



Since 1982

BRITISH INTERNATIONAL

SCHOOL

KEY STAGE 4

STUDENT AND PARENT HANDBOOK

2016-17



EL ALSSON BRITISH INTERNATIONAL SCHOOL

OUR VISION: TO DEVELOP SUCCESSFUL 21ST CENTURY CITIZENS

OUR MISSION

To achieve our goals through thinking, learning and caring

THINKING means

SEEING THE BIG PICTURE

- Thinking for ourselves
- Thinking for the future
- Creativity without borders
- Making responsible decisions

LEARNING means

ALL LEARNING ALL THE TIME

- Creating opportunities and extending our limits
- Achieving our goals
- Teachers make it happen
- Celebrating success

CARING means

EVERYONE VALUED

- Strength in belonging to our school community
- Supporting and being supported
- Being safe, secure, happy and healthy
- Respecting ourselves, others and the world around us

Message from Head of Key Stage

Dear Students and Parents,

Welcome to the Senior School!

As you are all aware Years 10 and 11 are extremely important in determining your future. At El Alsson our aim is to ensure that every student fulfills or exceeds their potential at GCSE.

I hope this handbook goes some way to helping achieve that goal.

Being Successful at GCSE– what’s the secret?

- Keep up to date with classwork, homework and controlled assessments
- Every lesson is important.....focus.
- Attend every day and be on time to every lesson
- Act upon teachers’ advice
- Spend time on work – don’t rush
- Get organized - equipment, bag, books and homework
- Controlled assessments – know your deadlines
- Don’t leave anything until the last minute
- Attend revision and support sessions at break, after school and in holidays

Study Routine

- At least 3 hours per night which can be homework or revision
- Set place – quiet, undisturbed at a desk/table with no T.V, mobile phones etc
- Get down to homework earlier rather than later

Can parents make a difference?

- You don’t have to be an expert in GCSE subjects- you are the expert on your child
- Give plenty of support, praise and encouragement
- Listen to problems
- Provide incentives!
- Check internet for extra independent study materials
- Read curriculum guides and year plans on school website
- Encourage them to prepare thoroughly for controlled assessments and meet deadlines
- Ensure good attendance and punctuality

May I wish you all a very successful year at El Alsson,

Miss Julie Clarke
Assistant Principal KS4

EXPECTATIONS

For us, successful 21st century citizens are not only those who have developed the independent learning skills needed for academic achievement, but also those who pursue a balance of interests and look outside themselves to help within their community.

During Secondary School, you will need to maintain balance between the demands of work and the other activities in which you may be involved. If that balance becomes difficult, talk to your teachers before deadlines to find solutions to any potential conflicts.

You are expected to follow the guidance given by your teachers and to work as they advise. Over the year, you will find an increasing emphasis on taking responsibility for your learning which will always be reinforced and supported by your teachers.

We aim for a number of key expectations that will ensure personal success. You will have to work to meet your goals and achievement levels, so use these expectations to guide you.

- Attendance-100% is the target!
- Punctuality- getting to school by 7.50am every day.
- Punctuality to classes – lateness reduces your learning time.
- Respecting yourself, your teachers and your classmates by helping to create a productive learning environment in **every** class.
- Bringing all necessary books and equipment without needing to be reminded, or having to borrow from others
- Participating fully in all kinds of learning activities.
- Managing your time effectively.
- Acquiring new study skills to improve your ability to learn.
- Completing your homework and assignments through **your efforts alone** and handing them in on time.
- Looking for help and support from your teachers outside class times.

UNIFORM and GENERAL APPEARANCE

You can purchase all uniform from the El Alsson uniform shop or online through our school website. Shop address: 60 Mossadak Street, Dokk I (1st floor, first door on right)

Make sure that you ask for the correct uniform for the Senior School –there are photographs on display at the shop if you are unsure. **Please label all uniform including the PE kit!**

Below is a list of summer and winter items:

Summer

- Gold El Alsson T-shirt
- Gold El Alsson polo shirt
- Navy blue trousers

Winter

- Gold El Alsson t-shirt or polo shirt
- Navy blue trousers
- Navy blue sweatshirt
- Hooded top or navy blue jacket

Notes:

- Long hair must be kept tied up at all times and veiled girls must wear a short navy blue or white veil.
- No jewellery, except a watch and (for girls) one pair of small stud earrings.
- You must not wear sandals or slip-on shoes.
- You must not wear denim, jean-style trousers or track pants as part of your everyday uniform.
- Your uniform must be clean and in good repair.

