Inclusion in the Classroom Policy

1. Philosophy

At Nadeen School, inclusion is not a separate practice; it is the foundation of how we teach, assess, and support every learner. We are driven by our philosophy that empowers learners to grow, thrive, and adapt to the ever-changing world around them. We believe all children can achieve highly when provided with the right environment, challenge, and support. 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 curriculum planning ensures that lessons are engaging, equitable, and personalised, so that all learners thrive.

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. We firmly believe that fostering creative thinking and enterprising learning is essential to helping learners unlock their full potential and become confident, independent thinkers. 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.

2. Core Principles in Action

These are the principles we apply daily in planning and teaching:

1. **Data-Driven Planning**
   - Use baseline data (CAT4, GL, PASS, BELL, SCERTS) plus ongoing formative assessment to map starting points.
   - Plan for progress, not just coverage — adapt objectives and tasks based on the learner's actual performance, not the average.
   - Review data weekly and adjust upcoming lessons accordingly.

2. **Differentiation and Scaffolding**
   - **Differentiation**: Change the *task*, *outcome*, *pace*, *support level*, or *complexity* to match learner readiness and interests. For example:
     - Tiered reading comprehension activities with varied text levels.
     - Different writing prompts to allow choice while hitting the same skill.
     - Adjusted success criteria so every learner can demonstrate achievement.

- **Scaffolding**: Keep the task the same, but provide temporary support (e.g., sentence stems, guided examples, peer modelling).
- Teachers deliberately decide whether to **differentiate** (change the demand) or **scaffold** (support the same demand) depending on the learning goal and student needs.

3. **Active & Inclusive Learning**
   - Every lesson must include opportunities for learners to *do*, *talk*, and *think* — not just listen.
   - Use flexible grouping so learners benefit from mixed-ability and like-ability collaboration.
   - Include multimodal resources (visuals, manipulatives, audio, technology) to match different learning preferences.

4. **Universal Design for Learning (UDL)**
   - Provide multiple means of representation (how learning is presented), engagement (how learners take part), and expression (how learners show what they know).
   - Anticipate potential barriers in advance — plan adjustments before they are needed.

Supporting 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.

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 almost all 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 modifies the curriculum to meet the needs of all groups of learners.	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 makes adequate modifications to the curriculum to meet the needs of most groups of learners.	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.
1.	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	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.	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 judicial use of textbooks.	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.	
Additional Elements					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 plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of learners to be successful.		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.	
5.	*Lesson planning, the learning environment and the use of time and resources enables highly effective teaching for all groups of learners*				Teachers do not consistently provide environments that encourage learning.

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.

Appendix 1

Implementation In the Classroom

1- Practical Lesson Planning Expectations

When planning, teachers should:

- Begin with **clear, measurable learning intentions** linked to curriculum outcomes and personalised targets.
- Use **recent assessment data** to set the level of challenge and identify who may need adaptation or extension.
- Build in **checkpoints** (mini whiteboards, exit tickets, hinge questions) to assess progress during the lesson.
- Identify where **differentiation** is necessary (task level, resources, questioning) and where **scaffolding** is sufficient.
- Plan for **extension activities** for rapid graspers to deepen, not just accelerate, learning.
- Consider cultural and linguistic diversity in resources and examples.
- End each lesson with **reflection time** for learners to consolidate understanding.

2- Integrating ISP Goals into Planning and Implementation

- **Planning**:
  - Individual Support Plans (ISP) goals are reviewed when planning each unit and lesson to ensure they are embedded, not treated as add-ons.
  - Specific opportunities for practising ISP targets are highlighted in the lesson plan.
- **Implementation**:
  - Support staff track evidence of progress towards ISP goals during lessons.
  - ISP progress is discussed in weekly teacher–LSC meetings.
  - Targets are adjusted termly (or sooner if achieved) in collaboration with parents and the learner.

3. Assessment and Feedback

- **Formative Assessment** is embedded in every lesson to guide immediate adjustment (adaptive teaching).
- **Summative Assessment** (standardised and teacher-made) informs medium- and long-term planning.
- Data is analysed in **Progress Review Meetings** to identify learners who need targeted support or enrichment.

- **Feedback** is timely, specific, and actionable — learners know their next steps.
- Where data shows a gap, teaching is **re-planned**, not simply repeated.

4- Learning Environments

- Classrooms are **organised, inclusive, and stimulating**, with learning walls that display current vocabulary, modelled work, and visual supports.
- Physical space is arranged for **accessibility** — learners can move freely, resources are within reach, and seating supports both focus and collaboration.
- Quiet zones or sensory corners are available for learners who need them.
- Displays reflect **cultural diversity** and celebrate all learners' achievements.
- Digital learning spaces (Google Classroom, Seesaw) are maintained with up-to-date resources for learners and parents.

