



# Inclusion Policy

This Policy is reviewed annually to ensure compliance with current regulations.

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## Introduction

*“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)

RGS Guildford Dubai sets high expectations of all students, regardless of background or circumstance. We are committed to providing an inclusive learning environment where personalised provision and expert support ensure all students become confident, global minded, enthusiastic, lifelong learners who strive to achieve their full potential.

## Aims and Objectives

RGS Guildford Dubai maintains high academic aspirations and is committed to ensuring that all students, including those who are Students of Determination (SEND), use English as an Additional Language (EAL) or those identified as Able/Gifted or Talented (AG&T) are provided with an outstanding education that enables them to:

- Experience academic success, achieving their full academic potential.
- Develop their personal, emotional, and social skills in order to ensure a successful transition into adulthood as well-rounded individuals.
- Build the resilience, self-belief, and skills necessary to achieve their full potential and foster a lifelong passion for learning.

RGS Guildford Dubai has a comprehensive Inclusion Support Team that collaborate with all staff to ensure that learning and teaching is personalised to meet the needs of all students, including adapting curriculum content and providing expertly designed intervention and support.

## Legislation

This Policy aims to ensure that RGS Guildford Dubai is compliant with the terms of the:

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

RGS Guildford Dubai's admissions policy adheres to the stipulations of the:

- Directives and Guidelines for Inclusive Education – DGIE (2020)
- Dubai Inclusive Education Policy Framework – DIEPF (2017)
- Implementing Inclusive Education: A Guide for Schools – IIE (2019)
- Revised Categorisation Framework for Students of Determination (2019)
- Advocating for Inclusive Education: A Guide for Parents (2021)
- Updated Guidelines for Admissions and Transfers (2021)
- External Benchmark Assessments Requirements for Academic Year 2022-23 (2022)
- Federal Law 29 of 2006 concerning the Rights of People of Determination

- Dubai Law 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- UAE Executive Council Resolution 2 of 2017 Regulating Private Schools in the Emirate of Dubai including:

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 14 Clause 16:	To treat its students equitably and not discriminate against them on the grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.
Article 13 Clause 17:	To admit students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.
Article 13 Clause 19:	To provide all supplies required for conducting the educational activity, including devices, equipment, furniture and other supplies which the KHDA deems necessary, such as the supplies requires by students with disabilities.
Article 23 Clause 1:	To provide for equality amongst students and prevent discrimination based on race, gender, nationality, religion, or social class.
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.

## Inclusive Admissions

According to the Dubai Inclusive Education Policy Framework (2017), *“matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same rights as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in a quality learning experience alongside same aged peer.”*

RGS Guildford Dubai encourages and supports all students to become confident, global minded enthusiastic life-long learners who strive to achieve their full potential. We welcome applications for admission from students regardless of nationality, ethnicity, religion or learning need. It is our intention to create a harmonious and inclusive learning community where students can thrive socially, emotionally and academically.

In order to develop provision plans that will enable a student of determination to be enrolled at RGS Guildford Dubai:

- Applicants should declare identified support needs and share developmental or diagnostic assessment reports at the time of application or during the admissions process. Failure to do so is in breach of the KHDA parent contract and is likely to affect the student’s ability to make expected progress.
- RGS Guildford Dubai reserved the right to contact a student’s former school/nursery to follow up on any queries from their previous reports, inquire about any developmental or learning support

which was recommended or implemented by the setting, and in some cases, schedule a class observation as part of the assessment of need.

Information provided to the school is held in confidence and shared only with relevant staff members within the school and the KHDA.

RGS Guildford Dubai's Admissions Process aligns with the Dubai Inclusive Education Policy Framework (2017) and the Directives and Guidelines for Inclusive Education (2020).

For more information regarding our Admissions Process, including specific reference to the admission of students identified as SEND, please refer to our Admissions Policy.

## Special Educational Need and/or Disability (SEND)

The UAE Federal Law 29 (2006) defines *“a person with special needs as a person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.”*

The UAE School Inspection Framework defines a Special Educational Need as *“educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.”* It defined a Disability as *“a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.”*

Special Educational Needs and/or Disabilities (SEND) are defined as *“a need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific support 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.”* (Dubai Inclusive Education Policy Framework, 2017).

If a student is identified with a Special Educational Need and/or Disability (SEND), it could mean that they require specialist support, personalised provision and/or curriculum adaptation to ensure that they achieve the expected levels of progress given their starting points. RGS Guildford Dubai is committed to ensuring that any student's barriers to learning are identified and expertly supported.

The following framework is based upon the UAE unified categorisation of disability (UAE School Inspection Framework, 2019/2020).

Common Barriers to Learning	Categories of Disability <i>Aligned with UAE unified categorisation of disability</i>
Cognition and Learning	1. Intellectual Disability 2. Specific Learning Disorders 3. Multiple Disabilities 4. Developmental Delay (younger than 5YO)
Communication and Interaction	5. Communication Disorders 6. Autism Spectrum Disorder/Condition
Social, Emotional and Mental Health	7. Attention Deficit Hyperactivity Disorder 8. Psycho-emotional Disorders
Physical, Sensory and Medical	9. Sensory Impairment 10. Deaf/Blind Disability 11. Physical Disability 12. Chronic or Acute Medical Conditions

## Identification and Assessment

RGS Guildford Dubai adopts the 'graduated approach' in line with the UK's Special Educational Needs and Disability Code of Practice: 0-25 (2015), to identify and remove barriers to learning.

