REPTON
AL BARSHA

Repton Al Barsha School

Inclusion Policy

2026-2027

DOCUMENT CONTROL			
Document title	Inclusion Policy	**Reference**	
Owner	Head of inclusion	**Approved by**	
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Status	Mandatory	**Applies to**	All pupils and staff across the school
Related documents	Anti-Bullying; SEND & Inclusion; Teaching and Learning		
Regulatory framework	KHDA regulations; Dubai Inclusive Education Policy Framework (2017), Implementing Inclusive Education: A Guide for Schools (2019), Directives and Guidelines for Inclusive Education (2020), Federal Law No. (29) of 2006 Concerning the Rights of People of Determination, Federal Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai, Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai		

Contents Page

1. **Policy**
2. **Inclusion at Repton Al Barsha**
3. **Laws and Regulations**
4. **The Role of Inclusion Team**
5. **Roles and Responsibilities**
6. **Admissions**
7. **Identification, Assessment, Monitoring and Review**
8. **Categories of Intervention on the Inclusion Register**
9. **Inclusion Register and Record Keeping**
10. **Provision**
11. **Exam Access Arrangements**
12. **English as an Additional Language**
13. **More, Able, Gifted and Talented**
14. **Working with External Agencies**
15. **Individual Learning Support Assistant**

POLICY STATEMENT:

At Repton Al Barsha, our guiding motto *Cotidie Melius – Every Day Better* – underpins our inclusive ethos across the whole school community.

In the Senior School, we uphold the values of **determination**, **innovation**, and **compassion**. In the Junior School, we nurture **excellence**, **responsibility**, and **kindness -** ensuring every student feels supported and empowered to succeed.

We are committed to creating a learning environment where every student can thrive, regardless of the challenges they may face.

At Repton Al Barsha, inclusion is a shared responsibility. All teachers are teachers of inclusion, working collaboratively to overcome barriers and promote success for every learner.

1. Policy

This policy outlines the processes in place at Repton Al Barsha to meet the needs of students who experience barriers to their learning. These challenges may arise from sensory or physical impairment, communication challenges, learning difficulties or challenges related to their social and emotional development.

2. Inclusion at Repton Al Barsha

At Repton Al Barsha we are fully committed to promoting the inclusion of our students, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child at Repton Al Barsha are important and valued. In accordance with the Dubai Inclusive Education Policy Framework (2017), we ensure "all students have access to quality instruction, intervention and support, so that they experience success in learning."

We aim to provide equal opportunities for all groups of students, including those with diverse needs. Our main objective is to safeguard the interests of our students and to ensure they achieve their full potential. Our students should have the opportunity to join with their peers in the curriculum and life of the school. We endeavor to provide the highest-quality provision to ensure equality of education across the key stages.

At Repton Al Barsha:

- we use our best endeavors to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs
  - we ensure that students and young people with SEND engage in the activities of the school, including ECTS, alongside students who do not have SEND
  - we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Head of Inclusion

3. Laws and Regulations

Repton Al Barsha's provision for Students of Determination is in line with the following laws and regulations:

- Dubai Inclusive Education Policy Framework (2017)
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Federal Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- U.A.E. Inspection Framework 2017
- 2020 SEND Code of Practice: 0-25 years (UK)
- Equality Act 2010 (UK)
- Keeping students safe in education (KCSIE 2023)
- Advocating for Inclusive Education (KHDA, 2021)
- Directives for Inclusive Education (KHDA, 2019)
- Implementing Inclusive Education: A Guide for Schools (KHDA, 2019)

4. The role of the Inclusion Team

The Inclusion Team is a department within the school which identifies and supports students with learning differences. All members of the Inclusion Team work alongside class teachers and subject specialists to ensure all students have access to quality first teaching. Where students continue to face barriers to their learning, despite high quality teaching (QFT), the Inclusion Team will implement appropriate support, which may include intervention/extension/enrichment activities, assessment or an Individual Education Plans (IEPs).

The Inclusion Team target support for all vulnerable learner groups including:

- Students of Determination (SoD)
- Students with Additional Educational Needs (AEN)
- English Language Learners (ELL)
- Emirati Students
- More Able, Gifted and Talented (MAGT)
- Medical Needs
- Social, Emotional and Mental Health Needs (SEMH)

The goal of additional monitoring and support from the Inclusion Team is to help remove barriers to education and promote progress of all learners. Our goal is for all students to achieve academic success despite their starting points.

