



Inclusion Policy

January 2025

1 Introduction

RGSGD has a strong commitment to the inclusion and support of each pupil and believes that every pupil has the right to high quality education. RGSGD welcomes applications from all children and understands that some children require additional support or different access arrangements.

“At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.” (Dubai Inclusive Education Policy Framework, DIEP 2017, p10)

In line with this principle, RGSGD encourages and supports all pupils, including those identified as having additional needs (often referred to as ‘pupils of determination’) and/or Able Gifted Talented to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

We fully support the inclusive aims of the Government of Dubai ‘My Community’ initiative, which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture, establishing Dubai as a fully inclusive, disability-friendly city by the year 2020.

Further, our policy and practice is aligned with the Directives and Guidelines for Inclusive Education (2020) and Implementing Inclusive Education: A Guide for Schools (2019).

2 Legislation

RGSGD incorporate best working practice in line with relevant overarching legislation:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol
- Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- 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
- The National Policy for Empowering People of Determination (2017)

The School’s admission policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clause, 16 Article 23 clause 4) – summarised as follows:

Article 4 Clause 14:

To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

Article 13 Clause 16:

To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

Article 23 Clause 4:

To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;

3 Statement of Intent

RGSGD is strongly committed to inclusive education across all year groups. This means inclusive provision for all who attend the school including those identified as having additional needs and pupils of determination. Through our effective teaching practices, systems of assessment and support, the school is committed to recognising the potential of all pupils. RGSGD will give them access to a broad, balanced and relevant curriculum, alongside a menu of enrichment activities.

4 RGSGD Vision for Building an Inclusive Community

This policy explains the approach to Inclusion, Special Educational Needs and Disability within the school and is in keeping with the school's aims, its academic and pastoral policies, and its policy on equality of opportunity. Our aim is to know each pupil well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

5 Inclusion Aims

As an inclusive school, RGSGD aims for all pupils, including pupils of determination to:

- "Be valued as learners with the potential to succeed and flourish alongside peers of the same age;
- Benefit from interventions that lower barriers and enable them to engage, participate and progress within relevant and meaningful learning activities; and
- Develop the resilience, self-belief and skills they require to reach their potential and develop a life-long passion for learning."

(Implementing Inclusive Education: A Guide for Schools - KHDA, 2019, p12)

6 Inclusive Admissions

RGSGD encourages and supports all pupils, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL/ELL and both National and International pupils to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

RGSGD welcomes applications for admission from pupils regardless of nationality, ethnicity, religion or learning need. It is our intention to create a harmonious and inclusive learning community where pupils can thrive socially, emotionally and academically. The RGSGD Admission Policy and Procedure can be found on the school website and aligns with the Dubai Inclusive Education Policy Framework (p19) and the Directives and Guidelines for Inclusive Education (2020).

RGSGD considers a number of influencing factors when considering enrolment applications so as to support the facilitation of a natural pupil population, our commitment to inclusion and the optimal provision of support for all pupils. The school makes every effort to ensure that no pupil is ever discriminated against. Where it is claimed that this may have taken place, the school will seek to mediate. Where necessary, the school will seek the guidance of the KHDA.

7 The Pupils of Determination Register

The Inclusion Team at RGS GD maintains a register and are accountable for regularly reviewing pupils who are deemed to have a special educational need/disability or who are known to be Able Gifted or Talented. The purpose of the register is to ensure a rigorous system of monitoring, evaluation and reporting. Further, the register is linked to the school's pupil information system to ensure that relevant staff are aware of all pupils of determination. The Inclusion register includes all currently identified pupils and information relating to their educational progress (including pupils who are not making adequate progress or meeting their age-related expectation and where additional support and provision is needed).

8 One Page Pupil Profiles, Class Teacher Support Plans and Individual Education Plans

One Page Pupil Profiles are created on any pupils with an identified need. They are shared with all staff and are working documents, which parents can contribute towards. One Page Pupil Profiles include:

- The pupil's voice (skills, abilities, challenges and interests)
- A description of the pupil's educational strengths and needs
- Benchmark testing results and or key assessment findings

Pupils who have a need for more personalised learning may have a Class Teacher Support Plan. This document is for the teacher to track their own adaptations and strategies, before needing to elevate the concern to the Inclusion Team.

