



NADEEN  
SCHOOL  
BAHRAIN

## Inclusion Policy

### **Vision and Mission**

We are a child-centred, inclusive and diverse family with a shared love of learning.

Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive

Our children have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- have a positive impact on the world

## **Inclusion Policy**

### **Purpose**

At Nadeen School, we value all children equally and endeavour to ensure that each child has the opportunity to realise their potential in a supportive environment.

The aim of this document is to ensure a consistent approach to the identification and support of all students with additional learning needs in line with best practice in the U.K.

### **We believe and ensure**

- that all students, enrolled at Nadeen, receive the appropriate provision to meet their needs, enabling them to work alongside their peers in a way that has a positive impact for all
- we have qualified and experienced professionals, including our Inclusion Leader, who is responsible for coordinating SEND provision
- that staff are empowered through raising awareness of the range of strategies and resources available to them to support all students
- that we provide an accessible, differentiated curriculum to meet the needs of all learners
- in working partnerships with parents to help them promote children's learning and development
- in making use of links with outside agencies to provide support for students
- all teaching staff monitor the progress of all students in the school

### **Meeting the needs of regulating bodies**

In 2015, we received a permit from the Directorate of Private Education for accepting pupils with special needs. Nadeen School meets the expectations of, and is committed to, the Ministry of Education's 'Technical and Educational Specifications for Students with Disability in a Private School'. We do this by having a dedicated inclusion team and staff who are qualified to meet the needs of our children. This policy, along with our Inclusion Blueprint, demonstrate how we ensure our school and curriculum are accessible to all.

### **Inclusive Provision**

At Nadeen School, Inclusive provision for all students starts in the classroom in line with our Inclusion Blueprint. By delivering lessons which are differentiated or modified for personalised learning which enables all students to access learning in a meaningful and impactful way.

### **Identification of students' needs**

In order to identify students' needs, students undergo formative and summative assessment in their class. By rigorously analysing this data, teaching staff and the leadership team identify any

children who may not be making the expected progress, are falling behind in their learning journey or working above age-related expectations. After identifying their learning needs, an holistic approach is applied to support, stretch and challenge the child (see our Admissions and Assessment Policies).

In the event a student's needs can not be met a meeting between the family and Head of Inclusion will take place to discuss a supportive exit strategy.

### **Our Inclusion Support Programme (also see Inclusion Provision appendix)**

Our Inclusion Support Programme, recognises that our school could have, at any time, children with a variety of different additional learning needs (see Inclusion Provision in the appendix).

We recognise some students may have additional learning needs and would need further support from the Inclusion Support Programme. Additional needs may include,;

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need
- Specific learning difficulties e.g. dyslexia and dyspraxia etc
- Neurodiversity
- English as an Additional Language
- Gaps in their learning due to previous schooling history

### **Identification strategies for admissions onto our Inclusion Support programme include**

- identifying gaps of knowledge or difficulties noted during the admission process, including English as an Additional Language
- reports from previous school indicating additional support was required
- report from an accredited Educational Psychologist indicating a specific learning difficulty or special educational need(s)
- students falling below age related expectations in standardised testing and on our formative assessment tracking programme for reading, writing or mathematics
- students showing a clear gap between ability in one subject compared with others
- students showing clear gaps in communication and/or social, emotional behaviours
- concerns with academic and personal development identified by the class teacher as part of ongoing observation and assessment

### **Our Gifted and Talented Register**

Following termly pupil progress meetings and assessment blocks we update our More Able Register. Children who are working far in excess of age related expectations in both formative and summative assessment are kept on this register. Nadeen School monitors the provision for

these children through its regular cycle of monitoring; planning scrutinies, book looks, classroom drop-ins and observations. Small group interventions, additional roles and responsibilities and extra-curricular opportunities are also provided.

## **Roles and Responsibilities**

The Leadership Team monitors and evaluates the students' progress to ensure the appropriate provision is in place for all students, including those on the Inclusion Programme and the More Able register.

### **The Inclusion Leader**

- monitors all aspects of the Inclusion Programme provision to ensure it fully meets a student's needs in collaboration with the Inclusion Team, class teachers, teaching assistants and shadow support staff
- provide advice on methodology, differentiation and learning/ teaching materials
- offer professional development to the entire school community
- liaise with external agencies

### **All teachers involved with the students**

- are responsible and accountable for the progress and development of all students in their classes
- communicate with students, parents and colleagues to support individual progress, including those with Individual Educational Plans (IEPs) where necessary
- communicate with students, parents and colleagues, including the senior leadership team, to support individual progress for those on the more able register, where necessary
- plan, monitor and evaluate lessons using a variety of techniques and strategies to meet the needs of all students in their care.

## **School Governing Body**

All policies developed by Nadeen School to ensure the effective leadership of school business are presented to the school governing body for discussion and approval. The policies are formally adopted by the governors for implementation by the school management. Policies are reviewed periodically, usually every 2-4 years depending upon the nature of the policy, changes in the school approach or the impact of regulatory change.

Standard operating procedures relating to the effective execution of the policy are developed by the school management and are implemented as part of the standard function of the school and do not require governor ratification.

### Review:

Written by:	AM
Draft Date:	July 2023
Reviewed by:	PW
Indicative Review Date:	July 2024

### Appendix:

#### Inclusion Provision Appendix:

Level 1 *	Level 2 *	Level 3 *	Level 4 *
Support in 1 subject or area (6-12 months behind ARE)	Support in 2 subjects OR ESL OR SEN/IEP needs (12+ months behind ARE)	Support in 2 or 3 subjects AND/OR English Language Support AND/OR SEN/IEP needs + shadow (12+ months behind ARE & SEN/IEP)	Support in 2 or 3 subjects AND/OR English Language Support AND/OR SEN/IEP needs + shadow (12+ months behind ARE & SEN/IEP)
2 sessions per week	5 sessions per week	7 sessions per week	10 sessions per week

\*The support mentioned at each level is a brief outline of the possible support available but it is not limited to those categories or needs.