The four stages of the graduated approach cycle are:

- Assess
- Plan
- Do
- Review

The 'assess' stage of the graduated approach at RGS Guildford Dubai involves a multi-agency approach. Early identification is key to the progress of students of determination. RGS Guildford Dubai uses the following to identify students of determination:

- Information shared by parents during the Admissions Process
- Information gathered by the Admissions Team during the Admissions Process
- Information from feeder schools/nurseries during the transition phase
- Information provided by parents and/or external agencies during the school year
- Information from staff, including evidence from observational assessments
- Information from internal assessments and/or standardised assessments
- Student voice/self-assessment

Where parents have concerns about their child's educational need, they should contact a member of our Inclusion Support Team for consultation. Where any member of the teaching team has a concern about a student's educational need, they will follow the Inclusion Referral Process.

## The Inclusion Referral Process

There is a set Inclusion Referral Process for both the Prep School and the Senior School, which allows for student's need to be identified and addressed in collaboration with the school's Inclusion Support Team.

The Inclusion Referral Process in the Prep School involves:

- Members of the teaching team collecting evidence of student need, including but not limited to: classroom observations; assessment data; and observations of student behaviour.
- The student's form teacher meeting with the student's parents to share observations.
- The implementation of a Teacher Support Plan (TSP) for 6-8 weeks, including implementing personalised provision to address identified need.
- Progress against the TSP targets being reviewed with the Prep School SENCO.
- If applicable, the student being added to the school's Inclusion Register in order to provide additional, personalised and specialised support e.g. SEND Student Profile or Individual Education Plan (IEP).

The Inclusion Referral Process in the Senior School involves:

- Members of the teaching team collecting evidence of student need, including but not limited to: classroom observations; assessment data; and observations of student behaviour.
- Observations referred to the Head of Year, who will then gather multiple teachers' perspectives and conduct a Team Around the Child (TAC) meeting involving the Senior School SENCO.
- Parents being consulted, with a meeting arranged by the Head of Year or Senior School SENCO.
- The Inclusion Support Team providing advice to the teaching team to ensure appropriate and timely personalised provision and curriculum modification.
- If applicable, the student being to the school's Inclusion Register in order for the school to provide additional, personalised and specialised support e.g. SEND Student Profile or Individual Education Plan (IEP).

## Personalised Provision and Curriculum Adaptations

The teaching team at RGS Guildford Dubai recognise that one-size does not fit all. As a result, we are proud to deliver personalised provision and curriculum adaptations in order to meet the needs of students of determination. It is the responsibility of the teacher to personalise learning and modify the curriculum in order to support all students, including those who may experience SEND. Teachers observe and understand the needs that are presented, and through liaising with the Inclusion Support Team, respond quickly with appropriate support and/or curriculum modification.

Students in the Prep School who have a need for more personalised learning may have a Teacher Support Plan (TSP). This document is for the teacher to track their own adaptations and strategies, before needing to elevate the concern to the Inclusion Support Team.

In both the Prep School and Senior School, SEND Student Profiles are created for any students with an identified need, who are added to the Inclusion Register. The profiles are working documents, which parents are encouraged to contribute to. These one-page documents are shared with all staff working with the student.

The SEND Student Profile includes:

- The student's attainment/progress data
- The student's PASS data (Student's Attitude to School and Self)
- The student's voice (strengths, challenges, goals and development needs)
- A description of the student's strengths and additional needs
- Strategies to support the student

An Individual Education Plan (IEP) is created for students who are identified as requiring provision that is additional to and different from that designed for their age-related peers. IEPs are created in consultation with the student (age-related), parents, teachers, external specialists (as necessary), and the Inclusion Support Team. These documents will be reviewed regularly, with a formal IEP review meeting taking place at the end of each term.

An Individual Education Plan (IEP) includes:

- A description of the student's special educational need and/or disability
- The student's attainment/progress data
- The student's PASS data (Student's Attitude to School and Self)

- A baseline of the present level of student performance
- Termly SMART (specific, measurable, attainable, relevant and timely) targets
- Reference to personalised provision and/or curriculum modification
- Review of targets

All confidential reports/files (e.g. Educational Psychologist report) are stored securely on the school's student data system and are only shared with parental consent.

## The Inclusion Register

The Inclusion Support Team maintain a list of students who are deemed to have special educational needs and/or disabilities; this is referred to as the Inclusion Register. Students are placed on the register following the referral process, which will include personalised provision including scaffolding, varying teaching styles, differentiation or adapting the learning environment, with little/no noticeable impact.

Students can be placed on the Inclusion Register if they have difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical, Sensory and Medical

The Inclusion Register is a fluid document that is regularly updated and reviewed, as such, numbers of students on the register and the information contained will be subject to change.

