



## **Nadeen School Inclusion Policy**

### **Our Philosophy**

Fostering creative thinking and enterprising learning is essential to empowering individuals to grow and thrive in an ever-changing world. By encouraging curiosity, risk-taking, and problem-solving, we cultivate a mindset that embraces innovation and adapts to new challenges. Supporting learners in this journey involves creating environments where exploration is encouraged, diverse perspectives are valued, and failure is seen as a step toward success. As we inspire the next generation of Mavericks, we equip them with the skills and resilience needed to pursue their passions with purpose, helping them not only excel individually but also contribute meaningfully to society with a cause that drives them. By nurturing their potential, we unlock a future where creativity and entrepreneurship become catalysts for positive change.

### **Our Vision**

To be a place where minds can rise and soar,

Where learners dream and seek for more.

Where progress blends with roots held tight,

Guiding souls towards what's right.

Inspiring a community, where learners embrace their individuality: rooted in values that prepare them to disrupt positively and shape the world with purpose.

### **Our Purpose**

In our growing Nadeen School Family, we empower each soul to say 'I can be me ... in my own way'. We nurture every learner's potential by fostering an environment of compassion, courage, and creativity through progressive education.

### **Policy Statement**

At Nadeen School, we are committed to fostering an inclusive, equitable, and supportive learning environment where all learners, regardless of their starting points, unique strengths, backgrounds, or needs, are empowered to succeed. We believe that every learner has unique strengths and that inclusion enriches the educational experience for all. Our approach is designed to provide the necessary accommodations, resources, and opportunities to support diverse learners, promote respect, and ensure that every learner has a sense of belonging and achievement.



We are committed to creating a neuroinclusive environment that recognises and values learners strengths, needs, and challenges. Nadeen School embraces difference as a vital aspect of our community, ensuring every learner can thrive academically, socially, and emotionally. To meet this commitment we have established guidelines and practices that support the diverse cognitive and emotional needs of all learners at Nadeen.

### **Learners with Unique Challenges (Disabilities)**

Nadeen School recognises the rights of learners with physical, intellectual, or developmental challenges to access the general education curriculum. To ensure that these learners participate fully in school life, we will provide:

- **Individualised Support Plans (ISPs):** Develop and implement ISPs for learners with unique challenges, ensuring appropriate accommodations, modifications, and supports are provided. This includes assistive technologies, personalised learning materials, and adjusted assessment methods.
- **Specialised Support:** Provide additional services or connect families with additional services such as special education teachers, assistant teachers, learning support coaches, and therapy support as needed to ensure learner success.
- **Inclusive Classrooms:** Encourage the inclusion of learners with unique challenges in general education classrooms, with appropriate support to meet their academic, social, and emotional needs.
- **Collaboration:** Foster collaboration between general education teachers, special education staff, and families to create a comprehensive support system for learners with unique challenges.

### **Learners with Learning Differences**

Learners with learning differences such as dyslexia, ADHD, and other learning challenges are valued members of our school community. We aim to create an environment that supports their academic success by:

- **Scaffolded and Adapted Instruction:** Implementing a variety of teaching strategies to address diverse learning needs, including visual aids, hands-on activities, and multi-sensory approaches.
- **Accommodations:** Providing accommodations such as extra time on assessments, modified assignments, preferential seating, and the use of assistive technology to help learners overcome learning barriers.
- **Resource Support:** Offering small group instruction, tutoring, or additional academic support services for students who require more individualised attention.



- **Teacher Training:** Ensuring that all staff members receive professional development in recognising and addressing learning differences, promoting effective teaching strategies, and fostering a supportive classroom environment.

