



Horizon English School

Inclusion Policy

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Accountability: Aislinn McCabe, Head of Inclusion

Definitions and Terminology

Students of Determination (SoD): The term used in Dubai for students with disabilities and/or additional needs requiring support to access education and school life.

Special Educational Needs and Disabilities (SEND): Horizon English School uses SEND as an operational term within school systems to describe students who require additional provision. In external-facing contexts, we use “Students of Determination”.

Reasonable accommodations: Adjustments to teaching, environment, assessment or school routines that enable equitable access and participation.

Common learning environment: Learning alongside peers of the same age wherever appropriate, with supports in place as needed.

Core Principles

Horizon English School will:

1. **Promote participation, belonging and dignity** for every student.
2. **Remove barriers** through universal design, differentiation, accommodations and accessible environments.
3. **Use a graduated response**- assess, plan, do, review- to ensure support is proportionate and evidence-based.
4. **Work in partnership with parents** and, where relevant, external professionals.
5. **Track impact** and refine provision through robust monitoring and reporting

Rationale

Horizon English School is committed to providing a safe, inclusive and supportive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). Inclusive practice is embedded within a mainstream setting to ensure equitable access to the curriculum, school facilities and wider learning experiences.

A student is identified as having SEND when they experience a significantly greater difficulty in learning than the majority of peers of the same age, or have a disability that impacts their ability to access education without additional provision. Inclusion underpins all aspects of school life and supports the spiritual, moral, social, cultural, cognitive, academic and physical development of every student.

The school places strong emphasis on early identification through continuous assessment and monitoring of progress. Where a student is not making expected progress, targeted support is planned, implemented and reviewed using formative assessment. Provision is matched to individual need, with clear recording of identified needs, actions taken and outcomes achieved, and is reviewed in partnership with parents. Teachers use ongoing assessment to identify students requiring additional support as well as those demonstrating exceptional ability. The school recognises that Gifted and Talented students may also experience SEND, and provision is planned in line with school policy to meet individual learning profiles. Parents are valued as key partners in supporting each child’s development.

Aims

- Provide equitable access to admissions, curriculum, assessment, and all aspects of school life for all students, including Students of Determination.
- Identify needs early and deliver timely, appropriate intervention.
- Establish accurate identification of SEND and Gifted & Talented needs through robust assessment and monitoring processes.
- Implement personalised support plans (IEPs / Student Support Plans) with clear targets, accommodations, and evidence-based interventions for students requiring Wave 2 and Wave 3 support.
- Offer appropriate curriculum pathways, including reasonable modifications where required, while maintaining meaningful participation within the common learning environment.
- Enable access to alternative, personalised learning pathways for students attaining significantly below curriculum expectations to support progress and engagement.
- Monitor, evaluate, and review the academic, social, and personal progress of students experiencing SEND using data-informed approaches.
- Plan and support effective transitions across phases, year groups, and into, within, and out of the school.
- Engage and consult parents as active partners in planning, reviewing, and supporting provision.
- Evaluate the effectiveness of inclusive education through systematic monitoring, data analysis, reporting, and governance.
- Define and maintain clear roles and responsibilities for Inclusion Champions, Inclusion Teachers, and Learning Support Assistants (LSAs) to deliver consistently high-quality provision.

STUDENTS OF DETERMINATION

Applications, Admissions and Transition

Non-discrimination and Equitable Access

Horizon English School is committed to equitable admissions. No child will be refused admission solely on the basis of disability. All admissions decisions are evidence-based, consider the reasonable accommodations the school can provide within a mainstream setting, and are communicated transparently with parents.

SEND Disclosure and Documentation

All children, including those with SEND, must apply through the standard admissions process. Parents are expected to share relevant information, including reports, therapy plans and previous school records. Where SEND is identified through application forms or prior records, the Head of Inclusion is notified and all documentation is reviewed.

Assessment and Reasoned Decision-Making

Where SEND is indicated, the Inclusion Team will arrange an assessment or observation in the child's current setting or at HES, whichever is most appropriate. The assessment process will consider:

- the child's access, safety and learning needs
- the level of support and reasonable adjustments required
- whether these needs can be met within a mainstream learning environment.