Students on the Inclusion Register will fall into the following categorised levels:

Level	SEND Categories
1	<ul style="list-style-type: none"> <li>• Students identified as Level 1 are supported by Quality First Teaching (QFT) and personalised provision in their classrooms.</li> <li>• These students may have an Educational Psychology report, require specific differentiation strategies or assessment accommodations, however, they require little/no additional support outside of the classroom.</li> <li>• Students who are identified as Level 1 will have a SEND Student Profile, which is shared with all staff.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students identified as Level 2 require provision that is additional to and different from that designed for their age-related peers.</li> <li>• These students require additional push-in/pull-out support in order to achieve their targets. Students identified as Level 2 will have a SEND Student Profile and may have an Individual Education Plan (IEP).</li> <li>• Support for students requiring Level 2 support can include 1:1 or small-group intervention by either an Inclusion Teacher, Learning Support Assistant, or external specialist (e.g. Speech and Language Therapist, Occupational Therapist, Psychologist etc.)</li> </ul>



3	<ul style="list-style-type: none"> <li>Students identified as Level 3 require provision that is highly specialised and personalised; this is the highest level of support provided for students who experience SEND.</li> <li>Students identified as Level 3 will have a SEND Student Profile and will have an Individual Education Plan (IEP).</li> <li>Students who are identified as requiring Level 3 support will either have a Language Exemption or a 1:1 Learning Support Assistant to provide regular, specialised support.</li> <li>1:1 Learning Support Assistants must be approved by the Assistant Head Teacher for Inclusion but are the financial responsibility of the family.</li> <li>The Inclusion Support Team will support the 1:1 Learning Support Assistant, and they will provide weekly summaries of progress to the family.</li> </ul>
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## English as an Additional Language (EAL) / English Language Learners (ELL)

The EAL Department has been set up to support those students who do not have the level of English required to access the mainstream British curriculum successfully. RGS Guildford Dubai is committed to ensuring that all students who use English as 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.

EAL is the term we use for those students who have been registered at our school as having a language other than English as their first language.

Level	Definition
1	<ul style="list-style-type: none"> <li>The student does not have English as their first language but is fluent or operating at age-related expectations.</li> <li>Teachers should be aware of this, have high expectations and ensure inclusive quality first teaching.</li> <li>Staff should know this information so that real-world links can be made to other languages and cultures.</li> </ul>
2	<ul style="list-style-type: none"> <li>The student does not have English as their first language and requires some level of support. This may be from the EAL Department, Teacher or Teaching Assistant.</li> <li>Teachers should be aware of this, have high expectations and ensure inclusive quality first teaching.</li> <li>Staff should also use the banded strategies. This document has been shared with staff and is available on Go 4 Schools.</li> </ul>
3	<ul style="list-style-type: none"> <li>The student does not have English as their first language.</li> <li>Teachers should be aware of this, have high expectations and ensure inclusive quality first teaching.</li> <li>Staff should also use the banded strategies. This document has been shared with staff and is available on Go 4 Schools.</li> <li>The student has been assessed using EAL Star and is supported by the EAL Department.</li> <li>The student has an ELL Student Profile with strategies and targets. This can be found on Go 4 Schools.</li> </ul>

RGS Guildford Dubai use the following codes to classify students' level of proficiency:

<b>BELL FOUNDATION/ EAL STAR BANDS</b>
<b>Band A</b> = New to English
<b>Band B</b> = Early Acquisition
<b>Band C</b> = Developing competence
<b>Band D</b> = Competent
<b>Band E</b> = Fluent

## Identification and Assessment

Entrance assessments will be prepared, considering the student's level of English. Additional languages regularly spoken by students 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.

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

Listening, speaking, reading and writing are assessed as part of the ongoing student progress testing. This takes place twice yearly for ELL students. All students identified as Level 3 ELL will be provided with an ELL Student Profile to support with their academic progress and social and emotional wellbeing. This is written in collaboration with the student (age-appropriate) and related staff. A tiered approach to language support is employed. The EAL team 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 student progresses through the school, the difficulty of the English used in various subjects will increase and may be a greater challenge to the student's fluency and proficiency.

## Personalised Provision and Curriculum Adaptations

Cummins (1981) states that, whilst 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, RGS Guildford Dubai will:

- Acknowledge and value the student's first language.
- Reinforce the student's confidence in their language abilities whilst understanding that it takes time to build up the additional language skills needed to undertake academic study.
- Provide the support and assistance needed for English Language Learners to be fully integrated into school life.
- Ensure that all classrooms are inclusive spaces where a range of socially, intellectually and culturally diverse students can thrive. As a result, students who use English as an Additional Language will be integrated into the same classes as native English-speaking students.
- Ensure that staff with specific responsibility for EAL will oversee the provision and co-ordination of support for all students who use English as an Additional Language.

RGS Guildford Dubai 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 takes place separately from planning for Students of Determination (SEND).

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 students who use English as an Additional Language. It is the responsibility of all teachers to clarify or define words particular to their subject, provide vocabulary lists, and assist students who use English as an Additional Language in the understanding of the nuance of words used in their subject.