### **English as an Additional Language Learners (EAL)**

At Nadeen School, we acknowledge and value the linguistic and cultural diversity that EAL learners bring to the school community. We are committed to providing the necessary support to help EAL learners succeed academically and socially:

- **Language Support Services:** Offer EAL services, including targeted assessment using the Bell Foundation Tracker, language instruction, small group support, and bilingual support, where applicable
- **Cultural Sensitivity:** Promote an inclusive environment that respects and celebrates the diverse cultural and linguistic backgrounds of EAL learners, fostering a sense of pride and belonging.
- **Language Development:** Provide language scaffolding, visual aids, and peer support to help learners develop proficiency in English while accessing the general curriculum.
- **Family Involvement:** Engage EAL learners' families through translation services, bilingual communication, and resources to support their child's learning at home.

### **Culturally and Linguistically/Culturally Diverse Learners**

Nadeen School celebrates the cultural, racial, and linguistic diversity of our learners and strives to ensure that all feel respected, valued, and included. To support these learners, we will:

- **Inclusive Curriculum:** Integrate diverse perspectives, histories, and cultural contributions into the curriculum, ensuring that learners from all backgrounds see themselves reflected in their education.
- **Cultural Competence:** Foster cultural competence among learners and staff through ongoing education and discussions about diversity, equity, and inclusion.
- **Community Engagement:** Encourage active participation of learners and families from diverse backgrounds in school events, decision-making, and community-building activities.
- **Anti-Bullying and Respect Policies:** Implement and enforce anti-bullying policies to prevent discrimination and harassment, promoting a culture of respect and kindness for all.



### **Fostering Unique Learning Strengths (Gifted and Talented Learners)**

Nadeen School is dedicated to ensuring that learners are appropriately challenged and engaged in their learning. We will provide:

- **Enrichment Programmes:** Offer enrichment opportunities that challenge learners beyond the regular curriculum, including advanced coursework, project-based learning opportunities, and extracurricular activities in areas such as arts, science, STEM and leadership.
- **Challenge within the Curriculum:** Provide instruction that allows learners to explore subjects in greater depth and at a faster pace, with opportunities for independent study or advanced projects.
- **Acceleration:** Where appropriate, provide opportunities for learners to accelerate in specific subjects. This may include academic, physical activity, and the arts.
- **Social and Emotional Support:** Recognise the unique social and emotional needs of learners with unique strengths by offering counselling, mentorship, coaching, and opportunities to engage with peers who share similar interests and unique strengths.

We adopt a strength-based model for inclusion whereby we focus on what a learner can do. We support their growth and development in the aspects of learning and school life that they find more challenging. Our Inclusion Policy goes hand in hand with our Behaviour for Learning policy to ensure teachers understand that inclusion needs and behaviour support needs may at times be integral to each other and school life.

### **Inclusion Programme**

The Inclusion Programme involves responsive and personalised interventions which are right for each individual learner at a particular point in time. The type, frequency, setting and reason for support is continually changing for each learner's unique needs and unique strengths. The inclusion program is integrated with classroom teaching and learning, in conjunction with our pastoral initiatives. The fluidity and specific nature of the support we provide enables each learner to be included and interact with every aspect of school life.

The basic principle for Inclusion at Nadeen School is in-class support where this is possible and appropriate to the learners. This should take a flexible seating and intelligent grouping approach. If a learner needs a break, a walk, or a different space the environment at Nadeen School allows for this. The Thrive Centre provision (including up and down-regulation spaces) is also available for use for all learners who require this. The approach is fluid and holistic where staff are assigned in different ways to work with different learners and groupings. The different learning spaces are well utilised in flexible ways for all learners. The focus at Nadeen School is to ensure all learners feel like they belong and that they can be supported to develop in their own unique ways.



Nadeen School uses a reflective plan-do-review approach to consider where additional support is needed, where a learner might benefit from more challenges, the type of support or challenge that could be implemented, and the impact of the decided programme.

## **Implementation**

### **In-Class Inclusion and Support**

- Use flexible seating, intelligent grouping, and adaptive teaching strategies to cater to diverse learning needs.
- Provide access to resources like the Thrive Centre for up/down-regulation and alternative learning spaces to support well-being and emotional regulation when required.

