

Inclusion & Interventions

Parental Coffee Morning



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

How we identify needs, provide support and review progress together

01 Who we are

The people around each child

02 Why we offer support

Access, participation and independence

03 How support works

From concern to reviewed provision

04 What we teach

The focus of targeted interventions

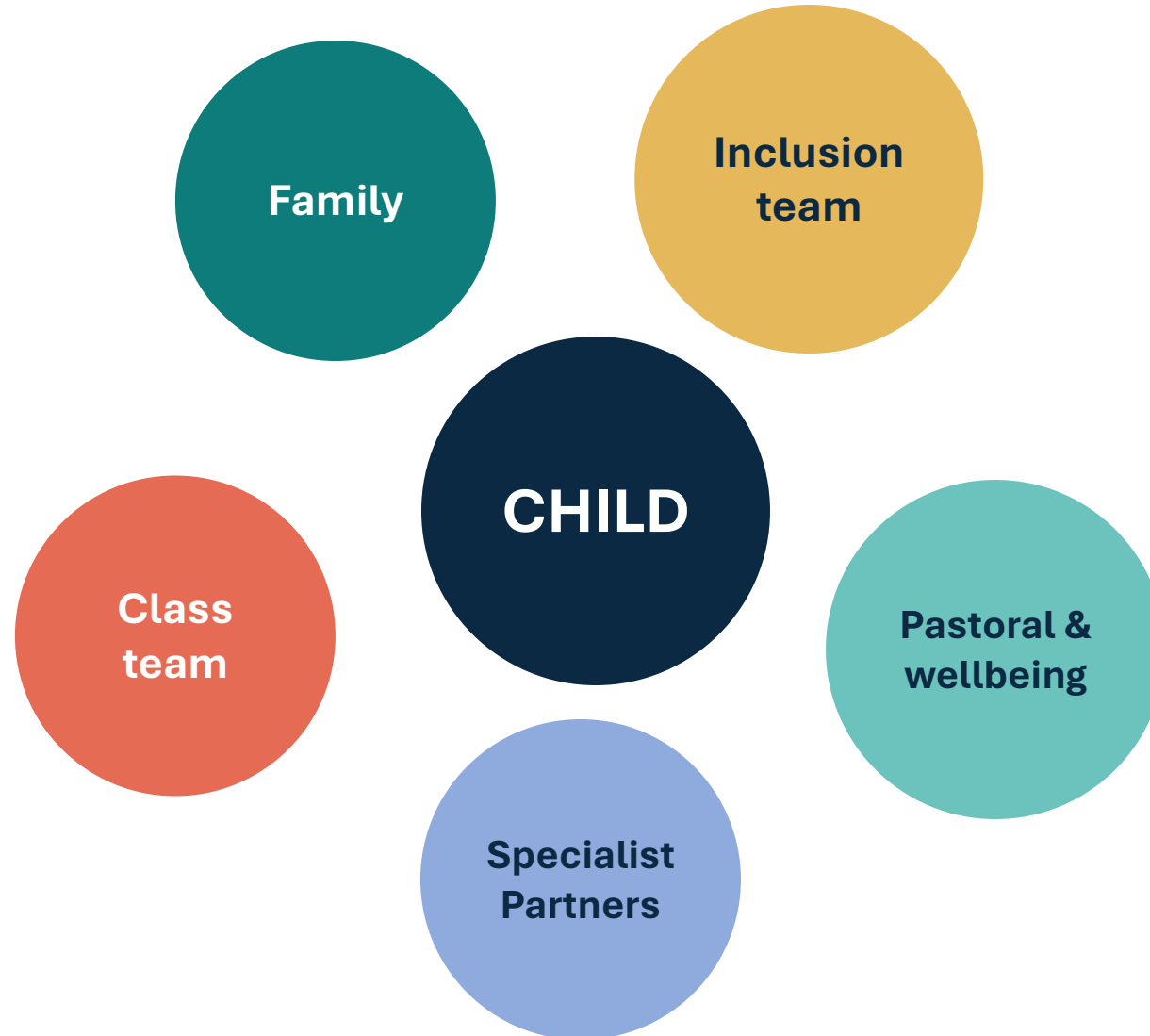
05 External agencies

Specialist advice and therapy

06 Standards and partnership

What families can expect





Class teachers remain central because inclusion is present in everyday teaching.



Meet the Inclusion Team

04

The team supporting pupils across Primary



Lee Arrowsmith



Helen Duggan



Fatin Guennouni



Zunarah Siddiqui



Misbah Ahmad



Amy Morris



Daisy Walsh



Why we offer support

04



ACCESS

Reduce barriers so pupils can understand and take part in learning.



PROGRESS

Teach specific skills that need more practice or a different approach.



INDEPENDENCE

Build strategies pupils can use with less adult prompting over time.



BELONGING

Help pupils participate confidently in school life.

Support responds to evidence. It may increase, change or reduce as a pupil's needs and progress change.



