

## Nadeen School Inclusion Policy

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v1.0	January 2026	Annual Review



## **Our Philosophy**

Fostering creative thinking and enterprising learning is essential to preparing individuals to thrive in an ever-evolving world. We intentionally cultivate high-level thinking, curiosity, resilience, and problem-solving skills, ensuring all learners develop the confidence and cognitive agility needed to adapt, innovate, and succeed.

Our approach reflects the High Performance Learning (HPL) philosophy, which asserts that high achievement is achievable for all learners through consistent challenge, skilful scaffolding, and deliberate development of advanced cognitive performance (ACP) skills. Learners are encouraged to take intellectual risks, embrace challenge, and see mistakes as valuable steps in the learning journey.

Our environment promotes exploration, values diverse perspectives, and supports learners in building the personal qualities—such as resilience, empathy, self-regulation, and independence—that form the Values, Attitudes and Attributes (VAAs) central to HPL.

As we inspire the next generation of Mavericks, we equip them with the skills, creativity, and ambition to pursue their passions with purpose and contribute positively to society.

## **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.

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

In line with our belief that learners should be empowered to explore, question, take risks, and grow with resilience, creativity and curiosity, we embrace the ethos: "I can be me... in my own way." This philosophy guides every decision and interaction, ensuring that learners feel valued and supported as part of a courageous, innovative learning community.

Our vision aligns with HPL's belief that all learners can achieve highly when provided with rich challenges, compassionate support, and opportunities to think deeply, creatively, and globally.

## **Our Purpose**

In our growing Nadeen School family, we empower every individual to say, "I can be me ... in my own way." We nurture each learner's potential through personalised, compassionate, and creative education that values courage, curiosity, independence, and wellbeing.

Through an HPL lens, we foster the Values, Attitudes and Attributes essential for high performance, including resilience, confidence, perseverance, and empathy. Learners are supported to develop



their unique strengths and become agile problem-solvers and compassionate global citizens.

## **Policy Statement**

Nadeen School is committed to providing an inclusive, equitable, and high-challenge learning environment where all learners—regardless of starting point, need, or background—are supported to achieve at high levels. Inclusion at Nadeen is built on the understanding that diversity enriches our community and that every learner can reach ambitious goals with personalised pathways and effective scaffolds.

We are committed to creating a neuroinclusive environment that recognises and values learners' strengths and challenges. Our practices promote academic achievement, social-emotional wellbeing, and independence through HPL-aligned strategies that build resilience, metacognition, self-regulation, and intellectual curiosity.

Inclusion is embedded into all planning, curriculum design, teaching, assessment, and learning environments. It is a whole-school responsibility shared by every member of staff.

This policy outlines the systems and practices that ensure every learner has access to meaningful, challenging, and supportive learning opportunities at Nadeen School.

## **Learner Groups**

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

Learners with physical, intellectual, developmental, or multiple challenges have the right to a meaningful and appropriately adapted education. Provision includes:

- Individual Education Plans (IEPs) with personalised goals, accommodations, and assistive technology.
- Specialist support from inclusion teachers, assistant teachers, therapists, and adapted learning tools.
- A balanced model of in-class support and individualised pull-out programmes.
- Regular collaboration between teachers, inclusion staff, therapists, and families to ensure integrated support.

IEPs include ambitious but achievable goals that promote independence, resilience, and cognitive growth.

### **Learners with Learning Differences**

Learners with dyslexia, ADHD, or other specific learning differences are supported through:

- Adaptive teaching that maintains high challenge while providing the scaffolds needed for access.

- Small-group or one-to-one targeted interventions through Individual Support Plans (ISPs).
- Accommodations such as extended time, modified tasks, and assistive technologies.
- Ongoing professional development to ensure staff can confidently identify and address learning differences.

Interventions build metacognition, strategic thinking, and self-regulation to support independence.

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

EAL learners receive support that enables full and equal participation in high-challenge learning environments:

- Targeted language instruction using the Bell Foundation framework.
- Inclusive classroom strategies such as visuals, modelling, scaffolded dialogue, and peer support.
- Bilingual communication and translated materials to strengthen family partnership.

Language development is integrated with opportunities to engage in reasoning, problem-solving, and deep learning tasks.

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

We celebrate the rich cultural and linguistic diversity of our community through:

- An inclusive curriculum that integrates global perspectives and culturally relevant content.
- Class and whole-school initiatives that promote cultural competence, empathy, and mutual respect.
- Partnerships with families to celebrate identity, language, and belonging.

Learners are encouraged to think critically about global issues and develop empathy, respect, and reflective thinking.

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

Gifted learners and those with exceptional abilities are supported through:

- Enrichment, extension, and advanced learning opportunities.
- Differentiated, high-challenge tasks and project-based learning.
- Acceleration where appropriate.
- Mentorship and social-emotional support tailored to gifted profiles.

