

ACS Support Services (including Special Education Needs and Disability) Policy

Please note:

In countries where ACS International Schools is operating outside of the United Kingdom the UK regulatory framework will provide the foundation for best practice as far as this policy is concerned. All ACS schools will operate in compliance with the relevant legislation of the country in which they are operating.

ACS International Schools is committed to protecting individual's personal data, and aims to remain at all times fully compliant with data protection laws and guidance from the relevant regulators. ACS further commits to ensuring that the planning and writing of all policies and procedures that involve the handling of personal data are guided by the principle of privacy by design, and that individuals' rights to have their data safeguarded are a paramount consideration in ACS' pursuit of all its operational and strategic practices.

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1. Policy statement

- 1.1 ACS International Schools Ltd. (henceforward ACS) recognises and acknowledges its duty under *The Education (Independent School Standards) Regulations 2014* Part 1, 2(b)(i) and *Boarding Schools National Minimum Standards (2015)* No. 16 to provide a learning programme that caters for the aptitude and needs of students, including those with special education needs.
- 1.2 Students with support services needs such as English as an Additional Language (EAL), and students with special education needs and/or disabilities (SEND) are supported at ACS in both mainstream and specialist teaching and have access to the ACS curriculum in all its forms equal to that of students who do not require such services, including, where offered, access to Challenge and Enrichment Programmes. All ACS students, regardless of age and ability, will have the opportunity to learn and make progress, and to be prepared for the opportunities, responsibilities and experiences of adult life.
- 1.3 This policy has been developed in accordance with the principles established by *Keeping Children safe in Education (September 2018)*, *The Education and Skills Act (2008)*, *The Equality Act (2010)*, *The Equality Act 2010 and Schools; departmental advice for school leaders, school staff governing bodies and local authorities (May 2014)*, *Reasonable Adjustments for Disabled Pupils: guidance for schools in England (2015)*, and *Special Education Needs and Disability Code of Practice: 0 to 25 years; statutory guidance for organisations which work with and support children and young people who have special education needs or disabilities (January 2015)*.
- 1.4 ACS commits to regular review of this policy and of the associated accessibility plans that support it.
- 1.5 ACS recognises that children with Special Education Needs and students with disabilities are more likely to experience safeguarding concerns than those without such needs or disabilities (See section 10 below). The ACS Child Protection and Safeguarding policy published on the ACS website at <https://policies.acs-schools.info/documents/Child-Protection-and-Safeguarding-Policy.pdf> describes the referral process for anyone with a concern about a child at ACS.

2. Note on the Terminology Used in this Policy

- 2.1 ACS acknowledges that the provision of student support services is strongly informed by the type of curriculum being used in the particular school setting as well as the location of the school. As the different ACS schools use different curricula, and as the different campuses are located within the area of responsibility of different local authorities the terms used for similar support services may differ.
- 2.2 To support clarity within this policy, and especially in the appendices to this policy, generic descriptive terminology (such as individualised education plan)

is used in the knowledge that professionals at specific campuses may not be familiar with terminology used by all local authorities or within all curricula.

- 2.3 ACS uses the definition of Special Education Needs (SEN) cited in *Special Education Needs and Disability Code of Practice: 0 to 25 years; statutory guidance for organisations which work with and support children and young people who have special education needs or disabilities (January 2015)*. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Student Support Services (including SEND) Curriculum Responsibilities

- 3.1 ACS will hire and provide teachers with the appropriate qualifications and experience to staff the Student Support Services Departments in all campuses. Student Support Services will normally include learning support, English language support and counselling. Specialist support for Challenge and Enrichment, where offered, will also be included in Student Support Services.
- 3.2 Student Support Services staff to work in partnership with mainstream teachers and other staff in supporting roles (e.g. teaching assistants) to ensure access to the curriculum and co-curriculum is as complete as possible. This includes access to programmes such as the Diploma Programme and/or Careers Programme of the International Baccalaureate.
- 3.3 ACS will use appropriate teaching methods to ensure the most effective delivery of the curriculum. This may include a combination of inclusive and pull out support for counselling services, English as an Additional Language and Special Education services across the divisional levels.
- 3.4 ACS strives to ensure that most students' individual learning needs are successfully catered for within mainstream classrooms or during pull out sessions that are one-to-one based or during small group intervention sessions. Where pull-out methods are employed, individual students' right to confidentiality will be respected.

