

THE HOPE ENGLISH SCHOOL

INCLUSION POLICY (2025-2026)

Revision	Date	Prepared by	Reviewed by	Approved by
1	12 th April 2023	Ms. Sundos	Local Advisory Board	Mr. Gary Neil Williams, Principal
2	20 th February 2026	Ms. Amala Pandian	Local Advisory Board	Mr. Gary Neil Williams, Principal

Purpose and Scope

This policy sets forth the protocols implemented at The Hope English School, Sharjah, to foster inclusivity for every student. It describes how we meet the needs of individual students who may experience barriers including Special Education Needs & Disabilities (SEND), Gifted & Talented (G&T) and/or English as an Additional Language (EAL) and other barriers that prevent them from succeeding.

School Vision

Moulding and carving confident individuals, as Global Citizens of the future, with a broad outlook instilled with impeccable virtues of the heart, mind and soul.

School Mission

- **Harnessing** independent learning skills by providing the students with research based and inquiry-based learning opportunities.
- **Offering** an environment that promotes the love for nature, diversity and an affinity for the rich cultural values and traditions of the UAE and the world around.
- **Promoting** the acceptance of every individual, knowing the fact and each one is unique and special.
- **Engaging** students in the latest technological know-hows in view of directing their minds towards a technology-driven future.

Rationale

Our school believes that every child has the right to feel valued, safe, and supported in their learning. We are committed to creating an inclusive environment where all students, regardless of their abilities, backgrounds, or needs, can achieve their full potential.

Inclusion means providing high-quality teaching for all learners and offering additional support when needed. We recognise that some students may require accommodations, modifications, or targeted interventions to succeed. Through early identification, effective planning, and collaboration with families and specialists, we ensure that barriers to learning are reduced or removed.

This policy ensures that:

- All students have equal access to the curriculum.
- Teaching is adapted to meet diverse learning needs.
- Students with additional needs are supported appropriately.
- Diversity is respected and celebrated within our school community.

By working together, we promote a culture of respect, belonging, and high expectations for every learner.

ROLES and RESPONSIBILITIES

Role of The School Principal:

- Develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development and education.
- Work with the Senior Leadership Team (SLT), Head of Inclusion, and Local Advisory Board (LAB) Inclusion Governor and LAB members to determine the strategic development of the Inclusion Policy and provision in the school, adhering to local regulations and guidance regarding inclusive education.

- Have overall responsibility for the provision and progress of learners experiencing SEND and promote inclusion through all policies, systems and practices that support the individual needs of learners and all groups of students.
- Ensure that all staff have access to the appropriate on-going training and support necessary to work effectively in common learning environments with students identified as experiencing SEND.
- Embed effective collaborative systems to draw on the knowledge and competencies of educators, therapists, outside agencies such as universities, parents, students and other members of staff to assist each other in meeting the needs of students who experience SEND.

The Local Advisory Board (LAB)

LAB members support the inclusive processes within the school by,

- Enabling the use of appropriate teaching strategies and methodologies to ensure best practices of teaching.
- Provide The Hope English school with adequate resources for inclusion.
- Monitor teaching strategies and methodologies in terms of raising teaching and learning standards.

Senior Leadership Team (SLT)

- The leadership team will ensure that best practices related to inclusion are followed throughout the school.
- They will provide support to the inclusion team by ensuring that class and subject teachers adhere to the provisions outlined in the student's IEP (Individual Education Plan), BIP (Behaviour Intervention Plan), Wave 2 passport and IAP (Individual Accommodation Plan).
- They ensure that lesson plans support the diverse abilities of all students and review classroom tasks and activities to confirm they enable full participation for students with SEND and those identified as Gifted and Talented (G&T).

The LAB Inclusion Governor

- Be appointed by the LAB.
- Holds School Leaders accountable for the improvements of provision and outcomes for students with SEND.
- Work with the Principal and Special Educators to determine the strategic development of the SEND Policy and provision in the school, monitor the quality of SEND provision within the school and update the LAB on this.