Provision encourages creativity, deep reasoning, complex problem-solving, and intellectual confidence.

### **All Learners (Universal Provision)**

Quality First Teaching ensures:

- Adaptive, high-quality instruction accessible to all learners.
- Differentiation and scaffolding embedded in daily practice.
- High expectations for thinking, communication, and collaboration.

Every learner is supported to access challenging content and develop HPL thinking routines and personal competencies.

### **Inclusion Programme**

Our Inclusion Programme is dynamic, responsive, and learner-centred. It adapts to each learner's evolving profile and promotes independence, resilience, and cognitive stretch.

Key features include:

1. **Integration with classroom learning** to support full participation.
2. **In-class support as the primary model**, using flexible seating, intelligent grouping, and adaptive teaching.
3. **Alternative learning spaces**, including the Thrive Centre, to support sensory and emotional needs.
4. **A fluid, collaborative model** where staff work together to ensure consistency and shared responsibility.
5. **A reflective Assess-Plan-Do-Review cycle** to guide decisions, track progress, and evaluate impact.

This programme ensures that all learners feel a deep sense of belonging and are provided with meaningful opportunities for growth.

### **Identification, Referral & Assessment Procedures**

This section outlines the clear, equitable pathway through which learners are identified, assessed, and supported.

### **New Admissions**

Upon application, all learners undergo an admissions assessment to:

- Establish their level of learning
- Identify any additional needs
- Determine if support is required upon entry

If additional needs are identified, early planning ensures support is organised before the learner begins school.

### **Existing Learners**

If concerns arise for an enrolled learner:

1. Class teacher observes and collects information.
2. Discussion with Head of Year and Department Head and Inclusion Team.
3. Referral submitted using the Inclusion Referral Form.

Referrals must contain detailed classroom evidence, previous strategies trialled, and relevant attainment/progress information.

### **Inclusion Team Review**

The Inclusion Team reviews referrals regularly to:

- Prioritise needs
- Decide required observations or assessments
- Allocate team members

### **Observations & Assessments**

Assessments may include:

- Baseline data
- Ongoing teacher assessments
- Inclusion Team observations
- Progress data analysis
- Standardised tests (e.g., CAT4, GL)
- Specialist assessments (e.g., Dyslexia Screener, EP reports)

### **Team Around the Learner (TAL)**

Following assessments, a TAL meeting is held to:

- Share learner strengths & needs
- Identify key questions (“How might we...?”)
- Generate strategies collaboratively
- Decide a Tier placement

TAL meetings follow the Plan–Do–Review cycle, with ongoing review every 3–6 weeks.

## **Assessment and Reporting for Learners Receiving Additional Support (Tier 2, Tier 3, and Thrive)**

Nadeen School ensures that assessment and reporting practices accurately reflect each learner's personalised learning pathway while maintaining high expectations consistent with the High Performance Learning (HPL) philosophy.

Reports communicate academic progress, development of HPL competencies (resilience, metacognition, confidence, independence), and the learner's growth within their individual support pathway.

Assessment and reporting responsibilities vary depending on the level of support.

### **Tier 2 – Support (Targeted Intervention)**

#### **Who Writes the Report Statements?**

- **Class Teachers / Subject Teachers**
- **Inclusion Teachers contribute** where targeted interventions or pull-out sessions occur

#### **Reporting Expectations**

Learners at Tier 2 follow the general curriculum with adaptations and short-term targeted interventions. Reports reflect:

- Progress toward whole-class learning objectives *with adaptations*
- Skill development through short-term interventions
- Growth in specific targeted areas (e.g., phonics, writing structure, numeracy, memory, organisation)  
Progress in HPL competencies such as perseverance, confidence, and strategic thinking
- Response to scaffolding and teaching adaptations

### **Approved Reporting Statement (Tier 2- Support)**

**“(NAME) is accessing the English curriculum with targeted adaptations and short-term interventions outlined in their ISP. Their report reflects progress made with these adaptations in place, including development in key skill areas and relevant HPL competencies.”**

### **Tier 3 – Support Plus (Specialised Intervention)**

#### **Who Writes the Report Statements?**

- **Class Teachers / Subject Teachers**
- **Inclusion Teachers provide specialist progress updates and write all IEP goal reviews**

- **LSAs / LSCs provide observational notes (not formal report text)**

### **Reporting Expectations**

Learners at Tier 3 require sustained specialised intervention and significant adaptation. Reports reflect:

- Progress toward **individualised objectives** in the ISP/IEP
- Outcomes of daily specialist instruction or small-group intervention
- Adapted curriculum expectations, particularly in English
- Communication, regulation, and behaviour progress impacting learning
- Development of HPL competencies such as self-regulation, meta-cognition, confidence, and resilience
- Progress aligned with specialist frameworks (SCERTS, ASDAN)

