

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Inclusion Policy 2026-2027

Contents

1. Purpose and Vision	3
2. Related Policies	3
3. Definitions of Inclusion and Core Principles	3
4. Legislative and Strategic Context	4
5. Leadership, Responsibilities and Accountability	5
6. Admissions	6
7. Identification, Referral and Intervention	7
8. Inclusion Registers, Records and Plans	10
9. Teaching and Learning for Inclusion	10
10. Assistive Technology and Reasonable Adjustments	11
11. Public Examinations and Access Arrangements	11
12. Student and Parent Partnership	12
13. Medical Records	12
14. Therapy, Multidisciplinary and External Specialist Provision	12
15. Rahhal and Individual Pathways	13
16. Distance Learning	13
Appendix 1: Inclusion Action Team	14
Appendix 2: Inclusion Team	15

1. Purpose and Vision

The purpose of this policy is to describe inclusive provision for all students at Safa Community School (SCS), in compliance with the Dubai Inclusive Education Policy Framework (2017), which outlines its purpose to:

“Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.”

Dubai Inclusive Education Policy Framework 2017

Safa Community School (SCS) is committed to an inclusive culture in which diversity is valued and barriers to learning, participation and wellbeing are identified and reduced. Every learner is entitled to a broad, balanced, relevant and appropriately challenging education, with equitable access to the experiences and opportunities of school life. Inclusion is a whole-school responsibility. All teachers are teachers of students of determination and remain accountable for the learning, progress, participation and wellbeing of the students they teach. The Inclusion Team works in partnership with teachers, leaders, students, parents, pastoral colleagues, medical staff and specialists to strengthen classroom practice and coordinate additional provision where this is required.

SCS seeks to recognise strengths as well as needs, promote meaningful student voice, build independence and ensure that additional support enables access rather than creating unnecessary dependency. We value diversity as a rich resource that strengthens our school community and the learning of all. We believe that every student has the right to develop their individual talents, skills and personal qualities and to be appropriately challenged to reach their full potential. Through high expectations, inclusive classroom practice, adaptive teaching and appropriately targeted support, we aim to provide every student with the opportunity to achieve, participate, belong and shine.

This policy helps to ensure that this happens for all students in our school regardless of disability, age, gender, ethnicity, attainment or background.

2. Related Policies

This policy provides an overview of inclusion at SCS and should be reviewed alongside the following:

- School Service Contract
- Admissions Policy
- Curriculum Policy
- Child Protection Policy
- Medical Policy
- Assessment Policy
- Behaviour Policy
- Teaching and Learning
- MAGT Policy
- Assistive Technology Policy
- Exam Access Arrangements Policy
- OT and SaLT Policy
- Positive Handling Policy

3. Definitions of Inclusion and core principles

The UAE Inspection Framework defines a special educational need, as ‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder’ (p.117)

For the purpose of this policy, Special Educational Needs and Disabilities (SEND) refers to educational needs arising from the impact of a disability or recognised disorder which create barriers that are different from those experienced by the majority of students. SCS uses the terminology and categorisation required by the relevant UAE

and KHDA frameworks. A diagnosis or external report may provide valuable evidence, but does not in isolation determine a student's level of school provision. Equally, a student does not need to wait for a diagnosis before appropriate school-based support can be considered.

Inclusion at SCS is broader than SEND. Students may experience barriers related to language acquisition, medical needs, wellbeing, interrupted education, disadvantage or other contextual factors. More Able, Gifted and Talented (MAGT) identification and provision is governed through the separate MAGT Policy but is overseen by the Head of Inclusion. The core principles of inclusion are:

- Equity rather than identical provision.
- High-quality inclusive teaching is the starting point for every learner.
- The class or subject teacher remains the lead professional for learning in the classroom.
- Identification is based on triangulated evidence and the impact of barriers, not a single score, concern or diagnosis.
- Student and parent voice are integral to understanding need and planning provision.
- Support should be proportionate, reviewed regularly and designed to increase access, participation, progress and independence.
- Movement through the graduated response is not one-directional. Provision may increase, reduce or cease as needs and outcomes change.

3. Legislative and strategic context

Dubai Inclusive Education Policy Framework 2017: The overarching Dubai policy framework for inclusive education. It sets out the procedures, standards and expectations required to develop high quality inclusive provision across Dubai. It covers identification and early intervention, admissions and participation, leadership and accountability, systems of support, assessment and resourcing. It applies across Dubai's education sectors and establishes the expectation that barriers to learning and participation are identified and removed.