As an extension of the Inclusion register, Individual Education Plans (IEPs) are created in consultation with the pupil (where age and developmentally appropriate), parents, teachers, external specialists (as necessary); and, the Inclusion Team. IEPs are to be agreed upon by and shared with relevant stakeholders. IEPs include:

- Termly target goals: IEPs always make use of SMART objectives (specific intervention, measurable outcomes, attainable targets, relevant and results oriented activities and time sensitive measures)
- Accommodations, curricular adjustment, support provisions and strategies to lower barriers to learning
- Any specific challenges related to transition
- Agreed parental support goals
- Review Date

All confidential reports/files are stored securely on the school pupil data system and are only shared with parental permission.

9 Diagnostic Assessment and Identification

Early identification is key to the progress of pupils of determination. The school uses the following to identify pupils of determination, whichever are appropriate:

- Information shared by parents during the admissions process
- Information from feeder schools/nurseries during transition phase
- Information provided by parents and/or external agencies during the course of the school year
- Information from staff, including evidence from observational assessment

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- Information from internal assessments and/or standardised assessments
- Pupil self-assessment

Where any member of teaching staff has a concern about a pupil, an 'Inclusion Referral Form' shall be completed. This form triggers a referral to the Inclusion Team where further information is collated, and observations of the pupil will take place. Parents are likely to be consulted at this stage. Where parents have concerns about their child, they should contact the RGSGD Inclusion Team.

10 External Agencies

As necessary, the Inclusion Team works in collaboration with special centres and external professionals who work to support individual pupils. Such partnerships are essential to the needs of the pupils and their families to ensure access to high quality inclusive education. Where additional information is necessary for the school to comprehensively support the pupil at school, the school will strongly recommend a referral to an external specialist. It is the responsibility of the parent to source, fund and transport their child to the appropriate external agency. Parents must provide a copy of any external assessment to the school that will assist to enhance the school's ability to support the child. Any reports received are kept in the pupil's confidential file and are available to relevant staff who are directly involved in supporting the child.

11 Meeting Additional Need

Differentiation for all pupils and levels of support

Within the school there is a graduated system of support for pupils:

Level 1 - All teachers differentiate to meet a broad range of needs in their class. This is at the heart of effective teaching and learning which supports and challenges pupils. It is expected that a large majority of pupils of determination will be sufficiently supported through this level of support.

Level 2 – Additional, specific and time limited intervention is provided to pupils who are falling behind age expected levels of performance. It is expected that the minority of pupils of determination will require access to level 2 support services.

Level 3 – Individualised and specialised provision. This may include fulltime support by a LSA. It is expected that very few pupils will require access to level 3 support service.

Access Arrangements

Access Arrangements will be based on a pupil's normal way of working to remove barriers. The school will consider the full range of provisions allowed by exam boards. The Head of Inclusion and Examinations Officer will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams.

12 Roles and Responsibilities

RGSGD is designed to enable all pupils to access all areas of learning. This is paramount as a demonstration of our belief that every pupil has the right to access a high-quality education. As such,

leadership and staff roles in developing and supporting integration are clearly scripted in line with the KHDA document: Implementing Inclusive Education: A Guide for schools, p22-29.

The Role of Leadership

The proprietor and governors hold the Principal and Leader of Provision for Pupils of Determination to account for the quality of provision and the outcomes for pupils with additional needs. Inclusion is a standing item on the agenda for each governing body meeting. A member of the governing body is nominated as the Inclusion Governor.

The Role of Inclusion Governor

The governor for inclusive education is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice.

The Role of the Principal

The Principal is responsible for the development of a comprehensive understanding of inclusive approaches to education and clear strategies required to embed these approaches across RGSGD.

The Role of the Leader of Provision for Pupils of Determination

The Head of Inclusion is the Leader of Provision for Pupils of Determination. They hold deep knowledge about barriers to learning experienced by pupils, the associated challenges for teachers and the impact on learning, development and outcomes.

The Role of the Inclusion Support Team (IST)

RGSGD ensures the formation of an Inclusion Support Team (IST) to assist the principal in achieving a vision of inclusive education in practice. The inclusion support team is led by the school principal and includes school staff with specific roles in developing inclusive education.