### **Approved Reporting Statement (Tier 3 – Support Plus)**

**“(NAME) requires adaptations in English, including targeted one-to-one support from an LSC, as outlined in their ISP/IEP. This report reflects progress made with these adaptations in place, including growth in literacy, communication, and the development of relevant HPL competencies.”**

### **Tier 3+ – Thrive (Highly Personalised Curriculum)**

#### **Who Writes the Report Statements?**

- **Inclusion Teachers** (lead authors of Thrive reports)
- **SENCO** approves and quality assures
- **Class Teachers** contribute academic observations for integrated sessions
- **Therapists** provide progress summaries where applicable (speech, OT, behaviour)

### **Reporting Expectations**

Learners in Thrive access a modified and highly personalised curriculum. Reports reflect:

- Progress toward personalised **functional, communication, life-skills, and academic goals**
- Skill development aligned with ASDAN, SCERTS, and personalised independence programmes
- Multiple-domain development: academic, sensory, social, emotional, communication
- Learner engagement, strengths, and wellbeing
- Growth in HPL competencies at an appropriate level (resilience, self-regulation, confidence, independence)

### Approved Reporting Statement (Thrive)

**“(NAME) requires a modified curriculum in English, and this report reflects progress aligned with their individualised objectives. Their programme integrates functional literacy, communication, and independence goals while nurturing key HPL competencies such as resilience and self-regulation.”**

### Reviewing Requirements, Provision, and Parent Partnership

Nadeen School is committed to ensuring that all learners receive appropriate, high-quality support aligned with their evolving needs. In keeping with best practice and the High Performance Learning (HPL) philosophy, support is reviewed regularly to ensure that every learner is challenged, valued, and empowered to make progress.

This process includes transparent communication with families, collaborative decision-making, and documented approval at key points throughout the school year.

### Review Cycle

Support and provision (Tier 2 –Support , Tier 3 – Support PPlus , Thrive) are formally reviewed at the **end of each term** as part of the Assess → Plan → Do → Review cycle. Reviews consider:

- Learner progress (academic, wellbeing, communication, independence)
- Data from classroom teachers, inclusion teachers, specialists, and therapists
- Alignment between provision, learner profile, and HPL competencies
- Adjustments required for the next term
- Suitability of interventions, level of support, or curriculum pathway

Additional interim meetings may be scheduled where needs change significantly or where urgent adjustments are required. All changes will only be implemented in the following term.

### Parent Engagement and Communication

Parents are essential partners in the learning journey. As such:

- Families will be **formally informed at the end of each term** of any support their child is receiving at (Tier 2 –Support , Tier 3 – Support PPlus , Thrive)
- Parents will receive a **Summary of Provision Letter**, outlining:
  - the level of support (Tier 2 –Support , Tier 3 – Support PPlus , Thrive)
  - the nature and frequency of interventions

- curriculum adaptations or modifications
- staffing allocations (e.g., LSC/TA support)
- expected outcomes for the next review cycle
- financial implications, where applicable

This ensures that families understand the provision, the rationale, and how school and home can work together to support the learner.

### **Letters of Approval and Sign-Back Process**

At the end of each term:

1. Parents receive an **official Letter of Approval** documenting:
  - any new interventions
  - changes to support level or staffing
  - movement between tiers
  - curriculum modifications
  - specialist involvement (external)
  - financial implications
  - expected duration of support
2. Parents are asked to **sign and return** the letter to acknowledge and approve the provision.
3. The signed document is then filed as part of the learner's individual record (ISP/IEP/provision map).
4. Copies are shared with relevant staff to ensure transparency and consistency in provision.

This process ensures clear understanding, documented consent, and alignment between school, family, and learner.

### **Financial Implications**

Certain levels of support may include **additional financial contributions**, depending on:

- The level of staffing required (e.g., 1:1 LSC allocation)
- Frequency and duration of specialist intervention
- Type of provision (e.g., intensive support, Thrive programme)
- External therapy or specialist assessments recommended by the school

Families will be notified in writing of any associated costs **before support begins or changes are implemented**. These costs will be clearly outlined in the termly Letter of Approval.

Support may begin once the signed approval is returned. Where urgent intervention is required for safety or wellbeing, provisional support may be implemented immediately, with financial

confirmation to follow.

### **Commitment to Partnership**

This structured review and approval process ensures:

- Transparency
- Accountability
- Shared understanding
- Strong home–school partnership
- Evidence-based adjustments to support
- A personalised pathway that prioritises the learner’s growth, wellbeing, and HPL competencies

At Nadeen School, we strive to ensure that all learners—and their families—feel informed, empowered, and supported throughout their inclusion journey.

