Learning Enrichment Policy

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Table of Contents

1. Title

The title of this document is the MNS Learning Enrichment Policy which shall be reviewed annually by the Principal and shall be approved by the School Board prior to having any force and effect.

2. Purpose

The purpose of this policy document is to:

1. Define for prospective families, as well as all MNS Bahrain community stakeholders, the MNS Bahrain Learning Enrichment Policy.

2. Outline the admissions procedures, including: the purpose, evaluation and decision making process.

3. Scope

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 of 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.

4. An Inclusive Classroom

Is a place where:

- All students feel valued.

- A student-centered 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.

5. Inclusion at MNS

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

2. Students working in small groups, maximum of four students in the classroom, sometimes with guidance/support with a Learning Enrichment Assistant (LEA).

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

4. Intensive Support LEA and/or Group Support LEA supporting students with significant learning needs with pull out 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.

6. The Admissions Process

1. The Admissions office conducts the CAT4 Assessment to students from Year 3 up to Year 13.

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 students while the Head of Department makes decisions on the group support students taking into consideration the operational and economic viability of the admission of each particular 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 of the lower grade level/s 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 (Refer to IEP Policy below) with individualised provisions made in order 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 also 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 corrections and discussions, the IEP will be sent to the parents.

An IEP meeting then is organised with the parents. If they are in agreement, they sign the IEP. The IEPs are saved and a printed copy is placed in the student's confidential classroom file. A copy is also emailed to all the concerned teachers.

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 in order to maintain its suitability for that particular student.

8. LEARNING ENRICHMENT STAFF

Learning Enrichment Assistants (LEA's)

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 in order 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 support 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.

Tier 1 - 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.

Tier 1 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.

Tier 2 - Intensive 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, 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.

9. Modifications

An Individual Education Plan (IEP) is created for students with a diagnosed or identified learning challenge who require modifications to the curriculum.

Alterations made to instruction and/or assessments can change, lower, or reduce grade level learning or assessment expectations. Modification eligibility is a team decision and parental consent must be obtained prior to implementation.

Modifications are described in the IEP and documented on the progress report. The IEP is collaboratively created by LEAs, teachers, parents, and/or relevant therapists to ensure consensus and a consistent approach.

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 1:1 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.

11. 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 as 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 enrollment 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 enrolments

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 EAL 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 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 EAL teacher after the students have had time to settle down (2 weeks of school).

Upon discretion/case dependant – the EAL teacher and the form teacher may agree to do this as the first phase of the assessment process. |

12. Framework for Assessment

The EAL programme is based on Cambridge Global English - English as an Additional Language. This programme provides a comprehensive set of progressive learning objectives for learners of English as an Additional 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)															
A1		A2				B1			B2			C1		C2	
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.

13. 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: ESL teachers formulate the IEPs

- Step 2: IEPs are handed in to the HOD 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 HOD 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.

4. 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.

15. 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.

CEFR (COMMON EUROPEAN FRAMEWORK OF REFERENCE)																	
A1			A2			B1			B2			C1			C2		
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

16. SENDS Parameters

At MNS we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each student.

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 things 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?

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

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

- Talk to parents

- Talk to the child or young person

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

- have meetings with other staff in school to talk about how the child or young person is learning
- 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 things 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:

- Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class
- Use support programmes especially made to help the child or young person to build communication and interaction skills
- 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)
- Getting advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people
- Individual Pupil Profiles so that all staff are aware of what works well with individual children.

How do we check that our methods are working?

- Observations of the child or young person to see if they are communicating or interacting differently
- Look at the targets set to see if the child or young person has achieved them
- Talk to adults who have worked with the child or young person
- Talk to parents
- Talk to the child or young person.

Social, Emotional and Mental Health Difficulties

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 things 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:

- Getting advice from outside professionals to give advice to adults working with the child or young people
- Extra support can be given in a small group by an adult to help the child learn about how to help themselves
- 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
- Individual targets set to help show what the child or young person needs help with

How do we check that our methods are working?

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

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

- Talk to parents

- Talk to the child or young person

- 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 things 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:

- Professional advice from specialist staff.

- Physiotherapy from external providers.

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

- Adaptations to the school environment where possible.

How we check that our methods are working?

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

- Observations of the child or young person within the school environment

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

- Talk to parents

- Talk to the child or young person