



Inclusion Policy

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1. Our Vision

Our vision is to be a leading, high-quality school that inspires excellence and innovation, nurtures character and cultivates compassionate leaders who thrive in an inclusive and ever-evolving world.

2. Our Aims

- **Foster Academic Excellence, Personal Growth, and Resilience:**
 - Prioritise individual care and support, nurturing each student's unique talents and abilities while fostering academic excellence and integrity.
 - Emphasise the development of resilience, preparing students to navigate challenges and changes effectively while promoting continuous personal growth.
- **Cultivate Inclusivity, Leadership, and Character:**
 - Create a community that inspires excellence, inclusivity, and leadership.
 - Promote a strong moral purpose that instils a sense of responsibility in students, preparing them to make positive contributions to the world.
- **Empower Students for Success, Well-being, and Adaptability:**
 - Ensure students flourish, enjoy their educational journey, and are well-prepared for a happy and successful adult life.
 - Enable academic achievements that open doors of opportunity and provide enriching extracurricular experiences that pave the way for future success and fulfilment.
 - Develop the ability to flourish in a changing world by equipping students with the skills needed to thrive in dynamic environments.
- **Develop Inquiring, Compassionate Global Citizens:**
 - Inspire young people to become inquiring, knowledgeable, and caring individuals who contribute to a better, more peaceful world through intercultural understanding and respect.
 - Encourage students to become active, compassionate, and lifelong learners who appreciate diverse perspectives and understand that others, with their differences, can also be right.

3. Introduction

Reigate Grammar School Riyadh (RGSR) is committed to creating a fully inclusive environment where every student is supported to thrive academically, socially, and emotionally. This policy outlines the school's approach to inclusion across all year levels, ensuring equal access to the curriculum and co-curricular opportunities for students with diverse learning needs, including Neurodivergent individuals and students who are new to English.

4. Vision and Guiding Principles

Our vision is to ensure that all students achieve their full potential in a supportive and respectful environment. RGSR values diversity and promotes inclusion as a shared responsibility of the entire school community. We believe in early identification of needs, individualised support, and a collaborative approach involving teachers, parents, and learning support staff.

5. Inclusive Practices Across the School

The Inclusion department, comprising SEND, LS, and EAL services, coordinates provision for students with additional needs. Inclusive practices include differentiated instruction, curriculum access support, small group or 1:1 interventions, examination accommodations, and access to assistive technology. All teachers are responsible for the progress of students with diverse needs in their classrooms.

6. English as an Additional Language (EAL)

The EAL department supports students for whom English is not their first language. Tailored instruction is provided to help students access the curriculum and integrate socially. EAL students are assessed regularly to monitor progress and placed in groups according to age and language proficiency. In secondary school, support may include withdrawal sessions, after-school classes, and preparation for the IGCSE EAL exam.

7. Philosophy of Equity and Access

At RGSR, we believe that every student has the right to a high-quality education in a supportive and inclusive environment. Our commitment to equity means that we actively remove barriers to learning and participation so that all students—regardless of ability, language, background, or learning profile—have equal opportunities to achieve their personal and academic potential. Equity does not mean treating all students the same, but ensuring each learner receives the tailored support they need to succeed.

8. Differentiation and Inclusive Classroom Practices

Teachers at RGSR are expected to use differentiation as a key strategy to meet the diverse learning needs in their classrooms. This includes modifying content, process, product, and learning environment based on students' readiness levels, interests, and learning profiles. Inclusive classroom practices also include the use of formative assessment, scaffolding, flexible grouping, visual supports, and the integration of assistive technologies. Teachers are supported through training and collaboration with the Inclusion team to ensure all students can access the curriculum meaningfully.

9. Access Arrangements for Examinations

RGSR is committed to ensuring fair and equitable assessment conditions for all students. We provide access arrangements for internal and external examinations to support students with Identified learning difficulties or other needs, including physical challenges.

Access arrangements may include, but are not limited to:

- Extra time
- Use of a reader or scribe
- Separate room or rest breaks
- Use of a word processor or assistive technology
- Modified papers (e.g., enlarged print)

9.1. For Cambridge (IGCSE)

Access arrangements are granted in accordance with the guidelines set by Cambridge International Assessments. All applications are processed by the school's Inclusion team in collaboration with the Exams Officer. Supporting documentation, such as educational psychologist reports or medical certificates, must be submitted as required by CIE.

9.2. For the IB Career-related Programme (IBCP)

Access arrangements follow the IB Access and Inclusion Policy. The IB allows a range of inclusive assessment arrangements for both DP subjects and CP core components. All accommodations must be approved by the IB and supported by appropriate documentation. The IBCP Coordinator works with the INCLUSION team to ensure students receive the necessary support in accordance with IB regulations.