Implementing Inclusive Education: A Guide for Schools 2019:

The practical school implementation guide supporting the 2017 Framework. It explains the steps Dubai schools are expected to take to develop inclusive practice, including identification and assessment, intervention, curriculum access, personalised planning, systems of support, leadership and collaboration with families and professionals. KHDA describes it as an important point of reference for schools implementing inclusion and equity.

Directives and Guidelines for Inclusive Education 2020: Sets out the legal and regulatory responsibilities of Dubai private schools in relation to students of determination and identifies elements that are regulated and enforced by KHDA. KHDA states that it should be implemented alongside the 2017 Policy Framework and 2019 Guide. This is particularly important when your policy addresses admissions, equitable access, support and schools' statutory responsibilities.

Guidelines and Standards for the Use of External Assessment Reports for Students of Determination 2025:

KHDA's newer guidance governing how Dubai private schools use external reports from psychologists, speech and language therapists, occupational therapists and other professionals. It supports appropriate and balanced use of external assessments to inform identification, planning and provision rather than making inclusion dependent upon diagnosis.

Guide for Implementing the Categorisation System for Students of Determination 2025:

Establishes KHDA's current system for categorising students of determination and identified students. Students with a formal diagnosis are classified within one of 11 main categories, while students without a diagnosis but with evidence based indicators of possible disability are recorded according to identified barriers. It supports consistent identification, reporting, planning and resourcing across Dubai schools.

Education 33 (E33): The school's inclusive approach reflects the direction of Dubai's Education 33 Strategy, which places the learner at the centre of the education system and promotes equitable access to high-quality,

learner-centred education. Within this policy, this is reflected through inclusive practice, student voice, family partnership, wellbeing, individual pathways, independence and preparation for future success.

Wellbeing Matters Framework: The school recognises the close relationship between inclusion and wellbeing. In line with Dubai's Wellbeing Matters framework and the school's Wellbeing Policy, the school considers the whole learner when identifying barriers and planning support. Changes in learning, engagement, attendance, behaviour, relationships or emotional presentation may provide important information about an emerging need and should be understood within the student's wider context.

Dubai Law 2/2014: Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai".

Federal Law 29/2006: Regarding the rights of Individuals with Special Needs, the law stipulates that "Special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution". This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to quality education will help individuals with special needs develop to their full potential.

Inclusion is at the heart of the school and, as such, the school complies with the following articles from ***Executive Council Resolution No.(2) of 2017 – Regulating Private Schools in the Emirate of Dubai***, to:

Article 4 (14): Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16): Treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 (17): Admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19): Provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Article 23 (4): Provide a special needs-friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

4. Leadership, Responsibilities and Accountability

SCS leadership is responsible for ensuring that inclusion is embedded across all aspects of school practice and that all staff understand their role in supporting an inclusive school community. Leaders promote equitable access to a broad, balanced and appropriately challenging curriculum, with high expectations for the achievement, participation and wellbeing of all students. This includes ensuring that strengths and needs are identified effectively, barriers to learning are addressed as early as possible and students receive appropriate support without limiting independence or opportunity. Leaders are accountable for ensuring meaningful student and parent involvement, effective monitoring of progress and provision and appropriate professional development so that staff have the knowledge, skills and confidence to continually strengthen inclusive practice.

4.1 Leadership and governance

School leaders and governors are responsible for establishing an inclusive culture, ensuring appropriate resources and staffing, monitoring the quality and impact of provision and ensuring that statutory and KHDA requirements are met.

4.2 Inclusion Leads and SENDCos

- Lead and quality assure identification, assessment, provision and review.
- Support teachers to identify and reduce barriers through inclusive classroom practice.
- Maintain accurate registers and records and coordinate reporting required by KHDA.
- Coordinate Team Around the Child processes and multidisciplinary working where appropriate.
- Monitor the impact of interventions and additional provision.
- Promote staff development, student voice, parent partnership and effective transition.