The PE kit is:

- El Alsson navy PE shorts
- El Alsson grey PE T-shirt
- Navy blue track pants
- Training shoes with back. No slip-on shoes allowed.
- El Alsson sweatshirt (Winter only)

If for any reason you have to come to school out of uniform, you must always bring a note explaining why. Show this to your Tutor at registration. You will be sent to take an OUT OF UNIFORM pass from the British International School Office valid for that day only.

We expect you to be in the correct uniform the following day.

Post 16 Students

Students are permitted to attend school in casual smart attire. No jeans, sweat pants and tops with large logos.

REMINDER!

- **No make-up**
- **No nail polish**
- **No dyed and/or braided hair**
- **Girls' hair MUST be tied back at all times.**
- **No caps or non-uniform clothing**
- **Boys must be clean shaven and keep their hair short – no shorter than a no2 on a clipper**
- **No stepped haircuts allowed**

USEFUL EMAILS

- Heads of Departments
 - Mathematics – **Amira Mazroua** (amazroua@alsson.com)
 - English – **Abigail Pepperell** (apepperell@alsson.com)
 - Business Studies – **Shazeela Shafi** (sshafi@alsson.com)
 - Science – **Graeme Gildroy** (ggildroy@alsson.com)
 - French – **Fabienne Rodriguez** (frodriguez@alsson.com)
 - History – **Steve Faulkner** (sfaulkner@alsson.com)
 - ICT – **Robert Bulmer** (rbulmer@alsson.com)
 - Geography – **Chantal Clarke** (cclarke@alsson.com)
 - Art – **Jennifer Barrett** (jbarrett@alsson.com)
 - Arabic - **Norhan Othman** (nothman@alsson.com)

- Office Manager – **Nadia Mikhail** (nmikhail@alsson.com)
- Office Manager Assistant – **Heba Harida** (hharida@alsson.com)

- Examinations Coordinator – **Maggie Valley** (mvalley@alsson.com)

- Leadership Program Coordinator – **Chantal Clarke** (cclarke@alsson.com)
- Assistant Head KS3 – **Israr Lal** (ilal@alsson.com)
- Head of Year 7 – **Abigail Pepperell** (apepperell@alsson.com)
- Assistant Head KS4 – **Julie Clarke** (jclarke@alsson.com)
- Head of Sixth Form – **Jennifer Burnett** (jburnett@alsson.com)

- Assistant Head of Sixth Form – **Sade Singh** (ssingh@alsson.com)

- Principal British Secondary School – **Mr Fasail Yasin** (fyasin@alsson.com)

DAILY ROUTINES

School starts at 7.55am when the bell rings for Assembly and ends at 3:05pm. You will have eight 45 minute periods with two breaks during the school day.

| | |
|----------------------|------------------|
| 7.55 | Assembly |
| 8.05-8.50 | Period1 |
| 8.50-9.35 | Period2 |
| 9.35-10.20 | Period3 |
| 10.20 – 10.40 | Break |
| 10.40 – 11.25 | Period4 |
| 11.25 – 12.10 | Period5 |
| 12.10 – 12.55 | Period 6 |
| 12.55 – 1.35 | KS3 Break |
| 1.35 – 2.20 | Period7 |
| 2.20 – 3.05 | Period8 |

Before School

You should aim to be at school by 7:50 am and use the time to organise your materials for the first two periods. On Monday, Tuesday, and Thursday, we have school assemblies, while on Sunday students will need to go straight to lesson 1. On Wednesday students will go straight to tutor.

Going Home by BUS

At 3:05 pm please go directly to your bus. You need to inform the bus matron in the morning if you will not be getting the bus in the afternoon and you cannot change buses during the school year. Space can be limited on buses, so friends cannot travel home with you by bus. Buses leave at 3:20pm so please be on time.