4. Student Support Services' Beliefs

- 4.1 Student Support Services (including SEND) provision at ACS is founded on the following tenets and beliefs:
- 4.1.1 Students who are happy, involved, well-adjusted and balanced do

- better academically.
- 4.1.2 All staff support the ACS vision, values, philosophy and expected school-wide learning results, and actively work to support students in achieving their highest potential.
 - 4.1.3 All students can be successful with differentiated learning support.
 - 4.1.4 Staff at ACS accommodate different learning styles and multiple intelligences.
 - 4.1.5 Education is a shared responsibility of students, family and school who together form a partnership in the education process.
 - 4.1.6 The goal for all our students is to become independent lifelong learners prepared for the 21st learning century.
 - 4.1.7 The success criteria offer appropriate challenge for students.
 - 4.1.8 Students' skills in their first language influence their rate of second language learning and proficiency.
 - 4.1.9 Students should continue to learn their first language while they are learning English.
 - 4.1.10 Language & transdisciplinary skills are integral and embedded in all subjects. Therefore, all teachers incorporate language instruction in their programmes.
 - 4.1.11 Acquiring a language effectively in an academic context requires structured support and modified pedagogical practices and resources.
 - 4.1.12 Students in transition require additional information and support.

5. Admission to ACS and to Student Support Service Programmes

- 5.1 ACS is able to serve students with mild to moderate learning needs at all grade levels.
- 5.2 ACS initiates support, monitoring and reviews as soon as concerns are raised. This includes informing parents about the concern and maintaining ongoing communication with the parents about interventions.
- 5.3 ACS is not currently able to support students with severe behavioural, emotional, or learning difficulties. Parents or guardians of students with learning needs outside ACS' ability to support will be advised during the admissions process that ACS will not be able to support them.
- 5.4 Admission of students to particular courses or programmes such as the IB Diploma Programme or the College Board Advanced Placement program is the decision of the school. Normally such decisions will be made with reference to students' past performance, whether at ACS or another school. Determination about the admission of students to programmes is always made on an individual basis and the final decision rests with the divisional principals and Head of School. Students with mild to moderate learning disabilities who are able to follow the regular programme with our model of support services will be eligible for acceptance onto such courses subject to standard criteria such as availability of places.
- 5.5 Further details about admission to ACS can be read in the Admissions and Continuing Enrolment Policy on the school website.

6. Admission to and Exit from EAL Programmes

- 6.1 ACS is able to serve students with no English up to Grade 7. Students admitted to the school in Grade 8 and above will normally require at least a level of English proficiency appropriate for preparing for and entering high school programmes. Admissions and/or EAL department teachers may use an external assessment to guide decisions on admission and/or placement. Where such assessments are from an external assessment body they will be administered in accordance with the relevant body's guidance.
- 6.2 Students admitted to the school who require English language support will be offered English as an Additional Language lessons. These will usually be taught in a pull-out environment either one to one or in small groups and are taught by specialist EAL teachers. Students in 9th and 10th grades may be admitted to transitional English classes. Students who need additional support may also be enrolled in Academic English support. Students in 11th and 12th grade may be offered IB English B.
- 6.3 Entry and exit to and from EAL programmes will be decided by the EAL teacher in consultation with the academic staff, or suitable alternative professional, who knows the student well enough to contribute usefully to the decision. Students may be required to take an appropriate assessment in order to inform entry and exit to EAL programmes.
- 6.3 EAL is taught, assessed and reported at ACS as a distinct subject. Report cards include EAL and it is included in PowerSchool and in transfer documents.

7. Admission to and Exit from Challenge and Enrichment Programmes

- 7.1 In most cases, enrichment is included in a teacher's normal differentiation practices. Where Challenge and Enrichment programmes are introduced, admission will be determined by ACS using data such as previous academic results and previous participation in similar programmes. Parents can be helpful in supplementing the usual data that is collected during the school's assessment process.

8. Reader and Scribe Procedures

- 8.1 ACS acknowledges that in exceptional circumstances and for some external assessment or examination bodies, permissible assistance may be provided to currently enrolled students in the form of a reader and/or scribe. This person may be a member of the teaching staff providing temporary support for a specific purpose associated with a scheduled externally moderated examination. Alternatively, this person may be from outside ACS appointed to discharge the reader/scribe responsibilities. ACS believes that the optimal deployment of such assistance extends from an authentic partnership being formed between the student and reader or scribe, and that

such partnerships must be initiated prior to the examination itself. The final decision on whether a reader or scribe will be permitted to assist the student rests with the divisional principal.