Where HES is unable to meet a child's needs at that time, parents will be offered personal feedback with clear evidence and rationale, alongside guidance on appropriate next steps or alternative provision.

Sibling Priority

Sibling priority applies in line with HES admissions arrangements, including for children with SEND. Sibling priority does not override the requirement for the school to ensure that safe and appropriate provision can be made.

Transition into School

All children with SEND who are offered a place will receive a personalised and bespoke transition plan. This may include, where appropriate:

- visits by the Inclusion Team to the child's current setting
- meetings with external specialists
- extended transition visits
- a phased or reduced timetable at the start of placement.

Provision Model

At Horizon English School, support for SEND is delivered through a graduated response, structured across three waves of provision. This ensures early identification, timely intervention, and appropriately matched support, while maintaining high expectations for all learners.

Wave 1 – Universal Provision (Quality First Teaching)

Wave 1 provision meets the needs of the majority of pupils through high-quality, inclusive classroom practice delivered by the Class Teacher. This is the entitlement for all children and forms the foundation of effective SEND support. These inclusive approaches reduce barriers from the outset and minimise the number of pupils requiring additional support.

Teachers continuously monitor learning, wellbeing, and participation using:

- formative assessment and classroom evidence
- internal tracking systems (e.g. iSAMS) and termly summative assessments
- work review and observation
- input from parents and student voice, where appropriate.

Wave 1 teaching includes:

- clearly shared learning objectives and success criteria
- explicit teaching of new vocabulary
- lively, interactive teaching approaches
- structured routines and clear expectations
- effective use of visual, kinaesthetic, and auditory strategies

Wave 2 – Targeted Support (Early Intervention)

Wave 2 provision is for pupils who require additional, time-limited support to accelerate progress and close gaps in learning or development. Support is typically delivered by an Inclusion Specialist or through targeted small-group interventions.

Wave 2 support may also include input from external professionals, such as Speech and Language Therapy or Occupational Therapy, where appropriate.

Wave 3 – Specialist and Individualised Provision

Wave 3 provision is for a small number of pupils who require highly tailored, intensive support to access the curriculum or achieve their potential.

Wave 3 support may include:

- one-to-one or specialist interventions
- Individualised programmes
- support from external agencies
- a Learning Support Assistant (LSA) to enable curriculum access

Horizon English School provides its standard school service for Students of Determination through the school tuition fee. This includes identification, inclusion teaching support, IEP development and review, reasonable accommodations, curriculum adaptations, counselling provision, teacher support and access to assistive technology, where appropriate.

Identification of Need and the Graduated Response

Initial concerns and evidence gathering

When concerns arise, teachers use the HES Inclusion Kit Bag to implement and document high-quality strategies in class. Evidence may include:

- work sample
- behaviour and engagement patterns
- observation notes
- progress data
- parent feedback

Student Support Plan (SSP) – First formal response

If concerns persist, the teacher and parents (with Inclusion guidance) create a Student Support Plan (SSP), which outlines:

- the identified barrier to learning
- strategies at school and at home
- measurable short-term targets
- a review date (typically after 6 weeks, unless urgent)

Referral to Inclusion

If progress remains limited following SSP review, the teacher submits a referral to the Inclusion Department. Outcomes may include placement on the Monitoring List or the Inclusion Register. The Inclusion team will:

- complete observations within an agreed timeframe
- review all evidence to determine next steps.

Urgent Provision Pathway

In cases of urgent need (e.g. safeguarding concerns, significant escalation in risk, medical needs, or severe emotional distress), the school may:

- bypass the standard 6-week SSP cycle
- implement immediate accommodations and risk-management strategies
- convene an urgent multi-disciplinary meeting with parents and relevant professionals

Exit Criteria

A pupil may move off the Monitoring List or Inclusion Register when:

- agreed targets have been met and progress is sustained over time
- classroom strategies and reasonable adjustments enable consistent access without additional provision

This decision will be clearly communicated to parents and fully documented.