The graduated response

1

ASSESS

Gather observations, attainment information, pupil voice and parent insight.

2

PLAN

Agree the need, target, approach, frequency and key adult.

3

DO

Deliver the support consistently and record attendance and learning.

4

REVIEW

Compare progress with the baseline and decide what happens next.

Parent and pupil voice inform every stage



Levels of support

06

WAVE 1 Inclusive classroom teaching

Adapted instruction, modelling, routines, scaffolds and careful checking of understanding.

WAVE 2 Targeted intervention

A focused group or individual programme with a clear baseline, target and review date.

WAVE 3 Individualised specialist support

More personalised provision, often informed by specialist assessment or external advice.

A pupil may receive support at more than one level. Intervention does not, by itself, confirm a diagnosis.



Cognition & Learning



- Literacy: phonics, fluency, comprehension, spelling and writing
- Numeracy: number sense, calculation, maths language and reasoning
- Attention and learning: listening, working memory, organisation and task completion

Communication & Interaction



- Understanding and using language
- Speech clarity, vocabulary and sentence development
- Social communication, turn-taking and interaction
- Visuals, AAC and structured language support

Sensory & Physical



- Fine and gross motor development
- Sensory processing and regulation
- Coordination, posture and handwriting
- Access tools, movement breaks and classroom adjustments

Social, Emotional & Mental Health

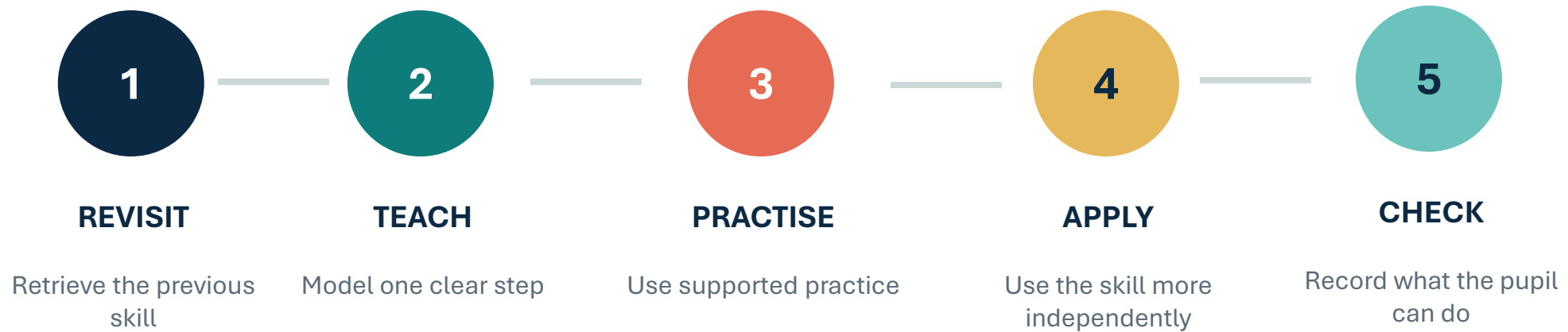


- Emotional regulation and resilience
- Confidence, relationships and social skills
- Anxiety, behaviour for learning and readiness
- Safe routines, check-ins and wellbeing support

The content of each intervention depends on the pupil's identified barrier and the skills needed to improve access to learning.

What a purposeful intervention looks like

08



Interventions should supplement classroom teaching and help pupils use the skill in lessons.



Specialist advice can deepen assessment and guide provision

Occupational Therapy

Jump Start Center

Sensory, motor and functional advice that supports access and independence.

Speech & Language Therapy

Internation Physiotherapy Center

Communication assessment, therapy and strategies for school and home.

Other specialist advice

SIDRA / HAMAD

Medical, psychological or specialist educational guidance may inform individual provision.

The school coordinates recommendations with classroom practice and reviews whether they improve access and progress.



Expectations and standards of intervention

10

01

Clear entry evidence

A defined need and baseline show why support begins.

02

Specific target

The target states the skill, expected progress and review date.

03

Consistent delivery

Following an agreed frequency and approach.

04

Recording

Staff record attendance, response and the next teaching step.

05

Progress review

The team compares current performance with the baseline every 4–6 weeks.

06

Evidence-led decision

The team continues, adapts, steps down or seeks further advice.



What families can expect

- ✓ A clear explanation of the support and its intended outcome
- ✓ A named point of contact for questions
- ✓ Updates at agreed review points
- ✓ Practical strategies that can also work at home
- ✓ Honest discussion when progress suggests a change

How families can help

- ✓ Share relevant history, reports and changes at home
- ✓ Tell us which strategies help or create difficulty
- ✓ Support short, manageable practice when agreed
- ✓ Encourage attendance and celebrate effort
- ✓ Bring questions to the review conversation





مدرسة المتحدة الدولية

United School International

The Pearl Island جزيرة اللؤلؤة

an Orbital Education School

Thank You