- 8.2 As far as possible, and where an external assessment or examination body allows provision for these and/or similar specific accommodations, ACS will endeavour to ensure that students receive the full benefit of legitimate assistance. Such accommodations as are permitted and consistent with the student's learning need(s) will be considered in the preparation of students for mock and final examinations.
- 8.3 ACS does not commit to providing readers or scribes for normal coursework. However, within the staffing provisions extant at ACS and within reason, the policies of the examination's administering body will be respected.

9. Student Support Teams (SST)

- 9.1 ACS values collaborative consultation and believes in the power of student support teams (SSTs) to discuss issues and solve problems associated with learning support. Regular Student Support Team meetings are held to discuss student cases and support.
- 9.2 The purpose of SST meetings is to form, monitor, progress and report on action plans in support of student growth and to discuss student concerns. SSTs will normally include representatives from ACS administration and student support services. Parents may also be invited to attend as appropriate as, according to need, may specialists in fields such as occupational therapy, speech and language therapy, education psychology and similar fields. Typically, an action plan may include any or all of the following:
- areas of strength
 - a statement of the presenting problem
 - share all relevant information
 - collaboratively discuss strategies to assist in student achievement
 - collaboratively develop an action plan that addresses the needs of the student along with efficient timelines
 - additional topics or support may be added as appropriate
 - success criteria

10. Safeguarding in a SEND environment

- 10.1 ACS recognises that students with special educational needs and disabilities have been identified as a vulnerable category of children in a safeguarding context regardless of whether or not the child has a statutory Education, Health and Care Plan (EHCP). ACS staff are aware that children in vulnerable categories are more susceptible to being bullied and/or becoming victims of child abuse.
- 10.2 The ACS Child Protection and Safeguarding policy outlines the procedures to be followed for referral and for the support of children in need and children at

risk of harm. All ACS staff are recognised as sharing responsibility for the safeguarding of children.

11. Physical restraint and reasonable force

- 11.1 The ACS School Behaviour policy sets out the situations in which physical restraint or reasonable force may be necessary, and the procedures to be followed if that is the case.
- 11.2 ACS recognises that physical restraint must be used with due consideration to the situation, the likelihood of harm to the child or others if force is not used and any specific conditions of the restrained child such as those described in a care plan.
- 11.3 ACS advises teachers and other staff of the need to use reasonable force only when necessary to protect a child from harming him/herself or others. All uses of restraint or reasonable force must be recorded in the appropriate log and retained for a minimum of one year in accordance with the ACS Data Retention policy.
- 11.4 ACS commits to providing Team Teach or similar training in physical restraint for at least one support services staff member and one administrator in each division.

12. Related Policies and Documents

This policy is associated with, and should be read in conjunction with, the following school documents and policies:

Safeguarding and Child Protection Policy
Behaviour Policy
Curriculum Policy
Language Policy
Admissions and Continuing Enrolment Policy
Data Privacy Policy
Accessibility Plans

Appendix 1 Learning Support

Guiding Principles for Learning Support

ACS learning support teachers embody the philosophy of ACS that promotes respect for different learning styles and needs in a diverse learning community. Teachers actively promote a partnership between students, parents and faculty and outside professionals to foster independent lifelong learning.

Learning Support Programme Guidelines

Most academic difficulties that students experience at school may be resolved with the help of learning support teachers in a differentiated classroom setting. If this proves insufficient in providing for the needs of particular students, more in-depth information will be required to design specific individualized strategies.

The learning support programme supports those students who require more individually differentiated support in order to access the curriculum. Any student who has been identified by a teacher or parent as not accessing the curriculum may be considered for referral to learning support programmes.

Whom do we support?

The learning support programme provides support for students who have a learning disability that impacts their progress in the grade level curriculum. Support usually takes the form of accommodations of the environment, instruction, response and/or assignments and assessments. Some students may also require additional specific educational goals in the areas of organisation or time management through a specific educational plan.

Modes of support

ACS promotes collaborative support services. In general, at ACS, at the Lower School level, support may include small group or one-to-one pull-out sessions, push-in support within the classroom or collaborative planning with the classroom teacher.

At the Middle/High School level, teachers may request support. This support may take a number of different forms. Individual campuses and divisions are responsible for deciding what is appropriate curriculum support. Requests are prioritised according to demand and student needs. When a support request is made, the learning support teacher and subject teacher will usually plan together the best approach to meet the needs of the student. The mode of support chosen in each case will maximise the professional expertise of both teachers, which in turn serves the needs of the students. The learning support teacher's role is not to be confused with that of a teaching assistant.