4.3 Teaching staff and teaching assistants

The School has a commitment to its students and staff to provide an enabling environment and inclusive culture, which celebrates diversity. The school recognises that all teachers are teachers of students of determination, this means equity of opportunity must be a reality for all. We make this a reality through strong quality first teaching, and the attention we make to the different groups of children throughout our school. Teaching staff and teaching assistants will

- Know the needs of the students they teach and use available school information appropriately.
- Provide high-quality adaptive teaching and reasonable classroom adjustments.
- Notice and document emerging barriers and the student's response to strategies.
- Seek advice from Inclusion when needed. Seeking advice is not the same as making a SEND referral.
- Contribute evidence, student feedback and review information when a formal referral or graduated response is required.
- Implement agreed strategies and individualised plans consistently.

4.4 Inclusion Action Team

The Inclusion Action Team provides strategic oversight of inclusive education across the school, supporting the development, implementation and review of inclusive policies, practices and provision. In line with KHDA expectations, the team brings together key stakeholders to promote shared accountability for inclusion, identify and address barriers and support continuous improvement in outcomes and experiences for students of determination. The Inclusion Action Team representatives are:

- Inclusion Governor
- School Principal
- Heads of Inclusion and SENDCos
- Assistant Heads
- Inclusion Teaching Assistant
- Learning Support Assistant
- Parent Representative

5. Admissions

SCS welcomes Students of Determination and is committed to an equitable, transparent and barrier-aware admissions process. Identified needs, disabilities, medical conditions and relevant professional information should be shared at the point of application, or when subsequently identified, to enable the school to plan appropriate access, reasonable adjustments, provision and transition.

Admissions information may include previous school records, professional reports, parent and student information, observations and, where appropriate, additional assessment. Applicants will follow the school's standard admissions process, with reasonable adjustments made where required. Where further information is needed to

understand a student's individual profile, the school may request additional assessment or invite the student to spend time within the school environment. Information gathered through this process is used to identify barriers, plan appropriate provision and support successful access and transition. Additional needs or disability will not, in themselves, be used as a barrier to admission. Accessibility and any reasonable adjustments required are considered as part of the admissions and transition process. (Further information is available in the SCS Admissions Policy.)

6. Identification, Referral and Intervention

6.1 Identification and Assessment

Identification at SCS is an ongoing process rather than a single event. Students are baselined on entry and at appropriate transition points, with early review used alongside ongoing assessment to identify strengths, emerging needs and potential barriers to learning, participation and wellbeing.

Information used to support identification may include admissions and transition information, curriculum and standardised assessment data, teacher observation, work samples, progress and attainment, attendance and wellbeing information, previous school records, professional reports and the views of the student and their family. Where appropriate, further screening, observation or assessment may be undertaken to develop a clearer understanding of the student's profile.

SCS considers needs and barriers across the broad areas recognised within relevant UAE and KHDA guidance, including cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical needs. These areas may overlap and are used to support understanding and planning rather than to categorise a student. SCS recognises that barriers to learning and participation may arise for a wide range of reasons. A presenting difficulty is not assumed to indicate SEND. Teachers should first consider the context of the concern, the quality of ordinarily available classroom provision and any other factors that may be affecting the student's learning, participation or wellbeing.

Key principle: Concern does not equal SEND. A referral is a request for further consideration of an identified barrier. It does not automatically result in placement on the SEND register, specialist assessment, intervention, an Individual Education Plan or a diagnosis.