The Role of the Inclusion Champion

The Inclusion champion is a Learning Support Teacher and key advocate for the inclusion of pupils of determination. The Inclusion Champion is a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.

The Role of the Support Teachers

Support Teachers are accountable to the Leader of Provision for Pupils of Determination and assist teachers and other education professionals in the provision of instruction to pupils who have additional needs by spending not less than 60% of their time engaged in activities that directly assist individual teachers; not more than 25% of their time working directly with individual or small groups of pupils who experience additional needs; and not use more than 15% of his/her time working on administrative duties. Support teachers are a major resource to ensure the highest and most effective levels of inclusive practice. They play a key role in breaking down and removing real or perceived barriers to learning. Support teachers increase the capacity of classroom teachers and other education professionals to be fully inclusive.

The Role of Learning Support Assistant (LSA)

RGSGD employ a team of LSAs to support the work of pupils with additional needs. Each LSA works to an agreed job description and have undergone training relevant to their role.

From time to time, there may be instances where Learning Support Assistants are funded by the parents of pupils have additional needs. This may only be undertaken with the express and written permission of the Principal and the school must approve the appointment. In such cases, the school implements a memorandum of understanding (1:1 LSA Policy and MOU) that clearly sets out the terms and conditions of employment within the school. This includes information about professional induction, monitoring and training requirements, line management procedures, the code of conduct,

expected levels of professional practice, assessment, marking and feedback procedures, confidentiality and levels of accountability.

The Role of Parents

At RGSGD, parents/carers play a critical role in the education of their child and as such, triangulation between the parent, school and child is essential. RGSGD welcomes parent partnership and hosts an Inclusion Parents Committee meeting termly.

The Role of Teachers

Classroom teachers are responsible for the learning, progress, and outcomes of all the pupils in their classroom. They may be the first to raise a concern about potential learning difficulties within their pupils. The classroom teachers' duties involve working with a collaborative team including parents, support teachers, LSAs, and specialists.

The Role of Heads of Department

Each Head of Department liaises with the Leader of Provision for Pupils of Determination. There is communication between the subject area, the learning support team, form tutor and head of year/section. Subject departments are expected to address this curriculum needs in relation to SEND pupils directly within schemes of work and departmental policy.

13 Additional Support Fees

In the majority of cases, additional support costs to support children in the classroom are borne by the school and are included in the standard school service (as per the Directives and Guidelines for Inclusive Education p.26). In a minority of cases, a pupil may require high levels of specialist provision, for example one-on-one support from a LSA, or access to specialist therapeutic services. In such cases, the costs will be financed by the parents.

14 Able Gifted and Talented Pupils

At The Royal Grammar School Guildford Dubai, we believe that all children have the potential to perform highly and that all children have the right to a world-class, high-quality education. Our school embodies the ethos and values that have underpinned the Royal Grammar School Guildford in the UK for over 500 years. We provide all children with a supportive learning environment, taught by highly experienced teachers who care about the individual child and who encourage and develop a range of learning skills across all subject areas. Every child has a personalised learning journey that allows them to be challenged, attain highly, and make progress at a rate that is personal to them. Our end goal is to develop and prepare all of our children for the challenges of the 21st and 22nd centuries, whilst always reminding them to lead by example, stay true to our values, innovate, collaborate, and strive to be the very best we can be.

Purpose

The purpose of this policy is to outline how we (The Royal Grammar School Guildford Dubai) identify students who have a natural ability or talent and/or who are working/performing at a level that far exceeds curriculum expectations. Within this document, we will also outline how we support our AG&T learners to achieve their very best, how we provide them with opportunities that enrich their education as well as how we monitor their attainment and progress.

Aims

- To ensure a consistent approach to Able, Gifted and Talented
- To ensure that all Able, Gifted and Talented students are clearly identified
- To ensure that the school successfully caters for all children who have been identified as Able, Gifted and Talented
- To continue to promote and provide enrichment for all Able, Gifted and Talented students
- To monitor the attainment and progress of all Able, Gifted and Talented students across all areas of school

15 Definitions

The definitions of gifted and talented students (KHDA Inspection Framework, 2015-2016) take account of the 'Differentiation Model of Giftedness and Talent'* and align with international best practice.