Personalised Provision Planning

Student Snapshot

All students receiving Wave 2 or Wave 3 support (unless only accessing external therapy) will have a Student Snapshot, which provides a concise overview to support consistent practice. The Snapshot will include:

- strengths, interests, and barriers to learning
- key classroom accommodations and strategies
- communication and regulation support
- key adults involved and their responsibilities

The Student Snapshot supports high-quality classroom provision and informs planning across learning environments.

Individual Education Plans (IEPs)

Wave 2 Support | Students receiving Wave 2 support will have an IEP that:

- is created collaboratively by the class teacher and Inclusion team (with parents involved where appropriate)
- includes **SMART targets** and key accommodations
- is set in the first term of the academic year
- is monitored continuously by the class teacher
- is **reviewed and updated termly**, with progress shared with parents

Wave 3 Support | Students receiving Wave 3 support must follow an IEP that:

- is created collaboratively with the student (where appropriate), parents, class teacher, Learning Support Assistant (LSA), Inclusion Teacher, and relevant specialists
- includes outcomes, SMART targets, accommodations, curriculum modifications (where appropriate), assistive technology, and clear responsibilities
- is agreed in the first half-term of the academic year
- is monitored continuously by the class teacher
- is formally **reviewed termly** in an IEP meeting with all relevant stakeholders to evaluate progress and adjust provision

IEPs | Student Voice

Where developmentally appropriate, students will:

- be aware of their targets and understand what they are working towards
- be supported to identify strategies that help them succeed
- access their targets in a visible and accessible format (e.g. classroom copy or Seesaw)

Interventions: Design, Delivery and Review

Class teachers and specialist teachers will work collaboratively with the Inclusion team to ensure all students can meaningfully participate in the common learning environment. This may include:

- adapted lesson planning
- thoughtful classroom organisation
- purposeful grouping strategies

Where required, time-bound, targeted interventions (small group or individual) will be implemented to accelerate progress in identified areas of need.

Targeted interventions will:

- have a clear rationale and baseline
- include measurable targets and a defined duration
- be delivered by trained staff (class teachers, Inclusion staff, counsellor, LSAs or teaching assistants)
- be reviewed at the end of the intervention cycle
- be adapted based on impact and student progress

Personalised and Alternative Curricula

Horizon English School recognises that children with SEND bring diverse cognitive, cultural and linguistic profiles. Where appropriate, personalised and flexible curriculum pathways are developed to respond to these individual needs, ensuring all learning is meaningful, ambitious and rooted in each child's starting point.

Teaching and learning are adapted innovatively through modified content, resources and approaches to enable access for all learners. For children working significantly below age-related expectations, curriculum modifications may be implemented to ensure progress is purposeful, carefully sequenced and aligned with individual strengths, learning styles and needs. A wide range of teaching strategies is used to support engagement and understanding, particularly for children with more complex profiles.

New Horizons – Wave 3 Alternative Pathway

New Horizons is Horizon's Wave 3 alternative curriculum pathway for children in each key stage who require a highly individualised approach. The programme is delivered by an Inclusion Teacher and is rooted in Horizon's Wave 3 curriculum framework.

The pathway focuses on developing core foundational skills through three key strands:

- Independence
- Identity
- Safety

While following the New Horizons pathway, pupils continue to be supported to participate meaningfully in:

- their peer community
- wider curriculum experiences where appropriate
- school life, including assemblies, enrichment opportunities and events

Teaching and Learning

Assistive Technology

Horizon English School provides an inclusive learning environment supported by appropriate, up-to-date assistive technology to enable access to learning for Students of Determination. Class Teachers and Specialist Teachers are expected to use assistive technology where appropriate to support learning and independence.

The Inclusion Department provides training on the effective use of assistive technology **at least annually**, with ongoing guidance as required.

Continuous Professional Development (CPD) and Quality First Teaching

High-quality, inclusive teaching is the responsibility of all staff. The school provides regular CPD and in-class support for Teachers, LSAs, and TAs through the Inclusion Team, Subject Leaders, and Senior Leadership Team to ensure effective differentiation and personalised learning.

