



# Curriculum Support Policy

## Aims

The policy and practice of learning and teaching at BISC is under-pinned by the School's Mission Statement.

### MISSION STATEMENT

BISC aims to provide a challenging and stimulating environment in which English-speaking pupils from diverse international backgrounds benefit from an education which is British in its principles, practices, curricular structures and assessment, and which encourages pupils' appreciation of the host culture and ensures appropriate competence in the Arabic language. At BISC, all are valued equally and encouraged to fulfil their aspirations and potential.

BISC promotes the values of a pluralist society and provides equal opportunities to all pupils to develop their full intellectual, aesthetic, emotional, physical, and moral potential. It gives boys and girls a broadly based, appropriate education in which they strive for excellence and aim for the highest standards in their sporting and extra-curricular activities. BISC provides a structured and challenging academic education within a disciplined and supportive environment, which enables pupils to develop into responsible men and women of integrity who can take their place confidently in a rapidly changing world. The school will provide the best possible resources and facilities for teaching and learning.

BISC fosters an atmosphere of mutual respect, tolerance, and regard for all members of society. The school teaches essential human values such as honesty, trustworthiness, honour, loyalty, compassion, and charity. It reaches out to all of our families, the local community, and the wider world and promotes international co-operation and understanding.

All pupils are able to learn, regardless of their language challenges, gaps in their academic skills and/or learning difficulties. However, pupils with these individual learning needs may learn at a different rate, and often require the curriculum to be differentiated and/or supported to ensure access.

Pupils who are identified as having a particular learning need may require an **intervention plan** (*such as additional support in class, or IEP*) to help them access the curriculum. Curriculum Support staff, in consultation with class teachers/tutors and parents, devise these plans. The aim is ensure all relevant parties (*pupil, teacher, school, parent...*) have a collective responsibility to ensure CS pupils have access to the curriculum, so they make progress.

# The British International School, Cairo

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The Curriculum Support (CS) Department at BISC consists of three specialist areas:

1. **English as a Second Language (ESL):**
2. **Gifted and Talented (GaT):**
3. **Learning Support (LS):**

## **English as a Second Language (ESL):**

The ESL department caters for the needs of pupils who require support because of their language needs. Often these pupils are identified during the Admission Stage. Support can take the form of one to one/small or in-class. There is an ESL register for the Junior and Senior Schools. CPD for staff is also available, including informal collaborative planning, and the more formal LILAC course.

## **Gifted and Talented (GaT):**

The Gifted and Talented Coordinators in the Junior and Senior School oversee and manage the provision for the GaT pupils. GaT registers are available for both Schools. Please see GaT Policy for further details.

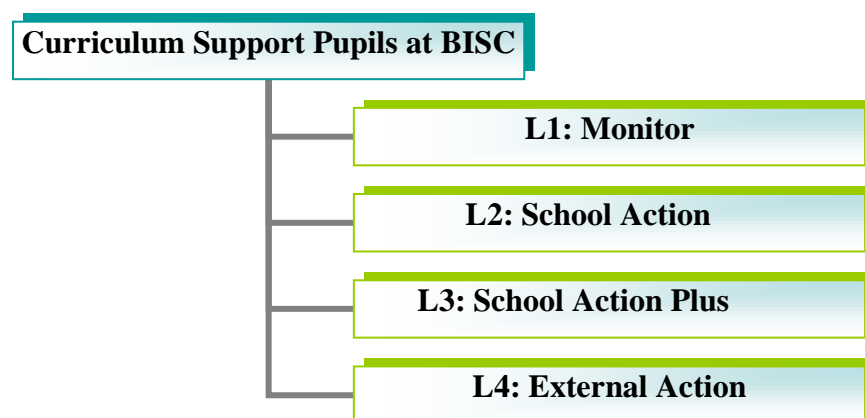
## **Learning Support (LS):**

The LS Department supports pupils with specific learning and behaviour difficulties. There is a LS register for the Junior and Senior Schools.

Pupils may need additional support to ensure they can access the curriculum. Support is allocated according to pupils' needs and availability of resources, including staffing and expertise. Parents may be required to provide or seek external agencies if deemed so necessary.

