Nadeen School Inclusion Procedures

At Nadeen School, we believe in empowering learners to thrive in an ever-changing world by fostering creative thinking, resilience, and individuality. Our philosophy celebrates every learner's unique strengths, advocating for an inclusive environment where exploration, risk-taking, and problem-solving are integral to growth. Through compassionate and progressive education, we inspire learners to embrace their individuality, fostering a sense of belonging while preparing them to disrupt positively and shape the world with purpose.

Inclusion Support Enrolment Procedures Policy

When parents apply to Nadeen an assessment is made as part of the admissions process to ascertain where the child is in their learning and if there are any specific inclusion needs. Where a decision is made to offer a place to a learner with additional needs then the support can be planned and put in place from that point.

When learners are already in school and a need is identified requiring additional support from the inclusion team then, learners can be enrolled on our inclusion programme through a referral process. The class teacher is required to complete a referral form using this google form. Class teachers should discuss the referral with their Phase Leader and they are required to complete this with as much information as possible. Completion of this enables the inclusion team to make decisions about priorities. The inclusion team meet with each other regularly to discuss referrals and plan support and intervention, including where learners may require greater depth and challenge. Following the completion of the form, a member of the inclusion team will contact the class teacher to set times for observations and/or assessments. Once in-school observations and assessments have taken place, the learner's allocated team will meet to plan for the learner and to agree on which Tier of support is required at a given stage in time. These meetings are Team Around the Learner meetings and are an essential part of procedural support for learners.

Before a decision is made as to which Tier of support a learner requires, their needs will have been rigorously assessed through a variety of methods which could include:

- baseline assessment upon entry to the school
- ongoing teacher assessments throughout the school year
- in-class observations by our inclusion team
- comprehensive analysis of attainment and progress data
- standardised testing
- specialised testing e.g. Dyslexia Screener and educational psychologist or other external assessment where necessary.

When a learner is referred for enrollment to our inclusion programme, the following guide supports teachers and anyone involved in the learner's team to plan for the required support.

Tier 1: Quality First Teaching

Tier 1 represents high-quality, inclusive teaching based on the Tier 1 Learner Profile template that meets the needs of all learners. It involves the use of adaptive strategies, and

scaffolded instruction to cater to diverse learning styles and needs within the classroom. Teachers use a range of strategies to ensure that every learner can access the curriculum and make progress. Learners on Tier 1 will have a Tier 1 Learner Profile created by the class teacher following a shared initial inclusion meeting supported and facilitated by the inclusion team. This will be shared with the parents and key adults working with the learner. Key aspects include:

- a profile of the learner's strengths, interests and needs
- lesson planning and delivery All Can Achieve
- use of varied resources and materials to accommodate different learning needs
- reasonable adjustments to learning and behaviour
- regular assessment and feedback to monitor progress
- a classroom environment that supports diverse learning needs, including effectively enriching curriculum and creating challenge

Consideration of Tier 2 and 3 support:
Tier 2 and 3 support is for learners whose needs are additional to the support available for all learners at Tier 1. The level of support is based on what is needed to help them WoLF (Work Learn, Flourish) and is reviewed termly to ensure the provision and Tier of support is appropriate.

Types of additional needs at Tier 2 or 3 support include:
- moderate to more significant cognitive and learning difficulties
- specific literacy or numeracy challenges (including dyslexia and dyscalculia)
- mild to moderate speech and language delays
- social communication and interaction differences (such as Autism Spectrum Conditions)
- focus and attention differences (such as ADHD)
- emotional, relational, and behavioural difficulties that require focused interventions or ongoing mental health support
- sensory or physical impairments that require daily accommodations

Tier 2: Targeted Support

Tier 2 involves additional, targeted interventions for learners who require more support than provided through Tier 1. This support is usually short-term and aimed at addressing specific areas of need. Learners on Tier 2 will receive an Individual Support Plan (ISP) which clarifies the provision and intended outcomes of the support. This will be shared with the parents and key adults working with the learner. Examples include:

- small group interventions or booster sessions focusing on specific skills
- additional support from Assistant Teachers or specialist staff within the classroom
- specific programmes or resources designed to address identified differences in learning
- additional adjustments which support difficulties in the four areas of developmental need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Physical/Sensory)

