



BCD Inclusion Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

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1. Policy Statement

Brighton College Dubai values the uniqueness of each pupil who comes into its care, supporting and nurturing their physical, intellectual, emotional, and social development, irrespective of their starting points. Brighton College believes in treating pupils as individuals and welcomes pupils with a range of differences. Inclusive attitudes, behaviours, beliefs, and systems ensure that each pupil, regardless of their individual learning profile, has every opportunity to be truly independent and reach their true potential.

All pupils are supported through carefully tailored programmes of study, through advice and support when needed, and through the recruitment of expert teachers and senior leaders. Individualised support is offered to help pupils to access the curriculum and navigate the demands of college life.

The College recognises that there will be individual pupils who require more specific help or support in order to fulfil their potential and will work proactively to create a supportive and inclusive educational environment and to promote learning for all our pupils with an additional need or disability. Reasonable adjustments to the curriculum content, delivery, and assessment or to the school environment will be made wherever possible to ensure that pupils are able to learn and grow to their full potential.

Inclusion at Brighton College Dubai runs through each phase, faculty, and member of the college community. Seamlessly integrated, destigmatised and wholly supportive of learning differences across the spectrum of need to giftedness.

2. Aims

Brighton College Dubai aims to work proactively, creating a supportive and inclusive educational environment where all pupils, including those with learning differences, can exceed expectations. We aim to comply with all relevant statutory requirements and best practice to date.

We will comply with all relevant statutory requirements:

- Directives and guidelines for inclusive education (ensuring equitable access to education for students of determination) January 2020
- Implementing Inclusive education: A guide for schools. January 2019
- Dubai inclusive education policy framework (2017)
- Executive Council Resolution no.2 of 2017



- SEND Code of Practice (UK, 2015)
- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Government of Dubai 'My Community' initiative launched in 2013

Beyond compliance, Brighton College Dubai's Inclusion team's aim is to develop excellent partnerships with pupils, parents, and carers as they negotiate their journey through education to academic success, independence, workplace skills, leadership, and lifelong learning.

3. Practice and Procedure

3.1 Inclusion and Learning differences

Children have different starting points and progress at different rates, particularly during their early years. We recognise that reasonable adjustments may have to be made to the school environment, curriculum, or delivery in order to make the experience of studying more successful for some children.

3.1.1 Additional Educational Need (AEN)

Some pupils will have needs which are transient and can be addressed through high quality teaching, differentiation, and intervention. These pupils are considered to have an Additional Educational Need.

Brighton College acknowledges that pupils who have been identified as having a specific educational need may also be learning English as an additional language, whilst recognising that an EAL pupil is not considered to have a special educational need profile solely due to their stage of English acquisition.

3.1.2 Students of Determination (SoD)

Some pupils will have needs which are likely to be ongoing and affect the pupil's equal access to educational opportunities over time despite high quality intervention. These pupils are considered Students of Determination (SOD.) A Student of Determination is a pupil with long term physical, mental, intellectual, or sensory impairment which hinders their full and effective participation in education on an equal basis with peers of the same age. Every effort is made to remove barriers to education and support Students of Determination in developing coping strategies.



Pupils requiring support services will be timetabled as appropriate to their age, stage and curriculum requirements. Classroom support may take place through direct intervention from the Inclusion department or indirectly via co-planning lessons with teachers. Intervention sessions may take place outside the classroom but every effort will be made to ensure that pupils are not removed from core classes. When timetabling EAL lessons, pupil wellbeing and social opportunities are taken into account.

3.1.3 English as an Additional Language (EAL)

Brighton College Dubai will provide services to a pupils with a range of needs who are learning English as an Additional Language. Pupils for whom English is an additional language will have the benefit of social and academic language skill development in English as well as support to access curriculum all subject areas. The College will provide a safe and welcoming, yet exciting and challenging environment which values pupils, their home language and their culture. There will be opportunities to expand upon knowledge and understanding of our International Pupil's social and academic language.

