PROGRESSIVE ENGLISH SCHOOL (L.L.C.)
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INCLUSION POLICY

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Policy updated	April 2026

VISION

Expanding knowledge and understanding leads to wisdom

MISSION

PESS enables students to become self-motivated, competent, lifelong learners to generate creative ideas to do the right things for the growth of the society.

MOTTO

Learn Progress Lead

ANNEXURES AND APPENDICES

The following documents may be attached to the Inclusion Policy;

Appendix 1 - Introduction

Appendix 2 - Purpose and Scope

Appendix 3 - Policy Statement

Appendix 4 - Definitions (Glossary)

Appendix 5 - Governance and Leadership Roles (Roles and Responsibility)

Appendix 6 - Admission of Student with An, Identification of An And G&T Students

Appendix 7 - Inclusive Provision

Appendix 8 - Documented Learning Plans (IEP, DIP, ALP)

Appendix 9 - Tiered Support Framework

Appendix 10 - Curriculum Access and Assessment

Appendix 11 - Assistive Technology and Learning Tools

Appendix 12 - Enrichment for Gifted and Talented

Appendix 13 - Parent and Family Engagement

Appendix 14 - Data Management and Confidentiality

Appendix 15 - Professional Development (CPD)

Appendix 16 - Monitoring and Evaluation

Appendix 17 - Complaints and Appeals

Appendix 18 - Review Cycle and Update Policy

INCLUSION = ACCESS + PARTICIPATION + ACHIEVEMENT

1. INTRODUCTION

Our school is committed to providing an inclusive, equitable, and supportive learning environment in which every student is valued, respected, and given meaningful opportunities to learn, participate, progress, and achieve.

We recognize that students have diverse abilities, learning needs, backgrounds, interests, strengths, and individual differences. Inclusion is therefore embedded across teaching, learning, assessment, pastoral care, student wellbeing, and the wider school community.

Our approach to inclusion is based on the principle:

Inclusion = Access + Participation + Achievement

- **Access** – ensuring every student can access learning, resources, facilities, and opportunities.
- **Participation** – ensuring every student is actively involved, included, heard, and supported.
- **Achievement** – enabling every student to make progress and reach their potential.

The school aims to identify and remove barriers to learning and participation and provide appropriate support for students with Additional Learning Needs (ALN), including students of determination, as well as opportunities for Gifted and Talented (G&T) students.

2. PURPOSE AND SCOPE

PURPOSE:

The purpose of this policy is to:

- Promote an inclusive culture throughout the school.
- Ensure equitable access to education for all students.
- Identify learning needs at the earliest possible stage.
- Provide appropriate intervention and support.
- Remove barriers to learning and participation.
- Promote academic, social, emotional, and personal development.
- Support students with ALN and G&T students.
- Establish clear roles and responsibilities for staff.
- Strengthen collaboration between school, students, parents, and external professionals.
- Monitor the effectiveness of inclusive provision.

SCOPE:

This policy applies to:

- All students enrolled in the school.
- Students with ALN.
- Gifted and Talented students.
- Teachers and teaching assistants.
- Inclusion/SEN team.
- Counsellors and pastoral staff.
- School leadership.
- Parents and families.
- External professionals working with the school.

3. POLICY STATEMENT:

The school believes that every student has the right to access high-quality education in a safe, respectful, and inclusive environment**.**

The school will:

- Promote equality, equity, dignity, and respect.
- Identify individual learning needs as early as possible.
- Provide reasonable and appropriate adjustments.
- Ensure students with ALN have access to the curriculum.

- Provide targeted intervention when required.
- Develop individualized learning plans where appropriate.
- Support G&T students through enrichment and extension opportunities.
- Use differentiated and inclusive teaching approaches.
- Work collaboratively with parents and families.
- Maintain appropriate records and confidentiality.
- Provide professional development for staff.
- Monitor student progress and evaluate the effectiveness of support.

4. DEFINITIONS – (GLOSSARY)

Term	Definition
Inclusion	Ensuring that every student can access, participate in, and achieve within the school community.
ALN	Additional Learning Needs that require additional or different provision from that normally available to students.
SEN/SEND	Special Educational Needs/Special Educational Needs and Disabilities.
Student of Determination (SOD)	A student who requires additional educational support because of identified needs or barriers to learning.
G&T	Gifted and Talented students who demonstrate advanced ability, aptitude, creativity, or potential in one or more areas.
Differentiation	Adapting teaching, resources, activities, or outcomes to meet different learning needs.
Reasonable Adjustment	A modification or support provided to reduce barriers and enable equitable participation.
IEP	Individual Education Plan developed to address identified individual learning needs and targets.
DLP	Documented Learning Plan outlining specific learning needs, strategies, accommodations, and targets.
ALP	Advanced Learning Plan designed to support the development of G&T learners.
Intervention	Targeted support provided to address a specific learning need or barrier.
Universal Provision	Inclusive strategies and support available to all students as part of quality teaching.
Tiered Support	A graduated system of support based on the level and complexity of student need.

