



**KINGS'
EDUCATION**
The Best By Every Child

INCLUSION POLICY

2025-26



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Vision, Values and Aims

All students have the right to access quality education. Kings' supports students with a range of special educational needs and disabilities (SEND), as well as those who are More and Exceptionally Able (MEA). We welcome applications from students with any need or disabilities. Modifications, adaptations and differentiations are made in every classroom, ensuring inclusion for all, whether on a mainstream or Alternative Education Pathway (AEP), aiming for 'The Best by Every Child'.

Every teacher is a teacher of all students, including those with SEND, those being monitored and students with English as an Additional Language (EAL). Learning and teaching is tailored, and alternative pathways are offered as needed to meet individual needs. The Inclusion Support Team known as the LInK Team (Learning Inclusively at Kings') facilitates the Kings' Schools' inclusive framework, across all Kings' campuses.

Our Mission

Kings' Inclusion mission is to ensure that every student reaches their full potential in a holistic manner - academically, socially, emotionally, and physically - while feeling included, secure, and valued. The school fosters an inclusive environment where respect for others and their individual learning needs is central. This mission is carried out through a commitment to equitable access, tailored teaching and learning and a culture that embraces diversity, striving to meet the unique needs of each student.

Legislation and Guidance

This policy, developed in consultation with governors, staff, students, and key stakeholders, was created by the Assistant Headteachers (AHTs) for Inclusion and Inclusion Support Teams across Kings' schools to ensure a unified approach to inclusion.

The policy aligns with guidance from the KHDA, Dubai Inclusive Education Policy (2017), and UK SEND Code of Practice (2015). Objectives include:

- Ensuring the appointment of a qualified Leader of Inclusion to coordinate SEND support
- Ensuring appropriate provisions for students with SEND and monitoring their engagement in all school activities
- Informing parents when special educational provision is required
- Providing support, advice, and training for staff and parents working with SEND students

Kings' Education adheres to the Dubai Inclusive Education Policy Framework and upholds international and local legislation, including the UN Convention on the Rights of Persons with Disabilities, Federal Law No. (29) of 2006, Dubai Law No. (2) of 2014, Executive Council Resolution No. (2) of 2017, and general rules for special education provision.

Inclusion at Kings' Schools

Kings' Education is deeply committed to inclusion and pastoral support for all families, including students with Special Educational Needs and Disabilities (SEND), English as

an Additional Language (EAL), English Language Learners (ELL), and More and Exceptionally Able (MEA) students.

Support begins at admission with thorough identification and continues with regular reviews. Kings' provides inclusive education through support, intervention, differentiation, and tailored curriculum pathways. For students with high needs, Alternative Education Pathways (AEP) are available, taking a multidisciplinary approach to ensure meaningful, purposeful learning.

Our community celebrates effort and achievement, aiming to meet each student's social, emotional, behavioural, and academic needs for optimal progress. The Inclusion Support Teams, include skilled Assistant Headteachers of Inclusion who hold the National Award for SENCO Qualification, specialised Learning Support Teachers, Learning Support Assistants, Counsellors, and Therapists.

From the Chairman to the teaching staff, Kings' Education values belonging, happiness, and progress for every student. This commitment to inclusion is central to our school ethos.

Kings' Inclusion Leaders

Primary Inclusion Leader - Kings' Education

Becky Hayward r.hayward@kingsdubai.com

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Pathways Leaders

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Governors responsible for Inclusion within Kings'

Kings' School Nad Al Sheba, Gordon Alexander

Kings' School Al Barsha, Zara Masood

Kings' School Dubai, Dr Ava Ghasemi Holdich

Identification and Assessment

Purpose of Identification

Kings' Schools prioritise early, accurate identification of SEND and Additional Educational Needs (AEN). Identification begins at application to the school and a range of leadership including AHT's for Inclusion are involved in this process. Before enrolment, parents provide relevant documentation as outlined in the KHDA Parent Contract and KHDA's 'Advocating for Inclusive Education: A Guide for Parents.' AHT's review this documentation to determine next steps.