The EAL referral, identification and support process follows the following route:

Monitor → Referral → Assessment → EAL Register → Support Wave 1/2/3 → Review

Wave 1 - Quality first classroom teaching

Wave 2 – Additional EAL provision

Wave 3 – Additional EAL provision for pupils who require intensive support

EAL lesson timetabling:

Pupils requiring EAL services in will be given support as appropriate to the age, stage and curriculum requirements. Support in class may take place through direct intervention from the Inclusion department or indirectly via co-planning lessons with teachers to enhance differentiation planning and delivery. EAL lessons may take place during library periods, Modern Foreign Language periods or Supported Studies periods, for example. Every effort will be made to ensure that pupils are not removed from core classes or asked to miss PE, Art, DT, Music and Drama which provide valuable opportunities for development of language, peer relationships and promote general wellbeing.

For further information please refer to the English as an Additional Language Policy available on the College website.



3.1.4 Gifted, Talented, More and Exceptionally Able

Brighton College Dubai is committed to ensuring that all pupils are supported in fulfilling their potential and develop a love of learning for its own sake. The College recognises that pupils of all abilities, including gifted, talented, more and exceptionally able pupils are entitled to be stretched and challenged, however, pupils who learn quickly, deeply or with a greater eagerness than peers sometimes require extension or alternative learning opportunities. These pupils will be offered individual learning opportunities at Brighton College Dubai.

The College uses the language of "More Able", "Exceptionally Able", "Gifted" and "Talented" to refer to pupils who have demonstrated through uncommonly high ability in either academic or non-academic subject areas.

All teaching staff ensure that a variety of teaching approaches and enrichment strategies are used throughout the College in response to pupil needs. The College is committed to achieving measurable improvements in the attainment, progress and aspirations of gifted and talented, more and exceptionally able pupils by meeting specific needs through effective differentiation and enrichment.

Identifying More and Exceptionally Able, Gifted and Talented pupils

Identification of Gifted, Talented, More and Exceptionally Able pupils may be made using a variety of the following information sources:

Attainment

- CAT4 scores (125+) or CAT mean (125+)
- PTE, PTM, PTS Standard Age Scores of 125+
- NGRT Reading Test scores (120 or above)
- School assessment data (consistent high attainment or accelerated progress)
- Average point score at GCSE (for Sixth Form)
- Teacher referrals in two or more subjects (including one core subject)
- External assessment data



Waves of intervention

There are three waves of provision for more and exceptionally able learners:

Wave 1 – Quality first teaching.

Differentiation in schemes of work and lesson plans in pursuit of greater breadth and depth.

Wave 2 – Additional and different provision.

Provision includes extension groups, early exam entry, advanced co-curricular opportunities.

Wave 1 strategies remain in place.

Wave 3 – Wider, enhanced and different provision.

This could include early entry for multiple subjects, early entry more by more than 1 year or a significantly modified curriculum and external opportunities. Wave 1 strategies remain in place.

For further information and details of programs, please refer to the [“Gifted and Talented”, “More and Exceptionally Able” Policy](#)

3.1.5 Emirati Pupils

Brighton College Dubai recognises the privilege it has as an educational institution operating in the United Arab Emirates. Emirati pupils at Brighton College Dubai each have unique cultural influences, challenges, and opportunities in this quickly developing and innovative culture. The College is invested in providing opportunities and support for its Emirati pupils to embrace their cultural heritage, develop as speakers, networkers, language leaders, and critical thinkers exceeding expectations in the classroom and beyond. Opportunities will be provided in the classroom and through the EAL program, the Gifted, Talented and More Able program and the link between the Inclusion and Arabic departments.

The College will celebrate the cultural and linguistic diversity and experiences of bilingual pupils to enrich learning for all. Internationalism and multiculturalism are celebrated whenever possible. Opportunities will be planned for pupils to learn about and celebrate Emirati culture and Arabic language.



4. Admissions to the College

Brighton College is committed to an inclusive education and helping every pupil fulfil their academic potential. We treat all applications equally, admitting pupils with a range of abilities and educational needs.