Tier 3: Specialist Support

Tier 3 represents highly individualised and intensive support for learners with more complex or severe needs. This level often involves external agencies alongside specialists who provide tailored support and interventions. Learners on Tier 3 will have an Individual Support Plan (ISP). This will be shared with the parents and key adults working with the learner. Tier 3 learners may also be members of our **Thrive Community** where the environment is designed to meet the needs of learners with more complex needs and teachers have specialised training to support the learners. Key components may include:

- one-to-one support from specialist teachers, a Learning Support Coach or therapists
- highly supported small group work to develop social interaction and communication skills
- personalised education plans (e.g., Education, Health and Care Plans or Individual Support Plans)
- collaboration with external agencies such as educational psychologists, speech therapists, or occupational therapists
- specialised equipment or resources to support specific needs

EAL and Linguistically/Culturally Diverse Learners

At Nadeen School, we celebrate linguistic and cultural diversity as a key strength. Learners with English as an Additional Language (EAL) or who are linguistically/culturally diverse are supported through inclusive practices designed to enhance their access to the curriculum while valuing their home language and unique cultural identity.

Key strategies include:

- adapted and scaffolded instruction and materials tailored to learners' language proficiency levels
- targeted language interventions to build vocabulary, grammar, and conversational fluency
- integration of visual aids, technology, and bilingual resources
- collaboration with families to understand cultural contexts and maintain strong home-school connections
- peer mentoring and buddy systems to support language development through social interaction
- continued development tracking through EAL teachers using the Bell Foundation Tracker
- professional development for staff to employ effective EAL teaching strategies and strategies to support linguistic/culturally diverse learners

Learners with Unique Strengths (Gifted and Talented)

Nadeen School identifies and nurtures learners with unique strengths (Gifted and Talented) or potential in academic, creative, or other domains. We aim to provide opportunities that challenge and extend these learners, enabling them to excel and develop holistically.

Key strategies include:

- adapted learning plans to provide depth and complexity in areas of strength
- opportunities for accelerated learning or compacted curriculum in specific subjects
- enrichment activities such as workshops, competitions, or external programmes
- development of leadership skills through collaborative and mentoring roles
- encouragement of self-directed projects and inquiry-based learning
- close collaboration with families to understand the aspirations and needs of learners

Team Around the Learner Approach

A Team Around the Learner approach is taken to ensure learners receive the required support or challenge at a given point in time. The Team Around the Learner will include the class/form tutor and those who know the learner best, additional familiar staff, a facilitator and other members of the inclusion team who help shape the plan. In an Initial Meeting, the class/form teacher (or other staff most familiar with the learner) shares a profile of the learner's strengths and needs. A facilitator supports the class/form teacher to decide some questions they want to focus on. The group then generates ideas for strategies and approaches which may help the learner to thrive, with the class/form teacher deciding what next steps they will take before the review meeting.

Review meetings should occur when relevant to the learner and these will involve additional reflection to develop a shared understanding of the learner's needs. Additional Team Around the Learner meetings may continue through an ongoing plan-do-review process and there should always be an end-of-term review in order to plan for the following term. The meeting should discuss each the learner, their needs and whether they should continue with the same programme for the following term or be moved to a different Tier of support.

Parental Involvement

At Nadeen, we prioritise collaboration with parents as the first expert on their child. Parents should be kept informed at all stages of the referral and review and must be included in discussions and planning for the learner. All decisions about the appropriate support for learners have to be agreed upon and recommended by the inclusion team and parental collaboration is key to ensuring the right support. When a decision to modify a school day is under discussion for a learner, this must be discussed with and signed off by the Principal and Head of Achievement. For any learner under inclusion, decisions should be made in carefully considered ways based on their background and needs.

Group Meetings

At times, group **Team Around the Learner** meetings will take place to discuss multiple learners and problem-solve challenges that learners might be facing or that teachers might be facing in finding ways to best support or challenge a learner. These meetings will include a team of staff relevant to each learner under discussion. These meetings are designed to be solution-focused and involve everyone involved being open to sharing their challenges, their successes and their ideas to support or challenge the learners under discussion. For example, in the case of multiple learners facing similar challenges within a particular year group, a group Team Around the Learner meeting could benefit all involved in finding

solutions. Alternatively, this could be a group of colleagues facing challenges in how to support learners with Dyslexia or ADHD in their classrooms. There are multiple reasons and approaches to how group Team Around the Learner meetings might be planned and this will be decided by the inclusion team in collaboration with teachers as and when appropriate.

