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Inclusion Policy

Version	Date	Name	Summary of Changes
1	April 2025	M.Aston	
2	16.10.2025	M.S. Bedford	Review and approval
Approved by: AEG + Head			Date: 16 th October 2025
Review Date: 15 th October 2026			

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Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep Riyadh Inclusion Policy

1. Purpose

This policy outlines the principles, practices, and provisions of the newly established **Inclusion Department** at Aldenham Prep Riyadh. Our goal is to ensure that all students, regardless of their individual learning needs, receive the support necessary to access the British curriculum, thrive academically, socially, and emotionally, and reach their full potential. We believe in creating an inclusive learning environment where every child feels valued, understood, and empowered.

2. Our Approach to Inclusion

2.1 Overview of the Inclusion Department

The Inclusion Department is a new and evolving provision at Aldenham Prep, dedicated to championing inclusive practices across the school. We work collaboratively with all stakeholders to identify and address barriers to learning, ensuring that every student receives tailored support.

2.2 Collaborative Partnership

Effective inclusion is a shared responsibility. The Inclusion Department works in close partnership with:

- **Admissions:** To ensure a holistic understanding of student needs prior to entry.
- **Teaching Staff:** To provide in-class support, guidance, training, and resources for adapted and differentiated instruction to support inclusive classroom practices.
- **Students:** To empower them as active participants in their learning journey and to foster self-advocacy skills.
- **Parents:** To build strong home-school partnerships, share progress, and collaborate on support strategies.

2.3 Hybrid Model of Support

We offer a flexible and responsive hybrid model of support designed to meet diverse learning needs. This may include:

- **In-class support:** Working alongside teachers to support students within their regular classroom environment.
- **Out-of-class support:** Providing targeted interventions in a dedicated learning space.
- **Individual (1:1) sessions:** Tailored, intensive support for specific learning goals.

- **Paired or small group settings:** Collaborative learning opportunities focusing on shared needs.

2.4 Focus Areas and Curriculum Alignment

Currently, our support primarily focuses on:

- **Core Academic Subjects:** Primarily Mathematics and English, to strengthen foundational skills essential for accessing the broader curriculum.
- **EAL Support:** Differentiated instruction and resources to aid language acquisition and curriculum access.
- **Well-being Aspects:** Including social and emotional support to foster resilience, self-regulation, and positive peer relationships.
- **Cultural Awareness:** Promoting understanding and respect for diverse backgrounds within our school community.

All support is delivered in alignment with the British Curriculum, ensuring that interventions complement and enhance students' learning within the mainstream framework.

Moving forward, our commitment to inclusive education will be further formalised through the integration of an inclusion target into the school development plan. This strategic objective will be supported by a comprehensive action plan, detailing specific initiatives, timelines, and responsibilities to ensure that our support provisions continue to evolve and effectively meet the diverse needs of all learners within our school community. This will include, but not be limited to, enhancing adaptation and differentiation strategies, broadening access to specialised resources, and fostering a school-wide culture of belonging and equity.

2.5 Student Population, Individual Education Plans (IEPs), and External Support

To maintain a balanced and effective learning environment, we aim to have no more than **13-15% of our school population** receiving formal learning support from the Inclusion Department. Within this, approximately **4% of students will have an Individual Education Plan (IEP)**, indicating a more significant level of identified need and requiring structured, personalised support. IEPs are developed in collaboration with parents, teachers, and specialists, outlining specific learning objectives and strategies.

We understand that some students may require the additional support of a **shadow support teacher**. While Aldenham Prep Riyadh welcomes and supports the integration of shadow teachers into the learning environment, it is important to note that this is an **additional cost borne by the individual family**. The school will support families in the recruitment process by providing guidance and facilitating communication, but the **recruitment and employment**

of shadow teachers remain the responsibility of the individual families. All shadow teachers must be approved by the school leadership to ensure they align with our educational standards and safeguarding protocols. As Aldenham Prep Riyadh is a mainstream school setting, in instances where a shadow teacher is deemed essential for a student's successful integration and participation, the inability to secure or maintain such support may necessitate a reconsideration of the student's continued educational journey at Aldenham Prep Riyadh.

Similarly, any **outside specialists** (e.g., therapists, tutors) proposed to work with students within the school must align with the school's vision and values. These specialists must complete all necessary safeguarding checks and provide a comprehensive proposal outlining the specific support they intend to offer. This ensures that any external intervention is complementary to our school's inclusive practices and contributes positively to the student's overall development.