Pupils will not be refused on the basis of learning differences as we believe that pupils with Additional Educational Needs (AEN) and Students of Determination (SoD) have the right to quality education in an inclusive setting. Admission priority will be given to Students of Determination who have siblings already enrolled at Brighton College Dubai.

4.1 Foundation Stage – Year 2 Admissions

Pupils entering Pre-Prep (**FS1, FS2, Year 1 and Year 2**) will be invited to meet with the Head of Pre-Prep and year-group teachers in a classroom environment. For pupils entering the Early Years this is not a formal assessment but an opportunity for the College staff to meet with the child, assess school readiness and developmental needs. If necessary, a support plan will be put in place to ensure successful integration.

Pupils applying for entry into Year 1 and Year 2, Admissions will have a pastoral focus as well as providing an opportunity for the child to demonstrate their skills in reading, writing and mathematics. In addition to the meeting, parents are required to submit recent nursery/school report and work samples.

4.2 Year 3 – Year 13 Admissions

Pupils applying to join **Year 3 to Year 6** are required to complete age relevant CAT4 and writing assessments. In addition to the assessment, parents are required to submit recent school reports and additional school documents if required.

Pupils applying to join **Years 7 to 10** there are four stages: verbal and non-verbal reasoning, quantitative skills, and spatial assessments; as well as creative writing tasks. An interview with the Head of Senior School will be required in some instances. This is a general interview to explore the pupil's interests, attitude to school life, personal qualities, ability to contribute to the College community, support available at home and any other relevant information



Applications for the **Sixth Form** will be based on a combination of CAT4 verbal, non-verbal, quantitative, and spatial ability reasoning skills assessments; a meeting with the Head of 6th Form; character references and predicted IGCSE grades; copies of assessed mock Mathematics and analytical IGCSE papers. From the initial entry assessment, pupils will be benchmarked against international standards.

As Brighton's main language of instruction is English, applicants from non-English speaking backgrounds may be required to carry out a supplementary assessment in listening, speaking, reading and writing skills. Pupils with additional learning needs may be required to undertake a specific assessment as determined by the Head of Inclusion.

4.3 Inclusion Admissions

Pupils with learning differences either Additional Educational Needs (AEN) or Students of Determination (SoD) are assessed on the basis of their commitment to fulfilling their academic potential and developing as a well-rounded member of the College. When necessary, the Inclusion team are called upon to make sure we have the support in place required to meet the pupil's needs and that the College has suitable structures to help the pupil reach their full potential.

Additional assessments may be administered by the Inclusion team with the permission of parents where there is doubt over a prospective pupil's ability to access the academic curriculum without specialised support. The College will look for creative routes to removing barriers to learning and positive steps to overcome difficulties.

4.4 Admissions with the support of Individual Learning Assistants

Where individual support is required on a daily basis throughout the school day, the College will partner with parents to recruit a suitably qualified Individual Learning Assistant (ILSA). Recruitment will be a joint venture between the Head of Inclusion and parents, but all Individual Assistants will be fully line-managed and supervised by the Head of Inclusion or SENCO and the relevant class teachers. Brighton College staff remain accountable for professional service delivery and the pupil will continue to receive expert Inclusion intervention from the College despite the introduction of a parent-employed Individual Learning Support Assistant (ILSA.) Class Teachers will remain responsible for differentiation and planning the support offered by the Individual Learning Assistant.



4.5 Alternative Routes to Education

All admissions will be made on an individual basis in the best interests of the pupil and family. Should a proposed placement support package be insufficient to meet the pupil's needs as a result of limited resources or curriculum adaptability to meet severe or profound needs, every effort will be made to suggest alternatives and guide the family towards suitable alternatives or alternative curriculum pathways.

