مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Inclusion Policy

Inclusion Policy

Document Information			
Created by:	Principal	Reviewed by:	Principal Vice Principal Inclusion Department
Review Cycle:	Annually	Next Review:	**July 2027**
Principal: Ahmed Nadhim Al-Talib Vice Principal: Nabil Khalfey Inclusion: Alia Nuur			

Contents

Our Definition of Inclusion 3
Our Commitment to Students with Additional Learning Needs 3
Purpose of the Inclusion Policy 3
Definitions 3
What are Students with Additional Learning Needs (ALN)? 4
What is a Disability? 4
Roles and Responsibilities 4
Identification and Intervention Process 5
    Strategies Used by Inclusion Staff for Identification 5
    Triangulation of Data for Assessing Students with Additional Learning Needs 6
Grouping Students Characterised as Students with Additional Learning Needs 6
    The Three Waves of Provision 7
Students with Additional Learning Needs (ALN) Register 8
How Learning is Assessed and Reviewed 8
    Assessment Tools 8
    Individualised Education Plan (IEP) 9
    Differentiated Curriculum Provision 9
The Students with Additional Learning Needs Program 9
    Wave 1 Curriculum Map 10
    Waves 2 & 3 Curriculum Map 10
Staff Training 11
Outside Agencies 11
    The Talking Therapists & Wellness Centre 12
Reporting and Evaluation for Students with Additional Learning Needs 12
Admission Arrangements for Specialist Support 12
Appendix 1: Admissions Assessment 14
Appendix 2: Referral Form 17
Appendix 3: Should My Student Be Referred for an Additional Learning Needs Observation? 18
Appendix 4: In-Class Observation Form 19
Appendix 5: Individualised Education Plan 22

Our Definition of Inclusion

Inclusion is about addressing the unique learning, social, emotional, and health needs of each child, while empowering them to reach their full potential and become the best version of themselves.

Our Commitment to Students with Additional Learning Needs

At ISCS Bahrain, we use the term "Students with Additional Learning Needs" to recognise the strength and potential of students with additional needs. We are committed to ensuring that every child has equal opportunities to succeed, regardless of their individual requirements. Our school fosters an inclusive, supportive, and nurturing learning environment where all students can thrive.

- We create a happy, caring, and stimulating atmosphere where every child can reach their full potential.
- Our inclusive approach ensures that all Students with Additional Learning Needs are fully involved in every aspect of school life, including lessons, after-school clubs, and trips.
- We aim to foster independence and engagement in all students, encouraging them to be active participants in their learning journey.
- We prioritise student voice, valuing each child's input about their own needs, and ensuring they feel heard and respected.
- We are committed to helping children grow into confident members of the wider community, with respect for themselves and others.

Purpose of the Inclusion Policy

The Inclusion Policy at ISCS Bahrain is designed to ensure that every child, regardless of their individual learning, social, emotional, or health needs, is provided with the resources, opportunities, and support necessary to thrive. By recognising and empowering Students with Additional Learning Needs, the policy promotes an inclusive and equitable learning environment where all students can achieve their fullest potential.

This policy is a framework for creating an educational setting that:

- Provides tailored support to meet the diverse needs of all students.
- Encourages full participation in school life, including academic, extracurricular, and social activities.
- Fosters independence, confidence, and self-advocacy among students.
- Ensures that every child's voice is heard and respected, especially when discussing their own needs.
- Cultivates a community of respect, care, and inclusivity, preparing students to become responsible and engaged members of society.

The purpose of this policy is to embed inclusivity into the fabric of ISCS Bahrain, ensuring that every child can succeed, learn, and grow in a supportive environment.

Definitions

As a British international school in Bahrain, ISCS Bahrain follows the UK Department for Education (DfE) SEND Code of Practice (2015), which outlines a comprehensive framework for addressing the needs of students with Special Educational Needs and Disabilities (SEND).

This document informs our practices and policies, ensuring that every child is provided with the necessary support to achieve their full potential. In addition, we align our approach with Bahrain's National Strategy for Persons with Disabilities, the Ministry of Social Development, and Ministry of Education (MOE)

guidelines, integrating both international standards and local regulations into our inclusive education model.

For more details, the full SEND Code of Practice can be accessed here.

What are Students with Additional Learning Needs (ALN)?

The Code of Practice defines a pupil as having Special Educational Needs (SEN), referred to at ISCS Bahrain as Students with Additional Learning Needs, if their learning difficulty or disability requires special educational provision that is either different from or in addition to what is normally available to students of the same age.

The Code of Practice 2015 describes four broad areas of need. We can support children with needs in these categories. The four broad areas of need, as defined by the SEND Code of Practice, are:

Communication and Interaction: Children with speech, language, and communication needs (SLCN) struggle with expressing themselves, understanding others, or following social communication rules. This can affect their interactions, task comprehension, need expression, and explanations.

Cognition and Learning: Support may be needed for children who learn more slowly than their peers, even with scaffolding. This includes a range of needs from moderate to severe learning difficulties and specific learning difficulties (SpLD) like dyslexia and dyspraxia.

Social, emotional and mental health difficulties: Children may face a range of social and emotional challenges, including withdrawal, isolation, or disruptive behaviour. This may indicate underlying mental health issues such as anxiety, depression, self-harming, or disorders like ADHD or attachment disorder.

Sensory and/or physical needs: Some children require additional support because of a disability that prevents or hinders them from making use of the educational facilities generally provided. These needs may be age-related and may fluctuate over time. This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or a physical disability (PD), who may require specialist equipment, adaptations, or ongoing support to access all the opportunities available to their peers.

It is also important to note that a child or young person is not considered to have a learning difficulty or disability solely because the language of instruction in the educational setting differs from that spoken at home.

What is a Disability?