- The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

For clarity and consistency, the definitions that have been adopted at The Royal Grammar School Guildford Dubai, considering the most up to date research and information, for our groups of learners can be found below.

More Able

This terminology refers to our children who are performing or who have been identified as being able to perform well beyond curriculum expectations. These children are identified as working or the potential to work considerably above their peers in academic subjects. They may challenge assumptions and be intellectually curious, thriving on unusual ideas and complexity.

Talented

This terminology refers to those children who may have a talent outside of academics, such as in sports, performance, design or arts. These children are often creative thinkers, who can 'think outside the box' and can include those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance."

16 Identification

At The Royal Grammar School Guildford Dubai School, we understand that the early identification of Able, Gifted and Talented students is key to ensuring they are successful and achieve highly. We understand that while some commonalities exist across some Able, Gifted and Talented learners, one size does not fit all. Able, Gifted and Talented learners exhibit different characteristics, traits,

and ways to express their abilities and talents which can range from person to person, from subject to subject and from talent to talent.

More Able Students

Will be identified through standardised test scores such as NGRT and CAT4

- Students with a CAT4 score of 131+ will automatically be added to our More Able Register (Level 3) and a learner profile will be created.
- Students with a CAT4 score of 127 – 130 will be monitored as Highly Able student (Level 2) and may be added to Level 3 of the More Able register based on additional teacher assessment

Talented Students

Will be identified through a range of different strategies that include, self, teacher, and parent nominations.

- Teacher assessment to identify students who have a natural ability to perform, design and achieve highly in any of the above areas.
- Parents are invited to share their child's achievements outside of school through our "Student Spotlight" initiative
- Students can self-nominate themselves. This will happen through a conversation with their class teacher, department leader or member of the leadership team.

Any nomination will add the student to the Talented register at Level 1. We will group these children into the following categories:

- Academic Achievements
- Artistic Achievements
- Musical Achievements
- Performance Achievements
- Sporting Achievements
- Science and Technology Achievements

To assist in our teacher assessment and to assess if a child is to be added to the Able, Gifted and Talented register, teachers, department leaders and members of the senior leadership team may also consider the below areas.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought

- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited
- Sensitivity to detail and aesthetic characteristics of ideas and things
- Willingness to act on and react to external stimulation and one's own ideas and feelings

17 Able, Gifted and Talented Register

At The Royal Grammar School Guildford Dubai, we will identify and group children into 3 “levels” to ensure each child receives the correct level of support to develop their skills, drive their passion and to ensure we maximize their progress and achievement.

Level 1 – Nomination

These children have a passion for their subject/area and often show elements of learning commitment and creativity identified above which allows them to sometimes achieve higher than their peers.

Level 2 – High Achiever

These children have been identified as being high achievers with the potential to consistently achieve higher than their peers. These children may have a talent in one or more subjects/ learning areas and can often be seen to engage in learning outside of school often within their community. These children will be identified on lesson plans and may have additional provisions in place within their lessons.

Level 3 – More Able

These children are working considerably above their peers and outside of their year group curriculum. These children may have talents that are recognized at a national or international level. These children will be clearly identified and have a Personalised Learner Profile created. These children will have personalised provisions made and will be invited to attend enrichment opportunities throughout the year.

The Able, Gifted and Talented register is regularly reviewed and updated. Students may be added or removed through out the school year and may not be identified year after year or for their whole schooling experience. Those who are identified as no longer being AG&T will only be removed based on evidence and through professional dialogue with teachers, parents and the students themselves if appropriate.

18 Provision and Curriculum Adaptions

All Children at The Royal Grammar School Guildford Dubai have access to Quality First Teaching that meets the needs of all children taking into account their personal learning styles and current attainment levels.

