



KENT COLLEGE
WEST CAIRO

Inclusion (SEND and Learning Support) Policy

Owner	Head of Inclusion
Applied to	Whole School
Date last reviewed	September 8 th , 2025
Date of next review	September 8 th , 2026
Committee approved by	Governing Board
Review period	1 year

PHILOSOPHY

At Kent College, Egypt we focus on enabling every child to be the best that they can be. Our underlying philosophy is one based on maximising individual achievement, providing a rich and diverse set of opportunities for all, with support for those who need it and extension for the most able.

To accommodate the needs of students, Kent College offers a wide and varied academic curriculum that includes differentiation, setting, acceleration, mixed age group classes and a large and wide range of co-curricular activities. The post 16 curriculum offers Cambridge and Pearson A Level. Individual bespoke timetables are also arranged for a number of students each year to enable them to access additional or specialist subjects or teaching, or provide time and space for extensive study, training or practice.

We provide assisted learning facilities and individual provision programme through our Inclusion Department and Learning Support teachers.

ADMISSIONS: STUDENTS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

Kent College is inclusive and accepts students with SEND, although does not usually cater for students with severe SEND or other assessment if applicable, dependent on the year being applied for as described in the School Admissions Policy and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The Early Years, and Junior Schools are not academically selective. Careful

consideration is given to children with Special Needs. Where the school cannot meet the needs of a child with SEND, the Head of Inclusion will explain why this decision has been made. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and students with physical disabilities are welcome. Students, whose Special Educational Needs (SEND) and learning difficulties are suited to the curriculum, are also welcome, provided that the school can provide them with the help and support that they require through individual Learning Support, Inclusion Support, or other bespoke packages that may have additional costs.

Inclusion programme Structure

At Kent College West Cairo we have a strong support department that will offer children tailored educational programme which will include assessments, reports, IEP development, parents consultancy, academic support and environmental accommodation through different established approaches. Our goals within the support department amongst many others is to provide our students with the best environment which will be tailored to their needs to help them flourish as well as support parents along the way. the way.

To that matter the services we will be providing included in the inclusion additional annual budget are listed below:

- Individualized Educational Plan (IEP) development
- Montessori activities and incorporated curriculum
- Environmental accommodations and TEAACH approach
- Academic Support (minimum 2 hours per week – needs might increase based on assessments)
- Twice a year assessment to update your children's programme
- This programme is at an additional cost that increases every year.

Integration Teacher Requirements

Kent College has partnered with CIPPO - Child Integrated Psychology programme memes Organization to provide the school and parents with qualified integration teachers.

When deemed necessary by the school students with additional needs might also require to be assigned an integration teacher, to which parents must be in agreement

1. Integration Intervention plans with short-term and long-term goals
2. End of month and end of year quantitative and qualitative progress reports
3. Operations follow up on replacements and on-call practitioners

Occupational Therapy

We currently offer Occupational Therapy sessions from an External Provider- Dr. Mohamad Wagdy.

Mohamad Wagdy, CEO and founder of Zoud CDC, brings over 23 years of expertise in the field of Occupational Therapy and Sensory Integration. With more than 19 years of specialized experience in Vision Therapy, he is recognized for his in-depth knowledge and hands-on approach in working with children with developmental and sensory needs. Mr. Wagdy collaborates closely and continues to work under the supervision of renowned Danish expert Dr. Thorkild Rasmussen, further enriching his practice with internationally recognized methodologies and best practices. Website: <https://zoudeg.com/vision-therapy/> These services will be provided at an additional cost, and are available to all students.

The comprehensive service package will consist of:

1. 1:1 OT Therapy Sessions. Conducted twice a week – might increase, if necessary, o Delivered by a qualified OT therapist from our trusted external provider.
2. On-Campus Assessments. Assessment frequency and duration determined in consultation with the supervising therapist.
3. Weekly Consultations from Senior Therapist with Junior Therapist to ensure consistent follow-up and guidance on the therapy programme. End-of-Term Progress Reports. Detailed written reports provided to both parents and school staff. Additional reports available upon request.
4. Family & Team Review Meetings. Held in person during OT visits or virtually. Involves parents and the multidisciplinary team.
5. Parent Consultations- For discussing progress, strategies, and at-home support
6. On-Site Training for School-Based OT Therapist. Professional development and guidance from the external OT provider to ensure continuity of care.

