



**Dar es Salaam
International Academy**
School . Home . Community

**STUDENT SERVICES POLICY
2020 - 2022**



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Glossary

Assessment Access Requirements - Access requirements needed to be implemented for students to fully participate in the assessment process and demonstrate their learning and achievement.

BIP - Behaviour Intervention Plan

Diagnostic Assessments - Professional educational assessments with a psychologist or psychometrist.

EAL - English as an Additional Language

ELL - English Language Learner

ELP - English Learning Plan

High Achiever - This term used to identify students who perform or show the potential for performing at higher levels of accomplishment when compared with other learners of their age, experience, and environment.

IEP - Individualized Education Plan

ILP - Individualized Learning Plan

Inclusive Assessment Arrangements - Arrangements made for students to fully participate within the assessment process, whether formative or summative, for example, extended time.

Learning Support Requirements - These are mechanisms put into place by the Student Services Team to support students who have been identified as having specific learning needs, based either on diagnostic assessments, teacher observations, or both.

Paraprofessionals - These are the 1:1 support teachers that come in to support specific students, upon the recommendation of the Student Services Team, along with the Principal. Paraprofessionals are hired by the specific student's parents/guardians and not via the school.

Pull-out support: This involves receiving support outside of the classroom on an individual or small group basis.

Student Services - a department within Primary and Secondary that consists of the Head of Student Services, Student Services Assistant Teachers (both part-time and full-time) and the School-Wide Counselor. This department spearheads the learning and behavioral support needed by specific students.

1. Mission

Dar es Salaam International Academy aims to develop internationally minded lifelong learners through a well-balanced, holistic curriculum and a partnership between school, home, and community

2. Aim

The Student Services Policy aims to provide access to the curriculum framework implemented at DIA for all students.

3. Philosophy

DIA aspires to support every student's needs regardless of their ability, gender, socio-economic background, or race ensuring high-quality learning and extending opportunities in and out of the classroom. At DIA, we strive to support learners at all levels and establish a safe and inclusive environment that stimulates meaningful learning. DIA recognizes that all learners develop at a different pace and we support differentiated learning both in and out of the classroom.

4. Definition of Student Support

At DIA we focus on maximizing academic support for both Highly Abled students, students who require additional learning support and English Language Learners. In line with the United Nations Sustainable Development Goal 4, DIA strives to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (<https://sustainabledevelopment.un.org/sdg4>). The school is committed to attending to the values inherent in the UN Convention on the Rights of the Child (*UN Convention on the Rights of the Child, 1990*).

5. Policies that fall under Student Services

[Counseling Policy](#)

[Child Protection Policy](#)

[EAL \(English as an Additional Language\) Policy](#)

[Inclusion Policy](#)

6. Team

- Head of Student Services
- Student Services Assistant Teachers
- Class/Subject Teachers
- Principals
- Coordinators
- Paraprofessionals

6.1 Head of Student Services

- Informs parents/guardians in a meeting, with the class teacher and Principal, that their child has been referred to the Student Services department and why
- Collaborates with all teachers to observe and monitor students who have been identified as requiring learning support, who are English Language Learners, or who are highly abled
- Checks-in with parents every 6 weeks through a meeting to discuss progress
- Assists the Primary and Secondary Departments to oversee the implementation of the Diagnostic

Reading Assessments (DRAs)

- Support teachers in creating modified benchmarks and/or modified assessments for students to align with their IEP
- Recommends students for external diagnostic assessments when no improvement has been seen after 2 terms, in collaboration with Principals and Coordinators
- Creates student ILPs, IEPs and/or EAL plans
- Creates rosters for students receiving support
- Collects data on students on the Student Services Roster to determine the effectiveness of the support
- Trains and mentors paraprofessionals for best-practice in supporting their students
- Collates reflections from teachers to analyze gaps in learning assistance
- Suggests and facilitates extra-curricular activities for student development
- Acts as an advocate for the students with learning support requirements
- Contributes to whole-school self-evaluation and action planning for Learning Support
- Initiates strategies which support the professional development of colleagues
- Ensures students accepted on a conditional/provisional basis are meeting these expectations and formally report this to the Principals on a termly basis.
- Ensures students who have been recommended tutoring are complying with these recommendations and the tutor has been formally introduced and is being monitored to ensure regular support is being implemented and reports this to the Principal
- Recommends resources to support students with learning requirements