### **Roles and Responsibilities**

#### **Executive and Senior Leadership Team**

- Set the strategic vision for inclusion in alignment with HPL principles.
- Ensure staffing, facilities, and CPD support diverse learning needs.
- Monitor quality through data and walkthroughs.
- Guarantee accountability and policy compliance.

#### **Middle Leadership Team (MLT/ Heads of Departments)**

- Lead inclusive practice within phases or departments.
- Coach teachers in adaptive teaching, differentiation, and HPL routines.
- Use data to track progress and adjust interventions.
- Ensure alignment between curriculum planning and inclusion.

#### **Class Teachers and Subject Teachers**

- Deliver Tier 2 (Support ) interventions where required.
- Plan and differentiate lessons collaboratively with Inclusion Teachers.
- Monitor and review ISPs every 6–8 weeks.
- Maintain open communication with families.
- Create inclusive classroom cultures that promote confidence, independence, and challenge.

#### **Inclusion Teachers**

- Deliver Tier 2 and Tier 3 and Thrive interventions.
- Align intervention content with classroom curriculum goals.
- Collect and analyse academic and wellbeing data.
- Coach teachers and LSAs in inclusive practice.
- Maintain ISPs, IEPs, and provision maps.

### **Assistant Teachers / Learning Support Assistants (LSAs)**

- Provide scaffolded academic, social, and emotional support.
- Implement targeted interventions.
- Observe and record learner progress.
- Engage in CPD to develop skills as para-educators.
- Work collaboratively with teachers and specialists.

### **Families and Community**

- Participate in the Assess–Plan–Do–Review cycle.
- Maintain proactive communication.
- Reinforce strategies at home.
- Engage in school initiatives celebrating diversity and inclusion.

### **SENCO / Head of Inclusion**

- Lead and coordinate inclusion systems across the school.
- Oversee provision mapping, IEPs, and ISPs.
- Monitor impact through data and observation.
- Deliver CPD and support staff development.
- Liaise with external agencies.

### **Policy Links**

- Teaching for Effective Learning: Equitable Learning Environment
- Assessment Policy
- Learners with Unique Strengths and Talents (Gifted and Talented) policy

### Tier 1 – Quality First Teaching (Universal Provision)

**Definition:**

All learners access the general classroom curriculum with adaptive teaching and regular formative assessment. Minor variations in pace, content, or style meet everyday learning differences.

**Data & Indicators**

Data Source	Typical Range / Evidence
CAT4	Scores broadly within the <i>average range</i> (90–110)
GL Progress / CAT–GL match	Expected progress in reading, maths, and English
PASS / Wellbeing	Positive attitudes toward school and learning
Teacher Assessment	Learner meets most age-related expectations with standard differentiation
Behaviour / Engagement	Typical for age; self-regulation evident with minimal prompts

**Classroom Response**

- Adaptations and scaffolding through task design and questioning
- Flexible grouping and scaffolded tasks
- Informal check-ins for wellbeing and engagement

**Parent Message:**

Your child is progressing as expected. Teachers adapt daily teaching to stretch and support them.

### Tier 2 – Support (Targeted Intervention)

**Definition:**

Learners who are *not making expected progress* despite consistent Quality First Teaching. Short-term, data-driven interventions are provided in or alongside the classroom. Interventions delivered by the classroom teachers.

**Data & Indicators**

Data Source	Typical Range / Evidence
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<b>CAT4</b>	Some scores slightly below average (85–89) and uneven verbal/non-verbal profile. (> 20-point difference)
<b>GL Progress / Attainment</b>	Below expected age-related outcomes in one or more core areas (reading, writing, maths) Standardised score of <b>85–89</b> or <b>below the 25th percentile</b> in one or more core subjects.
<b>Reading / Writing / Maths</b>	Working <b>approximately 1 year below age-related expectation</b> (e.g., a Year 5 learner consistently performing at mid-Year 4 level) despite high-quality, adaptive classroom teaching.
<b>PASS / Wellbeing</b>	Signs of low confidence, anxiety, or school avoidance
<b>Teacher and Inclusion Data</b>	Gaps in specific skills despite targeted differentiation Primarily gaps in 1 core subject area (English or Maths)
<b>Behaviour / Regulation</b>	Emerging attention or organisation difficulties requiring adult prompts and adaptations (check ins, checklists, visual supports)

### Response & Support

- Small-group or individual intervention (20–40 min × 5 times/week)
- Clear SMART targets recorded in an **ISP**
- Review every 6–8 weeks (Assess → Plan → Do → Review)
- Collaboration between homeroom and inclusion teachers
- Responds to short term evidence based – interventions

### Parent Message:

Your child is receiving additional small-group or short-term targeted support to close learning gaps or strengthen key skills.

