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Introduction To Student Services And Faculty

The Student Services Department includes the following services:

- Special Education Programme
- Counselling Programme
- Enrichment Programme
- Additional Languages:
 - Native Language Enrichment Programme
 - English as an Additional Language (EAL) Programme
- Health Office

Student Services Staff and Responsibilities	
Noreen Shah	Student Services Head of Department for Lower School/ Lower School Learning Support Teacher
Debbie Stanton	Student Services Head of Department for Upper School / Upper School Guidance Counsellor and PSHE Ed Lead, Teacher and Coordinator
Tanya Coffey	Upper School Guidance Counsellor and PSHE Ed Teacher and Coordinator
Shanley Driscoll	MS Learning Support Teacher (Grade 6 & 7)
David Walker	MS/HS Learning Support Teacher Grades 8, 9 & 10)
Shauna McHenry	HS Learning Support Teacher (Grades 11 & 12)
Jennifer Stumph	LS EAL Teacher
Carmel Kelly	LS EAL Teacher
Fay Gregory	MS/HS EAL Teacher
Inge Roelandt	MS EAL Teacher
Savita Choudhary	LS Guidance Counsellor
Karen McCartney / Claire Thane-Woodhams	Nurse (please refer to Health Office Handbook)
Veronique Bouvet	Native Language Enrichment Programme Co-ordinator
Adam D’Arcy	HS College Counsellor
Vicki Ryan	HS College Counsellor

Statement of Philosophy and Objectives

At ACS Egham International School, we offer the International Baccalaureate Programmes in our Lower, Middle and High Schools. The curriculum and instruction are based upon respect for unique learning styles and understanding of our international student population. Our school promotes high standards of scholarship, responsibility and citizenship in a supportive learning community. We implement a developmental, student-centred approach to instruction following an inquiry-based, interdisciplinary curriculum. The success of our school relies on the partnership between students, parents and staff in providing a positive and enjoyable educational experience.

As a school community, we embrace the attributes of the International Baccalaureate (IB) learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective.

ACS Egham International School inspires, encourages and supports the development of the child as an independent, life-long learner.

Objectives

At ACS Egham International School, we:

- Encourage students to become responsible, contributing citizens of the school and the world.
- Nurture an abiding sense of integrity and personal accountability.
- Develop cooperative skills through collaborative, activity-based learning.
- Foster respect for self and others, as well as for natural and created environments.
- Promote active involvement in community service, both locally and globally .
- Address a variety of learning needs, such as English as an Additional Language, Native Language, Special Education, academic Enrichment and Counselling, within the resources available.
- Prepare students for success at the next stage of their education, including admission to competitive universities worldwide.
- Strive for constant improvement by actively seeking input from students, parents and staff and by referencing academic research and external agencies.
- Facilitate ongoing professional development for staff.
- Enhance the school community's understanding of our school's vision, philosophy and practices.

ACS Egham International School's Philosophy and Objectives guide our work in fulfilling our vision of achieving excellence in international education and promoting consistent values throughout our school community.

Student Services' Philosophy

ACS Egham International School mostly uses a combination model of inclusive and pull out support for delivery of Counselling services, English as an Additional Language and Special Education services across the three divisional levels. Our commitment to this philosophy 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. This practice is responsive to the needs of the students and our respect for an individual student's need for confidentiality .

Student Services' Beliefs

We believe the following:

- All staff support the IB learner profile and actively work to support students in achieving their highest potential.
- All students can be successful with differentiated learning support.
- Staff at ACS Egham accommodate different learning styles and multiple intelligences.
- Education is a shared responsibility of students, family and school.
- Students, parents and staff form a partnership in the education process.
- The goal for all our students is to become independent lifelong learners prepared for the 21st learning century.
- Students are adequately challenged by the success criteria offered.
- Students' skills in their native language influence their rate of second language learning and proficiency.
- Students should continue to learn their native language while they are learning English.
- Language & transdisciplinary skills is integral and embedded into subjects. Therefore, all teachers incorporate language instruction in their programmes.
- Acquiring a language effectively in an academic context requires structured support and modified pedagogical practices and resources.
- Students moving between levels of support require a transitional period.

Admissions to ACS Egham for Students Accessing Student Services

Admissions for Students with Learning Difficulties: ACS International Schools serve students with mild to moderate learning needs but do not have the resources to support students with severe behavioural, emotional, or learning difficulties. Such students are not admitted because there is no self-contained programme available to provide the optimal learning environment.

The Dean of Admissions submits files of students with special educational/EAL needs to HOD of Student Services for the purpose of determining the suitability of our IB educational programme for each student with special needs. Conditional acceptances and/or academic probation may be made if there is uncertainty about the match of student and curriculum.