Teachers plan a broad, balanced, and inclusive curriculum that:

- maintains high expectations for all students
- provides appropriate challenge and support
- responds to diverse learning needs
- removes barriers to learning and assessment

Teaching approaches include enrichment, extension, and adaptive strategies to support engagement and progress for all learners.

Special Educational Provision

Special educational provision refers to support that is additional to or different from that provided for students of the same age. Regular training is planned throughout the year to ensure staff are confident and skilled in meeting the needs of students on the SEND Register.

The school reflects regularly on student and staff needs and, where appropriate, enables staff to access specialist external training to strengthen inclusive practice and enhance provision for Students of Determination.

Assessment and Access Arrangements

To ensure fair, inclusive, and meaningful assessment for Students of Determination, Horizon English School may provide appropriate accommodations aligned with guidance from external agencies. Prior to assessments, the Inclusion Team, Class Teachers, and relevant Specialists will work collaboratively to discuss each student's needs and ensure suitable arrangements are in place.

Assessment accommodations may include, where appropriate:

- small-group or low-distraction settings
- additional time
- rest or movement breaks
- reader and/or scribe support
- assistive or adaptive technology
- modified papers or alternative formats
- assessment at an appropriate level if a student is working significantly below age-related expectations

Students may be assessed using materials from a different year group if this more accurately reflects their working level. For ongoing assessments, progress is measured against individual targets, differentiated outcomes, and each student's starting point, rather than solely against age-related expectations. All assessment decisions are made collaboratively by teaching staff and the Inclusion Team. Accommodations are reviewed regularly to ensure they continue to meet students' needs and support access, wellbeing, and accurate demonstration of learning.

Monitoring and Progress

Horizon English School has high expectations for all students and is committed to ensuring that every pupil, including Students of Determination, is supported to make strong progress from their individual starting points.

Monitoring

All students are monitored on an ongoing basis by their Class Teacher, who is responsible for setting clear learning targets and reviewing progress against these targets.

Progress

Progress is monitored through:

- daily formative assessment (ongoing teacher assessment used to inform next steps in learning)
- termly summative assessments (formal assessments used to evaluate attainment)
- three formal data collection points per academic year, recorded on iSAMS.

If evidence indicates that a student is not making expected progress, or that the attainment gap between a student with SEND and their peer cohort is widening, this is identified as a concern.

Progress, targets, and provision are reviewed termly through Pupil Progress Meetings. Where insufficient progress is identified:

- further investigation is undertaken to identify potential barriers to learning
- additional or early review meetings are held involving relevant staff and, where appropriate, parents and external professionals
- advice and interventions are adjusted accordingly
- the impact of interventions is closely monitored and reviewed

Transitions

All transitions are supported through clear, proactive communication to ensure continuity of learning and wellbeing. While effective transition planning benefits all students, it is particularly important for vulnerable children and those with additional needs, who may experience transitions as emotionally or educationally challenging.

Transition into Horizon English School

All Students of Determination transitioning into HES will have a personalised transition plan, developed in collaboration with parents, staff, and external professionals where appropriate. This may include:

- visits to the child's current setting
- meetings with external professionals
- additional school visits and/or phased entry
- a temporary reduced timetable only where necessary, with regular review
- a clear plan to increase access to full provision

Year-to-Year Transitions (within HES)

During the summer term:

- current and receiving teachers meet to share learning, wellbeing, and pastoral information
- the Inclusion Team is involved in handover for students on Monitoring or the SEND Register
- SEND files are transferred securely to ensure continuity of provision.

These discussions allow for a holistic view of each child, including strengths, specific abilities, talents, and areas requiring support.

Phase Transitions (EYFS–KS1–KS2)

A structured transition programme operates between the Early Years Foundation Stage, Key Stage 1, and Key Stage 2 to minimise stress and ensure continuity for all students.

Vulnerable students and those with SEND receive enhanced transition support, which may include additional familiarisation visits and structured opportunities to build links with their new setting during the summer term and break period.