An example of how an initial meeting might be facilitated

The meeting should open with a profile about the learner from those who know the learner best. This profile should focus on strengths, and areas to target for support or areas the learner needs greater depth and challenge to foster their unique strengths. The question opener 'How might we…?' can be written on a post-it note in front of each member of the team to ensure everyone remains focused on strategy sharing.

Example Questions
- How might we support the learner with accessing English?
- How might we support the learner in PE lessons?
- How might we support the learner when they become dysregulated?
- How might we support the learner transition between classes and arrive on time?
- How might we challenge the learner in Maths?
- How might we modify the learner's day to provide more challenge in…?

The post-it notes can be used to respond to the questions posed and these should be mixed up and read out by the 'facilitator' to discuss the plans for moving forward. A central idea and plans should be agreed. Using a team decision-making strategy such as this ensures maximum input in a short space of time and it can support everyone to remain in a positive and open mindset about the learner being discussed.

Plan-Do-Review
Tier 1 Learner Profiles and ISP's should be working documents where plans are made for learners. Plans should follow the stages plan, do and review.

Plan	Do	Review
This involves making plans for the learner. *This might be a team meeting to create a Tier 1 learner Profile.* *This might be a Team Around the Learner meeting where some ideas are planned to be trialed by all staff involved with the learner.*	This involves actioning the plans over a decided period of time. *This should involve all staff working with the learner.* *This should involve being consistent and patient when plans do not go to plan.*	This involves reviewing the plans and revising them if required. *This may involve a further cycle of plan, do, review (depending on the success and challenges of the first plan)*

This might be a full Individual Education Plan (ISP) created by the learner's team, parents, and the learner. This might also include a Positive Support Plan (PSP)		

An example of how a review meeting might be facilitated
The focus of a review meeting should be to discuss the strategies that are going well and the strategies that have not worked. The meeting should focus on which strategies to continue, which strategies to stop, and which new strategies to try. As with an initial meeting, review meetings should be positive in tone and problem-solving in their focus. Typically a review meeting will take place after 3-6 weeks of trialling the initial planned strategies. Following the meeting, plans should be shared with any teachers involved with the learners. The timescale between meetings will depend on the learner and their needs.

In the case of Secondary learners, to ensure everyone has input and strategies from a Team Around the Leaner meeting, Secondary staff should do the following:

- a round-robin before the Team Around the Learner meeting to gather information about the learner in different contexts
- the Form Tutor brings these notes to the meeting
- afterwards, the Team Around the Learner action plan is shared in a 10-minute pastoral section of a meeting for secondary staff
- all Secondary staff follow the action plan for consistency
- all staff complete an accommodations for the learner document as part of their lesson planning process

Tracking Learners

In order to keep track of learners receiving inclusion support, a central tracker is used to collate information. This tracker collates information such as parent contact details, which Tier of support a learner is receiving, parent meeting notes, any links to Tier 1 Learner Profiles, Individual Support Plans, EAL Bell Tracker information, external reports from educational psychologists, classroom adaptations/accommodations to support or challenge the learner and any additional provision a learner is receiving to support or nurture their unique strengths. Class teachers, Key Coaches and the Inclusion Team should take responsibility for keeping this tracker up to date. The Tier of support a child is receiving can only be changed by the Inclusion Team following the plan-do-review process and discussions with teachers, parents and the learner (where developmentally appropriate). Regular communication protocols between teachers, parents, and learners to discuss progress and areas for development should be ongoing.

Support Systems

Nadeen School collaborates with external educational and child development specialists and other support providers to create and regularly update Individual Support Plans (ISPs). Class teachers, the learner's team, parents, and learners (in a developmentally appropriate way) are also involved in the planning process. Ensuring there is a shared understanding of needs, alignment with home strategies and the parents feel supported by the Inclusion Team and teachers at Nadeen is a priority. Our support system for inclusion at Nadeen works to recognise the challenges parents might face and provide a support network to actively listen and problem solve together.

Where appropriate, peer mentorship can be supportive where for example neurodivergent learners, learners with EAL needs, or learners with unique strengths are paired with role-model learners. In these instances, mentors would receive training in understanding and supporting another learner to WoLF. An assigned staff mentor can also provide guidance and support.