Students who use English as an Additional Language are expected to contribute in English, whilst also being given space to explore concepts in their first language. A balance is struck between encouraging contributions in English whilst also supporting their self-confidence. Teachers understand that students who use English as an Additional Language need additional time to process information and formulate answers.

Language is central to our identity. Therefore, we value other languages and cultures and invite our students who use English as an Additional Language to share their knowledge of them with others.

### The EAL Register

RGS Guildford Dubai maintains an EAL Register to ensure that appropriate support is provided to all students and to ensure that all staff are aware of the students in their classes who use English as an Additional Language. Students who use English as an Additional Language are added to the EAL Register and this is regularly reviewed. The EAL Register and the accompanying ELL assessment data is circulated to the relevant staff.

### Able, Gifted and Talented (AG&T)

At RGS Guildford Dubai, we believe that all students have the potential to perform highly and that all students have the right to a world-class, high-quality education.

RGS Guildford Dubai aims to:

- Ensure a consistent approach to Able, Gifted and Talented (AG&T) provision.
- Ensure that all Able, Gifted and Talented students are clearly identified.
- Ensure that the school successfully caters for all students who have been identified as Able, Gifted and Talented.
- Continue to promote and provide enrichment for all Able, Gifted and Talented students.
- Monitor the attainment and progress of all Able, Gifted and Talented students across all areas of school.

The definitions of Able, 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:

- According to the UAE Inspection Framework, 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 RGS Guildford Dubai, considering the most up to date research and information for our groups of learners, can be found below:

- Able/Gifted (AG): refers to our students who are performing or who have been identified as being able to perform well beyond curriculum expectations. These students are identified as working or the potential to work considerably above their peers in academic subjects such as Mathematics, English and/or Science.
- Talented: refers to those students who may have developed their own talents that go above and beyond age-related expectations, such as in Performing Arts, Music, Art and Sport.

At RGS 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 whilst some commonalities exist across some Able, Gifted and Talented learners, one size does not fit all.

### Identification of Able and Gifted (AG) Students

Able and Gifted (AG) students are identified through a triangulation of multiple pieces of data. Some students will be automatically added to the AG Register as Level 3 because of exceptionally high average assessment scores, whereas other students may be added for specific academic areas (Level 2-3), following the AG Referral Process.

Automatic referral to the AG Register will come from the following standardised test scores:

- Students with an average CAT4 score of 131+ alongside PT SAS and NGRT scores of 127+ will automatically be added to our More Able Register (Level 3) and an AG Student Profile will be created and implemented.

For other students, the AG Referral Process may include, but is not limited to, the following:

- CAT4 scores in the range of 127+
- PT SAS and/or NGRT assessment results 112+
- A Reading Age of 3+ years above age-related expectations
- Classroom observations from teachers
- Quality of work completed in lessons

Students may be added to the AG Register for specific curriculum areas e.g. Mathematics.

### Identification of Talented (T) Students

Talented students are identified through their respective departments, in line with Head of Department specific criteria. Some examples of assessment and/or baselines that may be used include:

Music	Art	Performing Arts	Sport
Trinity Assessment ABRSM Assessment	Studio Baseline	Trinity Assessment	RGS ADT Assessment

In addition to this, teachers will use their own professional subject specific knowledge of the student's quality of work in lessons alongside their extracurricular achievements.

## Personalised Provision and Curriculum Adaptations

At RGS Guildford Dubai, we believe that every student 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 students 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.

Teachers across school provide Quality First Teaching and personalised provision in order to stretch and challenge all learners, including those identified as AG&T.

Within the classroom, our form/specialist teachers provide:

- A student-centred approach, valuing and utilising students' interests and learning styles.
- Work that enriches rather than 'more of the same'.
- A variety of resources, ideas, strategies and tasks.
- Encouragement for metacognition, or 'thinking about thinking'.
- A secure learning environment where risk-taking is valued.
- A challenging learning environment, allowing students to access higher-order thinking skills.
- An environment where students are encouraged to ask questions of themselves, of their peers, of adults, and ideas.
- An environment where students are encouraged to self-set targets, involving students in their learning and progress.
- An environment that celebrates creative and original thinking.
- homework that extends the learning of the individual student, encouraging independence and self-motivation.
- Opportunities and resources which encourage the transition into further education.
- Appropriate personalised provision through the continuously developed curriculum to provide challenge and extensive choices/opportunities to nurture learning, interests and aspirations.

Outside of the classroom, additional opportunities for our students include:

- Challenge days, such as cross-curricular initiatives and Whole School Theme Day.
- Extra-Curricular Activities (ECAs).
- AG&T specific educational visits/trips.
- Musical concerts, drama workshops and performances.
- Sporting competitions and elite training activities.
- Masterclasses and conferences.
- Visiting Speakers.
- Networking with cluster schools.

- School Careers advisor to promote top university destinations.

## Able/Gifted (AG) and Talented (T) Registers

The Able/Gifted (AG) Register includes all students who are identified as Able/Gifted through either automatic referral or through the triangulation of internal and external data.