Transition to Secondary School

To support successful transition to secondary education, HES will:

- organise additional visits for vulnerable students and those with SEND where appropriate
- ensure the Head of Inclusion and/or Year 6 Inclusion Teacher meets with receiving schools to discuss individual needs and support strategies
- share IEPs, therapy plans, and specialist reports with receiving schools, with parental consent

Social, Emotional and Wellbeing Support

Horizon English School promotes emotional, social, and intellectual development through an inclusive ethos that supports the development of interpersonal and intrapersonal skills, emotional regulation, communication, creativity, and self-esteem.

Support may include:

- social skills and communication intervention programmes
- behavioural and emotional regulation targets within SSPs and IEPs
- access to quiet or regulated spaces where appropriate
- 1:1 or small-group counselling or therapeutic support, as appropriate
- consistent routines and proactive strategies to reduce anxiety and escalation.

Progress in this area is monitored through Snapshot and IEP targets, alongside pastoral records.

Student Partnership

Horizon English School promotes student voice and active participation, recognising that students are best placed to reflect on the effectiveness of their support in developing confidence, independence, and engagement in learning.

Students are encouraged to participate in evaluating their own progress by:

- understanding and contributing to their individual targets
- using differentiated success criteria within lessons
- engaging in School Council and pastoral support systems
- participating in whole-school and small-group social and emotional lessons and activities
- being supported by a whole-school commitment to inclusive participation.

Where appropriate, Students of Determination are actively involved in discussions relating to their needs and provision, including:

- IEP reviews
- transition planning
- intervention reviews

The school further strengthens student voice through an Inclusion Student Champions group, which meets weekly with the Head of Inclusion to provide feedback, guidance, and advice on school provision, activities, and inclusion practices for the wider student population.

Parent Partnership

Horizon English School values parents as key partners in supporting children's learning, wellbeing, and inclusion. Parents know their children best, and effective partnership working is essential to accurately identifying needs and ensuring appropriate support is in place. Shared responsibility, open communication, and mutual respect underpin this approach.

Partnership with parents is embedded through:

- regular IEP reviews and collaborative target setting
- termly meetings with external professionals where appropriate
- termly consultations with Class Teachers and the Inclusion Team, or as often as parents request
- Inclusion-focused workshops and presentations (e.g. ADHD Support, Mental Health and Neurodiversity, or Neurodiverse-Friendly Play)
- designated Parents' Evening appointments for families of children receiving inclusion support, during which Inclusion Teachers share the impact of provision and discuss next steps.

HES promotes strong and respectful parent partnerships by:

- maintaining positive attitudes towards parents and valuing differing perspectives
- providing clear, accessible, and user-friendly information and procedures
- recognising potential barriers, including disability, communication, or linguistic needs where known
- acknowledging the pressures families may experience in supporting a child with additional needs
- valuing parents' knowledge and expertise regarding their own child
- seeking informed parental consent before referrals to external professionals

The Inclusion Support Team is further strengthened by two parent Inclusion representatives who volunteer their time to provide guidance, insight, and feedback. These representatives:

- meet half-termly with the Head of Inclusion
- meet termly with the Inclusion Governor, with clear expectations around confidentiality and representation.

Monitoring, Evaluating and Reporting on Inclusion

The school systematically collects, maintains, and reviews data relating to Students of Determination, including:

- the number of students identified with SEND, disaggregated by relevant characteristics such as gender, age, nationality, type of need, attendance, health considerations, and school location
- the number and profiles of students assessed but not offered a place, where applicable
- student progress, attainment, and outcomes over time
- whole-school data on accessibility and inclusion, including accommodation, staffing (support teachers and Learning Support Assistants), IEP provision, staff training, funding, assistive technology, and other support arrangements.

The Head of Inclusion reports termly to the Inclusion Governor, outlining provision, student progress, and identified priorities for improvement.

Roles and Responsibilities

Inclusion Champions (*Assistant Headteacher and Inclusion Governor*)

The Assistant Headteacher and Inclusion Governor act as Inclusion Champions for the school. Their role is to promote an inclusive culture underpinned by high expectations for all learners and to provide strategic oversight and accountability for inclusive practice. They support the development of attitudes, approaches and systems that ensure students experiencing SEND are welcomed, valued, and well prepared for their next stage of learning and development.