5. Principles of Inclusive Provision

Brighton College Dubai aims to provide a professional and ethical approach to the provision we make for children who have been identified as having a Specific Educational Need and/or Disability that ensures:

- We do not treat pupils who have or may have an individual need less favourably
- Any individual's Specific Educational Needs and/or Disability will be identified early with a focus on preventative support
- Each pupil has his/her individual need met wherever possible
- Should extra assistance be required to meet the individual needs which goes beyond reasonable adjustments, this will be discussed with the pupil's parents and proposals will be made for referral to outside services such as Occupational Therapy, Speech and Language Therapy, Assessments or through a parent-employed Individual Learning Assistant (ILSA)
- Action is determined by the Inclusion Champion in consultation with the pupil, parents, teachers, senior leadership, and the Inclusion team
- A collaborative approach to challenges is adopted, using the experience and expertise of staff, the child's parents, and outside agencies when appropriate
- Provision and progress are monitored and reviewed termly or as needed. In some cases, more regular review will be required, while with older pupils who have longer term targets, Individual Education Plans IEP's will be reviewed as needed each year
- Disciplinary procedures are not used inappropriately to deal with children whose behaviour may not fit the norm or who have congenital conditions (such as Asperger's Syndrome, ASD, Tourette's Syndrome)
- Provision aims to keep in line with KHDA recommendations
- Access to education at Brighton College also includes ensuring that the education is suitably challenging
- Assessment procedures are part of an ongoing process to enable the pupil and empower the College to ensure barriers are removed, learning is maximised, and discrimination is prevented



6. KHDA Categories for Special Educational Needs and Disabilities; Gifted, Talented, More and Exceptionally Able. KHDA Inspection Framework (2017-2018)

Type of Need	Brighton College Dubai provision
Behavioural, Social and Emotional	The school has a strong pastoral team to support all pupils who experience problems with behaviour, as well as counselling support for pupils who experience eating disorders anxiety and depression. For pupils with ADD/ADHD, and syndromes such as Tourette's, pupils will be supported in following the College's entrance criteria and the College's code of conduct.
Sensory	All pupils will be considered providing they have the appropriate support from home in the form of a healthy lifestyle, relevant therapeutic services, Individual Learning Assistance if required and relevant aids to complement the resources of the College.
Physical Disability	Provided the pupil shows commitment to fulfilling their own potential to the fullest, the College will make reasonable adjustments to help pupils access the curriculum and navigate the college. Each pupil will be assessed on a case-by-case basis to ensure that we are able to meet the pupil's needs.
Medical Conditions or Health Related Disability	A medical team and experienced pastoral staff will ensure all pupils with medical needs are well catered for. All teachers will have the relevant health and safety training.
Communication and Interaction This does not include pupils with additional language needs	Pupils who require support in this area such as those with an Autistic Spectrum Disorder, will be fully supported by a dedicated Inclusion team of specialists. Expertise from outside agencies if required. Individual Learning Support Assistants may be required to put adequate support in place, this will be discussed with parents during the admissions process or as the need becomes apparent.
Speech and language disorders	Pupils will be fully supported by a dedicated team of Inclusion specialists and expertise from outside agencies



This does not include students learning English as an additional language (EAL)	(S&L therapists and OTs) may be called upon if required. Individual Learning Support Assistants may be required to put adequate support in place, this will be discussed with parents during the admissions process or as the need becomes apparent.
General and Specific Learning Difficulties	Pupils will be fully supported by a dedicated Inclusion team, which will have experts in supporting pupils with dyslexia, dyscalculia and dyspraxia. Pupils will be offered intervention using research-based programs to address the need depending on the stage of the pupil's academic career, progress made to date, and the demands of the classroom. Older pupils may be taught strategies and study skills to promote independence utilising technology and exam access arrangements.
Gifted and Talented, More and Exceptionally Able.	Pupils will be well-supported through a range of challenges in all subjects, as well as extracurricular activities, leadership opportunities, real world skills, competitions, and additional provision. See section on G&T for more details

7. Inclusion Process and Services

The College's Inclusion Provision involves the following process:

Monitor → Referral → Assessment → Plan - Do - Review

7.1 Raising a concern

Monitor:

A teacher, parent, pupil, or admissions manager may become aware of a concern with a pupil's progress academically, behaviourally, or socially and notify the class teacher or tutor. Accordingly, teachers will employ differentiation strategies to support the pupil and monitor the situation, seeking advice from the leadership team and Inclusion if necessary.



