Inclusion Policy

Session 2026-27

Reviewed in November 2025

Next review November 2027

Reviewed by Principal, SENCO



DOCUMENT CONTROL

Document field	Details
Policy title	Inclusion Policy
School	Al-Amaal English High School (Pvt.), Sharjah
Academic session	2026–2027
Policy owner	SENCO / Inclusion Department
Review cycle	Annually, and earlier where legislation, school provision or learner needs require
Last review recorded in the supplied policy	January 2026
Next scheduled review	January 2027
Reviewed by	Principal, Senior Leadership Team, Heads of Department and Academic Adviser (as stated in the supplied policy)
Approval status	For review and formal approval; signatures and approval date to be completed by the school
Related records	SOD Register, referral records, observation reports, IEPs, GIEPs, meeting minutes, parent communication records, intervention and progress-monitoring records

APPROVAL AND REVIEW RECORD

Action	Name / designation	Signature	Date
Prepared / maintained by	SENCO / Inclusion Department		
Reviewed by	Principal		
Reviewed by	Senior Leadership Team		
Approved by	Principal		

Document-control note: The supplied policy lists January 2026 and January 2027 as review dates. This revised document treats January 2026 as the last review recorded and January 2027 as the next scheduled review. The school should confirm the actual review and approval dates before issue.

1. PURPOSE, SCOPE AND COMMITMENT

Al-Amaal English High School is committed to an inclusive learning environment in which every learner is welcomed, respected, supported and given meaningful opportunities to participate and make progress. Inclusion is a whole-school responsibility. It is reflected in admission and access, teaching, assessment, student wellbeing, relationships, leadership, family partnership and the use of appropriate support.

1.1 Purpose

This policy sets out the school's principles, responsibilities and procedures for identifying and responding to diverse learning needs. It is intended to guide consistent practice across classrooms and school systems and to support the effective participation, achievement, safety and wellbeing of learners.

1.2 Scope

The policy applies to all students, including Students of Determination (SOD), learners with additional learning needs, and gifted and talented learners. It applies to the Principal, Vice Principal, SENCO, teachers, support staff, students, parents and relevant external professionals working with the school.

1.3 Policy objectives

- Promote equitable access to learning, school activities and appropriate support.
- Identify learning, communication, physical, sensory, social, emotional and behavioural needs as early as practicable.
- Use appropriate assessment information, classroom evidence and family input to plan support.
- Develop, implement and review Individual Education Plans (IEPs) and Gifted Individualised Education Plans (GIEPs) where appropriate.
- Strengthen teachers' capacity to differentiate instruction and remove barriers to participation.
- Work collaboratively with parents and, where appropriate, external specialists.
- Monitor learner progress and evaluate whether support is improving access, participation, achievement and wellbeing.
- Protect students' dignity, privacy, safety and right to be treated fairly.

1.4 Definitions

Term	Meaning used in this policy
SOD	Student(s) of Determination; the term used by the school for students who require disability-related or other identified additional support.
Additional learning needs	Needs that may affect access, learning, communication, participation, behaviour or wellbeing and may require targeted support.
IEP	Individual Education Plan: a documented plan setting out a learner's strengths, priority needs, measurable targets, strategies, responsibilities and review arrangements.
GIEP	Gifted Individualised Education Plan: a plan for an identified gifted or talented learner, setting out enrichment, extension and monitoring arrangements.
Accommodation	A change in access, teaching, environment or assessment arrangements that supports participation without necessarily changing the learning outcome.
Modification	A change to the expected learning content, level or outcome, where this is assessed as necessary and formally agreed.

2. VISION, MISSION AND GUIDING PRINCIPLES

Vision Statement

At Al-Amaal English High School, we envision an inclusive learning environment that celebrates diversity, fosters equity, and ensures every member of our school community feels valued, respected, and supported.

Mission Statement

Our mission is to create an inclusive school culture where differences are embraced, and every student, staff member, and stakeholder has equal opportunities to thrive academically, socially, and emotionally.

