

INCLUSION POLICY

Purpose of this policy

This policy sets out the scope of inclusive education at Cranleigh Abu Dhabi and supports parents and staff in understanding how the school ensures that every student has equal access to learning opportunities and resources. It promotes a welcoming and supportive environment where differences are respected and celebrated. It enables parents, staff and the wider school community to understand how the ADEK Inclusion Policy is implemented at Cranleigh Abu Dhabi.

Inclusive education at Cranleigh

Our vision for inclusive education is to create a nurturing community where every student feels welcomed, valued and supported. We are dedicated to celebrating diversity and empowering each student to reach their full potential. Through collaboration between parents, staff and the wider community, we strive to provide equitable access to outstanding teaching and learning, recognising the unique strengths and challenges of all learners and preparing them to thrive as adults.

Our mission is to provide high quality inclusive education that meets the needs of all our students, is responsive to their changing needs and encompasses the wider team (parents, staff, other professionals such as therapists) as well as ensuring that students contribute to decision making about the support that they receive and their academic and social goals. We recognise the importance of ongoing professional development for our staff and ensure that teachers are empowered to meet the needs of all students in their class.

Our strategy includes:

- Ensuring the inclusion team access a programme of ongoing CPD and coaching to enable them to fulfil their responsibilities and extend their expertise further
- Delivering school-wide CPD to upskill teachers and teaching assistants
- Introducing a tiered model of support, which provides clarity about the level of support required by each student with additional learning needs (ALN) and the nature of that support, leading to effective deployment of the inclusion team
- Investing in resources for sensory rooms and other learning spaces
- Using data to identify students who may have ALN, and to track the progress and attainment of all students, including those with ALN, leading to the provision of targeted support where needed
- Working closely with parents, therapists and non-academic staff such as the pastoral team to ensure that children's wellbeing is paramount and all involved with the student collaborate to achieve the best possible outcomes



Our targets for inclusive education in the academic year 2024-2025 include:

- Full compliance with the ADEK Inclusion Policy
- Implementation of therapy from external partners via the ADEK In School Specialist Services system
- Upgrading sensory rooms within Pre-Prep and Prep campuses
- Creation of a data dashboard and implementation of a management information system focused on students with ALN, including Students of Determination

Admissions

Cranleigh Abu Dhabi is an inclusive school and we welcome applications from students from all backgrounds, regardless of their first language, prior education and academic attainment. Each application is considered on its own merit. The school uses a comprehensive assessment process to ascertain the support needed, if any, and the student's academic potential. Further information about the process is available in the school's Admissions Policy. We strongly encourage parents to disclose all current and previous learning support received by their child and to share any clinical assessment reports; this information helps the school to prepare to meet the child's needs.

Should an applicant already have a diagnosed disability and require access arrangements and other adjustments to participate in the assessment process, the school will facilitate these to ensure that the student is not disadvantaged.

In accordance with the ADEK Inclusion Policy, the school are required to determine their own criteria for admission and to define their 'Inability to Accommodate'. When a student has a disclosed disability or additional learning need, the application will be carefully considered and reviewed by a team that includes the Assistant Principal (Inclusion). Presently, the school do not offer an alternative pathway to the iGCSE, Advanced Level and BTEC examinations; therefore, we aim to establish whether students have the potential to progress to this stage of their education and to attain equivalency, where required. We also consider whether a student's support needs exceed those currently available, and whether their need for support would have a detrimental impact on the support available for existing students. Where the school determines that it is unable to meet the needs of an applicant, a notification that the school is unable to accommodate the child is communicated to the parents and ADEK in accordance with the ADEK Inclusion Policy and ADEK School Student Administrative Affairs Policy.

Students are admitted into the year group appropriate to their age and the stage of education they have already completed. Students with ALN are not permitted to repeat a year that they have already completed, unless the parents request that the school seeks ADEK approval for grade repetition; in that case, the student's latest medical report and learning plan must be shared with ADEK.



Students transitioning into or out of the school, and from one campus to another, are provided with additional support to ensure they feel comfortable and excited about joining their new class. This could include additional visits to the new setting and teacher, staff visiting the student in their current setting, social stories, and video and photographic images of their new uniform, classroom and teacher. Transition support is personalised to the needs of each student.