Annual Fee Structure Per Student

Total Annual Cost Based on sessions attended Varies per student.

Item Price Assessment fees (Number per year to be determined by OT therapist)

Session fees (Number of sessions per week – minimum 2)

Assessment fees with the supervision of Ivette

Ministry Requirements

Students with SEN need to be registered in the Ministry of Education as students with additional needs in order to offer them all of the necessary accommodations and facilitation services such as: more time during exams, simplified exams, 1:1 support during exams or sometimes complete exemptions for Arabic, Religion and Social Studies. Parents are informed of this requirement and are requested to complete this process before their child enters Year 2.

Failure to comply with this step and to bring to the school the necessary documents can result in students failing Arabic, religion and social studies exams which can automatically lead to failing the whole school year.

THE SELECTION PROCESS

The school's selection process is described in the admissions policy. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEN or specific learning difficulties are advised to discuss their child's requirements with the school before they sit the admissions assessments so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or Educational Psychologist/Specialist Teacher report to support their request, and provide a history of need along with any particular special arrangements, for example, for large print material, extra time, use of laptops or other special arrangements.

BEFORE ENTRY

Each student with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to curricular and extracurricular activities before their child becomes a student at the school.

BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as possible.

PHYSICAL ACCESSIBILITY

The School's Accessibility Plan shows the ways in which the governor's plan to make the buildings progressively more accessible to students with disabilities, parents with disabilities and visitors. The school has an active monitoring policy and will do its best to make adjustments (in accordance with the accessibility audit and accessibility plan) to take account of an individual student's needs, within the constraints imposed by its buildings, site and resources. There are lifts and or ramps in the school for wheelchair users.

OTHER ADJUSTMENTS

Other adjustments are also possible, depending on need and should be discussed with the school as soon as possible. The school will contact parents if the need becomes apparent in lessons.

LEARNING SUPPORT AND THE SCHOOL CLINIC

The Inclusion Department is staffed by specialists who are able to support each student with a specific learning difficulty in the areas of Dyslexia, ASD, Dyspraxia, ADD and ADHD; specialist external support for other specific learning difficulties such as speech and language or Dyscalculia is brought in as needed to either provide specific support or to train Kent College staff to provide specific support. The school will discuss with parents how best to provide support and this might be by a child being able to attend sessions with an external provider during school time, either on site or off site. Costs for specialist support would need to be covered by parents. A qualified nurse is always on duty in the Medical Centre and students have access 24 hours a day. Learning Support provides a quiet place of withdrawal for a child if needed as does the Medical Centre.

Some Senior School students may require a Support Plan to clarify and exemplify the specific support or specialist programme they need, over and above the setting and differentiation delivered via the main curriculum. These individuals are likely to also have an Educational Psychology or diagnostic assessment, with a summary available for staff including recommendations. These IEP's or Support Plans are prepared by the Head of Inclusion and available for all staff to access electronically. Progress is monitored through both the normal assessment and reporting process and individual reviews by the Head of Inclusion as needed and outlined on the IEP or support plan. Children who attend additional specialist lessons have an IEP, which lists specific targets and tracks their progress against these targets. These IEPs are updated as needed and shared with parents at consultation meetings. All staff have access to them via a hyperlink on the SEN Register.

If a member of staff has a concern over the development of a student, they will inform the Head of Inclusion by filling out a Pupil Cause for Concern form. The student will be observed in different situations e.g during teacher directed activities and student-initiated activities, both indoors and outdoors. Parents will be informed that the child is being monitored and the Head of Inclusion and class teacher will liaise with parents to see if they have noticed any issues at home that they too may be concerned about. The initial meeting will be very informal to lessen any untoward concerns. Often concerns re social interactions/speech can be due to developmental stages and therefore no intervention from outside agencies is necessary. However, if the issue shows no sign of improving then the SEN Coordinator will be involved and further action, if necessary, will be taken. The Head of Inclusion and Heads meet at regular intervals to discuss concerns and to ensure transition is seamless.

Special Needs Registers detailing students who are on SEND Support maintained and circulated to staff by the relevant Head of Inclusion. Students listed on the Special Needs Registers will have their needs and provision reviewed periodically and their teachers informed of any changes in need or provision.