Some children and young people who are considered Students with Additional Learning Needs may have a disability. Under the Equality Act 2010, which the SEND Code of Practice refers to, a disability is "a physical or mental impairment that has a long-term and substantial adverse effect on their ability to perform normal day-to-day activities." Here, "long-term" is defined as lasting a year or more.

This definition includes sensory impairments, such as those affecting vision or hearing, as well as long-term health conditions like diabetes, epilepsy, and cancer. Although these conditions do not automatically mean a child is considered to have additional learning needs, if a disabled child requires special educational provision, they will be included under this definition.

Roles and Responsibilities

The School Principal

- Create and enforce the school's inclusion policies and strategies.
- Direct staff in effectively supporting students designated as Students with Additional Learning Needs.
- Provide necessary resources and support for programs aimed at Students with Additional Learning

Needs.

Heads of School

- Develop and align inclusion policies with educational goals and regulations.
- Manage and adjust intervention programs based on effectiveness and feedback.
- Liaise with the principal to allocate resources and secure additional support for intervention programs.
- Offer training on intervention strategies and promote collaboration.

Inclusion Teacher

- Collaborate with teachers to implement inclusive teaching practices.
- Assess student needs and develop Individualised Education Plans (IEPs).
- Provide teachers with strategies and resources for accommodating diverse needs.
- Serve as a liaison between students, parents, and external specialists.
- Offer training and support on inclusive education strategies.
- Track student progress and adjust support plans as needed.
- Update parents on their child's progress and involve them in the learning process.

Classroom and Subject Teachers

- Use differentiated instruction and follow inclusion strategies.
- Work with the inclusion teacher to implement and adjust IEPs.
- Track and report student progress, adapting teaching as needed.
- Update parents on progress and provide home support suggestions.

Identification and Intervention Process

The identification and intervention process involves a series of strategies designed to support children with additional needs effectively. Below are some of the key strategies used:

1. Initial Identification: Where additional learning needs are identified on enrolment, the student is assessed by the inclusion teacher over a trial period; please refer to Appendix 1. For students already at the school, classroom and subject teachers make careful observations and carry out initial assessments to identify those who may need specialist support.

2. Formal Referral: Teachers complete referral forms to formally communicate their observations to the inclusion staff. Please refer to Appendices 2 and 3.

3. Comprehensive Evaluation: Following the referral, the inclusion team conducts a thorough evaluation, including detailed observations and assessments of each referred student. Please refer to Appendix 4.

4. Parent Contact: A focus meeting is arranged with parents. After obtaining parental consent, the intervention will commence with the inclusion teacher.

5. Development of Targeted Strategies: Based on the evaluation insights, the inclusion team devises targeted strategies, which may involve adjustments in teaching methods, learning materials, and assessment techniques.

Strategies Used by Inclusion Staff for Identification

- Utilising Screening and Diagnostic Assessments: Implement standardised tests to detect learning disabilities, developmental issues, and other educational needs requiring support.

- Leveraging Teacher Insights: Depend on detailed teacher observations and evaluations regarding students' academic achievements and classroom behaviour for identifying issues.

- Reviewing Historical Educational Records: Examine previous academic and behavioural records from prior schools to assess existing or past educational challenges.

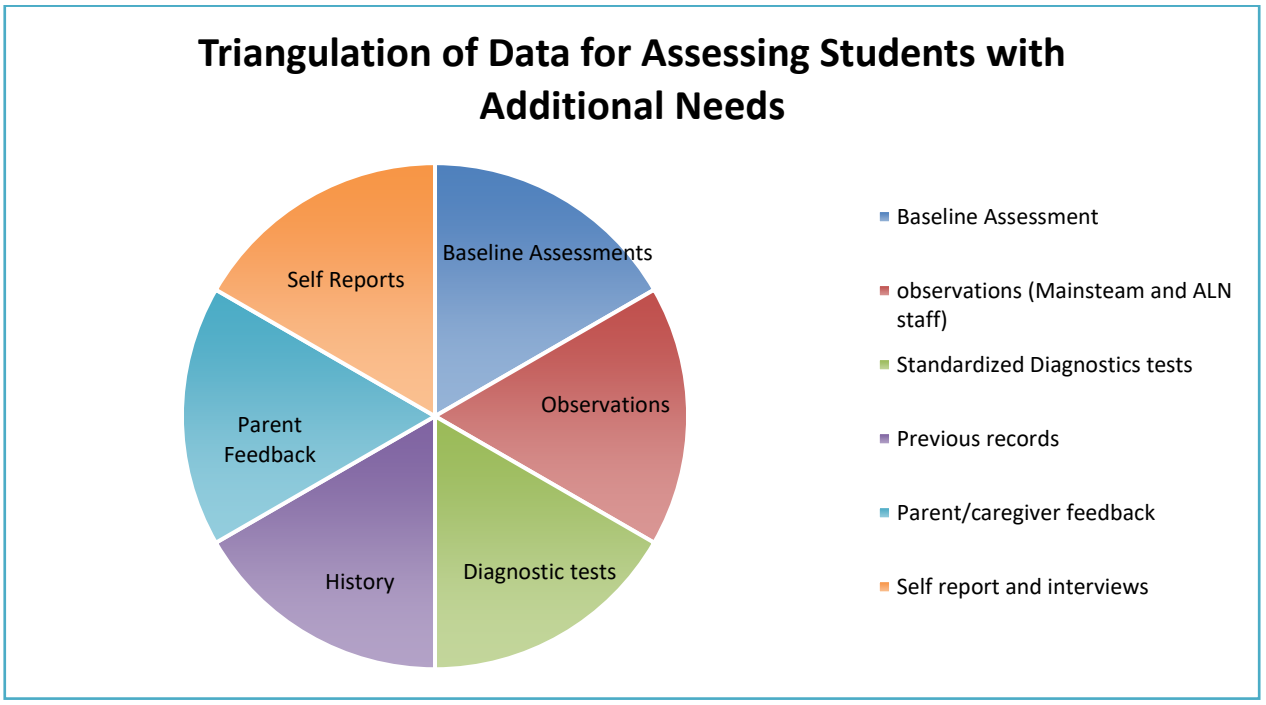
- Engaging with Parent/Caregiver Feedback: Gather information from parents or caregivers about the student's developmental history, health issues, family environment, and past interventions.