### Tier 3 – Support Plus

#### Definition:

Learners with **significant, complex, or persistent needs**—academic, developmental, or social-emotional—who require sustained, specialised interventions and a personalised curriculum. Inclusion team to deliver these interventions.

#### Data & Indicators

Data Source	Typical Range / Evidence
<b>CAT4</b>	Well-below average (< 85) or marked discrepancies between domains
<b>GL Progress / Attainment</b>	1 year below chronological age or limited progress despite Tier 2 support
<b>PASS / Wellbeing</b>	High levels of emotional distress or persistent school anxiety
<b>Therapeutic / External Reports</b>	Diagnoses or specialist recommendations (e.g., ASD, ADHD, learning disability, SLCN, dyslexia)
<b>Teacher &amp; Inclusion Data</b>	Requires 1:1 or intensive small-group instruction; needs environmental adaptations Daily support across more than 1 subject (English and Maths) Daily support across more than 1 domain (academics, communication, social, regulation, behaviour) OR is this THRIVE
<b>Behaviour / Regulation</b>	Ongoing dysregulation impacting access to learning or safety
<b>SCERTS: Social Communication</b>	Conversation Partner Stage

### Response & Support

- Individualised programme combining **in-class integration** and **targeted pull-out** (ratio defined in the IEP)
- Focus on functional, communication, and independence skills (ASDAN + SCERTS aligned)
- Multidisciplinary team involvement (therapist, SENCO, inclusion teacher)
- 6–8 week IEP review cycle with parent and learner input

### Parent Message:

Your child requires a personalised programme designed around their strengths and challenges, combining classroom participation with specialist intervention.

### Thrive:

Data Source	Typical Range / Evidence
<b>CAT4</b>	Well-below average (< 79) or marked discrepancies between domains
<b>GL Progress / Attainment</b>	Multiple years below year group (Class) expectations or limited progress despite

<b>PASS / Wellbeing</b>	High levels of emotional distress or persistent school anxiety
<b>Therapeutic / External Reports</b>	Diagnoses or specialist recommendations (e.g., ASD, SLCN, dyslexia, global delay) comorbid diagnosis (or profile)
<b>Teacher &amp; Inclusion Data</b>	Requires: Daily support across more than 2 domains (academics, communication, independence, lifeskills, social, regulation, behaviour) - 1:1 - intensive small-group instruction - environmental adaptations - modified curriculum
<b>SCERTS: Social Communication</b>	Language Partner Stage Conversation Partner Stage

#### Response & Support

- Individualised programme combining **in-class integration** and **targeted pull-out** (ratio defined in the IEP)
- Focus on functional, communication, and independence skills (ASDAN + SCERTS aligned)
- Multidisciplinary team involvement (therapist, SENCO, inclusion teacher)
- 6–8 week IEP review cycle with parent and learner input

#### Parent Message:

Your child requires a personalised programme designed around their strengths and challenges, combining classroom participation with specialist intervention

**APPENDIX B**

**Nadeen School Inclusion Provision Matrix**

<b>Learner Category</b>	<b>Support Model / Tier</b>	<b>Description of Provision</b>	<b>Documentation</b>	<b>Key Staff Involved</b>
<p>Learners with Unique Challenges (Disabilities) – Support Plus</p>	<p>Tier 3 – Support Plus</p>	<p>Learners with significant, complex, or persistent academic, developmental, or social-emotional needs who require sustained, specialist intervention. Provision includes daily targeted support provided through small-group or 1:1 instruction. Curriculum remains linked to mainstream expectations but requires significant adaptation. Learners require support across more than one subject area (e.g., English and Maths) and across multiple domains (e.g., academics + communication + regulation). Programmes integrate SCERTS and ASDAN goals to develop functional, communication, self-regulation, and independence skills.</p>	<p>IEP</p>	<p>SENCO, Inclusion Teachers, Class Teachers, Therapists, Assistant Teachers, Families</p>

<p>Learners with Unique Challenges (Disabilities) – Thrive</p>	<p>Tier 3+ – Thrive</p>	<p>Learners with highly complex, multiple, and persistent needs requiring a highly personalised curriculum and intensive daily support. Provision includes 1:1 or intensive small-group instruction, environmental adaptations, modified curriculum, and integration of sensory, communication, life-skills, academic, and independence goals. Learners require support across more than two domains (e.g., academics, communication, independence, life skills, behaviour, regulation). SCERTS (Language Partner / Conversation Partner stages) and ASDAN frameworks guide personalised programmes.</p>	<p>IEP</p>	<p>SENCO, Inclusion Teachers, Therapists, Class Teachers, Assistant Teachers, Families</p>
<p>Learners with Learning Differences (e.g., Dyslexia, ADHD)</p>	<p>Tier 2 – Support</p>	<p>Targeted short-term interventions addressing specific skill gaps (e.g., decoding, writing fluency, numeracy, working memory, organisation). Interventions delivered by class/subject teachers. Adaptive teaching and scaffolded support ensure access to curriculum content. Typically requires support in one core subject area.</p>	<p>ISP</p>	<p>Class Teachers, Inclusion Teachers, Assistant Teachers, Families, MLT/ Heads of Department</p>