Head of Inclusion

The Head of Inclusion works full-time across all year groups (FS1–Year 6) and leads the strategic direction of inclusion within the school. They are supported by Inclusion Teachers, Learning Support Assistants (LSAs), Occupational Therapist, the ELL Coordinator and the School Counsellor.

Key responsibilities include:

- leading inclusion strategy and practice across the school
- coordinating assessment, provision, documentation and communication for students experiencing SEND
- planning, monitoring and evaluating additional provision
- liaising closely with the Senior Leadership Team, class teachers, support staff, students, parents and external professionals
- delivering staff development, coaching and CPD aligned with best practice
- maintaining a standing weekly agenda item at SLT meetings to discuss inclusion matters
- reporting termly to Governors on progress, provision and outcomes for students experiencing SEND.

Inclusion Teachers

Inclusion Teachers support inclusive teaching and learning by working closely with class teachers and specialist staff. Their role focuses on improving classroom practice and outcomes for students experiencing SEND through:

- delivering targeted interventions and support
- coaching and collaborating with teachers and LSAs
- contributing to planning, observation, assessment and Individual Education Plans (IEPs)
- supporting the monitoring and review of progress

A full breakdown of responsibilities is outlined in the Inclusion Teacher job description.

Inclusion Support Team

The Inclusion Support Team consists of the Headteacher, Assistant Headteacher (Inclusion Champion), Head of Inclusion, Inclusion Teachers, Inclusion Teaching Assistants, Occupational Therapist, School Counsellor, ELL Teaching Assistant and More able, Gifted & Talented Leads.

The team meets regularly to:

- review student needs and progress
- allocate and review support and resources
- monitor the impact of provision
- provide coaching and guidance to class teachers
- develop partnerships with external professionals and specialist centres

Learning Support Assistants (LSAs)

Learning Support Assistants support students experiencing SEND to access learning and develop independence under the direction of the class teacher and/or Head of Inclusion. Their responsibilities include:

- implementing planned strategies and interventions
- promoting independence, inclusion and student autonomy
- adhering to safeguarding, confidentiality and professional expectations
- participating in reviews, meetings and training as required

For students requiring one-to-one support, Learning Support Assistants (LSAs) are employed by the school. The school is fully responsible for the recruitment, training, deployment, supervision and ongoing professional development of all LSAs, ensuring consistency, quality assurance and adherence to safeguarding and professional standards. A contract will be signed by all parties the school and parents at the point of LSA appointment, clearly outlining the roles, responsibilities and expectations of all parties.

MORE ABLE, GIFTED AND TALENTED

At Horizon English School, we recognise that some pupils demonstrate attainment and/or potential significantly above age-related expectations. We use the term More Able, Gifted and Talented (MAGT) to describe pupils who show exceptional ability or aptitude in one or more academic, creative, physical, or specialist areas.

We are committed to ensuring that all pupils, including those who are high attainers, are appropriately challenged, supported and enabled to make sustained progress. Identification and provision for MAGT pupils form part of the school's inclusive approach to meeting the needs of all learners.

More Able, Gifted and Talented pupils are identified through a combination of robust assessment data, professional teacher judgement and ongoing monitoring. The school places strong emphasis on providing high-quality opportunities that allow pupils to extend, deepen and apply their learning, both within the curriculum and through enrichment opportunities.

Oversight of More Able, Gifted and Talented provision is led by two designated coordinators:

- A Core Subjects Gifted and Talented Lead
- A Specialist Subjects Gifted and Talented Lead

While staff are aware of pupils identified as MAGT this information is not routinely shared with pupils, ensuring that expectations remain inclusive and that all learners are encouraged to strive for excellence.

Progress and provision for MAGT pupils are regularly reviewed and evaluated through work scrutiny, lesson observations and assessment analysis.

Identification

Early Years Foundation Stage (EYFS) and Key Stage One

Class and specialist teachers may nominate pupils who demonstrate exceptional attainment, rapid progress or advanced learning behaviours in a specific area.