6.2 Student Services Assistant Teacher

- Provides in-class support for differentiation
- Works with students outside of class in pull-out sessions to support grade-level access to the curriculum
- Makes classroom observations and incorporates findings into plans for differentiation in collaboration with the class/subject teacher
- Works closely with the class/subject teachers and Head of Student Services
- Meets daily with the Head of Student Services for student check-in's and collect data
- Meets weekly with principals to discuss the needs of the department

6.3 Class / Subject Teachers

- Identify students who show signs of requiring academic support as soon as they are noticed
- Identify High Achievers using the criteria from the HA section (section 9)
- Meet with Student Services during team meetings to share their recorded observations using the appropriate referral forms
- Modify benchmarks and related assessments (Primary specific) in collaboration with Student Services for students with formal diagnoses and Educational Assessments.
- Work with Student Services to identify effective strategies for inclusive access
- Differentiate lessons using appropriate accommodations
- Set and differentiate homework/ independent learning opportunities to challenge and inspire
- Celebrate and reward good progress and achievement

6.4 Principals

- Establish weekly meetings with all members of Student Services
- Monitor and promote the extra-curricular provision
- Sit into the meeting with parents/guardians during the first check-in and further meetings if assistance is required by Student Services
- Support and reinforce [the DIA Admissions Policy](#)

- Ensure that the department is equipped with the supports and resources required

6.5 Paraprofessionals

A learning support person who is hired by parents/guardians to assist the student in meeting the requirements of the curriculum in a mainstream, inclusive classroom. The paraprofessional is recommended through a formal educational assessment or if the student has been identified to require additional support beyond what can be given by the Student Services Team.

A paraprofessional is required to

- provide a police clearance/background check
- Sign the [child protection form](#) (English) or [Child Protection form \(Kiswahili\)](#) - these are also available at the Reception
- submit a current, valid photo ID
- submit a current CV

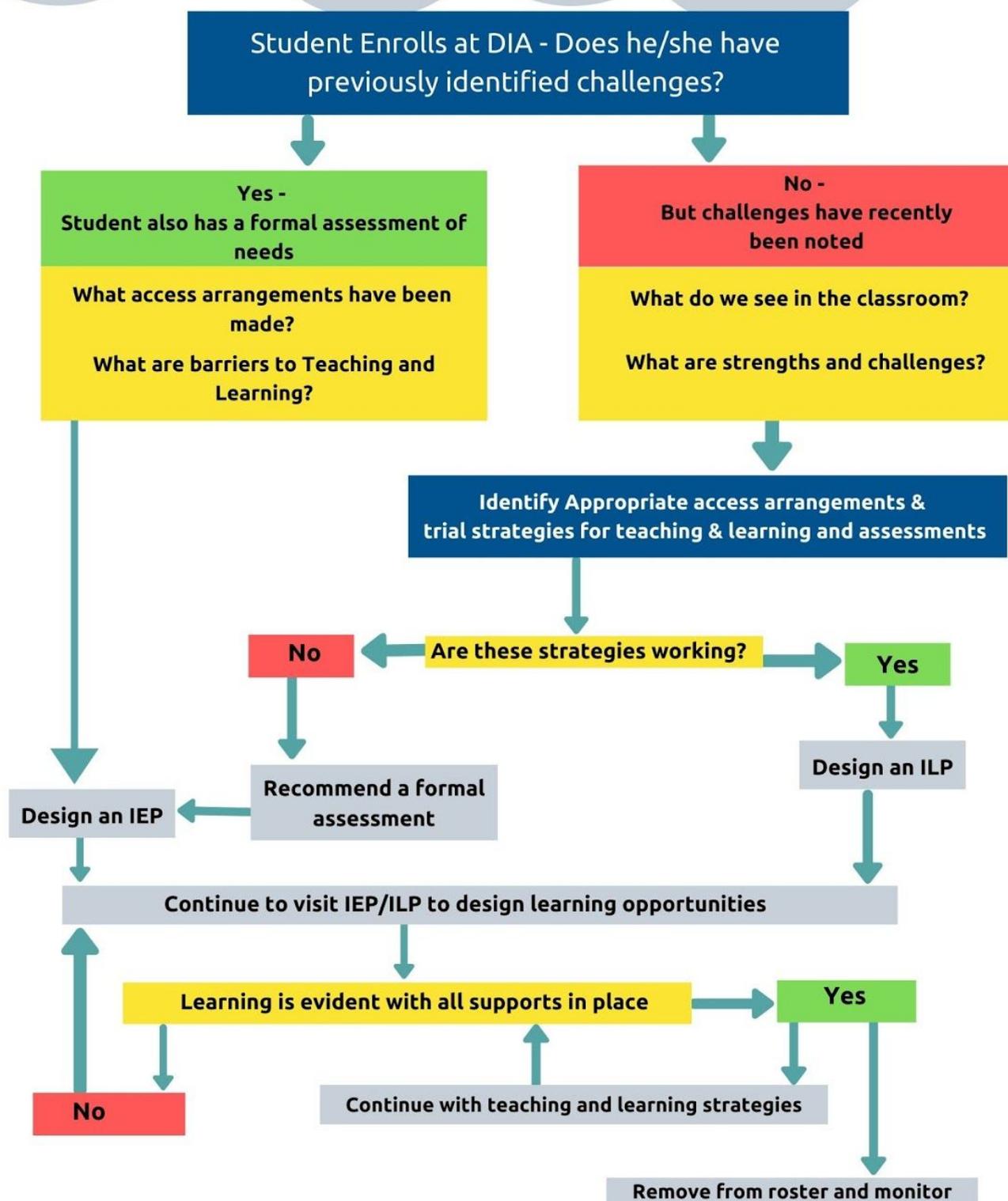
Paraprofessionals duties are:

- Learn about the strengths and weaknesses of the student and determine how to meet their students' needs.
- Promote positive integration of student
- Deliver support to individual students by providing access to curriculum content through accommodations, modifications, and general support, both in-class and during pull-out sessions
- Follow the IEP or ILP to direct learning
- Exchange information frequently and regularly with the Head of Student Services to discuss achievements and concerns
- Work collaboratively with the classroom/subject teachers to create a nurturing and intellectually engaging environment
- Seek to maximize student independence (they are doing their best when students are moving towards less assistance)
- Communicates with parents/guardians on a weekly basis
- Be punctual

7. Inclusive Access Arrangements



STUDENT SERVICES: Inclusive Access Arrangements



8. The Role of Student Services

At DIA we are able to support mild to moderate Learning Support Requirements, English Language Learners (ELL) and High Achievers. The term “mild to moderate Learning Support Requirements” refers to students who may require the following:

- individualized and differentiated grade-level benchmarks
- emotional, behavioral and social support
- speech and language support that is related to articulation, pronunciation, fluency, etc.
- specific learning differences (e.g. dyslexia, dyspraxia, dyscalculia)
- general learning difficulties (e.g. organization, processing speed, comprehension, etc)
- sensory needs (e.g. tactile, sensory integration, etc)
- mental health issues (case by case basis)
- mild cases of Autism Spectrum Disorders (case by case basis)
- mild cases of Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)
- individualized lesson plans and activities for high achievers

In certain cases, a student with Learning Support Requirements may benefit from having a paraprofessional in class, who meets regularly with the Student Services team. See Section 6.5 above on Paraprofessionals. DIA may also refer students to external sources if it becomes evident that DIA is unable to support the student without further information or guidance (See Section 19: Diagnostic Assessments).

9. Students with Learning Support Requirements

Varying supports will be offered to students based on individual needs. The Head of Student Services will liaise frequently with teachers, students, parents/guardians, paraprofessionals (if applicable) and the student in order to develop and implement strategies so that the student feels confident with his/her workload and is able to meet the learning objectives. Please also see [Section 21](#) regarding English Language Learners.

Types of supports include, but are not limited to, the following:

- In-class support/differentiation
- Altered booklets or tasks
- Assignments are broken down into simplified steps
- Simplified language
- Designated centers for differentiated tasks that the Student Services teacher can assist within the class.
- Pull-out support, which may involve receiving support in the Students Services classes on an individual or small group basis. However, DIA values inclusion and these support classes will be a small proportion of the student’s classes.

For High Achievers, support may include the following:

- tasks made more challenging
- making assignments more open-ended
- students are given a higher level of choice
- designated centers for differentiated tasks that the Student Services teacher can assist within the class.

