REPTON
DUBAI

Inclusion Policy

2025-2026

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REPTON DUBAI

1. Principles

1.1 Rationale

At Repton Dubai we value children as individuals and recognise the diversity of our students. A student with Special Educational Needs and Disabilities (SEND), also referred to as a Student of Determination (SOD) or Pupil of Determination (POD) may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order to access the same curriculum as their peers. All members of staff are committed to offering an inclusive curriculum to ensure the best possible support and outcomes for all students, regardless of their needs and abilities. We promote a holistic approach and follow a social model rather than medical model meaning we focus on the individual and their surroundings rather than their actual diagnosis. We believe all children deserve the opportunity to access an extensive, balanced and differentiated academic and social curriculum. Alongside adapting the curriculum to cater for all needs. We strive to provide a nurturing environment that develops the well-being of each student. The guiding principles for learning support are:

- Every teacher is a teacher of students with SEND. Teaching students with SEND is a whole-school responsibility, requiring a whole-school approach
- Classrooms offer a safe, stimulating and supportive learning environment that allow access and challenge for all
- Teaching and learning is approached with active awareness of learning difficulties and barriers, learning differences and learning styles
- Recognition of the importance of emotional well-being and development of self-esteem and confidence as a fundamental contributor to achievement
- Language and literacy are vital to successful learning in all areas of the curriculum.
- Supporting students during phases of significant transition
- Create a community of inclusion that encompasses the needs of all students while focusing on links to real life learning experiences, ensuring all students are equipped for independence in the future

This policy takes account of the Dubai Inclusive Education Policy Framework Policy (DIEPF, 2017). The Dubai Inclusive Education Policy Framework Policy has been developed to support the United Arab Emirates' (UAE) commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. The Dubai Inclusive Education Framework Policy (2017) states that a Special Education Need and Disability is *'A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers.'*

A child will not be regarded as having a learning difficulty solely due to the household language or medium of communication being different from the language in which he/she is taught. Such a student is supported through an English Language Learner (ELL) programme.

1.2 Aims of the Inclusion Policy

Repton Dubai actively seeks to remove barriers to learning and endeavours to facilitate all students access to appropriate education opportunities to achieve their personal potential. We believe that every day, in every classroom, all students including those identified as having a SEND will learn and achieve in a safe, supportive, engaging and appropriately challenging, common learning environment where their personal, social, emotional and academic needs are fully met.

Repton Dubai aims to:

- Treat students, and prospective students with a SEND no less favourably than other students
- Identify students with a SEND accurately and promptly
- Provide appropriate provisions for those students identified as having a SEND; increasing access and removing barriers to learning
- Ensure that all teaching staff are aware of students with SENDs, and have the information necessary to differentiate effectively
- Emphasise the responsibility of all teachers to make educational provisions for students with SENDs
- Monitor the progress of students with a SEND by the use of Student Passports/Individual Education Plans (IEPs)
- Respond to recommendations by external agencies, where this does not conflict with other school policies set by governing educational authorities
- To maintain close links with parents and foster a strong working relationship

2. Legislation

2.1 This policy aims to ensure that Repton Dubai is compliant with:

- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs;
- The UAE Federal Law 2 (2015) against 'Discrimination and Hatred'.

2.2 The school admission policy adheres to:

- The Dubai Inclusive Education Framework Policy (2017);
- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs;
- The UAE Federal Law 2 (2015) concerning the 'Protection of the Right of a Persons of Disabilities in the Emirate of Dubai'.
- UAE Executive Council Resolution No. 2 of 2017 Regulating Private Schools in the Emirate of Dubai.