In the event that a conditional acceptance is deemed necessary, the decision for admission is made on the basis of the student's educational needs and the overall requirements of our curriculum. Each student's progress will be regularly reviewed to determine if the student can continue at ACS Egham International School. **Students with mild to moderate learning disabilities who are able to follow the regular programme with our model of support services will be accepted.** Determination about the admission of students is always made on an individual basis and the final decision rests with the divisional principals and Head of School.

Parents must fully disclose and provide all previous records from remedial or special education programmes including I.E.P.s, test results, and psychological assessments to ACS Egham for review prior to admission. If information is withheld it may jeopardize continued enrolment. All school records are required for the previous three years.

If we are unable to provide for a student or if a significant discrepancy develops between the student's level of performance and the grade level expectations, the student may not be invited to return the following year. We will assist the family in identifying a more appropriate education. Please see Special Education section on Retention and Alternative Schooling for a specific timeline for Lower School.

Admissions for EAL Students: Parents are asked to complete a *Language Background Survey* form on application to the school. On this form parents are asked to evaluate their children's English and native language ability in listening, speaking, reading and writing using the following categories: no skills, beginner, intermediate, advanced. Evidence of proficiency will be gathered and will include parent survey, student work, interviews, and testing.

Admissions Testing

EAL Testing: Reading and writing assessments will be given to entering EAL students as an entrance exam for High School. No testing will be given to Middle/Lower School students. The exam will be given to those students whose English proficiency needs to be more accurately measured. For those EAL students coming to ACS Egham International School from known International Schools with a history of English use, records will be evaluated and the testing may be waived.

If testing is given, the Admissions Office will do its best to give the testing at ACS Egham International School. However, if that is not an option, the Admissions Office will arrange for testing to be done at another site.

Inclusion and Pull Out Programme

At ACS Egham we are committed to providing the programme appropriate to individual needs. Whilst we mainly strive to implement support within the classroom environment other models of support are explored. Classroom teachers, supported by respective Student Services staff, provide instruction for students who are on an EAL Plan, Student Education Plan (SEP) for learning support or Student Accommodation Plan (SAP). In order to implement this, the Student Services faculty works and plans together with teachers to differentiate the curriculum and provide the

necessary support for student success. In individual circumstances, students may receive short-term one to one support or small group intervention, in order to ensure that every student has *full access to the curriculum*.

Collaborative Consultation and Student Services Team Meetings

Lower school

Collaborative consultation is the process that enables people with diverse areas of expertise to generate creative solutions to mutually defined problems. The advantages of this collaboration are numerous. The proposed action plan taken to help deal with concerns is far more enhanced than what one person could produce independently. As well, all members of this collaborative team benefit from increased opportunities to enhance their own professional repertoire of skills. This process also creates a shared responsibility for the wellbeing of our students. The collaborative consultation process may take differing forms depending upon the support required for the student. (See appendix ii)

Whole school

At ACS Egham Student Services Team meetings are held on a regular basis to discuss student progress and concerns. The following areas form the focus which are discussed to help with the formulation of a shared action plan:

- areas of strength and success criteria
- a statement of the concern
- 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 support may be added as appropriate

Student Services Team meetings are attended by the following people:

<u>Core Team Members</u>	<u>Relevant Additions</u>
Administrator , School Guidance Counsellors, Learning Support Teacher, EAL teacher, HOD Student Services, College Counsellors	Classroom teacher(s), Paraprofessionals, Family Members, School Nurse , Related Services such as Speech and Language Pathologist, Occupational Therapist, outside Assessment personnel, Vision/hearing consultant etc.

Learning Support Programme

Guiding Principles for Learning Support

The Learning Support teachers embody the philosophy of ACS Egham which promotes a respect for different learning styles and needs in a diverse learning community. As such, we actively promote a partnership between students, parents, faculty and outside professionals to ensure that all students become independent lifelong learners.

Learning Support Programme Guidelines

ACS Egham follows an IB curriculum and most difficulties that students experience at school may be resolved through consultation with the Learning Support teachers, within the context of a differentiated classroom. If this proves insufficient in providing for the needs of particular students, more in-depth information will be required to design more 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, administrator or parent as not accessing the curriculum: (1) may be considered for referral in Lower School; (2) have concerns shared at a student services support meeting in Middle School/High School. (appendix 1).

Our model of support

ACS Egham promotes a collaborative model of support services. However, in some cases pull-out from the classroom may be necessary in order for the support to be effective. All students participate fully in all aspects of the PYP, MYP, DP and CP curriculum, unless there is documentation in a formal assessment or medical report, which recommends otherwise.

What does in-class support look like?