Classroom teachers are responsible for presenting the content in ways in which students can learn best. This may involve differentiation of tasks, multi-sensory approaches to instruction and specific accommodations for students. The learning support teacher is an integral part of the planning process and collaborates on teaching strategies and materials so that all students benefit.

The learning support teachers categorise support provided for students in three levels, depending upon the needs of the student and the division.

Individual campuses may implement variations of support mode depending on the requirements of their curriculum accrediting bodies. A levelling system designed to identify varying levels of need is under trial. Students with a formal diagnosis of a learning need will be assigned a level within this system. The use of the terms “Level I”, “Level II” and “Level III” is not yet prescribed across all ACS settings. The terminology derives from local authority use, and is useful in clarifying communications with external providers of student support services because it is well understood in the public sector.

Notwithstanding the inconsistent use of the Level I, Level II and Level III terminology, the general practices described below are common to all ACS settings.

Intervention only - Students who have been identified by a teacher, parent or other as possibly in need of support. This is the information gathering and monitoring stage. A referral form will be completed.

Level I – Students who have a diagnosis and have been identified as in need of support through classroom accommodations through their evaluations are placed at Level I with a student accommodation plan.

Level II – Students who have demonstrated a need for more specific intervention from the learning support department are placed at Level II support. These students may have learning plans with goals to support their academic progress.

Level III – Students with formal learning plans or EHC plans for more severe needs, or a combination of any of these types of plans, may be defined as Level III needs students. Frequency of learning support is also a factor in defining Level III needs.

At regular intervals, reviews will take place in order to evaluate whether students have been suitably placed and are receiving the right level of support.

At high school level, depending upon individual needs, grade and academic programme, support is designed to allow the learning support teacher to coordinate documentation, design student accommodation plans and communicate them to relevant parties.

At high school level the learning support teacher is generally available on an ad hoc basis to support the individual needs and profile determined by assessments, coursework, curriculum demands and student requests. Learning support teachers will also collaborate with external examination coordinators (e.g. IB Diploma, CEM, MAP, AP and so forth) to coordinate and accommodate exam provisions.

Responsibility of the Classroom Teacher

- Present subject content to all students.
- Employ a variety of differentiated strategies and be aware of different learning styles in the classroom.

- Ensure each student's learning is assessed effectively and used to adjust their programme at regular intervals.
- Notify parents of new concerns for students who have not been previously identified.
- Write in consultation with the learning support teacher any accommodation plans/student individualised education plans deemed to be appropriate.
- Contact and maintain communication with learning support teachers/parents regarding emergent concerns and issues.
- At Middle School and High School level, it is important that the learning support teacher knows about assignments that are due in advance. Wherever possible, subject teachers should ensure that the learning support teacher has access to relevant assignment guidelines, reading materials, textbooks etc.

Responsibilities of the Learning Support Teacher

- Inform teachers regarding students with identified needs.
- Update and monitor students' accommodation plans/individualised learning plans, and contribute to discussions on student individualised education, EHC plans or discussions with external support agencies as appropriate.
- Introduce role of the learning support teacher with the parent and maintain communication links between parents and school regarding student needs or concerns.
- Consistent and successful implementation of pull-out support combined with some selective sessions of support within the classroom setting, if necessary. Learning support is primarily based on individual needs.
- Advise teachers regarding specific differentiation strategies for students.
- Maintain advocacy of students with needs during planning and instruction.
- Provide observation feedback of students when concerns arise after the referral form is received.
- Liaise with the curriculum coordinator, academic dean, counsellor(s), (including, where appropriate, college counsellors) as needed for testing, applications for SAT's, and other required formal documentation for standardised testing.
- Arrange for additional testing as necessary.

Referral Process

All ACS campuses have established referral processes. These processes are appropriate to each campus' practice and local authority guidance. Details and procedures are published in curriculum documents and handbooks at divisional level.

Procedures for Exiting Students from the Learning Support Programme

The decision to exit a student from learning support will be made upon completion of appropriate assessments, evaluation of students' work and with regard to teachers' recommendations.

The student's progress after exiting the learning support programme will be monitored for one year after exiting and the student may be considered eligible for additional support or readmission to the programme if it is deemed appropriate.

Appendix 2 Counselling/Guidance Services

ACS Counselling/Guidance Services are:

- proactive in planning for students' needs.
- developmental in nature.
- preventative in design.