Term	Definition
Assistive Technology	Technology that supports students to access, participate in, or demonstrate learning.
Access	The opportunity and ability to access learning, resources, facilities, and activities.
Participation	Active involvement in learning and school life.
Achievement	Progress towards individual learning goals and potential.

5. GOVERNANCE AND LEADERSHIP ROLES (Roles and Responsibility)

School Leadership:

School leadership is responsible for:

- Establishing an inclusive school culture.
- Ensuring implementation of the Inclusion Policy.
- Allocating appropriate resources.
- Supporting staff training.
- Monitoring inclusion outcomes.
- Ensuring compliance with relevant regulations and requirements.

Inclusion/SEN Leader

The Inclusion/SEN Leader will:

- Coordinate the school's inclusion provision.
- Lead identification and assessment processes.
- Coordinate intervention programmers.
- Support teachers in implementing inclusive strategies.
- Monitor IEPs/DLPs.
- Maintain appropriate student records.
- Coordinate meetings with parents and professionals.
- Monitor student progress.
- Report inclusion outcomes to school leadership.

Teachers

Teachers are responsible for:

- Providing inclusive classroom practice.
- Identifying concerns at an early stage.
- Differentiating teaching and learning.
- Implementing agreed strategies and accommodations.
- Monitoring student progress.
- Contributing to individual learning plans.
- Communicating with parents and the Inclusion Team.

Counsellor/Pastoral Team

The counsellor/pastoral team will:

- Support students' social and emotional development.
- Identify wellbeing-related barriers to learning.
- Provide appropriate counselling or pastoral support.
- Work collaboratively with teachers and the Inclusion Team.
- Refer students to external professionals where appropriate.

Teaching Assistants/Learning Support Assistants

They will:

- Provide support according to the student's documented plan.
- Promote independence.
- Implement agreed classroom strategies.
- Record relevant observations and progress.
- Communicate concerns to the appropriate staff member.

Parents/Guardians

Parents are expected to:

- Share relevant information about their child's needs.
- Participate in meetings and planning.
- Support agreed strategies where appropriate.
- Maintain communication with the school.

- Work collaboratively with staff and external professionals.

Students

Students should:

- Participate actively in their learning.
- Communicate their needs where possible.
- Respect others.
- Develop independence and self-advocacy skills.

6. ADMISSION OF STUDENTS WITH (ALN)

The school follows an inclusive admission approach and does not discriminate against students on the basis of additional learning needs.

During admission, the school may:

- Review available educational and professional reports.
- Gather information regarding the student's strengths and needs.
- Identify required accommodations and support.
- Assess whether appropriate provision can be reasonably provided.
- Meet with parents and relevant professionals where required.
- Develop an initial support plan where appropriate.

Admission decisions will be made in accordance with applicable regulations, school capacity, available resources, and the student's educational needs.

7. IDENTIFICATION OF ALN AND G&T STUDENTS

Identification is an ongoing process involving observation, assessment, professional judgement, and collaboration.

ALN identification may include:

- Teacher observations.
- Classroom assessments.
- Screening and baseline assessments.
- Academic progress data.
- Behavioural and wellbeing observations.
- Parent concerns.
- Student voice.

- Previous school records.
- Specialist/professional reports.

G&T identification may include:

- Exceptional academic performance.
- Advanced subject knowledge.
- Creativity.
- Problem-solving ability.
- Leadership.
- Exceptional talent in arts, sports, technology, or other areas.
- High-level reasoning or critical thinking.
- Teacher and parent nominations.

Identification should focus on strengths, needs, potential, and barriers**,** rather than labels alone.

8. INCLUSIVE PROVISION

The school provides a graduated range of support, including:

- High-quality inclusive classroom teaching.
- Differentiated instruction.
- Adapted learning resources.
- Small-group intervention.
- Individual support where required.
- Social and emotional support.
- Behavioural support.
- Curriculum accommodations.
- Assessment accommodations.
- Assistive technology.
- Specialist support and referrals where appropriate.

The aim is always to **promote** student independence**,** rather than creating unnecessary dependence on adult support.

9. DOCUMENTED LEARNING PLANS (IEP, DLP, ALP)

IEP – Individual Learning Plan

An IEP may include:

- Student strengths.

- Areas of need.
- Baseline information.
- Specific measurable targets.
- Teaching strategies.
- Accommodations.
- Intervention requirements.
- Responsible staff.
- Review dates.
- Progress monitoring.

DLP – Documented Learning Plan

A DLP provides a practical overview of:

- Identified needs.
- Classroom strategies.
- Learning accommodations.
- Assessment arrangements.
- Intervention strategies.
- Student strengths and interests.
- Monitoring arrangements.

ALP – Advanced Learning Plan

An ALP supports G&T students by identifying:

- Areas of strength.
- Advanced learning needs.
- Individual targets.
- Enrichment opportunities.
- Extension activities.
- Leadership opportunities.
- Competitions/projects.
- Progress monitoring.