Guiding Principles

1. Respect for diversity: We value and celebrate the diversity of our school community, including differences in culture, language, religion, gender, ability and socio-economic background. We promote respectful relationships and full participation.
2. Equal access and opportunities: We work to provide fair access to quality education, extracurricular activities and appropriate support services, taking individual needs into account.
3. Safe and inclusive learning environment: Bullying, discrimination, harassment and exclusion are not acceptable. Concerns are addressed through the school's relevant safeguarding, behaviour and complaints procedures.
4. Individualised support and early identification: We recognise that learners have different strengths and needs. Support is planned using available evidence, consultation and review.
5. High expectations and participation: Students are encouraged to develop independence, confidence, achievement and a sense of belonging.
6. Professional collaboration: Leaders, teachers, support staff, parents and relevant specialists share information appropriately and work towards agreed outcomes.
7. Continuous improvement: The school reviews the impact of its provision and uses feedback and progress information to improve practice.

3. UAE AND SHARJAH REGULATORY ALIGNMENT

The school will review and implement this policy in accordance with the requirements and guidance applicable to its private-school status, curriculum and authorising authority. The school should retain the current official versions of relevant requirements and check for updates when this policy is reviewed.

3.1 Key reference points

- Sharjah Private Education Authority (SPEA): SPEA announced the activation of its Inclusive Education Policy in private educational institutions from the 2026–2027 academic year. Its announcement highlights school inclusion-support teams, individual planning, in-class support, progress follow-up, specialist input and family partnership.
- UAE Ministry of Education Resolution No. 647 of 2020: this policy concerns inclusive education in government schools and private schools following the Ministry of Education curriculum. Its direct legal applicability to this school must be checked because the school's supplied policy identifies a Pakistani curriculum.
- UAE Ministry of Education General Rules for Special Education Programmes: this provides a national reference on identification, assessment, support, IEPs or advanced educational planning, assessment arrangements and responsibilities. The school should verify which provisions apply to its curriculum and regulator.
- Relevant SPEA requirements, UAE child-protection requirements, private-school requirements and applicable data-protection obligations must also be followed.

3.2 School compliance approach

The Principal and SENCO will maintain a compliance check when the policy is reviewed and whenever SPEA issues updated requirements. Where a requirement is specific to a curriculum or school category, the school will confirm applicability with SPEA or an appropriately qualified adviser rather than assume that it applies automatically.

Important: This section is a framework for regulatory alignment, not a legal opinion or a declaration that every cited Ministry of Education provision applies directly to the school.

3.3 Reference links

SPEA – activation of the Inclusive Education Policy for private educational institutions (1 October 2026): https://spea.shj.ae/ar/media/news/a/sharjah-private-education-authority-activates-inclusive-education-policy

UAE Ministry of Education – Resolution No. 647 of 2020: https://moe.gov.ae/en/about-us/legislations/Pages/inclusive-education-policy-ministerial-resolution-647-2020-uae.aspx

UAE Ministry of Education – General Rules for Special Education Programmes: https://www.moe.gov.ae/en/about-us/legislations/Pages/special-education-general-rules.aspx

SPEA – Guidelines and regulatory resources: https://spea.shj.ae/en/sources/guideline/

4. IDENTIFICATION, REFERRAL AND ASSESSMENT

The school aims to identify barriers to learning and participation as early as possible. A referral is a request for further consideration and support; it is not, by itself, a diagnosis. Staff must use respectful, factual language and avoid making clinical conclusions outside their professional competence.

4.1 Sources of identification

- Teacher observations, classwork, assessment results and patterns of progress.
- Parent or guardian concerns and information shared with the school.
- Student voice, where appropriate to the student's age and communication needs.
- Previous school records, educational reports and relevant professional assessments supplied by the family.
- Attendance, behaviour, communication, social interaction, sensory, physical access or wellbeing information where relevant.

4.2 Referral pathway

8. Notice and record: The class or subject teacher records specific observations, strengths, barriers and strategies already attempted.
9. Initial classroom response: The teacher uses appropriate differentiation and reasonable classroom adjustments and monitors the learner's response.
10. Discuss with SENCO: If concerns continue or are significant, the teacher discusses the evidence with the SENCO and follows the school referral procedure.
11. Parent communication: The school contacts the parent or guardian, shares factual concerns and strengths, listens to family information and explains proposed next steps.
12. Review available evidence: The SENCO reviews school records and relevant reports. Further assessment or specialist advice may be recommended where appropriate.
13. Plan support: The school agrees an appropriate level of support, responsibilities, targets and review date. An IEP is prepared where required or appropriate.
14. Implement and monitor: Teachers and relevant staff implement agreed strategies and record progress.
15. Review and adjust: The SENCO, teachers and parents review whether support is effective and agree any changes.