Head of Inclusion

- Makes sure the school follows the inclusion policy and promotes equal opportunities for all students.
- Oversees support plans (such as IEPs, pupil passport, BIP) and ensure students receive the right interventions.
- Provides advice, training, and guidance to teachers and support staff on inclusive teaching strategies.
- Tracks the progress of students receiving additional support and ensure interventions are effective.
- Communicates with families and collaborate with specialists (such as educational psychologists or therapists) to support students effectively.
- Influences the development of whole school policies to ensure that inclusive best practice is embedded.

Social Worker/Counsellor

- Offers short-term target specific counselling or crisis intervention.
- Social worker/ Counsellor provides Behaviour modification and intervention for students of SEND.
- Promotes personal growth, self- awareness and appropriate of global diversity.
- Facilitates student's social, emotional, personal and academic development.

The counselling team monitors the progress and collaborates with parents and external support providers wherever applicable.

Teachers

- All teachers must be aware of and implement the Inclusion Policy, as well as any Individual Education Plans (IEPs), Pupil Passports, Behaviour Intervention Plans (BIPs) or Individual Accommodation Plan (IAPs) that their students may have.
- Learning Support Assistants (LSAs) are linked to class teachers and collaborate with them to plan and deliver activities for students receiving Wave 2 and Wave 3 support.
- They also ensure that the learning environment is accessible, welcoming, and inclusive for all learners.

The learning support team

The learning support team comprises of teachers, social worker, Learning Support Assistants, individual LSAs/ shadow teachers, and SENDco/Head of Inclusion and middle leaders.

Duties and responsibilities of learning support team:

- To support the students in maximising their potential and meeting their targets.
- To facilitate one-to-one or small group instructions to the identified students based on their needs.
- To maintain the system of recording and monitoring student's progress.
- To provide feedback about student's difficulties and/or progress.
- To write reports about student's progress.
- To participate in the evaluation of the support program.

Medical Staff

The medical staff will work with all staff to promote the inclusion of all children, including the development of health care plans where required.

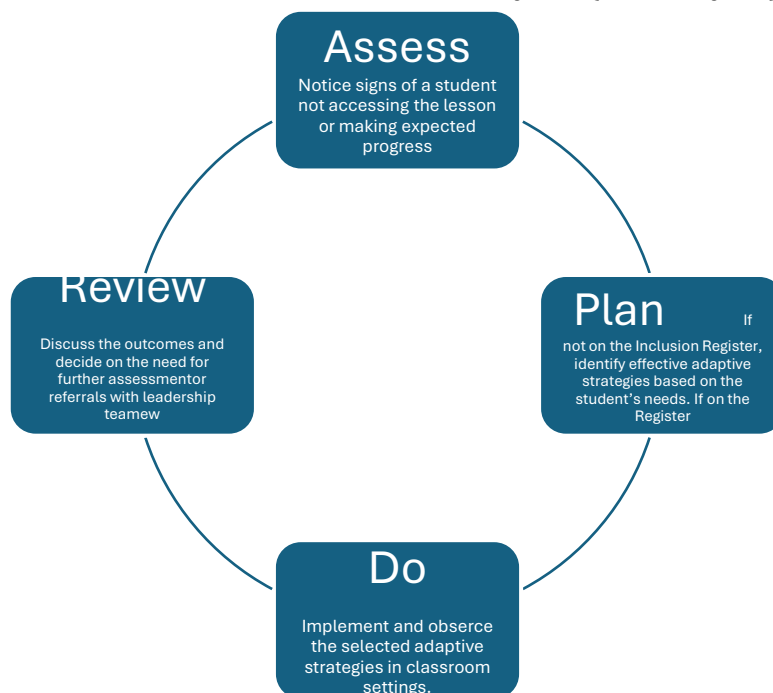
Early Identification and the Graduated Approach

The graduated approach has two purposes:

Purpose 1: To support early identification of need where a student has not already been identified as having SEND.

Purpose 2: To review the effectiveness of adaptive teaching strategies for a student who has been identified with SEND. Using this process will enable higher-quality feedback during the IEP review process.