7.2 Admission with an identified need:

Pupils who enter The College with a diagnosed need, will automatically be added to the Inclusion Register and support will be offered according to the level of need. However, staff will be mindful that a settling in period will be needed for the pupil to adjust to the new setting as we acknowledge that some needs will diminish within a new setting with familiarity, while other difficulties become apparent later. In these instances, Brighton College remains committed to supporting pupil needs and to reducing the need for support.

7.3 Referral

Class or Subject Teachers complete the online Referral Form *and* send an email to notify the Head of Inclusion.

Referring teachers or staff members should be ready to provide:

A record of academic attainment and achievement (or evidence of lack of achievement) including:

- A sample of written work, work completed over a period of time and completed under different conditions (e.g., APP assessment, prep, classwork, tests and observations notes)
- A summary of assessment data already on file for the pupil (e.g., GL and CAT scores)
- Minutes of meetings with parents, parent conference notes, case conference notes, emails to and from parents, emails to and from staff

Inclusion staff will review the Referral Form and submitted evidence. Inclusion staff may seek further information, including but not limited to:

- conducting class observations
- meeting with teacher(s) and parents
- requesting further information from teacher(s)
- calling a case conference
- administering formal psychometric assessments (parents' permission will be required for this and data protection laws will be upheld.)



7.3 Assessment

A range of assessments both informal and formal standardized diagnostic tools will be used to assess and inform support for pupils and remove a barrier to learning. Care will be taken to ensure a holistic view is formed in partnership with the pupil, parents, medical and other professionals. Pupils might come into Brighton with a pre-existing learning difference which would be disclosed on application and supported by a report. The information is then used to make recommendations to staff to support the pupil in the most inclusive way. Pupils could also be referred into the department when their progress causes concerns or doesn't follow predicted performance from data like CAT scores.

A combination of the following assessments will be used with parental permission, depending on age, to establish an area of deficit:

- Wide range Achievement Test (WRAT 5)
- Test of Word Reading Efficiency (TOWRE 2)
- Detailed Assessment of Speed of Handwriting (DASH/DASH 17+)
- Comprehensive Test of Phonological Processing (CTOPP -2)
- Gray Silent Oral Reading Test (GORT)
- SPaRCS
- TAPS-4
- Brief II

If observations suggest there may be a social, medical, or specific learning difficulty, an external assessment may be recommended. Prior to referral, staff, parents, and pupils may be asked to complete the Cambridge University Behaviour Questionnaire. External referral would only occur after consultation with parents.

7.4 Waves of Inclusion Intervention

As a result of referral to the Inclusion Team, analysis of assessment and other data, the Inclusion Champion or Preparatory SENCO will assign a pupil to one of three waves of intervention. The levels of action are identified as:

Monitor – Classroom differentiation to support an observed need

The teacher or referrer will complete an Inclusion Referral form should support be required after attempting to support the pupil using the Differentiation Strategy Bank. Class or Subject Teachers complete the online Referral Form *and send an email to notify the Head of Inclusion.*



Wave 1 – High quality teaching – Class action

Discussions with the Inclusion team and/or observation will lead to a Class Action Plan which will be implemented by the class teacher as part of Wave 1 quality first education. In other instances, the pupil may be included in an existing preventative group initiative to boost skills as part of early intervention or extension group. Pupils receiving Wave 1 support may have Additional Educational Needs, may be Students of Determination, may be learning English as an Additional Language (EAL) or may be on the Gifted, Talented, More and Exceptionally Able register.