- Analysing Standardised External Test Results: Examine external standardised test results for any anomalies that could indicate specific learning disabilities or additional educational needs.

- Self-Reports and Interviews: Older students may provide self-reported data on their perceptions of their academic experiences and challenges, which can be useful for understanding their needs from their own perspective.

Triangulation of Data for Assessing Students with Additional Learning Needs

No single piece of evidence is used on its own to identify additional learning needs. The inclusion team brings together (triangulates) information from at least three sources – such as teacher observations and referral forms, assessment data, and the views of parents and the student – to build an accurate picture of the student's needs before support is agreed.



Grouping Students Characterised as Students with Additional Learning Needs

Our grouping of support is based on the Waves of Intervention model developed through the UK National Strategies. That model describes three cumulative layers of provision: Wave 1 (universal Quality First Teaching for all learners), Wave 2 (additional, time-limited targeted intervention for some learners), and Wave 3 (highly personalised specialist provision for a few learners). Quality First Teaching is the foundation: well-planned, inclusive classroom practice that reduces the number of students who later need extra help.

Key principles:

- This sits within the graduated approach set out in the UK Department for Education SEND Code of Practice (2015): Assess, Plan, Do, Review. Support is increased or reduced according to the student's progress, not a fixed label. We also align this model with Bahrain's National Strategy for Persons with Disabilities and Ministry of Education inclusive education expectations.
- Waves are additive. A student receiving Wave 3 support continues to benefit from Wave 1

teaching and, where useful, Wave 2 intervention. There is no standard national Wave 4; statutory plans such as an Education, Health and Care Plan (EHCP), where applicable, sit within Wave 3 specialist provision.

The Three Waves of Provision

Wave 1: Universal Provision (Quality First Teaching)

- → Wave 1 is the inclusive teaching every student receives in the mainstream classroom. It is the school's universal offer and the first response when a concern is raised. Needs are met through ordinary classroom adaptations rather than withdrawal, and students at this wave are not automatically placed on the ALN register.
- → Wave 1 provision includes differentiated planning and outcomes; visual supports and concrete resources; chunked instructions and extra processing time; flexible grouping; careful seating; in-class adult support that is not dedicated one-to-one; and assessment used to adapt teaching the same day or week.
- → Examples include a student with mild attention difficulties who succeeds with a visual timetable and movement breaks, or a student with emerging literacy needs who benefits from modelled vocabulary and scaffolded writing frames. Wave 1 keeps students in lessons, builds independence, and is the most sustainable use of staff time.

Wave 2: Targeted Support

- → Wave 2 is additional, specific and usually time-limited intervention for students who are not making expected progress despite strong Wave 1 teaching. The aim is to accelerate progress so they can work towards age-related expectations within the mainstream curriculum.
- → Wave 2 is for students with mild to moderate additional needs that affect learning or behaviour but do not prevent participation in most mainstream lessons. Support is often delivered to a small group with similar needs and is reviewed at the end of a defined period, for example six to twelve weeks.
- → Wave 2 interventions include evidence-informed group or short one-to-one programmes, such as additional reading, phonics or mathematics catch-up, pre-teaching, or social skills groups; modified materials; occasional sessions with the inclusion teacher; and a simple support plan or provision-map entry, reviewed with the class teacher and family.
- → Examples include a student with mild dyslexia on a time-limited reading programme, or a student with ADHD who needs a short block of organisation and self-regulation coaching. Students remain largely in class. Targeted support should be stopped, adapted or stepped up according to impact.

Wave 3: Specialist Support

- → Wave 3 is highly personalised provision for a small number of students whose needs are significant, complex or persistent and who have not made sufficient progress through Waves 1 and 2 alone.
- → Needs may span several areas: cognition and learning; communication and interaction; social, emotional and mental health; and/or sensory and physical. Some students may have, or be working towards, an EHCP or an equivalent specialist support agreement.
- → Students receiving Wave 3 support may spend most of their daily timetable out of mainstream and in the Inclusion Room/s.
- → Wave 3 interventions include frequent one-to-one or very small-group teaching with the inclusion teacher; supplemented curriculum pathways where needed; assistive technology; and involvement of outside agencies such as an educational psychologist, speech and language therapy or occupational therapy, with parental consent. Examples include a student with significant autism who needs a structured individual programme, or a student with Down syndrome or profound learning difficulties who requires customised teaching and, where appropriate, therapeutic input.

Organising provision in three waves allows ISCS Bahrain to match support to need and to move students between waves as they progress. Wave 1 is for all, Wave 2 for some, and Wave 3 for a few.

Students with Additional Learning Needs (ALN) Register

When a pupil requires additional or differentiated resources, curriculum, and/or intervention beyond the usual differentiation provided by a class teacher, they are typically considered to have an additional learning need.

Students with Additional Learning Needs are listed on our ALN Register. This is a dynamic document that is updated once a term, though pupils can be added at any time during the term. The register is adjusted regularly based on the needs of the children.

All children on this register are classified under 'ALN Support.' Depending on their level of need, they may receive internal support from the school or external support from services such as Specialist Teachers and Speech Therapists, which is noted on the register.

Children with an Education, Health, and Care Plan (EHCP) are also included on the ALN Register.

