA, or the parent. A student may also be referred at the time of admission when documentation in the completed admissions file that indicates Learning Support was provided at the previous school. In this case, the Admissions Team together with LEAs will determine the need for Learning Support and the appropriate Learning Enrichment tier. The decision for a student to receive Learning Support is made in collaboration with and consent from the parents. The level 1 admission is decided by the Board.

During the referral process, on a case-to-case basis, parents may be advised to guide their child to complete diagnostic assessments at specialist centres for any specific interventions to be implemented in the child's learning and development at school. The student may be referred for an external assessment that will be conducted by an Education Psychologist or another specified specialist at the family's expense. All Education Psychologist reports should be provided to the school. For external examination purposes, students who wish to benefit from special accommodations/access arrangements are required to produce a psychologist or Medical Report for the relevant examination authority. The Head of the LE department can arrange this.

Exit Process

Once the student has met the criteria set out in the Individual Enrichment Plan (IEP) and has reached an appropriate grade level in the areas being supported, the student will leave the programme and will be monitored by a member of the Learning Enrichment Team to ensure a smooth transition.

Should the intervention not prove successful, consideration may be given to an alternative educational placement for the student.

11. SEND Parameters

All children in school have support within lessons through differentiation or withdrawal teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptions including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Cognition and Learning

Children and young people who find learning, thinking and understanding harder than most other pupils. Some of the skills children and young people with these difficulties might find difficult are:

- Take longer to learn important skills.

- Find it difficult to remember things such as the important words for reading and times tables.

- Find it hard to understand how to use letter sounds to read and spell words.

- May need more time to think about their answers.

Examples of support available at MNS:

- Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class.

- Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult.

- Extra support can be given to the child or young person by an adult on one-to-one level to support them learn skills.

- Individual targets set to help show what the child or young person needs help with access to specialist support from a teacher or other professional.

How we check that our methods are working?

1. Look at the targets set to see if the child or young person has achieved them.

2. Talk to adults who have worked with the child or young person.

3. Talk to parents.

4. Talk to the child or young person.

5. Use the school tracking system to see how much progress the child or young person has made.

6. have meetings with other staff in school to talk about how the child or young person is learning.

7. Ask for other professionals to work with the child or young person to check the progress being made.

Communication and Interaction

Children and young people can sometimes find it difficult with interacting with the people and world around them. Some of the skills children and young people with these difficulties might find difficult are:

- Talking to other adults and or children and young people, especially when in a group

- Talking to other adults and or children and young people, especially when in a group

- Making friends

- Following rules made by someone else.

- Dealing with changes in the way they usually do things.

- Dealing with noises, smells or other sensations around them.

- Saying the things, they are thinking.

- Understanding what other people mean when they are talking.

Examples of support available in our school:

1. Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class.

2. Use support programmes especially made to help the child or young person to build communication and interaction skills.

3. Use things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, social stories)

4. Getting advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people.

5. Individual Pupil Profiles so that all staff are aware of what works well with individual children.

How we check that our methods are working?

1. Observations of the child or young person to see if they are communicating or interacting differently.

2. Look at the targets set to see if the child or young person has achieved them.

3. Talk to adults who have worked with the child or young person.

4. Talk to parents.

5. Talk to the child or young person.

<u>Social, Emotional and Mental Health Difficulties</u>

Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Some of the skills children and young people with these difficulties might find difficult are:

- Following rules set by others.

- Sitting still for very long

- Listening to and following instructions

- Understanding how they are feeling.

- Making friends

- Dealing with their difficulties in a way that does not cause harm to themselves or others.

- Taking responsibility for the things they do

Examples of support available at MNS:

1. Getting advice from outside professionals to give advice to adults working with the child or young people.

2. Extra support can be given in a small group by an adult to help the child learn about how to help themselves.

3. Extra support can be given to the child or young person by an adult for a short time during the day to let them talk about the things that upset them.

4. Individual targets set to help show what the child or young person needs help with

How we check that our methods are working?

1. Observations of the child or young person to see if they are coping better in school.

2. Talk to adults who have worked with the child or young person.

3. Talk to parents.

4. Talk to the child or young person.

5. A Learning Mentor to work with the child and parent in small groups or 1:1.

Sensory and/or Physical needs

Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Some of the skills children and young people with these difficulties might find difficult are:

- Reading words on books, worksheets or whiteboards that are not made bigger or change to help them.

