 <p>مدرسة ستيب ون الدولية Step One International School</p>	<p><b>DEPARTMENT: INSTRUCTIONS</b></p> <p><b>PROCEDURE</b></p>	<p>Doc. No. - SOP-013 Rev. No. - 02 Rev. Date – June 2020 # Pages: 6</p>
<p><b>Title: Additional Education Support Policy</b></p>		

	PREPARED BY	CHECKED BY	APPROVED BY
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<b>Position</b>	AESN Teacher	AD of Instructions	SMT
<b>Prepared</b>	SY 2016-2017	<b>Reviewed</b>	SY 2019-2020
		<b>Valid until</b>	SY 2020-2021

**Rational:**


At Step One School we believe that it is imperative to enable equality of access to the curriculum in an environment where every child is valued and respected. The school will endeavor to identify and realize the potential of every student in our school and to maximize their achievement irrespective of ability, disability, race, gender and social origin through a supportive, personalized education.

**Aims:**

- To identify all pupils requiring educational support as early as possible to support their physical, social, emotional or intellectual development.
- Identify all students who need special consideration
- To devise necessary educational support programmes as early as possible.
- To ensure that all pupils have a broad and balanced curriculum.
- To support a pupil's inclusion in mainstream classes as far as possible.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure that pupils receiving educational support participate when applicable in all school activities.
- To ensure that pupils receiving educational support reach their true potential in all areas of school life.
- To involve teachers and parents in decisions about the programme implemented to support a child's special educational needs.
- To guide pupils towards their success through the regular setting and reviewing of targets.
- To keep parents informed of their child's progress.

**Objectives:**

- The objectives of this policy are to ensure a clear understanding of educational support provision at Step One International School
- Admission procedures for pupils requiring educational support
- The identification of existing pupils requiring educational support
- Assessment procedures for pupils requiring educational support
- To provide guidelines that clarify steps and procedures for AES

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### Principles:

As far as possible, mainstream departments endeavor to prepare and deliver differentiated programmes that are interesting, challenging and accessible to pupils of all abilities. A pupil who has learning requirements that calls for additional educational provision to be made is identified as having Additional educational needs.

These may include:

- Children with Special Educational Needs :
  - General learning difficulties
  - Specific learning difficulties
- Children who have English/ Arabic as a Second Language
- Sick children who may spend long periods in hospital or out of school
- Gifted and Talented (G&T) and Able children.

These areas are not discrete: a pupil may be supported in two or even all three of them, at the same time or at different times during their schooling. Inclusion is the overarching aim, however, the school endeavor to prepare pupils to operate in mainstream classes as much and as soon as possible.

Educational Support is offered in different types:

- 1- forms part of the general curriculum.
- 2- In class support
- 3- 1:1 or small-group support
- 4- out of class support
- 5- modified curriculum


### Practice:

The effective learning of all pupils is a whole-school responsibility. A teacher's work involves a continuous cycle of planning, teaching, assessing and reporting; differentiation takes into account the spectrum of pupil ability, aptitude, background, interest and motivation. In addition, our Additional Educational Support programmes facilitate the learning and progress of those pupils who have needs that cannot be totally satisfied in the mainstream classroom.

### Procedures:

#### Enrolment

- Parents of children with acknowledged educational support requirements will follow the usual enrolment / interview procedure.
- Parents will be asked to provide copies of all previous reports and documentation in support of their child's educational needs before interview.

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### Identification:

Pupils already at the school may be identified as needing additional educational support:

- by mainstream teachers because they demonstrate a learning ability that is significantly different (higher or lower) from that of the majority of their peers
- by parents because they are either unable to cope with or are unchallenged by the demands of mainstream classes
- by themselves because they are either unable to cope with or are unchallenged by the demands of mainstream classes
- through standardised screening tests carried out within a Year Group
- Through specialised tests.
- because they demonstrate exceptional:
  - ✓ Sporting
  - ✓ Performance
  - ✓ Artistic Talent
  - ✓ Leadership skills
  - ✓ Hands on and construction skills
  - ✓ Other exceptional


### Guidelines

#### 1-Special Needs / disability Program

- A disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of school programme. Students identified in this category are defined as having a significantly greater difficulty in learning than the majority of children of the same age”.
- Step One International School embraces the philosophy known as inclusion, which places kids with special needs into an ordinary classroom with typical developing children and give them a dedicated support from staff inside and outside the classroom. (Homeroom Teachers and Special Needs Coordinator).
- A separate action plan is developed for each child according to their own abilities by the homeroom teacher and the student support team with consultation and support from the Special Needs Coordinator.
- Liaison with parents of pupils before carrying out plans.