5. Roles and Responsibilities

At Repton Al Barsha School **all** staff have a responsibility to promote inclusion. This will be achieved by:

- Delivering a curriculum to promote a full range of learning, thinking and lifeskills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping students with the skills, knowledge and attitudes necessary to succeedas responsible and valued members of society.
- Developing a close partnership within and with the whole community,particularly, parents, governors and outside specialists.

- Partaking in termly student progress meetings to ensure every child reaches their potential.
- All students have a right to individual help and respect from their teachers and other staff.
- All students have access to all aspects of the curriculum appropriate to their level of understanding and stage of development.
- The well-being of all students being fostered, and students being provided withextra support when experiencing difficulties.

The Principal has overall responsibility for the Inclusion provision at Repton Al Barsha School and this is delegated to the Heads of Inclusion.

The Heads of Inclusion are the designated responsible persons within the school, overseeing the provision and coordination of support for students with additional learning needs. The Heads of Inclusion work with other members of the senior leadership team (SLT) to meet regularly to discuss the provision for Inclusion at Repton Al Barsha, ensuring all students are appropriately challenged and/or supported. The Heads of Inclusion will conduct termly Student Progress Meetings with all teachers to discuss the progress of all students within the school. In addition to this, the Inclusion Team conduct termly reviews for students receiving a high level of inclusion

6. Admissions

The Heads of Inclusion may be involved in the admissions process when a prospective student presents with additional learning needs. The school will liaise with parents if a new student is in receipt of an external agency/school report which indicates the presence of a formally identified learning need.

Admissions Assessment

All prospective students will be assessed by a member of the Academic Team at Repton Al Barsha School. During this time, students will be assessed to ascertain whether they are achieving at least the standard expected of a child of their age. At this stage, initial concerns are noted and discussed with SLT

before a meeting with parents to discuss initial concerns and provision required. If required, the admissions team will liaise with the Heads of Inclusion who will meet specific students based on the information submitted during the application stage.

Please refer to the Admission Policy 2026-2027.

7. Identification, Assessment, Monitoring and Review

Teacher Referral

Teachers take responsibility for providing quality inclusive teaching and differentiation in class.

If a teacher has a concern about a student, they should follow the Graduated Approach and ensure quality first teaching is documented through the use of an Assess, Plan, Do, Review (APDR) document. A parental discussion will take place at this stage with the class teacher. Once this cycle has completed and the teacher still has concerns regarding a student's progress, then the Inclusion Team will observe the student within their learning environment and provide additional strategies for support. This procedure involves the Inclusion Team observing and identifying where potential barriers to learning may require further assessment. The APDR document tracks individual provision and highlights the journey of a student who may require further support and/ or assessment.

Assessment Tools

The school has robust systems in place for the regular observation, assessment, and recording of student progress. These systems are used to identify students who may not be making expected progress and who could require additional support. Staff draw on a wide range of assessment tools and information sources, including:

GL Progress Tests	Measure attainment and track progress in core subjects against international benchmarks.
CAT4 Tests	Assess underlying cognitive ability to identify strengths and areas of challenge in verbal, quantitative, non-verbal, and spatial reasoning.
NGRT (New Group Reading Test)	Provides a standardised measure of reading accuracy, comprehension, and vocabulary.
Early Years Goals	Track development milestones in the foundation stage to identify early learning needs.
Formative Assessments	Teacher observations and ongoing classroom assessments that provide day-to-day insights into student learning.