<p>EAL Learners (English as an Additional Language)</p>	<p>Tier 2 – Support</p>	<p>Focused English language development guided by the Bell Foundation framework. Includes structured vocabulary, modelling, scaffolded dialogue, visuals, bilingual strategies, and targeted small-group support. Full access to mainstream curriculum maintained.</p>	<p>EAL Tracker + ISP (if needed)</p>	<p>EAL Teachers, Class Teachers, Inclusion Team, Families</p>
<p>Culturally and Linguistically Diverse Learners</p>	<p>Tier 1 – Universal</p>	<p>Inclusive curriculum integrating diverse voices, perspectives, and global-minded teaching. Whole-school practices strengthen cultural identity, belonging, and empathy. Classroom practice includes representation, culturally responsive dialogue, and opportunities to share heritage.</p>	<p>Curriculum Plans / Teaching for Effective Learning evidence</p>	<p>All Teachers, MLT/ Heads of Department, SLT, Families</p>
<p>Learners with Unique Strengths (Gifted &amp; Talented)</p>	<p>Tier 2–3 (Support / Support Plus)</p>	<p>Learners with exceptional abilities or potential receive personalised challenges through enrichment, extension, acceleration, mentorship, and leadership opportunities. Provision includes higher-order reasoning tasks, complex problem-solving, advanced projects, and opportunities for deeper learning. Twice-exceptional learners (2e) receive additional accommodation and support.</p>	<p>Gifted Learner Profile / ISP / IEP (if 2e)</p>	<p>Class Teachers, Inclusion Teachers, SLT, MLT/ Heads of Department,</p>

<p>All Learners (Universal Provision)</p>	<p>Tier 1 – Quality First Teaching</p>	<p>High-quality, adaptive teaching meeting diverse learning profiles. Includes scaffolded challenge, flexible grouping, differentiated tasks, and continuous formative assessment. Ensures learner access to appropriately challenging curriculum content.</p>	<p>Tier 1 Learner Profile</p>	<p>Class Teachers, MLT/ Heads of Department, Inclusion Team</p>
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## **Appendix C – Inclusion Referral & Assessment Flowchart**

### **1. Concern Identified**

Class teacher observes learner needs and gathers evidence (academic, social, emotional, behavioural, language).

### **2. Initial Discussion**

Teacher consults:

- Head of year/ Middle Leader
- Inclusion Team (if required)  
Purpose: confirm that classroom-level strategies have been trialled.

### **3. Formal Referral Submitted**

Teacher completes the Inclusion Referral Form.

Information must include:

- Concerns
- Strengths
- Previous strategies trialled
- Relevant data

### **4. Inclusion Team Review**

Inclusion Team meets to:

- Prioritise referrals
- Determine observation/assessment needs
- Allocate specialists

### **5. Observations & Assessments**

Conducted in different contexts as needed:

- In-class observations
- Specialist testing
- Data review

- External assessments (if required)

## **6. Team Around the Learner (Initial Meeting)**

Team discusses:

- Strengths & needs
- Key questions (“How might we...?”)
- Strategies to trial
- Tier recommendation (provisional)

## **7. Plan–Do–Review Cycle Begins**

- Plan: Create Tier 1 Profile or ISP
- Do: Implement agreed strategies
- Review: Evaluate progress at 3–6 weeks

## Appendix D – Thrive Learners – Model of Support

Modified Curriculum in all Subject Areas

Some modified curriculum and some adapted curriculum

Component	Description
<b>Grouping of Learners</b>	<ul style="list-style-type: none"> <li>• Learners grouped by <i>year level/age</i> and <i>ability</i>.</li> </ul>
<b>Modified Core Subjects:</b>	<ul style="list-style-type: none"> <li>• Focus on modified Literacy, Maths, PSHE, and Functional Curriculum.</li> <li>• Embedded SCERTS framework into curriculum.</li> <li>• Sensory breaks incorporated throughout the session.</li> <li>• Literacy content linked to the homeroom topic (e.g., <i>Rapunzel</i>) with modified objectives, simplified tasks, and centre/station rotations.</li> <li>• Combination of group lessons and individualised station work.</li> <li>• Design allows LSCs to target individual learner goals and teachers to implement ISP targets.</li> <li>• Music, play-based tasks, and multi-sensory learning woven in.</li> <li>• Flexible movement: learners may leave for class specials as needed.</li> <li>• Learners continue to greet their own class teachers each morning.</li> </ul>
<b>Project-Based Learning Block</b>	<ul style="list-style-type: none"> <li>• Led by a second teacher.</li> <li>• Modified learners attend.</li> <li>• Adapted learners are not required to attend unless their class is doing English/Maths at that time.</li> <li>• Teacher in charge coordinates with homeroom teachers to ensure alignment with Inquiry and Science units (e.g., Egypt, Space).</li> <li>• Sessions are hands-on, with simplified and functional learning objectives.</li> </ul>
<b>Afternoon Sessions: Flexible Learning</b>	<ul style="list-style-type: none"> <li>• Focus on circle time, music sessions, station activities, social skills, and life skills.</li> <li>• Activities structured for communication, independence, and emotional regulation.</li> </ul>