- Moving around without the aid of a walking aid or wheelchair

Examples of support available at MNS:

1. Professional advice from specialist staff

2. Support from outside agencies services such as the speech therapists or behaviour/ educational psychologists

3. Adaptations to the school environment where possible

How we check that our methods are working?

1. Monitoring that the child or young person has full access to a broad and varied curriculum.

2. Observations of the child or young person within the school environment

3. Talk to adults who have worked with the child or young person.

4. Talk to parents.

5. Talk to the child or young person.

12. Accommodations & Assessment Data Record

As part of our inclusive practice, we are using the *LE Accommodations & Assessment Records* document to ensure that all students, including those working on a **Modified Curriculum (MC)**, are assessed and tracked consistently across the school.

Purpose of the Document

- To provide a clear structure for recording assessment marks for students on support who cannot access standard assessments without modified papers.
- To ensure consistency across the three phases of the school:
  - **Primary (Years 1–6)**
  - **Lower Secondary (Years 7–9)**
  - **Upper Secondary (Years 10–12)**

How It Works

1. **Accommodations Sheet**
   - Lists all supported students and their required accommodations.
   - Indicates which school phase sheet to use for entering marks.
2. **Phase Sheets (Primary, Lower Secondary, Upper Secondary)**
   - Students are listed by **name** and **year group**.
   - An additional **MC Year column** is provided to record the curriculum level of the assessment paper (e.g., Year 4, Year 5).
   - Subjects and terms are clearly set out for marks entry.

Entering Marks for MC Students

- If a student is **in Lower Secondary by age (Years 7–9) but working at a Primary curriculum level** (e.g., Year 4):
  - Record their marks in the **Lower Secondary sheet** (not in the Primary sheet).
  - In the **MC Year column**, enter the year of the paper they sat (e.g., "Year 4").
  - Input their results (percentage or marks) under the relevant subject and term.

This ensures:

- Students remain visible in their correct **school phase roster**.
- Teachers and leaders can see clearly the **curriculum level** the student is assessed on.
- MC descriptors in reports will be based on this data.

Example

- **Student:** Mohamed (Year 7)
- **Assessment:** Year 4 Maths modified paper
- **Entry:**
    - Lower Secondary sheet → Name: Mohamed
    - Year: 7
    - MC Year: 4
    - Maths %: enter result

If a Year 8 student who is working at Year 4 curriculum level, the following process is followed:

- Locate the student's name in the **Lower Secondary Data section**.
- Record the **curriculum level** that the student is currently working at.
- In the **Comments** section, type: *"Refer to X in Primary School Data"* (replace X with the relevant name).
- Place all assessment data for this student in the **Primary section**, ensuring accuracy and consistency.

This will help us maintain clear records and ensure all student data is organised according to the level they are working at, not just their chronological year group.

13. English as an Additional Language (EAL) Support

English as an Additional Language is the language enrichment programme at Multinational School Bahrain. Our student body represents over 50 nationalities. Most of our students do not have English as a Primary or a home language and this is where our language assessment and enrichment programme steps in.

Defining 'EAL'

A learner of English an additional language (EAL) is a student whose first language is not English:

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.' (DfES 2007)

Two common questions about EAL are:

1. How do we identify learners who require support in English as an Additional Language?

2. Who are our EAL Learners?

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted and talented; others will have learning difficulties and/or any variety of disabilities.

The role of the EAL department

The role of the EAL department is to identify the needs for English language support either during the enrolment process or during the course of the year as the students' performance is monitored in formative and summative assessments. In addition to the baseline EAL assessment students are sometimes observed in their mainstream English lesson. Students are also monitored throughout the year with the help of individual

teachers as well as outside their classrooms to analyse any barriers they may be facing due to weak English language proficiency.