3. Definitions

3.1 Special Educational Needs and Disabilities (SEND)

- The Dubai Inclusive Education Framework Policy (2017) defines a person with SEND as: *'A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers.'*
- A student with a SEND may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order for them access the same curriculum.
- Special educational provision is additional to, or otherwise differentiated from, the educational provision made generally for children of the same age. The aim of the provision is to ensure the student can access education on an equitable basis and within a common learning environment with same aged peers.
- A student may be identified as having a learning difficulty if he/she:
  - Has a significantly greater difficulty in learning than the majority of children of the same age
  - Has a disability which either prevents or hinders them from making use of educational facilities provided, in comparison to children of the same age
- Student with SEND may also be referred to as a Student of Determination (SoD) or Pupil of Determination (PoD)

3.2 Disability

The Dubai Inclusive Education Framework Policy (2017) defines a disability as *'A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.'*

3.3 Discrimination

The UAE Federal Law 29 (2006) defines discrimination as *'Any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.'*

3.4 Barriers to Learning

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

3.5 Inclusive Education

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative; It is the

progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

3.6 Impairment

A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

3.7 Common Learning Environment

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

3.8 Equity

It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

3.9 English as an Additional Language (EAL) and English Language Learners (ELL)

The Department for Education (2016) states that *'a student's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community'.*
They are an extremely diverse group, such as:

- Bilingual from birth, because their parents use two languages
- Speak some English at times, but are not fluent
- Speak conversational English, but are not able to express more complex thoughts
- At a much earlier stage of learning English language

Students identified with as English as an Additional Language (EAL) will require support to access certain parts of the curriculum. Students identified as English Language Learners (ELL) receive English instruction that is given to assist the student in gaining sufficient English language proficiency to cope within the English-speaking environment. This is accomplished through a combination of specialist class instruction in addition to support within and outside the classroom.

4. Categories of Need

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination. Students may be eligible to receive learning support services if their SEND adversely affects their academic performance or access. The student may need support if they have any of the below mentioned difficulties:

Cognition and Learning- Specific Learning Difficulty (SpLD) such as Dyslexia/Dyscalculia/Dyspraxia/ Dysgraphia, Intellectual Developmental Disorder (IDD), Down Syndrome, Global Delay
Communication and Interaction- Autistic Spectrum Disorders (ASD), Speech, Language and Communication Needs (SLCN), Expressive Language Disorder, Receptive Language Disorder, Language Delay, Speech Fluency Disorder
Social, Emotional and Mental Health- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), Oppositional Defiance Disorder (ODD), Depression, Anxiety, Eating Disorder, Bipolar Disorder, Obsessive-Compulsive Disorder (OCD)
Physical, Sensory and Medical- Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Hypermobility, Muscular Dystrophy, Cerebral Palsy, Cystic Fibrosis, Organ Disorder/Defect, Severe Allergies, Asthma, Diabetes

5. Staff

5.1 Inclusion Champions/ Assistant Headteacher(s) - Inclusion [Special Educational Needs and Disabilities Coordinator]

The Inclusion Champion(s) is knowledgeable educator and a skilled practitioner who supports the development of inclusive attitudes and approaches. They are responsible for the monitoring and implementation of the government and school Inclusion documentation. To ensure strategically plan, monitor effectively and implement change, the Inclusion Champion is a member of the senior leadership team.

The Assistant Headteacher - Inclusion are responsible for the day to day operation, strategic planning and oversight of SEND/ELL across the school. The roles and responsibilities of the Inclusion Champion/Assistant Headteacher - Inclusion include:

- Strategic overview of and the implementation of the Inclusion policy

- Align Inclusion with School Improvement Plan (SIP) and inspection framework
- The day to day leadership and management of Inclusion
- Quality assurance of SEND/ELL provision across the school
- Tracking the progress of SEND/ELL students – assessment and reporting
- Ensure IEPs are accurate, appropriate and reviewed in line with DIEPF (2017)
- Strategic leadership and direction for the Inclusion Department dependent on student needs
- Liaising with and advising fellow teachers
- Managing the Inclusion team of teachers and learning support assistants
- Coordinating provision for students with SEND and ELL students
- Monitoring provision for students with SEND/ELL through regular feedback from colleagues and parents and meetings
- Overseeing the records on all students with SEND/ELL
- Liaising with parents of students with SEND/ELL
- Contributing to the continued professional development of staff
- Liaising with external agencies (Educational Psychologists, Speech Therapists, Occupational Therapists)
- Review and share information from Educational/Clinical Psychology and therapy reports to appropriately implement recommendations
- Identifies and supports students during their examinations based on individual's access arrangements