4.3 Assessment principles

- Use multiple sources of information rather than relying on a single test or observation.
- Consider the learner's strengths, interests, language background, learning history and context.
- Use accessible assessment methods and appropriate accommodations where needed.
- Seek parent consent before external referrals or sharing information where consent is required.
- Only qualified professionals should make clinical diagnoses or specialist recommendations within their scope of practice.
- Keep a record of decisions, parent communication, agreed support and review dates.

4.4 Urgent concerns

Concerns involving immediate risk, suspected abuse or neglect, serious health needs, self-harm or a threat to the safety of a student must be referred immediately through the school's safeguarding, medical or emergency procedures. The inclusion referral pathway must not delay urgent protective action.

5. ROLES AND RESPONSIBILITIES

Role	Core responsibilities
Principal	Provides strategic leadership; approves the policy and resources; ensures inclusion is considered in school planning; oversees compliance and accountability; supports a safe and respectful school culture.
Vice Principal	Supports implementation across the school; coordinates with the SENCO and phase/subject leaders; follows up agreed actions and staff communication.
SENCO / Inclusion Lead	Coordinates identification and referral; maintains inclusion records and registers; supports IEP/GIEP development; advises teachers on strategies; coordinates parent meetings and specialist liaison; monitors provision and reports to leadership.
Class and subject teachers	Use inclusive teaching and differentiation; identify and record concerns; implement agreed IEP/GIEP strategies; monitor learning and participation; communicate with parents through agreed channels; maintain confidentiality.
Learning Support Assistants / support staff	Provide support in line with agreed plans and direction; encourage independence; record relevant observations; protect dignity and confidentiality; communicate concerns to the teacher/SENCO.
Heads of Department	Support subject-level differentiation; review access to curriculum and assessments; help teachers implement agreed strategies; identify training needs.
School nurse / medical staff, where applicable	Follow approved health-care and emergency plans; share relevant information with authorised staff on a need-to-know basis; coordinate with parents and health professionals as appropriate.
Wellbeing / counselling staff, where applicable	Support students' social and emotional wellbeing within professional boundaries; refer safeguarding concerns through the designated route; coordinate with SENCO where relevant.
Parents / guardians	Share relevant information; participate in planning and review; communicate changes that may affect learning or safety; support agreed strategies where possible.
Students	Be supported to express views, preferences and goals in an age- and developmentally appropriate way; participate in learning and support planning where appropriate.

5.1 Inclusion support team

The school should maintain a named inclusion support team with documented membership, responsibilities and meeting arrangements. The team should include the Principal or delegated senior leader, SENCO, relevant teachers and other staff or specialists as appropriate. Meeting minutes should record attendees, issues discussed, decisions, action owners and deadlines.

School confirmation required: Insert the current names of team members, meeting frequency and reporting arrangements in the school's operational directory. Do not leave unverified names or job titles in the approved copy.

6. INDIVIDUAL EDUCATION PLANS (IEPs)

An IEP is used when a learner requires an individualised, coordinated plan to address identified learning or participation needs. The plan should be practical, specific and understood by the staff responsible for implementation.

6.1 Minimum IEP content

- Student details, class, date of plan and review date.
- Student strengths, interests, preferences and voice, where appropriate.
- Relevant learning, access, communication, sensory, physical, social, emotional or behavioural needs.
- Baseline information describing the learner's current performance.
- A small number of measurable, realistic and time-bound targets.
- Teaching strategies, accommodations, modifications and resources required.
- Responsibilities of class teachers, subject teachers, support staff and SENCO.
- Parent consultation and agreed home–school communication arrangements.
- Progress evidence, review outcomes and next steps.

6.2 Developing and implementing an IEP

16. Gather evidence and consult the learner and parent or guardian as appropriate.
17. Identify priority needs and establish baseline information.
18. Set measurable targets that can be observed or assessed.
19. Agree teaching strategies, accommodations, resources and staff responsibilities.
20. Share the plan securely with staff who need the information to implement it.
21. Implement strategies consistently across relevant lessons and settings.
22. Record evidence of progress and barriers, not merely whether an activity took place.
23. Review the plan with relevant staff and parents and revise targets or provision when needed.

6.3 Review and monitoring

The supplied school policy commits to bi-weekly progress monitoring. The school should retain this commitment only if it is being implemented and evidenced. A practical monitoring record may include the target, date, evidence, level of support required, progress noted and next action. Formal IEP review dates should be stated on each plan and should also take account of applicable SPEA requirements and the learner's needs.