Learning and Teaching Environments

At Nadeen School, designated quiet spaces and rooms, sensory rooms, and movement spaces are equipped with materials such as fidget tools, noise-cancelling headphones, music, specific lighting, movement equipment, and sensory materials. These spaces are available and accessible to all learners when they need a change of environment or a movement break, regardless of whether they are officially on the learning support tracker and in receipt of specific inclusion support. Many learners may need this opportunity from time to time to support them when they are finding things challenging for whatever reason.

The learning environments can allow for flexible seating arrangements such as standing desks, bean bags, wobble seats or floor seating to accommodate different learning behaviours and needs. Areas for group work and collaboration are created, alongside spaces for quieter learning to take place.

Thrive Programme

In addition, our Thrive Programme is a thoughtfully designed provision to meet more specific and complex learner needs. In this space, the teachers plan activities using a wide range of sensory experiences to engage learners and support them to thrive in their own unique ways.

Within Thrive, we embrace a multidisciplinary approach grounded in evidence-based practices, creating a neuro-affirming space that values each learner's unique backgrounds. Our programme is informed by advancements in neuroscience, developmental psychology, and educational theory. We have various specialists on our team guiding and leading our programme.

Learners are able to have a mainstream learning experience balanced with a specialised programme that focuses on Social Communication, Emotional Regulation and Learning Engagement Skills. We may also integrate specialist programmes such as Motor Skills Development and Music Therapy.

We prioritise a personalised, strengths-based model that respects and celebrates diverse thinking. Our staff utilise transactional support to cultivate a supportive environment where every learner feels valued and respected.

Through facilitative teaching methods, we promote meaningful social relationships and functional communication skills. Activities are tailored to learner interests and incorporate play, experiential learning, and hands-on experiences, ensuring that all learners are engaged and motivated.

We are committed to providing a high-quality educational experience that supports the growth and success of every student in our care.

Social and Emotional Support

Neurodivergent learners and learners with other additional needs often require more specific social and emotional support. For this reason at Nadeen School learners have access to a trained counsellor who understands neurodivergence and can provide individual and group counselling sessions where required.

Where required, the Inclusion Team may implement structured programmes focusing on social interaction, conflict resolution through our restorative approach (see Behaviour for Learning Policy), and emotional regulation. Different ways of supporting will depend on each learner but this may involve role-playing, social stories, and group activities to facilitate skill development in social and emotional skills and emotional regulation.

Awareness and Training

Nadeen School implements professional development sessions for all staff on neurodiversity, including understanding autism, ADHD, dyslexia, and other conditions. This may include guest speakers, workshops, online training, and ongoing resources to keep staff updated on best practices.

The staff and learners organise school-wide events, such as Awareness Weeks, to educate the community and celebrate neurodiversity and other differences (such as Sign Language Awareness Day). The learners are involved in distributing informative materials such as newsletter contributions, and presentations during assembly, about neurodiversity and learning differences and their impact on learning. Individual learners or groups of learners are provided with a platform to speak about their differences and the strengths they have, along with the challenges they might face. The learner profiles aim to create a picture of what a learner's strengths and interests are as well as identify their challenges and the strategies that can support the learners to succeed at Nadeen.

Approved by: James Batts
Date: November 2024
Review Date: November 2025

This policy reflects Nadeen School's commitment to providing a dynamic, inclusive, and globally-minded education that nurtures the *whole* learner. Aligned with the National Curriculum for England, our approach prepares learners not only for academic success but also for life as compassionate, confident, and responsible global citizens, equipped to thrive in an ever-changing world. At Nadeen School, we believe that every learner's journey is filled with joy, discovery, and the opportunity to grow in all aspects of their development.

Appendix 1 - Referral Flow Chart

Class Teacher Observes	Class Teacher Makes a Referral	Inclusion Team Review the Referral	Inclusion Team Observe/Assess	Feedback and Planning
The class teacher observes a learner and collates information to share with the Inclusion Team	The class teacher completes a referral form. *This form goes directly to the Inclusion Team.*	The Inclusion Team meets to discuss referrals and make decisions about priorities and approach. *The Inclusion Team emails the class teacher to explain the next steps.*	The Inclusion Team observes the learner. *This may be one observation or multiple over time in different environments. This will depend on the learner.*	The type of meeting approach will be decided for the learner based on the observations. *This will vary depending on needs. Further external assessments may be recommended to families.* *Plans might involve a Tier 1 Learner Profile, or Tier 2 with an ISP and PSP.* *Plans might include moving to Tier 3 or registering a learner with our Thrive Centre.*