- Inclusion staff will monitor the pupil's progress
- Teachers take account of the pupil's needs and adjust their planning accordingly
- The pupil is making progress in a whole class setting
- Parents may be asked to seek support/educational programmes after school or during holidays

Wave 2 – Additional intervention

The teacher or referrer will work with the inclusion team to review and develop Class action plans Extra support may be added by the Inclusion team to boost skills and complement the Class action plan. This support may be offered through push-in classroom support from Inclusion; withdrawal from non-core subjects to include the pupil in small intervention groups or to offer individual support or extension. The level of support will be in proportion to the pupil's needs, stage of development and educational level so that progress is seen in the classroom or towards personalised targets. Pupils receiving Wave 2 support may have Additional Educational Needs, may be Students of Determination, or may be learning English as an Additional Language (EAL) or may be on the Gifted, Talented, More and Exceptionally Able register.

- Teachers will take account of the pupils' needs and adjust their planning accordingly
- Support will be provided by Inclusion staff
- Parents may be asked to seek support/educational programmes outside school or to contribute financially if pupil requires a resource which will be unique to them
- Staff, parents and pupils will work collaboratively
- A Pupil Profile may be developed with the teacher, pupil, and parent to coordinate the support offered from all parties
- An Individual Educational Plan (IEP) may be developed with the teacher, pupil, and parent to coordinate their support package and set measurable targets to achieve at school and at home



Wave 3 – Highly personalised and intensive Intervention

The Inclusion Department will identify and support pupils who require intensive daily support to make progress towards highly personalised targets will receive support from the classroom teachers, the Inclusion Team, and Individual Learning Assistants. Every effort will be made to achieve suitable academic challenge, teach independence and coping strategies so that the need for support reduces over time. Pupils receiving Wave 3 support may have Additional Educational Needs (AEN), may be Students of Determination (SoD), may be learning English as an Additional Language (EAL) or may be on the Gifted, Talented, More and Exceptionally Able register.

Services take place daily intensive or are delivered by specialist support beyond the College provision (e.g., Occupational Therapy (OT), Speech and Language Therapy (S<), or an Individual Learning Support Assistant (ILSA). External services must be arranged and funded by parents should a learning support assistant (1:1) or similar resource be required, a job description and suitable remuneration will be discussed with parents before proceeding. Individual Learning Assistants (ILSAs) will be line managed by the Head of Inclusion or Primary SENCO and held to all BCD professional standards and the need for this resource will be reviewed termly.

- Wave 3 services from Inclusion staff or Individual Learning Assistants (ILSAs) may can take place in class, or pupils might be withdrawn for one-to-one or small group sessions
- Parents may be asked to seek support/educational programmes outside school.
- Parents and pupils will have the opportunity to contribute to the development of support plans and IEP targets with the benefit of expert advice and data
- Reasonable adjustments will be made to accommodate all pupils with a learning difference.

Parents should note that, in the event of a Specific Educational Need or Disability becoming apparent during the course of the pupil's time at the College, the Headmaster / Headmistress, after consultation with key staff and parents, may reach a conclusion that a student with inclusion needs may make more progress and prosper in a different educational setting. Nevertheless, the College will do all that we reasonably can to cater for the needs of the pupils. The College will not discriminate on grounds of Specific Educational Needs or Physical Disability, although there may be cases in which we are ill-equipped and thus unable to support a particular need. Every effort will be made to source suitable provision and assist the family in these circumstances



7.5 Inclusion register and Individual Education Plans or Profiles

Based on the level support required to ensure progress, the Head of Inclusion or Preparatory SENCO will add the pupil's name to the Inclusion register and assign a Wave of support. If necessary, the Inclusion Champion or Preparatory SENCO will support the Class Teachers and House Tutors in creating a Pupil Profile or Individual Education Plan, in consultation with parents, the child and any other relevant members of staff. Class and subject teachers will know which pupil require differentiation, what the learning differences are and provision will be made to reduce any barriers to learn or extend the pupil.

7.5.1 Pupil Profiles

Pupil profiles may be developed with Inclusion pupils on any wave who are Gifted, Talented, More and Exceptionally Able, Emirate, EAL, Students of Determination (SoD) or those who have Additional Educational Needs (AEN). Strengths, interests, goals, and strategies for support will be listed in a one-page document.