On the buses the matrons are in charge and are responsible for your well-being. Their instructions need to be followed and they must be treated with respect. You are also expected to be respectful to any member of the school's staff who uses the bus with you, even if you do not know them. Please note, no food or drinks are allowed on school buses and all litter must be put in the rubbish bins provided.

We expect all students to abide by the rules of the buses and remain seated during the trip. Any unacceptable behaviour will be referred to the Bus Controller and the Operations Manager and could lead you to be suspended from using the bus. Any damage caused will be your responsibility.

Going Home by CAR

If you go home by car, move to the Primary School Gates and wait for your car. We ask all students to leave as quickly as possible respecting the rules of the Secondary School.

WHAT TO DO WHEN...

I ARRIVE LATE

Please refer to the Punctuality policy on page 19 of this handbook.

I AM ABSENT FROM SCHOOL

It will always be helpful if your parents can ring the British Office to tell us why you are absent. If you are sick, your parents must send a note to the school when you return, to explain why you were away. Give this note to the British Office. If you are absent for more than 3 days, a doctor's note must be given to British Office. Absence for any other reason needs special permission from the British Office.

I AM FEELING ILL IN CLASS

Tell your teacher, who will give you permission to leave class to go to the nurse. You will have to make sure you obtain a nurse pass from your teacher.

I AM FEELING ILL AT BREAK

Go to the British Office where you will be given permission to go to the nurse.

I LOSE SOMETHING

Look for it first and check if your friends know where it might be. Come to the British Office at break-time, where the matrons will try to help you. Having your name on things always makes it easier to find them.

I NEED TO LEAVE SCHOOL EARLY

Bring a note from your parents to explain when you need to leave and the reason for it. The note must be brought to the British Office first thing in the morning, so a pass can be signed for you to leave. Without a note from home, you will not be able to leave.

I LOSE MY TEXTBOOK

See your class teacher. You will have to pay for a replacement and might not get one immediately.

WHAT TO DO WHEN... (cont'd)

I WANT TO KNOW MY PROGRESS

Follow up with subject teachers directly or refer to your reports. Parents can ask for appointments with teachers through the British Office if required.

I AM SET HOMEWORK

Before you do anything make sure you understand what the homework asks you to do. If you are unclear on anything, make sure you speak to the teacher. If for any reason you cannot complete the homework, you must approach the subject teacher before the deadline otherwise homework sanctions will apply.

I HAVE A QUESTION OR CONCERN ABOUT AN ASSESSMENT (TEST, PROJECT, ETC.)

Contact the teacher by email or follow up with the British Office if further clarification is required.

I WILL BE ABSENT FOR SEVERAL DAYS. HOW CAN I GET WORK?

Contact the British Office or speak to the teachers beforehand and arrange for work to be given to you before you go away on leave or arrange for it to be sent home with a sibling, classmate or driver if it is not available on the school Show My Homework Site.

WHAT IS THE SCHOOL POLICY ON UNIFORM?

Please refer to this handbook, page 5.

HOW WILL I KNOW THE DUE DATES OF MY COURSEWORK?

It is your responsibility to find out and record all coursework and homework deadlines.

I DON'T UNDERSTAND SOMETHING IN CLASS.

Students should first attend support lessons with his/her teacher. If you continue to not understand, the student may speak to the Head of Department of the subject of difficulty. If the problem continues, the student and/or parent can contact the British Office to arrange a meeting.

I AM EXPERIENCING PROBLEMS WITH PEERS (BULLYING etc).

Students should inform their Form Tutors and/or Key Stage Coordinator immediately. Parents should contact the British Office immediately.

KS4 REWARDS and PRAISE

We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate those who may be disenchanted. Staff are encouraged to reward students whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Rewards systems in our school should link to effort, especially in the following areas:

- Attainment
- Behaviour
- Caring for others
- Participation
- Uniform compliance
- Positive attitude / enthusiasm
- Progress / improvement

A variety of methods of rewards exist at El Alsson School and these include:

- Verbal praise
- Reward tokens – recorded on a card and by form tutor
- Letter of congratulation (in recognition for 100% attendance on a termly basis)
- Praise email (in recognition of good work/achievement)
- Acknowledgement through assembly
- Certificate/Awards
- Days out

Praise emails are automatically generated when praise is entered on 3sys. They are sent home at the end of every week.