Identification is supported by:

- Ongoing teacher assessment
- Evidence from recorded learning and observations
- Reference to the school's More Able, Gifted and Talented identification checklist

Identification at this stage remains flexible and responsive, recognising that children develop at different rates.

Key Stage Two

In Years 3 to Year 6, identification draws upon a combination of standardised assessment outcomes, ongoing attainment data, and professional judgement.

Identification is not based on a single measure; class teacher judgement, subject-specific strengths, and additional qualitative evidence are central to the process. Evidence used to inform identification and monitoring may include:

- Outcomes from the school's assessment cycle
- Internal end-of-unit and end-of-term assessments
- Standardised assessments and progress measures
- Work scrutiny demonstrating depth, pace, or sophistication of understanding

Class teachers and specialist teachers may proactively nominate pupils for inclusion on the More Able, Gifted and Talented register, with evidence supported by attainment and progress data.

Ongoing monitoring of identified pupils may include:

- Progress tracking over time compared to age-related expectations
- Observation of higher-order thinking skills, creativity, and problem-solving
- Pupil voice and learning behaviours (e.g. curiosity, independence, resilience)
- Performance in enrichment, extension, or challenge activities
- Outcomes from competitions, performances, or external benchmarks where relevant

Final decisions regarding inclusion on the More Able, Gifted and Talented register are made by the relevant MAGT Lead, ensuring consistency and equity across the school.

Provision

Provision for pupils identified as More Able, Gifted and Talented is responsive, flexible and matched to individual strengths and needs. Not all pupils will access all provisions; support is personalised and subject specific.

Provision may include:

- **High-quality, challenging classroom practice**
Teachers plan learning that promotes higher-order thinking and depth of understanding. Staff are trained in delivering:
 - Structured higher-order questioning
 - Designing appropriately differentiated learning objectives
 - Extending thinking beyond age-related expectations
- **Enrichment Classes**
Students identified as More Able, Gifted and Talented in core subjects are invited to attend an Enrichment class. These sessions provide opportunities to:
 - Work with similarly able peers
 - Collaborate towards shared outcomes
 - Apply learning in challenging and meaningful contexts
- **Project-Based Learning**
Where appropriate, pupils engage in open-ended, enquiry-based projects that promote:
 - Independent learning
 - Collaboration
 - Problem-solving and creativity
- **Enrichment and Competitive Opportunities**
Gifted and Talented pupils are provided with opportunities to participate in:
 - Inter-school competitions
 - The Dubai Enrichment League, where relevant
- **Curriculum Extension and Depth**
Pupils access a differentiated and challenging curriculum that enables them to:
 - Apply knowledge at greater depth
 - Develop a personalised profile of learning dispositions
 - Demonstrate creativity, resilience and independence

Monitoring and Review

The impact of provision for More Able, Gifted and Talented pupils is monitored through:

- Work sampling and scrutiny
- Classroom observations
- Analysis of assessment data
- Ongoing dialogue between teachers and Gifted and Talented Leads

This ensures that provision remains effective, inclusive and that pupils continue to make strong progress over time.

ENGLISH LANGUAGE LEARNERS (ELL)

This policy outlines the aims, principles and strategies of Horizon English School in meeting the needs of pupils who are learning English as an Additional Language. The school is committed to ensuring that pupils with EAL/ELL needs are fully included, appropriately supported and enabled to make strong academic and linguistic progress, allowing them to access the curriculum and wider school life.

Horizon English School values the linguistic, cultural and educational diversity of its community and recognises multilingualism as a strength that enriches learning for all pupils.