Early identification occurs through thorough assessment and systematic documentation of student's unique needs. Throughout their academic journey at Kings', students undergo regular, comprehensive age-appropriate assessments - both formative and summative - to ensure they are making meaningful progress in their learning. This supports teachers to highlight children who may require further identification of needs.

If a concern is raised, the use of personalised baseline assessments, ongoing progress monitoring, and the development of personalised learning goals are used to ensure gaps are identified in a timely and appropriate manner.

Identifying a special educational need may require providing specialist support, curriculum modifications, or individualised planning to help students achieve progress appropriate to their starting points.

The identification process is on-going, and it involves staff, students, parents and carers.

Assessment

Most students are assessed according to the National Curriculum for England in Primary and Secondary, with achievement recorded against the OPAL assessment framework and Early Learning Goals in Foundation Stage. O-Track and Nexquare are used in Primary, while SISRA and Nexquare are used in Secondary to track and record progress. Students identified with learning barriers are also assessed based on their IEP targets and goals. Those accessing alternative provision are assessed using B-Squared objectives, aligned with the National Curriculum, as well as SCERTS and ASDAN modules.

Data considered to evaluate pupils' needs will include information from external standardised tests, input from parents and carers, records from previous teachers or pre-school, discussions with students, and staff identification based on professional judgment, classwork, and assessment results.

Through these consistent assessments, teachers, senior leaders, and LInK staff identify barriers that may hinder students' progress and learning. The purpose of identifying these barriers is to enable the team around the child to collaborate with students, parents, teachers, and external agencies to create actionable plans,

interventions, and support systems that address obstacles impacting progress, attainment, or well-being.

Categories of Identified Need

All Kings' schools comply with the KHDA's 'Categorisation Framework' for Students of Determination (2019-2020). Students at Kings' may exhibit one or more of the following barriers to learning:

Potentially Vulnerable Groups

- Performance significantly below age-appropriate levels of attainment
- Marked lack of academic progress over time
- Specific challenges in spelling, reading, and writing (not due to limited ability)
- Barriers related to EAL and ELL
- Literacy-specific difficulties, such as Dyslexia
- Mathematics-specific difficulties, such as Dyscalculia/Acalculia
- Dyspraxia or Developmental Coordination Disorder
- Weaknesses in verbal skills, sometimes linked to earlier language delays (speech and language difficulties)
- Cognitive abilities below peer levels
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sensitivity to sound (some students may require medication)
- Processing difficulties
- Challenges resulting from disrupted educational experiences
- School avoidance
- Specific learning difficulties
- Sensory processing difficulties
- Physical disabilities
- Autism Spectrum Disorders
- Behavioural, social, and emotional barriers to learning
- Medical conditions that impact learning
- Speech and Language needs

Our Approach

Graduated Response

The Kings' SEND pathway is based upon a graduated response. It aims to remove barriers to learning through targeted assessments, individualised education plans, and tailored provisions. Identification may be initiated by students, parents, teachers, external agencies, or data insights. The school gathers relevant data, leading to planned interventions, implementation and ongoing review, with each Leader of Inclusion developing a pathway suited to their setting.

Plan, Do, Review

In accordance with KHDA guidelines, schools are committed to fostering an inclusive, barrier-free environment that supports the success of individuals with disabilities and special educational needs.

Kings' schools follow the UK 2015 SEN Code of Practice's Graduated Approach, involving four key stages: **Assess**, where needs are analysed through ongoing observation; **Plan**, where differentiated strategies and SMART targets are developed collaboratively with parents and, where possible, the student; **Do**, where teachers implement these strategies in daily lessons; and **Review**, where the effectiveness of support is evaluated, and further interventions are discussed if necessary.

Classification

Kings' schools adhere to the DSIB categories for disabilities and special educational needs, acknowledging that students may have overlapping needs. Specialist support beyond the school's provision may also be required. While schools facilitate collaboration with external professionals during the school day, additional costs for these services are borne by parents.

Kings' schools classify students with additional needs according to the KHDA Categorisation Framework 2019, as outlined below:

SEND (Identified)

These students have educational needs different from the majority, stemming from a disability or recognised disorder with an external diagnosis. Alternatively, they may not have significantly different educational needs but are impacted by a disability or recognised disorder that may still be under investigation.