Within the Classroom

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- Student-centred, learning, valuing and utilizing students' interests and learning styles.
- Provide work that enriches rather than 'more of the same'.
- Using a variety of resources, ideas, strategies and tasks.
- Encouragement metacognition, or 'thinking about thinking'.
- A secure learning environment where risk-taking is valued.
- A challenging learning environment, allowing pupils to access higher-order thinking skills.
- Encourage students to ask questions of themselves, of their peers, of adults, and ideas.
- Encourage target setting that involves students in their learning and progress.
- Celebrate creative and original thinking.
- Ensure that homework extends the learning of the individual student, encouraging independence and self-motivation.
- Provide opportunities and resources which encourage the transition into further education.
- Appropriate personalized provision through the continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations

Outside of the classroom

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practise and extend their skills:

- Challenge days, such as cross-curricular initiatives and Whole School Theme days
- Extra Curricular Activities
- EA&T trips
- Musical concerts, drama workshops and performances
- Sporting competitions and elite training activities
- Master-classes and conferences
- Visiting Speakers
- Networking with cluster schools
- School Careers advisor to promote top university destinations

Personal, Social and Emotional Support

- Whole school provision ensuring personalised learning;
- Pastoral support from class teacher, form tutor, subject leader and SLT
- Mentoring, coaching and peer support where required
- Learner voice – feedback, one-to-one discussion, questionnaires, representation on school council;
- Partnership with parents and carers.

19 Monitoring

At The Royal Grammar School Guildford Dubai, we strive to ensure all our children, whether they are identified as AG&T or not, have equal access to outstanding teaching and learning opportunities. To ensure the consistency of our approaches and to maintain the highest possible teaching and learning standards, RGS has put in place and follows a rigorous monitoring and evaluation procedure.

We will continue to monitor the Able, Gifted and Talented students through

- Regular conversations and updates with the students on the register
- Work scrutiny
- Lesson observations and learning walks
- Termly Formative and Summative data uploads
- Pupil groups and performance identified and tracked incl. SEND, Emirati, Male/Female
- Pupil Progress Meetings
- Learner Profiles Reviews

20 English as a Second Language (EAL) and English Language Learners (ELL)

The EAL Department has been set up to support those pupils who do not have the level of English required to access the mainstream British curriculum successfully.

Purpose

RGSGD is committed to ensuring that all pupils for whom English is an additional language can participate fully in school life, with full access to the whole curriculum, all the co-curricular activities and all school events.

Definitions

Pupils with English as an Additional Language (usually abbreviated to EAL) means those pupils whose main language used at home is not English. ELL refers to English Language Learners. Assessment for support under the EAL policy is completely separate from assessment for support for Pupils of Determination which is covered separately under the Inclusion policy.

Objectives

The objectives of this policy are:

- to ensure that EAL/ELL pupils are enabled to overcome any barriers to accessing the curriculum and academic assessment;
- to recognise that multilingualism is a strength;
- to appreciate and value the rich and diverse cultural and linguistic experiences that EAL/ELL pupils bring to the school;
- to set out practical steps that staff will take to enable EAL/ELL pupils to take part in all aspects of school life;
- to set out the support that the School will provide to enable ELL pupils to become fluent in speaking and listening, reading and writing in English and feel confident in their English language skills so that they can reach their academic potential in English;
- to identify and utilise all opportunities in the school for modelling fluent English;
- to give guidance to parents so that they can provide appropriate support to their children so that they can flourish at school.

21 Admissions

RGSGD admits EAL pupils on the same basis as non EAL pupils.

Additional languages regularly spoken by pupils should be brought to the school's attention during the admission process.

Additional assessment may be undertaken at the admissions stage so that the appropriate level of support can be put in place. It is desired that pupils have sufficient English appropriate to their age to participate fully with appropriate support. As such, entrance assessments will be prepared, taking into account the child's level of English.

22 EAL Register

RGSGD maintains an EAL/ELL register to ensure that appropriate support is provided to all pupils and to ensure that all staff are aware of the EAL/ELL pupils in their classes.

EAL/ELL pupils are added to the EAL/ELL Register and this is reviewed twice yearly.

The EAL/ELL register and accompanying assessment data is circulated to all staff twice yearly, including to all peripatetic clubs and music staff.

23 Strategies for supporting EAL/ELL Pupils

Cummins (1981) states that, while many children develop native speaker fluency within two years of immersion in the target language, it takes between five and seven years for a child to be working on a level with first language speakers as far as academic language is concerned. To this aim, RGSGD will:

Acknowledge and value the pupil's first language;

Reinforce the pupil's confidence in their language abilities whilst understanding that it takes time to build up the additional language skills needed to undertake academic study fluently;

Provide the support and assistance needed for ELL pupils to be fully integrated into the life of the school;

Ensure that all classrooms are inclusive spaces where a range of socially, intellectually and culturally diverse pupils can thrive. As a result, EAL/ELL pupils will be integrated into the same classes as native English-speaking pupils;

Ensure that staff with special responsibility for EAL/ELL will oversee the provision and co-ordination of support for all EAL/ELL pupils.