3. Identification and Assessment

3.1 Early Identification

We are committed to early identification of learning needs through:

- **Baseline assessments** upon entry. (Generally, PIRA and PUMA from Year 1)
- **Ongoing formative assessments** by class teachers.
- **Observations** of student engagement and progress.
- **Concerns raised** by parents, teachers, or students themselves.

3.2 Formal Assessment

When concerns persist, the Inclusion Department will conduct more formal observation and assessment to:

- Pinpoint specific areas of strength and challenge.
- Inform the development of targeted interventions.
- Determine the necessity of an IEP.

These may include assessments such as dyslexic screeners, as well as other specialised assessments completed by the SENDCO.

3.3 External Referrals

In some cases, external professional assessments (e.g., educational psychology, speech and language therapy) may be recommended to gain a deeper understanding of a student's needs. The Inclusion Department will facilitate these referrals and work closely with external professionals to integrate their recommendations into our support plans.

It is crucial that the aims and objectives of any out-of-school providers align with and are formally confirmed by the school management. This ensures that all external support seamlessly complements the school's educational philosophy and curriculum, guaranteeing a cohesive and effective approach to student development.

4. *Provision and Support*

4.1 Tiered Approach to Support

We implement a tiered approach to inclusion, providing different levels of support based on student needs:

- **Universal Support** ([Encompassing the UK Teacher Standards](#) - also linked below): High-quality teaching for all students, incorporating differentiated and adapted instruction and inclusive classroom strategies.
- **Targeted Support:** Short-term, small-group or individual interventions for students requiring additional help in specific areas.
- **Specialist Support:** Intensive, individualised support, often supported by an IEP, for students with more complex or persistent learning difficulties.

4.2 Individual Education Plans (IEPs)

For students with identified significant learning needs, an IEP will be developed. This document will:

- Outline specific, measurable, achievable, relevant, and time-bound (SMART) learning goals.
- Detail the support strategies and provisions to be implemented.
- Identify responsibilities of teachers, parents, and the Inclusion Department.
- Be reviewed regularly with parents to track progress and adjust as needed.

4.3 Pastoral Care and Well-being

The Inclusion Department recognises the strong link between well-being and learning. We provide support for students' social and emotional development through:

- Individual and group sessions focused on social skills, emotional regulation, and self-esteem.
- Collaboration with the pastoral team to ensure a holistic approach to student welfare.
- Promoting a safe and supportive school environment where all students feel they belong.

Our **pastoral team is growing**, and we work collaboratively with them within the Inclusion Department to ensure a truly comprehensive and integrated approach to student well-being.

5. Roles and Responsibilities

5.1 Head of Inclusion

The Head of Inclusion is responsible for:

- Leading the Inclusion Department and its staff.
- Developing and implementing the school's Inclusion Policy.
- Overseeing the identification, assessment, and provision of support for students with learning needs.
- Liaising with parents, staff, and external agencies.
- **Scrutinising school data and trends, creating headline data for monitoring and evaluating progress, and sharing these insights with all staff.**

5.2 Class Teachers and Subject Specialists

All teaching staff are responsible for:

- Providing quality first teaching that is differentiated to meet diverse learning needs.
- Identifying and raising concerns about student progress or well-being.
- Implementing strategies outlined in IEPs and collaborating with the Inclusion Department.
- Communicating regularly with parents about student progress.

5.3 Parents

Parents are vital partners in their child's educational journey and are encouraged to:

- Communicate any concerns about their child's learning or well-being.
- Collaborate with the school on support strategies and IEP development.
- Support their child's learning at home.

6. *Monitoring and Review*

This policy will be reviewed annually to ensure its effectiveness, alignment with Aldenham Education Group standards, and compliance with best practices in inclusive education. Regular monitoring of student progress, feedback from stakeholders, and ongoing professional development for staff will inform its continuous improvement.

Next Steps:

Moving forward, the Inclusion Department will focus on developing robust planning within the department itself, with a particular emphasis on reviewing the efficacy and relevance of specific support provisions. This will involve a strategic shift towards prioritising professional judgment, in line with the school's development plan (SDP) and its associated action plan (AP), rather than solely accommodating parental wishes. This approach ensures that all interventions are data-driven, evidence-based, and strategically aligned with the overarching goals for student progress and inclusion.