The assessment process for new enrolment

New students will be referred to the EAL teacher by the admissions team during the admission process. This may be done either before or after the CAT4 testing and it is purely case dependent. Referred students will be scheduled for an assessment on a mutually agreed time. The baseline assessment for EAL takes around 90 – 120 minutes. The assessment will take place in the following phases:

PHASE	ASSESSMENT	SOURCE
Phase 1	Speaking Assessment	Students' speech, response and verbal comprehension is assessed using various resources that stimulate conversational and creative speech. Twinkl.co.uk
Phase 2	Reading & Writing	Cambridge International – Stage level Paper 1
Phase 3	Listening	Cambridge International – Stage level Paper 2
Phase 4	Single word reading test	Single word reading test – Provides the reading age of the learner
Phase 5	Single word spelling test	Single word spelling test – Provides the spelling age and the National curriculum writing. level of the learner
Phase 6	Phonological assessment	Students are assessed on the 6 phases of phonics – this provides us information regarding the learners. phonological awareness levels.
Phase 7	Observation	Students are observed in the mainstream classroom by the ESL teacher after the students have had time to settle down. (2 weeks of school).

The assessment process for existing students

Existing students who may be deemed to require EAL support will be referred by the heads of school, teachers, individual subject teachers or Learning Enrichment assistants. This process requires the referee to fill in a referral form. Upon receiving the referral form, the EAL teacher may schedule an informal meeting with the referee to learn a little more about the referred student.

The student will then be scheduled for an assessment on a mutually agreed time. The baseline assessment for ESL takes around 90 – 120 minutes. The assessment will take place in the following phases:

PHASE	ASSESSMENT	SOURCE
Phase 1	Speaking Assessment	Students' speech, response and verbal comprehension is assessed using various resources that stimulate conversational and creative speech. Twinkl.co.uk
Phase 2	Reading & Writing	Cambridge International – Stage level Paper 1
Phase 3	Listening	Cambridge International – Stage level Paper 2
Phase 4	Single word reading test	Single word reading test – Provides the reading age of the learner
Phase 5	Single word spelling test	Single word spelling test – Provides the spelling age and the National curriculum writing. level of the learner
Phase 6	Phonological assessment	Students are assessed on the 6 phases of phonics – this provides us information regarding the learners. phonological awareness levels.
Phase 7	Observation	Students are observed in the mainstream classroom by the ESL teacher after the students have had time to settle down (2 weeks of school). Upon discretion/case dependant – the ESL teacher and the form teacher may agree to do this as the first phase of the assessment. process.

13. Framework for Assessment

The EAL programme is based on Cambridge Global English - English as a Second Language. This programme provides a comprehensive set of progressive learning objectives for learners of English as a Second Language, that are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English.

The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. Learner progression in each strand within the curriculum frameworks is mapped in terms of the common reference levels in the CEFR, as given below.

CEFR (COMMON EUROPEAN FRAMEWORK OF REFERENCE)																	
Basic User						Independent User						Proficient User					
Working Towards 1	Low A 1	High A1	Low A2	Mid A2	High A 2	Low B1	Mid B1	High B1	Low B2	Mid B2	High B2	Low C1	Mid C1	High C1	Low C2	Mid C2	High C2

An indication of the level students are expected to achieve at the end of each year group is given below. The use of low, mid and high categories reflects the fact that progression across CEFR levels may typically take two or three years in each strand.

In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. This framing of learning objectives as a progressive can-do sequence encourages the use of learning-centred, activity-based approaches by teachers in the implementation of the curriculum frameworks.

CEFR LEVELS (COMMON EUROPEAN FRAMEWORK OF REFERENCE)									
STAGES	1	2	3	4	5	6	7	8	9
Reading CEFR Level	Working Towards 1	Low A 1	High A1	Low A2	Mid A2	High A2	Low B1	Mid B1	High B1
Writing CEFR Level	Working Towards 1	Low A 1	High A1	Low A2	Mid A2	High A2	Low B1	Mid B1	High B1
Use of English CEFR Level	Low A 1	High A1	Low A2	Mid A2	High A2	Low B1	Mid B1	High B1	Low B2
Listening CEFR Level	Low A 1	High A1	Low A2	Mid A2	High A2	Low B1	Mid B1	High B1	Low B2
Speaking CEFR Level	Low A 1	High A1	Low A2	Mid A2	High A2	Low B1	Mid B1	High B1	Low B2