The graduated approach Is an Assess, Plan, Do, Review Cycle. (APDR-Cycle)



Assess:

- We will consistently and in a timely manner assess educational need on entry to school to understand each student's current skills and levels of attainment, which will build on previous settings and stages of education.
- Where appropriate, use the outcome of the assessment of educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- The teacher should assess the student using the Presentation of Need Checklists to document their observation of distinct behaviour or responses to tasks or activities in the classroom and may also wish to use a subject-specific assessment. Implement APDR and meet with the parents.

Plan:

- If the student is not on the Inclusion Register, the teacher should consider the student's presentation of need and consider which adaptive strategies would be most effective in supporting the student.
- If the student does have an IEP/BIP and is not making progress despite selected adaptive strategies, the teacher should consider the presentation of need and consider which adaptive strategies might be more appropriate, particularly in specific subject disciplines.
- The teacher, supported by the phase/subject leader, and inclusion department should use accommodation/ adaptive strategies to support this process.

Do

- The teacher should trial the selected adaptive teaching strategies during a lesson or series of lessons and observe the outcome.

Review:

- The teacher should discuss the outcome with the phase or subject leader. The teacher and leader should decide together whether the pupil may require further testing/screening or investigation of their needs and, if so, refer to the Head of Inclusion.

The Graduated Response Flowchart

STEP 1: Parent or teacher expresses concerns regarding the student's progress. Teacher and parent meet to discuss concerns and complete a quick checklist. Teacher puts in place targeted high-quality teaching to address identified gaps in learning. IAPs and Wave 2 passport strategies can be prepared at this point.

Parent and teacher meet and decide if the student made satisfactory progress through high quality teaching?

YES

Teacher continues with these adaptations.

NO

Teacher completes an Initial Cause for Concern Form with parent consent and sends to the Hol/Link teacher. • Hol/ Link teacher meets with teacher, parent and child or young person to discuss next steps and begin targeted Inclusion Support.

STEP 2: Targeted Support (Inclusion Support) Teacher, parent and Hol complete first cycle APDR captured on an ADPR form agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies.

Parent, Hol and teacher meet and decide if the student made satisfactory progress through high quality teaching?

YES

Continue with the targeted support–further cycle of APDR or maintain Universal adaptations if concerns have reduced.

NO

Parent/ School to seek guidance external service offers. APDR and passport updated with further outcomes and targeted provision for Inclusion Support. APDR cycles completed with termly reviews.

YES

STEP 3: High Needs Support If a student is not making sufficient progress despite a graduated response being implemented where the school having taken relevant and purposeful action to identify, assess and meet the needs of the student. then individual or alternative pathway could be considered. We encourage parent and child and young person to work with their school or setting when making a request. Teacher, Hol parent, student (with guidance from professionals) continues cycles of APDR, making decisions on outcomes and provision.

NO

Continue with the targeted support–further cycle of APDR or maintain Universal adaptations if concerns have reduced.

Admissions, Participation and Equity

- Admissions will ensure that the School Admissions Policy reflects SPEA guidelines on Inclusion.
- Ensure that students are not refused admission based only on their experience of SEND.
- Ensure that admission is not conditional on the submission of a medical diagnosis & that effective transition processes are in place for all students.
- Follow Local Legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation.

Leadership and Accountability School Leaders will:

- Empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stages of development and education.
- Ensure that there is a clear structure within the school for inclusive education as outlined in this policy and other local guidance documents on Inclusive Education.
- Follow local legislation requirements about Inclusive Education practices.

Systems of Support for Inclusive Education

The staff will:

- Establish learning environments that encourage and support the active involvement and inclusion of every student- physically, academically, socially, emotionally and culturally.
- Ensure that all staff are trained in inclusive education techniques and that they are appropriately proficient and resourced to meet the needs of diverse learners.
- Have a memorandum of understanding that clearly sets out the terms and conditions of employment within the school when a parent has employed a LSA to support a student.
- Ensure that IEPs and provision maps direct the strategies used by teachers to meet the educational goals for students who experience SEND.
- This information will be shared, with parental consent, to support transition processes.
- Where relevant, provide alternative and accredited curriculum pathway options for students who are identified as experiencing SEND, including those who may attain significantly below curriculum expectations.

Personalised provisions:

1. Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written document for Wave 3 students as a planning, teaching and reviewing tool.

The special educator makes the IEP and records the goals that are in accordance with the child's current level of performance.

All IEP goals are shared with the teachers and parents.

Progress is tracked and considered for further interventions.

This is applicable from FS to Year 7.

2. Wave 2 Passport

Wave 2 passport is a written document planned for students in Wave 2 to address the areas of difficulty and provide with targeted strategies to support the students inside the classroom. This is reviewed three times in a year to check for progress.

3. Individual Accommodation Plan (IAP)

Based on observations, feedback and assessment reports, an IAP is prepared for students. They are carefully planned to help the child to meet his/her basic needs inside the classroom.

4. Individual Behaviour Plan (IBP)

Students who have behaviour concerns are provided with IBP and counsellors review it for the progress.

EAL Students

EAL teachers from the inclusion department will support the students as follows:

- **Level 1:** For those who have low needs for EAL support, will receive in-class support.
- **Level 2:** For those who have medium needs of EAL support will receive push-in support in line with the curriculum.
- **Level 3:** For those who have high needs for EAL support, the student will be pulled out of class and an alternative lesson in line with the curriculum will be taught by the EAL teacher to improve their English including phonics.

The Curriculum and Assessments

Differentiation/adaptation is carried out in the classroom by:

1. Using multi-level approach in the classroom with tasks matched to the individual needs of children.
2. Breaking difficult tasks down into more manageable parts across the curriculum.
3. More choices between practical and written tasks.
4. Modifying of worksheets and activities when necessary.
5. Being aware of the differing concentration levels of children.
6. The setting of achievable targets.
7. Effective use of additional staff for greater classroom support.

Appropriate accommodations within the framework of curriculum will be provided. Accommodations include alteration of the environment, curriculum format, equipment that allows an individual with disability to gain access to content, complete assignments, effective management, school ethos and learning environment.

Curricular, pastoral and behaviour management arrangements will help prevent some special educational needs arise and minimise others.

A modified curriculum is changing what the student is expected to learn and consequently changing the format of the assessment as well. This arrangement is provided for students at Wave 3 who are unable to learn at the same pace or depth of his/her peer despite with appropriate support.

The National Curriculum Inclusion statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges.
- Responding to student's diverse needs.
- Overcoming potential barriers to learning and assessments for individuals and groups of students.

Access Arrangements

The Head of Inclusion notifies the examination officer who is entitled to access arrangements for internal exams and for public examinations in the future. Parents will be informed about the access arrangements made.

Counselling and Emotional Support

This intervention is being offered to all students by the Social Worker to assist the student in understanding themselves and acceptance of others, and developing associations with peers, teachers and community.

Enrichment Programmes for Gifted and Talented students

This intervention is being offered to students by teachers in collaboration with the Head of Section and subjects in terms of extension activities till Year 7 where accelerated teaching methods and advanced learning plans will be provided in future for Year 8 upwards.

Appendix: A Legislation & Guidance Inclusive Education Provision.

The United Nations Convention on the Rights of Persons with Disabilities International framework emphasising the rights of persons with disabilities.	https://www.un.org/development/desa/disabilities/convention-on-
Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education. Establishes a policy framework for inclusive education	https://u.ae/en/information-and-services/education/education-for-people-with-special-needs/inclusive-education-for-people-of-determination
U.A.E Universal Design Code. Promotes universal design principles for inclusivity.	https://www.bimmates.com/regulation/uae-universal-design-code
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016). Establishes quality standards for services catering to persons with disabilities	https://u.ae/information-and-services/education/education-for-people-with-special-needs
The IB Access and Inclusion Policy Guides the implementation of inclusive practices within the IB education framework.	https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu

Reviewing the Policy

The Hope English School actively seeks to improve the levels of engagement with parents, cares and families of students with SEND so together we can raise the aspirations and expectations of all students with SEND.

This policy will be reviewed annually by the Principal, LAB members, Head of Inclusion, Senior Leadership Team.

Next Policy Review Date:

September 2026.