



NADEEN
SCHOOL
BAHRAIN

Inclusion Policy

Mission and Vision:

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 and team have the skills and mindset to:

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

Purpose, Principles, Values and Aims.

At Nadeen School, we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a supportive environment.

This document aims to ensure a consistent approach to the identification and support of all pupils with additional learning needs in line with the 'SEND Code of Practice UK 2015'.

- we use our best endeavours to make sure that students with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs.
- we ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND.
- we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the SEN and Inclusion Coordinator
- Raising staff awareness of the range of strategies and resources available to them
- Providing access to a suitably differentiated curriculum using Quality First teaching and differentiation
- Working in partnership with parents to help them promote children's learning and development
- Making use of links with outside agencies to provide support for pupils
- Monitoring the progress of all pupils in the school by the Principal and all staff involved with that pupil.

Definition of Learning Support.

Nadeen is a Mainstream School with an Inclusion Department.

Inclusion in the mainstream schools rated outstanding by the British Schools Overseas (BSO) and British Quality Assurance (BQA) focuses on teaching and integrating students with diverse needs and backgrounds into the general education environment. This involves providing equal access to educational opportunities, tailored support, and fostering an inclusive culture that respects and values individual differences. Inclusion collaboration among teachers, support staff, and specialists to adapt teaching methods and resources. It should not overtly impact or detrimentally interfere with the educational journey and attainment of other students.

In contrast, a special school specifically caters to students with significant disabilities or special educational needs (SEN). These schools offer specialised programs, resources, and staff trained to meet specific needs, often in a more supportive and structured environment. The primary aim is to provide individualised education and interventions that may not be feasible in a mainstream setting.

While both types of schools aim to support students to reach their full potential, Here in Nadeen, we as a mainstream school focus on inclusion within a broader student population, whereas special schools provide a more specialised, tailored approach to education. Nadeen is a mainstream School with an Inclusion Department.

Identification

All pupils undergo ongoing assessment, formative and summative, within their class. Data is analysed termly by all teaching staff and the ULT to identify any children who may not be making the appropriate progress or falling behind in their learning journey. Barriers to learning will be identified and a holistic approach applied to support the child.

Identification strategies include:

- Gaps of knowledge or difficulties noted during the admission process.
- CEMS assessment on admission or in-class
- Report from the previous school indicating additional support was required.
- Report from an accredited Educational Psychologist indicating a specific learning difficulty or special educational need.
- Falling within low attainment/target level on a tracking programme such as the Markbook or other programme for speaking and listening, reading, writing or mathematics.
- A clear gap between ability in one subject compared with others.
- Concerns about performance are identified by the class teacher as part of ongoing observation and assessment required through the Referral Process.

Identification of EAL pupils:

Pupils with EAL are assessed on arrival at the school, whether by written test or by individual interview with the EAL specialist teacher to ascertain their level of English. Depending on the outcome of the assessment they may be offered:

- Additional English lessons with a specialist teacher and/or
- a learning support lesson individually or in a small group

Identification of Additional Learning Needs:

The UK SEND Code of Practice 2015 outlines the following broad categories of SEND:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Need

Children who present as having further learning barriers may be screened using our in-school assessments. These include Dyslexia Screeners, Dyspraxia screeners and CEMS testing. From this, and where needs demand, children may be referred to the appropriate external agency for further assessment to identify specific learning difficulties or special educational needs. This can include Educational Psychologists, Speech and Language Therapists, Mental Health professionals etc.

Inclusive Provision

At Nadeen, Inclusive provision for all pupils starts in the classroom in line with our Inclusion Blueprint and this policy document. As an outstanding school, we strive for quality teaching and Learning. This is evidenced in the delivery of lessons which are differentiated, adapted or modified for personalised learning to enable all students to access learning in a meaningful and impactful way. Additional support does not replace quality teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes.