5.2 Inclusion Support Teacher

Support Teachers support students with a range of educational needs, general learning difficulties and specific learning difficulties, such as:

- Completing interventions (within the classroom setting and outside the classroom setting) with students to improve their academic, social and emotional abilities
- Offering support and guidance to staff to ensure each student have access to a modified, engaging and challenging curriculum
- Monitor and advise on students of concern identified in the classroom and implement provision to enable barriers are reduced
- Tracking the progress of each student with SEND/ELL
- Create and track IEP targets personalised to individual child's learning
- Complete testing and specialist support to identify potential barriers to learning
- Consultation with specialist agencies to ensure the level of provision is suitable to each student with SEND
- Providing a learning environment to support individual learning styles within a nurture setting
- Providing access arrangements and provision in examinations

5.3 Learning Support Assistant (LSA)

A Learning Support Assistant (LSA) contributes to the education of the student within and outside of the classrooms and works within the Inclusion Dept. team to identify and plan, to ensure the student is fully immersed into school life. The roles and responsibilities of the LSA include:

- To provide support for pupils in class or in one to one situations
- To create or modify resources as needed and advised by the Director of Inclusion
- To organise and maintain an inclusive learning environment at all times
- Facilitate one to one or small group activities advised by the Director of Inclusion
- Develop and implement Individual Educational Plans (IEP) based on the timeline
- Undertake student record keeping and monitoring of progress

5.4 Inclusive Support Team

The Inclusive Support Team (IST) is a working party which may compromise of the Inclusion Champion/Director(s) of Inclusion, Teachers, Parents, Learning Support Assistants, Therapists and Counsellor. The IST work in close collaboration with all classroom teachers and other educational staff to promote and implement inclusive education across the school by removing barriers to learning and ensuring an inclusive culture.

6. Accessibility

6.1 Equality

Repton Dubai actively seeks to remove barriers to learning and endeavours to facilitate all students access to appropriate education opportunities to achieve their personal potential. We are fully committed to avoiding discrimination and promoting equality for all students. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning.

6.2 School Site

The school campus is one of the largest in the Middle East and we endeavour to ensure that people of determination, be they student, staff, parent or visitor have full access to the range services and activities provided. Each building is complete with lifts, accessible toilets, self-cleaning facilities for personal care and is wheelchair accessible.

7. Admissions

7.1 Declaration

Parents are required to declare any form of SEND at the time of application so the school is fully informed and equipped to provide appropriate support. Withholding such information breaches the admissions process and creates risk when transparency is compromised. Depending on the level of need, the Head of Inclusion may arrange a meeting with parents to agree next steps in supporting the student. In some cases, it may be recommended that children with significant needs first access

external specialists before school entry is confirmed as safe and suitable. All information gathered is used to make an informed decision in the best interest of the child.

7.2 Legislation

Repton Dubai welcomes students of determination. We are committed to ensuring that:

- Students are not refused admission based only on their experience of SEND (DIEPF Standard 2.1)
- Students with a SEND receive 'sibling priority' for admission to a specific school or educational programme; (DIEPF Standard 2.2)
- Students with a SEND be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (DIEPF Standard 2.3)
- Students with a SEND be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age appropriate common learning environments; (DIEPF Standard 2.4)
- Students with a SEND be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities; (DIEPF Standard 2.5) the principle of equity for students with a SEND; (DIEPF Standard 2.6)

The Repton Dubai Admissions Policy is guided by the stipulations of the Dubai Inclusive Education Framework (2017), adhering to:

- UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination
- Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

8. Standard School Service

8.1 Human Resources

- Access and guidance from the Head of Inclusion
- Access to a team of support staff including external specialists and therapists
- Counselling and pastoral support staff

8.2 Physical Resources

- Screening and identification tools, computer-based programmes supporting identification, personalised learning/intervention plans, Individual Education Plan/Student Passport
- Appropriate learning experiences within a common learning environments, access to appropriate classrooms, learning support spaces including therapy rooms
- Guidance and access to external services and specialists

