



Title	:	Inclusion Policy
File Name	:	WIA/ACD-IP/024-3
Date of Issue	:	4 April 2022
Revision Date	:	20 August 2026
Next Anticipation Date	:	20 August 2027

Inclusion Policy

At Wise Indian Academy Ajman School, we recognize the uniqueness of each child through a programme of learning that promotes challenge and personalized education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences.

Our vision is to create global citizens through innovation and excellence in learning.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to become active citizens in our international community.

Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community that ensures the well-being of all.

1. Introduction

The school has high expectations of effort and success from all children. We believe that our children, including those identified as having "additional needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Wise Indian Academy School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with 'additional needs'
- Those who are assessed and having different learning difficulties.

2. Purpose of policy

This policy describes the way we meet the needs of children, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.



3. Aims and objectives

We aim to develop an environment where all children can flourish and feel safe. We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Wise Indian Academy School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve.

At Wise Indian Academy School, we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

4. Objectives

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- To signpost support for pupils with additional learning needs (including G or T) through external agencies.
- To facilitate access to the curriculum through differentiated planning by class teachers, the Inclusion department, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, either within school or through external agencies, for those pupils recorded as having additional needs.
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from the school as well equipped as possible in the skills of literacy, numeracy, social independence, resilience and to make them confident to meet the demands of secondary school life and learning.

To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported

- To give the children a voice in planning and in decisions that affect them.
- To have an open door policy in support of staff and parents.
- To make information on additional needs available to staff and parents.

5. Learning and Teaching style

Effective learning

- To aim to raise attainment levels through the use of SMART targets for those who need them.
- To support class teachers in producing Individual Education Plans that are tailored to match the student's needs, provide challenge that are deliverable.
- To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

Effective teaching

Inclusion is a whole school responsibility where all staff must be aware of strategies and procedures to support all pupils, including those with additional needs, through differentiation or referrals where appropriate. Teachers must ensure that they build confidence, motivation and self-esteem through a safe, calm and secure atmosphere in all lessons. The Curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, however they may have individual support which leads towards inclusion.



6. Inclusion Provision

The school works within the whole school to promote inclusion for all children.

- Autism
- Children with learning disability.
- Attention deficit hyperactive disorder. (ADHD)
- Attention deficit disorder. (ADD)
- Gifted and talented children.

7. Equal Opportunities

The school recognize the value of, and seeks to achieve, a diverse school community which includes people from different backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

8. Involvement of others

The school works together with others to promote inclusion for all children. These include:

1. Parents
2. Class teachers
3. Specialist staff
4. School Medical Office
5. External Agencies
6. Feeder and transfer schools

9. Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Classification of support for Special Needs:

- **Wave 1** – classroom teacher's response to a child's learning need. Teachers differentiate their lessons using an IEP which details the child's needs and which is accessible to all teaching staff.
- **Wave 2** – where Wave 1 is not meeting the child's needs or that learning need is more severe. More support is required and this could take the form of Dyslexia/Dyscalculia support, withdrawal groups. This will be provision that goes beyond the "mainstream" classroom. This may also possibly involve some external assistance and possible cost of support.
- **Wave 3** – This would probably involve an external assessment or range of assessments. A high level of support would be needed – usually a one to one Learning Support Assistant. There may be withdrawal from lessons for extra literacy and numeracy on a one to one basis. The curriculum cannot be accessed without this support.



WISE INDIAN ACADEMY

CBSE AFFILIATED SENIOR SECONDARY SCHOOL AFFILIATION NO: 6630101

The school's system includes reference to:

Baseline assessment results;

- CATS tests
- Teacher referrals
- Parent referrals

Based on the school's observation and assessment data and following a discussion between the class teacher, the parent/career and the Head of Year, the child may be recorded as needing either: Differentiated curriculum support within the class and the class teacher will write an IEP.

10. Subject Leaders

Ensure they are monitoring and providing for, through for example, The Enrichment Programme, differentiation to promote inclusion within the planning of their subject.

11. Specialist and Class Teachers

Need to be aware of and act on the Inclusion Policy.

12. Medical Staff

To work with all staff to promote the inclusion of all children.

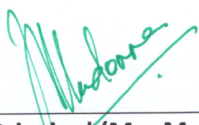
13. Monitoring

This policy has been discussed and agreed by the teaching staff and leadership teams for implementation.

Revision

Revision Date	File Name	Revision
04 th April 2022	WIA/ACD-IP/024	New policy
21 st August 2024	WIA/ACD-IP/024-1	Reviewed and updated.
20 August 2025	WIA/ACD-IP/024-2	Reviewed and Approver's signature
20 August 2026	WIA/ACD-IP/024-3	Reviewed and Approver's signature

Approvals


Principal (Mrs. Madonna James)

