EBIS

EGYPT BRITANNIA INTERNATIONAL SCHOOL

NEW CAPITAL

INCLUSION & LEARNING SUPPORT POLICY

Every Learner • High Expectations • Equitable Access

INCLUDED	SUPPORTED	IDENTIFIED	RESPONSIVE	ACCESSIBLE

OUR INCLUSION PRINCIPLE

EBIS removes barriers to learning and participation while maintaining ambitious expectations for every pupil.

POLICY OWNER	Head of Inclusion / Principal
APPROVED BY	Board / Proprietor
EFFECTIVE FROM	September 2026
NEXT REVIEW	September 2027
POLICY STATUS	Active

INCLUSION AT EBIS

IDENTIFY EARLY
Use assessment, observation, pupil voice and parent partnership.

PLAN PRECISELY
Match provision, adaptations and challenge to identified need.

SUPPORT INCLUSIVELY
Keep high-quality classroom teaching at the centre of provision.

REVIEW IMPACT
Evaluate progress and adjust support through APDR.

ACCESSIBILITY
The EBIS campus provides physical access for disabled pupils, staff and visitors. Accessibility is considered alongside curriculum access, communication, participation and reasonable adjustments.

Inclusion and Learning Support Policy

Please also refer to:

- Teaching & Learning Policy
- Inclusion & SEND Policy
- Assessment, Recording & Reporting Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy

1. Mission Statement and Purpose

Egypt Britannia International School (EBIS) is committed to providing an inclusive, high quality British education that enables all pupils to achieve their academic, social, and emotional potential. This includes pupils with Special Educational Needs and Disabilities, underachieving learners, Gifted and Talented pupils, and learners of English as an Additional Language or English as a Second Language.

Inclusion is embedded within the school ethos, ensuring equity, accessibility, and high expectations for all learners. Early identification and timely intervention are whole school priorities.

2. EBIS Core Values

Our inclusion provision reflects and reinforces the EBIS Core Values, Excellence, Empathy, Endeavour, Enthusiasm, and Ethics. These values underpin all aspects of teaching, learning, and support, ensuring that every pupil, including learners with SEND, underachievers, Gifted and Talented pupils, and EAL and ESL learners, is valued, supported, and challenged appropriately.

- **Excellence**
  We maintain high expectations for all learners and deliver high quality teaching, targeted support, and robust monitoring to enable pupils to achieve their full potential.

- **Empathy**
  We recognise and respect individual differences, promoting understanding, wellbeing, and positive relationships across the school community.

- **Endeavour**
  We encourage resilience, perseverance, and a growth mindset, supporting pupils to overcome barriers to learning and celebrate progress.

- **Enthusiasm**
  We foster a positive and engaging learning environment that motivates pupils, builds confidence, and promotes active participation in school life.

- **Ethics**
  We uphold fairness, inclusion, safeguarding, and professional integrity, ensuring that all decisions and practices are child centred and aligned with statutory and inspection expectations.

Together, these values ensure that inclusion at EBIS is purposeful, consistent, and embedded within the school's culture, supporting academic success, personal development, and lifelong learning for all pupils.

3. POLICY STATEMENT, SCOPE AND KEY PRINCIPLES

3.1 Policy Statement

This policy sets out the systems and procedures used by EBIS to identify, assess, support, and review pupils with SEND, EAL and ESL needs, underachievement, and Gifted and Talented profiles. It ensures consistency of practice, accountability, and compliance with the SEND Code of Practice: 0 to 25 years (2014, updated 2024), adopted by EBIS as a British-school benchmark.

3.2 Scope

This policy applies to all pupils enrolled at EBIS and to all staff involved in teaching, learning support, leadership, and pastoral care, including parents and external professionals.

3.3 Key Principles

Provision at EBIS is led and evidence informed. Decisions are guided by assessment data, professional judgement, pupil voice, and partnership with parents. High quality teaching is the foundation of all support.

4. DEFINITIONS

4.1 Special Educational Needs (SEN)

A pupil is identified as having Special Educational Needs when they have a learning difficulty or disability that requires special educational provision which is additional to, or different from, that normally available to pupils of the same age.

A pupil may be identified as having SEN where progress:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or improve upon the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Shows a widening attainment gap over time

SEN may be identified at an early stage, particularly within EYFS, or may emerge as pupil's progress through Primary or Secondary education. All staff are expected to identify needs early and respond through a graduated approach.

4.2 Underachieving Learners

Underachieving learners are pupils whose attainment or progress is below age related expectations or below predicted outcomes, despite having no identified Special Educational Needs.

Underachievement may be temporary or persistent and may be influenced by factors such as gaps in learning, language barriers, attendance, emotional wellbeing, or lack of engagement.

Support for underachieving learners focuses on:

- Quality First Teaching and targeted classroom strategies
- Short term interventions and academic support
- Monitoring progress and reviewing impact

Underachievement alone does not constitute SEND.

4.3 English as an Additional Language (EAL)

At EBIS, a pupil is identified as having English as an Additional Language (EAL) when English is not the first language spoken at home and language acquisition needs present a barrier to learning, requiring additional support or targeted intervention to access the curriculum and to enhance communication skills.

EAL relates to language acquisition and does not in itself indicate a learning difficulty. However, pupils identified as EAL at EBIS may receive targeted intervention and support to address language related barriers to learning.

4.4 English as a Second Language (ESL)

At EBIS, English as a Second Language (ESL) refers to pupils who speak a language other than English at home but have sufficient proficiency in English to access the curriculum independently.

ESL pupils do not require targeted language intervention and are supported through Quality First Teaching and inclusive classroom practice only.

4.5 Gifted and Talented (G&T)

Gifted and Talented pupils are those who demonstrate abilities significantly above those of their peers in one or more academic, creative, aesthetic, or physical areas.

Provision ensures appropriate challenge, enrichment, and extension to promote high achievement.

5. AREAS OF NEED

Special Educational Needs are categorized into four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, and Mental Health (SEMH)
- Sensory and Physical Needs

According to SEND Code of Practice 0–25, Sections 6.24, 6.38, and 6.17 and BSO Standards 2 and 3, the following categories, EAL, ESL, Gifted and Talented, and Underachieving Learners do not fall within the SEND Areas of Need.

At EBIS, these groups are recognized within the broader umbrella of Inclusion to ensure that any barriers to learning, progress, or participation are identified and addressed through inclusive practice. While these pupils are not identified as having SEND, they may require adaptation, enrichment, targeted support, or additional monitoring to access the curriculum and achieve their potential. This approach supports early identification, high expectations, equity of access, and systematic monitoring.

Furthermore, only pupils identified as EAL may receive targeted language intervention. ESL pupils do not receive intervention and are supported through Quality First Teaching. These pupils are supported through inclusive classroom practice, differentiation, targeted intervention, enrichment, or language support as appropriate.

A pupil may fall into one or more categories, for example EAL and Underachieving, or Gifted and Talented and Underachieving. SEND procedures are applied only where a learning difficulty or disability is identified.

6. ROLES AND RESPONSIBILITIES

6.1 Senior Leadership Team (SLT)

• Ensure alignment with EBIS mission, UK curriculum, safeguarding, and inclusion principles
• Provide strategic oversight of inclusive practice
• Monitor consistency and impact across the school

6.2 Head of Inclusion

• Establish and lead the Inclusion department and provision
• Develop and review Inclusion and Learning Support policy
• Oversee SEND, EAL, and Gifted and Talented provision
• Monitor impact and report to SLT and Principal
• Lead teaching strategies and inclusion focused staff training and CPDs
• Provide parent awareness sessions to support inclusive practice

6.3 Learning Support Coordinator

• Coordinate Learning Support provision and documentation
• Support identification, interventions, and reviews
• Liaise with teachers, parents, and report to the Head of Inclusion

- Monitor impact of support and contribute to staff training

6.4 Gifted and Talented Coordinators

• Identify and support high ability students
• Coordinate challenge and enrichment opportunities for G&T students with teachers and parents
• Monitor progress and report to the Head of Inclusion

6.5 Heads of Subject / Middle Leaders

• Ensure inclusive practice and high standards across curriculum delivery
• Monitor quality, accessibility, and consistency of teaching and learning

• Support teachers with planning, differentiation, and assessment
• Work collaboratively with the Inclusion Team to implement agreed strategies

6.6 Teachers

• Deliver inclusive, high quality teaching that meets the needs of all learners
• Apply differentiation and reasonable adjustments where required
• Monitor progress and identify barriers to learning
• Communicate concerns promptly with parents and the Inclusion Team

6.7 Inclusion Team / School Psychologist / School Counselor

• Provide specialist guidance to support inclusive practice across the school
• Support identification, assessment, and intervention for pupils with additional needs
• Advise on appropriate strategies, adjustments, and provision
• Deliver awareness sessions for students to promote wellbeing, inclusion, and positive behaviour
• Provide workshops and guidance sessions for parents to support pupil wellbeing and inclusion

6.8 Students

• Engage positively with learning and support provided
• Take responsibility for effort, behaviour, and independent learning
• Seek support when needed

6.9 Parents

• Support learning routines and positive attitudes to learning
• Communicate concerns or changes affecting learning promptly
• Encourage independence and resilience

7. GRADUATED APPROACH



7.1 EBIS follows a Graduated Approach based on the Assess, Plan, Do, Review (APDR) cycle to ensure that provision for all learners is timely, targeted, and effective.

This approach applies to pupils identified as having:
• Special Educational Needs (SEND)
• English as an Additional Language (EAL)
• Underachieving learners
• Gifted and Talented learners

The purpose of the Graduated Approach is to ensure early identification, appropriate support, and regular review, enabling all pupils to make progress and access the curriculum.

Assess

Teachers assess pupils' needs using a range of evidence including classroom observation, formative and summative assessment, progress data, and information from parents and previous settings. For EAL learners, language proficiency is assessed to distinguish language acquisition from learning difficulties.

Plan

Teachers, supported by the Inclusion Team, plan appropriate provision to address identified needs. This may include differentiation, targeted interventions, language support, enrichment, or extension activities. Clear outcomes, strategies, and review timelines are agreed and communicated with parents where appropriate.

Do

Planned provision is implemented through Quality First Teaching, targeted classroom strategies, interventions, or enrichment programmes. Teachers remain responsible for pupil progress, working collaboratively with support staff and Inclusion Coordinators.

7.4 Review

Progress and impact are reviewed regularly against agreed outcomes. Adjustments are made where necessary to ensure provision remains effective. Decisions may include continuing, adapting, increasing, or reducing support. Parents and pupils are involved in the review process where appropriate.

7.2 EBIS Implementation

The Graduated Approach at EBIS ensures that:
• Support is proportionate and responsive
• Provision is reviewed regularly
• Clear records are maintained
• Pupils are supported without delay
• SEND, EAL, Underachievement, and High Ability are addressed through appropriate pathways

This approach supports EBIS compliance with the SEND Code of Practice as a British-school benchmark and the British Schools Overseas (BSO) Standards, ensuring inclusive, high quality teaching and learning for all pupils.

At EBIS, the Graduated Approach applies to SEND, underachieving learners, Gifted and Talented pupils, and EAL learners who require additional support to access the curriculum. Pupils identified as ESL are supported through Quality First Teaching and do not receive targeted intervention.

7.3 The Graduated Approach in Practice

EBIS maintains clear and consistent evidence to demonstrate that the Graduated Approach is embedded in practice and informs identification, provision, and review. Evidence is gathered, recorded, and reviewed systematically to ensure support is proportionate, responsive, and effective.

Assess, Plan, Do, Review (APDR) Evidence Mapping

APDR Stage	Evidence Maintained
Assess	• Assessment for Learning (AfL) • Summative assessment data • Standardized assessments and CAT4 • Baseline assessments and progress tracking • Teacher observations and parental input
Plan	• Intervention Plans for targeted, time limited support • Individual Education Plans (IEPs) for pupils with identified area of SEND • Recorded assessment accommodations and reasonable adjustments • Inclusion Register identifying category of need and level of support
Do	• Lesson planning showing differentiation and adaptations • Intervention timetables and delivery records / IEP and intervention log • In class support, withdrawal, small group, or one to one provision • Implementation of agreed assessment accommodations based on pupils individual needs and supported by official reports.

7.4 Key Documents Supporting the Graduated Approach

- **Intervention Plans**, evidencing planned, targeted, and time limited support
- **Individual Education Plans (IEPs)**, documenting personalized provision and review for pupils with SEND
- **Assessment accommodations and reasonable adjustments**, ensuring fair access to learning and assessment
- **Inclusion Register**, providing oversight, tracking, and accountability across all categories of need

Together, these documents provide a clear audit trail from identification through provision to review.

Summary Statement

Evidence of the Assess, Plan, Do, Review cycle is maintained through assessment data, intervention plans, IEPs, recorded accommodations, the Inclusion Register, and review records, ensuring that provision is monitored, evaluated, and adjusted in response to pupil progress.

Evidence of the Assess, Plan, Do, Review cycle is maintained through assessment data, intervention plans, IEPs, and review records, and is monitored by the Inclusion Team and Senior Leadership.

8. LEVELS OF SUPPORT

(Tiered Support Model)
Support at EBIS is delivered through a tiered system designed to identify and address learning needs at the earliest stage. Provision includes Quality First Teaching, targeted in class support, individual intervention, and, where appropriate, involvement of external agencies. Support is evidence based, proportionate, and reviewed regularly (SEND Code of Practice 0–25, Sections 6.44–6.56).

EBIS follows a three tier model of support:

- Tier 1 Quality First Teaching and classroom adaptations
- Tier 2 Targeted in class support and focused intervention
- Tier 3 Individualised and specialist support

8.1 Tier 1: Quality First Teaching and Classroom Adaptations

Students experiencing difficulty in learning are initially supported by the class teacher within the regular classroom programme through inclusive teaching and differentiated instruction.

Strategies include:

- Differentiation by task, resource, outcome, grouping, pace, dialogue, and level of support
- Simplified instructions and clear success criteria
- Use of prompts, cues, and visual supports
- Immediate and corrective feedback
- Flexible grouping and peer support
- Support from additional adults within the classroom
- Appropriately levelled texts aligned to class topics
- Additional practice and reinforcement of key skills

Progress is monitored. Where expected progress is not evident following sustained Tier 1 support, a referral for additional support is initiated.

8.2 Tier 2: Targeted In Class Support and Focused Intervention

Tier 2 support is primarily delivered within the classroom and is matched to the pupil's specific needs.

- Targeted strategies are implemented through in class support, guided groups, and focused teacher or support staff input
- Withdrawal or small group intervention may be used where appropriate, depending on individual need and the nature of the difficulty
- An Intervention Plan is created, outlining targets, strategies, duration, and review dates
- Provision is time limited and reviewed regularly

If progress remains limited following review, escalation to Tier 3 is considered.

8.3 Tier 3: Individualised and Specialist Support

Tier 3 support is provided for pupils with persistent, complex, or significant needs.

- Provision may include in class adaptations, withdrawal sessions, small group, and 1:1 individual support
- An Individual Education Plan (IEP) is developed, implemented, and reviewed regularly
- Specialist assessments and external agency involvement may be accessed where appropriate
- Official diagnostic or psychological reports may inform provision and long term planning
- Parents are actively involved in planning, review, and decision making

8.4 Referral and Decision Making

- Referrals are initiated following sustained Tier 1 support and evidence of limited progress
- Referrals are completed by the class teacher and authorized by the relevant Key Stage Head
- Decisions are based on a range of evidence including assessment data, observations, and intervention impact
- Support is reviewed regularly and adjusted in response to pupil progress

♡ 9. ENRICHMENT AND WELLBEING

The inclusion team including the school psychologist and counselor provides a wide range of academic enrichment, pastoral care, and wellbeing support to promote engagement, confidence, and achievement for all learners identified on the Inclusion Register.

9.1 Academic Enrichment

Academic enrichment is designed to extend learning, develop strengths, and promote high achievement.

Provision may include:

- Curriculum extension and challenge activities
- Enrichment clubs, competitions, and projects
- Support for Gifted and Talented learners
- Subject based enrichment and cross curricular learning

9.2 Pastoral Care

Pastoral care supports students' emotional, social, and behavioural development.

Provision may include:

- Tutor and Head of Year support
- Mentoring and check in systems
- Behaviour and emotional regulation support
- Communication with parents and external professionals where appropriate

9.3 Wellbeing Support

Wellbeing provision aims to support positive mental health and resilience.

Provision may include:

- Individual or small group wellbeing support
- Social skills and emotional literacy programmes

• Safe spaces and supportive adult relationships
• Referral to external wellbeing or counselling services where appropriate

Enrichment and wellbeing provision is monitored regularly to ensure it meets individual needs and supports positive outcomes. Adjustments are made in response to student progress and wellbeing indicators.

10. ASSESSMENT, RECORDING AND REPORTING

Assessment, recording, and reporting at EBIS support early identification, effective provision, and informed decision making within the graduated approach. Assessment evidence is used to plan support, monitor impact, and determine movement between tiers of support (SEND Code of Practice 0–25, Sections 6.36–6.45).

10.1 Formative Assessment / Assessment for Learning (AFL)

Teachers use formative assessment to inform teaching, differentiation, and next steps for learning.

This includes:

• Targeted questioning and classroom discussion
• Timely and constructive feedback
• Low stakes quizzes and checks for understanding
• Differentiated input and task design
• Ongoing observation of learning, behaviour, and engagement

Formative assessment is used to identify barriers to learning and to inform intervention and escalation within the graduated approach.

10.2 Summative Assessment

Summative assessment provides information about attainment and progress over time and supports monitoring at individual, group, and whole school levels.

EBIS uses:

• Standardised assessments
• CAT4 cognitive assessments to inform learning profiles
• Internal checkpoints
• End of term assessments

Assessment outcomes are analysed to inform intervention planning, review impact, and support decisions regarding tiered provision.

10.3 Recording and Tracking

• Assessment outcomes, intervention plans, and IEPs are recorded on the school's agreed systems
• Progress of SEND, EAL, ESL, underachieving, and Gifted and Talented learners is tracked systematically
• Entry and exit data is used to evaluate the effectiveness of interventions
• Records ensure continuity of support and accountability

10.4 Adjustments and Access Arrangements

• Reasonable adjustments and access arrangements are applied to assessments where required
• Adjustments ensure fair access and accurate demonstration of learning
• Arrangements are informed by individual needs and documented plans

10.5 Pupil and Parent Involvement

- Pupils are involved in reviewing progress and setting targets where appropriate
- Parents receive termly reports and regular updates on progress and support
- Parents attend Student Led Conferences, Learning Together Days, and meetings outside the formal reporting cycle

11. MONITORING AND EVALUATION

Progress and impact of inclusion provision at EBIS are monitored systematically to ensure high standards and positive outcomes for all learners.

Monitoring and evaluation include:

- Analysis of assessment data and progress tracking for SEND, EAL, ESL, underachieving, and Gifted and Talented learners
- Review of intervention plans and Individual Education Plans (IEPs), including entry and exit data
- Monitoring of classroom practice through learning walks and lesson observations
- Evaluation of targeted and specialist interventions for impact and effectiveness
- Review meetings with teachers, the Inclusion Team, and parents where appropriate
- Monitoring of attendance, behaviour, and wellbeing indicators
- Student voice and engagement feedback
- Oversight of inclusion records and documentation

Findings from monitoring and evaluation are reported to Senior Leadership and used to inform planning, staff training, resource allocation, and ongoing improvement of inclusive provision.

12. SAFEGUARDING AND COMPLIANCE

All inclusion provision at EBIS operates within the school's safeguarding framework and statutory requirements. Safeguarding is a shared responsibility, and the welfare of pupils remains paramount at all times.

Safeguarding and compliance arrangements include:

- Adherence to the school Safeguarding and Child Protection Policy
- Clear procedures for reporting safeguarding concerns in line with EBIS guidance
- Secure handling of sensitive information in accordance with data protection regulations
- Confidential management of pupil records, including SEND, EAL, and wellbeing documentation
- Safe practice during interventions, withdrawal sessions, and one to one support
- Appropriate supervision and risk assessment for all inclusion related provision
- Staff training to ensure awareness of safeguarding responsibilities and safe working practices

13. DISABILITY, PHYSICAL ACCESS AND ACCESSIBILITY

EBIS is committed to ensuring that disabled pupils can access education, participate in school life and benefit from the facilities and opportunities provided by the school. The school uses the term "disabled pupils" in line with current UK equality and SEND terminology.

The new EBIS campus has been designed with disabled access. Physical accessibility is considered as part of the school's wider inclusive approach, alongside access to the curriculum, information, communication, assessment, enrichment and pastoral provision.

Where a pupil has a disability, the school will consider reasonable adjustments and appropriate auxiliary aids or services to reduce or remove substantial barriers to participation. Adjustments are individualised and informed by the pupil's needs, professional advice where available, pupil voice and partnership with parents.

Accessibility is anticipatory as well as responsive: leaders consider potential barriers in advance when planning teaching, events, trips, assessment, communications, digital systems and use of the physical environment. Accessibility arrangements are reviewed as the school develops and as individual pupil needs change.

PHYSICAL ACCESS	CURRICULUM ACCESS	INFORMATION ACCESS
Accessible routes and facilities support access to the school environment.	Reasonable adjustments, adaptations and access arrangements reduce barriers to learning and assessment.	Information and communication are adapted where needed so pupils and families can engage effectively.

14. COMMUNICATION AND ACCESSIBILITY

This policy is shared with staff through induction and weekly CPDs and made accessible to parents via the school platform and website.

15. POLICY REVIEW

This policy is reviewed annually or earlier in response to inspection outcomes or statutory updates.

Established: September 2013
Reviewed: December 2025
Next Review: June 2026