### **Scaffolding Teaching**

- Adjust tasks and resources to challenge or support learners appropriately, ensuring engagement at all levels.
- Scaffold learning with visual aids, hands-on activities, adapting learning environments and using assistive technologies.

### **Formative Assessment and Reflection**

- Use ongoing formative assessments to guide teaching, provide real-time feedback, and involve learners in their growth journey.
- Employ a "plan-do-review" cycle to evaluate the effectiveness of interventions and teaching strategies.

### **Roles and Responsibilities**

#### **Senior Leadership Team(SLT):**

- Set the vision for Inclusion and provide resources and training to staff.
- Monitor teaching quality and drive continuous improvement through feedback and evaluation.

#### **Middle Leadership Team (MLT):**

- Support implementation within departments, track progress, and ensure alignment with school goals.
- Promote inclusive strategies and guide teachers in differentiation and scaffolded instruction.

#### **Teachers:**

- Deliver engaging, inclusive lessons with clear outcomes and success criteria.
- Use formative assessments to adapt teaching strategies and provide



meaningful feedback.

**Support Staff:**

- Offer tailored assistance to learners, support differentiation, and collaborate with teachers to address learners' needs.

**Families and Community:**

- Actively participate in their child's educational journey and engage with school initiatives to promote inclusion and growth.

**Impact**

By prioritising inclusion we empower learners to dream big, embrace challenges, and grow into resilient, innovative individuals ready to make a positive impact. This unified approach nurtures curiosity, creativity, and independence, preparing every learner to excel academically and contribute meaningfully to society.

At Nadeen School, we remain committed to creating a learning environment where every learner can say, "I can be me ... in my own way." Together, we unlock potential, inspire passion, and shape futures filled with purpose and possibility.

**Inclusion in the Classroom Policy**

At Nadeen School, we are driven by our philosophy that empowers learners to grow, thrive, and adapt to the ever-changing world around them. We firmly believe that fostering creative thinking and enterprising learning is essential to helping learners unlock their full potential and become confident, independent thinkers. Our inclusion in the classroom approach is central to this mission, as it ensures that every learner receives the highest standard of education, one that prepares them not only for academic success but for life as dynamic, innovative contributors to society.

Our philosophy centers on nurturing individuality while fostering curiosity, courage, and creativity. By creating an environment where exploration, questioning, and risk-taking are encouraged, we prepare learners to face challenges with resilience and innovation. At Nadeen, learners are inspired to say, "*I can be me ... in my own way,*" as they pursue their educational journey with purpose and passion.



## **Supporting Tier 1 Learners**

### **Nadeen School aspires to be a place where:**

- Every learner feels valued and supported to achieve highly from their starting points
- Creative thinking and innovative problem-solving are celebrated
- Inclusive practices promote equity, respect, and a sense of belonging
- Education empowers learners to disrupt positively and shape a purposeful future where they can be full of Joy, Work, Learn, Flourish, and become Mavericks of the future in the way Nadeen intends learners to be
- Quality First Teaching (QFT) is understood by colleagues and implemented in the classroom to support Tier 1, EAL or Linguistically/Culturally Diverse Learners and learners with unique strengths (Gifted and Talented)

### **What is Quality First Teaching?**

Quality First Teaching at Nadeen is designed to provide engaging, inclusive, and challenging lessons that meet the diverse needs of our learners. This approach focuses on creating an environment where learners can explore, question, and innovate, fostering a sense of curiosity and resilience. At Nadeen, we place high expectations on all learners, with an unwavering belief that every individual is capable of reaching their greatest potential when given the right support and challenge. Every learner is encouraged to be themselves, in their own way, as they embark on their educational journey.

### **Fostering Creative Thinking and Risk-Taking at Nadeen**

We recognise the importance of creative thinking, risk-taking, and problem-solving as vital components of learning. We encourage our learners to approach challenges with curiosity and confidence, embracing failure as part of the learning process. Our lessons are designed to inspire learners to think critically, take risks, and explore new ideas, cultivating a mindset of innovation and adaptability. This is key to our vision of empowering learners to disrupt positively and shape the world with purpose.