Standard Inclusive Provision

Staffing

The school recognises the importance of providing a team of specialists to support students with ALN. The team is led by the Assistant Principal with whole school responsibility for Inclusion (Ms Ginette Moore). Each phase of the school has an Inclusion Lead, who is a qualified teacher with additional post-graduate qualifications in meeting the needs of students with ALN. The Inclusion Lead is responsible for day-to-day management of inclusive education in their section (Pre-Prep – Ms Natalie Smith; Prep – Mr Jamie Barr; Senior – Ms Erin de Glanville). The inclusion team also comprises inclusion teachers in the Senior School and inclusion assistants in the Pre-Prep and Prep schools. The team are deployed according to the needs of students.

Some students require more support than is generally available at school. This may be support with their logistical, safety-related, behavioural, medical and/or social and emotional needs. Where the school identify that this type of support is needed for at least 50% of the school day, they will consider whether the provision of an Individual Assistant will enable the student to attend school, engage in their learning and ensure their safety and wellbeing. An Individual Assistant is parent-funded and employed but works with the student at school to provide the necessary care and support. Individual Assistants are not permitted to provide support with teaching or to create, modify or evaluate learning activities.

Accessibility

Cranleigh Abu Dhabi has a fully accessible school site. There are elevators in all buildings with more than one floor, evacuation chairs on staircases, and accessible bathrooms can be found in all parts of the school. Should a Person of Determination require adaptations to enable their access to teaching, and to learning and recreational spaces, these will be considered on a case-by-case basis and wherever possible, implemented with the support of the facilities and inclusion teams.

A Personal Emergency Evacuation Plan (PEEP) is created for any student who needs support to safely evacuate the school building. A risk assessment and mitigation plan will be created for a student with ALN who needs support to ensure their own safety and that of others, including adults. Staff receive regular training in the use of equipment that aids evacuation.

All classrooms and learning spaces in the school are designed to meet the needs of the children who use them. Adapted equipment, such as chairs, tables, writing implements etc. can be used to support the integration of students with physical or sensory needs, whether those needs exist



on a temporary or long-term basis. Inclusion teachers have their own allocated spaces within each campus; these are used along with a number of other learning spaces by inclusion teachers and inclusion assistants to facilitate targeted, pull-out interventions and support. Should a student have a visual or hearing impairment, the spaces they access will be evaluated, with their input, to ensure that there is a mitigation plan for any visual or auditory disturbance that may impact their access to learning. Spaces for occupational and speech therapy have been created at the Pre-Prep and Prep buildings, as well as sensory rooms.

Teaching and Learning

Teachers at Cranleigh adhere to the 'Cranleigh Classroom', which ensures that all students are valued and respected and their needs are met. A range of approaches to delivering teaching and demonstrating learning are employed; these are considered when lessons are planned, during and after delivery. Where appropriate and applicable, teachers take account of student targets from their Learning Plans, and provide adjustments and accommodations in line with their Learning Passports, as well as utilising adaptive teaching strategies.

Tiered Model of Support

We recognise that not all students with ALN need the same type or frequency of support, and that some students' needs are effectively met in the classroom through adjustments and accommodations. When a student has an identified or diagnosed disability or learning need, the school allocates them to a tier according to the support needed. In accordance with the ADEK Inclusion Policy, the tiers are: Tier 1 – Universal (student's needs are met in the classroom); Tier 2 – Targeted (support is provided by the Inclusion Team, as well as the class/subject teachers); Tier 3 – Intensive and Individualised Support (support is provided by the Inclusion Team, as well as the class/subject teachers, and this is highly personalised due to the student's unique learning needs).

Identification, Referral and Tracking

The school employs a robust identification, referral and tracking system which enables teachers to raise concerns about students to the Inclusion Team and ensures that follow up action is taken. This could include a meeting with parents, review of the student's work and grades, discreet observation in class, engagement with the student so that they can share their experiences and challenges first hand, and formalised assessments. Once reviewed, the Inclusion Lead and Assistant Principal will meet to agree on next steps, such as advice to teachers to support them in meeting the student's needs and the provision of 1:1 or small group targeted support from a member of the Inclusion Team.