All supports will be planned in coordination with the classroom or subject teacher and the Head of Student Services.

10. Process

When a student is identified either as a high achiever, English Language Learner or requiring learning support during the academic year:

- The student is monitored in class for the first 2 weeks to assess Learning Support Requirements
- The teacher fills out a [Student Services Referral Form](#)
- Referrals are not filled out for students on conditional acceptances, as a letter is automatically sent from Student Services. However, if the conditional advises that the student will be monitored, a referral form will be filled out as the need arises.
- A meeting is conducted between the Head of Student Services and the teacher completing the form
- The Coordinator and Principal of the Department are informed
- A letter is drafted to the parents/guardians of the respective student requesting for a meeting (see an example of the letter at the end of the policy)
- The Head of Student Services develops an Individual Learning Plan (ILP) or an English Learning Plan, as the need may be (ELP)
- Student Services begins to plan and provide support in class as well as out of class if need be
- Student Services regularly monitors the academic performance and social well-being of the students on the learning support rosters
- Student Services regularly assess student development while receiving learning support requirements in order to make further recommendations, consistent collaboration with teachers to develop inclusive in-class supports
- Each term, the team revisits, adjusts or removes supports accordingly
- The Head of Student Services, along with the Principal, meets with the parents/guardians every six (6) weeks for a progress report
- The Head of Student Services' daily monitoring guide:
 - This involves meeting with assistant teachers/paraprofessionals/counselor daily during reflection time
 - An update is expected regarding all students on the roster or being supported by Student Services
 - Each student's anecdotal report will be updated and any changes for IEP/ILP/ELP/BIP to be documented and discussed with the principal in weekly meetings
 - Suggested questions:
 - i. What went well today?
 - ii. Were there any challenges?
 - iii. Any behavioral issues?
 - iv. Any suggested changes to the support strategy?

11. High Achievers (HA)

Currently, at DIA we are able to support students who have been identified as being "*High Achiever*"s. The term High Achiever is used to identify students who perform or show the potential for performing at higher levels of accomplishment when compared with other learners of their age, experience, and environment. It is possible that students are identified as Highly Achievers only within a particular unit in a subject area.

Teacher feedback is vital for this entire process as they use other assessments independent of summative assessments. Teachers are required to provide input to Student Services on the respective trackers as well as

provide differentiation strategies to suit the needs of all students.

Students are identified by their performance in subjects with the following criteria:

11.1 Primary

The students' benchmarks are recorded by the teacher in the Baseline Tracker, Report Card Tracker, and the DRA trackers accordingly.

Report Card Tracker- The Teachers, Coordinator, Principal, and Head of Student Services highlight students who are consistently performing with 90% Highly Competent (HC) in each subject.

Baselines Tracker - Students who have 90% HC's, subject-based

DRA Tracker - Students who exceed more than one grade level above the expectation for their DRA score

Online Platforms - using diagnostics to evaluate student achievement at one grade level above

The student is identified at the start of the first term. At the end of each subsequent term, High Achiever status is re-evaluated and new plans are made for the upcoming term. The subject teacher also makes a note to acknowledge progress in the report card.

11.2 MYP

The students are shortlisted from the previous year's Term 3 performance. Teachers highlight students who are constantly obtaining a 7 in a subject. For students who have been identified as high achievers in Math, their IXL scores are taken into consideration. DRA scores are also taken into consideration. A letter is then sent home at the start of the term to outline support for students who are excelling.

If a High Achiever is not meeting their expectations by the end of the term that student will not remain on the high achievers' roster for the start of the new term.

11.3 Strategies

Strategies teachers may use to challenge High Achiever students in class include, but are not limited to;

- Using strategies from the [Teacher Toolkit](#) to extend on learning
- Incorporating differentiated choice assessments as well as provide additional options for art and tech integration
- Ensure unit planners are up to date and, identify differentiation strategies for particular students by name and share these ideas with other subject teachers
- Promoting positive connections between home and school to best assist students
- Recommending activities which reflect the development and interests of the student

12. Enrolment

Please read this section in conjunction with [the DIA Admissions Policy](#) for student acceptance procedures

- Students who are identified as High Achievers or requiring additional support must provide documentation from previous assessments
- Previous reports must also be submitted in English (e.g. IEP, report cards, professional diagnostic assessments such as speech-language pathologists, psychologists, yearly academic standardized tests, etc.). Reports must include clearly stated educational history and relevant, up to date information regarding the applying student

- These reports will be reviewed by the Principal, Head of Student Services as well as the teacher

13. Student Transition

13.1 Primary to Secondary

The Entrance exam for Grade 5 students enrolled at DIA will be held in the second term of Grade 5.