At the **Lower School** level, the aim is to cater to student needs in the classroom setting by the classroom teacher implementing accommodations . In some cases pull out support may be provided to students. The support provided will be based on student need. In Lower School the Learning Support teacher's role is not to be confused with that of a teaching assistant, and provides advice and strategies according to their area of expertise. Teachers may request support in a particular class. The requests are prioritised according to demand and student needs. When such a request is made, the Learning Support teacher and subject teacher will plan together the best approach to meet the needs of the student.

At the **Upper School** level, pull out support (Level III) may be provided to students when required, to provide targeted support and skills instruction. Students as identified as needing Level II support, may receive in-class support (push-in). The main areas where in class support is offered are in reading, writing and organizational skills. High School teachers may request observations and push-in support for students. The requests are prioritised according to demand, diagnosis, observations and student needs. When such a request is made, the Learning Support teacher and subject teacher will plan together the best approach to meet the needs of the student.

What does teacher support look like?

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 strategies, materials and teaching delivery so that all students benefit.

The Learning Support teachers have organised the support provided for students into three levels, depending upon the needs of the student and the division. This model is relevant to Lower School and Upper School.

Levels of Support

Level I - Students who have been identified by a teacher, parent or other as possibly in need of support may be placed at level I. This is the information gathering and monitoring stage. In Lower School a referral form will be completed.

Level II – Students who have a diagnosis and have been identified as in need of support through classroom accommodations through their evaluations are placed at level II with a Student Accommodation Plan. For High School students, additional support can be organised during student free periods.

Level III – Students who have demonstrated a need for more specific intervention from the Learning Support Department are placed at level III support. These students will have Student Education Plans with goals to support their academic progress and will have a modern foreign language waiver.

In Lower School, at each level students will be assessed according to the draft Continuum for Support Document (see Appendix iii) to help evaluate whether they have been suitably placed and are receiving the right level of support.

In Upper School students who are on a level III support will have a modern foreign language waiver and will be supported in a pull out class with a Learning Support teacher instead. The exit criteria from this class will be determined by individual cases.

Upper School Support

Depending upon individual needs, grade and academic programme, support is designed for the Upper School Learning Support teacher to:

- Coordinate the provision plans and record keeping.
- Provide in-class support and pull-out lessons for students identified as having learning needs.
- Liaise and conference with students to monitor their progress.
- Provide regular feedback to Student Support Services meetings.
- Meet regularly with parents and provide updates on their overall progress in school.
- Design student accommodation plans and communicate it to relevant parties.

- Learning Support teachers assist with the individual needs and profiles determined by assessments, coursework, curriculum demands and student request.
- In conjunction with the IB coordinator the Learning Support teacher coordinates and accommodates exams provisions.
- Liaise with IB Coordinator, Academic Dean, HS Guidance Counsellors and College Counsellors. Provide formal documentation for standardised testing applications such as SATs and GCSEs.
- In conjunction with the administration, the Learning Support teacher will liaise with students deemed at academic risk who are not otherwise identified on any SEN list and thus provide organizational and time-management intervention support.

Lower School Support

Students At Risk - Students that are not officially on the SEN register but are causing teachers or parents concern will be added to the 'At Risk' list. The Learning Support department will manage this list and it follows the following protocol:

Level 1: information gathering stage, observations.

Level II: advise teachers on differentiation.

Level III – referral to the counsellor, educational psychologist, OT, SPLT for assessment. Inform parents, teachers, and principals in order to discuss and agree upon level of support and intervention.

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. (referral form).
- Write in consultation with Learning Support Teacher the SAP's and SEP's.
- Contact and maintain communication with Learning Support Teachers/parents regarding emergent concerns and issues.

Responsibilities of the Learning Support Teacher

- Inform teachers regarding students with identified needs.
 - Update and monitor SAP's and SEP 's.
 - Introduce role of the Learning Support teacher with the parent and maintain communication links between parents and school regarding student needs or concerns.
 - 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.
- Coordinate CST meetings when needed.
- Provide observation feedback of students when concerns arise after the referral form is received.
- Arrange for additional testing as necessary.

Referral Process

Upper school

1. Subject teacher informs a member of the Student Services team of their concerns.
2. HoD brings concerns to the Student Services Support Meetings.
3. Further action is decided at these meetings and may involve observations, parent contact, feedback from other teachers, and/or gathering historical information. Diploma level students are involved in these discussions with their student support teacher.
4. Student Services Support team will liaise with family regarding the next actions to be taken. For example - external professional assessments.

Lower school

The classroom and/or subject teacher is the first person of contact with the student and knows the student best within the classroom and the expectations of the curriculum. As a teacher becomes aware of concerns he/she can check student CUM files for information, which may help them understand the student better, and consult with Student Services for strategies. The classroom teacher should notify the parent of their concern.