At Nadeen, we value individuality in all its forms. Our teaching is personalised, ensuring that each learner receives the right level of challenge and/or support. Whether through adjusting the challenge of tasks, offering tailored resources, or providing additional support where needed, we ensure that all learners are engaged and progressing at their own pace. We see every learner as a future Maverick, empowered to contribute meaningfully to society.



## **Engagement through Active Learning**

We believe that learning should be active and engaging. Our lessons are designed to be interactive and hands-on, offering learners opportunities to collaborate, question, and reflect. Through practical activities, real-world problem-solving, and project-based learning, learners are encouraged to make connections between the curriculum and the world around them. By creating learning experiences that spark curiosity and foster critical thinking, we inspire learners to reach for more and expand their horizons.

## **Clear Learning Outcomes and Success Criteria**

To ensure every learner knows what they are working towards, clear learning outcomes and success criteria are established for every lesson. These outcomes are always in alignment with the National Curriculum for England, the learning journey is purposeful, targeted, and directed towards meaningful achievement. By reflecting on their progress and understanding how to improve, learners are given the tools to take ownership of their learning and continue to grow with confidence.

## **Formative Assessment as a Tool for Growth**

At Nadeen, we view assessment as an ongoing, supportive process that helps learners track their progress. Formative assessment is used regularly in our classrooms to inform teaching and learning, providing real-time feedback that helps learners understand their strengths and areas for improvement. Through questioning, peer feedback, and self-assessment, learners are actively engaged in their development. This continuous feedback cycle helps learners build resilience and take responsibility for their own learning.

All Tier 1 learners will have a Tier 1 Learner Profile created by the class teacher. [Link to Tier 1 Learner Profile](#)

## **Tier 2: Targeted Group Interventions**

Tier 2 support provides additional interventions to learners who are not progressing as expected through Quality First Teaching alone. These learners are supported through small-group interventions designed to address specific gaps in understanding or skill development. Tier 2 strategies include:



- **Individual Support Plans (ISPs):** Tailored plans developed in collaboration with learners, parents, and specialists to target specific needs. [Link to ISP.](#)
- **Targeted Sessions:** Small groups focusing on specific subject areas or skills, such as social skills, reading comprehension or mathematical problem-solving.
- **Short-Term, Evidence-Based Interventions:** Programmes like phonics groups, numeracy catch-up sessions, or writing workshops.
- **Increased Monitoring and Feedback:** Regular progress reviews to ensure interventions are effective and learners are closing identified gaps.
- **Collaborative Learning:** Peer-assisted learning strategies to boost confidence and competence.
- **Individual Support:** At times, Tier 2 learners may require some individual support such as regulation support.

### **Tier 3: Individualised and Specialised Support**

Tier 3 support provides personalised interventions for learners with significant or persistent needs that cannot be met through Tier 1 or Tier 2 strategies. Tier 3 approaches include many of the Tier 2 approaches plus:

- **One-to-One Support:** Dedicated sessions with specialist teachers, learning support staff, or external professionals.
- **Assistive Technology and Tools:** Providing learners with devices, software, or other resources to overcome barriers to learning.
- **Therapeutic Support:** Access to the Thrive Centre, emotional regulation programs, or external counseling services where needed.
- **Multi-Agency Collaboration:** Working closely with external agencies, such as educational psychologists or speech and language therapists, to ensure holistic support.

### **Supporting English as an Additional Language (EAL) Learners and Linguistically/Culturally Diverse Learners**

At Nadeen, we recognise that EAL learners and linguistically diverse learners bring unique perspectives and skills to the classroom. To support them effectively:

- **Assessment:** The Bell Foundation Tracker is used to assess as an ongoing process.
- **Language Development Programs:** Targeted interventions to develop English proficiency, focusing on listening, speaking, reading, and writing



skills.