How Learning is Assessed and Reviewed

All children are included in our assessments and tracking throughout the year, with their progress monitored each term.

- Tracking System: We use a Microsoft Excel Tracking system for tracking all ALN students.

- Pre-Key Stage Standards: If some children are not meeting expected progress levels at key stages, we use Pre-Key Stage Standards or the Engagement Model to monitor their progress. For more information, visit:
    - Pre-Key Stage 1 Standards
    - Pre-Key Stage 2 Standards
    - The Engagement Model

- Provision Maps: These outline in-class support and additional interventions outside the classroom. They are reviewed and updated termly.
    - In-Class Support: This includes adjustments and resources used during regular classroom activities, like special teaching aids or modified assignments.
    - Additional Interventions: These are extra support measures provided outside regular class time, such as small group sessions, one-on-one tutoring, or therapy.

- Individualised Education Plan (IEP): These documents are shared among teachers, parents and shadow teachers, detailing termly outcomes and support strategies. Children contribute by noting their strengths and support preferences. These plans are discussed with parents during Parents' Evenings. Refer to Appendix 5.

- Annual Reviews: For children with an IEP, an Annual Review is conducted with all supporting professionals to discuss and review their progress.

Assessment Tools

We use various assessments to determine standardised scores in spelling, numbers, and reading. These assessments help us identify if a child's scores are below expected levels and measure progress over time.
Levels of Support

- **Wave 1 (Universal):** All children receive high-quality teaching. This includes tailored teaching, such as using specific resources like visual prompts or Numicon.

- **Wave 2 (Targeted):** If additional support is needed, interventions and resources are provided, such

as the 'Read Write Inc Fresh Start' programme for reading, spelling, and writing.

- **Wave 3 (Specialist):** For more focused support, pupils may receive one-to-one time with a specialist inclusion teacher. This may include activities such as individual reading sessions, pre-teaching of maths, and support for Personal, Social, and Emotional Development.

The school aims to enhance learning through interventions while ensuring that students do not miss out on maths and English instruction.

Individualised Education Plan (IEP)

Children who are not making sufficient progress and require Wave 3 (specialist) support will be placed on an Individualised Education Plan (IEP). This tailored plan offers targeted interventions and resources designed to address their specific learning needs, ensuring they receive the necessary support to enhance their educational experience and achieve their potential.

Differentiated Curriculum Provision

Some children may only need differentiation within the whole class curriculum, such as modifying learning objectives and using scaffolding techniques. Their progress is monitored by the class teacher and used to adjust whole class planning. Progress is reviewed at the same intervals as for other students to ensure satisfactory progress.

Provision Aims

- Close the attainment gap between the child and their peers
- Prevent the attainment gap from widening
- Match or exceed the child's previous rate of progress
- Ensure full access to the curriculum
- Improve self-help, social, or personal skills
- Enhance the child's behaviour

The Students with Additional Learning Needs Program

The Students with Additional Learning Needs Program is designed to meet the unique needs of each student by providing tailored support and interventions. This program is crafted to address the individual requirements of each child, ensuring that they receive the necessary resources and strategies to thrive academically and socially.

The Students with Additional Learning Needs Program is divided into four academic sections, each focusing on different aspects of development and learning:

Language and Communication: This section aims to enhance students' language skills and communication abilities. It includes activities and strategies designed to improve vocabulary, sentence structure, comprehension, and expressive language. Support may involve tailored reading and speaking exercises, as well as interactive communication tools.

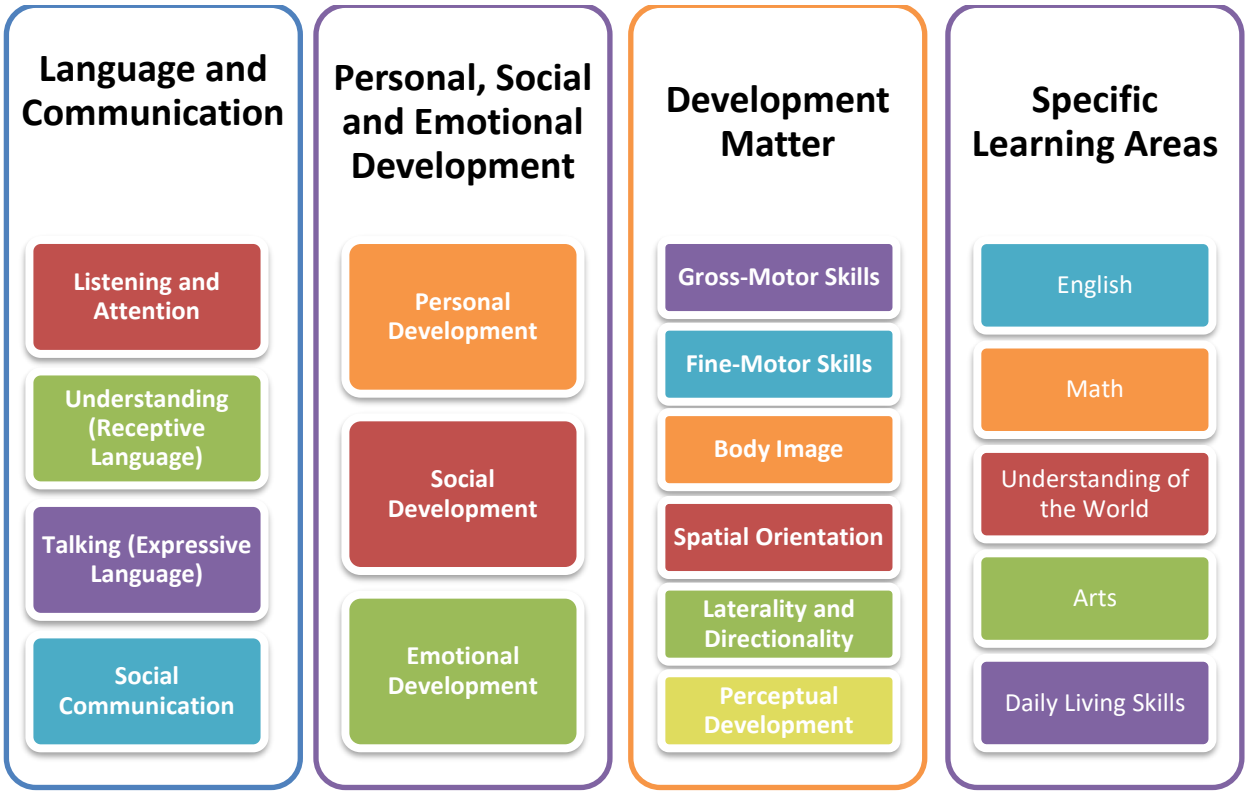
Personal, Social, and Emotional Development: This area focuses on helping students develop self-awareness, social skills, and emotional regulation. It includes activities that promote self-esteem, interpersonal skills, and coping strategies for managing emotions. The goal is to support students in building positive relationships and navigating social situations effectively.