6.4 Classroom accommodations and modifications

Examples may include chunked instructions, visual prompts, additional processing time, alternative ways to respond, adjusted seating, accessible learning materials, assistive technology, reduced distraction, planned movement breaks or adapted task presentation. Any curriculum modification must be considered carefully, documented and communicated to relevant staff and parents.

6.5 Student dignity and independence

Support should enable participation and independence rather than create unnecessary dependence. Staff should ask before helping where possible, avoid drawing unnecessary attention to a student's needs, and maintain age-appropriate expectations.

7. GIFTED AND TALENTED LEARNERS (GIEPs)

The school recognises that some learners demonstrate advanced ability, high achievement, creativity, leadership, problem-solving or exceptional aptitude in one or more areas. These learners should receive appropriate challenge and opportunities to develop their potential.

7.1 Identification

Identification should draw on more than one source of evidence, which may include attainment and progress data, work samples, teacher recommendations, student interests, performance tasks, creativity, leadership and parent information. A single examination score should not be the only basis for a decision.

7.2 Provision

- Enrichment tasks that extend depth, complexity and independent thinking.
- Curriculum compacting or acceleration only where educationally appropriate and approved.
- Independent inquiry, projects, competitions, performances or leadership opportunities.
- Subject-specific extension and opportunities to work with peers of similar interests or abilities.
- Mentoring or specialist opportunities where available and appropriate.

7.3 GIEP planning and review

A GIEP should identify the learner's strengths and interests, priority development areas, measurable extension targets, planned opportunities, responsible staff and review arrangements. Progress should be reviewed using work samples, project outcomes, performance evidence and student reflection.

The school's existing policy states that gifted learners are identified through academic performance and teacher recommendations and that GIEPs are developed. The school should expand its identification evidence and maintain a Gifted and Talented Register and individual GIEP records where applicable.

8. INCLUSIVE TEACHING, ACCESS AND PARTICIPATION

8.1 Classroom practice

- Plan lessons with clear learning intentions, structured steps and accessible instructions.
- Use a range of teaching approaches, examples, visual supports and practical activities.
- Check understanding and allow appropriate processing time.
- Provide flexible ways for students to participate and demonstrate learning.
- Use purposeful grouping and peer interaction without assigning students a fixed or stigmatising role.
- Provide appropriate challenge for learners working above age-related expectations.
- Use positive, respectful language and reinforce belonging and participation.

8.2 Learning environment

Classrooms and shared spaces should be organised to reduce avoidable barriers. Staff should consider movement, seating, lighting, noise, visual access, safe routes, accessible resources and the needs of students with sensory or physical differences. Any access or safety concern should be reported to the relevant school leader for action.

8.3 School activities and trips

Students should be supported to participate in assemblies, clubs, sports, trips and other school activities wherever reasonably possible. Planning should consider individual access, supervision, communication, medical or personal-care needs, risk assessment and parent communication. Decisions should be individualised and documented.

8.4 Assessment and examinations

Assessment arrangements should provide fair access while preserving the validity and integrity of the assessment. Possible arrangements may include additional time, rest breaks, a suitable room, accessible formats, assistive technology or an alternative response method, where permitted and supported by evidence. The school must check the relevant curriculum, examination-board and regulator rules before approving or promising any formal examination access arrangement.

8.5 Attendance and participation

Where attendance, fatigue, health, anxiety or other barriers affect participation, the school should work with the family and relevant staff to understand the concern and agree proportionate support. Any attendance or reintegration plan should identify responsibilities, review dates and communication arrangements.

9. WELLBEING, BEHAVIOUR AND SPECIALIST SUPPORT

9.1 Positive and preventative support

The school promotes respectful relationships, emotional safety and positive behaviour. Staff should seek to understand the context and function of behaviour, identify triggers and barriers, teach appropriate replacement skills and use consistent, proportionate strategies in line with the school's behaviour and safeguarding policies.

9.2 Therapeutic and specialist services

The supplied policy identifies possible referrals for Applied Behaviour Analysis (ABA), Occupational Therapy (OT), Speech and Language Therapy (SLT) and Social Skills Group Therapy, as needed. These services should be recommended only where relevant to the student's assessed needs and delivered by appropriately qualified providers. The school should clarify whether a service is school-based, externally provided or parent-arranged.