5. Resources

- Teachers select resources that match learners' abilities and needs — from graded reading materials to adaptive technology.
- **Multiple formats** (text, image, video, audio, interactive tools) are used to make content accessible to all.
- Assistive technology (text-to-speech, speech-to-text, visual timers) is used where needed to remove barriers.
- Resources are reviewed regularly for inclusivity, accuracy, and cultural representation.

6- Learner Collaborations at Nadeen- Collaboration is planned, structured, and responsive to learner needs, ensuring that every voice is heard and valued. **Scaffolded Interaction for effective collaboration** : Teachers provide sentence starters, question prompts, and graphic organisers to support meaningful dialogue.

Types of Collaboration include but are not restricted to-

- **Paired Learning**
  - Think–Pair–Share, peer questioning, and partner feedback routines.
  - Used for quick idea generation, reflection, or problem-solving.
- **Small-Group Collaboration**
  - Groups of 3–5 learners with mixed abilities, strengths, and roles.
  - Used for inquiry tasks, problem-based learning, and creative projects.
- **Collaborative Problem-Solving**
  - Real-world challenges where learners pool knowledge to find solutions.
- **Cross-Age Collaboration**
  - Older learners mentor younger ones, reinforcing learning for both.

7- A Team Approach

- **Co-planning**: Teachers work with Learning Support Coaches, Assistant Teachers, and Shadow Teachers to plan adaptations, resource needs, and role allocations for lessons.
- **In-class collaboration**:
    - Class teacher leads learning and ensures all adults are strategically deployed to maximise impact.
    - Assistant Teachers support small-group work, check understanding, and give feedback to the teacher.
    - Learning Support Coaches model strategies, collect observational data, and coach staff.
    - Personal Learning Support Coaches (Shadow Teachers) provide 1:1 support without creating dependency — gradually promoting independence.
- **Communication routines**: Quick pre-lesson briefings and post-lesson debriefs to share observations and agree on next steps.

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8. Working with Parents

- Parents are kept informed of learning focuses, progress, and attendance through regular updates, open classrooms, and digital platforms.
- Teachers share practical ideas for home support that align with classroom strategies.
- Parents are partners in ISP target review meetings, contributing their insights and observations.

9. Attendance and Engagement Protocols

- Minimum expected attendance: 95%. Please read Attendance policy.
- Stage 1: Notification and conversation when attendance falls below 95%.
- Stage 2: Below 90% → Attendance Improvement Plan with parental involvement.
- Stage 3: Below 85% without valid reason → Escalation to Principal and possible referral to local authorities.
- All attendance concerns trigger a barrier review (academic, social, emotional) to ensure engagement strategies are in place.

10-In- class vs. Pull-Out Support

In- class Support (Preferred at Nadeen) A learning support teacher, assistant teacher, learning support coach, EAL specialist, or shadow teacher works **inside the mainstream classroom** alongside the class teacher, supporting the learner within the natural learning environment.

Key Features:

- **Inclusive** – Learners remain in class with peers, maintaining social belonging and access to the full curriculum.
- **Collaborative Teaching** – Co-teaching strategies such as *station teaching*, *parallel teaching*, and *team teaching* allow both educators to address learner needs in real time.
- **Adaptive & Data-Driven** – Support is aligned with class learning goals, differentiated tasks, and the learner's ISP targets.
- **Minimal Stigma** – Avoids singling learners out, supporting self-esteem and positive peer relationships.
- **Flexible Support** – Allows for both individualised attention and group scaffolding as needed during lessons.
  Example at Nadeen:
  During a maths lesson, the class teacher introduces a problem-solving activity. The learning support coach circulates, targeting EAL learners with vocabulary prompts, helping a learner with dyscalculia use manipulatives, and prompting a gifted learner with an extension challenge—all without removing them from the classroom experience.

Pull-Out Support: Learners are taken out of the mainstream classroom for short, targeted intervention sessions, often in a separate support room.

Key Features:

- **Highly Targeted Skills Work** – Focused on specific literacy, numeracy, or language needs.
- **Intensive** – May allow for uninterrupted, personalised teaching.
- **Drawbacks** – Missed class content, potential social isolation, and disconnection from the main class curriculum if not coordinated well.
  Example at Nadeen:
  An EAL learner attends a 20-minute small-group session to work intensively on phonics patterns they have not yet mastered, then returns to class for the main reading activity.