When given admission to the Secondary school,

- A meeting will be held between Primary and Secondary Heads of Student Services, the Grade 5 teacher, principals and coordinators
- All documentation collected from Primary (IEP/ILP, progress notes, student work, report cards, ISA scores, DRA levels, etc) will be handed over in the student file to the MYP Coordinator and Secondary Head of Student Services towards the end of the academic year
- Secondary Student Services will consider each student's previous school reports and entrance assessments when deciding whether they will cope in MYP with the additional support the department is able to provide
- Existing students on the Primary Learning Support roster will be observed for two weeks at the start of the term to determine if the existing supports need to stay the same, need to be modified or new supports added
- A new IEP/ILP will be designed based on learning requirements for support or extension
- The Head of Secondary Student Services will also discuss each student's IEP/ILP/ELP's with Secondary teachers to provide the best supports
- A meeting will be held with the Parent/Guardian after the 2 week observation period to discuss how supports are working
- The Head of Student Services meets with parents every 6 weeks to update on progress

13.2 Student Transition from MYP to DP

The Entrance exam for DIA MYP students will be held in the second term of Grade 10.

- The Secondary Head of Student Services will be informed of any applicants whose assessments have concerns. They will consider each student's previous school reports and entrance assessments when deciding whether they will cope in DP with the additional support the department is able to provide. He/she will also discuss each student's progress with teachers to get a better understanding of the student's abilities and any current support provided.
- All documentation collected from MYP (IEP/ILP, progress notes, student work, report cards, ISA scores, PSAT scores and DRA levels as applicable) will be handed over in the student file to the DP Coordinator and Secondary Head of Student Services towards the end of the academic year.
- The Secondary Head of Student Services will know the students who were identified in Grade 10 as High Achievers. He/she will discuss each student's progress with teachers to get a better understanding of the student's abilities and any current provisions provided.

14. In-School Support

14.1 Individual Plans

All students who receive support from the Student Services Department will be placed on an Individualised Plan. These include either:

- [Individual Education Plan \(IEP\)](#)
 - This is for students with an official psychometric assessment or professional diagnosis
 - These students may be given modified benchmarks, depending on their area of need or difficulty
- [Individual Learning Plan \(ILP\)](#)
 - This is for students who require support in order to meet grade-level benchmarks but have not been formally diagnosed as having a learning support requirement
 - All students on the High Achievers register will also be placed on an ILP
- [Individualized Counseling Plan \(ICP\)](#)
 - This is for students who have been referred to the counseling department. An individualized counseling plan will be created for them. Please refer to the [Counselling Policy](#).
- [Behaviour Intervention Plan \(BIP\)](#)
 - This is for students who have been referred to the counseling department for behavioral issues. An individualized behavior plan and/or behavior contract will be created for them.

In cases where students require behavior intervention, a Counseling Intervention Plan (CIP) will be designed with the child's needs in mind. Please see the [Counselling Policy](#).

IEP/ILPs will be reviewed on a termly basis to ensure supports are appropriate and objectives are being met.

14.2 Assessments

Students with IEPs and ILPs are candidates with assessment access requirements. Assessment tasks can be completed under modified conditions, when necessary. In order for these students to reach their objectives, arrangements may be made to include, but are not limited to, the following:

- Questions being read aloud to the student
- Working with a scribe and/or a reader
- The student is provided with regular breaks during an assessment
- The student is permitted extra time to complete the assessment
- The student completing an assessment on a computer instead of writing by hand
- The student completing an assessment verbally instead of writing
- The student completing an assessment through role-play or demonstration instead of verbally
- Language questions/instructions in the assessment being simplified
- Assessment tasks may be broken down into a series of simplified steps
- Assessment tasks will be planned to ensure that they assess relevant objectives only
- Students may complete the assessment in a quiet, distraction-free area
- Students allowed the use of a calculator