ACS Counsellors aim to provide support for every student, parent and teacher through consultation, individual and group counselling, crisis intervention and referrals to outside agencies when needed. The academic deans, college counsellors and guidance counsellors work with students, parents and teachers on the areas of academic guidance, career exploration and social/emotional wellbeing.

School Counsellors may help students grow personally and socially in:

- developing self-knowledge.
- making effective decisions.
- developing relationship skills.
- learning healthy choices.
- improving responsibility.
- resolving conflicts.
- planning advisory programme to meet student needs.
- working with parents, teachers and administration to facilitate student growth.

School Counsellors/Academic Deans may also assist students in educational planning by:

- setting and reaching academic goals.
- developing a positive attitude toward learning.
- developing an educational plan.
- understanding individual learning styles.
- improving test-taking and study skills.
- recognizing and utilizing academic strengths.

ACS counsellors/academic deans have an open-door policy. Students can meet a counsellor to introduce themselves by visiting the counsellor/academic dean's office or contacting the counsellor/academic dean to schedule an appointment.

Appendix 3 Challenge and Enrichment

Purpose:

The purpose of Challenge and Enrichment programmes is to ensure that all students are provided with stimulating learning activities appropriate to their perceived zone of proximal development, and that they are exposed to a variety of experiences that broaden their learning experiences. There are three levels of challenge and enrichment:

Level 1

Activities in level one are designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students. ACS hosts electives programmes, which give students the opportunity to explore and develop these types of skills in areas of interest. Invited guest speakers, linked to curriculum objectives and whose presence at ACS can be funded through the Artists in Residence (AIR) budget, are also examples of level one activities. These activities introduce all students to higher level thinking processes and extend student opportunities to participate in school and regional events or competitions. Examples of level one activities include maths contests and writing competitions.

Level 2

In level two, students are given challenges that involve inclusive learning focused on teaching all students to use advanced skills and processes. Level 2 activities include activities such as the Risk Roadshow, the Maths Roadshow, Literary Guild or the publishing in book form of a student or group of students' work.

Level 3

Level 3 activities are individual or small group activities where students who are on a Student Individualised Education Plan are challenged at high levels to further develop their talents to reach their full potential. This level might involve independent study, problem solving and metacognition in maths, reading at the student's instructional level in literature, and working with intellectual peers for certain tasks.

The Learning Support teacher liaises with grade level teams and departments to ensure that students are challenged across the curriculum. He/she works to maintain this through regular contact with teachers in order to help plan for extension and differentiation within the classroom according to individual or group needs.

The Learning Support Teacher:

- supports classroom teachers through in-services, and classroom visits.
- facilitates personal and social education throughout the school in conjunction with the counsellor.
- meets with the Student Services team on a regular basis.
- arranges mentoring between grade levels.
- collaborates with staff to determine criteria for students who should have an individual education plan.
- maintains a collection of resource materials for enrichment.
- suggests teaching strategies which support enrichment opportunities.

- advises staff of any potentially valuable enrichment opportunities.

Identification of Students for the Challenge and Enrichment Programme

Students who perform well beyond grade level in some or all of the school's assessment battery may be considered for a Student Individualised Education Plan. The student's daily work and report results may also be taken into consideration for the plan.

Assessments used to identify enrichment needs include the following DRA, NFER, Six Traits Writing, and MAP. Data received by the Admissions Department such as previous academic results; previous participation in Gifted and Talented programmes or parent identification may also be considered. In some cases, further group or individual achievement testing may be used to gather further information about a student.

An emphasis will be placed on independent studies, reading material at the student's instructional level, problem solving, metacognition, publication of creative writing and such activities as school wide Literary Guild for creative writing. These programming suggestions will be recorded on the student's Individualised Education Plan.

A formal Challenge and Enrichment programme is in place at ACS Cobham and is intended to provide students selected for the programme with extra experiences in higher level academic work on a pull-out basis. The existence of the programme does not compromise or restrict the offerings of enrichment at that campus. Information about the Cobham Challenge and Enrichment programme is published on the ACS Cobham intranet.

Appendix 4 Language Support

a) EAL

Philosophy of EAL

ACS recognises that students who are learning English as an additional language are already demonstrating ability in bilingualism, a mentally challenging skill that is of significant advantage in the globalized world of the twenty-first century. EAL students are considered in this policy because the language of instruction at ACS is English and students whose first language is not English therefore merit consideration of a specific educational need to ensure that their access to the curriculum is supported.