SEND (Unidentified)

These students have educational needs different from the majority but not due to a recognised disability or disorder. This may also be under investigation. At Kings' schools, these needs are referred to as Additional Educational Needs (AEN).

Gifted and Talented

Kings' Schools are committed to nurturing all students to reach their full potential. For detailed information, refer to the Gifted and Talented Policy.

EAL and ELL Learners

Kings' recognise that an EAL (English as an Additional Language) or ELL (English Language Learner) student is someone learning English alongside another native language. For detailed information, refer to the EAL and ELL Policy.

Levels of SEND Support Provision

Level 1 – Quality First Teaching

Students at this level require minimal or no support outside the classroom. They may need specific differentiation strategies or assessment accommodations, including adjusted curriculum content, learning resources, and methods. Cohort initiatives aimed at boosting standards are available to all students needing support, ensuring equitable access to assistive devices and sensory tools.

Level 2 – Targeted support

This level may involve additional support from the class Learning Assistant, Inclusion team or Wellbeing teams for up to two sessions per week. It includes individual or group sessions with specific, time-limited interventions implemented to help the student close gaps within age-related expectations.

Level 3 – Individualised Support

This level involves forming a team around the child, with increased LInK or Wellbeing involvement, typically consisting of 2-3 sessions per week, either one-on-one or in small groups. Interventions may not be time limited. A support plan will be developed, including a personalised IEP with targeted, systematic goals and regular reviews. A modified curriculum may be implemented, and external services such as OT, SALT, and ABA may also be involved.

Level 3+ Supplementary Support

The need for support beyond Level 3 may involve extended classroom hours, additional LSA support, extra one-on-one or small group interventions, and may include an alternative pathway provision. It could also require external services such as occupational therapy (OT), speech and language therapy (SALT), and Applied Behavior Analysis (ABA). Level 3+ support incurs additional costs, which will be documented and shared with KHDA through a school service agreement.

Teaching, Learning, and Curriculum Design

At Kings' schools, all students access a broad and balanced curriculum in line with KHDA regulations. Teachers set high expectations for every student, using baseline assessments to establish ambitious targets. Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals, so that they can achieve at the highest level and always aim to make further progress

Teachers provide differentiated activities along with a range of support and resources for SEND, EAL/ELL and MEA students.

Potential challenges are identified and addressed early, with lessons designed to remove barriers to progress. Students with SEND access the curriculum unless they have an official exemption or require significant modifications or alternative pathways. Specialist interventions, such as withdrawal sessions or the ASDAN

curriculum for developing life and communication skills, are also available when needed.

Reviewing the Quality of Teaching and Learning and Monitoring Provision

Regular work scrutiny, lesson or session drop ins, learning walks and lesson observations ensure quality teaching for all students, including those with SEND. These are carried out and recorded to ensure consistency across the phases and subjects. AHT's for Inclusion participate in these reviews, and outcomes inform targeted professional development.

The quality of provision for SEND students is further monitored and evaluated through a variety of methods, including:

- Governor monitoring visits
- External visits from Educational Consultants
- Staff feedback
- Student feedback
- Learning Journals, Workbooks, and Learning Journeys
- Parental feedback
- Lesson and sessions observation
- Tracking and achievement of IEP progress
- Learning walks
- School data
- Kings' schools SEF

Regular monitoring and evaluation ensure a continuous process of review and improvement, fostering an environment focused on enhancing provision for all students.

Improving Teachers' Understanding

AHT's for Inclusion ensure staff are aware of SEND and AEN students, providing strategies, resources, and training. Teachers complete KHDA-mandated professional development alongside internal sessions

The School Register

The school register includes students identified as SEND and EAL/ELL and is managed through the Provision Map and SharePoint LInK Platform. Essential information is shared with relevant staff, outlining strategies to support and challenge these students. The register is reviewed termly and during student target-setting to evaluate if students are reaching their full potential. Progress is closely monitored to ensure students have ample opportunities to develop. The LInK Departments manage the registers, with AHT's for Inclusion responsible for maintaining the content. All staff are expected to familiarise themselves with the register and incorporate it into their planning, delivery, and assessments.