Teaching and learning approaches

RGSGD recognises that language develops best when used in purposeful contexts across the curriculum. The emphasis is to focus more on the range of different styles and functions of language and to develop confidence to access and produce formal academic language.

Additional support is best seen as an integral part of the curriculum and lesson planning. Planning for EAL/ELL takes place separately from planning for Pupils of Determination.

Teaching and support staff play a crucial role in modelling correct use of language.

The School considers that all teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL/ELL

Students. It is the responsibility of all teachers to clarify or define words particular to their subject, provide vocabulary lists, and assist EAL/ELL students in the understanding of the nuance of words used in their subject.

Teachers ensure that EAL/ELL pupils routinely hear good models of English. Teachers take into account the language background and culture of their EAL/ELL pupils and ensure that this is included in the learning environment.

Teachers note that access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed and need to be explored.

EAL/ELL pupils are expected to contribute in English, whilst also being given space to explore concepts in their first language. A balance will be struck between encouraging contributions in English whilst also supporting their self-confidence.

Teachers understand that EAL/ELL pupils need additional time to process information and formulate answers.

A range of reading books are provided which show the many ways in which English can be used.

Language is central to our identity. Therefore, we value other languages and cultures and invite our EAL/ELL pupils to share their knowledge of them with others.

Regular communication between school and home is an integral part to effective provision.

Pupils are given the option of additional English lessons in the place of their second modern language if required.

24 Assessment and Intervention

The EAL/ELL Teachers discuss progress regularly with class and subject teachers suggesting strategies or adjusting support. The progress of groups of pupils, including EAL/ELL is measured at all points in the school's assessment calendar.

Reading, writing, speaking and listening are assessed as part of the ongoing pupil progress testing. This takes place twice yearly for ELL pupils.

All pupils identified as ELL will be provided with a pupil profile to support with their academic progress and social and emotional well being. This is written in collaboration with the parents, pupil and appropriate staff.

A tiered approach to language support is employed. The EAL team will support the teacher in working with small groups within the class. This includes support with grammar, vocabulary, comprehension, reading, and spelling. ELL intervention begins with quality provision for all in the classroom, increasing as required to in-class support and small group/individual withdrawal lessons.

It is recognised that as the pupil progresses through the school, the difficulty of the English used in various subjects will increase and may be a greater challenge to the pupil's fluency and proficiency.

Parental support

Parents are encouraged to support their child in developing their English language skills at home. This can be achieved by:

Informing the school at the admissions stage of the primary language spoken at home, any EAL support previously given and of any additional languages spoken by the child.

Working with the EAL teaching staff to help assess the correct level of support needed and discussing any additional support or resources that may be helpful.

Reviewing new English vocabulary at home.

Re-assuring the child that it takes time to develop additional language skills and this is separate from academic ability.

Participating in the EAL Parents Committee to help the school ensure access to EAL/ELL pupils and families.

25 Emirati Pupils

RGS GD is positively welcoming to pupils of Emirati heritage. Our aim is to advance, support and retain Emirati pupils. Emirati pupil achievement is tracked and monitored by the Head of Inclusion and Emirati Champion to ensure that Emirati pupils gain the skills, knowledge and qualifications they need. Pupil progress is tracked through our Emirati Pupils Provision Improvement Plan, One Page Pupil Snapshots, pupil passports and careful consideration of the progress of Emirati pupils takes place in planning and data analysis meetings. Emirati parents are actively involved in the planning of school events, such as National Day.

26 Formal Warnings

Severe Behaviour Sanctions and Re-enrolment Review Procedure

To ensure a safe, respectful, and inclusive learning environment for all, the school has a clear process for responding to behaviours that are severely disruptive and/or dangerous. This policy works in conjunction with the **Positive Relationships and Anti-Bullying Policy**, and applies to *all pupils*, including *Pupils of Determination*, in alignment with the UAE Inclusive Education Framework and KHDA guidelines.