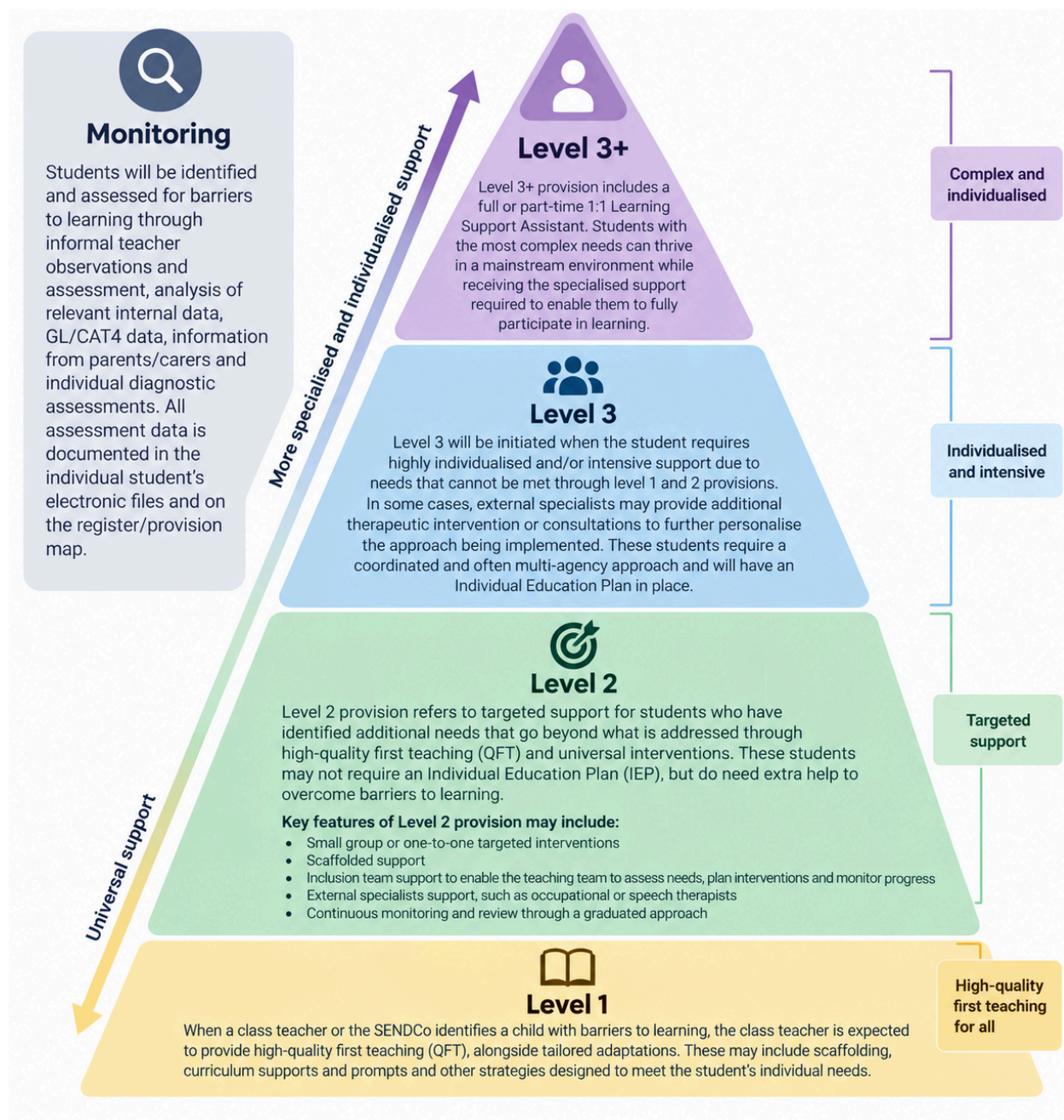
6.2 Referral Pathway

The referral pathway is designed to ensure that concerns lead first to purposeful understanding and responsive classroom practice. It also ensures that formal referrals provide sufficient evidence for the Inclusion Team to make proportionate decisions.



6.3. Graduated Response to support

SCS uses a graduated response to ensure that support is proportionate to each student's identified needs and the barriers they experience. Provision is responsive rather than fixed, with support increasing, adapting or reducing through an ongoing Assess, Plan, Do, Review cycle according to evidence of need, progress and impact.



7. Inclusion Registers, Records and Plans

SCS maintains an up-to-date Inclusion Register and appropriate electronic records to support effective identification, planning, provision, monitoring and review. The register and associated provision records support staff in understanding individual needs and adjustments and enable school leaders to monitor patterns of need, provision and impact across the school. Relevant information is made available to KHDA and other authorised bodies in accordance with current regulatory requirements.

Placement on the SEND register is based on consideration of available evidence and identified need. A referral, diagnosis or assessment score does not, in isolation, determine placement on the register. A student's level of provision may change following review as needs, progress and the impact of support are evaluated.

Records may include Inclusion Profiles, Individual Education Plans (IEPs), individualised targets, provision records, assessment information, meeting notes and relevant professional reports. Documentation and individual planning are proportionate to the student's identified needs and the nature of provision required. Depending on need, students receiving additional or individualised support may have an Inclusion Profile, individualised targets, an IEP or other appropriate planning documentation.

Plans may identify strengths and barriers, intended outcomes, strategies, reasonable adjustments, individualised provision and responsibilities for support. They are developed and reviewed through the Assess, Plan, Do, Review cycle, with appropriate involvement from the student, parents, teachers, Inclusion Team and relevant professionals. Plans are working documents and are updated to reflect progress, changing needs and the effectiveness of provision. Individual planning should identify not only areas of need and barriers, but also the student's strengths, interests, aspirations and preferred approaches to learning, ensuring that inclusion supports both access and the development of the whole learner.