Certificates of Achievement will be given at the end of each term year in KS4 **celebration assemblies**. These are in recognition of excellent work or outstanding effort in GCSE subjects.

At the end of the year students who have consistently achieved outstanding results will be invited on a day out in celebration.

Reward tokens generate the following prizes:

- 10 rewards – phone call home
- 25 rewards – canteen voucher
- 50 rewards – lunch delivery
- 100 rewards – reward trip

CLASSROOM BEHAVIOUR MANAGEMENT POLICY

W1

First Warning

Student notified and note made on board or planner.

W2

Second Warning

Student notified and warned of further consequences, if behaviour does not improve.

TO

Time Out/Detention

Student is issued a Detention via the 3sys system. The student can also be sent out for a short while or be put in another class with another member of staff.

IS

Internal Suspension

If the student continues to be a problem then send for a member of SLT. The issue will then be dealt with by SLT. Possible internal suspension. Parents contacted by SLT.

| CENTRAL DETENTION | AFTER SCHOOL DETENTIONS |
|--|---|
| <ul style="list-style-type: none"> • These will be supervised centrally. • Issued for level 1 and level 2 misbehaviour • Student spoken to and warned about conduct by Class teacher and/or HOD | <ul style="list-style-type: none"> • After school detentions will be issued to those students who are consistently getting central detentions. • These may be either for a particular subject or across the board. • Level 3 misbehaviours will also result in an after school detention • After school detention will be monitored by senior members of staff. |

BEHAVIOUR MANAGEMENT – OFFENCES AND SANCTIONS

The below grid outlines the different categories of misbehaviour and sanction for each category. This is just a guide and it is expected for teachers to use their own professional judgment and the Classroom Behaviour Management Policy.

| Type of offence | Examples | | Sanctions |
|---|--|--|---|
| <p style="text-align: center;">Level 1 Misbehaviour</p> <p><i>Monitored by Class Teacher</i></p> | <ul style="list-style-type: none"> • Chatting • Inattentiveness • Chewing • Lack of work • No appropriate equipment • No planner • Uniform infringements • Misuse of equipment/environment • Speaking in Arabic • Not following instructions • Arriving late with no genuine reason or note | <ul style="list-style-type: none"> • Pupil showing off • Bad language used between pupils but not directed at teacher • Shouting out of answers when asked to put hand up • Shouting across the room • Other similar offences | <p>Class Room Behaviour management policy is to be applied for all low level misbehaviour and then a central detention issued.</p> <p>Incident logged on MIS</p> |
| <p style="text-align: center;">Level 2 Misbehaviour</p> <p><i>Monitored by Class Teacher/HOD</i></p> | <p>3 or more Central detentions for a particular subject constitute level 2 misbehaviour and will automatically result in a detention.</p> <p>Other issues include</p> <ul style="list-style-type: none"> • Using bad language • Answering back • Being confrontational • Questioning authority • Failure to attend assigned class detention • Other types of similar offences | | <p>No warning for Level 2 misbehaviour</p> <p>Results in a straight central detention without warning</p> |
| <p style="text-align: center;">Level 3 Misbehaviour</p> <p><i>Monitored by AH</i></p> | <p>10 or more Central detentions across the board or for a particular subject constitute level 3 misbehavior.</p> <p>Below incident also constitute Level 3 misbehavior</p> <ul style="list-style-type: none"> • Fighting with other students, • Vandalism to school equipment, • Serious dangerous behavior, • Serious bullying (i.e physical/cyber), • Abusive language. • And other similar offences <p>If there is no improvement after this, then each Teacher/Detentions will result in AH Intervention</p> <p>Truancing/Missing lessons without acceptable reason will also result in afterschool detention</p> | | <p>No warning for level 3 misbehaviour</p> <p>If incident occurs during lesson, send for an AH who will come and remove the student from class.</p> <p>Possible intervention includes phone call home/meeting with parents/report card/suspension/after school detention</p> |
| | | | |