RGS Guildford Dubai's AG Register is categorised into the following levels:

Level	AG Categories
1	<ul style="list-style-type: none"> <li>• Level 1 students are in the 'nomination' phase.</li> <li>• These students show high potential in their respective areas.</li> <li>• Quality First Teaching is adopted alongside personalised provision delivered by the form/specialist teacher.</li> <li>• Students at Level 1 are not yet formally added to the AG Register – at this level they are being monitored by a range of staff.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Level 2 students are identified as high achievers, through consistently achieving higher than their age-related peers.</li> <li>• These students may be Able/Gifted in one specific subject (e.g. Maths or Science).</li> <li>• These students will be identified within individual lesson plans and will be provided with Quality First Teaching and personalised provision to ensure stretch and challenge.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Level 3 students are working at levels significantly above their age-related peers.</li> <li>• These students may be Able/Gifted in one or more specific subject area (e.g. Maths, Science, Writing and/or Reading).</li> <li>• These students will be identified within individual lesson plans and will be provided with Quality First Teaching and personalised provision to ensure stretch and challenge.</li> <li>• These students will have an AG Student Profile with personalised provision planned for them including specific goals alongside curriculum enrichment.</li> </ul>

The Talented Register includes all students who are identified as Talented through specific departmental assessments and/or referrals.

RGS Guildford Dubai's Talented Register is categorised into the following levels:

Level	Talented Categories
1	<ul style="list-style-type: none"> <li>• Level 1 students are in the 'nomination' phase.</li> <li>• These students show high potential in their respective areas.</li> <li>• Quality First Teaching is adopted alongside personalised provision delivered by the specialist teacher.</li> <li>• Students at Level 1 are not yet formally added to the Talented Register – at this level they are being monitored by their specialist teacher.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Level 2 students are identified having specific talents in one particular area, such as a specific sport, musical instrument or artistic style.</li> <li>• These students will be identified within individual lesson plans and will be provided with Quality First Teaching and personalised provision to ensure stretch and challenge within their specific area of talent.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Level 3 students are identified as having wide ranging talents in multiple areas, such as multiple sports, several musical instruments or various artistic styles.</li> </ul>

	<ul style="list-style-type: none"> <li>• These students will be identified within individual lesson plans and will be provided with Quality First Teaching and personalised provision to ensure stretch and challenge within their areas of talent.</li> <li>• These students will have a Talented Student Profile with personalised provision planned for them including specific goals alongside curriculum enrichment.</li> </ul>
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## Language Exemptions

The below outlines the procedures and provision at RGS Guildford Dubai for language exemptions for students who face significant challenges accessing the standard Arabic and Modern Foreign Language (MFL) curricula. This Policy ensures equitable access to learning, in line with inclusive education principles and KHDA regulations.

## Arabic Exemptions

There is significant value placed on learning and teaching in Arabic at RGS Guildford Dubai; not only is the teaching of Arabic mandated by the UAE Ministry of Education, but our Arabic curriculum and provision is something that we are incredibly proud of and wish for all students to experience. In exceptional and rare circumstances, students may be considered for an Arabic Exemption based on significant barriers to learning.

Arabic Exemption requests may be considered under the following circumstances:

- The student is identified as a Student of Determination with significant and well-documented barriers to language acquisition, and
- the student has a formal diagnosis with significant evidence provided as to the extent of student need, and
- the student has CAT4 test scores in the low/significantly low range (<75), and
- the student receives regular support from the school's Inclusion Support Team, and
- the student has an Arabic IEP, where personalised provision has been implemented and reviewed within the Arabic department, making little/no progress.

To apply for an Arabic Exemption, the following documentation must be complied:

- Formal letter from the school explaining the rationale for the exemption, and
- recent educational psychology report (dates within the last 18-months), and
- Arabic department IEP reviewed over at least 2-terms, and
- Arabic data for the past 2-3 years, and
- standardised assessment data (CAT4), and
- a letter from the parent requesting the Exemption.

The process for acquiring an Arabic Exemption includes the following:

- Referral initiated from the Assistant Head Teacher for Inclusion, in consultation with parents and class/subject teachers.
- Evidence gathered and complied by the Assistant Head Teacher for Inclusion.
- Review and approval from the School Principal and Head of Prep/Senior School.
- Submission to the KHDA for review.
- Outcome, typically within 10 working days.



The following provision will be put in place if a student acquires an Arabic Exemption:

- Students will spend their Arabic Exemption lessons with a member of the Inclusion Support Team.
- Arabic Exemption lessons will be focused on either IEP targets or supervised independent study.
- Upon review from the Assistant Head Teacher for Inclusion, students with an Arabic Exemption may be re-integrated back into Arabic lessons once progress has been made. In such cases, students will not be formally assessed in Arabic but will be able to gain from the learning and teaching of Arabic.

## Modern Foreign Language (MFL) Exemptions

Although Modern Foreign Languages are not a mandated part of our curriculum, RGSGD place significant value on students learning a foreign language. In exceptional and rare circumstances, students may be considered for an MFL Exemption based on significant barriers to learning.

MFL Exemption requests may be considered under the following circumstances:

- The student is identified as a Student of Determination with significant and well-documented barriers to language acquisition, and
- the student has a formal diagnosis with significant evidence provided as to the extent of student need, and
- the student has CAT4 test scores in the low/significantly low range (<80), and
- the student receives regular support from the school's Inclusion Support Team, and
- personalised provision has been implemented and reviewed within the MFL department, making little/no progress.