Inclusion records, including relevant reports from external professionals, are stored securely within the school's designated electronic systems. Staff have access to information relevant to the students they teach or support and are responsible for using this information to inform their practice. All inclusion records are confidential. Information is shared only with those who require it for the student's education, safety or wellbeing and must not be copied, printed, downloaded or redistributed without appropriate authority and in accordance with the school's data protection and safeguarding procedures.

8. Teaching and Learning for Inclusion

High-quality inclusive teaching is the foundation of provision at SCS. The class teacher is the lead professional and remains accountable for the learning, progress, participation and wellbeing of every student they teach, including Students of Determination.

Teachers plan for learner variability and use adaptive approaches to remove or reduce barriers while maintaining appropriately high expectations. Inclusive classroom practice may include:

- clear learning intentions and appropriately high expectations
- scaffolding, modelling and explicit instruction
- flexible grouping and purposeful deployment of adult support
- accessible resources and alternative methods of recording where appropriate
- reasonable environmental, sensory and communication adjustments
- pre-teaching, overlearning and targeted intervention where required
- appropriate use of assistive technology to support access and independence
- opportunities for independence, choice and meaningful student voice
- targeted support towards agreed individual outcomes or IEP targets where appropriate
- appropriate opportunities for extension and challenge

Where high-quality inclusive teaching alone does not sufficiently address an identified barrier, additional or personalised provision may be implemented through the school's graduated response. This may include targeted intervention, adaptation of the learning environment, additional adult or specialist support and, where necessary, curriculum adaptation or personalisation. Any significant adaptation or modification to curriculum entitlement is considered carefully, planned collaboratively with relevant stakeholders and regularly reviewed to ensure that it remains appropriate, ambitious and linked to clear outcomes for the student.

Inclusive provision extends beyond classroom learning to participation in the wider life of the school. SCS will seek to remove barriers to students' participation in trips, educational visits, enrichment, sport, competitions, performances, leadership opportunities, careers education and other co-curricular experiences. SCS supports the continued development of inclusive classroom practice through professional development, coaching, mentoring, Inclusion Team support, classroom observation, learning walks and collaborative planning and review.

9. Assistive Technology and Reasonable Adjustments

SCS makes reasonable adjustments and uses assistive technology where appropriate to remove or reduce identified barriers to learning, participation and independence. Adjustments are considered on an individual basis and may relate to the learning environment, communication, access to information, methods of recording, equipment or the use of technology. Decisions regarding individualised assistive technology are informed by the student's identified needs, the nature of the barrier, school-based evidence and the effectiveness of the proposed tool within day-to-day learning. Where appropriate, students may trial technology or adjustments so that their impact, suitability and effective use can be evaluated.

A diagnosis does not, in itself, determine that a particular form of assistive technology or adjustment is required. Similarly, a request or preference for a particular tool is considered alongside evidence of need and its effectiveness in removing the identified barrier. Reasonable adjustments and assistive technology are reviewed as part of the school's graduated response to ensure that they remain appropriate, effective and promote independence.

Where an adjustment or assistive technology is required within formal examinations, separate examination access arrangement criteria apply. Any examination arrangement must meet the current requirements of the relevant awarding organisations and, where applicable, reflect the student's established normal way of working. Further information is provided in the SCS Examination Access Arrangements Policy.

10. Public Examinations and Access Arrangements

SCS is a recognised examination centre and follows the current regulations and requirements of the relevant awarding organisations and the Joint Council for Qualifications (JCQ). Access arrangements are intended to remove barriers to assessment for eligible students without changing the demands, assessment objectives or integrity of the qualification.

- A suitably qualified specialist assessor is available in accordance with current JCQ requirements.
- Access arrangements are considered on an individual basis and must be supported by appropriate evidence of need.
- Where required by JCQ regulations, an arrangement must reflect the student's established normal way of working within the school. A diagnosis or identified need does not, in itself, automatically entitle a student to an access arrangement.
- Arrangements may include extra time, supervised rest breaks, reading support, a scribe, word processor, assistive technology or other adjustments where the relevant criteria are met.
- Temporary injuries and medical circumstances are considered in accordance with the regulations applicable at the time of the examination.
- Required evidence, assessment information and approval records are maintained by the school in accordance with current regulations.