Classroom Teacher Actions	Learning Support Teacher Actions
<ul style="list-style-type: none"> ● Check student CUM file ● Notify parents ● Consult with Learning Support Teacher/collect feedback for all subject teachers ● Discuss and implement informal strategies ● Document outcomes 	<ul style="list-style-type: none"> ● Consult and advise class teacher ● Inform Student Services Team ● If appropriate observe students in classes

* If strategies implemented are successful no further action is required*

If classroom teacher notices no significant progress - If, after checking a student's file information and using alternative strategies to support the student in the classroom, there is no significant improvement in the student's progress, then the teacher should complete the Request for Support Form (See Appendix vii) and submit it to the Student Services HoD and relevant case manager.

Teacher Actions	Learning Support Teacher Actions
<ul style="list-style-type: none"> • Complete Request for Support Form and inform parents • Submit to Learning Support Teacher 	<ul style="list-style-type: none"> • Thorough file review • Inform Student Services Team at weekly meeting • Consult with all teachers for similar concerns • Classroom observations and teacher feedback

Next Steps – Lower School

1. Student Services organizes CST meeting (Level I Support)

Once the Learning Support teacher receives a Request for Support form, they will complete a file review of school records, gather further information from other teachers, complete classroom observations, and document strategies and consultations with teachers. A Child Study Team (CST) will be arranged with the parent to discuss information and planning. The CST may make recommendations for further evaluations to be completed at school or by outside professionals. Other professionals may be involved as needed (e.g. OT, SLP, and School Counsellor). The CST will determine the need for the level of evaluation information necessary to provide the support the student may need. If appropriate, include students in communication/meetings.

Classroom Teacher Actions	Learning Support Teacher Actions
<ul style="list-style-type: none"> • Inform parents of Student Services involvement • Continue to implement and document strategies • Attend and participate in CST 	<ul style="list-style-type: none"> • Coordinate CST with parents • Student Services Team members to discuss referral information • Determine if further formal assessment information or school based assessment is needed

* If strategies implemented are successful no further action is required*

2. Student Accommodation Plan Written (Level II Support)

Student Accommodation Plans may be supported by school-based assessment information or independent educational psychological evaluation information (within three years).

When this process is completed an informational meeting will be held to review the data and determine appropriate accommodations to support the student at school. At that time a Student Accommodations Plan will be devised and shared with all teachers for implementation in the classroom. (Append iv)

Classroom Teacher Actions	Learning Support Teacher Actions
<ul style="list-style-type: none"> Continue to collaborate with Learning Support Teacher 	<ul style="list-style-type: none"> Gather and collate all information Provide feedback to the Student Services Team
<ul style="list-style-type: none"> Continue to implement and document recommended strategies 	<ul style="list-style-type: none"> Collaborate with class teacher in developing the SAP Co-ordinate and chair an informational meeting to discuss evaluation outcomes and finalize SAP On-going collaboration with teachers and teams for student success

* If strategies implemented are successful no further action is required*

3. Student Education Plan Written (Level III Support)

A student must have a documented diagnosis or up to date (with in three years) educational psychological evaluation to be on a level three support. A student who has demonstrated a need for further intervention than just an SAP alone may require a Student Education Plan (SEP). Specific targeted goals will be developed to assist the student with the skills necessary to access the taught curriculum.

The Learning Support teacher will work closely with classroom teachers to accommodate the materials and curriculum as needed.

Classroom Teacher Actions	Learning Support Teacher Actions
<ul style="list-style-type: none"> • Continue to collaborate with Learning Support Teacher to administer the accommodations relevant to goals • Continue to implement and document recommended strategies. • The teacher is primarily responsible for implementing classroom strategies. 	<ul style="list-style-type: none"> • Review all information from teachers and formal assessments • Collaborate with class teacher in developing the SEP • Co-ordinate and chair a CST to review student's level of support and formalize the SEP • Individual student progress will be monitored through individual and agreed upon success criteria. • Continue to monitor student progress through assessment of pupil progress and test grades and semester grades. • Collaborate with teachers and teams on an on-going basis to develop appropriate differentiation strategies

Note: All SEPs will be reviewed three times in a year in Lower School to determine continued appropriateness to meet student needs. (Appendix v).

Students on a SAP only will have a review meeting twice in a year in Lower School, In Upper School, SEP/SAPs are reviewed once a year.