Students who are identified as having an additional learning need as a result of this process will be allocated to a Tier. Tier 1 students have a learning passport, which guides their teachers in making the necessary adjustments and accommodations for the child to flourish at school. Students at Tier 2 and Tier 3 have a Learning Plan which is reviewed termly. Both of these documents are constructed through a collaborative approach between teachers, parents and the



student themselves, with input from external professionals where appropriate. Termly reviews provide an opportunity to reflect on the impact of support given and make any required adjustments. Annual reviews are held for students at Tier 2 and Tier 3, as well as any others who have support from an Individual Assistant.

The school are required by ADEK to maintain records of students with disabilities and additional learning needs. This includes their tier of support, their type of need and their learning targets (as shown on their Learning Plan). These details, and the student's medical report provided by their parents where applicable, will be recorded on the ADEK eSIS system. Further information about school and ADEK records is available from the Assistant Principal (Inclusion).

Assessment Accommodations

The school adheres to Joint Council of Qualifications (JCQ) regulations in respect of the provision of assessment accommodations for external examinations; where a need for accommodations has been identified, these accommodations will also be available to the student for internal examinations and assessments.

In order to establish whether a student meets the criteria for an assessment of their need for exam accommodations, the school will gather information from the student's teachers, their parents and the student themselves. Where applicable, information from external sources, such as Educational Psychologist assessments or medical reports, might be taken into account.

Accommodations can only be granted where a student's additional learning needs result in a substantial disadvantage in examinations due to persistent and significant difficulties, except for exceptional circumstances. In general, it is expected that the use of these accommodations is their normal way of working for a period of six months or more before any external examinations. Further information can be found in the Assessment Accommodations Policy.

Therapy at school

The school works in partnership with external therapy providers to facilitate the provision of therapy at school during the school day. Therapies available are speech and language therapy, occupational therapy and psychotherapy. Parents enter into a contract with the clinic providing the therapist and the clinic are responsible for administration of the registration and monitoring process, as well as the collection of therapy fees where the therapy is not covered by medical insurance. Refer to the school's In-School Specialist Services Policy for further information.

Additional Fees

Cranleigh Abu Dhabi recognises that equitable access to education is the right of all students. The school does not charge additional fees for learning support, specialist assessment or consultation with other professionals such as therapists.

Roles and responsibilities

Those with strategic and operational responsibility for inclusive education at the school are outlined below, along with their core areas of responsibility.

Governing Board

The Governing Board are responsible for setting strategic direction, appointing an oversight member, budgeting for specialist support, and ensuring accessibility adjustments for students with additional learning needs.

School Principal

The Principal is responsible for the following:

- Ensuring that inclusive education is a key agenda item in leadership and Governing Board meetings
- Developing and reviewing inclusive provisions as part of the School Development Plan with measurable targets
- Appointing a senior leadership team member to oversee inclusion and a Head of Inclusion to coordinate support for students with additional needs
- Designating separate staff for multilingual learners and gifted/talented students
- Submitting data on students with additional learning needs to ADEK as required
- Recording and addressing any incidents of maltreatment, including bullying or discrimination
- Establishing an emergency evacuation system for individuals with additional needs, ensuring designated staff are trained and aware of their roles
- Undertaking overall responsibility for safe evacuation

Assistant Principal (Inclusion)

The Assistant Principal (Inclusion) is responsible for:

- Coordinating educational, behavioral, social, and emotional support for students with additional learning needs
- Collaborating with teachers to track student progress and attainment against curriculum expectations
- Ensuring secure management of documentation
- Maintaining and updating the register of students with additional learning needs
- Reviewing data and eSIS information for these students
- Evaluating school accessibility and ensuring emergency evacuation procedures are in place
- Developing and reviewing Personal Emergency Evacuation Plans in collaboration with the Health and Safety Officer
- Conducting quality assurance reviews of inclusive teaching practices
- Ensuring that parents have opportunities to discuss support options and impact
- Coordinating and evaluating specialist interventions for their impact on progress, attainment and wellbeing



- Facilitating delivery of in-school therapy

This policy has been approved by the Principal (November 2024)
The policy will be reviewed no later than September 2025.