8.3 Specific Services for Students

- Formal and informal assessment to identify learning styles with external providers

- The development and implementation of an Individualised Education Plan
- Curriculum modifications and adaptations to enable the student to access educations in the common learning environment with age-related peers
- Advice and guidance to parents/guardians of students with a SEND
- Completing a risk assessment where necessary to ensure safety of students always remains a priority

8.4 Specific Provisions

- Quality first teaching at support Level 1; allowing students to access the curriculum
- Teaching of Level 2 students; accessing small group interventions
- ELL support groups supported by specialist staff to accelerate language a acquisition
- Two lesson per week withdrawal one to one support for Level 3 students
- In-class support for multiple students
- Access to online platforms such as Nessy, Toe by Toe, Literacy Planet, TEAMs, Seesaw
- Additional Level 2 support in weekly spelling, Toe by Toe, fine motor skills, Math skills, phonics and reading, Lexonik
- Speech and language screeners
- Occupational therapy screeners
- In-class observations
- Support in recruiting iLSAs

8.5 Additional Services

Repton Dubai offers additional services beyond the Standard School Service at an additional cost. These services include:

- Speech and language therapy sessions
- Occupational therapy sessions
- Individual Learning Support Assistant (ILSA)
- Nurture classes for English and Math

8.6 Individual Learning Support Assistant

Level 3 students who require significant support to access the mainstream curriculum may be assigned a parent-funded Individual Learning Support Assistant (ILSA). The ILSA agreement is determined by the student's needs, with flexibility for shared support where appropriate. The purpose of an ILSA is to enable the student to access parts of the core curriculum; the role cannot replace the teacher or the classroom experience. An ILSA does not provide or deliver a separate adapted curriculum but supports the child in class under the guidance of the class teacher. At Repton Dubai, all ILSAs are employed through the school to ensure compliance with standards and suitability for the role. A parent may only request a change of ILSA with justified reasoning directly linked to the student's wellbeing or safeguarding. Support hours are aligned to the school day, with any additional hours for extracurricular activities arranged under an amended agreement. Communication with ILSAs will be managed through the class teacher. Once appointed, parents are required to sign a Memorandum of Understanding (MOU) to ensure clarity between school and parents, outlining the purpose, expectations, and conditions of support, including review and regression procedures. Parents or carers/helpers are not able to apply for the role of their child's ILSA. An ILSA is a support level determined by the school through careful evaluation of

reports/data/teacher feedback. Parents are not able to determine the level of support required without relative reports.

9. Identification & Support

9.1 Identification

Early identification of student needs is key in effective inclusion. All members of staff are accountable in the identification of barriers to learning for students in their care. The Inclusion Dept. offer support in testing, screening and observing students to support the students and teacher. Members of the Inclusion Dept. work closely with all departments, Year Groups, and the Admissions Team to ensure barriers to learning are identified as early as possible. Parents play a key role in working alongside the school throughout the identification process.

Students sit a standardised assessment at the beginning of the academic year. These assessments play an important role in the identification of students who may have a barrier to their learning. There are also other formative and summative assessments carried out throughout the year. These testing results as well as teacher observations help in identifying and monitoring progress. This process is a continuous process.