9.3 Health and medical needs

Where a student has a health condition or medical need that may affect school participation or safety, the school should follow its medical and emergency procedures, maintain an agreed individual health plan where appropriate, and ensure that relevant staff know the actions they are authorised and trained to take.

9.4 Safeguarding

All staff must follow the school's safeguarding and child-protection policy. Inclusion status, disability, communication needs or behaviour must never be used as a reason to overlook a safeguarding concern. Staff must report concerns promptly to the designated safeguarding lead through the approved procedure.

10. PARENT PARTNERSHIP, STUDENT VOICE AND TRANSITION

10.1 Parent and guardian partnership

- Parents are treated as partners and are invited to share relevant information about strengths, needs, interests and successful strategies.
- Meetings should be arranged at appropriate points in identification, planning and review.
- Communication should be clear, respectful, timely and recorded where it concerns significant decisions or agreed actions.
- Parents should receive information about targets, support arrangements and progress in a format they can understand.
- Where there is disagreement, the school should listen, clarify the evidence, record the concern and explain the next step under the school's complaints or review procedure.

10.2 Student voice

Students should be supported to express what helps them learn, what they find difficult, what they enjoy and what goals matter to them. The method should be appropriate to the student's age, communication and developmental needs.

10.3 Transition

Transition planning should take place when a student moves between classes, teachers, year groups, key stages or schools, or when support needs change. Relevant information should be transferred securely and lawfully, with appropriate parent involvement. Transition records should identify successful strategies, ongoing needs, resources, key contacts and agreed follow-up.

10.4 External agencies

Where additional expertise is required, the school may work with relevant external professionals or agencies, subject to parent communication, consent where required, professional boundaries and secure information-sharing arrangements. External advice should inform school planning but does not replace the school's responsibility to provide appropriate educational support.

11. CONFIDENTIALITY, RECORDS AND INFORMATION SHARING

The school will handle student information sensitively and securely. Inclusion records are confidential and should be accessible only to staff who need the information to fulfil their professional responsibilities.

11.1 Records maintained

- SOD / inclusion register and identification or referral records.
- Teacher observation records and assessment information.
- IEPs, GIEPs, support plans and review records.
- Parent meeting notes, consent records and relevant correspondence.
- Progress-monitoring records and samples of student work.
- Relevant professional reports, health information and risk assessments.
- Records of reasonable accommodations, interventions and transition arrangements.

11.2 Access and storage

- Store paper records in a secure, access-controlled location.
- Store electronic records in approved school systems with appropriate access controls.
- Do not discuss a student's needs in public areas or share records through unauthorised personal accounts or channels.
- Share only relevant information with staff who need it to support the student safely and effectively.
- Follow applicable UAE data-protection requirements and the school's records-retention and safeguarding procedures.

11.3 Use of photographs and case studies

Photographs, videos, student work and case studies must not be used in displays, presentations or external communications unless the school has obtained the necessary permissions and the use complies with school safeguarding and privacy requirements. Inspection evidence should be anonymised where individual identification is not necessary.

12. MONITORING, EVALUATION AND QUALITY ASSURANCE

The SENCO and senior leadership team should evaluate not only whether support has been provided, but whether it has improved the learner's access, participation, progress, independence and wellbeing.

12.1 Monitoring cycle

Area	Evidence to review	Responsible person(s)	Suggested review point
Identification and referral	Referral forms, observation records, dates and actions	SENCO / teachers	Ongoing; termly overview
IEP implementation	IEPs, lesson strategies, work samples and teacher feedback	SENCO / class and subject teachers	As stated on each IEP; regular check-ins
Progress towards targets	Baseline and review evidence, monitoring records	Teachers / SENCO	Bi-weekly monitoring where this is the school's adopted practice; formal review as scheduled
GIEP provision	Enrichment records, project work and progress evidence	SENCO / relevant teachers	At agreed GIEP review dates
Parent partnership	Meeting records, communication logs and feedback	SENCO / teachers	At planning and review points
Staff development	Training attendance, topics and follow-up evidence	Senior leadership / SENCO	Annual training plan and termly check
Access and participation	Learning walks, activity participation, accessibility concerns	Senior leadership / SENCO	Termly or as required
Policy effectiveness	Feedback, trends, actions completed and areas for improvement	Principal / inclusion support team	Annual policy review

12.2 Suggested school-level indicators

- Percentage of current individual plans with a recorded review date.
- Percentage of agreed classroom strategies communicated to relevant staff.
- Evidence that progress against targets is reviewed and actions are recorded.
- Parent participation in planning and review meetings.
- Staff participation in relevant inclusion training.
- Student participation in lessons, activities and school events.
- Actions taken to address identified access or safety barriers.

