

Name of Policy:	Inclusive Learning & Support Policy
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New Cairo British International School is the sole operating activity of the Heliopolis Society for the Social and Cultural care of English-Speaking Foreigners, Ministry of Social Affairs Registration No. 2643, New Cairo.



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INCLUSIVE LEARNING & SUPPORT POLICY

TABLE OF CONTENTS

- 1 Scope of Policy
- 2 Inclusive Learning Aims
- 3 Links to other relevant school policies
- 4 Inclusive Learning Resources
- 5 Inclusive learning dedicated facilities
- 6 Additional Educational Needs at NCBIS
- 7 English as an Additional Language (EAL) at NCBIS
- 8 High Potential, gifted and talented at NCBIS
 - 8.1 Identification of high potential, gifted and talented learners
- Figure 1: The Tripartite Model of Giftedness
- 8.2 Provision for high potential, gifted and talented learners
- 9 Special Educational Needs (SEN) at NCBIS
 - 9.1 Identifying a Special Educational Need
- 10 The Inclusive Learning Register and Levels of support

Table 1: Levels of Support

 - 10.1 Exiting the Register
- 11 Inclusive Learning Support, Admissions and Continuing Enrolment
 - 11.1 Responsibilities Prior to Admission
 - 11.2 Continuing Enrolment
- 12 The Curriculum, Inclusive Learning and Modified Timetables
 - 12.1 Early Years, Key Stage 1, Key Stage 2 and Key Stage 3
 - 12.2 Key Stage 4 I/GCSE Programme
 - 12.3 Key Stage 5 IB Diploma Programme
- 13 Referral Process for Inclusive Learning Support
 - 13.1 Figure 2: Referral Process for Early Years, Key Stage 1, Key Stage 2
 - 13.2 Figure 3: Referral Process for Key Stage 3, Key Stage 4, Key Stage 5
- 14 Access arrangements: support during formal assessments and examinations
- 15 Record-keeping and data management

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INCLUSIVE LEARNING & SUPPORT POLICY

The NCBIS mission is: To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

1. Scope of Policy

The NCBIS mission statement and motto 'Bringing out the Best in Everyone' underline our commitment to inclusion. We recognise that all students have individual needs regarding the rate and manner in which they learn and progress. We believe that all students can benefit from a range of learning approaches that consider diverse needs and backgrounds, and we are committed to an inclusive learning culture where students of all abilities and educational needs can participate, make progress and feel valued.

We understand that all schools have duties under the Equality Act (UK) 2010 towards individual disabled children and young people. We must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent their being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance as to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Inclusion requires the proactive and deliberate identification and removal of possible barriers to learning in all areas of school life so that students can meet their full potential. It requires us to re-examine our assumptions about differently abled students and to look for ways to manipulate the environment so that all students can take part in all activities. We recognise that in order for inclusion to be successful NCBIS must maintain a diverse and balanced population that does not go beyond the resources available.

2. Inclusive Learning Aims

NCBIS aims to fulfil the Department for Education (UK) description of an inclusive school as having:

- an inclusive ethos;
- a broad and balanced curriculum for all students;
- systems for early identification of barriers to learning and participation; and
- high expectations and suitable targets for all children.

(Source: 'Inclusive Schooling - Children with Special Educational Needs' (DfES/0774/2001) the Department for Education [UK])

NCBIS seeks to:

- ensure that all members of the community have an understanding of the principles of inclusion.
- promote confidence and self-esteem in all students
- develop independence and resourcefulness and to nurture creativity in all students
- provide students with every opportunity to develop the knowledge, skills and abilities they need to demonstrate their potential and to make sure that they are challenged and motivated in their learning.
- support students in their social, moral and emotional development.

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- identify as early as possible students who have additional and/or specific learning needs.
- encourage parents/guardians and students to be fully involved in additional and specific learning decisions, in development and in regular review of personal learning targets.
- guide and develop best inclusive practice in our specialist support team.
- provide inclusive learning training and guidance for teachers and ensure that time is available to liaise with our specialist support team and to develop inclusive learning activities and materials.
- provide a range of high quality specialist learning resources and access to subject-based materials.
- ensure access to an extensive range of extracurricular activities in order for students to develop individual strengths and talents.
- adopt, as far as possible, the UK SEND Code of Practice and the policies as outlined by the International Baccalaureate Organization (IBO).
- Keep up-to-date with advances in best inclusive learning practice.
- ensure that students and staff returning to a UK-based educational setting are well-prepared for their transition.

3 Links to other relevant school policies

- Anti Bullying
- Child Protection and Safeguarding
- Child Protection Voicing Concerns
- Staff Code of Conduct
- Teaching and Learning

4 Inclusive Learning Resources

The NCBIS inclusive learning team comprises specialist education teachers and assessors, English Language teachers, and learning support assistants. The team works in consultation with learners, their parents/ guardians, teachers, counsellors and external practitioners to identify and support

- Additional learning needs including
- English as an Additional Language
- High potential, gifted and talented
- Specific learning needs including
- Literacy skills
- Numeracy skills
- Processing skills
- Speech and Language skills
- Attentional and behavioural skills
- Other skills as determined by personal learning recommendations

5 Inclusive learning dedicated facilities

The NCBIS inclusive learning spaces include six even dedicated classrooms, three one-on-one teaching rooms and three inclusion team work rooms. The rooms are laid out and resourced to facilitate small group work as well as individual support sessions. Four of these classrooms have interactive whiteboards and all inclusive learning staff have access to ipads and laptops.



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6 Additional Educational Needs at NCBIS

Additional Needs are experienced by students who do not necessarily have a specific learning difficulty but who are faced with additional challenges. These challenges may arise, for example, when students have

- transferred from a different curriculum or language of instruction system
- a different length of prior schooling
- fallen behind in their learning or find themselves underachieving
- high potential abilities, gifts or talents that will benefit from individualised learning targets

7 English as an Additional Language (EAL) at NCBIS

Some students, who have been identified as requiring direct teaching or additional intervention to enable them to gain the English language skills required to fully access the curriculum, receive one to one or small group tuition.

EAL levels of need are assessed and described using the Bell Foundation descriptors. These are:

- A New to English/Beginning
- B Early acquisition/Emerging
- C Developing competence/Expanding
- D Competent/Diversifying
- E Fluent

The Primary school utilises Flash Academy to digitally assess learners' language proficiency and assign individual targets to improve English language skills with a pedagogy based around multi model flashcards and lessons matched to the UK curriculum.

Students learning EAL are entitled to access the programmes of study and all teachers have responsibility for developing literacy skills as well as subject content. Teachers should have high expectations for EAL students and plan for the inclusion of EAL learners in their lessons. Pledging sensitivity to students' first or main other language(s) and culture is fundamental in order to promote a balanced bilingualism. Children must not be regarded as having a learning difficulty solely because their language of home is different to the language in which they will be taught. (See Section 312, Education Act 1996)

Where a student's first language is not English, it will be necessary to make a careful assessment as to whether a lack of progress is due to 'English as an Additional Language', a learning difficulty or elements of both.

8 Potential High Achievers at NCBIS

NCBIS recognises that potential high achievers can require additional support and challenges to develop their abilities; if high potential learners are well catered for, they are more likely to be engaged in their learning and contribute to a positive work ethic in school. We identify these learners and provide opportunities for them to develop their abilities both inside the classroom and through extra curricular enrichment activities. We believe that the educational needs of potential high achievers should be



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catered for by building on strong general school provision and that all teachers at all levels should plan to incorporate the needs of potential high achievers.

8.1 Identifying Potential High Achievers

Students with high potential ability are identified through both standardised quantitative data, qualitative data and through teacher observation and judgments.

Standardised quantitative data

- GL CAT4 admissions tests and annual assessment data
- Qualitative data
- Secondary teacher referral based on departmental criteria
- Primary teacher referral based on high levels of performance in one or more subject areas
- Primary/secondary teacher referral based on demonstration of outstanding skills in a wide range of contexts. These may include outstanding demonstration of HPL attributes and attitudes, leadership skills, social skills and/or social-emotional intelligence.

We recognise that not all high potential learners are obvious achievers and that many actually underachieve. Their potential can be masked by boredom, frustration, low self-esteem, English language ability, special education needs, lack of challenge, low expectations, or behaviour (disorganised, unfocused, failure to follow class norms). We recognise also that the identification of high potential learners is a continual process, as each individual's level of ability is not fixed and may develop significantly over time.

8.2 Provision for high potential learners

NCBIS provides extension, enrichment and acceleration opportunities for our students. Opportunities include:

In-class extended learning:

- differentiation of learning materials and activities to provide intellectual challenge
- opportunities within subjects which promote higher order thinking skills, inquiry and cross-curricular learning
- setting by ability in some KS3 subjects that allows students to move through year group material at a quicker pace and eliminates unnecessary repetition
- a range of groupings within classes to allow opportunities for potential high achievers to work together and challenge each other, as well as mixed ability groupings within classes to allow for leadership.

Enrichment:

- opportunities outside of timetabled lessons which promote higher order thinking skills, inquiry and cross-curricular learning such as Super Learning Days, MUN, International Award, Leaders of Learning
- partnership arrangements with neighbouring schools and universities, businesses and the local community



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- academic mentoring of potential high achievers in areas of particular interest and talent and with regard to subject choices

Acceleration:

- acceleration of exam entries and preparation for these, where appropriate in subjects and for individual students, e.g. KS3 students take GCSE exams
- arrangements made for younger students to work with older students in subjects in which they excel.

9 Special Educational Needs (SEN) at NCBIS

Special Educational Needs are experienced for a variety of reasons and may be because of a physical, intellectual, social and/ or emotional difficulty.

9.1 Identifying a Special Educational Need

Standardised diagnostic assessments can identify a special educational need. These may be administered by certificated Educational Psychologists, Psychiatrists, Speech and Language Therapists, Occupational Therapists, Audiologists, Optometrists, and specialist assessor teachers who have been trained and certified in diagnostic assessment. The Inclusive Learning Leads may request an assessment when our inclusive learning team and teachers require recommendations for best learner support. NCBIS has details of Cairo-based practitioners who have an established relationship with the school and parents / guardians are expected to comply with an assessment request within three months of the request being made.

A child is deemed to have a special educational need if he or she:

- has significantly greater difficulty in learning than is expected for a child of his or her age
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of his or her age
- is under the age of five, and would be likely to fall within the definitions above, if special educational provision was not made for him or her.

A learning difficulty may originate from interruption to a student's physical, intellectual, emotional and/or social development. Some learning difficulties may be remediated or supported by short-term interventions whilst others cannot ever be fully addressed. Our Inclusive Learning team develop personal learning targets that focus on both addressing the difficulty and providing strategies to progress in spite of it. Four main areas of need are described in the UK's SEND Code of Practice (2014). It is recognised that many students will not neatly fit into one single category of need and that many areas will be interrelated. The four areas are:

- Communication and Interaction (C&I)

For example, speech and language delay, impairments or disorders, selective mutism, autism spectrum disorder.

- Cognition and Learning (C&L)

For example, moderate, severe and profound learning difficulties, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia.

- Social, Emotional and Mental Health Difficulties (SEMH)



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For example, emotional difficulties, disruptive behaviours, hyperactivity, eating disorders, inefficient concentration, social skills.

- Sensory and/or Physical Needs (S&P) Visual Needs (VI)

For example, visual impairment, hearing impairment, physical disability, medical conditions such as cerebral palsy, heart disease, spina bifida.

10 The Inclusive Learning (IL) Register / Provision Map and Levels of Support

A student is placed on the IL register / provision map when he or she is receiving support from the inclusive learning team. Information on the IL register / provision map is confidential and includes the following:

- student name, date of birth, class teacher/ tutor group
- date of birth
- level of support
- nature of support

NCBIS learning support is provided at three graduated levels that aim to maximise inclusive learning while also supporting the additional and/or special education needs.

Table 1: Levels of Support

Level 1	<p>Quality First Teaching</p> <p>Offers students an inclusive and well-differentiated experience in everyday lessons. This provides high quality teaching for all (not only those students who are on the IL Register) with support, as appropriate, to achieve age related expectations. The inclusive learning team and teachers will collaborate to put in place individual learning targets and strategies, and to monitor learning progress. Progress for students placed at level 1 on the Inclusive Learning Register will be reviewed termly by the class teacher - Early Years, Key Stages 1 & 2 - or Head of Key Stage (Key Stages 3, 4, 5) and Inclusive Learning Team.</p>
Level 2	<p>Offers students specifically targeted, short term support to boost key skills/key points of learning. This can enable learners to work at or towards age related expectations. Booster support is targeted at a group of students with similar needs or on an individual basis. At this level also the inclusive learning team may carry out or recommend specific specialist assessments to fine tune learning targets and strategies.</p>
Level 3	<p>Offers intensive, targeted support including one-to-one or small group support by a specialist teacher or a learning support assistant to ensure that highly tailored support is linked to precise personal targets and timescales. Individual, specialised targets are written in consultation with students, parents and teachers and are reviewed termly.</p> <p>All students transitioning to Level 3 should already have or be in the process of gaining specialist reports and assessments. Existing reports must be no more than 3 years old. Where an updated assessment is required this process must be completed within 6 months of the school's recommendation. For Secondary students who require specific access arrangements any formal reports must be no more than 2 years old.</p>



When a student continues to experience barriers to their learning and to make inadequate progress, despite the intensive level of provision provided, a case conference / team around the child meeting may be held to discuss suitability of provision, ability to access the curriculum and level of independence. At this stage the suitability of year group placement or continued enrolment may be reviewed.

10.1 Exiting the register

Some students may require continued support as they progress on their learning journey through the school. For other students, their barrier to learning will be reduced or removed to a level at which they no longer require additional support from the Inclusive Learning Team.

Student progress and appropriate provision is reviewed at least termly. This will result in some students receiving a change in provision and they should transition to the appropriate level on the IL register / provision map. Movement on the register should reflect the provision that is appropriate for the student at that period of time. For example, a student at level 2 may have made sufficient progress to move to level 1. As they progress on their learning journey, the curriculum and their needs change, and it may be necessary to reinstate level 2 support. Where a student no longer requires level 1 support in class, they will exit the register. Parents will be notified.

All students who are removed from the register are monitored for at least one term. Evidence of data driven assessments must support any removal or movement on the register.

11 Inclusive Learning Support, Admissions and Continuing Enrolment

While NCBIS can cater for a wide range of abilities, the School cannot admit learners whose language, learning or behavioural needs cannot be met by our specialist inclusive learning resources. As a guideline, the school is unable to accept students into a year group where there are 10 percent or more students on the IL Register.

11.1 Responsibilities Prior to Admission

- Parents are required to disclose in their application whether their child has had an assessment for special educational needs, has been referred to an Educational Psychologist or other specialist therapist, or has received learning support in a previous school. Copies of relevant reports must be provided.
- Students who have a special educational need on application will be required to meet with the Inclusive Learning Leads as part of the admissions process.
- All students for whom English is not the home language, or where the demonstrated language skills during the interview may give cause for concern about the student's ability to work in the English language, are required to undertake an EAL assessment as part of the admissions process.
- The Inclusive Learning Leads will, in liaison with the Head of Primary or Head of Secondary, arrange for any in-school assessments deemed necessary and may request an independent assessment by a qualified Educational Psychologist or relevant specialist before progressing the application.
- The Inclusive Learning Leads meets with the Head of Primary or Head of Secondary to advise whether the student's needs can be accommodated and appropriate support provided.



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11.2 Continuing Enrolment

NCBIS works to identify students and families at point of entry who will benefit from our balanced, caring and rigorous education and who will make a positive contribution to the life of the school. The School reserves the right to withdraw a student's place if by reason of the student's conduct, academic progress or attendance, the student is unwilling or unable to benefit sufficiently from the educational opportunities and/or community life offered by the School.

12 The Curriculum, Inclusive Learning and Modified Timetables

All NCBIS students have access to a broad and balanced curriculum. The school adopts an inclusive policy of supporting students in their teaching groups wherever possible.

A small number of students with a barrier to learning may require a modified programme. When it is considered in the student's best interests to provide additional support or intervention in a withdrawn setting, the Inclusive Learning Leads will discuss and agree this with learners, their parents/ guardians and teachers.

During withdrawn support sessions, students will work either 1-to-1 or in a small group with a specialist teacher or learning support assistant. EAL students will focus on literacy lessons covering speaking, listening, reading and writing. Students with additional needs or special educational needs will be provided with literacy support, numeracy support, or other skills development as identified by the learner's personal targets.

12.1 Early Years, Key Stage 1, Key Stage 2, Dutch Stream and Key Stage 3

Modifications for individuals may include reducing the number of modern foreign language (MFL) sessions a student attends, or withdrawal during part of another agreed curriculum area. The longer term impact of withdrawal from one or more MFL must be considered carefully alongside reintegration into the MFL at an appropriate time in collaboration with the Head of Languages.

12.2 Key Stage 4 I/GCSE Programme

Modifications may include reducing the number of I/GCSE courses, and will depend on the learner's individual needs. The longer term impact of withdrawal from an I/GCSE course must be measured carefully alongside the individual's personal learning needs.

A study skills programme or additional English Language classes may be offered and should be agreed by the parents.

12.3 Key Stage 5 IB/A Level Programme

There are no timetable modifications at this educational stage. Instead an individual may benefit from occasional sessions with a member of the inclusive learning team to support specifically recommended strategies.



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13 Referral Process for Inclusive Learning Support

The majority of students with inclusive learning support needs are identified through the admissions process. For some students these needs become apparent only as their skills are developed in the classroom. NCBIS has a referral process in place to identify these needs.

13.1 Referral Process for Early Years, Key Stage 1, Key Stage 2 and Dutch Stream

Referral process for Early Years, Key Stage 1, Key Stage 2:

- [Primary IL Referral Process](#)
- [Primary IL Referral Form](#)

13.2 Referral Process for Key Stage 3, Key Stage 4 and Key Stage 5

Referral progress for Key Stage 3, Key Stage 4 and Key Stage 5:

Staff member is concerned about a learner
Staff member refers concern to Deputy Head Pastoral. For 2024/25 a new IL Lead has been appointed
Assessments, classroom observations, work sampling, teacher, student and parental consultation will lead to agreed actions

- [Secondary IL Referral form](#)

14 Access arrangements: support during formal assessments and examinations

Access arrangements may be provided for students on the IL register. The type of access arrangement provided varies according to the needs of the individual student and can take a variety of forms, such as additional time, use of a word processor, a computerised reader/ reading pen or a scribe.

Access arrangements may be provided for both formal internal and external examinations or assessments, where historical and/or medical evidence of the special need is in place, and the access arrangement is appropriate. Any measure proposed must not give the student an unfair advantage over other students.

Parents may be advised to consult an Educational Psychologist or other relevant professional in order to prepare supporting documentation.

Applications for access arrangements in external examinations are made according to the guidelines of the relevant body. Applications are made in advance of the candidate's first examination series so that the candidate has the chance to practice using the access arrangements. Where an application for special access arrangements needs to be submitted, NCBIS requires a current specialist assessment to be provided as supporting evidence of need, most typically an educational psychological assessment report.



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This report should be from a qualified, independent educational psychologist or other relevant specialist who has an established relationship with the School as a provider of external services.

Access arrangements may be provided for some students whose first language is not English. Students who have been educated in English for a time period of less than two years, may be entitled to use a bilingual dictionary in examinations or assessments and will be given a 10 percent extra time allowance specifically for this purpose. Not all EAL learners will need to use a dictionary, or will benefit from doing so, and a student who has been educated through the medium of English language for two years or more, will not be eligible for bilingual dictionary additional time in examinations.

The Inclusive Learning Leads are responsible for arranging access arrangements for students on the Inclusive Learning Register in conjunction with the Examinations Officer. The Inclusive Learning Leads are responsible for communicating with parents any support that is given during any examination or assessment. The school always keeps up to date the JCQ and Pearson guidance to ensure all appropriate provisions are met for the relevant students.

15 Record keeping and data management

Electronic documentation is stored on the school staff Google Drive and MIS in a confidential inclusive learning team drive. Hard copies of key documents and communications are made and stored in each student's confidential school file. This is stored in the lockable filing cabinets in either the Primary School office, Dutch Stream office or in Secondary School key stage offices. Minutes or 'summary of discussion' notes are kept of meetings with parents and shared with parents when requested.

Lesson planning and evaluations of withdrawn and in-class support sessions are stored in learners' inclusive learning folders on google drive. Where pastoral matters arise during a session these should not be recorded on the server, but referenced, and then recorded on a pastoral document which is shared with class teachers/pastoral phase leaders/Head of LS, as appropriate.

Previous copies of registers and archived notes are kept on learners who have exited the current register.



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