9.2 Assessments/Testing

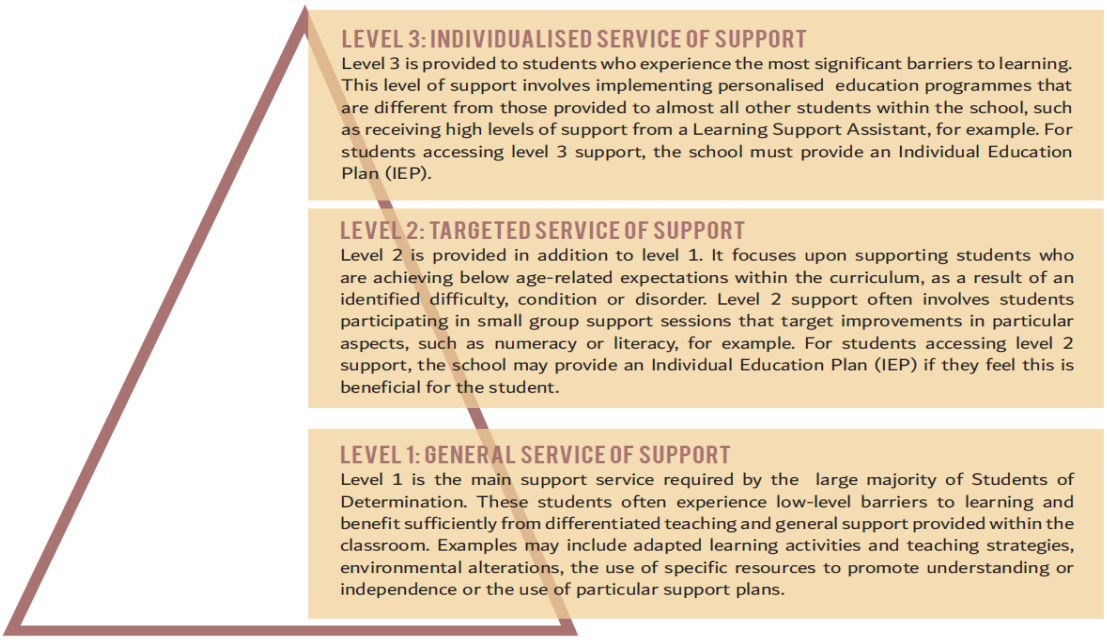
A student is identified as possibly having a SEND either through a referral by the class/subject teacher, parent or as a result of the above mentioned assessments. With parental consent, further diagnostic screening tests may be carried out. Some of the diagnostic screeners, student attainment/progress assessments include:

- Cognitive Ability Tests (CAT4)
- GL Assessments
- Reading tests (NFER & NGRT)
- Progress in English (PIE)
- Progress in Math (PIM)
- Dyslexia Screener
- Pearson Benchmark (ELL)
- Woodcock Johnson IV
- British Picture Vocabulary Scale (BPVS)
- YARC (York Assessment for Reading and Comprehension)
- WRAT (Wide Range Achievement Test)
- Expressive and Receptive Language Assessment (CELF 5)
- Formative assessments (Evidence from class teacher observation and assessment)
- Summative assessments (Student performance as measured against the outcomes within the school curriculum)

Based on the result of these tests, parents are contacted and if necessary, a formal assessment by an Educational Psychologist may be recommended. The detailed report produced from such an assessment entails the necessary information required for the development of a Student Passport/Individualised Education Plan (IEP).

9.3 Levels of Support

We believe in a graduated approach to intervention, with students receiving support based on their needs.



9.4 Non-Admission

Repton Dubai follows guidance from the DIEPF (2017) to ensure fair and equitable process upon admission. In the event of a non-admission decision on a SEND student, adequate observations and entry requirements are conducted. Non-admission decisions are based on wellbeing of child and the adequacy of the learning environment. The school shall not risk the wellbeing and care of student of determination without determining support structures to allow for fair admission.

Private schools across Dubai are required to take action to encourage, promote and enable students of determination equitable access to appropriate education alongside peers of the same age by ensuring their admission. On the rare occasion when a school prevents a student of determination from enrolling in the school, the KHDA's non-admission notification procedure must be followed.

10. Individual Education Plan & Student Passport

10.1 Individual Education Plan (IEP)

If a student requires additional support to access the mainstream curriculum, has a formal diagnosis and receives Level 3 support, then an Individual Education Plan (IEP) will be put in place. Within the IEP, a student may have academic, social/emotional or physical/behaviour/communication targets which will be set by the Director of Inclusion. These targets will be reviewed with the students' parents alongside any key members working alongside the student. All students who have an IEP will still have access to mainstream curriculum but it may be modified to ensure the student can access, progress and succeed at their individual level.