- Access arrangements are monitored and reviewed to ensure that they remain appropriate and continue to reflect the student's needs and normal way of working.

11. Student and Parent Partnership

SCS recognises students and parents as important partners in inclusive education. Their knowledge, experiences, views and aspirations contribute to the identification of strengths and barriers, planning of appropriate provision and ongoing review of support and outcomes. Where an examination access arrangement reflects an established classroom strategy or a reasonable adjustment, staff should ensure that the student's normal way of working is understood and consistently supported across relevant learning contexts.

Student voice is actively promoted and gathered in ways appropriate to the student's age, communication profile and individual needs. Students are supported to recognise their strengths, understand their individual needs, barriers, strategies and targets and, wherever possible, contribute meaningfully to decisions about their learning and support. Inclusive provision should promote confidence, belonging, positive self-perception and increasing independence, ensuring that additional support strengthens rather than limits the student's participation and agency.

Parents are encouraged to maintain regular communication with the school and are informed and involved when significant additional or personalised provision is being considered, implemented or reviewed. Parent requests for assessment, intervention or additional support are considered carefully alongside school-based evidence and the wider understanding of the student's needs. A request for additional support or assessment does not, in itself, predetermine the outcome of the school's identification or graduated response process.

As students progress through school, inclusive guidance should also support them in understanding their strengths, interests, aspirations, and future pathways. Where appropriate, students of determination should have equitable access to academic guidance, careers education, experiential learning, university and employment pathways, and opportunities to develop future skills. SCS is committed to constructive, respectful and transparent communication with families. Opportunities for parent engagement, information and education are provided throughout the year, including parent meetings, information sessions, workshops and coffee mornings.

12. Medical Records

Some students have medical conditions which affect access, attendance, participation or learning. Medical information is managed in partnership with the School Clinic in accordance with the Medical Policy. Where a medical need creates an educational barrier, Inclusion and Medical teams collaborate with the student, parents and relevant professionals to agree appropriate adjustments and provision.

13. Therapy, Multidisciplinary and External Specialist Provision

SCS adopts a multidisciplinary approach to inclusion, bringing together education, therapy and specialist expertise to support students' access, participation, progress and independence. Specialist involvement is coordinated with classroom provision and the school's graduated response.

13.1 SCS On-Site Therapy Provision

SCS provides on-site Occupational Therapy (OT) and Speech and Language Therapy (SaLT) as part of its inclusive provision. Therapy is delivered by appropriately qualified professionals who work in partnership with the Inclusion Team, teachers, students and families. On-site therapy provision may include:

- assessment, screening and observation
- direct individual or small-group therapy
- observation and support within the classroom and wider school environment
- consultation with teachers to embed therapy strategies into everyday classroom practice
- guidance for families to promote consistency between home and school
- contribution to individualised targets, planning and review

- professional development and capacity-building for staff

Where direct therapy is recommended, the nature, frequency and duration of provision are determined according to identified need and reviewed regularly. The aim is to develop skills, promote independence and support students to apply strategies within their everyday learning and school experience.

13.2 External Agencies and Specialist Partnerships

SCS also works in partnership with approved external professionals and agencies where additional or specialist input is appropriate. This may include Educational Psychologists, psychologists, specialist therapists, medical professionals, behaviour specialists and other relevant professionals. External professionals may contribute through assessment, observation, consultation, specialist recommendations, direct intervention or participation in multidisciplinary planning and review. Where appropriate, approved external professionals may work with students on the school site in accordance with school procedures and relevant regulatory requirements. Recommendations from external professionals are considered alongside school-based evidence, the student's presentation within the school environment and the views of the student and family. External assessment, diagnosis or recommendations inform the school's understanding of a student's profile but do not, in isolation, determine the level or type of school provision. Where therapy or specialist services involve a separate service agreement or fee, the relevant school procedures and current KHDA requirements apply.

14. Rahhal and Individual Pathways

SCS participates in KHDA's Rahhal initiative and recognises that, for some students, an individualised educational pathway may provide appropriate access to learning beyond the conventional school timetable or setting. Where a student may benefit from a bespoke pathway involving significant learning outside school or through an alternative provision, SCS works collaboratively with the student, family, relevant professionals and KHDA in accordance with current Rahhal requirements. Individual pathways are carefully planned, documented and reviewed to ensure appropriate educational entitlement, safeguarding, wellbeing, progress and continuity of learning.