## **Levels of Support at BISC**

Support for CS pupils is defined as: **Monitor** *or* **Requiring a Specified Action**, as indicated below:



## Level 1: Monitor:

*BISC is able to support this pupil using internal and current staffing and resources. It is likely that the pupil is making progress. It is envisaged that this level of support might include the following factors:*

- *Relevant CS staff will monitor pupil's progress regularly.*
- *Teachers need to take account of pupil's needs and adjust curriculum planning accordingly. The curriculum is differentiated by the teacher to ensure pupil's needs are met.*
- ***Pupil is able to make progress in whole class setting.***
- *Parents may be required to seek intensive support/educational programmes after school or during holidays.*

## Level 2: School Action (SA):

*Pupil requires some support. BISC is able to support this pupil using internal and current staffing and resource. It is likely that the progress of the pupil is of a concern, and **below expected standards**. It is envisaged that this level of support might include the following factors:*

- *Pupils are likely to have an IEP.*
- *Teachers need to take account of pupil's needs and adjust curriculum planning accordingly. The curriculum is differentiated by the teacher to ensure pupil's needs are met.*
- *Support **may be required and will be provided by BISC CS staff**. This can take place in class, or pupils might be withdrawn for one to one or small group sessions.*
- ***Pupil is able to make progress in whole class setting, and benefits from small group or individual intervention programmes.***
- *Parents may be required to seek intensive support/educational programmes after school or during holidays.*
- *Pupil, staff and parents need to work collaboratively on the IEP targets to ensure progress.*

## Level 3: School Action+ (SA+):

***Pupil requires extensive support. BISC is able to provide some support using current staffing and resources; however, external support may be required and may need to be provided by parents. It is likely that progress of the pupil is a concern and attainment is far below expected standards. It is envisaged that this level of support might include the following factors:***

- *Pupils will have an IEP.*
- *Teachers must take account of pupil's needs and adjust curriculum planning accordingly. The curriculum is differentiated by the teacher to ensure pupil's needs are met.*
- ***BISC CS staff provides some support.*** *This can take place in class, or pupils might be withdrawn for one to one or small group sessions.*
- *Pupil requires **regular additional, specialist support beyond BISC's resources (e.g. OT).** These must be arranged and funded by parents (e.g. OT, speech therapist, counsellor...). Such external support will be defined in the IEP.*
- *Pupil is able to make some progress in whole class setting, and benefits from small groups or individual intervention programmes.*
- *Parents may be required to seek intensive support/educational programmes after school or during holidays.*

## Level 4: External Action (EA)

***Pupil requires extensive support. BISC is unable to support and accommodate this pupil using internal and current staffing and resource. Pupil is not making minimal progress, and attainment is far below the expected standards.***

- *Teachers are unable to modify the curriculum to meet the needs of this pupil.*
- *BISC does not have the resources or staffing to meet the pupil's needs.*
- *Parents are required to provide External Assessment (e.g. Educational Psychologist Report)*
- *Standardised tests show the pupil has below average intelligence. There maybe factors influencing the pupil's academic performance.*
- ***Pupil is unable to make progress at BISC in whole class setting.***

## Referral to CS

Pupils must be referred to the CS department, to ensure their learning needs are identified, supported and targeted. Pupils with special educational needs may need to receive extensive and specialists' support, to ensure their needs are met. Pupils can be referred to CS through:

- The Admissions Process
- Teachers
- Parents: by contacting class teacher or Head of Curriculum Support
- Self-referral

Detailed guidance is available for staff in Staff's policy on procedures for referral.

## The IEP Process

IEP (Individual Education Plan) is an action plan designed to set targets for pupils. It also outlines the steps necessary by all relevant parties: BISC staff, parents and the pupil. An IEP is drawn up in a meeting chaired by a member of CS – (preferably HoD). All IEP meetings will take place in September/October and must be finalised and agreed by 30/10.

HoD of CS, class teacher/form teacher meets with parents to agree and draft the IEP. IEPs are usually reviewed biannually; however, this depends on the child, their needs, and the progress/lack of. Review meetings might be necessary in January/February and then again in May.

Before a Review meeting, HoD of CS will require feedback from staff (a feedback form is attached to the IEP and should be used to record progress). CS HoD/designated CS staff will monitor progress throughout the year and must also collate feedback before a review meeting. Analysis of data available in the School should also form part of the review meeting.

## CS Staffing

	<b>Staff</b>
Head of Curriculum Support	
ESL Junior School	Mrs Anne Tiernan
ESL Senior School	Mrs Ruth Radwan
LS Teaching Assistants	Mrs Liz Naylor
	Mrs Reem Mamoun
	Mrs Nermine Fam
	Miss Mariam Ayad
JS GaT Coordinator	Mr. Ian Frost
SS GaT Coordinator	