Level of support according to the learners' current stage

Students are divided into relevant stage as indicated above and the level of their required support is also determined at this stage. EAL support is divided into three levels:

Basic User	Independent User	Proficient User
Full time support	Part-time support	Promoted from ESL support
5 lessons (x40 minutes each)	Up to 3 lessons (x40 minutes each)	
3 hours and above	Up to 2 hours per week	

Support for iGCSE

Learners of Cambridge English as a Second Language who require additional English language support to appear for their iGCSE examinations will be enrolled in the EAL programme as per assessment feedback and guidelines. In this case, the EAL teacher and the English as a second Language Teacher will work hand in hand to enable the enrolled students to appear for the iGCSE examinations. Students' targets are mutually communicated between the two teachers.

EAL Progression

Students are monitored through formative, summative and baselines assessments that take at the beginning and the end of each academic year. Targets for the following year are assessed after the baseline assessment at the end of each academic year. It may be possible that some students may skip a stage if they have achieved and are able to perform the targets for the next consecutive stage.

14. Individual Education Plan (IEP) & targets

All EAL students are eligible to receive an Individual Education Plan or IEP. The IEPs are generated based on the curriculum frameworks for each stage level. IEPs are formulated within the first half term of the academic year (Oct) and are reviewed at the end of the year (May/June). IEPs are sent to homeroom teachers, English subject teachers, Parents and the HOD. IEPs are formulated in the following steps:

- Step 1: EAL teachers formulate the IEPs.

- Step 2: IEPs are handed in to the Head of LE for review.

- Step 3: After necessary corrections/editing has been made, the EAL teacher will print the IEPs and sign the document.

- Step 4: The Head of LE will sign the IEP.

- Step 5: Scanned IEPs are uploaded on the shared drive and IEPS are emailed to the teachers and Parents.

This is a working document. The EAL teachers may cross check targets throughout the school year as assessments progress.

15. Reports

All EAL students are eligible for EAL reports. There are two reports that are formulated for every academic year: one mid-year report (Approximately in December and one End-of year Report in June. Reports are formulated as follows:

- Step 1: EAL teachers formulate the reports based on ongoing assessments and by checking the targets in student IEPs.

- Step 2: Reports are handed in to the HOD for review.

- Step 3: After necessary corrections/editing has been made, the EAL teacher will print the reports and sign the document.

- Step 4: The HOD will sign the reports.

- Step 5: Signed reports are scanned and uploaded on the shared drive.

- Step 6: All signed reports are handed over to the relevant teachers for merging purposes. Teachers will include the reports in the report file for each student.

Original copies of all reports and IEPS are uploaded on the shared drive as well.

16. Promotion from EAL

Students enrolled in EAL support are monitored following the Common European Framework of Reference. Once a student has reached between Independent and/or proficient level they are promoted out of support from the EAL support Programme. Students are monitored for 1 term via communication with homeroom and subject teachers ensuring that they are not wavering from the level they have reached.

17. Parent Partnership

Parents will be consulted at all stages of the enrichment process and all decisions related to the addition or reduction of support will be communicated to parents. MNS and the Learning Enrichment Dept. recognises the importance of parents in the initial and ongoing enrichment practices utilised for their child and parents are invited to collaborate on the Individual Enrichment Plan. MNS adopts an open school policy so that parents may discuss the challenges, strategies, targets and progress of students on a daily basis with class/subject teachers, LE Assistants and the Head of Learning Enrichment. Parental concerns will be communicated to relevant staff and solutions sought.

18. Complaints

If a parent has a complaint regarding support provided, they may approach the class teacher, Head of Learning Enrichment or the Principal who will decide the appropriate action to be taken. The Head of Learning Enrichment will be involved in all decisions relating to support and will direct resources as appropriate.

19. Data Protection

A history of each student requiring learning enrichment should be well documented and include the following:

- Background details of student (for e.g., Family situation, past educational experiences).
- IEPs.
- Samples of student work.

- Any psychometric testing/external assessment documentation will be kept in files in a locked cabinet in the learning enrichment office, classroom or digitally on our school system.

Further, relevant information is shared with teachers as required. All new teachers are furnished with LE information for the current cohort.

Transfer of information out of the school is carried out at the request of the parents and released if Accounts have stated that no payments are due.