Students' needs and intervention programs are reviewed regularly, and the graduated response allows for movement between levels. A student may be removed from the register if they have met their targets and after a review process that includes assessments, teacher feedback, class observations, IEP target reviews, parent feedback, and student feedback it is deemed they no longer need the level of support. The Leaders of LInK will determine if removal is appropriate and will track these changes, ensuring progress is monitored annually. In Secondary, students previously on the register will be reviewed for Exam Access Arrangements.

Support for SEND Children

Adaptations

Individual Education Plans (IEPs) and Behaviour Plans are developed for students who meet the criteria outlined in Level 3. An IEP serves as a student's small steps for education and provides a personalised provision plan tailored to their specific needs. The IEP system is used to assess, plan, implement, and review the provision through SMART targets.

In Primary, IEPs are formally reviewed three times a year with parents and may include student conferencing to discuss next steps. Regular Team Around the Child (TAC) meetings, which may include internal staff, external agencies, parents, and students are used to share best practice and ensure consistency between all members of that child's support team.

In Secondary, LInK teachers and Heads of Year oversee overarching targets. IEPs for SEND/AEN Wave 3 students focus on interventions and additional support, such as Exam Access Arrangements or Literacy Interventions, reviewed termly.

Provision for SEND Students

The level of provision is decided by the Leaders of LInK. Each student has a different need and a different level of required support. Some of the services Kings' can offer include:

- 1:1 specific intervention
- Small group intervention
- In class learning assistant support
- Speech and Language diagnostics and consultation
- Dyslexia intervention and progress tracking
- Adapted curriculum
- Modified and / or reduced curriculum
- Specialised curriculum
- Use of technology
- Exam Access Arrangements
- Alternative Education Pathways (AEPs)
- ASDAN Pathways
- Social and Emotional Support
- ELL Pathway to support ELL students in class and interventions

- External therapists supporting students on site

In Primary, each child on Wave 3 who regularly needs 1:1 support to access the curriculum may require an additional Learning Support Assistant.

Provision For ELL/EAL Students

The Head of Inclusion meets all new admissions and collaborates with teachers when a student has English as an Additional Language or is an English Language Learner. Students at early EAL/ELL stages are enrolled in targeted interventions led by Inclusion staff. Classroom practices include differentiated teaching strategies, visual resources, dual-language texts, the use of AI, SALT programmes and speaking frames to support English acquisition. Confident peers may buddy with EAL/ELL students if beneficial. External support is recommended for students whose English proficiency significantly affects curriculum access. The Head of Inclusion monitors EAL/ELL progress, supports intervention leaders, ensures best practices, and provides appropriate resources.

Specialist Provision Through External Agencies

KHDA defines specialist provision as services that are not included in the Standard School Service. While Kings' may provide guidance on accessing these services, financial arrangements are made directly between parents and the external service providers. These services are not covered by the school's Individualised Service Agreement. Kings' does not have any financial relationship with external therapy services for Students of Determination.

Examinations

All primary examinations adhere to UK guidelines when seeking extra time and support during summative assessments.

Secondary students entering summative examinations such as GCSE and A-Level will have Exam Access Arrangements in line with the school policy and the JCQ Access Arrangements, Reasonable Adjustments and Special Considerations Regulations and Guidance.

Access Arrangements

Access Arrangements are designed to support students who face learning barriers that may prevent them from achieving their full potential. The following outlines the process for awarding these arrangements:

Students who have been identified as requiring additional access support by an Educational Psychologist will be given their required support in all summative assessment. This ensures a normal way of working is established and a history of need is recorded before applying for exam accommodations.

The AHT of Inclusion will work with parents and teachers to discuss the required evidence and arrangements.

Specialist Support

Internal Support

During the identification process, a student may need to be referred to a specialist. The LInK Departments at Kings' Education have a team of specialists who provide support in various areas, including Teaching and Learning, Curriculum Modifications, Speech and Language, Dyslexia, Autism, Social and Emotional Communication, Attachment, Makaton, ADHD, Behaviour Analysis, Wellbeing, and English as a Second Language. Their expertise is available based on student needs.