**Further Session Support Provided Throughout the Week:**

<b>Behaviour</b>	Specialists will provide comprehensive support in learning–engagement behaviours—such as understanding classroom expectations, developing school–ready behaviours, and building independence. They will also offer sensory support, guidance for managing challenging or physical behaviours, and strategies to promote regulation. Our specialists will work directly with the learner, as well as alongside the LSC and any other staff members supporting the learner, to ensure a consistent and effective approach.
<b>Communication</b>	Specialists will focus on social communication objectives, particularly supporting learners who need help with expressive and social language. Sessions will be delivered flexibly, either one–to–one or in a two–to–one format, and will incorporate the use of visuals, Makaton, and AAC to support communication.
<b>2:1 or 1:1 Social</b>	Specialists will focus on developing social skills for learners who are still building these abilities. Objectives will be individualized, with the goal of promoting positive and meaningful social interactions with peers.
<b>Gross Motor</b>	Gross Motor sessions will include group activities that engage large muscle movements to develop essential motor skills. Building these skills supports play, boosts confidence, and enhances learners’ ability to participate in a wide range of school activities alongside their peers.
<b>Swimming 24N 1:1</b>	Learners participate in one–to–one swimming lessons specifically designed for children with additional needs. Coaches provide individualized support, accommodating different communication levels to ensure each learner can engage fully and safely.
<b>Mainstream Support</b>	Specialists support reintegration into mainstream sessions by collaborating with the LSC and the wider team around the learner. The intention is for the learner to spend time with their peers and classroom teachers whenever possible.

**APPENDIX E Sample Plan For Lower Primary**

Modified: Literacy/Maths/PSHE

Sunday	Monday	Tuesday	Wednesday	Thursday
<p><b>Circle</b> Check in Music Conversation Practice (weekend update)  (10-15 minutes)</p>	<p><b>Circle</b> Check in Music Conversation Practice  (10-15 minutes)</p>	<p><b>Circle</b> Check in Music Conversation Practice  (10-15 minutes)</p>	<p><b>Circle ]</b> Check in Music Conversation Practice  (10-15 minutes)</p>	<p><b>Circle</b> Check in Music Conversation Practice  (10-15 minutes)</p>
<p><b>Reading: Phonics/whole word</b>  (10-15 minutes)</p>	<p><b>Reading: Phonics/whole word</b>  (10-15 minutes)</p>	<p><b>Reading: Phonics/whole word</b>  (10-15 minutes)</p>	<p><b>Reading: Phonics/whole word</b>  (10-15 minutes)</p>	<p><b>Reading: Phonics/whole word</b>  (10-15 minutes)</p>
<p><b>Literacy Centres (ISP)</b>  (15 minutes)</p>	<p><b>Maths Centres (ISP)</b></p>	<p><b>Literacy Centres (ISP)</b>  (15 minutes)</p>	<p><b>Maths Centres (ISP)</b></p>	<p><b>Literacy Centres (ISP)</b>  (15 minutes)</p>
<p><b>Movement Break/Mindful Moment</b> (assign LSC to lead)</p>	<p><b>Movement Break/Mindful Moment</b></p>	<p><b>Movement Break/Mindful Moment</b></p>	<p><b>Movement Break/Mindful Moment</b></p>	<p><b>Movement Break/Mindful Moment</b></p>
<p><b>Modified Writing</b> (related to the class book)  Focus: Comprehension  (10-15 minutes)</p>	<p><b>PSHE/Lifeskills/ Social</b>  Focus: Private and Public</p>	<p><b>Modified Writing</b> (related to the class book)  Focus: Sentence Structure/Gramm ar  (10-15 minutes)</p>	<p><b>PSHE/Lifeskills/ Social</b>  Focus: Public Vs Private</p>	<p><b>Project:</b>  ½ termly focus: Healthy Eating Cooking</p>
<p><b>Sensory Break</b>  (15-20 minutes)</p>	<p><b>Sensory Break</b>  (15-20 minutes)</p>	<p><b>Sensory Break</b>  (15-20 minutes)</p>	<p><b>Sensory Break</b>  (15-20 minutes)</p>	
<p><b>Maths Centres</b>  (15 -20 minutes )</p>	<p><b>Functional Maths:</b>  Focus: Shopping</p>	<p><b>Maths Centres</b>  (15 -20 minutes )</p>	<p><b>Functional Maths:</b></p>	