ACCESS ARRANGEMENTS FOR EXTERNAL EXAMINATIONS

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements are the overall responsibility of the Head of Inclusion, and fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Students must reach the recognised criteria to be awarded approved access arrangements which include but are not limited to: extra time, rest breaks, use of a reader, a prompt, a scribe, word processing, taking examinations in a separate room. The Exams Officer puts all of these arrangements into place utilising specialist support staff, individual examination rooms in the Medical Centre or elsewhere in the school, and works with the IT technical team to enable IT technical support.

For Senior School the Head of Inclusion works with the examinations officer to demonstrate evidence of need and submit applications for access arrangements for students through JCQ's Form 8 for GCSE and GCE external examinations or equivalent, and with the IB Coordinator for students taking the IB Diploma or IB Certificates. This evidence typically comprises an Educational Psychology assessment or specialist teacher's report obtained at the parental expense, along with teacher evidence from the classroom and from mock examinations.

Evidence is also applied to internal examinations using the same criteria and students eligible for extra time, a reader, word processing etc will have these in place wherever possible for annual whole school internal examinations. For other assessments and tests taken in class, this will depend on the specific concession and also the availability of additional staff. Teaching staff are expected to apply access arrangements according to the published list within class based internal assessments wherever possible.

ENGLISH AS A SECOND LANGUAGE

Whilst lack of fluency in English is not a Special Educational need, it is a barrier to learning and can, initially, mask an underlying learning need. The EAL provision is delivered by a team of experts within which is also expertise with Special Needs enabling earlier identification of possible need and the opportunity to provide coordinated support for an EAL child with SEND.

In order to cope with the high academic and social demands of Kent College, senior school students must be fluent English speakers. The school offers a place at Kent College dependent on the level of English, after testing and, where necessary some students then require tuition in English as an additional language, at the published rate on the school website, in the International Study Centre until their English is of a sufficiently high standard to access the full curriculum. Demands of English are higher for some subject areas and this may restrict some subject choices for students and the number of English lessons per week a student receives.

Younger students, from Early Years up to Year 9 may be offered a place when their level of English is lower, significantly lower or non-existent, and these students may be fully immersed, especially when very young, or follow a reduced timetable and receive individual or small group EAL tuition or receive in class EAL support. All students, especially younger students are also encouraged to use their own language in play and learning to support their language development at home. Children joining the EYFS or Junior School may join the school without any prior English Language exposure. A bespoke support plan is put in place and this is tailored to the age or language stage of the child. Children joining the Junior classes have an informal oral language assessment with the EAL coordinator when they register for a place. This is to gauge the level of support they may need in mainstream classes. Bespoke support plans are then put in place once they have arrived and their language and literacy needs can be assessed more accurately.

A list of students currently receiving EAL support is maintained and circulated to staff by the Head of Inclusion.

GIFTED AND TALENTED

Whilst being gifted or talented is not a Special Educational need, children who are not stretched or sufficiently challenged might not engage as fully in school life as they are capable of or be unhappy or unfulfilled. We recognise that a large number of our students are gifted, or have a talent in one or more areas of the curriculum and that we have an obligation to stretch those students, ensuring that they leave us not only with first-rate academic results or remarkable extra-curricular achievements, but also with an enriched imagination, curiosity and zest. We also recognise that this is an aim for all students, whatever their academic or other abilities, and therefore our philosophy and programme for gifted students will be framed and conducted in a spirit of inclusiveness: all students can benefit from the sort of opportunities we offer, and gifted students themselves benefit from learning and exploring alongside students not so described.

At Kent College Senior School we use the phrase Gifted & Talented as a catch-all descriptor, which refers to students who achieve, or have the ability to achieve, significantly above average in one or more subject areas or domains, including areas outside the main curriculum. We also recognise that some students may be 'double exceptional' having both a gift or talent and an SEND. These students receive the same opportunities as others; alongside the support they may need.

Identification of those Senior School students who may be Gifted & Talented occurs in a number of ways including but not exclusively: entrance examination or assessment, exhibition or scholarship interview, Midyis or Yellis scores, teacher recommendation, performance in class and internal or external examinations or selection for regional or national teams or competitions or performances. The criteria for students to be listed on the Gifted and Talented register at the Junior School includes both academic attainment

and ability measures. Students who have scored above 125 on internal NVR or VR tests and who also attain above 130 on Maths or Literacy Attainment tests are considered for this register. Qualitative judgements by teachers also inform this decision and this is further moderated by the subject heads and headteacher.