7.5.2 Individual Education Plans

An IEP is a continuous collaborative process of development, implementation and review which should be contributed to by teachers, parents, specialists, and the pupil themselves. Each IEP should be unique taking into account strengths and interests as well as difficulties when determining strategies, modifications and targets to ensure progress. Classroom teachers, learning support assistants and parents will be supported by the Inclusion team as they implement the plan. IEPs may be developed with pupils in Wave 2 if needed and for all wave 3 pupils whether More Able, Emirate, EAL, AEN or SoD.

Provision includes, but is not limited to the following:

- An Individual Education Plan (IEP) plus personalised support in the classroom and/or in one to one, or small group support within the Inclusion Department.
- In all lesson plans, class and subject teachers record the initials of pupils identified on the Inclusion Register, if the learning difference relates to the subject concerned.
- In all lesson plans, class and subject teachers record specific provision for pupils with Inclusion needs, relating to the IEP targets, whenever possible.



8. Monitoring and Review of Inclusion Support

Pupil's progress will be reviewed regularly, and parents will be kept informed of their child's progress. The Inclusion Department and teaching team will create and update Pupil profiles. Parents will be invited to contribute to termly IEP reviews (if applicable.)

The Inclusion Department will advise teachers and parents about relevant strategies and keep a record of educational history, identification, intervention, and progress. Individual pupil needs will be discussed at regular meetings with relevant staff, in order to draw from the experience and expertise of other members of staff, and to ensure a cohesive approach within the College.

The Head of Inclusion and Preparatory SENCO will be responsible for moving pupils from one wave of Inclusion to another, as appropriate, based on pupils' progress, always aiming to exceed expected progress and develop independence within the classroom.

It is the responsibility of the Head of Inclusion to keep an updated Inclusion Register of pupils who have been identified as requiring support in any of the three waves of support. It is the responsibility of individual teachers to ensure they have knowledge of the Inclusion Register and to differentiate for pupils with individual needs. The Inclusion Register can be found on iSAMS. Class registers are marked using stars with notes for all pupils who identified as EAL, AEN and SoD.

9. Assessment and Record Keeping

Initial assessment by the Class Teacher, House Tutor or Subject Teacher is submitted through the online Inclusion Referral Form. Further assessment may be undertaken by the Inclusion Department to place pupils on a wave of support. External assessment may sometimes be required, and parents will be consulted. Further assessment may be required as part of the monitoring process.

It is the responsibility of the Inclusion Champion and Preparatory SENCO to keep an updated Inclusion Register of pupils who have been identified as requiring support. It is the responsibility of individual teachers to ensure they have knowledge of the Inclusion Register and to differentiate for pupils with individual needs.



Pupils on the Inclusion EAL Register may have an Individual Education Plan, (IEP) and contain specific targets and advice for support, differentiation, and inclusion strategies. IEPs are reviewed termly or as needed.

