EPSOM COLLEGE MALAYSIA

Inclusion Policy

Date: Jun 2026
Review Date: Jun 2027
Responsibility: Deputy Head Pastoral

1. Introduction

This policy sets out how Epsom College Malaysia promotes inclusion, equity, and access across its academic, pastoral, boarding, and co-curricular provision. It reflects the School's values of Kindness, Integrity, and Ambition and affirms the right of every pupil to learn in a safe, respectful, and supportive environment.

Inclusion refers to the practice of ensuring equitable access to learning and participation for all pupils, recognising and valuing diversity in ability, background, language, culture, belief, and personal circumstance. The School seeks to remove barriers to learning where reasonably possible and to ensure that every pupil feels valued, respected, and able to participate fully in school life.

Inclusion operates within the context of the School's resources, staffing, facilities, and programme structures.

2. Aims

The School is committed to fair and equitable treatment of all pupils.

Discrimination, harassment, bullying, or victimisation on the basis of race, nationality, religion, gender, sexual orientation, gender identity, disability, language background, or other personal characteristics is not tolerated. Such behaviour will be addressed in accordance with the School's Behaviour, Safeguarding, and Complaints policies.

The School welcomes pupils of all faiths and none and respects the rights and freedoms of individuals from diverse religious and cultural backgrounds.

3. Scope

This policy applies across admissions, teaching and learning, assessment, co-curricular provision, boarding, and support services, and to all pupils, including those:

- with identified additional learning needs
- with disabilities or medical conditions
- with English as an additional language
- with social, emotional, or mental health needs
- with exceptional strengths requiring stretch and challenge

Inclusion applies across all year groups and programmes.

4. Whole-School Responsibility

Inclusion is a whole-school responsibility. All teachers are responsible for the progress and wellbeing of every pupil in their classes, including those who require additional support or additional challenge. The Inclusion team supports and guides classroom practice but does not replace the central role of the teacher in planning, differentiation, and monitoring progress.

5. Identification of Need

Additional needs may be identified through:

- information provided during admissions
- screening and assessment
- teacher observation
- parental communication
- pupil self-disclosure
- external professional reports

Concerns about a pupil's progress or wellbeing are recorded and reviewed through an established referral process. Parents are informed at an early stage and involved in subsequent discussion and planning.

Parents are expected to provide accurate and complete information to enable appropriate planning and support. Where appropriate, transition information is shared between key stages to ensure continuity of support.

The School adopts a graduated approach to support. This begins with high-quality differentiated teaching in the classroom, followed where necessary by targeted intervention and, in more complex cases, consultation with or referral to external specialists.

6. Additional Learning Needs

A pupil may be considered to have additional learning needs where they experience a significantly greater difficulty in learning than the majority of their peers, or where a medical or other condition prevents or hinders them from making full use of the educational provision ordinarily provided.

Where a pupil is identified as having additional learning needs, the School will consider appropriate strategies to support access to the curriculum. These may include:

- differentiated classroom practice
- targeted small-group or individual intervention
- reasonable examination access arrangements
- structured pastoral monitoring
- collaboration with external specialists where appropriate

Support plans may be developed and are reviewed at least termly, or more frequently where necessary, in consultation with relevant staff, parents, and, where appropriate, the pupil.

The School does not operate as a specialist provision. Where needs exceed the School's capacity to provide appropriate and sustainable support, this will be discussed openly with families.

7. Reasonable Adjustments and Accessibility

The School considers reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

Adjustments may include modifications to teaching approaches, assessment arrangements, timetabling, or physical access where feasible and proportionate.

The School maintains an Accessibility Plan which is reviewed periodically.

8. English as an Additional Language

The School provides structured support for pupils who are developing proficiency in English.

Assessment may be conducted to determine appropriate support. Provision may include:

- in-class differentiation
- targeted EAL support
- monitoring of language development

Pupils must demonstrate sufficient English proficiency to access the curriculum effectively, particularly in examination years and Sixth Form programmes.

9. More Able and High-Potential Pupils

Inclusion includes provision for pupils who demonstrate high levels of aptitude. The School provides stretch and challenge through:

- differentiated classroom tasks
- enrichment opportunities
- academic extension activities
- leadership roles

Provision aims to ensure that high potential is recognised and developed appropriately within the mainstream curriculum.

10. Pastoral Inclusion and Wellbeing

Inclusion is supported through the School's pastoral systems.

Heads of Key Stage, tutors, boarding staff, safeguarding leads, and relevant coordinators work collaboratively to ensure pupils feel safe, known, and supported.

Where social, emotional, or mental health needs are identified, appropriate pastoral or counselling support may be offered. Pupil voice is encouraged in discussions about wellbeing and support strategies.

11. Access Arrangements

Examination access arrangements are considered where appropriate evidence exists and in accordance with awarding body regulations.

Access arrangements reflect a pupil's normal way of working and are subject to approval under the relevant examination framework.

12. IB Career-related Programme: Accommodations and CRS Provider Notification

For pupils enrolled on the IB Career-related Programme, access arrangements and examination accommodations are implemented in accordance with IB regulations in addition to the relevant awarding body frameworks. The CP coordinator liaises with the Inclusion Lead to ensure that any approved accommodations are communicated to the IB in accordance with published deadlines.

Where a pupil has identified additional needs, the school is responsible for informing the career-related study provider of any relevant concessions or adjustments, ensuring consistency of support across all components of the programme. The CP coordinator holds responsibility for this communication in collaboration with the Inclusion Lead.

13. Professional Development

The School provides ongoing professional development to ensure that staff are equipped to implement inclusive teaching practices and respond appropriately to diverse learner needs.

Training may include differentiated instruction, cultural awareness, identification of additional learning needs, understanding of access arrangements, and strategies for supporting English language development.

14. Monitoring and Evaluation

The School monitors inclusive practice through review of admissions data, attainment and progress data, participation in co-curricular activities, classroom observation, and stakeholder feedback.

The Inclusion Lead maintains oversight of pupils receiving additional support and ensures that provision is reviewed regularly.

Senior Leadership and Governors review inclusive provision periodically to ensure that practice remains equitable, sustainable, and aligned with the School's strategic aims.

15. Collaboration with Families

Effective inclusion depends on partnership with families. Parents are expected to:

- provide accurate and timely information
- engage constructively with recommended support strategies
- attend review meetings where appropriate
- communicate concerns promptly

The School will communicate clearly regarding decisions relating to support, adjustments, and review processes, and will involve parents and, where appropriate, pupils in planning and evaluation.

16. Roles and Responsibilities

Inclusion is a shared responsibility.

Teachers

- deliver differentiated teaching
- identify emerging needs
- implement agreed strategies
- monitor progress

Heads of Key Stage and Coordinators

- oversee support plans
- coordinate provision
- monitor progress

Inclusion Lead

- oversee the strategic development of inclusive practice
- manage the referral and review process
- liaise with external professionals where appropriate
- advise staff and Senior Leadership

Senior Leadership

- ensure policy implementation
- allocate resources appropriately
- review inclusive practice strategically

Governors

- provide oversight and ensure alignment with regulatory expectations

Pupils

- engage with support provided
- contribute to review discussions where appropriate
- demonstrate respect for others

17. Complaints

Concerns relating to inclusion or equality may be raised in accordance with the School's Complaints Policy.

18. Links to Related Policies

This policy should be read alongside the Admissions Policy, Academic Integrity Policy, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, and Assessment Policy.

19. Review

This policy is reviewed annually and updated as necessary to reflect changes in regulation, inspection frameworks, awarding body requirements, and School provision.