Plans should be reviewed regularly and updated according to student progress.

10. TIERED SUPPORT FRAMEWORK

The school uses a graduated approach.

Tier 1 – Universal Support

Support available to all students through:

- Quality-first teaching.
- Differentiation.
- Flexible grouping.
- Accessible resources.
- Classroom accommodations.
- Positive behaviour approaches.

Tier 2 – Targeted Support

Additional support for students requiring more focused intervention:

- Small-group intervention.
- Targeted literacy/numeracy support.
- Social-emotional programmes.
- Individualised classroom strategies.
- Short-term intervention plans.

Tier 3 – Intensive/Individualized Support

For students with more significant or complex needs:

- Individualized intervention.
- Specialist assessment.
- Individual learning plans.
- Intensive support.
- External professional involvement where appropriate.
- Regular multidisciplinary review.

11. CURRICULAM ACCESS AND ASSESSMENT

The school aims to ensure that students can access the curriculum through:

- Differentiated teaching.
- Adapted resources.
- Alternative methods of presentation.
- Visual support.
- Scaffolding.

- Flexible grouping.
- Appropriate accommodations.
- Assistive technology.

Assessment should measure what the student knows and can do, while reducing unnecessary barriers.

Where appropriate, assessment accommodations may include:

- Additional time.
- Modified presentation.
- Use of assistive technology.
- Scribe or reader support where permitted.
- Rest breaks.
- Alternative methods of response.

All accommodations should be based on documented need and applicable assessment requirements.

12. ENRICHMENT FOR GIFTED AND TALENTED STUDENTS

G&T students should receive opportunities that extend their learning beyond the standard curriculum.

Provision may include:

- Enrichment programmes.
- Extension activities.
- Higher-order thinking tasks.
- Independent projects.
- Research opportunities.
- Competitions.
- Leadership opportunities.
- Mentoring.
- Subject-specific challenges.
- Creative and innovation projects.
- Academic clubs.
- Acceleration where appropriate and permitted.

The school aims to develop not only academic achievement but also creativity, critical thinking, leadership, resilience, and personal development**.**

13. PARENT AND FAMILY ENGAGEMENT

Parents and families are valued partners in the inclusion process.

The school will:

- Maintain regular communication.
- Share relevant information regarding student progress.
- Involve parents in individual learning plans.
- Provide opportunities for parent meetings.
- Consider parent concerns and feedback.
- Encourage collaborative decision-making.
- Respect family confidentiality.

Student voice should also be included wherever appropriate.

14. DATA MANAGEMENT AND CONFIDETIALITY

Student information must be:

- Accurate.
- Relevant.
- Secure.
- Confidential.
- Accessed only by authorised personnel.
- Shared only when appropriate and legally permitted.

Records may include:

- Assessment information.
- Professional reports.
- Learning plans.
- Intervention records.
- Progress data.
- Parent communication.
- Review documentation.

Staff must follow the school's data protection and confidentiality procedures.

15. PROFESSIONAL DEVELOPMENT (CPD)

The school will provide ongoing professional development to strengthen inclusive practice.

CPD may include:

- Understanding ALN.
- Differentiation.
- Inclusive teaching strategies.
- Classroom accommodations.
- Behaviour support.
- Social-emotional learning.
- G&T provision.
- Assistive technology.
- Assessment accommodations.
- Safeguarding.
- Student wellbeing.
- Universal Design for Learning (UDL).

Staff training needs should be identified through monitoring, student needs, staff feedback, and school priorities.

16. MONITORING AND EVALUATION

The effectiveness of inclusion provision will be monitored through:

- Student progress data.
- Learning plan reviews.
- Classroom observations.
- Intervention records.
- Teacher feedback.
- Parent feedback.
- Student voice.
- Attendance and behaviour data.
- Inclusion team reviews.
- Internal audits.

The school will evaluate whether students are experiencing:

Access → Participation → Achievement

Where support is not producing the expected outcomes, provision will be reviewed and adjusted.

17. COMPLAINTS AND APPEALS

The school encourages parents and students to raise concerns at the earliest opportunity.

Concerns should initially be discussed with the relevant:

1. Class/subject teacher.
2. Inclusion/SEN Team.
3. Head of Department/Phase Leader, where applicable.
4. School Leadership.

Formal complaints and appeals will be managed according to the school's established complaints procedure.

All concerns will be handled fairly, respectfully, confidentially, and within the applicable timelines.

18. REVIEW CYCLE AND UPDATE OF POLICY

This Inclusion Policy will be reviewed annually or earlier if required due to:

- Changes in legislation or regulatory requirements.
- Changes in school procedures.
- Changes in inclusion needs.
- Findings from monitoring and evaluation.
- Inspection recommendations.
- Feedback from staff, students, and parents.

The Inclusion Team and school leadership will contribute to the review process.

All updates will be communicated to relevant stakeholders.

The ultimate goal of the policy is to ensure that every learner is welcomed, supported, included, and enabled to achieve their full potential.