

# Inclusion Policy



**CAMBRIDGE**  
**ENGLISH SCHOOL**  
مدرسة كيمبردج الإنجليزية

Reviewed and Approved on November 2025

..... Heads of Section

..... Principal

Review Date: November 2026

## Inclusion Policy

### Cambridge English School, Hawally

'Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment'

#### **Rationale**

We want our students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment.

We aim to provide high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future.

Whilst promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated. Ensuring we are enabling children to become active, responsible and caring members of the school and wider community.

At Cambridge English School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional needs or disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from local Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.

As is common in Kuwait, Cambridge English School does not have a licence that allows us to educate students with a pre-determined 'Special Educational Need', however we do have a 'Learning Support' provision.

Our Learning Support (LS) programme will provide extra support to students who require this with their learning.

The School accommodates Learning Support within the parameters of its existing resources and program options. Learning support is not intended to provide an alternative course of study; rather, they are intended to help a student be successful within the regular school curriculum. Classroom teachers maintain primary responsibility for the instruction and work, in collaboration with the learning support specialists, to ensure a student's learning needs are met.

#### **The School does not have an educational programme for:**

- Students who require a self-contained learning environment.
- Students with developmental, physical and/or emotional needs/disabilities that require services beyond the scope of our existing programs.

## **Strategies**

### **1. Identifying and Selecting Students for Learning Support**

#### **Primary**

At the earliest opportunity students are identified for Learning Support (LS) by the teacher, who fills out a Student Referral form. The class teacher should liaise with their Arabic teacher to find out if it is an EAL issue or an ELS issue. If necessary, the student will complete an English Learning Support assessment which consists of the following:

- a sequencing and spoken assessment
- a High Frequency Word assessment
- a reading assessment
- a sentence writing and spelling assessment in the form of a 4 sentence dictation
- letter formation
- phonics – phonemes, digraphs, trigraphs, blends and segmenting

#### **Secondary**

Registration: Students may declare additional educational needs or they may become clear through the entry examination. This information is filtered through senior leadership and passed to the welfare team and faculty leaders.

Assessment and baseline testing: End of year summative assessments and baseline testing are used to identify students if this has not already taken place in previous years. This information forms the basis of learning support within the academic year. Additional assessments and progress tracking during the academic year may prompt individual review and intervention in the classroom or in after school support.

Threshold: Where students are in the bottom third of achievement levels in English, maths and/or across curriculum areas, and their achievement levels are beneath 40%, a process of observation and diagnosis will begin.

Transition: The majority of learning support information is passed on between year levels and reviewed following baseline testing in the first month of the academic year. Reading age assessments will also be taken to determine learning support status.

Following identification:

- A student who is strong in a particular subject may produce results which are below their expected standard, where this is noted intervention is suggested.
- Learning support for Arabic is supervised by the Arabic department based on guidelines and requirements laid out by the Ministry of Education.
- Learning support for the British Curriculum will focus on maths and English, in the hope the support will filter through into other specialist subjects.

## 2. Learning Support Provision

Learning Support is targeted towards students who need to reduce their age-related attainment gaps. It is intended to rapidly close the gap in student attainment with that of their peers. In many instances, students with attainment gaps can be integrated into the regular classroom, with minor accommodations and modifications; in line with 'Quality First Teaching'. This process is referred to as inclusion.

Cambridge English School Hawally supports a policy of inclusion and accepts students with mild learning needs, under the condition that he or she is able to meet the academic requirements of the education program, with the support outlined in this policy. Cambridge English School has a learning support department and provides limited services for students that require interventions and accommodations. Cambridge English School is devoted to providing an inclusive environment for all students.

The LS teacher is responsible for appropriate planning, developing and delivering of the learning support sessions for students with a specific learning gap.

The LS teacher designs a SMART individual education programme with realistic targets for the student in order to correct misconceptions, strengthen areas of weakness and consolidate strengths as highlighted by their regular AFL summative and term assessments.

## 3. Learning Support programme is based on the following:

- Enhancement of basic skills and learning strategies to a level which enables these students to participate in the full curriculum.
- Intensive in terms of the frequency of sessions per week, the pace of instruction, use of resources and time to practice skills.
- Enable students to monitor their own learning and become independent learners.
- The development of oral language, engaging reading activities and development of comprehension skills with a stress on listening, speaking, reading and writing.