What happens if a student is recommended for: Retention or Alternative Schooling? (Lower school)

The referral process described above must be followed according to a specific timeline:

1. October/November: As a teacher becomes aware of concerns he/she can check student files for information, which may help them understand the student better, and consult with Student Services for strategies. The classroom teacher should notify the parent of their concern.
2. January (immediately following the winter holiday): If, after checking a student's file information and using alternative strategies (after consultation with Learning Support teacher) to support the student in the classroom, there is no significant improvement in the student's progress, then the teacher should complete the Request for Support Form (See Appendix vii) and submit it to the Student Services. A first CST is coordinate with parents and Student Services Team.

3. February (Before the mid-winter recess):

- Once Student Services receives a Request for Support form they will complete a file review of school records, gather further information from other teachers, complete classroom observations, and document strategies and consultations with teachers.
- A Child Study Team (CST) will be arranged with the parent to discuss information and planning. The CST may make recommendations for further evaluations to be completed at school or by outside professionals. Other professionals may be involved as needed (e.g. OT, SLP, and School Counsellor. The CST will determine the need for the level of evaluation information necessary to provide the support the student may need.
- When this process is completed an informational meeting will be held to review the data and determine appropriate accommodations to support the student at school.
- At that time a Student Accommodations Plan will be devised and shared with all teachers for implementation in the classroom.
- A student who has demonstrated a need for further intervention than just an SAP alone may require a Student Education Plan (SEP). Specific targeted goals will be developed to assist the student with the skills necessary to access the taught curriculum. The Learning Support teacher will work closely with classroom teachers to accommodate the materials and curriculum as needed.

4. February/March: Final CST where parents are informed of success, or given recommendations for either retention or alternative schooling.

** In the case of Promotion, a similar timeline is followed.

Definition of Terms:

Child Study Team (CST) – The CST is a group of professionals which includes the classroom teacher, the Counsellor, Learning Support Teacher, Principal, any other professional who has worked with the student, and the parent(s). The purpose of the CST is to review information and make decisions, which may impact a student's programme.

Informational Meetings – Informational meetings may be held to disseminate new information to teachers or others or to receive feedback from teachers or others on student progress.

Student Accommodation Plan (SAP) – The SAP is a document that may be written for a student and shared with all teachers to help guide them when making differentiation decisions and unit planning.

The document identifies specific strategies in the areas of appropriate learning environment, instruction, response and testing.

Student Education Plan- (SEP) - Student Education Plan is a document that is based on comprehensive evaluation information that identifies a student's learning strengths and weaknesses and provides recommendations to assist with school success.

A Student Education Plan is used in conjunction with an accommodation plan, and identifies specific targeted areas for improvement in student academic skills, organization and/or school behaviours.

Differentiation - Differentiation is a systematic approach to planning instruction, which includes focus on any or all of the following: content, process, product, affect and learning environments.

Co-teaching - Co-teaching consists of joint planning and conducting instruction in a coordinated fashion to ensure the success of all students. Co- teachers help one another by providing different areas of expertise that, when fused together correctly, can result in enhanced instruction for all students.

Counselling Programme

ACS Comprehensive Counselling Services are:

- developmental in nature.
- preventative in design.

Guidance Counsellors: Aim to reach students, parents and teachers through consultation, individual and group counselling, crisis intervention and referrals to outside agencies when required.

Guidance Counsellors help students grow personally and socially in:

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

Guidance Counsellors: Assist students in educational planning by:

- Emotional Wellbeing and Personal Development
 - To work with students and parents to help guide students' academic, behavioral and social growth
 - 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.
-

College Counsellors: Assist students with career and university planning by:

- assisting in the development of skills for making career decisions.
- analyzing the interrelationships of their interests and abilities.
- exploring careers and the preparation required.
- assisting High School students with university search and the application process.

Counsellors have an open door policy. Students can meet a Counsellor to introduce themselves by visiting the Counsellor's office or by sending an email to set up an appointment.

Programme Components

Guidance Counsellors provide a planned, sequential programme of guidance and counselling services based upon students' emotional, social, developmental and individual needs.

The programme consists of the following components:

1. Individual Counselling is conducted with students to assist with a variety of educational and personal concerns. The Counsellor sees students referred by classroom teachers, administrators, parents and self-referral. Appointments are scheduled throughout the school day including lunch breaks or after school with careful consideration so that students are missing as little instructional time as possible. The Guidance Counsellor also provides assistance and support in crisis situations and is available through email, and/or phone.

2. Group Counselling (Lower School) is conducted with small groups of students experiencing similar problems and concerns. Students share ideas and experiences about specific topics such as: transitions/moving, study strategies, problem solving, conflict resolution, peer relationships, stress management, death/loss, and family transition issues. Students participate by teacher, parent, or student request. These sessions may meet regularly for a specific number of weeks or consist of several impromptu sessions focused on immediate student concerns. Meeting times are arranged to provide minimal disruption to instructional time.