### Assessment

- The class teacher will take into account recent assessments of the child’s attainment as evidence of a child’s special educational need. In conjunction with this, observations by the class teacher, teaching assistant, health records, Special Needs Coordinator, parents and outside agencies will be considered. The aim should be to build a picture of the child as a learner within a variety of contexts, both at home and school, in formal and informal situations, social and academic.
- Children’s physical, sensory, emotional and behavioural needs are assessed in the same way, by observation and discussion with all who are associated with the child. Evidence and assessment will form part of the agreed assessment procedures and a plan will be formed for each child.
- On going evaluation of progress and plans
- modification of plans as needed.
- Continuous consultation with all concerned parties.

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## 2-Gifted & Talented/ High Achievers Program

### The Aims of the High Achievers' Program

At Step One we are keen to ensure that all of our students reach their full potential. Our High Achievers' / G&T Program is designed to ensure that our most able learners are given the challenge, encouragement and assistance they need to achieve success and to create additional enrichment opportunities for them to develop and demonstrate their abilities.

### Identification

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

Able and higher achievers students who are served in general education classrooms frequently finish their work sooner than other students. This can happen in one subject area, such as mathematics, or in all subject areas. Due to their rapidity of thought. They typically finish assignments before other children. Then they may act out because they are bored. What is really going on is a mismatch between the academic needs of the student and the pace and depth of the curricula and instructional program.


Students who are academically able and have achieved an average of 95% or above may be identified as higher achievers.

Identified students may be provided with:

- Specialized enrichment program designed to help develop confidence and communication skills.
- Students grouped together in working groups and assigned special tasks.
- Use of IT to achieve specific tasks.
- Special external providers programmes,
- After school and lunch time clubs and activities.
- Any other support designed to meet existing needs.

### Referral and Assessment

- The school G&T – Higher achievers programme coordinator provides a referral forms to teachers at the beginning of the year to identify students under the two categories.
- Teachers will refer students accordingly.
- An action plan to be formed by the coordinator of student support program and the AD of instructions.
- The plan will be executed and evaluated regularly.
- Parents to be informed and kept updated about progress and developments.

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### 3-Second Language Speakers Programme

#### Step One International School ESL Program

The English as a Second Language Program (ESL) is a KS1 and KS2 program that ensures students who are identified as limited English proficient receive the assistance needed to reach high levels of English proficiency so that they can successfully access and benefit from the total school program. ESL is a program of techniques, methodology and special curriculum designed to teach English reading, writing, listening, and speaking skills to ESL students. ESL instruction is in English with little use of the students’ native languages. In addition, academic content is integrated into ESL instruction to assist students’ in developing content, cognitive, and study skills as they develop their English language skills.

ESL is provided to students through ESL “pull-out” in the school and as a regularly scheduled ESL class. ESL “pull-out” requires ESL students to spend most of the day in mainstream classes and receive forty-five minutes of ESL instruction 3-4 times weekly. ESL students receive ESL instruction during a regularly scheduled class period. Students from different language backgrounds receive instruction in English. The goal is for every ESL student to reach grade-level proficiency in listening, speaking, reading, and writing).

#### Steps taken to enter the ESL Program

The program caters to children who might have any of the following issues:

1. Any child who is not able to read at the expected grade level
2. Any child who is not able to write legibly at the expected level
3. Any child who will not benefit from regular class lessons mainly because of language barriers i.e. cannot speak English, which is the language of instruction.
4. At a teacher’s discretion, any other issue may be observed, which may be referred to the ESL Program.

#### Process of referrals

To enroll any child into the program, the following steps should be taken into consideration


1. All students will be given the diagnostic assessment in the classroom
2. If the child does not score up to 50% in the English diagnostic assessment, then apply the next step;
3. Fill in the referral form, which you will find attached
4. Return referral form to ESL Teacher.
5. The final decision to enroll any child in the ESL program is made by the English Department HOD.

#### Communication with Parents

Letters will be sent to parents whose child might be enrolled in the ESL program, from the ESL teacher.

#### Going back to mainstream classes

- ESL students will be continually evaluated through assessments to ensure readiness of students going back to mainstream classes.
- Maintenance of pupils’ records
- Transition of pupils into and out of educational support / mainstream provision

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**Step One International School Arabic as a Second Language ASL Program**

- The school has a special programme for students whose Arabic is an additional language or need basic language support .
- Referral procedure is implemented
- Students are continually evaluated through assessments to ensure readiness of going back to mainstream classes.
  - Parents are consulted before enrolling the student in the programme.

**Assessment:**

Students will be assessed according to their levels in both programmes ( English and Arabic support).

Approved By:

Principal