- **Bilingual Resources:** Providing access to resources in learners' first languages to support understanding and confidence
- **Scaffolded Learning:** Using visual aids, simplified language, and sentence starters to aid comprehension.
- **Peer Support:** Encouraging collaborative learning with peers who can model language use.
- **Parental Engagement:** Working closely with families to ensure they understand the support available and can contribute to their child's learning journey.
- **Cultural Inclusion:** Celebrating linguistic diversity and incorporating learners' cultural backgrounds into lessons to foster a sense of belonging.

### Challenging Learners with Unique Strengths (Gifted and Talented Learners)

To ensure that learners are appropriately challenged:

- **Adapted Curriculum:** Offering more complex and open-ended tasks that stimulate higher-order thinking.
- **Enrichment Opportunities:** Providing access to specialised projects, competitions, and extracurricular activities that extend learning.
- **Acceleration:** Allowing learners to progress through the curriculum at an advanced pace in areas of strength.
- **Mentorship:** Connecting learners with mentors who can guide and inspire their development.
- **Independent Learning Projects:** Encouraging self-directed inquiry into areas of personal interest.
- **Leadership Roles:** Providing opportunities for learners to take on responsibilities that develop their skills and confidence.

### Implementation In the Classroom

- Design flexible learning environments, such as areas within collaboration space and access to the Thrive Centre, to support emotional regulation and individual needs.
- Use dynamic grouping and personalised seating arrangements to foster collaboration and inclusion.
- Integrate targeted interventions Tier 1, Tier 2, Tier 3, EAL, Linguistically/Culturally Diverse, and Gifted and Talented learners within the broader classroom setting where possible.



### **Support for Diverse Needs**

- **Tier 1 (QFT):** Scaffolded and adaptive strategies ensure all learners receive access to a high-quality curriculum.
- **Tier 2 (Targeted Group Support):** Short-term interventions address emerging needs and bridge learning gaps.
- **Tier 3 (Individualised Support):** Specialised strategies and resources empower learners with complex or long-term needs to succeed.
- **EAL and Linguistically/Culturally Diverse Learners:** Planned for by the EAL Teachers in collaboration with classroom teachers.
- **Unique Strengths (Gifted and Talented):** Planned for by Phase leaders and teachers in collaboration with the Inclusion Team where appropriate.

### **Impact of Interventions for Tier 1, Tier 2, Tier 3, EAL, Linguistically/Culturally Diverse and Learners with Unique Strengths (Gifted and Talented)**

The integration of interventions for learners ensures that:

- All learners, regardless of their starting point, have the opportunity to achieve their full potential.
- Learners receive timely and appropriate support to overcome challenges.
- The entire school community benefits from a culture of inclusion and high expectations.
- Learners are challenged appropriately with high expectations for all.

By combining an inclusive ethos with evidence-based interventions, Nadeen School ensures that every learner is equipped to thrive and contribute meaningfully to the world.

### **Inclusive and Supportive Learning Environment**

We are committed to creating an inclusive environment where all learners feel valued, respected, and supported. Our classrooms are designed to foster an atmosphere of compassion, courage, and creativity, where every learner is encouraged to express themselves and share their unique perspectives. We ensure that learners with additional needs or learning differences are provided with the support they need to succeed, believing that inclusion enriches the learning experience for all.

## Teaching for Effective Learning Section A (Equitable Learning Environment)

We are also guided by the Teaching for Effective Learning Framework Section A – Equitable Learning Environment as per the following statements.

- Learners engage in adapted and scaffolded learning opportunities and/or activities that meet their needs
- Learners have equal access to classroom discussions, activities, resources, technology, and support
- Learners are treated in a fair, clear and consistent manner
- Learners demonstrate and have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions as supported by the HPL VAAs – Values Attitudes and Attributes