- Students allowed to use a bilingual dictionary
- The use of assistive technology
- Additional graphic planners may be provided to assist the student's planning accordingly
- Students with learning support may receive extra time with a Student Services assistant teacher preparing for the assessment or completing an assignment
- Parents/ Guardians may be communicated with so that they are aware of the assessment and can offer support at home

NB: *All student supports are to enable the student to show some level of improvement in their current level of academic performance NOT to place them ahead of their peers*

15. Support Through Arts and Technology

DIA acknowledges the growing prevalence of Arts and Technology Integration in our lives and values the role these tools play in differentiation. Arts and Technology Integration tools are easily used in a mainstream classroom to cater to students with Learning Support Requirements, High Achievers as well as English Language Learners.

Arts strategies for differentiation can be identified via the [Teacher Toolkit](#) and the [Arts Integration Toolkit](#) and are documented in IEPs as well as unit plans.

As much as possible, students will be taught how to use such technological tools to support them, such as text to speech programs, speech to text programs, spell and grammar checkers, digital dictionaries, calculators, etc. Using these tools effectively is especially important for students who face long-term difficulties, such as dyslexia, where it may not be realistic to expect the student to become a sufficiently proficient speller.

DIA subscribes to online resources every year to allow students to work on spelling, reading, English Language, French, and Mathematics.

High achieving students are challenged to use both Arts and Technology to complete higher-order thinking tasks that require an evaluation and synthesis of skills. For example, recreating an idea using visual tools, or posting comments to blogs and discussion boards both demonstrate structured and constructed ideas to evaluate the topic or concept.

16. Communication

16.1 Parent/Guardian Communication

DIA values the importance of strong Parental/Guardian support and encouragement which helps in assisting students to succeed in school. In addition to communicating with parents/guardians through Parent/Teacher Conferences, Student-Led Conferences, report cards and workshops, the Head of Student Services will remain in close communication with Parents/Guardians of students who receive regular support through writing an end of term letter in Primary and report comments in Secondary summarizing all goals and setting new goals for the next term, as well as the regularly scheduled check-in meetings.

16.2 Teacher Communication

The Head of Student Services, as well as the Student Services assistant teachers, are required to collaborate with the class/subject teacher on setting and reporting on benchmarks and/or progress. DIA values

collaborative planning in order to ensure the most inclusive and comprehensive learning environment for all of our students. Student Services will liaise with teachers closely and communicate on a regular basis.

Teachers should be prepared to:

- Allow new students (unless a diagnosis has been communicated) “settling in time” for about two to three weeks before referring them to the Student Services team
- Communicate any concerns about a student to the Student Services team via email
- Once a concern is discussed, teachers are responsible for completing the Student Services Referral Form and promptly sharing it with the Head of Student Services via Google Docs.
- All teachers teaching students on the Student Services roster will meet a Student Services team member on a weekly basis in PYP or as requested in MYP and DP
- Seek support and strategies from the Student Services team for instruction and/or assessments as and when needed
- Plan adjusted benchmarks (PYP, MYP), if applicable for a student, together with the Student Services teacher (Note: benchmarks cannot be modified to achieve the DIA MYP Certificate and for DP students)
- Differentiate in classes when students are not being pulled out

17. Students Identified Later in the Academic Year

17.1 Primary

The Head of Student Services must be informed as soon as possible if any student in Primary is not meeting Grade Level benchmarks via the Student Services Referral Form. The Head of Student Services will then liaise with the PYP Coordinator, class teacher and parents/guardians to ensure that the correct support can be implemented both in school and at home so that the student will have the opportunity to build on skills.

17.2 Secondary (MYP and DP)

The Head of Student Services must follow the 3s-and-under tracking document so that he/she is aware of any student receiving a 3 (or below) out of 8 on a summative assessment for MYP and 2 (or below) out of 7 on a formative assessment for DP. The Head of Student Services will then liaise with the MYP/DP Coordinator and subject teacher to ensure that the correct support can be implemented both at school and at home so that the student will have the opportunity to bridge any academic gaps. Student progress is reviewed regularly in Student Services meetings.

18. Mainstream Integration from Students Services

If a student from the Student Services roster has met all objectives and there is sufficient evidence that he or she no longer requires support, Parents/Guardians will receive an official letter to inform them of the decision to place the student back into the full-time mainstream classes where the student will be monitored by the teachers for that initial term.

