



ALN DEPARTMENT INCLUSION POLICY

July, 2024-25

Garden City British School

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Overview

Garden City British School (GCBS) is committed to provide quality and equal education in children with Additional Learning needs and gifts/ talents. GCBS is a dedicated member of society that works towards achieving the goals envisioned by His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE and his brothers, the rulers of the Emirates, and supported by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Deputy President of the UAE and Head of the Ministerial Council and was transformed into Federal Law 29/2006 Regarding the Rights of Individuals with Special Needs.

Children with Additional Learning needs will be given an appropriate education in an inclusion setting and access to equal opportunities in a least restrictive environment where the student feels loved and part of the society.

Philosophy

GCBS believes that every student can learn regardless of challenges. Each student is unique in his/her own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop their maximum potential based on their individual strengths and challenges.

Vision

To prepare every student with additional learning needs for maximum independence in learning and living. To provide educational programs and related services to students with special needs and gifts and talents that reflect the best international standards and practices and to prepare them to be productive members of society.

Mission

To provide an excellent, distinctive educational experience for each student which caters to his or her individual needs. Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Plan (IEP) or Advanced Learning Plan (ALP) based on their strengths and needs to enhance their social competence and enable them to maximize their contributions to their communities.

Strategy and Targets in promoting Inclusive Education

GCBS is dedicated to promoting inclusivity and ensuring equal accessibility for all students. To create an inclusive classroom environment, we observe each student with ALN for a period of two weeks. Following these observations, the inclusion team collaborates with the classroom teacher to prepare a modified curriculum (MC) tailored to the student's needs. This modified curriculum is then shared with parents, reflecting our commitment to a collaborative approach.

Ongoing observations are conducted to ensure that the modified curriculum is effectively implemented. Transition plans for both new and existing students are developed and discussed in the presence of the Home Room Teacher (HRT) and parents to support a smooth adjustment process. Termly feedback and reviews are held to continually improve support for students.

GCBS organizes a variety of events throughout the school year, and the inclusion team makes every effort to involve students with ALN in these activities whenever possible. Additionally, weekly extracurricular activities (ECAs) are conducted to enhance the social skills of students with ALN.

At GCBS, we plan weekly pull-out and push-in sessions to support students with Additional Learning Needs (ALN).

- **Pull-Out Sessions:** During these sessions, the inclusion teacher works with the student outside of the regular classroom setting. The focus is on achieving the goals outlined in the Individualized Education Plan (IEP), which is developed in collaboration with parents, the Home Room Teacher (HRT), and the inclusion teacher.
- **Push-In Sessions:** In these sessions, the inclusion teacher joins the regular classroom to provide support to students with ALN within their usual learning environment. This approach helps integrate additional support without removing the student from their peers.

Both types of sessions are designed to address the specific needs of students and enhance their learning experience.

Definition of Additional Learning Needs (ALN)

The Abu Dhabi Educational Knowledge Private Schools Policy and Guidance Manual states the following as the meaning of Additional Learning Needs:

‘ALN’ is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student’s learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum.’

The term special education describes the programs and services designed for additional learning needs (people with special needs) in order to ensure that all students can reach their full potential.

Garden City British School applies the fore stated definition in regards to the relationship that it has with its students in attendance who require special educational support in order to achieve the school’s curriculum goals and objectives.

The following categories of disabilities are recognised by the UAE, Ministry of Education, as the categories of disabilities that qualify a student to receive special education programs and related services, if it can be demonstrated that the disability adversely affects the child’s academic performance:

Specific Learning Disabilities:

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Physical and health related disability:

This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect

the educational performance of the student such as: asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure and head injuries etc.

Sensory Impairment:

Visual impairment: means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness. Hearing impairment including deafness: means an impairment that adversely affects educational performance; may be permanent or fluctuating.

Speech and Language Disorders:

Speech and language disorders mean having a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Autism Spectrum Disorders:

Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others.

Emotional and Behavioral Disorders:

An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c) Inappropriate types of behavior or feelings under normal circumstances A general pervasive mood of unhappiness or depression.
- d) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

Intellectual Disabilities:

Intellectual disabilities mean having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

Definition for Gifted and Talented:

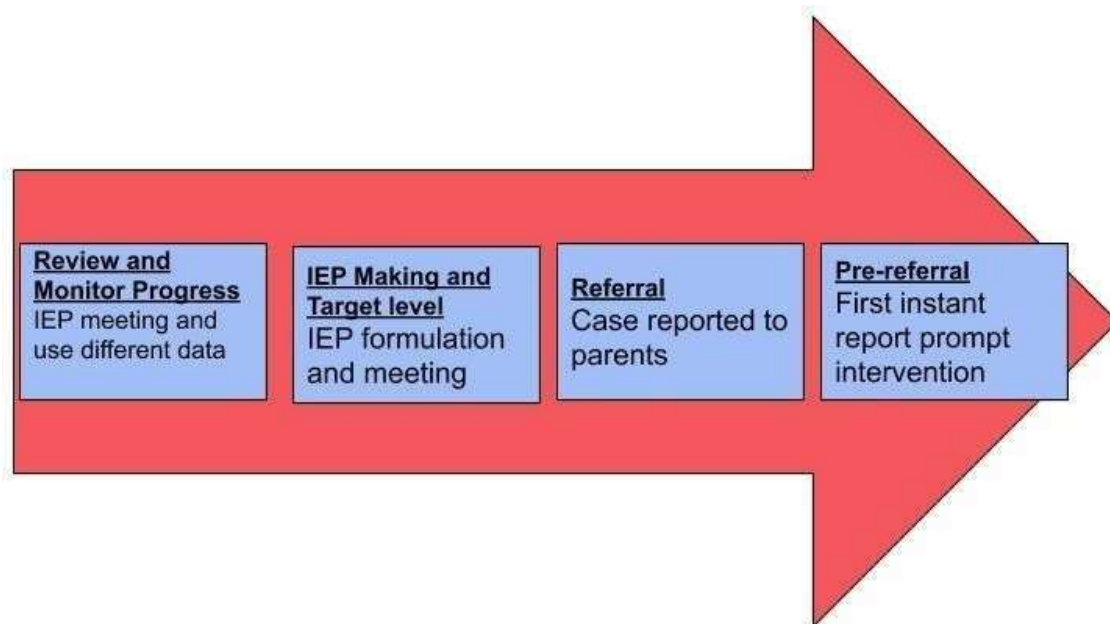
Gifted and Talented refers to having the outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities.