ACS believes that children learn English most effectively by performing tasks with one another in an English language environment. Participation in the school curriculum, appropriately supported where necessary, immerses students in the English language, and at the same time allows them to learn the important skills required of each of their subjects as they are acquiring English proficiency. Immersion means giving students authentic access to the richest learning environment whilst still accommodating and supporting their language development needs.

Experienced EAL specialists are available to teach students, and to work with classroom teachers to ensure the programme, pedagogy and assessment are modified to meet the needs of EAL students.

ACS believes the continuing development of literacy in the students' first language is of the utmost importance. It is a prerequisite for personal growth, a foundation for the acquisition of further languages and recognition of the importance of the students' cultural and social heritage. Therefore, we provide a Native Language Enrichment programme so that students are able to achieve functional mastery at appropriate cognitive and academic levels in their first languages.

Aims of the EAL programme

The EAL program assists students whose first language is not English; thus the programme aims:

- To develop the students' abilities to communicate effectively in English.
- To develop students' skills in listening, speaking, reading and writing across the academic and social domains.
- To support students' learning in academic subject matter while they are learning English.
- To build on students' linguistic and cultural identities to motivate their learning and raise self-esteem.
- To appreciate and participate in the culture of the school and host country.
- To facilitate the transition of the student to a new environment.

EAL Programme Goals

The overall goal for students is the achievement of a proficient level of English to socialize and to succeed in the academic programme. Students will:

- Communicate fluently in English in social and academic situations.

- Feel secure in a supportive environment so that they reach their optimum level of performance.
- Read, with understanding, to use information for a variety of other purposes.
- Write coherently and be able to plan, revise and edit writing for a purpose.

EAL teachers will:

- Plan a programme of instruction for EAL students.
- Teach students and assess their progress.
- Report student progress to parents.
- Collaborate with classroom teachers to facilitate acquisition of the English language skills necessary to enable students' full participation in school life.
- Work with classroom teachers to facilitate understanding of cultural differences.

Principles and Beliefs Guiding EAL Teaching

- Students' skills in their first language influence their rate of second language learning and proficiency. Students should continue to learn their first language while they are learning English.
- Students will learn English more effectively when they have opportunities to use the language for authentic communication. Therefore, EAL students need opportunities to interact with fluent English speakers and to take part in intellectually challenging learning activities.
- Language is integral to all subjects. Therefore, all teachers incorporate language instruction in their programmes.
- Language learners can take 2 to 3 years to reach basic conversational level and 6 to 10 years to reach cognitive, academic proficiency.
- Acquiring a language effectively in an academic context requires structured support and modified pedagogical practices and resources.

Essential Agreements for EAL Programme

- ACS aspires to provide EAL students with as high a degree of proficiency in English as possible through an immersion model of teaching.
- ACS will encourage EAL students to maintain their first language and, where possible, provide support for this goal.
- All educational personnel will be responsible for the education of EAL students.
- ACS will promote the understanding that having more than one language and culture is advantageous for all students.
- ACS will provide an EAL specialist to support the EAL students' needs.
- The EAL specialist is to follow the school's articulated curriculum.
- EAL students will be assessed upon arrival. An instructional programme will be developed for each EAL student with the accommodations needed to achieve progress in proficiency in English.

Procedures for Exiting Students from the EAL Programme

1. The decision to exit a student from EAL will be made upon completion of language assessment, evaluation of students' work and with regard to teachers' recommendations. If the decision is made to exit a student from EAL support, he/she will be placed on monitor status.
2. The EAL teacher will monitor EAL student for one year after exiting before removing the EAL student from the monitored list.
3. The EAL teacher may extend monitoring if there are questions regarding a student's progress. This will be done at the discretion of the EAL teacher and on an individual basis.

b) Native Language Enrichment (NLE)

EAL students are encouraged to maintain their first language and culture. Native Language Enrichment (NLE) classes aim to help families maintain their first language in an academic setting. These classes are invaluable in building student self-esteem and affirming the value of a student's first language. Where possible, ACS will, therefore, offer instruction for the purpose of maintaining the student's first language

The languages offered are at the discretion of the Head of School and NLE Coordinator, based on the major nationality groups enrolled in the school.

The school will provide instruction in languages as part of the fee structure with a minimum class size of 3.

Parents of students whose first language is not covered by the NLE program are welcome to contact the NLE Coordinator at the school, if they would like to privately arrange first language instruction. The school will try to help parents by suggesting tutors and providing a room, if available, for instruction. Payment for private additional language instruction is not organized by the school and is a matter between the instructor and the parents.