1. Behaviours Subject to Formal Warnings

Behaviours that may result in a *Formal Warning Letter* include, but are not limited to:

- **Inappropriate language**, including swearing, directed at staff or other pupils
- **Physical aggression** towards staff or other pupils
- **Sexually inappropriate behaviour**, including gestures, comments, or physical actions
- **Behaviour that significantly disrupts the learning environment**, impeding teaching and learning for others

2. Commitment to Support

The school is committed to supporting every pupil to the best of its ability. In the first instance, a range of supportive measures will be implemented, including:

- Consulting with relevant specialists (e.g., Inclusion Support Team, Educational Psychologists, Specialist Therapists, Inclusion Consultants)
- Facilitating 1:1 Learning Support Assistant (LSA) support where appropriate
- Adapting teaching and learning through a personalised approach
- Engaging families in developing strategies and reviewing progress
- Conducting risk assessments or behaviour intervention plans as needed

These interventions aim to promote positive behaviour and uphold the dignity and rights of all pupils.

3. Formal Warning Letters

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Should severe/dangerous behaviours persist despite these supportive interventions, a *Formal Warning Letter* will be issued by the Principal and recorded on the school's behaviour and safeguarding platform.

4. Escalation Procedure

If a pupil receives **three (3) Formal Warning Letters** within a single academic year, the case will be escalated to the *School's Executive Leadership Team* for review. In accordance with regulatory expectations, the **KHDA will be informed** of all such cases involving Pupils of Determination, or where a re-enrolment review is initiated.

5. Impact on Re-enrolment

Receiving three (3) Formal Warning Letters will trigger a *Re-enrolment Review*. The Executive Leadership Team, in consultation with the Senior Leadership Team and with consideration for the school's inclusion policies and obligations, will determine the pupil's eligibility for re-enrolment in the following academic year.

The school remains committed to upholding an inclusive ethos while maintaining a safe and productive environment for all members of the community.

27 Inclusion Support Team

| Inclusion Support Team | Name |
|--|---|
| Leader of Provision for Pupils of Determination, Head of Inclusion (HoI) | Laura Evans Assistant Head Teacher, Inclusion |
| Inclusion Co-ordinators | Nikki Grant (FS-Y1) Isaac Ince (Y2-Y5) Andrea Kasem (Y6-Y9) |
| Supporting EAL and Inclusion Teachers | Caroline McGettigan (FS-Y1) Philip Bevan (Y2-5) Nellie Hamza (Y6-9) |
| Supporting EAL Teachers | Lana Turner (FS-Y3) Jennifer Upsall (Y4-Y8) |
| Nominated Inclusion Champion | Nikki Grant |
| Nominated Emirati Champion | Laura Evans |
| Nominated Learning Support Assistant | Lauren Mullaney |
| Supporting Learning Support Assistants | Joylyn Pascua |

Inclusion Policy

| | |
|----------------------|--|
| | <p>Nida Michael</p> <p>Petar Manakovski</p> <p>Joselyn Jocson</p> <p>Ankita Pandey</p> <p>Israr Hussain</p> <p>Nalini Thomas</p> <p>Kris Moreno</p> <p>Hadeel Alqudsi</p> |
| 1:1 Parent paid LSAs | <p>Jimin Kramer</p> <p>Chris Taylor</p> <p>Renarta Yufui</p> <p>Afsaneh Barzin</p> <p>Fatima Syeda</p> <p>Kristy Baker</p> <p>Sharon Nazziwa</p> <p>Nina Virdee</p> <p>Chithra Ranjith</p> <p>Nancy Faddoul</p> <p>Kulvir Kaur</p> |

Inclusion Policy

| Author | |
|---------------------|-----------------------------------|
| Document author | Assistant Head Teacher, Inclusion |
| Date of publication | January 2025 |
| Review | Annually |