Kings' Education offers Speech and Language provision for observation and assessment, prioritising students based on immediate need. In some cases, the Inclusion Leader may refer the student externally.

Referral Process

Referrals to in-school specialists are managed through the Inclusion Department. The process includes:

- Completion of a referral form by the teacher
- Parental notification and agreement of the referral
- Initial observation and data collection
- Baseline assessments
- Personalised interventions
- Development of a support plan

Observations and assessments are conducted with parent agreement, either in consultation or following written notification.

Based on the outcomes of these assessments, specialists will recommend personalised next steps, which may include home programs, further support recommendations, school-based programs, or input to the student's IEP. Regular reviews and input from specialists ensure ongoing support for students, parents and teachers.

External Support

When necessary, parents will be directed by the AHT of Inclusion to external professionals. These professionals are familiar with the school's Safeguarding/Child Protection Policy and have signed a Confidentiality Agreement. Parents are expected to share any external assessments and provide the contact details of external agencies to the AHT of Inclusion, as outlined in the KHDA parent contract.

Medical Support

The school nurses are responsible for meeting the medical needs of students.

Kings' Education Standard Service Agreement

The Standard Service Agreement clarifies the support provided by Kings' to parents. It ensures parents understand the services and provisions available. While Kings' Education has invested significantly in developing a leading service, resources are not

unlimited. To maximise impact across the school, we regulate the number of intervention and classroom support sessions offered through the Standard School Service and Packages Programme. This approach ensures sustainable and equitable access tailored to students' needs, while maintaining our ability to support all students.

Supplementary Support Services

While we expect the needs of most Students of Determination to be met through our high-quality standard school service, some students may require enhanced provisions. In such cases, parents and the school will establish an Individualised Service Agreement. This agreement will detail the nature of the personalised services provided, any associated fees, and will be submitted to the KHDA.

Supplementary Support (Level 3+) is recommended when a student requires additional assistance to fully engage and make progress during lessons, beyond what is provided through the Standard School Service. This support is necessary when a student needs individual attention that exceeds the typical classroom support or requires ongoing support into Secondary school. By assigning additional support to the student in specific lessons, which is tailored to their needs, we aim to remove barriers to learning and improve participation. Supplementary support may also include extra one-on-one or small group interventions.

Additionally, dedicated support is recommended if a student would struggle to participate and make progress without it, or if the lack of support could pose a safety risk, disrupt classroom learning, or take away from the teacher's ability to support other students effectively.

Supplementary Support at Level 3+ will be funded by parents, as outlined in their Individualised Service Agreement. This allows the school to maintain a sustainable inclusive Admissions Policy while ensuring the Standard School Service remains available for all students.

Supplementary Support is provided in addition to the Standard School Service, and students will continue to receive their entitlements through this service. The Individualised Service Agreement outlines how the supplementary support will address the student's specific needs, ranging from additional LSA hours for particular lessons to full-time 1:1 support.

A termly review will assess the impact and necessity of the supplementary support. Based on this review, resource hours and fees may be adjusted if the student's independence increases or if the intended impact has been achieved.

Supplementary Support Costs

For students requiring 100% one-on-one adult support, the total cost for the year is 86,550 AED. This amount is based on a 10-month payment plan for parents, with the staff member being paid over a 12-month period.

Breakdown of costs over the school year for 100% one-on-one support:

Term One (Sept-Dec): 40% of the total cost

Term Two (Jan-Mar): 30% of the total cost

Term Three (Apr-Jun): 30% of the total cost

Parents can select payment options for termly or monthly payments.

For subject-specific 1:1 sessions (e.g., English, Maths, or other interventions beyond the Standard School Service), the total cost of 100% support is divided appropriately.

It's important to note that Supplementary Support is in addition to, and not a replacement for, the Standard School Service. Students will continue to receive their entitlements through the Standard School Service, with any additional support addressed through the school's Individualised Service Agreement, in accordance with KHDA requirements.

Kings' schools also offer individualised support packages depending on the needs of their cohort. These are designed by the AHT for Inclusion in each school dependent on the needs of their cohort.