For students approaching key transition points, including progression to further education, higher education, vocational pathways or employment, SCS will work with the student, family and relevant professionals to identify barriers, reasonable adjustments and appropriate support for successful transition. Where appropriate, transition planning will consider independence, future learning, employment, wellbeing and participation beyond school.

15. Distance Learning

During periods of distance learning, SCS remains committed to maintaining inclusive access to learning and agreed provision as far as reasonably practicable. The Inclusion Team works in partnership with teachers, students, families and relevant specialists to identify and reduce barriers associated with learning remotely. Depending on individual need and the nature of the provision, support may include adapted or accessible resources, small-group or individual support, regular check-ins, targeted intervention, support with engagement and organisation and virtual specialist or therapy input where appropriate. Provision is reviewed and adapted in response to the student's needs, engagement and progress, with the aim of maintaining continuity, participation and connection with the wider school community.

Appendix 1: Inclusion Action Team

Sameer Merchant	Inclusion Governor
Leanne Fridd	Principal
Aoife Orr	Head of Inclusion
Nadine Hutchinson	Inclusion Champion
Sarah Morrissey	Head of Inclusion FS & KS1
Hayley Martin	Head of Inclusion KS2
Finola Mulvey	SENCo KS3
Lynsdey Kelly	SENCo KS4 & KS5
Natalie McLeod	School Occupational Therapist
Rachel Cotter	School Occupational Therapist
Mary Kiteou	School Speech and Language Therapist
Claire Davis	Secondary AHT of Teaching and Learning
Rebecca McNamara	Primary AHT of Teaching and Learning
Rehab Khakifa	Head of Arabic
Hannah Howard	AHT of Foundation Stage
School Counselors	Lucinda Hutchins and Emily Allen
Dr Nafisa Noor	School Doctor
Kirsty Muirhead	Parent Representative

Appendix 2 Inclusion Team

Inclusion Team Lead	Aoife Orr (Head of Inclusion - Assistant Principal)
Primary Inclusion Team	Sarah Morrissey (Head of Inclusion FS & KS1) Hayley Martin (Head of Inclusion Key Stage 2) Harriet Rimmer (FS Provision Lead) Bianca Ashor (RBT/Lead LSA) Majel Padilla (RBT/Physiotherapist) Raniya Mohideen (Inclusion TA) Gezarine Gamuza (Inclusion TA) Nicola Lamont (KS1 Inclusion HLTA) Jill Hope (KS1 Inclusion Teacher) Julie Adriaensen (KS2 Inclusion Specialist) Jennifer Allen (KS2 Inclusion TA) Lydia Elasadi (KS2 Inclusion TA) Subhanias Aslam (KS2 Inclusion TA) Noha Abou Shanab (KS2 Inclusion TA) Froilan Siobal (KS2 Inclusion TA) Charlotte Rule (KS2 Inclusion Teacher) Alice Harron (KS2 Inclusion Teacher)
Secondary Inclusion Team	Finola Mulvey (KS3 SENDCo) Lyndsay Kelly (KS4 & 5 SENDCo) Saarah Usman (KS4 Inclusion TA/ELL Teacher) Alina Ghinea (Maths TA) Aatika Alam (Inclusion TA) Dimple Singh (Inclusion TA) Geetanjali Kulkarni (Inclusion TA) Andrew Boylan (Inclusion TA) Kristina Armstrong (Inclusion TA)
Therapists	Natalie McLeod (Occupational Therapist) Rachel Cotter (Occupational Therapist) Mary Kiteou (Speech and Language Therapist)
Counselling Team/SEMH Support	Lucinda Hutchins (School Counsellor) Emily Allen (School Counsellor) Prisilla Rojas (Pastoral TA) Chelsea Barker (Pastoral TA) Lynette Bruce (Pastoral TA)
LSAs	Amanda Farrell Dana AlSharif Bright Asidigbe Fiona Robson Farida Kafafi Freddie Simpson Victoria Lewis Kayleigh Makonnen Olfa Rouis Sally Pedley Lynsey Fraser

	Charlie Simpson Emily Crehan Malak Arslan Tracy Vaughan Anna Weston Caroline Cron Joshua Siobal Hanan Haddadin Lucia de Paoli Babs Pallisser Dina Hijazi Joel Adewole Ayoade Nour Abu Klam Kathrin Redecsy Leslie Capuno Olivia Bernardini
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Review date: 31st August 2027