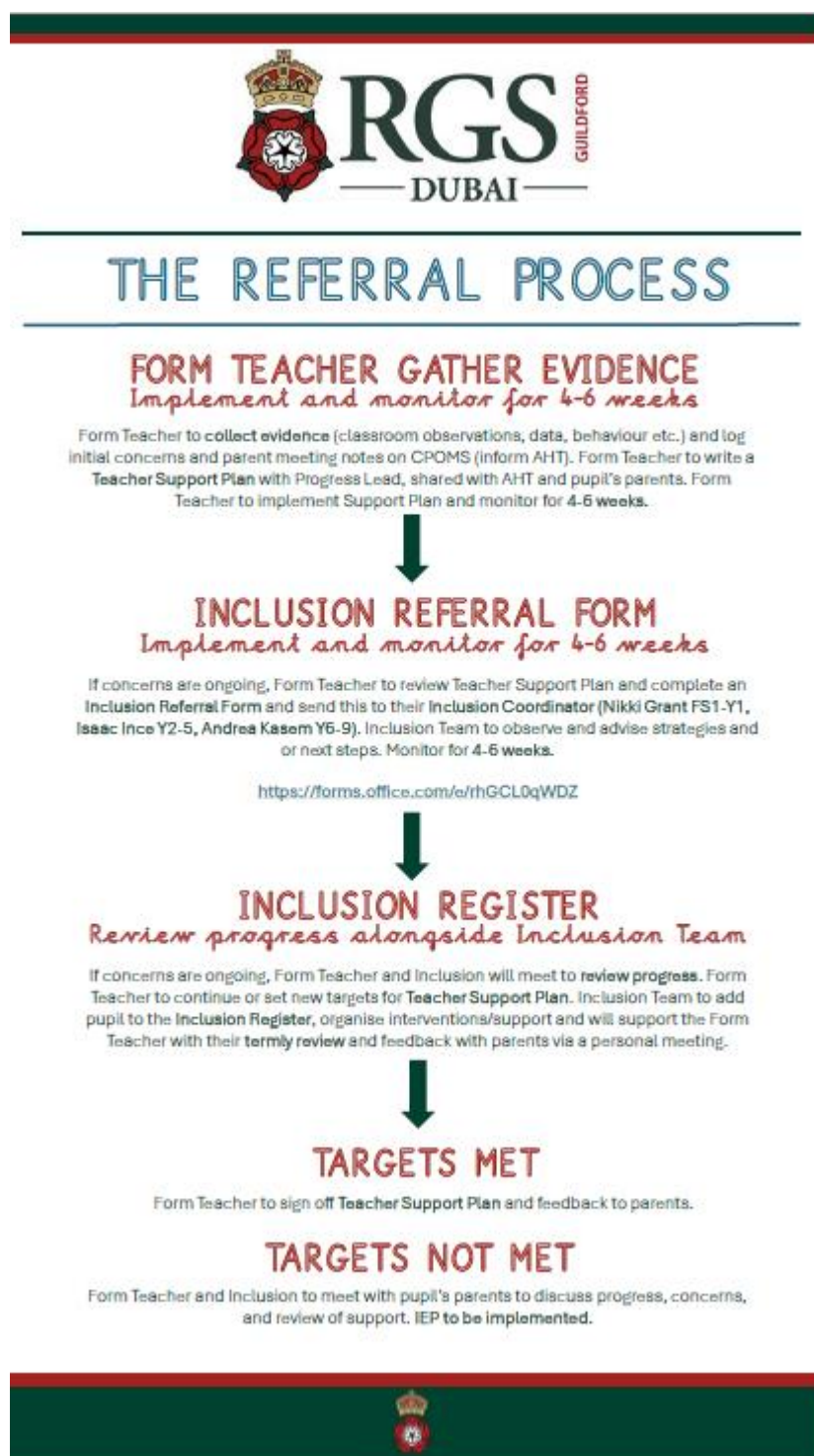
| Audience | |
|-----------------|------------------------|
| Audience | Staff, Parents, Pupils |

| Consultation (if appropriate) | |
|--------------------------------------|--|
| Consultees | |

| Related documentation | |
|--------------------------------|--|
| Related RGSGD documentation | Admissions Policy; Positive Relationships & Anti-Bullying Policy |
| Related external documentation | |

| Connections | |
|--------------------------------------|-----|
| Connection with inspection framework | |
| Connection with national agenda | n/a |

Appendix: Identification Referral Process



Inclusion Referral Form: Microsoft Teams Form for Staff to complete