WHOLE SCHOOL – OFFENCES AND SANCTIONS

| Situation/Incident | SCHOOL ACTION | PARENTAL INVOLVEMENT |
|---|---|---|
| Uniform and General Appearance | <p>Form Tutors and other staff monitor this daily.</p> <p>An Out of Uniform pass (valid for one day) may be issued for occasional genuine problems with uniform if the student brings a note explaining the situation. The school will contact parents if there are continuing concerns over uniform or general appearance.</p> <p>Students who are regularly out of uniform, without a relevant reason will be issued with a detention by the teacher concerned.</p> | <p>You should ensure that your son/daughter is presentable and wearing the correct uniform. In the event of a genuine problem, a note of explanation should be provided. You should also advise the school if you have any difficulties in obtaining uniform items from the uniform shop.</p> |
| Truancy | <p>The school will determine the most relevant sanction from those available: Detention/Attendance Report/suspension from school. Parents will be contacted.</p> | <p>This is a very serious matter and you will need to follow it up at home.</p> |
| Equipment | <p>Teachers will monitor this and may issue 1st Offence Warning 1 – 2nd offence – Detention.</p> <p>Persistent offenders can be referred to AP's for an after school detention</p> | <p>Lack of equipment disrupts the progress of lessons and is a fundamental issue of personal organisation. In the event of a Yellow Card Report being issued, follow up at home will be needed when the school contacts you.</p> |
| Forbidden Items | <p>The following items will be confiscated if brought to school:</p> <ul style="list-style-type: none"> •metal rulers •card games •electronic games or instruments •toy weapons •starting pistols •penknives and Swiss Army knives •laser pointers | <p>You will be informed by phone or asked to come to school to discuss the matter and to collect the confiscated items, if appropriate.</p> |
| Mobile phones/electronic devices | <p>Electronic devices may only be used in the classroom for academic purposes and only with the consent of the teacher. If these rules are not followed, the item will be Confiscated.</p> <p>Students are encouraged to put all mobiles in the safe boxes provides to avoid any disruptions.</p> <p>Students are not allowed to use mobile phones anywhere in the building. If a student is caught using a phone, It will be confiscated and returned at the end of the day.</p> | <p>In the event of your phone being confiscated, students will need to arrange with their class teacher from where it can be collected. Those who offend persistently, parents will be notified and/or detention issued.</p> |
| Plagiarism | <p>If a piece of class work is deemed to have been copied, either from another student, or the internet then the student will be made to do that piece of work again. Detention may be issued</p> <p>If it is deemed that coursework/exam has been plagiarised then it may result in the students' work being disqualified from being entered which may result in the student failing the course.</p> | <p>Where it has been deemed a student has plagiarised, parents will be contact.</p> <p>If it involves coursework/ exam work then parents will be asked to come to school to discuss the matter.</p> |

CHILD PROTECTION AND SAFEGUARDING

El Alsson is our school and we want it to be a safe place. El Alsson will do everything they can to make sure you are protected and happy. To help them do this the school has rules to follow. This policy is to help you understand what Safeguarding means to you and to help you decide what could be a problem and whom you should talk to.

El Alsson should:

- Protect you from harm
- Make sure nothing stops you being healthy or developing properly
- Make sure you are safely looked after
- Make sure you have the best life chances and can grow up happy and successful

El Alsson agrees that to make sure they look after you they will:

- Make the school a friendly, welcoming and supportive place to spend time and somewhere you want to be
- Be there for you to talk to if you and know who to ask for help
- Give you safety messages in your lessons to help you learn how to look after yourself both online and in the real world
- Have all the right rules in place to help look after you.

ABUSE

When someone hurts you it can be called abuse. This is when someone does something to you that is harmful, unpleasant or painful like:

- If someone deliberately hits you, hurts you, injures you or humiliates you in different ways
- If someone says or does something that makes you feel bad about yourself or hurts your feelings which makes you feel scared, sad, upset or frightened
- If someone shouts, threatens, hits or hurts someone you love whilst you are around which makes you scared, unhappy or worried
- If someone doesn't take proper care of you so you feel abandoned, lonely or neglected. You might not be able to eat or wash regularly, or you might not be able to come to school every day or on time
- If someone touches you in a way that you don't like
- If someone makes you look at things which make you feel ashamed, embarrassed, uncomfortable or guilty.