Development Matters: This section covers broad developmental milestones and learning objectives relevant to the child's age and stage. It involves tracking progress across various domains such as cognitive skills, motor skills, and adaptive behaviour. The focus is on ensuring that students meet key developmental benchmarks and gain foundational skills.

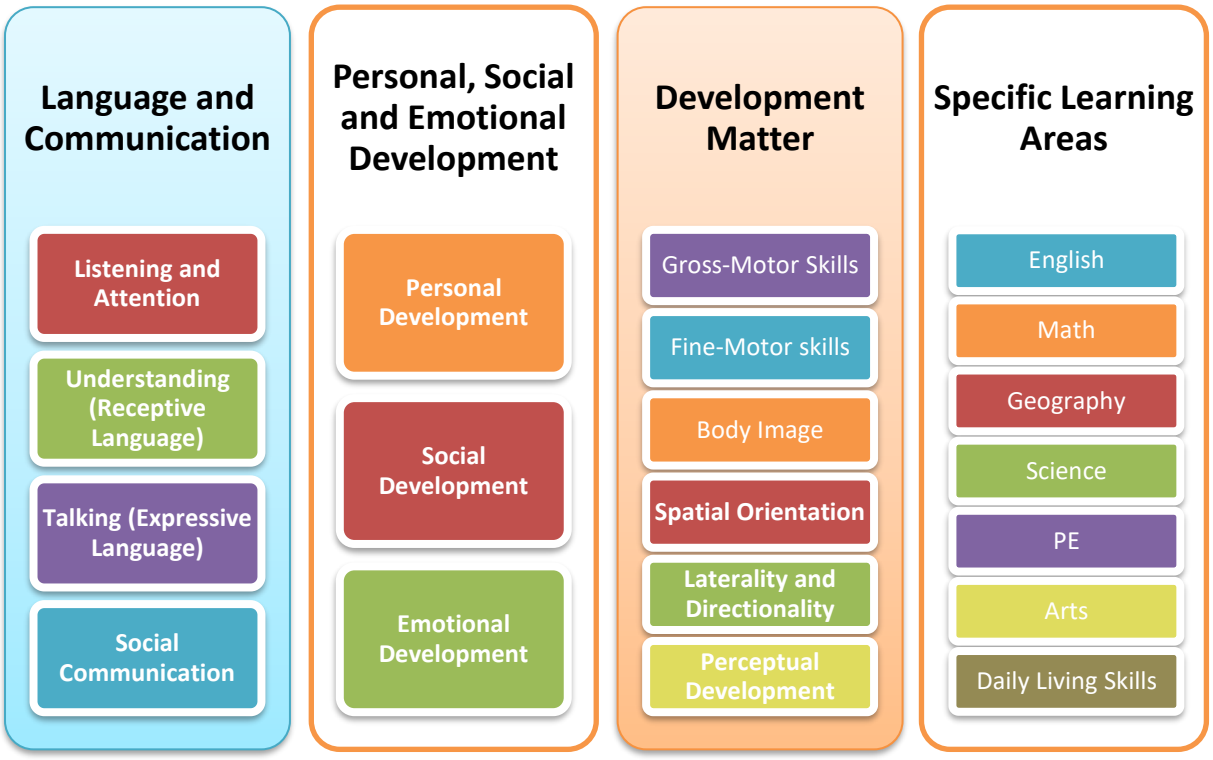
Specific Learning Areas: This area addresses learning needs or challenges, such as mathematics, reading, or other subject-specific skills. Interventions and support are tailored to the student's individual learning goals, ensuring they receive focused assistance in areas where they require additional help.

For a detailed overview of how these sections are applied at Wave 1 and at Waves 2 & 3, please see the maps below.

Wave 1 Curriculum Map



Waves 2 & 3 Curriculum Map



The allocation of time across these sections is flexible and adjusted regularly to best support each child's unique requirements. An example of a time allocation map is provided below:

Students with Additional Learning Needs Program: Time Allocation Map (Example)

Wave 1:

Academic Section	Time Allocation (per week)
Language and Communication	4 hours
Personal, Social, and Emotional Development	3 hours
Development Matters	2 hours
Specific Learning Areas	3 hours
Total Time	12 hours

Waves 2 & 3:

Academic Section	Time Allocation (per week)
Language and Communication	5 hours
Personal, Social, and Emotional Development	4 hours
Development Matters	3 hours
Specific Learning Areas	4 hours
Total Time	16 hours

Staff Training

Training is tailored to current needs. Teachers and shadow teachers may attend courses designed to enhance their understanding of specific needs and improve their support for students with those needs. Staff have access to professional development opportunities and can apply for additional training in special needs or inclusion when a need is identified, either for individual pupils or at a whole-class level. Support staff are encouraged to pursue further professional development. The Head of School stays current with developments through local meetings and training.