Summative Assessments	Measure student performance against curriculum outcomes at key points in the year.
GL: Lucid Assessment	Screens for cognitive and literacy-related learning difficulties.
GL: Lucid COPS	Identifies possible indicators of dyslexia through processing skills assessment.
Dyslexia Portfolio	A detailed diagnostic tool for exploring literacy and processing difficulties linked to dyslexia.
Dyscalculia Screener	Identifies difficulties in number sense and mathematical reasoning.
YARC (York Assessment of Reading for Comprehension)	Provides in-depth information on reading accuracy, fluency, and comprehension.
Comprehensive Test of Phonological Processing (CTOPP)	Assesses phonological awareness, memory, and rapid naming skills to identify students at risk for reading difficulties such as dyslexia.
TOWRE (Test of Word Reading Efficiency)	Measures how quickly and accurately a student can read real and non-words, helping to identify decoding and fluency difficulties.
TAPS (Test of Auditory Processing Skills)	Evaluates auditory memory, sequencing, and discrimination to identify processing weaknesses that may affect learning.
GL: WellComm	A speech and language toolkit for identifying delays in expressive and receptive language, particularly in younger learners.
Expressive and Receptive Language Assessment	Assesses a student's ability to understand (receptive) and use (expressive) spoken language, supporting early identification of speech and language needs.
Fine and Gross Motor Assessments	Measure coordination, control, and motor planning skills; used to identify physical or developmental difficulties affecting handwriting, PE, and daily school activities.

The Inclusion Team has a qualified Level 7 Access Arrangement Assessor (CCPT) on the team. Their skillset is utilized to provide additional assessment where appropriate.

All staff are expected to work closely with parents and encourage them to share relevant information that may affect their child's ability to access the curriculum andprogress with their learning.

8. Categories of Intervention on the Inclusion Register

Repton Al Barsha uses the following categories to identify students with additional needs.

Level 1 (Inclusive, Quality First Teaching)

All students benefit from quality first teaching. However, there are some students who may require further differentiation within the classroom. These students will be monitored within Level 1 to assess if the differentiation in place is enabling the child to make progress within the mainstream classroom. Where necessary, the Assess, Plan, Do, Review procedure would be implemented to track this level of differentiation.

Level 2 (Targeted Support)

Students are considered to be within Level 2 if they meet any of the following criteria:

- Students who are presenting with a learning need that cannot be met in class by differentiation alone (e.g. students receiving group targeted support);
- Students with persistent behavioural difficulties that are impacting on their learning or the learning of others;
- Students who have a sensory or physical impairment that impacts or could potentially impact on their future learning.
- Students who require one to one support from specialists (i.e. Speech & Language Therapists, Occupational Therapists, Behaviour Therapists, Physiotherapists, Dyslexia support, etc.)

Dependent on the level of need, some students may require a Learner Profile outlining key areas for support and development. The class teacher will be responsible for writing and reviewing the Learner Profile in consultation with the Heads of Inclusion and Inclusion Teachers where necessary.
For students receiving group support (focus sessions, small group intervention), progress will be tracked and recorded by the person delivering the intervention (Inclusion LSA or Inclusion Teacher).

Level 3 (Specific Support)

Students are considered to be within Level 3 if they meet any of the following criteria:

- Students who require some additional one to one support to meet their learning needs such as individual targeted support sessions;
- Students who require a high level of individual support to enable them to accessthe curriculum and make appropriate progress (according to their individual needs);
- Students who require a highly modified curriculum;
- Students who required an Individual Learning Support Assistant for some or all oftheir time in school in order for them to fully access the curriculum.

All students within Level 3 are placed on the Inclusion register and have an Individual Education Plan (IEP) in place. The writing and review of the IEP for students is the responsibility of the class teacher but will be coordinated by the Inclusion Team to ensure communication with any external professionals to determine effective targets for each IEP cycle.

N.B. Not all students receiving support from our in-house Occupational Therapist and Speech and Language Therapist will be on the Level 2/3 register. This will be assessed on a case-by-case basis.

9. Inclusion Register and Record Keeping

The Inclusion register is maintained by the Heads of Inclusion and is continually updated throughout the academic year. The current register will be shared with staff on the school shared drive. Students may be added to the register when they are identified with challenges and meet the level criteria listed above. Students may be removed from the register if they leave the school, or following successful interventions if they no longer meet the levelcriteria listed above.