A. Equitable Learning Environment:	Outstanding	Good	Satisfactory	Inadequate
1. Learners engage in adapted and scaffolded learning opportunities and/or activities that meet their needs	The teacher uses strategies that very successfully meet the individual needs of learners. The teacher has high expectations of all groups of learners. They provide very challenging work and excellent support.	The teacher uses strategies that are effective in meeting the individual needs of the learners. They provide appropriate levels of challenge and support.	The teacher uses strategies that adequately meet the needs of groups of learners. They provide challenge and support generally but this is not always sufficiently personalised.	The teacher does not use strategies that meet the needs of groups of learners. They do not provide appropriate challenges and support.
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	The teacher modifies the curriculum to meet the needs of all groups of learners.	The teacher modifies the curriculum to meet the needs of almost all groups of learners.	The teacher makes adequate modifications to the curriculum to meet the needs of most groups of learners.	The teacher makes few modifications to the curriculum. The needs of more than one group of learners are not met.
3. Learners are treated in a fair, clear and consistent manner	The teacher provides highly effective support for all learners with special educational needs and those who are gifted and/or talented. The quality of support enables almost all learners to make their best personal and academic progress.	The teacher provides effective support for most learners with special educational needs and those who are gifted and/or talented. The quality of support enables most learners to make consistent personal and academic progress.	The teacher provides appropriate support for most learners with special educational needs and those who are gifted and/or talented. The support enables the majority of learners to make adequate personal and academic progress.	The teacher provides limited support for learners with special educational needs and those who are gifted and/or talented. The support does not enable the majority of learners to make adequate personal and academic progress.
Additional Elements	Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of learners to be successful.	Teachers plan purposeful lessons, provide interesting learning environments and use time and a variety of resources effectively to enable most learners to be successful learners. There is a judicious use of textbooks.	Teachers plan lessons, manage time and use some varied resources appropriately to provide environments where learners can meet learning expectations. There is an over reliance on the use of textbooks as a teaching resource.	Teachers' planning, time management and use of resources are variable and singular in approach; there is an exclusive use of textbooks as a teaching resource.
4. Learners make progress, including those with additional needs, against their starting point over time				Teachers do not consistently provide environments that encourage learning.
5. Lesson planning, the learning environment and the use of time and resources enables highly effective teaching for all groups of learners				



## Teaching for Effective Learning Section C (Supportive Learning Environment)

We are also guided by the Teaching for Effective Learning Framework Section C – Supportive Learning Environment as per the following statements.

- Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful
- Learners take risks in learning (without fear of negative feedback)
- Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
- Learners demonstrate a congenial and supportive relationship with their teacher

C. Supportive Learning Environment:	Outstanding	Good	Satisfactory	Inadequate
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	Learners are sensitive and show empathy to the needs and differences of others. They always help each other. As a result, relationships amongst learners and with staff are very respectful and considerate.	Learners understand the needs and differences of others, and readily help each other. As a result, relationships amongst learners and with staff are respectful and cordial.	Learners are aware of the needs and differences of others. As a result, relationships amongst learners and with staff are courteous.	Learners are not sufficiently aware of the needs and differences of others. As a result, relationships amongst learners and with staff are not always respectful.
2. Learners take risks in learning (without fear of negative feedback)				
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks				
4. Learners demonstrate a congenial and supportive relationship with their teacher				

At Nadeen we expect all teachers to be good or outstanding in Section A and C of the Teaching for Effective Learning Framework. See the **Performance Development Policy** for further details on the Teaching for Effective Learning Framework.

## Collaboration and Professional Development

At Nadeen, we believe in the power of collaboration. Our teachers work together, sharing ideas, strategies, and best practices to ensure that all learners receive the best possible education. Through ongoing professional development, staff are equipped with the tools, knowledge, and skills to continually refine their practice. We are committed to creating a culture of lifelong learning among staff, ensuring that our teaching is always evolving and adapting to meet the needs of our learners.

## Roles and Responsibilities

In order to implement inclusion in the classrooms successfully all members of staff at Nadeen School have distinct roles and responsibilities that contribute to achieving our vision of high-quality education for every learner.