**Field Trip Examples:**

**Life Skills & PSHE Purpose of Community-Based Learning Activities**

<b>Activity</b>	<b>Life Skills Developed</b>	<b>PSHE Purpose / Social-Emotional Learning</b>	<b>Safety Skills (Road &amp; Public Safety)</b>
<b>Picnic Off School Grounds</b>	<ul style="list-style-type: none"> <li>- Packing and organising belongings</li> <li>- Sitting, eating, and socialising in a public space</li> <li>- Cleaning up after themselves</li> <li>- Managing transitions to and from school</li> </ul>	<ul style="list-style-type: none"> <li>- Practising turn-taking</li> <li>- Building confidence in a new environment</li> <li>- Understanding routines outside school</li> <li>- Developing independence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>- Learning safe walking routes</li> <li>- Staying with the group in open areas</li> <li>- Understanding staff instructions in public spaces</li> <li>- Awareness of surroundings (cars, strangers, noise, open spaces)</li> </ul>
<b>Scavenger Hunt in the Mall</b>	<ul style="list-style-type: none"> <li>- Following instructions and visual lists</li> <li>- Navigating different spaces</li> <li>- Communicating needs in a public setting</li> <li>- Working with a partner or small group</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthening teamwork and problem-solving</li> <li>- Managing sensory input in busy environments</li> <li>- Practising appropriate behaviour in shops</li> <li>- Building confidence in asking for help</li> </ul>	<ul style="list-style-type: none"> <li>- Staying close to a trusted adult</li> <li>- Identifying safe adults (security, staff)</li> <li>- Understanding "stranger safety" in busy places</li> <li>- Following rules for escalators, elevators, and walkways</li> </ul>

<p><b>Making Pizza at a Restaurant</b></p>	<ul style="list-style-type: none"> <li>- Functional cooking skills (following steps, using utensils safely)</li> <li>- Understanding sequences and processes</li> <li>- Ordering food and making choices</li> <li>- Practising fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging independence through real-life tasks</li> <li>- Enhancing confidence in speaking to staff</li> <li>- Experiencing a sense of achievement and pride</li> <li>- Learning patience while waiting</li> </ul>	<ul style="list-style-type: none"> <li>- Learning safe behaviour around hot surfaces and kitchen tools</li> <li>- Understanding boundaries in a working kitchen area</li> <li>- Following adult instructions in a commercial environment</li> <li>- Practising safe movement in a restaurant (walking, staying seated)</li> </ul>
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**Sample timetable for the sessions**

	Sunday	Monday	Tuesday	Wednesday	Thursday
Expansion Subject/Language	Assembly			Thrive Swimming	Project Based
Break					
Literacy/Maths					
Break					
Social Focus/Project Based					

## **Appendix F – Inclusion Implementation Guide for Classroom Practice**

### **1. Lesson Planning Expectations**

- Clear learning intentions
- Differentiated/Adapted/ challenge pathways
- Formative checkpoints
- ISP targets embedded
- Reflection opportunities

### **2. Integration of ISP Profile Goals**

- Highlighted in lesson plan
- Evidence gathered in class
- Weekly review between teacher & support staff

### **3. Assessment & Feedback**

- Immediate formative adjustments
- Summative assessments inform intervention
- Progress reviews linked to Tier movement

### **4. Learning Environment Standards**

- Inclusive displays
- Accessible resources
  
- Flexible seating
- Sensory supports available
- Digital learning environment maintained

### **5. Collaboration Structures**

- Co-planning routines
- Deployment of support staff
- Pre/post lesson briefings
- Data-sharing processes

### **6. In-Class vs Pull-Out Support**

- In-class as the preferred model
- Pull-out used sparingly for targeted skills
- Must align with curriculum learning

# Audit trail

## Details

FILE NAME ACD - Inclusion Policy v1.0.docx - 12/01/2026, 18:45

STATUS ● Signed

STATUS TIMESTAMP 2026/01/26  
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## Activity



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principalpa@nadeenschool.com **sent** a signature request to:

- Lianne Greenall (l.greenall@nadeenschool.com)
- Shanee Puri (shanee.puri@nadeenschool.com)
- JBatts (j.batts@nadeenschool.com)

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15:46:13 UTC



SIGNED

**Signed** by Shanee Puri (shanee.puri@nadeenschool.com)

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SIGNED

**Signed** by Lianne Greenall (l.greenall@nadeenschool.com)

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**Signed** by JBatts (j.batts@nadeenschool.com)

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This document has been signed by all signers and is **complete**

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