Definitions

The following terminology is used throughout this policy:

English Language Learners (ELL)

The term **ELL** refers to pupils who:

- Are new arrivals to the school with limited or no English
- Have spent less than two years in an English-medium educational setting
- Require targeted language acquisition support to access learning and school life

English as an Additional Language (EAL)

The term **EAL** refers to pupils who:

- Have a first language other than English
- Are able to access most areas of the curriculum
- Have been learning English in an immersive English-medium environment for two years or more
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Purpose and Aims of Policy

The purpose of this policy is to:

- Clearly articulate HES's whole-school approach to supporting ELL and EAL learners
- Provide clarity for staff, parents and other stakeholders regarding identification, provision and monitoring
- Ensure that provision is current, consistent and responsive to pupil needs

The aims of this policy and the school's ELL provision are to:

- Create a welcoming, inclusive environment that values pupils' cultural and linguistic identities
- Meet the full range of linguistic, academic and social needs of pupils learning English
- Enable ELL pupils to become confident, fluent speakers, listeners, readers and writers of English
- Support pupils to make accelerated progress in English in order to access the full curriculum
- Encourage and enable strong parental partnership to support language development at home
- Ensure staff are trained, informed and confident in assessing, teaching and supporting ELL learners
- Track and monitor pupil progress systematically and adapt provision where necessary
- Ensure pupils with ELL needs are supported effectively while maintaining high expectations

Identification

Pupils with ELL needs are identified through a combination of:

- Liaison with the School Registrar and Head of Inclusion at the point of enrolment
- Referrals from class and specialist teachers
- Referrals from parents

Following identification, pupils are assessed by the ELL Teaching Assistant to determine:

- Their current level of English language acquisition
- The support required to access learning and school life

Based on assessment outcomes, an individualised programme of learning is implemented, which may include targeted intervention, in-class strategies and ongoing monitoring.

Provision

Provision for ELL and EAL pupils is delivered through a combination of high-quality classroom practice and targeted specialist support, ensuring pupils are supported within the mainstream classroom wherever possible.

In-Class Provision

Classroom provision is inclusive, scaffolded and responsive, and includes:

- Planning that incorporates both curriculum objectives and language development outcomes
- Consideration of pupils' linguistic, cultural and religious backgrounds
- Clear learning objectives supported by appropriate resources and differentiated materials
- Explicit teaching of key vocabulary, sentence structures and text types across curriculum areas
- Structured opportunities for speaking and listening, including paired, group and whole-class discussion
- Use of drama, role-play and oral rehearsal to support language development
- Purposeful peer interaction to promote fluency and critical thinking
- Visual supports including posters, visuals, photographs, objects, demonstrations, gesture and modelling
- Additional verbal support including repetition, modelling, rephrasing and peer scaffolding
- Collaborative learning approaches that encourage active participation and meaningful talk
- Pre-, during- and post-reading and writing discussion to deepen comprehension

Specialist programmes may be used to further support learning, including:

- Nessy Reading and Spelling
- Learning Village
- WellComm
- Linguascope
- Read Write Inc.

Log-in details for online platforms are shared with parents to support continued learning at home.

ELL Specialist Provision

Targeted intervention is provided by the ELL Teaching Assistant. Support is flexible and responsive, with frequency and duration adjusted according to pupil need and stage of English language development. Provision may include a combination of targeted small-group work, individual support, and in-class assistance.

The focus of support is to develop functional English for learning, including listening, speaking, reading, and writing, alongside confidence and independence in the classroom.

The ELL Teaching Assistant works closely with class teachers to:

- support access to lessons through pre-teaching and reinforcement of key vocabulary and concepts
- scaffold tasks using visuals, modelling, and structured language support
- adapt resources and activities to ensure meaningful participation in whole-class learning
- monitor pupil engagement and understanding during lessons and provide immediate support where needed.

Ongoing support is reviewed regularly and adjusted in response to progress, classroom performance, and teacher assessment. As pupils become more confident and independent, support is gradually reduced, with continued monitoring and light-touch check-ins to ensure sustained progress.

Teaching Assistant Support

Teaching Assistants deliver targeted interventions in:

- Phonics
- Reading
- Writing

These interventions are delivered under the guidance of class teachers and ELL Teaching Assistant, ensuring consistency and alignment with classroom learning.

Monitoring and Review

The progress of pupils with ELL and EAL needs is monitored through:

- Ongoing assessment of language acquisition
- Classroom observation
- Review of intervention outcomes
- Analysis of attainment and progress data

Provision is reviewed regularly to ensure pupils are making strong, sustained progress, in line with KHDA expectations.