

Repton Dubai

Inclusion Policy

Academic Year 2026–27

Owner: Assistant Headteacher – Inclusion · Review cycle: Annual · Aligned to the Dubai Inclusive Education Policy Framework (DIEPF, 2017) and KHDA requirements

Contents

1. Principles

1.1 Rationale

At Repton Dubai we value every child as an individual and recognise the diversity of our student body. 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 than students of the same age, and may require additional support or provision to access the same curriculum as their peers.

All staff are committed to offering an inclusive curriculum that delivers the best possible support and outcomes for every student, regardless of need or ability. We follow a social model of inclusion rather than a medical model, focusing on the individual and their environment rather than on diagnosis alone. Every child deserves access to a broad, balanced, and differentiated academic and social curriculum, delivered within a nurturing environment that supports wellbeing as well as attainment.

Our guiding principles for learning support are:

- Every teacher is a teacher of students with SEND — supporting these students is a whole-school responsibility, requiring a whole-school approach.
- Classrooms offer a safe, stimulating, and supportive learning environment that provides access and challenge for all.
- Teaching and learning are approached with active awareness of learning difficulties, barriers, differences, and styles.
- Emotional wellbeing and the development of self-esteem and confidence are recognised as fundamental contributors to achievement.
- Language and literacy are vital to successful learning across all areas of the curriculum.
- Students are supported through phases of significant transition.
- A community of inclusion is created that addresses the needs of all students, with strong links to real-life learning experiences that prepare every student for future independence.

This policy takes account of the Dubai Inclusive Education Policy Framework (DIEPF, 2017), which supports the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and to federal and local legislation calling for the inclusion of all learners. The DIEPF (2017) defines a Special Educational Need and Disability 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 child is not regarded as having a learning difficulty solely because the language used at home differs from the language of instruction. Such a student is instead supported through the school's English Language Learner (ELL) programme.

1.2 Aims of the Inclusion Policy

Repton Dubai actively seeks to remove barriers to learning and to give every student access to appropriate educational opportunities through which to achieve their personal potential. We believe that, every day and in every classroom, all students — including those identified as having a SEND — should 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 provision for students identified as having a SEND, increasing access and removing barriers to learning.
- Ensure all teaching staff are aware of students with SEND and have the information needed to differentiate effectively.
- Emphasise the responsibility of all teachers to make appropriate educational provision for students with SEND.
- Monitor the progress of students with a SEND through Student Passports and Individual Education Plans (IEPs).
- Respond to recommendations from external agencies, where these do not conflict with other school policies set by governing educational authorities.
- Maintain close links with parents and foster a strong working relationship.

2. Legislation

2.1 This Policy

This policy ensures Repton Dubai's compliance with:

- UAE Federal Law No. 29 of 2006, concerning the Rights of People of Determination.
- UAE Federal Law No. 2 of 2015, against Discrimination and Hatred.

2.2 Admissions

The school's admissions policy adheres to:

- The Dubai Inclusive Education Policy Framework (2017).

- UAE Federal Law No. 29 of 2006, concerning the Rights of People of Determination.
- UAE Federal Law No. 2 of 2015, 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.

3. Definitions

3.1 Special Educational Needs and Disabilities (SEND)

The DIEPF (2017) defines SEND as set out in Section 1.1 above. A student with a SEND may find it significantly harder to learn or take part in activities than students of the same age, and may require additional support to access the curriculum. Special educational provision is additional to, or otherwise differentiated from, the provision made generally for children of the same age, with the aim of ensuring equitable access within a common learning environment. A student may be identified as having a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability that prevents or hinders use of the educational facilities generally provided, compared with children of the same age.

A student with SEND may also be referred to as a Student of Determination (SoD) or Pupil of Determination (PoD).

3.2 Disability

“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.” (DIEPF, 2017)

3.3 Discrimination

“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.” (UAE Federal Law No. 29 of 2006)

3.4 Barriers to Learning

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

3.5 Inclusive Education

Inclusive education ensures access to quality education for all students by meeting their diverse needs in a way that is responsive, accepting, respectful, and supportive. It is evident through student engagement and participation in an education programme within a common learning environment, supported by targeted provision that reduces and removes barriers to inclusion. Inclusive education is not a project or initiative; it is the progressive development of attitudes, behaviours, systems, and beliefs that make inclusion a norm underpinning school culture and everyday school life.