### **Senior Leadership Team (SLT)**

The SLT at Nadeen is responsible for:

- Setting the vision and strategic direction for the school, ensuring that inclusion in the classroom aligns with the school's core values and philosophy.
- Leading the development of teaching and learning across the school, ensuring that high expectations are maintained for all learners.
- Providing support and resources to staff, enabling them to implement high-quality inclusion strategies.
- Monitoring and evaluating teaching quality, using data and feedback to drive continuous improvement in practice.
- Supporting professional development opportunities to enhance staff skills in line with the school's needs and curriculum goals.
- Oversee the implementation of inclusive teaching Tier 1, Tier 2, and Tier 3 interventions.
- Oversee the implementation of interventions for EAL and Linguistically/Culturally Diverse learners.
- Oversee the implementation of interventions for learners with unique strengths (Gifted and Talented)
- Ensure alignment with curriculum standards and provide resources for targeted and specialised support.

### **Middle Leadership Team (MLT)**

The MLT plays a vital role in translating the school's vision into effective practice within departments or year groups. Their responsibilities include:

- Supporting teachers in the implementation of inclusion in the classroom within their subject areas or year groups.
- Monitoring and reviewing the quality of learning and teaching regularly through lesson observations, feedback, and data analysis.
- Supporting and guiding teachers in the development of scaffolded and inclusive teaching strategies.
- Providing tailored support for learners with additional needs or challenges, ensuring that no learner is left unsupported or left unchallenged.
- Tracking learners' progress and using formative assessments to inform planning and intervention strategies.
- Monitor the effectiveness of Tier 1, Tier 2, Tier 3, EAL, Linguistically/Culturally Diverse, and Gifted and Talented interventions across departments.
- Support teachers with resources and guidance to implement targeted strategies.



## **Teachers**

Teachers at Nadeen are at the heart of inclusive teaching. Their key responsibilities include:

- Delivering engaging and challenging lessons that meet the needs of all learners, aligned with the National Curriculum for England and Nadeen School Lens.
- Adapting teaching and learning to ensure all learners can access the curriculum at an appropriate level, providing the necessary support and challenge.
- Setting clear learning outcomes and success criteria that are communicated to learners at the beginning of each lesson.
- Using formative assessments to monitor learner progress and adjust teaching strategies as needed.
- Encouraging independent thinking and fostering a love for learning, while also promoting resilience and curiosity.
- Providing meaningful feedback that helps learners reflect on their progress and identify the next steps in their learning journey.
- Collaborating with colleagues to share best practices and improve the overall quality of teaching across the school.
- Identify learners who may benefit from adaptive Tier 1, Tier 2, Tier 3, EAL, Linguistically/Culturally Diverse, and Gifted and Talented interventions and refer them for additional support.

## **Support Staff**

Support staff at Nadeen play an essential role in ensuring that learners receive the help and encouragement they need. Their responsibilities include:

- Providing tailored support to individual learners or small groups, particularly those with additional needs.
- Assisting with differentiation in lessons by providing resources and interventions that help learners access the curriculum.
- Supporting the development of learners' social, emotional, and behavioural needs, contributing to an inclusive learning environment.
- Monitoring and providing feedback to teachers about learner progress and needs.
- Collaborating with teaching staff to ensure that all learners are supported effectively and that the learning environment is conducive to success.
- Key Coaches deliver Tier 2 and Tier 3 interventions, tracking progress and collaborating with teachers and the rest of the Inclusion Team.



## **Impact of Inclusion at Nadeen School**

The impact of inclusion is profound: it empowers every learner to dream big, challenge themselves, and grow into confident individuals who are ready to make a positive impact in the world. By nurturing curiosity, promoting creativity, and encouraging independent thinking, we provide learners with the foundation they need to become lifelong learners and innovators. At Nadeen, we are dedicated to unlocking the potential of every learner and ensuring that they are not only prepared for the future but are equipped to shape it with purpose.

With inclusion in the classroom as our foundation, we strive to inspire the next generation of thinkers, doers, and creators, ensuring that every learner at Nadeen has the opportunity to make their mark on the world.

**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.