To apply for an MFL Exemption, the following documentation must be complied:

- Recent educational psychology report (dates within the last 18-months), and
- evidence from the MFL department of personalised provision, and
- MFL data for the past 2-3 years, and
- standardised assessment data (CAT4), and
- a letter from the parent requesting the Exemption.

The process for acquiring an MFL Exemption includes the following:

- Referral initiated from the Assistant Head Teacher for Inclusion, in consultation with parents and class/subject teachers.
- Evidence gathered and complied by the Assistant Head Teacher for Inclusion.
- Review and approval from the School Principal and Head of Prep/Senior School.
- Outcome, typically within 3 working days.

The following provision will be put in place if a student acquires an MFL Exemption:

- Students will spend their MFL Exemption lessons with a member of the Inclusion Support Team.
- MFL Exemption lessons will be focused on either IEP targets or supervised independent study.
- Upon review from the Head of Inclusion, students with an MFL Exemption may be re-integrated back into MFL lessons once progress has been made.



## Modern Foreign Language (MFL) Exemptions for Students who use EAL

MFL Exemption requests may be considered under the following circumstances:

- The student does not have English as their first language and is identified as a Level 3 English Language Learner with significant and well-documented barriers to language acquisition, and
- the student would benefit from further dedicated time focused on curriculum access, and
- the student has a verbal CAT4 test score in the low/significantly low range (<80), and
- the student receives regular support from the school's EAL Team, and
- where applicable, personalised provision has been implemented and reviewed within the MFL department, making little/no progress.

To apply for an MFL Exemption, the following documentation must be compiled:

- EAL Star Assessment, and
- recent school report (dated within the last 18-months), and
- where applicable, evidence from the MFL department of personalised provision, and
- where applicable, MFL data for the past 2-3 years, and
- standardised assessment data (CAT4), and
- a letter from the parent requesting the Exemption.

The process for acquiring an MFL Exemption includes the following:

- Referral initiated from the EAL Team, in consultation with the Assistant Head Teacher for Inclusion, parents and class/subject teachers.
- Evidence gathered and compiled by the EAL Team.
- Review from the Assistant Head Teacher for Inclusion and approval from the School Principal and Head of Prep/Senior School.
- Outcome, typically within 3 working days.

The following provision will be put in place if a student acquires an MFL Exemption:

- Students will spend their MFL Exemption lessons with a member of the EAL Team.
- MFL Exemption lessons will be focused on either curriculum access, ELL Student Profile or supervised independent study.
- Upon review from the Assistant Head Teacher for Inclusion, students with an MFL Exemption may be re-integrated back into MFL lessons once progress has been made.

## Exam Access Arrangements

RGS Guildford Dubai may put exam access arrangements in place to ensure that all students have equal access to examinations. Students should not be disadvantaged by any special educational need or disability.

RGS Guildford Dubai must comply with the rules for exam access arrangements as set out in the most recent Joint Council for Qualifications (JCQ) publication.

Students who have been identified as having an extensive history of additional learning needs and/or support may be eligible for exam access arrangements. Ongoing assessments conducted by the Inclusion Support 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. RGS Guildford Dubai has a bank of assessments that are approved for use by the JCQ. The Assistant Head Teacher for Inclusion is a qualified Level 7 Specialist Assessor, as are other members of the school's Exam Access Arrangement Team. Following assessment, an application will be made to examination boards for additional arrangements and adjustments to complete public examinations such as GCSEs.

The Assistant Head Teacher for Inclusion will liaise with parents and teachers regarding the access arrangements and the 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 accordance with the regulations set out by the JCQ and the completion of Form 8, a document required by the JCQ.

Exam Access Arrangements encompass a wide range of provisions which include:

- Being allowed to sit examinations in a smaller and separate room
- Supervised rest breaks
- Use of colour overlays
- A prompter
- Extra time (25% or 50%)
- A reader or e-reader pen
- A scribe
- Use of a word processor (laptop)
- A practical assistant
- Modified papers

## Parental Support

At RGS Guildford Dubai, we recognise the important role that parents/guardians play in the education of their child. We will always contact parents/guardians if we have a concern that their child may have a special educational need or if we recognise that their child is able, gifted or talented. We work closely with students with parents/guardians to agree the required extent of support and outcomes; we do this by holding regular review meetings, parent teacher conferences, inclusion parent committee meetings, parent workshops, phone calls and emails.

There are also opportunities for parents/guardians and students to contribute and provide feedback to RGS Guildford Dubai through:

- Parent Workshops
- Parent Feedback Questionnaires
- Parent Teacher Conferences
- Student Voice Questionnaires

- PASS Survey
- Discussions with members of the Inclusion Support Team
- KHDA Parent Questionnaire – DSIB Inspection Feedback

## Additional Support Fees

In the majority of cases, additional support costs to support students 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 student may require high levels of specialist provision, for example one-to-one support from a 1:1 Learning Support Assistant, or access to specialist therapeutic services. In such cases, the costs will be financed by the parents.