3.6 Impairment

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

3.7 Common Learning Environment

An educational setting in which students from different backgrounds and with different abilities learn together inclusively, for the majority of their regular instruction hours. This may include classrooms, libraries, the gym, performance theatres, music rooms, cafeterias, playgrounds, and the local community. A common learning environment is never a place where students with a SEND learn in isolation from their peers. Effective common learning environments:

- Enable each student to fully participate in a learning environment designed for, and shared with, all students.
- Provide a positive climate, promote a sense of belonging, and support progress toward personal, social, emotional, and academic goals.
- Are responsive to individual learning needs through sufficient support and student-centred teaching practice.

3.8 Equity

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 recognises that learners have different needs requiring different types of support to develop their full potential, and it requires differential treatment that reduces gaps between the outcomes of the most and least advantaged groups. Equity for students with SEND is achieved when schools provide a learning experience that promotes belonging and enables appropriately challenging academic and social engagement.

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

A student's first language is any language other than English to which the child was exposed during early development and continues to be exposed at home or in the community. EAL and ELL students are an extremely diverse group, including those who:

- Are bilingual from birth, because their parents use two languages.
- Speak some English at times, but are not yet fluent.

- Speak conversational English, but are not yet able to express more complex thoughts.
- Are at a much earlier stage of learning the English language.

Students identified as EAL require support to access certain parts of the curriculum. Students identified as ELL receive English instruction designed to build sufficient proficiency to cope within an English-speaking environment, delivered through a combination of specialist class instruction and support within and outside the classroom.

4. Categorisation of Need

The following framework, based on the UAE's unified categorisation of disability, provides an important structure for identifying Students of Determination. Students may be eligible for learning support services where their SEND adversely affects their academic performance or access to learning.

Area of Need	Examples
Cognition and Learning	Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia, dyspraxia, or dysgraphia; Intellectual Developmental Disorder (IDD); Down Syndrome; Global Delay.
Communication and Interaction	Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN); Expressive or Receptive Language Disorder; Language Delay; Speech Fluency Disorder.
Social, Emotional and Mental Health	Attention Deficit Disorder / ADHD; Oppositional Defiance Disorder (ODD); depression; anxiety; eating disorders; 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 disorders; severe allergies; asthma; diabetes.

5. Staff

5.1 Assistant Headteacher – Inclusion (Special Educational Needs and Disabilities Coordinator)

The Assistant Headteacher – Inclusion is a knowledgeable educator and skilled practitioner who supports the development of inclusive attitudes and approaches across the school, and who monitors and implements government and school inclusion documentation. As a member of the Senior Leadership Team, the postholder provides strategic planning, effective monitoring, and oversight of change, together with day-to-day operational leadership of SEND and ELL provision. Responsibilities include:

- Strategic overview and implementation of the Inclusion Policy.

- Aligning Inclusion with the School Improvement Plan (SIP) and the inspection framework.
- Day-to-day leadership and management of Inclusion.
- Quality assurance of SEND and ELL provision across the school.
- Tracking the progress of SEND and ELL students through assessment and reporting.
- Ensuring IEPs are accurate, appropriate, and reviewed in line with the DIEPF (2017).
- Providing strategic leadership and direction for the Inclusion Department, responsive to student needs.
- Liaising with and advising fellow teachers.
- Managing the Inclusion team of teachers and Learning Support Assistants.
- Coordinating provision for SEND and ELL students.
- Monitoring provision through regular feedback from colleagues, parents, and meetings.
- Overseeing records for all SEND and ELL students.
- Liaising with parents of SEND and ELL students.
- Contributing to staff continuing professional development.
- Liaising with external agencies, including Educational Psychologists, Speech Therapists, and Occupational Therapists.
- Reviewing and sharing information from educational and clinical psychology and therapy reports, to implement recommendations appropriately.
- Identifying and supporting students during examinations, based on individual access arrangements.

5.2 Inclusion Support Teacher

Support Teachers work with students who have a range of educational needs, general learning difficulties, and specific learning difficulties. Their responsibilities include:

- Delivering interventions, within and outside the classroom, to improve students' academic, social, and emotional skills.
- Supporting and guiding staff to ensure every student can access a modified, engaging, and challenging curriculum.
- Monitoring and advising on students of concern identified in the classroom, and implementing provision to reduce barriers.
- Tracking the progress of each SEND and ELL student.
- Creating and tracking IEP targets personalised to each child's learning.
- Completing testing and specialist support to identify potential barriers to learning.
- Consulting with specialist agencies to ensure provision is suitable for each student with SEND.

- Providing a learning environment that supports individual learning styles within a nurturing setting.
- Providing access arrangements and provision during examinations.

