



Evolution International School

Policy for Students Without Previous Arabic or French Experience

April 2018

Rationale

From time to time the school will accept students from overseas who may not have studied Arabic. Alternatively, many local schools teach French but do not start instruction until the middle of primary school, so it is possible that students could be joining Evolution without a background in French. This policy sets out the provision that will be made for these students.

Arabic

The majority of students that will join Evolution are already Arabic speakers but in some cases the student may not have had any formal education in Arabic so their reading and writing is limited or non-existent. In these cases, the Arabic department should create a separate programme pulling the student out of the mainstream classroom for intensive support until such time as they are assessed as being able to cope with differentiated instruction in the mainstream.

French

For French, it is highly likely that some students will enter the school having never studied French before. In these cases, withdrawal is preferable. French teachers are available by arrangement to support these students for intensive work to bring them up to a level where they can enter the mainstream for differentiated instruction.

Integration into the Mainstream

Before these students are integrated into the mainstream they should be thoroughly assessed and their integration discussed and approved with the Head of Section. On integration, an IEP should be developed with the SENCO to ensure that the student's individual needs are not ignored. The student's progress should be reviewed at least twice during the year by the teacher, the SENCO and the Head of Section, to determine if the level of support in the classroom is sufficient and if the student is coping in the mainstream.

Parents

It is acceptable in these cases to recommend to parents that the student has additional support at home, either through private lessons, additional homework or online support. All these measures should be seen as temporary with the medium to long term aim of integration in the mainstream classroom.