## School Accessibility

RGS Guildford Dubai strives to be as inclusive as possible. Collaboration between the Facilities Team and the Senior Leadership Team ensure that the premises are maintained to a high standard as set out in the Dubai Universal Accessibility Code (2017). The accessibility of the school premises includes ramps, lifts, disabled parking and disabled toilets.

## External Agencies

As necessary, the Inclusion Support Team works in collaboration with special centres/clinics and external professionals who work to support individual students. Such partnerships are essential to the needs of the students and their families to ensure access to high quality inclusive education. Where additional information is necessary for the school to comprehensively support the student 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 student's confidential file and are available to relevant staff who are directly involved in supporting the child.

## Roles and Responsibilities

### Role of the Principal, Executive Leaders and Senior Leaders

The Principal, Executive Leaders and Senior Leaders will:

- Ensure that RGS Guildford Dubai and its personnel are fully compliant with the applicable laws and regulations.
- Ensure that all school personnel are aware of, and comply with, this policy.
- Foster a culture and ethos of inclusivity within the school.
- Provide leadership and vision in respect of equality and equity.
- Ensure that school staff work closely with the Inclusion Support Team.
- Monitor the effectiveness of this policy through learning walks, moderation and feedback/discussions with members of the school community.

## Role of the Inclusion Leadership Team

The Inclusion Leadership Team is made up of the Assistant Head Teacher for Inclusion, the Prep SENCO and the Senior SENCO.

The Inclusion Leadership Team will:

- Lead on the development and implementation of this policy throughout school.
- Work closely with the Principal, Senior Leaders, Admissions Team and all teachers on the implementation of this policy.
- Be accountable for standards within the area of inclusion across the school, monitoring standards through learning walks, audits, monitoring of planning, monitoring of interventions, observing lessons, scrutinising the work of students, holding discussions with members of the school community, and measuring progress using data.
- Provide guidance, training, and support to all staff in relation to inclusive education.
- Liaise with external agencies where necessary.
- Purchase new resources when required and prepare budget proposals in relation to SEND, EAL and AG&T requirements for approval by the Principal / ELT and manage the budget effectively.
- Keep up to date with new developments and changes in the laws, rules, regulations and international standards and practices in relation to inclusive education.
- Ensure that all students participate as fully as is practically possible in all school activities.
- Create and promote a learning environment in which self-esteem and confidence can grow.
- Ensure that the views of all students (age-appropriate) are obtained and taken into account where appropriate.
- Provide clarity and consistency in procedure and approach where everyone is committed to providing personalised provision to support the learning of all students.
- Keep a record of all students on the Inclusion Register, alongside the personalised support they receive.
- Manage the implementation of the KHDA School Inspection Framework guidelines as well as the Dubai Inclusive Education Policy Framework and the UK SEND Code of Practice.

## Role of the Specialist Inclusion Teachers

The Specialist Inclusion Teachers will:

- Support the Inclusion Leadership Team in creating a culture of inclusivity throughout school.
- Spend the majority (not less than 60%) of their time supporting teachers in providing personalised provision for the students they teach.
- Deliver staff training and professional learning in line with departmental needs.
- Take lead on the creation, implementation and review of SEND Student Profiles and Individual Education Plans (IEPs) and the progress made against their SMART targets.
- Lead their phase in regard to coaching and mentoring the Learning Support Assistants and 1:1 Learning Support Assistants working with students.
- Meet regularly with the parents of students who experience SEND.
- Monitor the Inclusion Register, ensuring it is regularly updated based on referrals.
- Spend some (no more than 25%) of their time working directly with students 1:1 or in small groups.
- 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.

## Role of the Specialist EAL Teachers

The Specialist EAL Teachers will:

- Support the Inclusion Leadership Team in creating a culture of inclusivity throughout school.
- Spend the majority (not less than 60%) of their time supporting teachers in providing personalised provision for the students they teach.
- Deliver staff training and professional learning in line with departmental needs.
- Lead on the creation, implementation and review of ELL Student Profiles and the progress made against their targets.
- Meet regularly with the parents of students who are learning English.
- Monitor the EAL Register, ensuring it is regularly updated based on referrals.
- Spend some (no more than 25%) of their time working directly with students 1:1 or in small groups.
- Play a key role in breaking down and removing real or perceived barriers to learning.
- Support classroom teachers and other education professionals to increase their capacity to be fully inclusive.

## Role of the AG&T Coordinator

The AG&T Coordinator will:

- Deliver staff training and professional learning in line with departmental needs.
- Take lead on the creation, implementation and review of AG&T Student Profiles and the progress made against these.
- Meet regularly with the parents of students who are identified as AG&T.
- Monitor the AG&T Register, ensuring it is regularly updated based on referrals.
- Play a key role in ensuring students are stretched, challenged and provided with broad and varied enrichment opportunities.
- Support teachers increase the capacity of classroom teachers and other education professionals to be fully inclusive.
- In the Prep School, plan and deliver in-class/pull-out support for students identified as Level 3 AG.
- In the Senior School, coordinate with Heads of Department to ensure that students identified as AG&T are adequately **stretched and** challenged.