5.3 Learning Support Assistant (LSA)

A Learning Support Assistant (LSA) contributes to a student's education within and outside the classroom, working within the Inclusion Department team to plan support and ensure the student is fully immersed in school life. Responsibilities include:

- Providing support for students in class or in one-to-one situations.
- Creating or modifying resources as advised by the Assistant Headteacher – Inclusion.
- Organising and maintaining an inclusive learning environment at all times.
- Facilitating one-to-one or small-group activities as advised by the Assistant Headteacher – Inclusion.
- Developing and implementing Individual Education Plans (IEPs) in line with the agreed timeline.
- Undertaking student record-keeping and progress monitoring.

5.4 Inclusive Support Team (IST)

The Inclusive Support Team is a working party that may comprise the Assistant Headteacher – Inclusion, teachers, parents, Learning Support Assistants, therapists, and the school counsellor. The IST works in close collaboration with classroom teachers and other staff to promote and implement inclusive education across the school by removing barriers to learning and embedding an inclusive culture.

6. Accessibility

6.1 Equality

Repton Dubai actively seeks to remove barriers to learning and to facilitate every student's access to appropriate educational opportunities. We are committed to avoiding discrimination and promoting equality for all students, and to ensuring that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff liaise with parents, teaching colleagues, and outside agencies to remove barriers to learning.

6.2 School Site

The Repton Dubai campus is among the largest in the Middle East. We endeavour to ensure that people of determination — whether student, staff, parent, or visitor — have full access to the school's services and activities. Every building includes lifts, accessible toilets, self-cleaning facilities for personal care, and wheelchair access.

7. Admissions

7.1 Declaration

Parents are required to declare any SEND at the time of application, so the school is fully informed and equipped to provide appropriate support. Withholding such information compromises the transparency of the admissions process and creates avoidable risk. Depending on the level of need, the Assistant Headteacher – Inclusion may arrange a meeting with parents to agree next steps. 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 reach a decision in the best interests of the child.

7.2 Legislative Commitments

Repton Dubai welcomes students of determination. In line with the DIEPF (2017), we are committed to ensuring that:

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

The Repton Dubai Admissions Policy is further guided by:

- 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 to, and guidance from, the Assistant Headteacher – 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 identification programmes, and personalised learning and intervention plans, including Individual Education Plans and Student Passports.
- Appropriate learning experiences within common learning environments, including access to learning support spaces and therapy rooms.
- Guidance and access to external services and specialists.

8.3 Specific Services for Students

- Formal and informal assessment to identify learning styles, working with external providers.
- Development and implementation of an Individual Education Plan.
- Curriculum modifications and adaptations to enable access within the common learning environment alongside age-related peers.
- Advice and guidance for parents and guardians of students with a SEND.
- Risk assessment, where necessary, to ensure student safety remains a priority.

8.4 Specific Provisions

- Quality-first teaching at Level 1, enabling access to the curriculum.
- Small-group interventions for Level 2 students.
- ELL support groups led by specialist staff to accelerate language acquisition.
- Two lessons per week of one-to-one withdrawal support for Level 3 students.
- In-class support for multiple students.
- Access to online platforms such as Nessy, Toe by Toe, Literacy Planet, Microsoft Teams, and Seesaw.
- Additional Level 2 support in spelling, fine motor skills, mathematics, phonics, and reading, including Toe by Toe and Lexonik.
- Speech and language screening.
- Occupational therapy screening.
- In-class observations.
- Support in recruiting Individual Learning Support Assistants (ILSAs).

8.5 Additional Services

Repton Dubai offers additional services beyond the Standard School Service at an additional cost, including:

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

8.6 Individual Learning Support Assistant (ILSA)

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 arrangement is determined by the student's needs, with flexibility for shared support where appropriate. An ILSA enables the student to access parts of the core curriculum, working under the guidance of the class teacher; the role does not replace the teacher, the classroom experience, or deliver a separate adapted curriculum.

All ILSAs are employed through the school to ensure compliance with relevant standards and suitability for the role. A parent may request a change of ILSA only with justified reasoning directly linked to the student's wellbeing or safeguarding. Support hours are aligned to the school day; additional hours for extracurricular activities require an amended agreement. Communication with ILSAs is managed through the class teacher.

Once an ILSA is appointed, parents are required to sign a Memorandum of Understanding (MOU) that sets out the purpose, expectations, and conditions of support, including review and de-escalation procedures. Parents, carers, or helpers may not apply for the role of their own child's ILSA. The level of support required is determined by the school through careful evaluation of reports, data, and teacher feedback, rather than by parental request alone.