Additional Support Packages

In addition to the standard service agreement for 1:1 provision, the Inclusion Department offers supplementary support packages for students who require more targeted intervention. These packages are available to all SEND students and are designed to address individual learning needs beyond the standard support, with all sessions led by specialist teachers and Learning Support Assistants (LSAs) from the LInK team.

The aim of these additional support packages is to accelerate students' progress, close learning gaps, and provide personalised learning opportunities. By offering targeted, research-based interventions, these packages help students access age-appropriate learning and support them in mastering key concepts.

Furthermore, the packages provide a range of focused learning activities such as recap sessions, pre-teaching, and overlearning, alongside personalised home learning to reinforce classroom learning. These support packages are designed to ensure that SEND students receive the tailored assistance they need to thrive academically and socially.

Kings' Alternative Provision Pathways

For those children where the mainstream school is not appropriate, the alternative provision is offered. Alternative Education Pathways are part of our specialist provision and include Life Skills, Gateway, Elevate, and Gold/ASDAN classes.

Kings' School Al Barsha and Kings' School Nad Al Sheba offer personalised, tailored learning for students whose needs may not be met within the mainstream environment. The Gateway and Life Skills provision supports students with severe to moderate communication and interaction needs, focusing on developing functional language and life skills. These students are primarily based in specially developed classrooms but participate in the broader school community where appropriate. In addition, they access small group Speech and Language Therapy and Occupational Therapy twice a week during term time. ABA strategies are also integrated into daily teaching. Class sizes typically range from 7-8 students, supported by a UK-trained Special Educational Needs Teacher and two Learning Support Assistants.

The cost for Pathways 1 and Pathways 2 is 109,530 AED per year, and for Pathways 3 and Pathways 4, it is 118,050 AED per year.

The Elevate pathway focuses on fostering independence and allows students to apply their knowledge in a smaller, more accessible setting. These students also receive group Speech and Language Therapy and Occupational Therapy weekly. Class sizes are typically no more than 12 students.

The cost for Elevate Primary is 90,940 AED per year, and for Elevate Secondary, it is 99,940 AED per year.

The Gold/ASDAN class pathway is integrated within Kings' schools, offering life skills, social interaction, and communication development through real-world activities. Additional charges may apply if sessions are not covered by a Standard School Service Agreement.

Roles and Responsibilities

Assistant Headteacher of Inclusion

The Assistant Headteachers for Inclusion oversee inclusive education practices, ensuring students, particularly those with special educational needs and disabilities, receive the appropriate support. They ensure that every student, regardless of ability, can thrive in an inclusive educational environment. They will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Collaborate with senior leaders to develop and implement an inclusive education strategy and monitor its effectiveness
- Ensure SEND students are supported and included, managing specialist support, and developing Individual Education Plans (IEPs)
- Lead staff training on inclusive education, including differentiated teaching and behaviour management strategies ensuring that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Work with parents, external agencies, and professionals to provide coordinated support for SEND students

- Track the progress of SEND students and review support strategies based on data
- Ensure SEND students have access to resources and support to succeed academically and socially
- Ensure the school complies with local and national regulations and policies related to inclusive education

The School Leadership Team

Effective leadership is essential for fostering an inclusive school environment. Kings' leaders play a crucial role in encouraging students, staff, and parents to adopt more inclusive practices.

To achieve this, leaders must have a thorough understanding of inclusive education strategies and be clear on how to integrate these approaches across the school. In partnership with the inclusion support team, the leaders will:

- Clearly communicate a vision for inclusion, engaging the entire school community
- Ensure all staff receive the necessary support to embed inclusive teaching and learning practices
- Implement a robust system of monitoring and review to track progress and guide strategic adjustments
- Through Safer Recruitment procedures, ensure recruitment and induction processes prioritise inclusive practices as a fundamental aspect of professional roles
- Carefully monitor inclusive practice and SEND provision within their areas of school
- Work alongside the schools Inclusion Governor to oversee and support the school's policies and practices related to inclusive education
- Ensure that students with special educational needs receive appropriate support, monitor the effectiveness of inclusion strategies, and work closely with all members of the school leadership team to promote an inclusive school environment
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans

Primary Inclusion Leader

The Primary Inclusion Leader is responsible for the strategic development of inclusive practices within Kings' Education, ensuring the schools remains at the forefront of Special Educational Needs provision in the UAE.