Outside Agencies

An inclusion teacher can request support for individual pupils from various local agencies. To obtain this support, the teacher must provide evidence of the existing interventions. Requests for support are reviewed by the Head of School and Principal, who determine if the children meet the required criteria.

Parental support, involvement, and consent are always required for these referrals. In Bahrain, outside agencies include:

- Educational Psychologist (available through local clinics or education services, e.g. STEPS Rehabilitation Center, EdPsych UAE, Global Education Testing)
- Education Welfare Service (provided by the Ministry of Education or local authorities)
- School Nurse (available at local health centres or through school health services)
- Community Paediatrician (available at public and private hospitals)
- Speech Therapy (provided by specialised clinics or hospitals, e.g. STEPS Rehabilitation Center, REACH Behavior and Development Center, The Little Village Center, Interactive Minds, Jisha Peter Rehabilitation)
- Physiotherapy (offered by health centres and hospitals, e.g. STEPS Rehabilitation Center, Jisha Peter Rehabilitation)
- Occupational Therapy (available through specialised clinics or hospitals, e.g. STEPS Rehabilitation Center, REACH Behavior and Development Center, The Little Village Center, Interactive Minds, Jisha Peter Rehabilitation)

- Child and Adolescent Mental Health Services (provided by mental health facilities or clinics, e.g. Child and Adolescent Psychiatric Unit at the Psychiatric Hospital, The Talking Therapists & Wellness Centre)
- Behaviour and Development Therapy (provided by specialised centres, e.g. Think, REACH Behavior and Development Center)
- Family Support and Advocacy (provided by associations, e.g. Bahraini Association for Intellectual Disability and Autism)

The Talking Therapists & Wellness Centre

The school works with The Talking Therapists & Wellness Centre to support pupils' social, emotional and mental health needs. Qualified practitioners from the centre deliver talking therapy sessions on the school site.

The inclusion teacher makes referrals using the same process as for other outside agencies. Evidence of the support already in place in school must be provided, and parental consent is always required. Where appropriate, the pupil's views are also sought. Families who want further support can be given the centre's details to arrange private sessions outside school.

The inclusion team liaises with the centre's practitioners to share information, review progress and agree strategies for use in school. All information is shared in line with the school's confidentiality and safeguarding procedures.

Reporting and Evaluation for Students with Additional Learning Needs

Wave 1 and Wave 2: Children receiving Wave 1 (universal) or Wave 2 (targeted) support will receive a standard school report, similar to their peers. This report will reflect their progress and achievements within the general curriculum framework, highlighting their overall performance and areas of development.

Wave 3: For children receiving Wave 3 (specialist) support, an individualised report will be provided. This report will be tailored to the curriculum map specific to their needs, detailing their progress and achievements in the context of their unique support program. It will offer a more detailed account of their progress against the specialised goals and interventions set for them.

Focus Meetings: In addition to the reports, focus meetings with parents will be held every half term. These meetings will provide an opportunity to discuss:

- The child's progress and achievements.
- Updates and adjustments to the Individualised Education Plan (IEP).
- Strategies to support the child's development at home.
- Any concerns or additional needs that may have arisen.

This approach ensures ongoing communication and collaboration between the school and parents, enabling a tailored and responsive support system for each child.

Admission Arrangements for Specialist Support

When a parent requests specialised support for their child or if a child is identified through school assessments as needing specialist support, the following admission arrangements are put in place:

1. Assessment Meeting: An assessment meeting will be scheduled with the Inclusion Teacher and Head of School to evaluate the child's specific needs and determine the appropriate level of support required, using the ALN Admissions Assessment (Appendix 1). Where additional learning needs are identified on enrolment, the student is assessed by the inclusion teacher over a trial

period.

2. Agreement Documentation: Parents will be provided with an agreement document outlining the terms and conditions for the specialist support. This agreement must be signed and returned to the school before the support can be formally arranged.

These steps ensure that all necessary measures are in place to provide the appropriate support tailored to the child's needs and to establish clear communication and understanding between the school and the parents.

Appendix 1: Admissions Assessment

ALN Admissions Assessment

Prospective student suitability profile

Rating key: No support = independent; **Some support** = occasional prompts/adjustments; **High support** = regular or 1:1 adult help; **Not seen** = unknown/not yet assessed.

1. Student & background

Student's name		**Date of birth / year group**	
Assessor(s)		**Date of assessment**	
Current / last school		**Who attended (parent/carer)**	
Referred by		**Start date sought**	
Diagnoses / identified needs			
Support plan (EHCP/IEP) & reports held (OT, S&L therapy etc.)			
School history: attendance, exclusions, what support has/hasn't worked			
Medical needs, medication, allergies, equipment/aids used			

2. Needs profile

Area	No support	Some support	High support	Not seen	Evidence / notes
Communication & interaction					
Understanding language & following instructions	☐	☐	☐	☐	
Expressive communication (speech, signs, AAC)	☐	☐	☐	☐	
Peer interaction & social understanding	☐	☐	☐	☐	
Learning					
Reading & writing	☐	☐	☐	☐	
Number / maths	☐	☐	☐	☐	
Attention, concentration & organisation	☐	☐	☐	☐	
Emotional & behavioural					
Emotional regulation & coping with frustration	☐	☐	☐	☐	
Anxiety; coping with change & transitions	☐	☐	☐	☐	
Response to adult direction & boundaries	☐	☐	☐	☐	
Separation from parent / carer	☐	☐	☐	☐	
Sensory & physical					
Sensory sensitivities (noise, crowds, touch, light)	☐	☐	☐	☐	
Motor skills & mobility	☐	☐	☐	☐	
Independence & safety					
Toileting & personal care	☐	☐	☐	☐	
Eating & drinking	☐	☐	☐	☐	

Safety awareness (road, absconding risk)	☐	☐	☐	☐	

3. Triggers, behaviour & risk

☐ Loud / sudden noise	☐ Crowds / busy spaces	☐ Change of routine or staff	☐ Transitions
☐ Unstructured times	☐ Physical touch / closeness	☐ Correction or criticism	☐ Perceived unfairness
☐ Task demands / pressure	☐ Peer conflict / teasing	☐ Hunger, tiredness, pain	☐ Separation from key adult
☐ Unfamiliar adults	☐ Particular smells / textures / foods	☐ Specific subjects	☐ Other: _____

Early warning signs & how distress presents (shutdown, meltdown, aggression, running off, self-injury)	
What helps de-escalate and how long recovery takes; what makes things worse	
Frequency & severity of incidents; any history of restraint or physical intervention	

☐ Absconding	☐ Aggression to others	☐ Self-injury
☐ Property damage	☐ Unsafe behaviour	☐ Vulnerable to bullying / exploitation

4. Strengths, interests & views

Strengths, interests, what motivates & calms the student	
Student's view: what is good, what is hard, what would help (own words)	
Parent / carer: hopes, concerns, strategies that work at home	

5. Observation during visit

Observed	No support	Some support	High support	Not seen	Evidence / notes
Settling in / separating from parent or carer	☐	☐	☐	☐	
Engagement with adults & following instructions	☐	☐	☐	☐	
Attention & staying on task	☐	☐	☐	☐	
Regulation & coping with transitions	☐	☐	☐	☐	
Interaction with peers	☐	☐	☐	☐	

Notable behaviours; strategies that worked; overall impression	

6. School fit & decision

Can our school meet this need?	Yes	With changes	Not now	Notes / changes required
Adult support	☐	☐	☐	
Access to curriculum	☐	☐	☐	

Sensory & physical needs	☐	☐	☐	
Specialist input, medical & personal care needs	☐	☐	☐	
Behaviour, safety & impact on other students	☐	☐	☐	

Recommendation				
☐ Offer a place	☐ Offer with conditions	☐ Trial / phased start	☐ More information needed	☐ Unable to offer; signpost

Rationale, conditions & next steps	

SIGN OFF			
	Name	**Signature**	**Date**
Assessor			

Appendix 2: Referral Form

Student Name		**Class**	
Teachers Name		**Date of Referral**	

Area of Concern:

Relevant referral information:

Appendix 3: Should My Student Be Referred for an Additional Learning Needs Observation?

Instructions: Review the following statements about your student and select how frequently these behaviours are observed. Use this assessment to determine if further observation by an inclusion specialist is recommended. For positively worded items (verbal communication, teamwork, empathy, response to social cues and eye contact), score in reverse so that a higher score always shows greater concern – for example, a student who always communicates effectively scores 0.

Scale:

- 0 - Never
- 1 - Rarely
- 2 - Sometimes
- 3 - Often
- 4 - Always

- **Interrupts the class:** How frequently does the student interrupt the class?
- **Unacceptable movement in classroom:** How often does the student walk around the classroom at inappropriate times?
- **Retaining new information:** Does the student have trouble retaining new information?
- **Verbal communication skills:** Can the student communicate and express themselves effectively through verbal communication?
- **Teamwork:** Can the student play and work cooperatively in a team setting?
- **Empathy for others:** Does the student recognise and empathise with the feelings of others?
- **Response to social cues:** How well does the student respond to social cues and emotions appropriately?
- **Learning new concepts/skills:** Does the student have difficulty learning new concepts and/or skills?
- **Following instructions:** How often does the student fail to follow instructions properly?
- **Using eye contact:** Does the student use eye contact appropriately when interacting with others?
- **Making inappropriate noises:** How frequently does the student make inappropriate noises?
- **Staying on task:** Does the student have trouble staying on task and ignoring distractions?

Scoring Guide:

- **0-12:** No significant concerns observed; regular monitoring is adequate.
- **13-24:** Monitor closely; may benefit from targeted interventions in the classroom.
- **25-48:** Refer for further ALN observation; potential needs for support services.

Appendix 4: In-Class Observation Form

Name of Student: Year Group: Subject:	Dates of period observed:				
Task Orientation and progression	1 Rarely	2	3	4	5 Often
Starting tasks					
Staying on task					
Completing tasks					
Thinking about tasks before finishing (not impulsive)					
Attention and concentration span					
Listening appropriately					
Talking when required to be listening					
Is comfortable staying in seat					
Leaving seat without permission/reason					
Motivation					
Engagement in lesson activities					
Not following instructions properly					
Seeking teacher *assistance* appropriately					
Gaining teacher *attention in*appropriately					
Able to work independently					
Relationships with peers and others	1 Rarely	2	3	4	5 Often
Responds to social cues and emotions appropriately					
Demonstrate use of eye contact					

Initiates conversation with peers and adults					
Gaining peer attention appropriately					
Interacting with peers appropriately					
Does not disturb others					
Has friends					
Can play and work in a team cooperatively					
Listens to peers in group situation					
Can take turns in a group situation					
Can share					
Can express needs					
Shows sensitivity to the feelings of others					
Takes steps to resolve any conflict that may occur within social group					

Emotional growth/self esteem	1 Rarely	2	3	4	5 Often
Respects the property of others					
Recognises that behaviour has consequences					
Expresses feelings appropriately					
Recognises and empathises with the feeling of others					
Can tolerate frustration					

Specific Behaviors	No Concern	Some Concern	Moderate Concern	Serious Concern
Calling out				
Making noises				
Crawl/lies on floor				
Walks about classrooms when				

unacceptable				
Leaves classroom without permission				
Initiating aggression				
Strikes another pupil				
Strikes teacher				
Damages property				
Writes/scribbles on own/others work				
Learning new concepts/skills				
Retaining new information				

Completed by:

Appendix 5: Individualised Education Plan

Individualised Education Plan (IEP)

Additional Learning Needs

Rating key: **No support** = independent, no additional support needed; **Some support** = occasional prompts/adjustments; **High support** = regular or 1:1 adult help; **Not observed** = unknown or not yet assessed.

1. Student details

Student's full name		**Date of birth**	
Year Group		**Home language(s)**	
Parent / carer name(s)			

2. Background & identified needs

Areas of need (tick all that apply)

☐ Communication & interaction (e.g. autism, speech/language) ☐ Cognition & learning (e.g. dyslexia, moderate/severe learning difficulties)	☐ Social, emotional & mental health (e.g. anxiety, ADHD, attachment) ☐ Sensory and/or physical (e.g. sensory processing, hearing, vision, mobility)

Date of diagnosis and by whom	

Professionals involved

Professional / service	Name & contact	Current?	Last report / contact date

3. Communication & interaction

Area	No support	Some support	High support	Not observed	Evidence / notes
Non-verbal communication Gesture, eye contact, facial expression, AAC/symbols	☐	☐	☐	☐	
Conversation & turn-taking Starting, maintaining and ending interactions	☐	☐	☐	☐	
Asking for help / expressing needs Can they say when they are stuck, unwell or distressed?	☐	☐	☐	☐	

Preferred method of communication	

Communication aids / AAC / visual supports used	

4. Cognition, learning & attainment

Current levels

Area	Current level / attainment	Source (test, report, work sample)
Reading		
Writing & spelling		
Maths		

Area	No support	Some support	High support	Not observed	Evidence / notes
Attention & focus Sustaining attention on tasks	☐	☐	☐	☐	
Working memory Holding and using information	☐	☐	☐	☐	
Processing speed Time needed to respond or complete tasks	☐	☐	☐	☐	
Problem-solving & reasoning Flexible thinking, applying learning	☐	☐	☐	☐	
Following routines Coping with a structured timetable	☐	☐	☐	☐	
Working independently Without an adult alongside	☐	☐	☐	☐	
Working in a group Sharing, cooperating, tolerating others' ideas	☐	☐	☐	☐	

5. Social, emotional & mental health

Area	No support	Some support	High support	Not observed	Evidence / notes
Self-esteem & confidence Belief in own ability	☐	☐	☐	☐	
Coping with mistakes / failure Perfectionism, giving up, avoidance	☐	☐	☐	☐	
Coping with change & frustration Managing feelings when things do not go as expected	☐	☐	☐	☐	

Trust in adults Building relationships with staff	☐	☐	☐	☐	
Motivation & engagement Willingness to try and stay involved	☐	☐	☐	☐	

Emotional wellbeing history (including any therapeutic support)	

6. Sensory, physical & medical

Area	No support	Some support	High support	Not observed	Evidence / notes
Movement & sensory seeking Need to move, fidget, use sensory tools	☐	☐	☐	☐	
Fatigue & stamina Managing a full school day	☐	☐	☐	☐	

Sensory strategies / equipment used (sensory diet, ear defenders, etc.)	
Health or care plans; staff training needed	

7. Behaviour & regulation

Regulation strategies the student can use independently	

Risk behaviours

Risk	Yes	No	Details (what happens, how often, what helps)
Verbal abuse or threats	☐	☐	
Physical aggression	☐	☐	
Damage to property	☐	☐	
Leaving the classroom or school without permission	☐	☐	
Self-harm	☐	☐	

Existing risk assessment / behaviour plan, and any safeguarding history	

8. Independence & daily living

Area	No support	Some support	High support	Not observed	Evidence / notes
Dressing & PE kit Uniform, changing for PE	☐	☐	☐	☐	
Managing belongings Bag, equipment, homework	☐	☐	☐	☐	
Travel to and from school Transport, independent travel, escort	☐	☐	☐	☐	

Personal care or intimate care plan required?	
Any 1:1 or 2:1 support currently received (hours, tasks)	

9. Strengths, interests & motivation

Strengths	
Preferred ways of learning (visual, practical, movement, small steps, etc.)	
Friendships	

10. Views of the student and family

Student's views (record in their own words)

What would you like to learn or be good at?	
How did the student engage with these questions? (verbal, drawing, choices, adult-supported)	

Parent / carer views

What previous settings did well / could have done better	
Family circumstances relevant to school (siblings, care arrangements, transport, home routines)	
Preferred way to communicate with school	

11. Summary & actions

Key areas of need	**Level of support:**

Main risks or concerns	

Actions

Action	Staff	Due date	Done
English targets • • **Success criteria:** **Strategies & provisions:**	Class teacher Shadow teacher Inclusion teacher	IEP review	
PSHE targets • • **Success criteria:** **Strategies & provisions:**	Class teacher Shadow teacher Inclusion teacher	IEP review	
Maths targets • • **Success criteria:** **Strategies & provisions:**	Class teacher Shadow teacher Inclusion teacher	IEP review	
Progress review: record status for each target (D: Developing, S: Secure, E: Exceeding), current performance and next steps.	Inclusion teacher Class teacher	End of Term 1	
IEP review (IEP implemented / /).	Inclusion teacher		

Sign-off

Role	Name	Signature	Date
Assessor			
Class Teacher			
Parent (s)			

This form contains confidential and sensitive personal information. Store securely and share only with those who need it, in line with the school's data protection policy.