Appendix 2 - Links

Referral Form

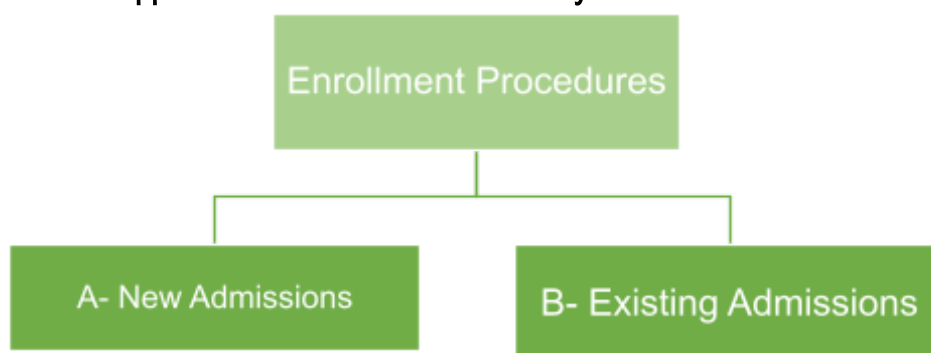Tier 1 Learner Profile

Individual Support Plan Guidelines

Individual Support Plan (ISP - Blank Template)

Appendix 3

Summary of provisions

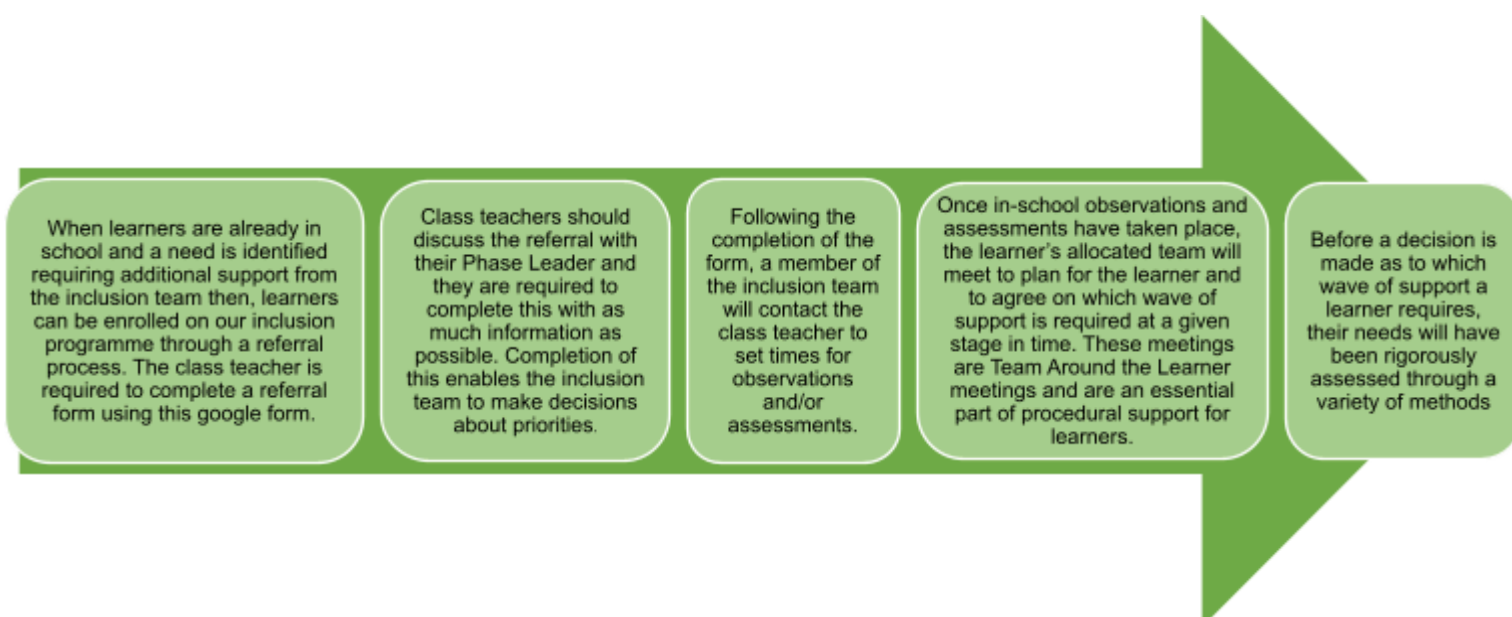Procedures and Practices for Inclusion At Nadeen School.