Requests for access arrangements must be submitted in a timely manner, and all accommodations used during exams must reflect the student's normal way of working in the classroom. This ensures that arrangements are not only fair, but also appropriate to the student's learning profile.

10. Recognition of Diverse Cultures, Identities, and Languages

As an international school, RGSR values the cultural richness and personal histories that each student and family brings to our community. We recognise and respect differences in religion, ethnicity, identity, and traditions, and we integrate this diversity into our curriculum, celebrations, and community life. Students are encouraged to share their backgrounds and experiences, and teachers intentionally include diverse perspectives in teaching materials and discussions to foster empathy, respect, and global awareness.

As part of our commitment to inclusion and in alignment with IB principles, French and Arabic are integrated into the curriculum to support and celebrate multilingualism. These languages are offered across various stages of learning, enabling students to develop linguistic proficiency, cultural understanding, and global awareness. By valuing and promoting multiple languages, we foster an inclusive environment where all students can access learning, strengthen their identity, and engage meaningfully in a diverse and interconnected world.

11. Tiered Model of Learning Support

The tiered approach to learning support is a structured framework designed to meet the diverse academic and developmental needs of all students. It provides a continuum of support through three levels: Universal, Targeted, and Intensive, ensuring that interventions are matched to each student's specific learning profile.

- Tier 1: Universal Support forms the foundation and applies to all students, particularly those with identified neurodivergent profiles such as ADHD, Autism, or Dyslexia, who are learning within the mainstream classroom. At this level, classroom teachers provide support through differentiation, accommodations, and inclusive teaching strategies, ensuring that instruction is accessible to all learners based on their individual needs.
- Tier 2: Targeted Learning Support is designed for students with mild to moderate academic gaps who require additional help beyond universal support. These students receive targeted interventions, such as pull-out sessions or small group lessons focused on specific skills like literacy or numeracy. These supports are more structured and frequent, involving collaboration between learning support staff and classroom teachers.
- Tier 3: Intensive Support is for students with significant and persistent learning needs. These students may require a highly individualised curriculum, full-time learning support, or placement in a specialized enhanced provision classes. Instruction is guided by an Individual Education Plan (IEP) and involves regular collaboration between learning specialists, classroom teachers, and families to ensure the student receives consistent and specialized assistance.

12. Multilingualism as a Resource

RGSR recognizes multilingualism as a fact, a right, and a valuable resource for learning. Students who speak multiple languages are encouraged to maintain and develop their home languages alongside English. We provide opportunities for students to use their first language in the learning process, including in research, brainstorming, and reflection, particularly in the IBCP core. Our library and learning resources support a variety of languages, and we celebrate linguistic diversity through events such as International Language Day and Mother Language Stories. We believe that multilingualism enhances cognitive development, intercultural understanding, and communication skills.

13. Roles and Responsibilities

Inclusive education is a shared responsibility. The Principal, Heads of School, Inclusion Leaders, classroom teachers, support assistants, and parents all play essential roles in supporting the learning journey of every student. The INCLUSION department ensures the implementation of inclusive strategies, monitors progress, and coordinates with families and external specialists when needed.

14. Admissions and Access to Curriculum

RGSR welcomes applications from students with a range of learning needs, provided the appropriate support is available. Admission decisions are made collaboratively, based on assessment results, parent consultation, and the availability of resources. Students requiring learning support are placed on the SEND register, and Individual Education Plans (IEPs) are developed before Tier 3 students and reviewed regularly.

15. Access to Socio-Emotional Support

At RGSR, students have access to socio-emotional support through the school's counseling services. Students may request support directly or be referred by teachers, parents, or support staff. Our counselors provide a safe, confidential space for students to discuss personal, emotional, or social concerns and work collaboratively with families and staff to ensure student well-being is prioritized alongside academic progress.

16. Accessing Specialised Support

If a student requires additional or specialised support beyond the classroom setting, parents or teachers may initiate the referral process by contacting the Inclusion team. Following the referral, a review meeting is held involving the student (where appropriate), parents, relevant staff, and the learning support team to assess needs and determine appropriate interventions. This may include academic assessments, learning plans, or referrals to external

professionals. All steps are taken in collaboration with families to ensure transparency, appropriate provision, and ongoing monitoring of progress.

17. Policy Review

This policy is reviewed annually to ensure it continues to meet the needs of our diverse school community and aligns with local regulations and international standards, including those of the IB and Cambridge Assessment International Education.