Our Inclusion Program

At Nadeen School, our Learning Support programme recognises that our school could have, at any time, children with a variety of different additional learning needs. We have 4 levels of learning support, summarised below.

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

Provision for pupils with additional learning needs may include:

- differentiated or adaptive teaching and grouping within the class
- provision of a range of resources and tools that support and help their understanding
- activities and questioning at their level.
- opportunities to work in mixed-ability groupings where they can learn from their peers.
- additional support within the classroom by an Inclusion Teacher, a Teaching Assistant, or a personal part-time or full-time shadow.
- small group provision in the subject or area of need with Inclusion Staff (including EAL teachers), Motor skills or Music Therapy with appropriate members of staff.
- 1-1 lessons with a member of the Inclusion team, when deemed necessary.
- The Inclusion Department operates a hybrid model of delivery.

Individual Education Plans:

When a child is identified as having a special educational need or specific learning difficulty, an individual education plan may be formulated to outline specific steps to support the individual child to meet his learning targets. IEPs are formally reviewed up to 3 times a year and reviewed regularly by the 'team around the student' which may include internal staff, external agencies, parents and students. When the IEP is rewritten, appropriate members will be invited for input and/or to meet to discuss the plan, provision and next steps. Student conferencing, where appropriate, occurs to discuss the IEP and next steps. 3 IEP reviews take place throughout the school year, the first beginning in Oct.

Out-of-School Shadow Support:

Where children in school have shadow support provided and employed from outside school this person must first be interviewed by relevant Nadeen staff and follow the exact vetting procedures as any other member of the Nadeen Community.

In their absence from school where no appropriate alternative can be provided by the school, students must remain out of school for this duration.

In-school Shadow Support

A limited number of shadows may also be employed by the school.

Role of the Inclusion Lead:

It is the role of the Inclusion Leader, SEN Coordinator and other members of the Inclusion Team to coordinate the Learning Support Programme alongside and in collaboration with class teachers, teaching assistants and shadow teachers.

They will:

- Liaise with class teachers with regard to planning and provision within their year group.
- Meet with the parents to discuss pupil's learning needs and provision
- Use standardised screening to assess pupils for indications of a Specific Learning Difficulty
- Work with the teacher to support the pupil and plan the provision
- Provide advice on methodology, differentiation and learning/ teaching materials
- Provide intervention with individuals and groups of children in or out of the classroom as necessary
- Monitor progress and seek further assessment from outside agencies, if necessary
- Consult with staff to develop an IEP (Individual Education Plan) if appropriate and share this with the parents and the student, where necessary.
- Review provisions and policy regularly
- Monitor and refer to the Pupil Tracker as required for both Academic and Admin staff

It is the role of the teacher to:

- Notify the Inclusion Leader of anyone they consider to have an additional learning need, following the school referral process.
- Notify parents and keep them informed
- Plan differentiated lessons that use a variety of techniques and strategies.
- Differentiation can be through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Liaise with the Inclusion Team for ideas for work or groupings
- Restructure class organisation or pupil grouping, e.g. setting
- Liaise with the Learning Support Teacher to organise time for small group sessions and in-class support
- Use assessment to monitor progress and inform planning
- Share targets with pupils
- Implement IEP, where necessary.

Monitoring, Assessment and Evaluation

Additional Learning needs provision within the school is monitored, assessed and evaluated by the Inclusion Team, SEN coordinator and the ULT in various ways including:

- Observations of teaching and learning.
- Analysing progress of all pupils, including those with additional learning needs, during assessment periods and pupil progress meetings held termly.
- Monitoring of planning across the year groups to ensure that inclusive practice is being upheld.

Throughout this process, it will be ascertained whether children remain on the learning support program, or whether the level of support can be reduced or needs to be amended.

This document is due to be reviewed on June 26

Document ref.	
Last Review Date	June 24
Next Review Date	June 26
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Reviewed by	Paul Walton
Approved by	Paul Walton
Version History	