3. Classroom Guidance (Lower School) is planned and developmental in nature. Guidance activities aim to foster students' academic, personal-social, and career development and are provided for all students through a collaborative effort with the Counsellor and classroom teachers.

4. Consultation (Lower School) is provided to parents, teachers and administrators, as required, to help parents and teachers gain an understanding of the whole child. This includes mutual sharing and analysis of information, exploring ideas, developing plans, and carrying out strategies to help students achieve maximum success.

5. Coordination Component - Guidance Counsellors plan and coordinate counselling services to facilitate student social/emotional and academic well being. Guidance Counsellors perform the following functions:

- a) coordinate the use of school and community resources to help students with difficulties which interfere with learning.
- b) assist parents to obtain needed services for their children within the school and in the outside community.
- c) liaise between the school and community agencies.
- d) provide training sessions for teachers, and school personnel on matters related to counselling issues such as Child Protection, academic success, supporting students and families in transition and other topics as needed.
- e) offer training for the parent community. Topics may include general parenting issues, supporting children through transition and relocation, drug and alcohol education, sex education, emotional wellness such as stress management and other topics as the need arises.

6. Middle/High School Advisory PSHE Education Sessions (Upper School) - The Guidance Counsellor coordinates advisory lessons with the Assistant Principals and Academic Dean. By facilitating teacher planning and discussion of advisory sessions, the Guidance Counsellor helps set schedules for advisory activities, provides lesson plans and materials, and sometimes guides the classroom discussions. These Upper School instructional activities focus on topics such as school transition, learning styles, goal setting, study skills/techniques, peer relationships, drug/alcohol education, sex education and citizenship issues. .

7. College and Career Planning (Upper School) - The High School Counsellors (College Counsellor) works closely with the IB Coordinator to assist students and their parents by advising them on academic decisions regarding high school scheduling and IB course selection, overseeing the resource library, leading sessions for students and parents in college and career planning, and offering personal assistance in future planning. Additionally, the counsellors write student college recommendations, coordinate visits with college representatives

In addition:

- The Guidance Counsellor (Lower School) meets as a member of the Child Study Team (CST) for group consultation to develop and monitor strategies to enhance the school experience for students.
- The College Counsellor coordinates the school PSAT and college entrance testing programmes.
- The High School College Counsellors coordinate career education through advisory lessons and the administration of Interest and Career inventories.
- In each area of service, the Guidance Counsellors maintains flexibility in order to be responsive to the changing needs of children, classrooms, teachers, and families.
- For additional services conducted outside of school, please refer to Appendix viii) for a definition of these services.

Language Programmes

a) Native Language Enrichment (NLE) Grades 1-10

EAL students in Grades 1-10 are encouraged to maintain their native language and culture. The native language classes aim to help families maintain their native language in an academic setting. These classes are invaluable in building student self-esteem and affirming the value of a student's native language.

The school will, as appropriate, offer instruction for the purpose of maintaining the student's native language as set out below:

- The school will provide instruction in Native Language Enrichment as part of the fee structure with a minimum class size of 2.
- NLE classes are held after school for a maximum of 1 hour per week in 3 classes: Grades 1 to 5 in Lower School, Grades 6 to 8 in Middle School, Grades 9 and 10 in High School. Mixed groups where the composition of a class transcends school section boundaries may be formed only at the discretion of the Head of School and the NLE Coordinator.

The languages offered are at the discretion of the Head of School and Native Language Coordinator who will endeavour to meet students' needs. The school offers; Arabic, Dutch, French, Hungarian, Norwegian, Spanish, German, Russian, Greek, Portuguese, Italian, Hindi, Turkish, Mandarin and Japanese.

NLE tutors devise their own programme based on students' needs. The programme is not assessed.

NLE tutors are contracted by ACS. Parents of students whose native language is not covered by the NLE program are welcome to contact the Native Language Coordinator at the school, if they would like to privately arrange native 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.

b) International Baccalaureate (IB) Language Programme Native Language grade 11-12

ACS Egham offers French and Spanish as second language courses. Some students wishing to obtain the full IB Diploma may need to take a different language particularly if their first language is not English.

The native languages spoken by the students in the IB program determines the languages offered in the Language A program. If two or more IB Diploma students request the same language at the same level, the school will provide an instructor at no cost. If only one student requests a particular language, the school will assist in finding a qualified instructor who meets the IB Organization's requirements. This private instruction will be at the expense of parents.

Philosophy of EAL

We believe that children learn English most effectively by performing tasks with one another in an English language environment. Full participation in the school curriculum throughout the day immerses students in the English language, and at the same time allows them focus on academic English 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 work with classroom teachers to ensure the programme, pedagogy and assessment are modified to meet the needs of EAL students. These specialists also work with students and families.