In collaboration with the extended leadership team, the Primary Inclusion Leader will:

- Work closely with all stakeholders, to ensure consistency and best practices are applied across the organisation

- Conduct a school-wide review of current practices to highlight best practices and identify areas for targeted improvement, aligning with local and international standards
- Ensure continuous development of pathways that make education accessible for all students
- Ensure consistency and collaboration across all Primary Inclusion Departments
- Support and line manage therapists working across the Kings' schools

The Inclusion Governor

The role of the Inclusion Governor is to oversee and support the school's inclusion policies, ensuring that students with diverse needs receive appropriate support and opportunities to succeed. They will:

- Help raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for SEND students within the school
- Update the governing board on the work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school
- Work closely with school leaders to monitor progress and ensure compliance with relevant legislation and best practices

Learning Support Teachers

The Learning Support Teachers are responsible for providing targeted support to students with diverse learning needs. They work collaboratively to implement individualised strategies and interventions that promote academic success and inclusion.

The role of Learning Support Specialists and Learning Support Teachers is to:

- Work under the direction of the Assistant Head of Inclusion
- Plan and deliver meaningful, high-quality lessons and interventions to accelerate children's individual progress
- Collaborate with teachers to support differentiated teaching
- Contribute to continued professional development
- Contribute to the development and implementation of IEPs
- Deliver high quality training to class teachers, LSA's and LA's
- Support class teachers with planning and differentiation for SEND children

Learning Support Assistants

The role of an LSA is to:

- Work under the direction of the Assistant Head of Inclusion and Inclusion teachers
- Collaborate with class teachers to support students with IEPs or Personalised Strategies Profiles (PSPs) in the classroom

- Support students with identified learning needs, both within the classroom and through one-on-one assistance
- Encourage student participation in activities outside of lessons, such as mentoring, support programs, movement around the building, swimming, and accompanying students on school trips
- Contribute to the development and implementation of IEPs
- Plan and deliver meaningful, high-quality lessons and interventions to accelerate children's individual progress

Inclusion Champion

Each school's nominated Inclusion Champion is a key advocate for the inclusion of students with determination. The Inclusion Champion is a positive communicator, knowledgeable educator, and skilled practitioner who believes in the value of inclusive education.

Their role includes:

- Promoting and modelling practices that support inclusive attitudes and approaches
- Engaging with community feedback through positive relationships and strong interpersonal skills
- Sharing information with senior leadership
- Providing the motivation and support needed for ongoing improvement

Class/Subject Teacher

Class and subject teachers play a crucial role in the education of students with SEND. The responsibility for each child lies with the class or subject teacher, who is accountable for their progress and support.

Their role includes:

- Planning lessons that are directly aligned with students' Individual Education Plans (IEPs), documentation, and specific needs
- Work collaboratively with a range of team members to ensure children's needs are met
- Support and guide Learning Assistants and Learning Support Assistants (LSAs) who work alongside them in the classroom
- Meet regularly with parents to review children's progress
- Contribute to the development and implementation of IEPs
- Plan and deliver meaningful, high-quality lessons and interventions to accelerate children's individual progress
- Use relevant assessment data to identify children who may require additional support

Parental and Community Engagement

Parental involvement is crucial to the success of provision for students with special and/or additional educational needs. The school fosters ongoing collaboration with families through regular communication, joint planning for student progress, and providing support resources for parents. The Learning Support teams offer workshops, review meetings, and maintain an open-door policy. The Leaders of LInK attend school functions, such as Parents' Evenings, Awards Ceremonies, and Parent Assemblies, to remain accessible and engage with families. Their contact details are readily available to ensure consistent communication.

Reviewing the Policy

The Learning Support Policy will be reviewed annually by the Leaders of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with the best international practices.

Admission Arrangements

The Admission Arrangements are outlined within this policy; there is a separate admissions policy for the Kings' Alternative Pathways. The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

Pathways for Escalation and Support

Complaints should be made in writing directly to Leaders of LInK and/or Senior Leadership Teams. They will then be referred to the school's complaints policy.

Appendix



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