These are suggested monitoring indicators, not claimed current school results. The school should set realistic targets after reviewing its baseline information and should report only verified figures.

12.3 Annual policy review

The policy will be reviewed annually, with feedback from students, parents, staff and relevant stakeholders considered. An earlier review may be required where regulatory guidance changes, significant gaps are identified or school provision changes. The review record should state what was changed, why, who approved it and when the revised policy takes effect.

13. COMPLAINTS, CONCERNS AND POLICY IMPLEMENTATION

13.1 Raising a concern

Parents or guardians who have concerns about identification, support, communication or implementation should first contact the class teacher or SENCO, as appropriate. If the concern is not resolved, it should be referred to the Vice Principal or Principal in accordance with the school's complaints procedure. Safeguarding concerns must be reported immediately through the safeguarding route and must not wait for the ordinary complaints process.

13.2 Implementation expectations

- All staff should be made aware of the policy and their responsibilities.
- New staff should receive relevant induction on inclusive practice and referral routes.
- The SENCO should make the referral process and relevant forms accessible to staff.
- Agreed student strategies should be shared securely with staff who need them.
- Leaders should follow up actions and address barriers to implementation.
- The school should maintain evidence that the policy is communicated, implemented and reviewed.

13.3 Related school policies and procedures

This policy should be read alongside the school's safeguarding and child-protection policy, behaviour policy, anti-bullying procedures, health and safety procedures, medical needs procedures, assessment policy, admissions policy, complaints procedure, data protection and records-management arrangements.

14. APPROVAL

This policy is submitted for review and formal approval by the school leadership. It becomes the school's approved Inclusion Policy only after the authorised school representative has confirmed the content, completed the approval details and signed below.

Approval field	To be completed by the school
Approved by	Principal
Name	Mr Bakht Biland
Signature	
Date of approval	
Effective date	January 2026
Next review date	January 2027

SENCO / Inclusion Lead: _____ Date: _____

Principal: _____ Date: _____

APPENDIX A – REFERRAL AND SUPPORT RECORD: MINIMUM FIELDS

Field	Information to record
Student details	Name, admission number (stored securely), class, date of birth where required
Referral source	Class teacher / subject teacher / parent / student / other
Strengths and interests	Specific examples of what the student does well and enjoys
Concern / barrier	Factual, observable description; avoid labels or assumptions
Evidence	Work samples, assessment information, observations, attendance or parent information
Strategies already tried	What was implemented, for how long and what response was observed
Parent contact	Date, method, summary and agreed next step
SENCO decision	Further observation, classroom support, meeting, assessment advice or other action
Action owner and deadline	Named role/person and date
Review outcome	Progress, continuing barriers and next steps

APPENDIX B – IEP / GIEP QUALITY CHECK

- Is the plan based on current evidence and the learner's strengths?
- Are targets specific, measurable and time-bound?
- Are strategies practical and clearly linked to the identified need?
- Are staff responsibilities clear?
- Have relevant teachers and support staff received the information they need?
- Has the parent or guardian been consulted and the discussion recorded?
- Has the student's voice been considered where appropriate?
- Is there a clear monitoring and review date?
- Does the review record progress and decisions, rather than only activities completed?

APPENDIX C – INSPECTION EVIDENCE CROSS-REFERENCE

Policy commitment	Examples of supporting evidence to have available
Identification and referral	Referral pathway, completed referral forms, observation reports, intervention records
IEP provision	Current IEPs, parent meeting records, target-monitoring evidence, examples of adapted work
GIEP provision	Gifted and Talented Register, identification evidence, GIEPs, enrichment work
Staff capacity	Training plan, attendance sheets, workshop materials, classroom support guidance
Parent partnership	Meeting schedules, signed attendance records, communication logs
Student progress	Baseline information, review notes, progress samples, next-step actions
Confidentiality	Secure storage arrangements, access permissions and anonymised inspection samples
Leadership oversight	Inclusion team minutes, action tracker, policy review and approval record

Inspection-readiness reminder: Provide anonymised or appropriately authorised examples when sharing student records. Ensure that every sample is current, authentic and consistent with actual school practice.