Inclusion Support Enrolment Procedures Policy

A- INCLUSION ENROLMENT FOR NEW ADMISSIONS

When parents apply to Nadeen an assessment is made as part of the admissions process to ascertain where the child is in their learning and if there are any specific inclusion needs. When a decision is made to offer a place to a learner with additional needs then the support can be planned and put in place from that point.

B- INCLUSION ENROLMENT FOR EXISTING LEARNERS

When learners are already in school and a need is identified requiring additional support from the inclusion team then, learners can be enrolled on our inclusion programme through a referral process. The class teacher is required to complete a referral form using this google form.

Class teachers should discuss the referral with their Phase Leader and they are required to complete this with as much information as possible. Completion of this enables the inclusion team to make decisions about priorities.

Following the completion of the form, a member of the inclusion team will contact the class teacher to set times for observations and/or assessments.

Once in-school observations and assessments have taken place, the learner's allocated team will meet to plan for the learner and to agree on which wave of support is required at a given stage in time. These meetings are Team Around the Learner meetings and are an essential part of procedural support for learners.

Before a decision is made as to which wave of support a learner requires, their needs will have been rigorously assessed through a variety of methods

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The rigorous assessments include:
- baseline assessment upon entry to the school
- ongoing teacher assessments throughout the school year
- in-class observations by our inclusion team
- comprehensive analysis of attainment and progress data
- standardised testing where appropriate (eg CAT4 and GL progress tests)
- specialised testing e.g. Dyslexia Screener and educational psychologist or other external assessment where necessary.

When a learner is referred for enrollment to our inclusion programme either through A or B, the following guide supports teachers and anyone involved in the learner's team to plan for the required support.

	Tier 1	Tier 2	Tier 3	THRIVE
Provisions	QUALITY FIRST TEACHING	WoLF (Work Learn, Flourish)	WoLF (Work Learn, Flourish)	ADAPTIVE EDUCATIONAL PROGRAMME (with SCERTS)
Description	It involves the use of adaptive strategies, and scaffolded instruction to cater to diverse learning styles and needs within the classroom. Teachers use a range of strategies to ensure that every learner can access the curriculum and make progress.	Tier 2 support is for learners whose needs are additional to the support available for all learners at Tier 1	Tier 3 support is for learners whose needs are additional to the support available for all learners at Tier 2.	Thrive is for Learners whose learning needs are significantly complex requiring an adaptive educational programme. Their needs are in addition to all the support given in Tier 3 . We use the SCERTS model which is an evidence based, multidisciplinary program and is rooted in a relational and skills development approach that emphasizes

				Social Communication, Emotional. Regulation and Transactional Supports. We provide adaptive academic support when there is a barrier to learning
Types of Provisions	Learners on Tier 1 will have a Tier 1 Learner Profile created by the class teacher following a shared initial inclusion meeting supported and facilitated by the inclusion team	Types of additional needs at Tier 2 support include: - moderate to more significant cognitive and learning difficulties - specific literacy or numeracy challenges (including dyslexia and dyscalculia) - mild to moderate speech and language delays - social communication and interaction differences (such as Autism Spectrum Conditions)	Types of additional needs at Tier 3 support include Tier 2 categories of needs . The learners will exhibit complex learning needs that are present due to comorbidity (2 or more Tier 2 needs coexisting).	Types of additional needs supported in the Thrive Centre include Tier 3 category of needs. The learners will exhibit complex learning needs and require a multidisciplinary approach to supporting their education that may include: academic, social, communication, emotional regulation, life skills. Learners who require a modified program as their ability is significantly below their developmental age

		● focus and attention differences (such as ADHD) ● emotional, relational, and behavioural difficulties that require focused interventions or ongoing mental health support ● sensory or physical impairments that require daily accommodations		
Levels of support	Key aspects of support include: ● a profile of the learner's strengths, interests and needs ● lesson planning and delivery All Can Achieve ● use of varied	Support is usually short-term and aimed at addressing specific areas of need. Learners will receive an Individual Support Plan (ISP) which clarifies the provision and intended outcomes of the support.	Support is highly individualised and intensive support for learners with more complex or severe needs. This level often involves external agencies alongside specialists who provide tailored support and interventions.	Key Features of the program: Based on the learner's strengths, interests, and developmental level. Using the multi disciplinary, evidence based SCERTS Program (Social Communication Emotional Regulation Transactional Supports).