9. Identification and Support

9.1 Identification

Early identification of student needs is central to effective inclusion. All staff are accountable for identifying barriers to learning among the students in their care. The Inclusion Department supports testing, screening, and observation of students, working closely with all departments, year groups, and the Admissions team to identify barriers as early as possible. Parents play a key role alongside the school throughout this process.

Students sit a standardised assessment at the beginning of the academic year, which plays an important role in identifying students who may have a barrier to learning. Further formative and summative assessments are carried out throughout the year; together with teacher observation, these support the continuous identification and monitoring of student progress.

9.2 Assessments and Testing

A student may be identified as possibly having a SEND through referral by a class or subject teacher, by a parent, or as a result of standardised assessment. With parental consent, further diagnostic screening may be carried out. Diagnostic screeners and attainment or progress assessments used at Repton Dubai include:

- Cognitive Ability Tests (CAT4).
- GL Assessments.
- Reading tests (NFER and NGRT).
- Progress in English (PIE) and Progress in Maths (PIM).
- Dyslexia screening.
- Pearson Benchmark (ELL).
- Woodcock Johnson IV.
- British Picture Vocabulary Scale (BPVS).
- York Assessment of Reading for Comprehension (YARC).
- Wide Range Achievement Test (WRAT).
- Clinical Evaluation of Language Fundamentals (CELF-5), for expressive and receptive language.
- Formative assessment, through class teacher observation.
- Summative assessment, measuring performance against curriculum outcomes.

Where results indicate a need, parents are contacted and, where necessary, a formal assessment by an Educational Psychologist may be recommended. The resulting report provides the information needed to develop a Student Passport or Individual Education Plan (IEP).

9.3 Levels of Support

Repton Dubai follows a graduated approach to intervention, with students receiving support matched to their level of need.

- Level 1 – General Service of Support: the main support service required by the large majority of Students of Determination, who typically experience low-level barriers to learning and benefit from differentiated teaching and general classroom support, such as adapted activities, environmental adjustments, and the use of specific resources to promote understanding or independence.
- Level 2 – Targeted Service of Support: provided in addition to Level 1, for students achieving below age-related expectations as a result of an identified difficulty, condition, or disorder. Support often involves small-group sessions targeting specific areas such as numeracy or literacy. A Student Passport is provided, and an Individual Education Plan (IEP) may also be provided where the school considers it beneficial.

- Level 3 – Individualised Service of Support: provided to students experiencing the most significant barriers to learning, through personalised education programmes that differ substantially from provision made for other students, such as high levels of Learning Support Assistant time. Students accessing Level 3 support receive an Individual Education Plan (IEP).

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

9.4 Non-Admission

Repton Dubai follows DIEPF (2017) guidance to ensure a fair and equitable admissions process. Where a non-admission decision concerning a student with SEND is under consideration, adequate observation and review of entry requirements are carried out. Non-admission decisions are based on the wellbeing of the child and the adequacy of the learning environment available; the school will not place the wellbeing or care of a Student of Determination at risk without first establishing the support structures necessary for a fair admission.

Private schools across Dubai are required to encourage, promote, and enable equitable access for students of determination by ensuring their admission. On the rare occasion that a school is unable to admit a student of determination, the KHDA's non-admission notification procedure must be followed.

10. Individual Education Plan and Student Passport

10.1 Individual Education Plan (IEP)

Where a student requires additional support to access the mainstream curriculum, has a formal diagnosis, and receives Level 3 support, an Individual Education Plan (IEP) is put in place. An IEP may include academic, social/emotional, or physical/behaviour/communication targets, set by the Assistant Headteacher – Inclusion and reviewed with parents and key staff working with the student. Students with an IEP retain access to the mainstream curriculum, modified as needed to ensure they can access, progress, and succeed at their individual level.

IEPs are written using SMART goals and reviewed termly to judge their effectiveness. Goals may focus on:

- Reducing the attainment gap between the student and their peers.
- Ensuring improved or continued progress.
- Providing access to an individualised curriculum.
- Demonstrating improvement in organisational, social, or personal skills.
- Supporting improvements in behaviour.
- Leading to appropriate examination entry.
- Supporting progression to further education, training, or employment.

10.2 Student Passport

Students receiving Level 2 or Level 3 support receive a Student Passport: a one-page profile personalised to the student and their needs. Student Passports are written and reviewed in collaboration with the class or subject teacher and the Inclusion Department, and are reviewed termly to judge their effectiveness.