We believe the continuing development of literacy in the students' native languages 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 full mastery at appropriate cognitive and academic levels in their native languages.

Aims of the EAL programme

The EAL program assists students whose academic language is not English, thus the programme aims:

- To develop the student's ability to communicate effectively in English.
- To develop students' skills in listening, speaking, reading and writing in all subject areas.
- 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 and family to a new environment.
- To encourage students to continue cognitive and academic proficiency in their native language.

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.
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EAL teachers will:

- Provide pull-out English instruction for students in grade 6-10.
- Work with classroom teachers to facilitate acquisition of the English and Native language skills necessary to enable students' full participation in school life as quickly as possible.
- Work with classroom teachers to facilitate understanding of cultural differences.

Principles and Beliefs Guiding EAL Teaching

- Students' skills in their native language influence their rate of second language learning and proficiency. Students should continue to learn their native 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.
- In lower school, more than one language can be learned at the same time. EAL students can learn another language; this decision is based on individual needs. In grades 6-10, EAL replaces language acquisition classes. Therefore, students do not take French or Spanish until they have exited EAL.
- Language is integral to all subjects. Therefore, all teachers are expected to 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

1. ACS Egham International School will provide EAL students with proficient levels of English through an immersion model of teaching.
 2. ACS Egham International School will provide and promote EAL students to maintain their native language.
 3. All educational personnel will be responsible for the education of EAL students.
 4. ACS Egham International School will promote the understanding of more than one language and culture is advantageous for all students.
 5. ACS Egham International School will provide an EAL specialist to support the EAL students needs in and out of the classroom.
 6. EAL Curriculum
 - a. In Elementary, the EAL specialist is to follow the school's articulated curriculum.
 - b. In middle and high school, the EAL specialist will focus on classroom support and students' individual needs.
 7. Assessment Practice to determine EAL Levels
 - a. In elementary, EAL students will be assessed upon arrival.
 - b. In middle and high school, EAL students will be assessed upon teacher referrals.
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- c. Support will be developed for each EAL student with the accommodations needed to achieve proficient levels of English.

EAL Programme

Whole School EAL Programme

The EAL students will be assessed upon arrival to ensure that each EAL student will receive proper services needed to achieve proficiency in English. EAL students receiving EAL services will also be assessed in all 4 EAL skill areas (reading, writing, speaking and listening) before the end of May. If it is deemed necessary, Native Language will be assessed and data will be provided.

Lower School EAL Programme

Lower School students in Grades K-5 will be assessed in all 4 EAL skill areas. The classroom teachers will be responsible for the reading and writing of EAL students and this will be monitored by the EAL teachers for EAL students receiving direct EAL services. The EAL teacher acts as a consultant to classroom teachers in respect of language differentiation. This involves planning, assessing, team-teaching, providing differentiated support materials and models.

In Early Childhood (Pre-Kindergarten & Kindergarten) a language-rich programme is ideal for all learners at this age. Regular early childhood classes usually provide this rich language environment for all students including EAL learners. The EAL teacher will work as a consultant to the homeroom teachers and teaching assistants to help them to support their EAL learners. Specialized EAL support provided by the EAL teacher starts in Grade K.

Students in Kindergarten will receive direct EAL support in the form of EAL pull-out classes instead of a Modern Foreign Language.

Grade 1-5 EAL students will spend the majority of their day in regular grade level classes; however, support will be provided by an EAL specialist. The amount of time will be based on the student's level of proficiency. They will receive up to four small group lessons per week with an EAL specialist. These groups may be mixed grade levels. The time spent with the EAL teacher is to reinforce English skills through the regular curriculum and to be an emotional/social support for the student.

With each LS report card, students will receive an EAL continuum report tracking their progress along the EAL skills continuum. When a student achieves a level 4/5 proficiency (according to the EAL skills continuum), he/she will be immersed in the regular programme. The regular classroom teacher and EAL teacher will liaise to ensure the expectations are modified to ensure success and confidence. Exited students will be monitored with consultative support from an EAL teacher.

EAL Programme in MYP

Grade 6-10 students who are in the EAL program will receive six pull-out EAL lessons over a two week period with an EAL teacher. The remainder of the school day will be spent in regular grade level classes.

Grade 6-10 students may receive in-class support services from EAL teacher. The amount of in-class support services varies. The EAL teacher will liaise with the subject-area teachers to encourage success and confidence in each student. In grades 9 and 10, the EAL teacher will split EAL class time between English Language and other subjects to help the EAL students succeed in the academic subjects.

Students in grades 6-9 receive 25% extra time on tests and assessments. The extra time is withdrawn in grade 10, as there is no extra time allocated in E assessments.

EAL Programme in DP

Students in Grades 11-12 need to be at a proficient level before applying.

Grade 11-12 students may be able to study IB English B if the programme is offered.

For some students, a thirteenth year may be required to reach a proficient level of English necessary for graduation.

Procedures for Exiting EAL Students

Lower School

1. The decision to exit a student from EAL will be made upon completion of language assessment criteria, along with evaluation of students' work and teachers' recommendations. If the decision is made to exit a student from EAL support, he/she will be placed on monitor status.
2. EAL teacher will monitor EAL student for one year after exiting before removing the EAL student from the EAL student list.
 - a. Monitoring will involve meeting with student's teacher(s) (Lower School classroom, English, History, Science) at least one time per quarter to check on the student's progress.
3. An EAL student who is transitioning from grade 5 to 6 and from grade 8 to 9 will have an additional year of monitoring (two years total).
4. 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.
5. The EAL teacher will meet with school principal to discuss and have final approval on exited student. Prior to meeting, the EAL teacher will collect information from classroom teachers and Native Language tutors (if applicable) on the student's progress.

Upper School

1. The decision to exit a student from EAL will be made upon completion of language assessment criteria, along with evaluation of students' work and teachers' recommendations. When students exit they enter mainstream classes.
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2. The EAL teacher will contact parents to set up a meeting. In the meeting the EAL teacher will explain the plan being made and what exiting EAL will look like for the student.
3. The EAL teacher will meet with the head of the Language Acquisition department to determine class placement. A new timetable is developed for this student. Therefore the middle high school secretary is informed to change the student's timetable of powerschool and managebac.
4. The EAL teacher gives the new timetable to the student and informs teachers that the student will be entering the class on a specified date.

EAL Students with Academic Concerns

Process for Lower School:

The EAL department should be consulted **first** when concerning an EAL student with academic difficulties. Once the EAL department is contacted, the following will occur. **Please remember Special Education Department is not part of this process till Step 7.**

Step 1: Data Collection:

- Revisit student's file and if age appropriate clarify with student past language experiences.
- Document the student's English language abilities: reading assessment, writing samples, listening/speaking assessment.
- Observe student in classroom.
- Contact student's teachers.

Possible Interventions (where age appropriate):

- EAL teacher will support classroom/subject teacher with the following:
 - Allow for multilingual/multicultural projects.
 - Allowing students to use translators or dictionaries when appropriate.
 - Giving students choice in process and/or final products.
 - Grouping students with other students of the same language background.

Step 2: Give time with these strategies and monitor consistently.

Step 3: Data Review

- Performance assessments
- Collect any standardized language proficiency test/achievement measures
- Informal meeting with parents.
 - Analyze data collection from previous interventions.
 - Personal/family factors.
 - Physical and psychological factors.
 - Previous schooling.
 - First and second language development (social and academic).
 - Learning environment factors (social and academic).

- Discuss Native Language exposure and whether NL tuition could be helpful to improve language acquisition.

Possible Interventions:

- Get support of parents (families) – for example use of Native Language when helping with homework.

Step 4: Give time with these strategies and monitor consistently. The amount of time will vary from case to case.

Step 5: Data Collection:

- EAL CST: parent(s), teacher(s), EAL department, school counsellor and divisional principal to set goals to enhance student's learning.
- Testing of student's Native language (reading, writing, listening, speaking, cognitive).

Possible Interventions:

- Increase EAL support in Upper School.
- If relevant, begin or increase Native language lessons with a tutor.
- After-school tutoring in English (summer school/tutoring).

Step 6: Analyse data from Step 5, provide further interventions depending on information collected. The amount of time will vary from case to case.

Step 7: EAL CST: parent(s), teacher(s), EAL department, NL tutor, member of Special Ed department, school counsellor and principal – this is to investigate on various testing. Testing in the student's strongest language. (Refer to Step 2 of What to Do When You Have a Concern about a Student document)

Step 7: EAL CST: parent(s), teacher(s), EAL department, NL tutor, and members of Special Ed department, school Counsellor and principal – this is to investigate on various testing. Testing in the student's strongest language.

(Refer to Step 2 of What to Do When You Have a Concern about a Student document)

At any step, if student begins to improve there is no need to continue with this chart, however, do continue with interventions.

Process for Upper School:

Step 1: Classroom teacher contacts EAL department

EAL teacher will bring student of concern to Student Service Team (SST) meeting (including the SEN teacher) for discussion

Step 2: Follow procedure for referring students to Student Services Team.

APPENDIX

- i. Strategies for Creating the Optimal Classroom Learning Environment**
- ii. Models of Consultation**
- iii. Continuum for In Class Support**
- iv. Student Education Plan**
- v. Student Accommodation Plan**
- vi. Request for Support**