Each student who is identified as having an inclusion need within the school has a confidential electronic filemaintained by the Inclusion Department. This file includes the following:

- Referral form
- Assessment documentation
- Recent assessment report by an Educational Psychologist
- IEP
- Parent meeting minutes
- Progress reports and end of term reports
- Any other relevant data

10. Provision

The Inclusion Department works with the whole school to promote inclusion for all students. It provides a range of services including the following:

- Advice and support to all staff on identification of students additional needsand strategies for supporting these needs;
- Writing, and support in writing Individual Education Plans;
- Monitoring the effectiveness of IEPs in meeting student's needs;
- Updating and dissemination of Learner Profiles to all staff;
- Co-ordination and monitoring of small group and individual targeted supportby class teachers;
- Advice and support to parents;
- Support assessing for admissions where Students of Determination (or Additional Learning Needs) are identified

- Identifying and supporting MAG&T students;
- Recognising the needs of EAL/ ELL students and targeting support;
- Provision of Social Communication Groups;
- Provision of specialist support services within school e.g. Speech and Language therapy, Occupational Therapy and Educational Psychology (at an additional cost to parents);
- Liaison with outside agencies and other external specialists (at an additional cost to parents);
- CPD for staff to help them to identify and meet the needs of their students;
- Developing and maintaining links with other schools to support inclusion.

11. Exam Access Arrangements

- Students who have been identified as having an additional learning need may be eligible for examination access arrangements
- Ongoing assessment and review assessments conducted by teachers and the Inclusion team will determine if arrangements are necessary for all work in school, including assessments and general classwork so that a 'normal way of working' and a history of need is established prior to formal application to examination boards
- When students are of appropriate age, assessment of need specifically for access arrangements will take place, using appropriate assessment tools. The school has a bank of assessments that are approved for use by the JCQ
- Following assessment, application will be made to examination boards for additional arrangements and adjustments to complete public examinations suchas GL assessments, CAT4 assessments.
- The Heads of Inclusion and Inclusion Teachers will liaise with parents and teachers with regard to the access arrangements and evidence required.
- All access arrangements and reasonable adjustments will fall in line with the Equality Act 2010 to ensure students are not disadvantaged by their differences.
- All applications for access arrangements will follow recommendations and guidelines from

the JCQ. For example, the gathering of evidence required from staff to submit any application to the appropriate awarding bodies in accordancewith the regulations set out by the JCQ and the completion of Form 8, a document required by the JCQ.

12. English as an Additional Language provision (EAL)

- Repton al Barsha is a British Curriculum school with all lessons being delivered in the English language. All its learning in English and there is an expectation that all students will be able to communicate effectively in the English language.
- Students are not regarded as having a learning difficulty solely because they are learning English as an additional language but they may require additional support in order to access the curriculum which is why this section is included in this policy

- If additional support is required for students identified as being an English Language Learner, they will be added to the ELL register and in some cases may be included on the Inclusion Register.
- If a student is identified as having an additional learning need within their native language, then they will be added to the Inclusion Register and the aim is that their individual needs will be met in line with any other student identified as requiring further support in lessons.
- ***Please refer to the English Language Learner Policy 2026-2027.***

13. More Able provision

- The school recognizes the diverse learning needs of its students and thisincludes those who are deemed as high achievers, gifted and talented.
- Students identified, tracked and monitored internally through the Inclusion Register.
- Students identified as More Able are supported with stretch and challenge learning opportunities within their class environment and focus groups.

Please refer to the More Able Policy 2026-2027.

14. Working with outside agencies

- Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as occupational therapists, Educational Psychologists, Speech and Language therapists, external clinics and centres within the Dubai network, behavioural optometrists, sensory services, SENCO forums and other appropriate experts.
- Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to

the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be borne by the parents.

- The school works closely with the respected Dubai centres FamiliesFirst, Neuropdia, Insights Psychology, Hakkini Clinic and Dubai Community Health Centre. Occupational therapy, Speech and Language Therapy, Physiotherapy and Applied Behaviour Analysis is available inschool from a range of centres. These are not exclusive providers and the Heads of Inclusio also keep contact details of other clinics and centres in Dubai and the UAE, should parents want to explore other options and other agencies.

15. Individual Learning Support Assistants

- Children with more significant needs may require one-to-one support in the form of an Individual Learning Support Assistant (ILSA). This provision is funded by parents and is reviewed termly during the student's Individual Education Plan meeting. The ILSA is employed by the family, however, the Heads of Inclusion will support in finding a suitable ILSA at the family's request. Please refer to the Memorandum of Understanding (MOU), which clearly sets out the terms and conditions of this provision within the school.

Next Review: September 2027