Identification Process for Additional Learning Needs

The identification process at the Garden City British School is thorough and well thought out. It is divided into the following steps.

- 1) Pre-referral
- 2) Referral and Assessment
- 3) IEP making and Target level
- 4) Review and Monitoring

The diagram below summarizes the procedure.



Pre-referral

- † The purpose is to provide instant report leading to prompt intervention. On receiving the pre-referral, the ALN Dept. will conduct preliminary investigation. Meeting 1 – ALN Dept. will discuss independent findings and propose a 4-week intervention period. Meeting 2 - Review and moving forward the case classified as support or reinforcement or case referral.

Referral

- † Meeting 1 - Case reported to parents and the specialists Centre for a 1-week assessment. Meeting 2 - Assessment results and diagnosis is discussed.

IEP making and Target level

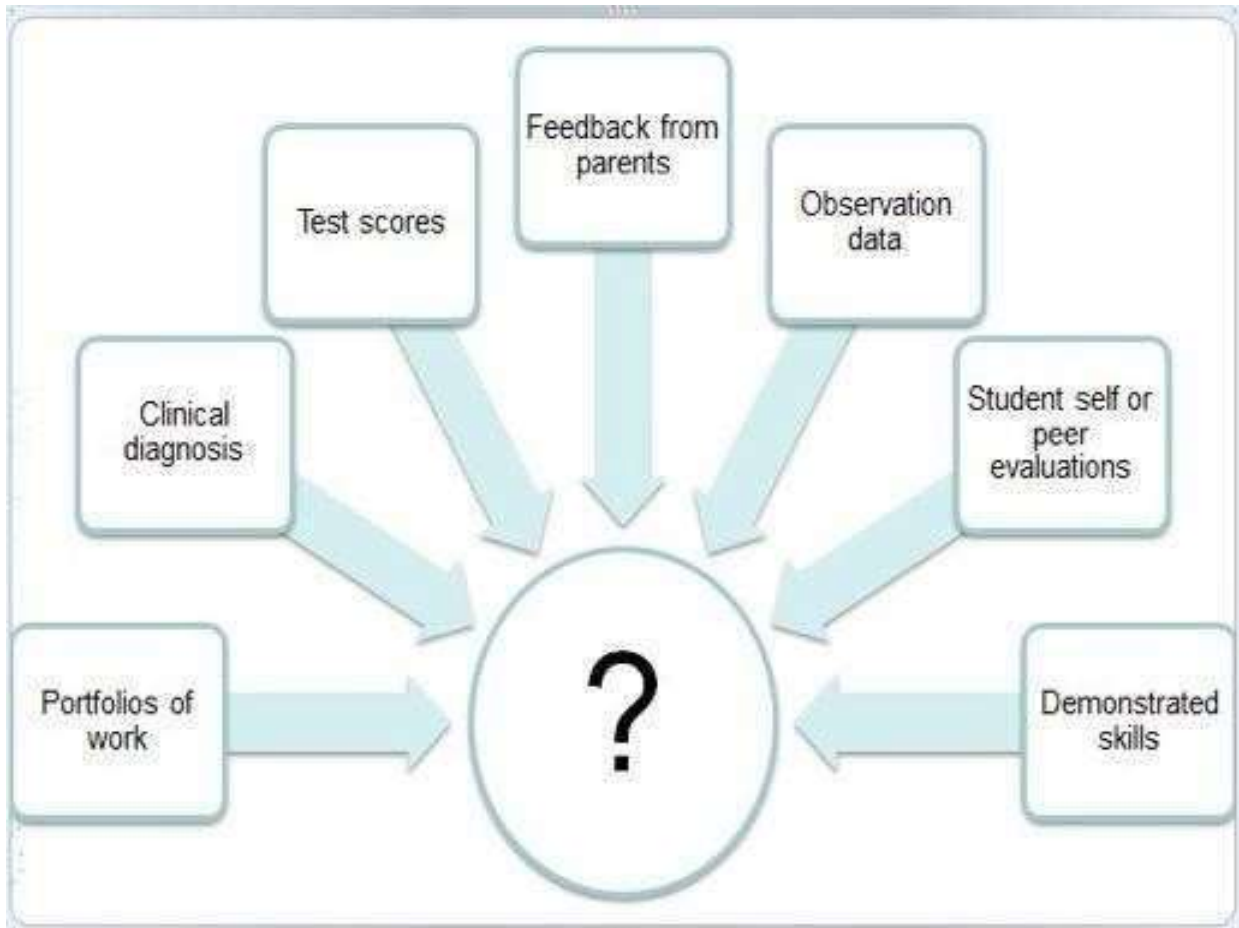
- † IEP is formulated for 2 weeks in collaboration with the home room teacher, Inclusion teacher and other professionals, ALN Dept will meet with stakeholders for IEP finalisation and implementation.

Review and Monitoring

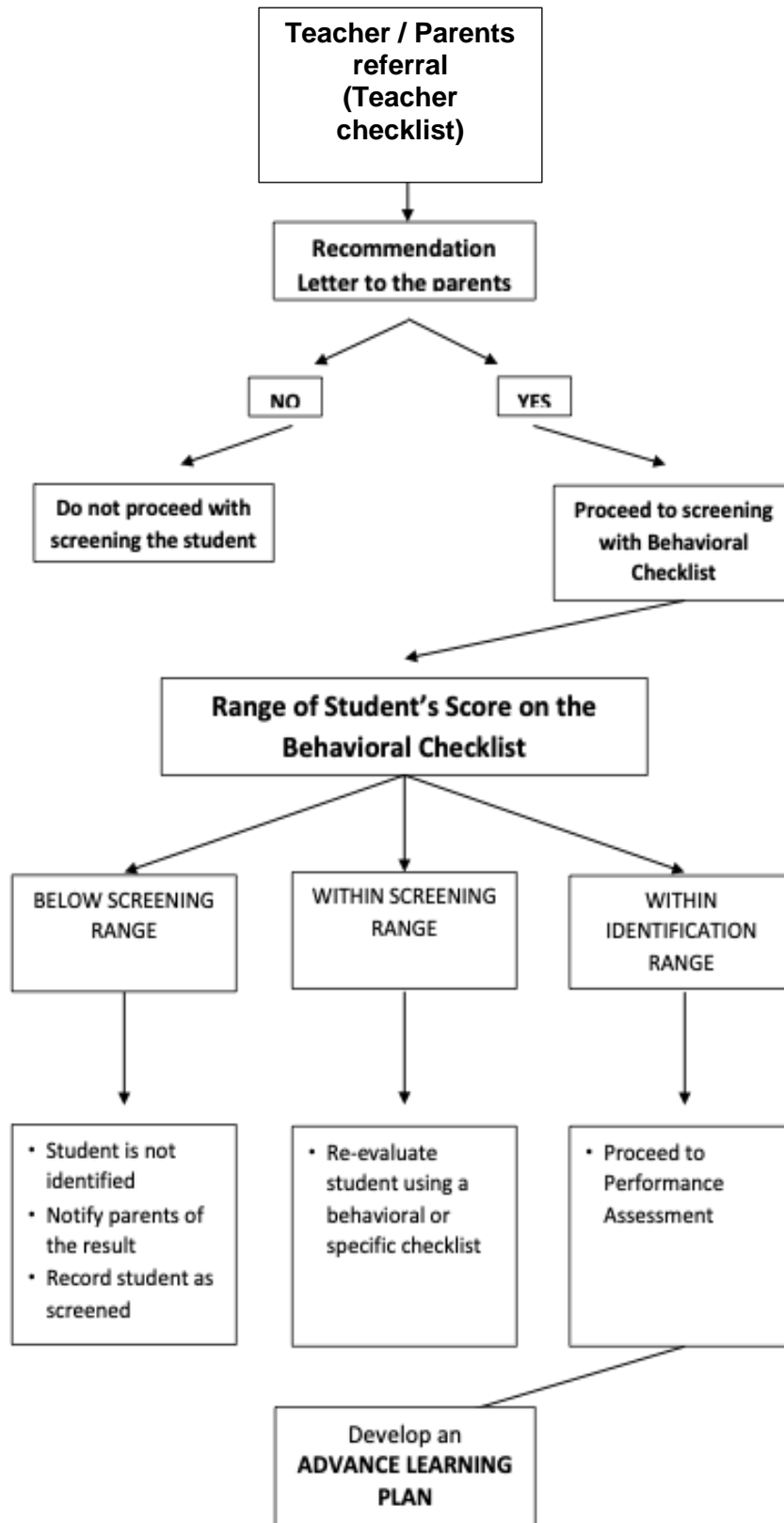
- † IEP meetings are held quarterly or pre-decided with all the stakeholders for review of the IEP. Continuous support both in- class and in pull-out sessions are monitored.

ALN Identification: Data Sources

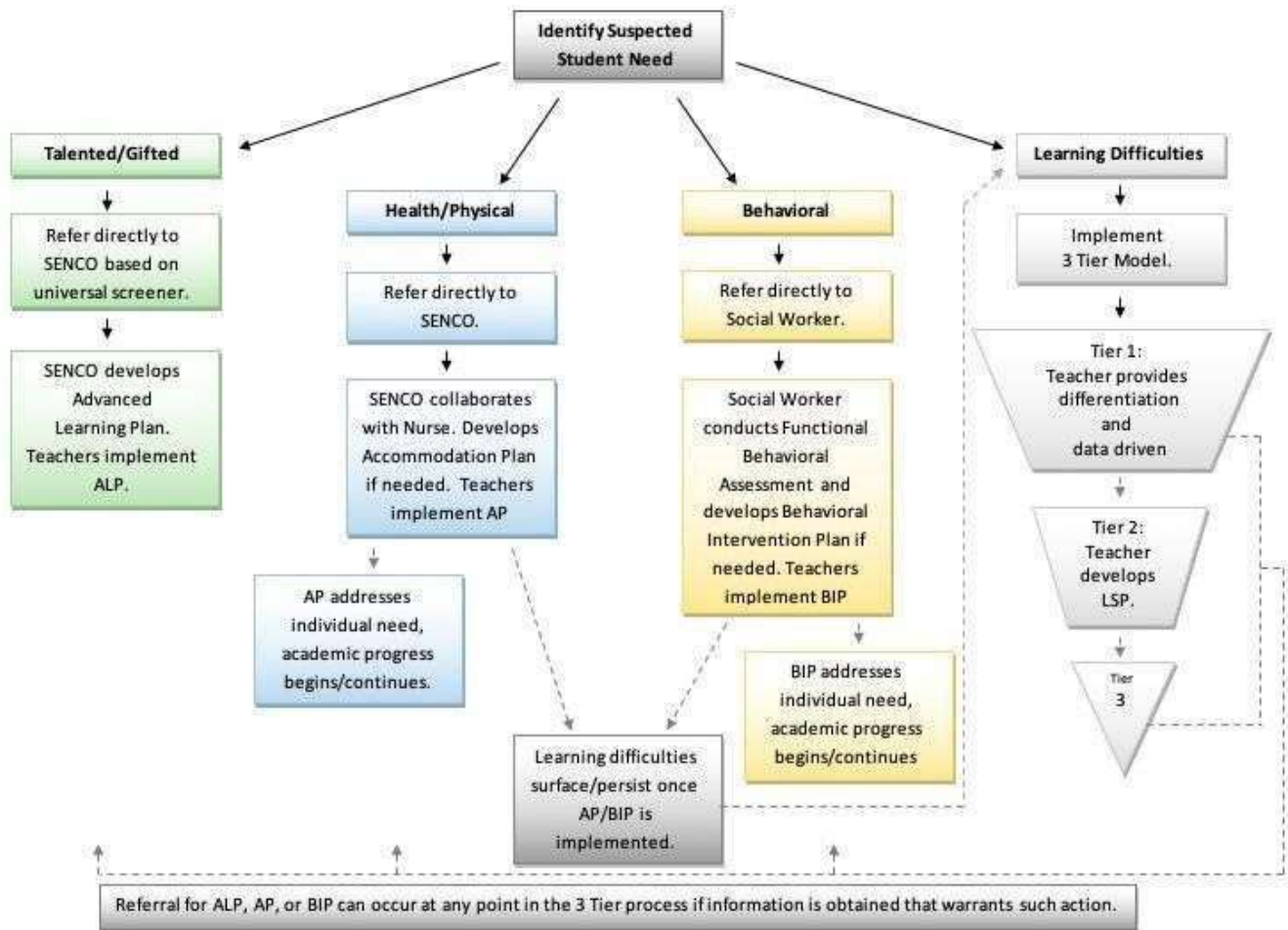
Students with Additional Learning Needs will be identified using a range of data and recorded on a ALN Register. The data will be used to help with planning, to study trends and to monitor the outcomes of initiatives and interventions for students with ALN.



Identification Process of Gifted and Talented



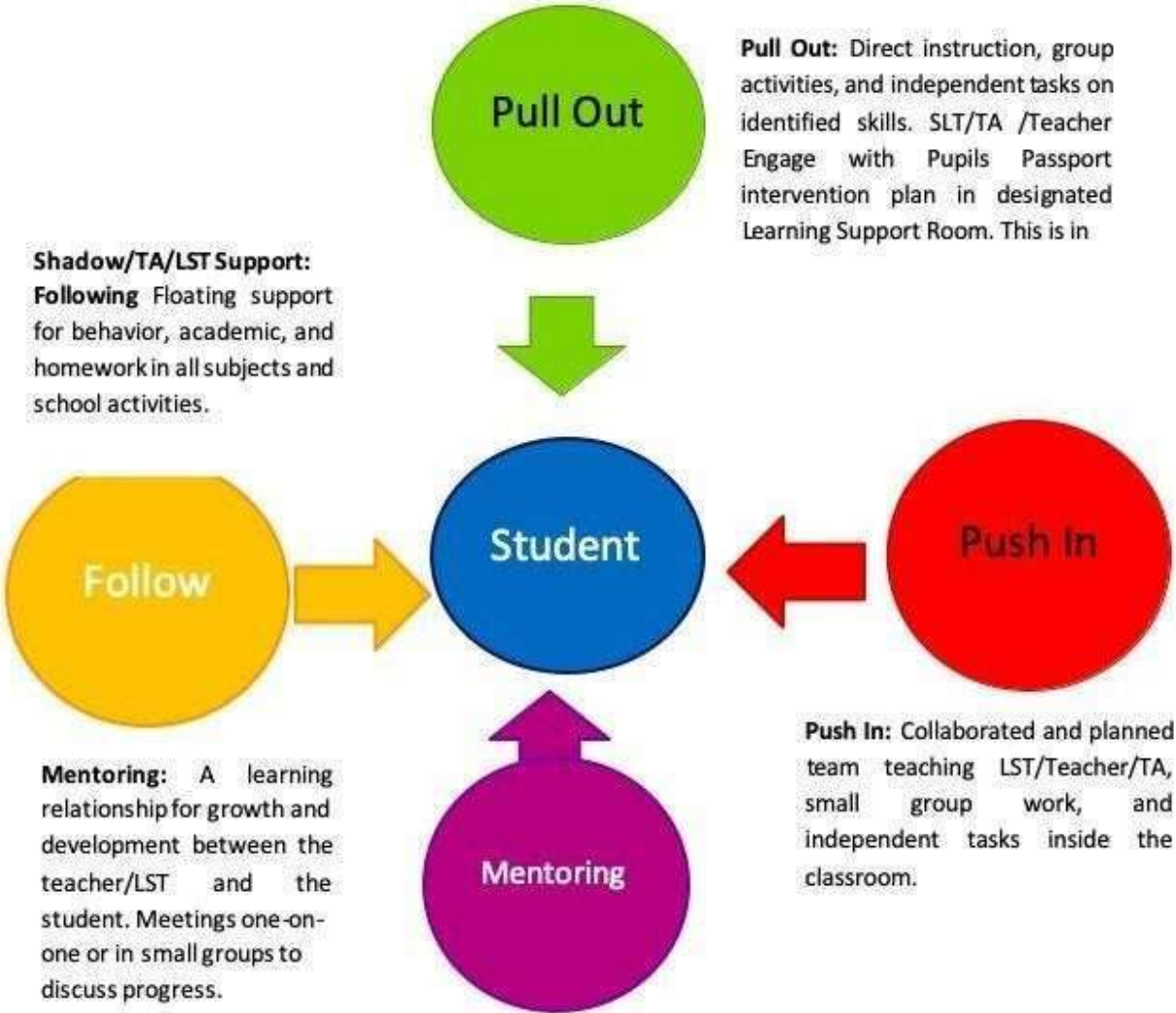
Process for Identifying Suspected Individual Needs



Garden City British School Learning Support Model

The Learning Support Model is to support the students through a Staged Approach to Intervention. This model will support the whole-child.

Learning Support Model



Admissions

The school adheres to the Abu Dhabi Inclusion Policy and is committed to promoting an inclusive educational environment. This commitment ensures that all students, including those with additional learning needs (ALN), are provided with appropriate support and accommodations to succeed.

The school prioritizes the admission of students with additional learning needs and their siblings in the same school.

All students undergo a standard admission process. Students accompanied by medical reports are referred by the Admissions Team to the Head of the Inclusion. The HOI will conduct an informal assessment to understand the student's current level and specific needs. This assessment helps in identifying appropriate support and interventions. After the baseline assessment, parents will be provided with detailed explanations and guidance. The parents will be informed about the DLP, which outlines how the school will adapt its teaching methods and materials to support their child. If applicable, parents will be advised on the need for an individual assistant and how these will be integrated into their child's educational experience.

The school is committed to supporting the transition process for all students with additional learning needs. Targeted transition support will be provided in the following circumstances:

- a. Students starting school for the first time or coming from alternative early education settings.
- b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.

All medical records and information regarding a student's special needs must be disclosed during admission. Should a parent withhold any information the school will inform ADEK for further action. (Ref. Admissions Policy).

All the information of ALN students will be updated on the ESIS ALN Module. (As per the Adek Policy)

7. Updating records for students with additional learning needs on the eSIS ALN module.

2.3 Re-enrollment: In line with the [ADEK School Student Administrative Affairs Policy](#), schools shall re-enroll all students for the next academic year.

1. Where a parent wishes to request a child to repeat the grade/year, ADEK approval is required and the school shall submit an application form for retention, including a medical report and the student's DLP.

(ref. Adek policy)

The **INCLUSION TEAM** is established in Garden City British School as part of the process of providing academic support services. The team's role is to assess, intervene, and ensure appropriate placement and support for students. For those students who have been referred by their HRT. Initial interaction with the Inclusion team is arranged to assess and decide the next steps of intervention and appropriate placement. This is followed by a meeting with the parents to discuss the student's needs, interventions, and the next steps. Then, a **DLP** is created for students to guide instruction and indicate if learning accommodations or modifications are necessary.

Students who have been identified as **Gifted and Talented** will be educated in the general education and resource room with **differentiated** learning tasks. They will be provided with appropriate advanced learning opportunities through the development of an **Advanced Learning Plan (ALP)**.

Parent Collaboration

Parents of students with Additional Learning Needs (ALN) will be essential partners in the development and implementation of the Individualized Education Plan (IEP) or Advanced Learning Plan (ALP). Collaboration between parents and school staff is crucial to supporting the student's academic progress and overall well-being. Parents are encouraged to actively participate in meetings, provide valuable insights, and work closely with educators to ensure that their child's needs are effectively addressed.

Differentiation of Instruction

To support all students, including those with learning disabilities, other disabilities, and those who are gifted or talented, the practice of differentiation will be employed. This approach will ensure that:

- **General Education Classroom:** All students will have the opportunity to learn together in a general education classroom setting. Differentiated instruction will include individual tasks, small group activities, and open-access opportunities tailored to meet diverse learning needs.

- **Individual, Small Group, and Open-Access Tasks:** Instruction will be adapted through varied methods such as individualized tasks, small group work, and open-access activities. These methods will help accommodate different learning styles and abilities, ensuring that every student can engage meaningfully with the curriculum.

If the school considers that we are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued. (ref to admission policy 2.2)

Students with special or advanced learning needs will be encouraged to participate fully in all aspects of the school programme, including enrichment activities. To facilitate this:

- **Enrichment Activities:** Opportunities for enrichment will be made accessible to students with special or advanced learning needs, ensuring that these activities are appropriately aligned with their needs and abilities.
- **Accommodations and Modifications:** When necessary, suitable accommodations and modifications will be implemented to support students' engagement in both the academic programme and extracurricular activities. These adjustments will be designed to maximize each student's participation and success.

Garden City British School has adopted a **three-tiered staged approach** as part of the continuum of educational services provided to meet the individual needs of students with special educational need.

Three-Tiered Staged Approach to Intervention

Response To Intervention Tier 1	
Tier 1 (Un iver sal)	<p>Students who are moderately or slightly below grade level expectations and who require some level of differentiation or accommodation for academic, behavioural, or social/emotional concerns.</p> <p>In order to provide for a systematic approach in Level 1, the student's classroom teacher in cooperation and collaboration with the HOI, Inclusion teacher, SW and other relevant school staff/parents will consult regarding the learning problem the student is exhibiting. Together they will determine the need for a new or differentiated instructional plan i.e. Pupil Passport, which is purposefully designed to address the student's need. Included in this intervention plan 'Pupil Passport' can be a new instructional strategy (which needs to be developed), intervention or differentiated teaching technique. It is important to note that "on-going progress monitoring" is an important step using the data to best track the student's response to the intervention/ targets. Both the intervention and data gathering effort is maintained for an agreed amount of time – but for a minimum of at least 4 weeks. Positive and/or encouraging data would suggest that the intervention was appropriate. Taking into account the positive response, the Inclusion team would then consider how best to maintain the student's progress in Tier 1.</p>

<p>Tier 2 (Targeted)</p>	<p>Response To Intervention Tier 2</p>
	<p>If Level 1 Pupils Passport data indicates that the student is not making progress in spite of the classroom teachers and Parent’s interventions/ targets, the classroom teacher and the Inclusion Team now move to design Tier 2 interventions.</p> <p>In order to help teachers and parents document a student’s learning history, student’s present level of performance is verified and a student IEP/ILP are created.</p> <p>When writing an IEP/ILP, the child’s classroom teacher and the Inclusion Team will work cooperatively. The IEP will include instructional objectives/performance targets and instructional strategies complete with timelines for the student to meet the objectives and then share with the parents.</p> <p>The primary role of the Inclusion Team with the teacher is to review the student’s special learning need and to then:</p> <ol style="list-style-type: none"> a. Identify targeted instructional approaches to address the student’s problem(s); and b. Write a IEP/ILP. <p>The plans will be reviewed at least termly in a “progress meeting.” The progress meeting shall be chaired by the HOI or Inclusion teacher. It is extremely important to include parents throughout the process. The parents will always be invited to attend and participate in progress meetings. These meetings will be held in order to review, update and/or amend the document.</p>

<p style="text-align: center;">Tier 3 (Intensive and Individuali zed)</p>	<p>Response To Intervention Tier 3</p>
	<p>Tier 2 support has not been enough for these students will directly proceed to Tier 3 and the Inclusion team recommends that parents acquire formal documentation (Ed-Psych or medical Report) from outside professionals to better identify the nature of the student’s learning differences. When this outside documentation indicates the presence of learning difficulties, an Individual Education Plan(IEP) is developed for the child.</p> <p>The Ed-Psych assessment is provided to the school and parents by the outside agency. An IEP is developed, based upon the Ed-Psych Report and ALN teacher observations, goals are identified. A meeting to review and finalize the IEP is scheduled with all concerned parties, including parents, counselors, learning support teachers, administrators, and students (when developmentally appropriate). Strategies are implemented by the responsible parties and monitored by Inclusion teachers. A follow-up meeting is scheduled periodically to review the student’s progress or to make necessary changes to the IEP. The same process is followed for socio-emotional and behavioural students monitored by counselors.</p>

Assessment Policy

Two assessments (APs) are conducted each term. Each ALN student has assessments tailored to their individual modified curriculum, ensuring that they are evaluated fairly based on their unique learning needs.

Concessions Provided:

- **Extra Time:** ALN students are allowed additional time to complete their assessments, helping to reduce pressure and allow for thorough responses.
- **Separate Seating:** Students are provided with a designated space to minimize distractions and create a conducive environment for focus.
- **Reader Support:** A reader may be provided to assist students who require help with understanding the assessment questions.

Teachers and support staff are trained to understand and effectively implement these accommodations, promoting a supportive learning atmosphere.

Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
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(Ref. ADEK policy)

Differentiation

‘Differentiation’ is an essential element of the provision that the school makes for learners with Additional Learning Needs, including those who are Gifted and Talented. This applies whether the students are in Tier **1 2, 3** of the identification and intervention process.

All of the following are differentiating practices within our general education programs:

- ▮ Individual tasks or challenges that meet the needs of particular students.
- ▮ Modified materials or resources that allow students at different levels to access appropriate learning.
- ▮ Small group activities planned to be appropriate or distinct to ability levels within a larger class.
- ▮ Flexible tasks that allow students to take different routes through common material.
- ▮ Common topics or questions that allow different levels of response or engagement.

Garden City British School implements a Termly Plan which shows clear differentiation to meet the needs of all students, including G&T and ALN pupils.

Accessibility and Evacuation of the campus and Learning Spaces

At GCBS, the safety of all students, including those with Additional Learning Needs (ALN), is our utmost responsibility. To ensure their safety and provide a secure environment, we have implemented several measures:

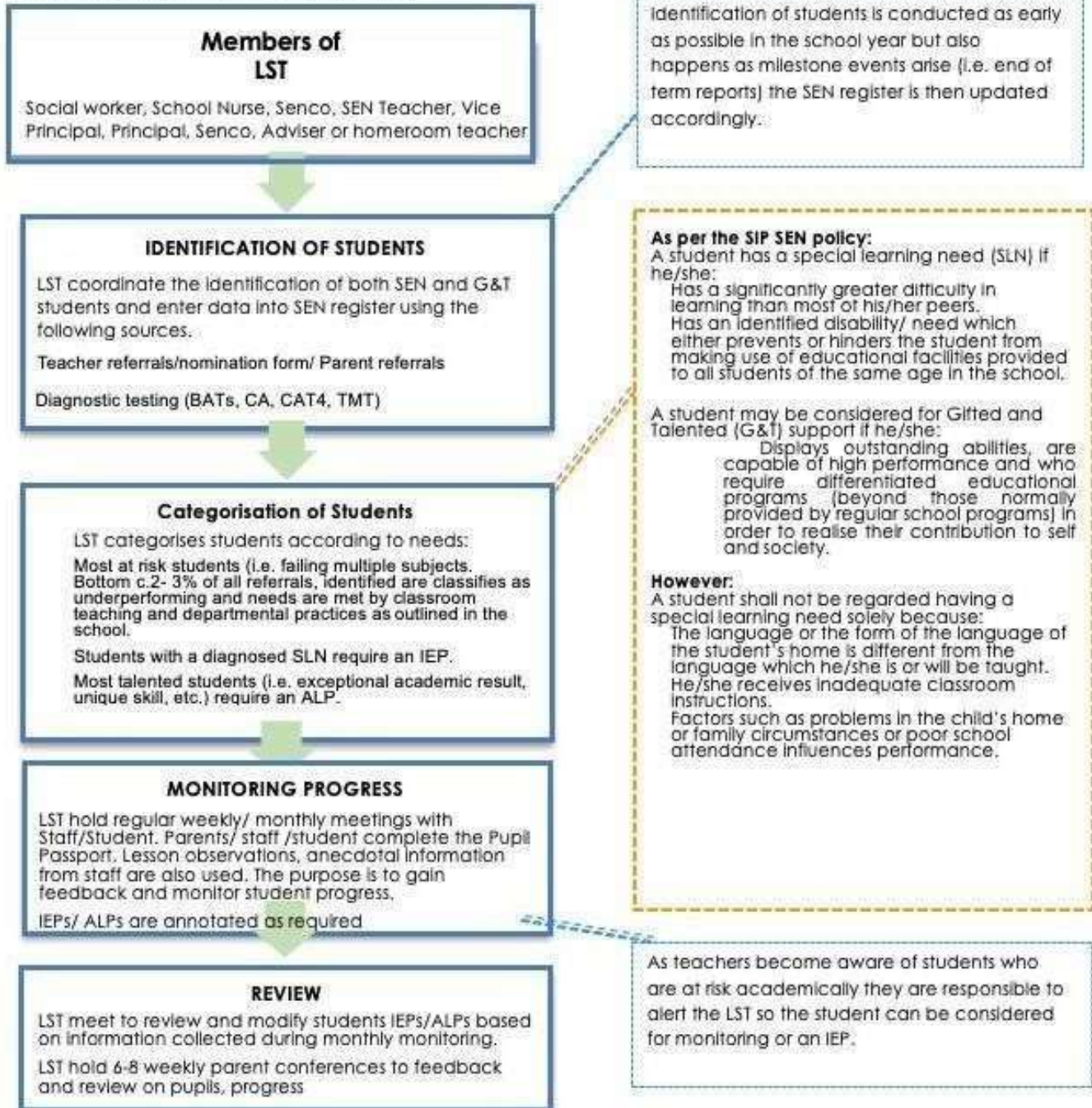
- **Fire Drills:** We conduct fire drills each term to properly train students on safety procedures. Additionally, we hold demonstration fire drills throughout the year to reinforce these practices. The Individual assistants are also trained in fire drill procedures to ensure they can effectively support students during an emergency. A separate assembly point is designated for students with ALN. This area is coordinated with the individual assistants to ensure all students are accounted for and safely evacuated. The HOI (Additional Learning Needs Coordinator) maintains a list of individual assistants to track their assignments and ensure proper support. Tier 1 students, who require less intensive support, remain with their respective classes during drills.
- **Dedicated Spaces:** The ALN department is located on the ground floor to ensure easy access for all students. We also have sensory rooms available to assist with behavioural and emotional challenges, helping students manage meltdowns effectively.

We are committed to ensuring that our school is accessible to all students. To support this, we have implemented several facilities: such as ramps. Lifts and wheel chair.

By implementing these procedures, we ensure that all students, including those with ALN, are well-prepared and safe during emergencies. We have a comprehensive risk management plan and PEEP that is shared with all Home Room Teachers (HRTs). This plan outlines procedures and risk for each students.

ALN School Operational Structure

LEARNING SUPPORT TEAM (LST)



Staffing Arrangement and Responsibility

Our school is committed to understanding and implementing inclusive practices to support all students. We have a dedicated ALN (Additional Learning Needs) department and a sensory room to cater to diverse needs. To enhance academic support, our Inclusion Team comprises a HOI (Head of Inclusion), Inclusion teachers for each cycle, and a Teaching assistant (TA).

HOI:-

- works closely with heads of key stages (e.g., Key Stage 1, Key Stage 2, etc.) to ensure that the educational needs of students with ALN are being met effectively across all stages of their education.
- is responsible for fostering an inclusive learning environment.
- involves maintaining an organized and up-to-date repository of documents related to ALN.
- involves reviewing and overseeing the Developmental Learning Plans (DLP) for students with ALN ensuring that they are appropriate and effectively implemented. Additionally, the HOI would be responsible for observing classroom practices to ensure that they align with the needs outlined in the DLPs and to provide feedback for continuous improvement.
- conduct weekly ALN Department meeting to reflect and evaluate what is working, and plan next steps.