## Role of the Inclusion Learning Support Assistants

The Inclusion Learning Support Assistants will:

- Plan and deliver high quality interventions based on student's IEP targets, either as a pull-out or Language Exemption lesson.
- Provide in-class support for students who experience SEND.
- Meet regularly with the parents of students who experience SEND.
- 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.

## Role of the 1:1 Learning Support Assistants

The 1:1 Learning Support Assistants will:

- Plan and deliver high quality interventions based on student's IEP targets, either as a pull-out or Language Exemption lesson.
- Provide in-class support for their key child.
- Meet regularly with the parents of their key child.
- Provide weekly summaries to the parents of their key child.
- 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.

## Role of the Form / Specialist Teachers

The Form / Specialist Teacher will:

- Comply with all aspects of this policy.
- Provide all students with appropriate personalised provision to enable them to learn and apply appropriate teaching methods and arrangements required in order to enable every student to gain access to the curriculum.
- Make a record of the students who are raising concerns and/or working significantly below age related expectations and follow the relevant referral process in school.
- Follow the student's SEND/EAL/AG&T Profile, including all of the strategies designed to support the student access learning and make rapid, sustained progress.
- Follow the ethos that 'every teacher is a teacher of SEND'.

## Role of the Students

The students will (age appropriate):

- Be encouraged to take ownership of their own personalised learning journey.
- Be encouraged to get involved in the planning of their support.
- Strive to achieve their own personal goals.
- Follow the school's Values and Learning Habits.

## Role of the Parents

The parents will:

- Become familiar and comply with this policy.
- Be encouraged to take an active role in the life of school by attending: Parent Teacher Conferences, curriculum development workshops, IEP reviews, Team Around the Child (TAC) meetings.
- Participate in the process of creating and reviewing IEPs.

- Follow the recommendations made by the Inclusion Support Team, Teachers, Leaders and external agencies.
- Source external support for their child with SEND if (and when) appropriate.

## Formal Warnings

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 students*, including *Students of Determination*, in alignment with the UAE Inclusive Education Framework (2020) and KHDA guidelines.

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

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

RGS Guildford Dubai is committed to supporting every student 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 students.

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.

If a student 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 Students of Determination, or where a re-enrolment review is initiated, where the Executive and Senior Leaders will determine the student's eligibility for re-enrolment in the following academic year.

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

## Inclusion Support Team

The Inclusion Support Team at RGS Guildford Dubai consists of highly qualified and experienced specialist staff who support students and families across the school. The below team are school-employed staff, who are supported by additional 1:1 Learning Support Assistants and third-party specialist therapists.



Inclusion Support Team	Name
Leader of Provision for Students of Determination & Head of Inclusion	Isaac Ince Assistant Head Teacher for Inclusion
Special Educational Needs Coordinators (SENCOs)	Nikki Grant – Prep SENCO Kemi Oluyinka – Senior SENCO
Specialist Inclusion Teachers	Shennell Fearon, EYFS Caroline McGettigan, KS1 Phil Bevan, LKS2 Nellie Hamza, UKS2 Rachel Brown, Senior
Specialist EAL Teachers	Lana Turner, Prep Jennifer Upsall, Senior
AG&T Coordinator	Petar Manakovski
Inclusion Learning Support Assistants	Joselyn Jocson, FS1 Kris Moreno, FS2 Syeda Fatima, Y1 Nida Michael, Y2 Joylyn Pascua, Y3 Poppy Hazzariana, Y4 Ankita Pandey, Y5 Mareeni Madiwala, Y6 Hadeel Alqudsi, Senior Maths Ellie Salkeld, Senior English Azka Sadiq, Senior Science

Author	
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Audience	
Audience	Staff, Parents, Students

Related documentation	
Related internal documentation	<ul style="list-style-type: none"> <li>RGSGD – Admissions Policy</li> <li>RGSGD – Positive Relationships &amp; Anti-Bullying Policy</li> </ul>
Related external documentation	<ul style="list-style-type: none"> <li>UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs</li> <li>UAE Federal Law 2 (2015) against Discrimination and Hatred</li> <li>Directives and Guidelines for Inclusive Education – DGIE (2020)</li> <li>Dubai Inclusive Education Policy Framework – DIEPF (2017)</li> <li>Implementing Inclusive Education: A Guide for Schools – IIE (2019)</li> <li>Revised Categorisation Framework for Students of Determination (2019)</li> <li>Advocating for Inclusive Education: A Guide for Parents (2021)</li> <li>Updated Guidelines for Admissions and Transfers (2021)</li> </ul>



	<ul style="list-style-type: none"> <li>• External Benchmark Assessments Requirements for Academic Year 2022-23 (2022)</li> <li>• Federal Law 29 of 2006 concerning the Rights of People of Determination</li> <li>• Dubai Law 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai</li> <li>• UAE Executive Council Resolution 2 of 2017 Regulating Private Schools in the Emirate of Dubai including</li> <li>• UAE School Inspection Framework (2019/2020)</li> <li>• Department for Education (DfE) Special Educational Needs and Disability Code of Practice: 0-25 (2015)</li> <li>• Dubai Universal Accessibility Code (2017)</li> <li>• Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments 2024-2025 (2024)</li> </ul>
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