EL ALSSON ACTIONS

All of the staff at El Alsson will do their best to make sure the building is safe for you to learn in and spend time in. We will make sure that we know who everyone is in the school by asking visitors to sign in at reception. You will always know who a visitor to the school is because they will have signed in at reception and will display the yellow lanyard badge they receive. People that we do not know will never be allowed to spend time with you on your own and will not be allowed to walk around the school without a member of staff. Staff will look after you if the fire alarm goes off and you should know what to do and where to go. When you leave school to go on a trip somewhere, the staff will make sure they can keep you safe wherever you are going.

WHAT WE WILL DO

In El Alsson there are a number of staff who are responsible for making sure you are safe and well cared for.

People in school who can help you:

Mr Israr Lal and Ms Sade Singh

ATTENDANCE GUIDANCE

| IF STUDENTS | ACTION BY SCHOOL | PARNTAL INVOLVEMENT |
|-------------------------------|--|--|
| are absent one to two days | <p>Phone call home on first morning asking for clarification from parents.</p> <p>Register updated to show authorized absents</p> | <p>We request that parents call the school and us know of the absence before 9am. After 9am phone calls will be made home.</p> |
| are absent three or more days | <p>A Doctor's certificate or official medical certificate must be brought into school immediately upon return and handed to form tutor.</p> <p>Register updated by form tutor once note seen.</p> <p>Document to be kept form tutor in Student file.</p> <p>If no letter is brought by the 2nd consecutive day, form tutor to let AH's know who will then follow up</p> | <p>It is essential parents support us with this as child safety and welfare is our prime responsibility.</p> |

SANCTIONS RESULTING FROM FAILURE TO MEET ATTENDANCE SCHOOL EXPECTATIONS

Any **occasional absence** will be dealt with in the following way:

1. Any unauthorized absence must be followed up with a phone call home by the school attendance officer – AO to update registers and keep log.
2. If no response within 3 days a follow up phone call or email by AH's. AO to update log
3. If still unable to get a response, refer to Head of KS.

Persistent Absence should be dealt with in the following way by assistant head's:

1. Absence below 85% = AP to follow up with a phone call/email home advising parents of this
2. If no progress is made over the coming two weeks, AH's to request meeting with parents. 3sys updated
3. If after meeting parents, there are still concerns, then the issue is referred to Senior School Principal

PUNCTUALITY GUIDANCE

GUIDELINES AND SANCTIONS RESULTING FROM FAILURE TO MEET PUNCTUALITY SCHOOL EXPECTATIONS

| IF STUDENTS... | CONSEQUENCES | ACTION TAKEN BY |
|------------------------------------|---|---|
| Arrive during assembly | <p><u>If students arrive during assemble, students will be stopped by staff on duty and must remain still if arrival is during the salute to the flag or the playing of the national anthem. Detention will be given for break that day</u></p> <p>Lateness will be monitored by the AHs and further action taken as necessary:</p> <p>3 lates p/t – telephone call to parents 6 lates p/t – Phone call home and after school detention 10th late p/t – Meeting arranged with parents to address issues.</p> | <p>Duty staff to pass on list of names to Reception who then forward to School Attendance Office. AO to update registers with late mark</p> <p>Lateness will be analyzed weekly by AH's, any concerns will be followed up</p> |
| Arriving during registration | <p><u>If students arrive during registration, the form tutor up update 3sys with an L mark</u></p> <p>Lateness will be monitored by the AHs and further action taken as necessary:</p> <p>3 lates p/t – telephone call to parents 6 lates p/t – Phone call home and after school detention 10th late p/t – Meeting arranged with parents to address issues.</p> | Form tutors to update |
| Arrive after registration | <p><u>IF students arrive during session 1 then they must sign in at the British office</u></p> <p>Lateness will be monitored by the AHs and further action taken as necessary:</p> <p>3 lates p/t – telephone call to parents 6 lates p/t – Phone call home and after school detention 10th late p/t – Meeting arranged with parents to address issues.</p> | <p>Lesson tutors to ensure students who are late to school during lesson 1, come with a late slip form the British Office</p> <p>AO to update register with L mark</p> |
| Are late to lessons during the day | <p>1st occasion - verbal warning. 2nd occasion – detention. 5rd occasion – Refer to AH's who will issue after school detention 3sys updated by class teacher</p> <p>If no progress is made in addressing the lateness then the student is referred to the AH's.</p> | <p>Class teacher to enter L mark on 3sys.</p> <p>Class teacher to refer persistent issues to AH's</p> |