19. Referrals for Educational Diagnostic Assessments

After referring a student to the Student Services department, the Student Services team of teachers will work with the class/subject teachers, students and parents collaboratively. After a period of 2 terms, if no growth has been noted, an educational assessment may be recommended.

An assessment provides our Student Services department as well as families with suggestions and recommendations which cater specifically to support the academic, social, and emotional requirements of the student. Diagnostic assessments are required to be updated every 2-3 years so that we can continue to design learning that is effective and reflects current access requirements.

IEPs will be created based on the diagnostic reports and shared with the student, teachers, and family. The IEP will outline strengths and map a pathway forward.

20. Documentation

All documentation regarding student support is kept on confidential Google Drives. These folders are maintained by the Head of Student Services. Files are maintained for three years for students who are still enrolled at DIA regardless of whether they have moved off the Student Services roster.

Primary and Secondary Departments will liaise accordingly on an as-needed basis to make sure that all students receiving support are appropriately being documented. All forms between Primary and Secondary have been aligned to streamline support as much as possible. Please see the [links on the last page](#) for all forms managed by the Student Services Department.

21. English as an Additional Language (EAL)

EAL (English as an Additional Language) refers to English as an additional language *subject* or *course* being taught. ELL (English Language Learner) refers to the *learner* of the English language.

21.1 Enrollment

Students studying EAL will be considered for enrollment at DIA after review of the following:

- Principals, Head of Student Services and Department Coordinators will review and determine acceptance once all appropriate documentation has been submitted to the school.
- Documentation from previous schools (e.g. academic report cards, EAL assessments, yearly academic standardized tests, etc.) should be submitted in English, along with supporting reports from professionals where applicable (e.g. previous EAL teachers, speech-language pathologists, general classroom teacher, etc.).
- Primary (PYP)
 - English Language Learners (ELLs) may be accepted into Primary with no prior knowledge of English on the following basis:
 - The English Language Learner has a strong mother tongue
 - The English Language Learner does **not** have any severe learning support requirements. Any learner with mild to moderate Learning Support Requirements and a limited English vocabulary will be assessed on a case-by-case basis. In certain cases, parents may be requested to find a one-to-one assistant to work with their child in school, to ensure they can access the curriculum
 - Student Services may request that Parents/Guardians provide additional tutoring at

- home on a regular basis
 - The English Language Learner passes the DIA Mathematics diagnostic entrance assessment, with the assistance of a translation tool or translator. A pass mark will be more than 50% of the questions correct.
- Secondary (MYP/DP)
 - English Language Learners (ELLs) may be accepted into the MYP/DP on the following basis:
 - the English Language Learner does **not** have any moderate or severe Learning Support Requirements
 - English Language Learners with a foundation in English and mild Learning Support requirements may be admitted into Grades 6 or 7 as s/he will have time to develop their English language understanding and ability
 - It is unlikely that English Language Learners with Learning Support Requirements will be admitted into Grades 8, 9, or 10, **OR** that English Language Learners who are not at a high level of proficiency will be admitted into Grades 9, 10 or 11 – however, decisions will be made on a case-by-case basis
 - If needed, the Parents/Guardians will arrange to provide additional tutoring at home on a regular basis.
 - Students will be considered for the grade level they are applying for **if** the English Language Learner was performing at an average to high academic level in his/her previous school, in the language that they were learning in, and evidenced by the appropriate documentation provided to the school as referred to in *Section 21.1 Enrollment*.
 - The English Language Learner passes the DIA Mathematics entrance assessment, with the assistance of a translation tool or translator if necessary

21.2. Student Transition from PYP to MYP

Incoming students into MYP from PYP or outside institutions must also sit an entrance assessment. The assessment for current PYP students will be held during Term 2 of Grade 5.

- The Secondary Head of Student Services will be informed of any applicants whose assessments have concerns and will also consider each student's previous school reports and entrance assessments when deciding whether they will cope in MYP with the additional support the department is able to provide.
- The Secondary Head of Student Services will also discuss each student's progress with teachers and the PYP Head of Student Services to get a better understanding of the student's abilities and any current support provided.
- All documentation collected from PYP (IEP/ILPs, progress notes, student work, report cards, etc) will be handed over in the student file to the MYP Coordinator and Secondary Head of Student Services towards the end of the academic year. This documentation will be stored electronically in the Student Services folder for the student by the Head of Student Services.