Senior School students complete Midyis or Yellis or ALIS testing at some key points during their time at Kent College, and these scores, alongside entrance test scores and any external examinations will be used by the school to identify students who have not otherwise been identified as Gifted or Talented, or to update information on an existing student.

In the Senior School, scholarships are awarded each year for a number of students who have a particular ability in Art, Design, Drama, Music or Sport and also for Academic excellence and, in the Junior School, exhibitions are awarded each year for a number of students who have particular ability in Art, Music or Sport and also for Academic excellence; these are reviewed periodically.

The provision for these students and the outcomes achieved will be monitored by all teachers within their own subject areas. Heads of Department, Heads of Year, The school will monitor the progress of these students using various strategies including data analysis and interviews with students, staff and parents.

ROLES AND RESPONSIBILITIES

Ms Dina Fahmi is the Head of Inclusion for Kent College West Cairo.

Working closely with the SLT in Kent College Senior School, Kent College Junior School, and our EYFS, these individuals play key roles in determining the strategic development of the Inclusion (SEND) policy and provision in the school in order to cater for the individual needs of students with SEND. They will liaise closely with the student's teaching staff, family and, where appropriate, with the school's medical staff and with external agencies. Training is accessed regularly in order to remain current with the latest duties as Head of Inclusion.

The Governing Board has oversight of the provision of learning support and accessibility for students with disabilities, SEN and specific learning difficulties.

STAFF TRAINING

All staff (including teaching and support staff) are given training on working with SEN and disabilities by the Head of Inclusion annually or as the need arises for individual children. This training focuses on helping each child to reach their maximum potential, and the appropriate adjustments that can give full access to the curriculum and facilities of the school to the greatest extent possible. The aim is to develop all of our teachers into quality first teachers.

The school trains its teachers to differentiate within the curriculum and to take into account students' learning difficulties as well as the needs of gifted and talented students by providing Quality First teaching. The Head of Inclusion liaises with the teaching staff about the most appropriate means of meeting the needs of students with SEN and learning difficulties and can offer support to individual teachers. The Head of Inclusion has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

The Head of Inclusions meets periodically to share good practice, maintain consistency and aid the transition of students through the sections of the school.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst students. All students, from the youngest in the nursery upwards are taught that discrimination, victimisation or bullying is prohibited and will not be tolerated. The school's objective is to ensure that a student with a disability, or a student with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination.

Students are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policy and school rules emphasise the positive behaviours which enable the community to be a happy one. They also make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, sexual orientated, homophobic, disabled and cyber. The school actively encourages good behaviour and all in the community are encouraged to work to prevent bullying, victimisation and harassment, with staff responding robustly to deal with it when it occurs. All students understand that the school has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with staff in order that a healthy partnership for the care of their child can be developed. All staff who are involved with their child are always happy to discuss any parental concerns. Formal opportunities to discuss the progress of students are scheduled during the year either through parents' evenings or printed reports; in between these, a parent is always able to meet to discuss any concerns they have. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern. The Head of Inclusion will facilitate liaison arrangements to ensure parents' views are taken. If appropriate, we are able to work with outside agencies to provide

early help with identification of any special needs and early intervention, and involving parents regarding working with external specialists such as speech and language therapists, educational psychologists, or occupational therapists.

COMPLAINTS

The school naturally hopes that a parent or prospective parent will not feel that they have cause to complain but its complaints policy is available from the School Reception or the School website for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

REFERENCES

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- D. 'The Equality Act 2010' by Veale Wasbrough Vizards, Article 104/10 in ISBA Bulletin 4/10
- E. 'What Equality Law Means for You as an Education Provider: Schools' by The Equality and Human Rights Commission (www.equalityhumanrights.com)
- F. 'Schools Technical Guidance - England' (www.equalityhumanrights.com)
- G. 'Reasonable adjustments for disabled pupils' (www.equalityhumanrights.com)
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- I. 'SEND Code of Practice: 0 to 25 years' (www.education.gov.uk)
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