IEPs are written using SMART goals that are reviewed termly to judge their effectiveness. Goals can focus on a specific need which may include the following**:**

Level 3 Support	Level 2 Support	Level 1 Support
Bespoke timetable	Student Passport	Quality first teaching
Individual Education Plan (IEP)	Support via learning support assistant	Curriculum to meet needs
Examination access arrangements	Literacy intervention	Pastoral support
Speech and language therapist	Numeracy intervention	Extra-curricular activities
Occupational therapist	Lego therapy	Access to lunch clubs
Educational psychologist	Nurture/social skills group	Access to school nurse
Dyslexia specialist teacher	Mindfulness/relaxation group	Transition – post 11 & post 16
ELL specialist teacher	Behaviour management	Parents evenings
Launch Pad/Language Lab	Inclusive resources/strategies	Accessible school site
External specialist support	Year group interventions	Learning style awareness

- Reduce the attainment gap between the student and their peers
- Ensure improved or continued progress of each student
- Provide access to the individualised curriculum
- Demonstrate improvement in organisational, social or personal skills
- Display improvements in the student's behaviour
- Lead to appropriate exam entry
- Proceed to participation in further education, training and/or employment

10.2 Student Passport

Students considered Level 2 and Level 3 will receive a Student Passport which is a one page profile that is personalised to each student and their needs. Student Passports are written/reviewed in collaboration with the class teacher/subject teacher and Inclusion Department. The Student Passports are reviewed termly to judge their effectiveness.

11. Examination Access Arrangements

Examination access arrangements allow candidates to show what they know and what they can do, without changing the demands of the assessment. They do not make the exam or assessment easier, they simply adapt the procedure to suit the individual candidate's style of working.

Access arrangements must be authorised by the examination boards. Each examination board has strict guidelines regarding the evidence they will accept for access arrangements and these include a "psychological/psycho-educational/medical report from a psychological or medical service and educational evidence". Examination access arrangements cannot be granted at the discretion of the school. Access arrangements apply to both internal and external exams and assessments. Additional support range from:

- **Extra-time**- granted 25% extra time; in exceptional circumstances this may be increased to 50% extra time.
- **Reader-** to read the instructions of the paper, the questions and the candidates answers.
- **Scribe**- writes down, or word processes, a candidate dictated answers to the questions. The candidate may use a word processor with the spelling and grammar check enabled instead.
- **Laptop**- word processor with the spelling and grammar check disabled.
- Prompter- keeps the student focused on the need to answer a question and then move on to the next question.
- **Modified paper**- modifications include increased font and diagram size, alternate coloured paper, modified language paper and braille paper.
- **Supervised Rest Breaks**- timing of the examination can be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's needs/condition.
- **Separate Examination Room**- The candidate may complete their examinations in a separate examination room with an invigilator. The candidate may work more effectively if they can read out-loud to themselves which they would be entitled to do.

12. English Language Learners (ELL) & English as an Additional Language (EAL)

12.1 English Language Learner (ELL)

A student with no English or very limited English skills may be identified as ELL. They are new to English or early in the stages of English acquisition. This means that they are at the start of acquiring language skills to understand basic instructions or take part in a basic factual conversation on a

predictable topic. They require a significant level of support to access the curriculum and become independent users of English. Their speaking and listening skills are so limited that these students will receive intervention from our EAL teacher to aid with their language acquisition. These students will likely be categorised as 'Level 3: New to English' on the Repton English Language Continuum.

12.2 English as an Additional Language (EAL)

Students without a firm grasp on the English language may be identified EAL. These students are more proficient but they may still be basic users of English. They are becoming familiar or becoming competent in speaking and listening, but may require more work on reading, writing and the use of English. These students will receive support from our EAL teaching assistant(s). They still need support to access the curriculum and become independent users of English. They are assessed using the same procedure as native English speakers. These students will likely be categorised as 'Level 2: Early Acquisition' or 'Level 1: Becoming Familiar' or on the Repton English Language Continuum.