21.3. Student Transition from MYP to DP

Incoming students into DP from MYP or outside institutions must also sit an entrance assessment. The assessment for current MYP students will be held during Term 2 of Grade 10.

- The Secondary Head of Student Services will be informed of any applicants whose assessments have concerns and will consider each student's previous school reports and entrance assessments when deciding whether they will cope in DP with the additional support the department is able to provide.

- All documentation collected from MYP (IEP/ILP/ELPs, progress notes, student work, report cards, etc) will be handed over in the student file to the DP Coordinator and Secondary Head of Student Services towards the end of the academic year. This documentation will be stored electronically in the Student Services folder for the student by the Head of Student Services.

21.4 Conditions

All English Language Learners (ELLs) granted admission into DIA will be placed on a conditional/provisional acceptance and will be required to follow defined conditions to remain at DIA. (*Please refer to the [DIA Admissions Policy](#)*).

- Students accepted on a **conditional/provisional basis** might require after-school private tuition and/or counseling and **must** provide contact details of the tutor and counselor to the Head of Student Services.
- If evidence of receiving after-school private tuition and/or counseling is not provided to the school on a regular basis, the student's admission status will be reconsidered.

21.5 In-School Support

Individual support requirements will be assessed and access arrangements will be made accordingly. Students who have difficulty developing speech and language due to speech and hearing disorders will be assessed and inclusive access arrangements will be made for mild to moderate support requirements. The Head of Student Services will liaise frequently with teachers, parents/guardians, and the student in order to develop and implement strategies so that the student feels confident with his/her workload and is able to keep up.

Types of supports include, but are not limited to:

- In-class support/receiving appropriate differentiation in all classes. This may involve differentiated booklets or worksheets, assignments are broken down into simplified steps, simplified language, etc. It will be planned in coordination with the classroom or subject teacher and the Head of Student Services.
- Attending pull-out classes with the Student Services Teacher individually or in smaller groups.
- PYP students may be pulled from either Kiswahili and/or French, depending on the level of EAL support required.
- MYP students may be pulled from French or library class for EAL support. In these classes, the English Language Learner will learn language mechanics, reading and writing strategies and vocabulary. The ELL may also receive 1:1 support to assist with subject work.
- In MYP students may also attend EAL classes instead of Language and Literature classes until the student is considered capable of reaching mainstream Language and Literature classes.
- DP students may be pulled out from their study/free periods for EAL support. In these classes, the ELL will learn language mechanics, reading and writing strategies and vocabulary. The ELL may also receive 1:1 support to assist with subject work.

NB: All student supports are to enable the student to make gains in their current level of academic performance NOT to place them ahead of their peers.

21.6. English Language Plans

Students who are English Language Learners will be assessed on a case-by-case basis and placed on an [English Language Plan](#) (ELP). They may receive modified benchmarks until they are able to understand and work in line with grade-level benchmarks. In this case, support will be provided on a regular basis from Student Services teachers, who will have consistent communication with classroom teachers to ensure individual needs are being met.

21.7 Assessments

- English Language Learners may receive support during assessments, such as a bilingual dictionary or translation tool until they show proficiency in the English Language.
- Parents/ Guardians may be communicated with so that they are aware of the assessment and can offer support at home.

Inclusive Access Arrangements for assessments can be:

- Questions being read aloud to the student
- The student is permitted extra time to complete the assessment
- The student completing an assessment verbally instead of writing
- The student completing an assessment through role-play or demonstration instead of verbally
- Language questions/instructions in the assessment being simplified
- Assessment tasks may be broken down into a series of simplified steps
- Assessment tasks will be planned to ensure that they assess relevant objectives only
- Students may complete the assessment in a quiet, distraction-free area

Links to documents

[English Language Plan](#)

[High Achievers Individual Learning Plan](#)

[Individual Education Plan](#)

[Individual Learning Plan for Learning Support](#)

[Sample Student Services Letter](#)

[Student Services Referral Form](#)

[Individualized Counseling Plan \(ICP\)](#)

[Behaviour Intervention Plan \(BIP\)](#)

***This policy is reviewed every two years and slightly updated, if needed, annually
Last reviewed: February 2020***