Strategies to support inclusion – each **primary** classroom must have:

- Visual timetable.
- Visual alphabet and number line.
- Working walls for English and Maths.
- Age appropriate resources easily accessible to students, for example: word banks, dictionaries, thesauruses, handwriting prompts, writing prompts, practical maths resources (counters), times tables charts, number bonds, world map, classroom rules.
- Opportunities for all students to have their writing displayed, for example: a 'wonderful washing line'.

During the lesson **across departments**, the teacher should ensure:

- All students are able to see the board.
- The learning objective (LO) is easily communicated.
- Visual prompts to support explanations.
- Work is differentiated where necessary or relevant support/resources are in place.

All students are entitled to 'Quality First Teaching'. This is deemed as 'Outstanding' practice at Cambridge English School, Hawally.

- Highly focused lesson design with sharp objectives.
- High demands of student involvement and engagement with their learning.
- High levels of interaction for all students.
- Appropriate use of teacher questioning, modelling and explaining.

‘Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment’

- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups.
- An expectation that students will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.
- Always give effective feedback and feed forward to encourage and guide students with future learning.

### **Secondary strategies**

Learning support intervention can take a range of forms, which include

- Observation and monitoring to ensure students can manage independently or if they require further support.
- Direct in class support for students to maintain focus or differentiate instructions.
- External withdrawal for support with the main lesson objective.
- External withdrawal for support with a curriculum area to build foundational understanding.
- Additional lessons in pastoral time to support homework or other specialist curriculum areas.
- Parental guidance through communication and individual education plans.
- English learning support focuses on writing skills.
- Maths learning support focuses on bridging gaps in the curriculum.

### **Pupil Conferencing**

For students with emotional needs the Welfare team can begin a support programme referred to as pupil conferencing. This is an opportunity for students with social and emotional difficulties to discuss their progress and community relationships with a pastoral staff member. The staff member could be a senior member of staff, a Head of Year, a school counsellor or even a Form Tutor. That colleague has received safeguarding training and maintains a professional relationship laid out in the staff code of conduct (See these policies).

How it works:

- A student has a ten minute meeting once a week with a trusted member of staff.
- Targets on progress and welfare in school or at home could be agreed.
- This student records their discussion in a conferencing book, including targets.
- The staff member records their conversation on a pupil conferencing record which is visible to teachers and staff, to support the student’s progress towards their personal targets.
- The conferencing is reviewed when the child’s IEP is reviewed.

### **After school learning**

Due to the establishment of enrichment activities within the school timetable, we have space for after school learning classes for additional support. These are 50 minute additional lessons in English, maths and (when necessary) science. These classes are offered to a small number of students who require foundational support or intervention following apparent progressional decline. This takes place three times during the academic year in 4-5 week blocks;

- After the baselines in November as an additional boost before the MidYear winter summative exams.
- After the winter exams in January-February after being identified as requiring intervention.

'Students achieving their full potential as active thinkers and self-motivated, life-long learners within a supportive environment'

- April, before the May-June exams after students are identified as struggling based on data entry 3.

This process is currently based around the month of Ramadan, which is reducing curriculum time during term 2. In years to come we may include an additional our longer learning support session.

### **Gifted and talented**

We have learning support available for the more able across the same structure, only more able students in maths and English are identified and given opportunities to extend their learning beyond the existing curriculum.



4. English Learning Support Student Intervention Procedures are as follows:

Wave 1

- Teacher completes a Barriers to Learning – Student referral form.
- ELS provide in class support and observation – give observations and advice.
- Differentiation within the classroom, implemented by the teacher and noted in lesson planning.

Wave 2

- ELS assessment and inform parents.
- Short and focused group intervention (6 weeks) with Action Plan.
- Possible pupil conferencing or school counsellor support.
- If Action Plan is successful, a record is kept and parents are informed of the successful intervention.
- Student is returned to the inclusive classroom and monitored by teacher.

Wave 3

- Action Plan is not successful.
- Student has individual targeted support either within a group or one to one.
- An Individual Education Plan is written for the student.
- The IEP is monitored every half term to monitor its effectiveness.

Wave 4

- IEP is not successful.
- Modify IEP and review after 3 weeks.IEP is still not successful.
- IEP is still not successful.
- Refer to School councillor and inform parents.
- School councillor and Head of Learning Support meets parents.
- Explain the procedures that have been followed and School Councillor provides advice on external assessment of student and the needs to be addressed.