LEARNING SUPPORT

The school recognizes that children's needs may fall within or across four broad areas:

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social Development
- Sensory
- Physical

Usually, a pupil with a need for learning support will initially be identified by subject teachers, through their observations and assessments (both formative and summative). They may do this at any time during the academic year. Teachers are expected to allow the children two or three weeks to settle back into school and the English speaking environment, after the long summer holiday, before identifying those who may be a cause for concern. It is often the case that pupils will not be working at the same level they were at in June and we acknowledge this. Pupils with learning challenges may also be identified through the regular assessment of pupils in school (although it is recognised that many pupils do not necessarily perform their best or show their actual ability during test or exam conditions).

The Learning Support Teacher may run a general diagnostic assessment on any individual pupil in order to better identify their specific learning difficulties. Parental consent is not required, nor is it requested at this point, although parents will have been informed that the school has some concerns.

In the case of a child transferring to El Alsson from a different school, we will refer to all the information received from the previous educational establishment. We may also be provided with initial identification information by parents.

In order to support the transition between KS2 and KS3, those children receiving school support by the end of Year 6 will initially be screened within the first academic half term to assess their need for continued learning support into year 7.

Tier 1

Initially a child is simply identified as a possible cause for concern, usually by the subject class teachers, in particular their English teacher. At this stage, the Learning Support Teacher will work with the English teacher and subject teachers in an advisory role. The member of the teaching staff will be directed to the Waves of Intervention document to ensure effective strategies, resources and motivation techniques are being employed to overcome and any potential barriers to learning (Inclusive quality first teaching for all).

Due in this stage the Learning Support Teacher will provide support within the English lesson to assess which strategies are effective for the student.

It is the Learning Support Teacher's responsibility to identify these strategies and ensure all the student's subject teachers are aware of these strategies and utilising them within the classroom. These strategies will be documented through emailing the relevant members of the teaching team.

Tier 2

If the child continues to experience difficulty, despite Tier 1 accommodations, there are a variety of procedures that may take place, known as Tier 2 Interventions.

- General Diagnostic Assessment carried out by the Learning Support Teacher (Level one assessment).
- A classroom observation may take place by the Learning Support Teacher if student is within KS4.
- The Child may be removed French lessons to receive Literacy Support within a small group setting (KS3) maximum of 5 students per class.
- Parents will be informed of the support their child is receiving (KS3 and 4).
- Consideration will be given to the child's Date of Birth to ensure they are in an appropriate year group to match their social development and academic abilities
- Specialist resources may be provided, and specific classroom accommodations maybe provided, such as the use of technology to assist in accessing their education.

At this stage each child is carefully monitored to see that appropriate progress is being made. The Student will be removed from their French lesson only if they are identified as having difficulties within Literacy skills and developed. This places the priority to be ensuring Students have the required Literacy levels to access the curriculum given to them in their second language.

Tier 3

Where possible we will try to meet every Student's needs within the classroom or within the supportive environment of small group withdrawal. However where we determine that a child is not making adequate progress (either academic, emotional or behaviour), we will review the strategies and approaches that are currently being used and the way these might be developed. This review may lead to the child requiring individual one: one sessions with the school's Occupational. This will be decided based on the following criteria:

- Student is not achieving expected academic levels
- Strategies and accommodations within Tier 1 and 2 have not been effective
- Student has a physical impairment such as hearing or visual impairment, or previously been diagnosed with a specific learning disability such as Dyslexia or ADHD, and a copy of this assessment has been provided to the Learning Support Teacher. When the School becomes aware of such circumstances the Student will be fast tracked for a tier 3 assessment where the need for and type of relevant interventions will be decided.
- Student has been observed within the classroom environment by the Learning Support Teacher and is suspected to have difficulties in the following areas impacting their ability to access their education:
 - Motor skills
 - Handwriting skills
 - Sensory processing skills
 - Attention and concentration
 - Moderating activity level
 - Responding to and following instructions
 - Organisational and study skills