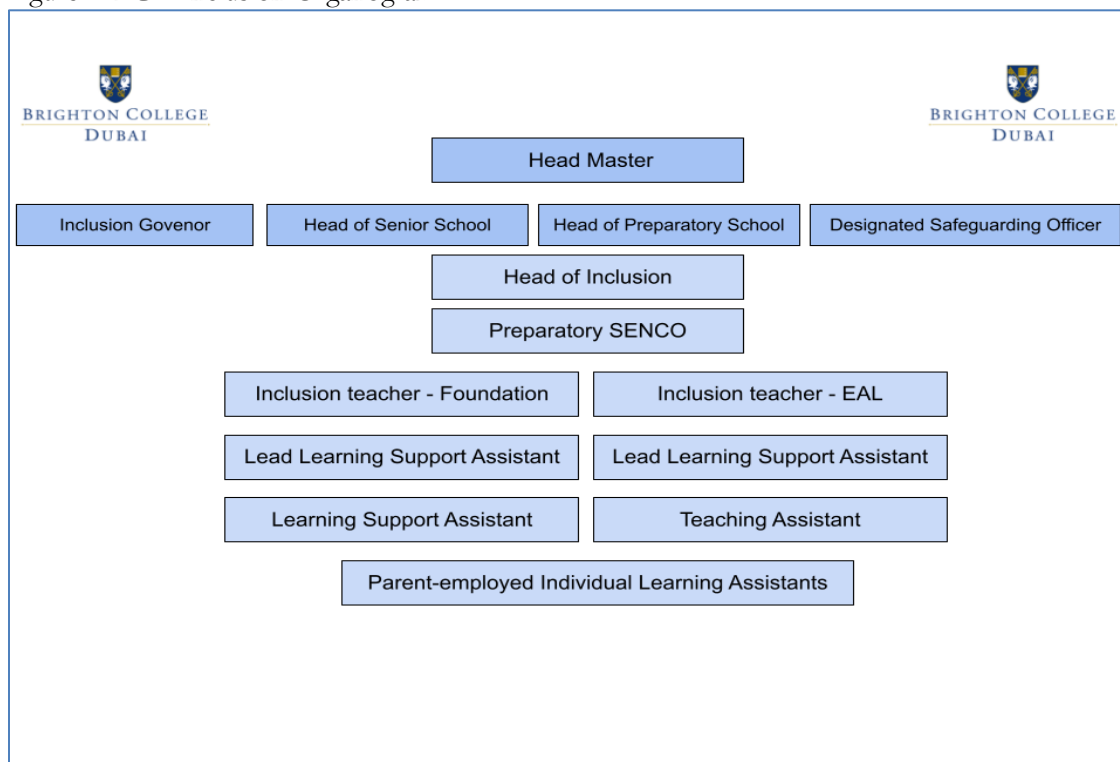
10. Staffing and Resources

The Head of Inclusion and SENCO advise on all matters to do with specific educational needs. The Inclusion Team aims to be a whole-school resource that covers an ever-changing, diverse set of needs. Teaching and support staff will receive information, guidance, and training on the Inclusion Policy and on meeting the individual needs of pupils.

The Department is issued with an annual budget for basic materials and training. The Campus Operations Manager is responsible for any physical adjustments required to accommodate the needs of pupils. Our staff are our main resource, and in some instances a charge is made by the College for our services, such as in-class additional support.

The Inclusion Team at Brighton College Dubai is supported by an Inclusion Governor who regularly meets with the team.

Figure 1. BCD Inclusion Organogram





11. Covid Policy

According to the Ministerial Decree of March 30th, 2020, schools which start their academic year in September must provide distance learning for the remainder of the 2019/20 academic year. (KHDA)

The College's Inclusion Policy during e-learning is guided by all the same principles. Adaptations to support strategies, reflecting a distance learning environment, are detailed in individual IEPs.

If pupils are absent due to Covid infection or as a result of close-contact, teachers will provide the opportunity for pupils to attend classes online or will provide for work and activities for the pupil to complete at home as appropriate. For our youngest pupils, or for pupils who are very ill, we will work with the family to determine the most appropriate course of action.

Staff continue to follow protocols detailed in our Specific and Extended Needs Policy to raise concerns about pupils. We are mindful of the challenge for pupils with learning differences, during these unprecedented times.

12. Monitoring and Review

This policy is to be reviewed by the Head of Inclusion and checked annually by the Inclusion Champion and Inclusion Governor.

13. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Nilay Ozral, Board Member



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Composition of Inclusion Policy prior to opening	Katy Cooke	July 2018
2.0	Review	Naz Denning	August 2018
3.0	Review	Naz Denning	October 2019
4.0	Review	Naz Denning	March 2020
5.0	Review	Lou Lynton	September 2022

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools

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Verify that this is the correct version before use



- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- SEN Code of Practice (UK 2015)
- The College's Academic Plan
- The Inclusion Development Plan
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable
- Implementing Inclusive Education (2019)
- Directives and Guidelines for Inclusive Education
- United Arab Emirates School Inspection Framework

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.

Please see [Brighton College Dubai Policies and Guidelines](#)

Parents (current and prospective) are encouraged to read the following publication alongside the policy: [Implementing Inclusive Education – A guide for schools](#)