Inclusion teachers-

- to plan DLP's and conduct pull out and push in sessions for all ALN students
- work closely with the HRT's to ensure that the classroom environment is inclusive and that teaching strategies accommodate the needs of all students.
- to support HRTs by providing advice on differentiating instruction, modifying classroom activities, and implementing strategies outlined in the IEPs.
- to ensure that all students with ALN are included in school events, such as field trips, performances, or sports days. This may involve coordinating with event organizers to make necessary accommodations and providing support to students as needed.

IA (Inclusion Assistant):-

- to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide a whole-class support where there are higher numbers of students with additional learning needs. (with reference to the inclusion policy).

Roles and Responsibilities of Key Personnel

INCLUSION TEAM: The teams' corporate responsibility is to coordinate, to identify, categorize and monitor ALN and G&T students' needs. The INCLUSION TEAM shall provide relevant feedback to inform the construction of instructional outcomes / performance targets and instructional strategies for the student's IEP/ALP and will provide additional input and support when consulting with parents.

The Inclusion team consist of HOI, inclusion teacher for respective cycles and TA

The following are key school-level personnel whose involvement is integral to the successful implementation of the learning needs programs They include:

The Principal:

- | Is responsible for ensuring that their school effectively implements the three-tiered model of intervention and that all policies, practices, and procedures for the specific learning needs programs are put into practice. The Principal works closely with the SW, Inclusion team and HOI in all aspects of the learning needs programs.

HOI:

- | Will work closely with HRT, Social Workers and the school management team to implement the three-tiered model. In addition, together with the Inclusion team will:
- | Train teachers to identify ALN and collect/ record ALN data.
- | Assist teachers/Inclusion teacher in interpreting the data collected and identifying appropriate instructional interventions.
- | Administer the progress meetings when the conversation is about any student in need of a change to his/her instructional environment.
- | Convene regular Inclusion team meetings
- | Quality assures and monitors the identification and implementation of IEPs/ALPs and the intervention process.
- | Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school

- | services system, as per the ADEK In-School Specialist Services Policy.
- | Maintain **ESIS** the school's/ADEK'S SEN child count information, and will communicate regularly with the school's management team relative to any/all Additional Learning Needs programming issues.

Individual Assistant:

Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.(as per the inclusion policy)

- Will help the students when requested by the teacher.

Inclusion Teacher

- | Will be the immediate liaison with the HRT for any/all issues relative to any student with special learning needs.
- | Update and Manage the ALN and G & T Folder in Google Drive
- | Monitor the ALN and G & T process by carrying out spot checks and Learning Walks.
- | Conducting pull out and push in sessions.
- | Planning and executing weekly ECA.

The Social Worker along with **Inclusion team** will be involved in the implementation to:

- | Train teachers to collect and manage data.
- | Assist teachers in interpreting the data collected and identifying appropriate instructional interventions.
- | Administer the progress meetings when the conversation is about any student in need of a change to his/her instructional environment.
- | Create an IEP.
- | Monitor the implementation of the intervention.
- | Maintain communication with parents
- | Maintain ALN records
- | Research ALN Strategies information as and when the need arises.

HRT:

HRT shall be fully aware of their school's process and procedures for referring, identifying, assessing, and providing a full range of instructional practices for any of the student with ALN. HRT are the primary implementers in Level 1, **Pupil Passport** working in cooperation with the SW and ALN Teacher. Likewise, HRT will participate in developing an IEP or IEP for students receiving external or internal support services in either Tier 2 or Tier 3. Anytime a student is receiving assistance from more than one Subject teacher the INCLUSION TEAM will determine which teacher(s) will actively participate in any progress/IEP team meetings. Likewise, HRT will collaborate with the Inclusion Teacher, the SW and any other specialists to develop and implement specific instructional interventions for students receiving services in either **TIER 1 Universal, TIER 2 Targeted, TIER 3 Intensive and Individualized**.

In-School Therapy Session (ISS):

The services may be provided for students with either direct or indirect services and/or interventions as well as consult with the HOI, Inclusion Teacher, SW and other teachers. Special needs and related services specialists may include social workers; speech/language therapists or language specialists; physical therapists; occupational therapists; psychologists; or others. Special needs and related service specialists are part of the school-wide team of external service delivery and are requested to assist students via the School Principal to the Board of Governors.

Inclusion Governor :-

- Present updates on the school's inclusion policies, strategies, and progress regarding students with additional learning needs.
- Advocate for the review and development of inclusive policies, ensuring alignment with best practices and legal requirements.
- Provide insights on data related to student outcomes and the effectiveness of inclusion initiatives, highlighting areas for improvement.
- Discuss and recommend the allocation of resources to support inclusive education, including staff training and additional support services.
- Share feedback from parents, staff, and students regarding inclusion practices, promoting a collaborative approach.
- Contribute to the development of action plans aimed at enhancing inclusivity within the school e.g. inclusion practices, promoting a collaborative approach.

- Ensure the school complies with relevant legislation and guidelines regarding special educational needs and inclusion.

Abbreviations:

SW	-	Social Worker
ALN	-	Additional learning needs
G & T	-	Gifted and Talented
IEP	-	Individual Education Plan
ALP	-	Advanced Learning Plan
LSP	-	Learning Support Plan
HOI	-	Head of Inclusion
MET	-	Multidisciplinary Evaluation Team
SLT	-	Senior Leader Team
PEEP	-	Personal Emergency Evacuation Plan
IA	-	Inclusion Assistant

Date amended:	31/07/2024
Sen CO/HOI:	Digeshree Pal
Principal:	Dominic Vipond
Review Date:	1/08/2025