	resources and materials to accommodate different learning needs ● reasonable adjustments to learning and behaviour ● regular assessment and feedback to monitor progress ● a classroom environment that supports diverse learning needs, including effectively enriching curriculum and creating challenge	This will be shared with the parents and key adults working with the learner. Examples include: ● small group interventions or booster sessions focusing on specific skills ● additional support from Assistant Teachers or specialist staff within the classroom ● specific programmes or resources designed to address identified differences in learning ● additional adjustments which support difficulties in the four areas of developm	Learners will have an Individual Support Plan (ISP). This will be shared with the parents and key adults working with the learner. Key components may include: ● one-to-one support from inclusion teachers, a Learning Support Coach or therapists ● highly supported small group work to develop social interaction and communication skills ● personalised education plans (e.g., Education, Health and Care Plans or Individual Support Plans)	Aligned with Individualized Support Plan (ISP) goals where applicable. ● Focus on Functional Academics ● Social Communication Skills ● Social/Emotional learning Skills ● Health and Safety Skills. ● Fostering Independence by developing learning engagement skills ●

		ental need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Physical/Sensory)	• collaboration with external agencies such as educational psychologists, speech therapists, or occupational therapists • specialised equipment or resources to support specific needs	
Assessments	All assessments as whole class	Standardised tests NGRT ; CAT4 Internal assessments with adaptations	Standardised tests NGRT ; CAT4 Internal assessments with adaptations	SCERTS Little Wandle
Focus Sessions	No additional support	approximately 5	a[['" 56//pproximately 7	Lower Primary: 7 + in class support Upper Primary: 10-12
Additional one on one Learning support coaches employed by parent	No Requirement of Parent supported Learning Support Coach	No Requirement of Parent supported Learning Support Coach	As per need	Yes
Parent meetings	As the whole class	Bi-weekly emailed updates Face to face 1 a term	Bi- weekly email updates Face to Face 1 a term	As per need Including connecting with external providers if needed

Reports	Reports same as whole cohort with adaptations listed (Tier 1 Learner profile)	Reports same as whole cohort with adaptations listed (Tier 2 ISP)	Reports same as whole cohort with adaptations listed (Tier 3 ISP)	Thrive Coordinator ED-Psych Specialist Coaches to provide reports
Additional personnel training	NA	NA	As per need	Regular training and support sessions for Learning Support Coaches
Enhanced Provision Charges	No Additional cost	457BD/term	630BD/Term	914BD/Term

EAL and Linguistically/Culturally Diverse Learners

At Nadeen School, we celebrate linguistic and cultural diversity as a key strength. Learners with English as an Additional Language (EAL) or who are linguistically/culturally diverse are supported through inclusive practices designed to enhance their access to the curriculum while valuing their home language and unique cultural identity.

Key strategies include:
- early morning booster sessions to build phonics skills
- adapted and scaffolded instruction and materials tailored to learners' language proficiency levels
- targeted language interventions to build vocabulary, grammar, and conversational fluency
- integration of visual aids, technology, and bilingual resources
- collaboration with families to understand cultural contexts and maintain strong home-school connections
- peer mentoring and buddy systems to support language development through social interaction
- continued development tracking through EAL teachers using the Bell Foundation Tracker

professional development for staff to employ effective EAL teaching strategies and strategies to support linguistic/culturally diverse learners

	Competent- Band D	Early Acquisition Band B/ Developing Competence- Band C	New to English- Band A
Types of Assessments	- EAL entrance assessments - All assessments as whole class	- EAL entrance assessments - Standardised tests NGRT; CAT4 - Internal assessments with adaptations	- EAL entrance assessments - Internal assessments with adaptations or exemptions
Number of sessions	2 in-class support sessions in the target subject(s)	3xEAL, 2xLS (or 2 in class)	3xEAL, 2xLS, booster phonics
Meetings with Parents Frequency	- on enrolment - termly class conferences	on enrolment and together with class teachers for oral conferences termly	on enrolment and together with class teachers for oral conferences termly
Reports	termly	termly	termly