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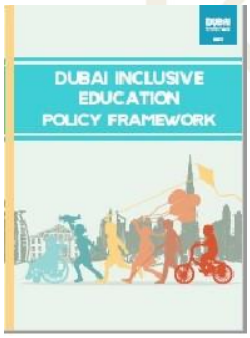
Appendix

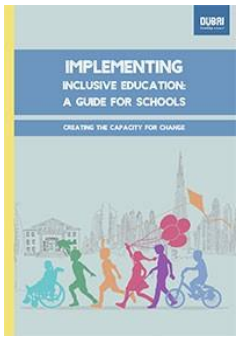
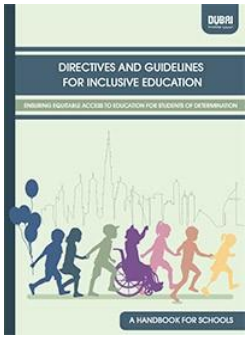
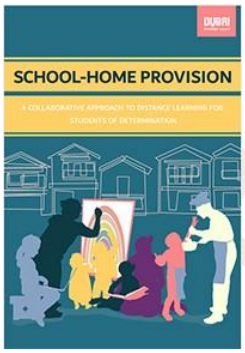
A -English Language Continuum Descriptors

Level of Need	Descriptors
Level 3: New to English	- Listens attentively to an English speaker with guidance. - Follows one-step directions. - Uses context cues to respond appropriately to classroom routines. - Responds to greetings with nods and gestures. - Responds to simple questions with guidance. - Expresses needs in English with single words and gestures. - Responds during classroom discussions with nods and gestures. - Participates non-verbally in the classroom. - Names simple objects with guidance. - Repeats English words and phrases with guidance. - Echoes single words and/or short phrases. - Produces single words and/or stock phrases with guidance. - Demonstrates enthusiasm about learning English. - Demonstrates enthusiasm about learning English.
Level 2: Early Acquisition	- Begins to follow illustrated stories and classroom instruction - Follows two-step directions. - Responds to greetings with single words and/or phrases.

	- Begins to respond to simple questions with one-word answers. - Begins to express needs and give basic information (e.g., "I'm fine" and "this pen"). - Participates orally in classroom discussions with guidance. - Uses some basic classroom vocabulary. - Understands everyday classroom and subject area language with guidance. - Begins to repeat new English words and phrases clearly. - Begins to communicate using short phrases and - Simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy."). - Practices English and tries new words and phrases.
Level 1: Becoming Familiar	- Begins to listen attentively to an English speaker. - Follows multi-step directions. - Begins to use English in social situations. - Responds to greetings with phrases. - Responds to simple questions with more than one word answers. - Uses different language functions in discussions (e.g., predicting and describing) with guidance. - Participates in classroom discussions and offers opinions and feedback with guidance. - Begins to understand classroom and subject area language. - Begins to use expanding vocabulary that is less context bound. - Begins to speak English clearly. - Communicates using short phrases and simple language patterns. - Begins to use connected discourse (e.g., "Yesterday I went pool and I swim.").

B - UAE & Dubai Laws and Documentation

2017	
	Title: **Dubai Inclusive Education Policy Framework**
	English - https://www.khda.gov.ae/en/publications/article?id=10239
	Arabic - https://www.khda.gov.ae/ar/publications/article?id=10239
2018	
	Title: **The Gift of Good Governance**
	English - https://www.khda.gov.ae/en/publications/article?id=10247
	Arabic - https://www.khda.gov.ae/ar/publications/article?id=10247

2019	
	Title: **Dubai Inclusive Education Policy Implementation** ***English -*** https://www.khda.gov.ae/en/publications/article?id=10248 ***Arabic -*** https://www.khda.gov.ae/ar/publications/article?id=10248
2019	
	Title: **Directives and Guidelines for Inclusive Education** ***English -*** https://www.khda.gov.ae/en/publications/article?id=10258 ***Arabic -*** https://www.khda.gov.ae/ar/publications/article?id=10258
2020	
	Title: **School - Home Provision - Collaborative approach to distance learning for students of determination** ***English -*** https://www.khda.gov.ae/en/publications/article?id=10259 ***Arabic -*** https://www.khda.gov.ae/ar/publications/article?id=10259
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	Title: **Advocating for Inclusive Education - A Guide for Parents** ***English -*** https://www.khda.gov.ae/en/publications/article?id=1026 ***Arabic -*** https://www.khda.gov.ae/en/publications/article?id=1026
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