11. Examination Access Arrangements

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

Access arrangements must be authorised by the relevant examination board, each of which sets strict requirements for the supporting evidence it will accept, typically including a psychological, psycho-educational, or medical report alongside educational evidence. Access arrangements cannot be granted at the school's discretion, and apply to both internal and external exams and assessments. Available arrangements include:

- Extra time – typically 25% extra time, increased to 50% only in exceptional circumstances.
- A reader, to read the paper's instructions, questions, and the candidate's answers.
- A scribe, to write or word-process the candidate's dictated answers (or a word processor with spelling and grammar check enabled, used by the candidate directly).
- A laptop, used as a word processor with spelling and grammar check disabled.
- A prompter, to keep the candidate focused on answering and moving between questions.
- A modified paper – for example, increased font or diagram size, alternative coloured paper, modified language, or braille.
- Supervised rest breaks, with timing paused and resumed as needed; an invigilator accompanies any candidate who leaves the examination room.
- A separate examination room with an invigilator, including where a candidate works more effectively reading aloud to themselves.

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

12.1 English Language Learner (ELL)

A student with no or very limited English may be identified as ELL. These students are new to English, or at an early stage of acquisition, and are beginning to acquire the language skills needed to understand basic instructions or take part in simple, factual conversation. They require significant support to access the curriculum and become independent users of English, receiving intervention from the school's EAL teacher. These students are typically 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 of English may be identified as EAL. These students are more proficient and are becoming familiar or competent in speaking and listening, but may still require support with reading, writing, and the wider use of English. They receive support from the school's EAL teaching assistants, and are assessed using the same procedures as native English speakers. These students are typically categorised as Level 2: Early Acquisition or Level 1: Becoming Familiar on the Repton English Language Continuum.

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 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. – Participates non-verbally in the classroom. – Names simple objects with guidance. – Repeats and echoes English words and short phrases with guidance. – 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", "this pen"). – Participates orally in classroom discussions with guidance. – Uses some basic classroom vocabulary.

Level of Need	Descriptors
	– Begins to repeat new English words and phrases clearly. – Produces telegraphic sentences (e.g. “I want to go shop buy toy.”). – Practises 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. – Uses different language functions (e.g. predicting, describing) with guidance. – Participates in discussions and offers opinions with guidance. – Begins to understand classroom and subject-area language. – Begins to use connected discourse (e.g. “Yesterday I went pool and I swim.”).

Appendix B — UAE and Dubai Legislation and Guidance

The following publications and legal instruments inform this policy.

Year	Title and Links
2017	Dubai Inclusive Education Policy Framework <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10239 <i>Arabic:</i> https://www.khda.gov.ae/ar/publications/article?id=10239
2018	The Gift of Good Governance <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10247 <i>Arabic:</i> https://www.khda.gov.ae/ar/publications/article?id=10247
2019	Dubai Inclusive Education Policy Implementation <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10248 <i>Arabic:</i> https://www.khda.gov.ae/ar/publications/article?id=10248
2019	Directives and Guidelines for Inclusive Education <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10258 <i>Arabic:</i> https://www.khda.gov.ae/ar/publications/article?id=10258
2020	School–Home Provision: a collaborative approach to distance learning for students of determination <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10259 <i>Arabic:</i> https://www.khda.gov.ae/ar/publications/article?id=10259
2020	Advocating for Inclusive Education — A Guide for Parents <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=1026 <i>Arabic:</i> https://www.khda.gov.ae/en/publications/article?id=1026
2020	Private Education Landscape 2020–21 <i>English:</i> https://www.khda.gov.ae/en/publications/article?id=10264

Year	Title and Links
	Arabic: https://www.khda.gov.ae/en/publications/article?id=10264
2020	KHDA Legislation Webpage English: https://www.khda.gov.ae/en/regulations Arabic: https://www.khda.gov.ae/ar/regulations
2006	UN Convention on the Rights of Persons with Disabilities and Optional Protocol English: https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf Arabic: https://www.un.org/disabilities/documents/convention/convoptprot-a.pdf
2006	Federal Law No. 29 of 2006 Concerning the Rights of People of Determination English: https://www.tamm.abudhabi/en/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/fed%20determination Arabic: https://www.tamm.abudhabi/ar-AE/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/fed%20determination
2014	Law No. 2 of 2014 Concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai English: https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20-%202014%20-%20EN.pdf Arabic: https://dlp.dubai.gov.ae/Legislation%20Ar%20Reference/2014/%D9%82%D8%A7%D9%86%D9%88%D9%86%20%D8%B1%D9%82%D9%
2016	Federal Law No. 3 of 2016: Child Rights Law English: https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf Arabic: https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_arabic.pdf
2017	Executive Council Resolution No. 2 of 2017 Regulating Private Schools in the Emirate of Dubai English: https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSch Arabic: https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSch