



Updated: June 2025
Adopted: August 2025
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Responsible SLT: Rory
McKeague, School Director

Inclusion Policy

Guiding Statements	
<ul style="list-style-type: none">• Show kindness, empathy & respect for each other• Actively work together being healthy – physically, socially & emotionally• Make a positive impact in local, regional & international relationships• Reach their full potential through active participation in the learning community• Communicate effectively, recognising English as their school community language	<ul style="list-style-type: none">• Use technology responsibly to support learning & to understand global issues• Recognise & respect others' beliefs, culture and values• Take pride in Egyptian culture, in personal identity and in the Arabic & English languages• Understand how our personal behaviour affects our values, attitudes and beliefs

1. Introduction and Vision for Inclusive Programmes

At Cairo English School (CES), our vision for inclusion is rooted in the belief that all students have dignity, worth, and the right to learn and reach their full potential within a safe, supportive, and accessible environment. This policy outlines our commitment to standardizing Special Educational Needs (SEN) support and inclusive practices, ensuring that every student thrives.

We recognize that students have varying levels of academic success, diverse learning styles, and unique talents. Following the beliefs set forth in the United Kingdom's educational framework, CES is committed to the principle that all students are able to learn, regardless of challenges with language, gaps in their academic skills, and/or learning difficulties. We value the abilities and achievements of all our students and are committed to providing the best possible environment for learning for each student. Our goal is to foster an inclusive school culture where differences are celebrated, and every student feels valued and can actively participate in the learning community.

Vision for Inclusive IB Programmes: CES is dedicated to implementing truly inclusive International Baccalaureate (IB) programmes. Our approach ensures that all learners, including those with identified special educational needs and those learning in a language other than their home/personal language(s), have equitable access to and can successfully engage with the challenging and holistic IB curriculum. This vision extends to recognizing and nurturing the talents of academically gifted students, ensuring they too are appropriately challenged and supported to reach their maximum potential.

2. Legal Requirements and Compliance Structure

Cairo English School aligns its inclusion policy with relevant legal requirements and best practices, specifically drawing upon the principles outlined in the United Kingdom's Special Educational Needs (SEN) Code of Practice 2013. This framework guides our approach to identifying, assessing, and providing for students with additional educational needs.

2.1 Structure and Process for Compliance

The school's structure and process for complying with these legal and best practice requirements are outlined through:

Designated Leadership: Overall responsibility for the day-to-day implementation of this policy lies with the Head of Additional Needs (also known as the SEN Coordinator), who oversees provision and liaises with teachers, parents, and external agencies. School leadership (SLT and Heads of School) provide oversight and ensure appropriate provision for all students with additional needs.

Whole-School Responsibility: All teachers have a responsibility for students who require SEN support. A positive and sensitive attitude is shown towards these students by all staff, ensuring they are aware of their responsibilities towards students with additional needs, whether or not students have had a formal assessment.

Early Identification and Assessment: We accept the principle that students' needs should be identified and met as early as possible. Our indicators for

identification include:

- Analysis of internal data (entry profiles, educational testing, psychological testing).
- Completion of teacher referral forms.
- Following up on parental concerns.
- Tracking individual student progress over time.
- Information from previous schools and external agencies.
- The SEN Coordinator maintains and regularly reviews a register of identified students.

Structured Referral Process:

Teacher, parent, or student makes a referral (direct contact, email, or referral form).

The Learning Zone Team decides on action and information gathering, meets with parents, and determines if further internal or external testing/assessment is needed.

After observation, testing, and information gathering, the Learning Zone Team decides on the type of additional support (monitoring progress, specific support with a Personal Learning Plan (PLP), home programme, or joining an existing group). Parents and class teachers are informed of all decisions.

Curriculum Access and Provision: Mainstream teachers differentiate work to meet individual learning needs. For identified students with SEN, provision includes:

- In-class support for small groups.
- Small group withdrawal instruction as set forth in the student's PLP.
- Individual class support / individual withdrawal.
- Further differentiation of resources.
- Support groups after school.
- Staff development/training on effective strategies.

Monitoring Student Progress: Progress is crucial. Adequate progress is defined as narrowing or preventing the widening of the attainment gap, equaling or improving upon previous progress rates, ensuring full curricular access, and showing improvements in self-help, social/personal skills, and behavior.

Record Keeping: The school records steps taken to meet individual needs. The SEN Coordinator maintains records in secure physical and electronic formats, including information from parents, progress/behavior data, student perceptions, and external assessments.

Personal Learning Plans (PLPs): All students identified beyond Wave 1 will have PLPs setting out targets and any provision that is additional to or different from usual classroom provision. PLPs are discussed with the student and parent and focus on 2-3 individual targets, reviewed at regular intervals.

Code of Practice Graduated Response (Wave System): The school adopts the levels of intervention described in the SEN Code of Practice:

Wave 1 & 2: Interventions different from or additional to the normal curriculum,

triggered by concerns where differentiated teaching alone is insufficient. If additional support is needed, the Head of Additional Needs supports parents in seeking external assessments, whose recommendations inform the support plan.

Wave 3: For students who make little or no progress despite sustained support at Wave 1 & 2. Requires full consultation with parents and may involve specialist input from Learning Zone staff, with parents typically bearing the cost of external assessment.

Special Consideration in Examinations: The Head of Additional Needs Services and Head of Secondary or Primary School ensure that any student receives entitled support in line with United Kingdom National Curriculum arrangements for SEN and the regulations of Cambridge Examining Board and International Baccalaureate.

3. Rights and Responsibilities of All Members of the School Community

Ensuring an inclusive environment is a collective responsibility:

- Students: Have the right to an education that builds on their strengths, addresses individual needs, and ensures progression. They are encouraged to state their views about their education, identify their own needs, learn through self-assessment, share in target setting, and participate in PLP reviews when appropriate.
- Parents: Have the right to be informed, supported, and actively involved in decision-making about their child's provision. They are encouraged to play an active role in their child's education, inform the school of any perceived difficulties, and discuss ways to help their child, focusing on strengths and agreeing on targets.
- Teachers: Have the responsibility to be aware of and sensitive to students with additional needs, differentiate work, plan homework effectively, and implement provision as outlined in PLPs. They collaborate with the Head of Additional Needs and other support staff.
- Head of Additional Needs (SENCO): Responsible for day-to-day policy operation, coordinating provision, liaising with and advising teachers, overseeing records, liaising with parents (in conjunction with Key Stage Coordinators/teachers), contributing to teacher training, and liaising with external agencies.
- School Leadership (SLT): Responsible for ensuring appropriate provision for all students with additional needs, leading policy implementation, and supporting teachers in their responsibilities.

4. Enhanced School Facilities and Support Services

CES provides enhanced facilities and comprehensive support services to cater to diverse needs and promote overall well-being:

Physical Accessibility: The school includes ramps for wheelchair access, two lifts, and disabled toilets in student bathrooms. Support staff are available to assist students with physical disabilities.

Health Services: A full-time doctor is on staff.

Counseling and Psychological Services: CES employs two certified school counsellors/psychologists. They provide confidential and supportive counselling services in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy (BACP).

Philosophy: Believes all students have dignity and worth, a right to learn in a safe environment, that emotional and social health affect academic success, and that collaboration is crucial.

Services: Individual/group counselling, crisis counselling, coordination/consultation with teachers/administrators/parents, referrals to community resources, parent/teacher workshops, behavioral observations/interventions, and social/emotional/behavioral/academic evaluations.

Gifted and Talented (G&T) Programme: CES is developing a G&T Programme to serve students with high abilities. This includes:

- Collecting student data for academically gifted students (top 5% in each year group).
- Providing specialized instruction, special class inclusions, and additional homework support.
- Establishing Individual Education Plans (IEPs) for these students to direct their instructional path.
- Developing policies for talented students in Arts, Music, Performing Arts, and Athletics, with special teaching to challenge and enhance their abilities.