



Inclusion Policy

(including procedures for SEND and BML Learners)



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‘To be a world-class school, providing the best for every child’

At Repton Abu Dhabi we are fully committed to promoting inclusion for our children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important. In accordance with the United Arab Emirates School Inspection Framework we ensure all students have access to quality instruction, intervention and support, so that they experience success in learning.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of our children and to ensure they achieve their fullest potential. We endeavour to provide the best possible provision to ensure equality of education across the key stages.

At our school, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEND Code of Practice. DFES 2015)

The Principal (Stephen Lupton) and Governor for Inclusion have overall responsibility for the inclusive provision at Repton Abu Dhabi and this is delegated to the Assistant Headteacher responsible for Inclusion (Lisa Watson).

Standard Inclusion Provision

Repton Abu Dhabi uses the following categories for students with additional needs within our inclusive environment:-

SEND – Special Educational Needs and Disability – Tier 1, 2 and 3 learners
ROC – Record of Concern (New Referrals and Undiagnosed)
BML– Bilingual and Multilingual Learners

When looking at the special education needs and disabilities of students, their needs and requirements are seen as falling within the following areas as reflected in our Inclusion register:

OVERARCHING SEN CATEGORIES

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics, Numeracy
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW)

- 3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN)
- 4. SENSORY (SE)
- 5. PHYSICAL NEEDS (PN) SPECIFIC SEN CATEGORIES

1. COGNITION AND LEARNING (CL) – Language, Literacy, Mathematics and Numeracy 1a. Dyslexia (DYL) or Specific Learning Difficulty (SpLD) – Language / Literacy 1b. Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) – Mathematics / Numeracy 1c. Moderate Learning Difficulties (MLD) 1d. Severe Learning Difficulties (SLD) 1e. Profound & Multiple Learning Difficulties (PMLD)

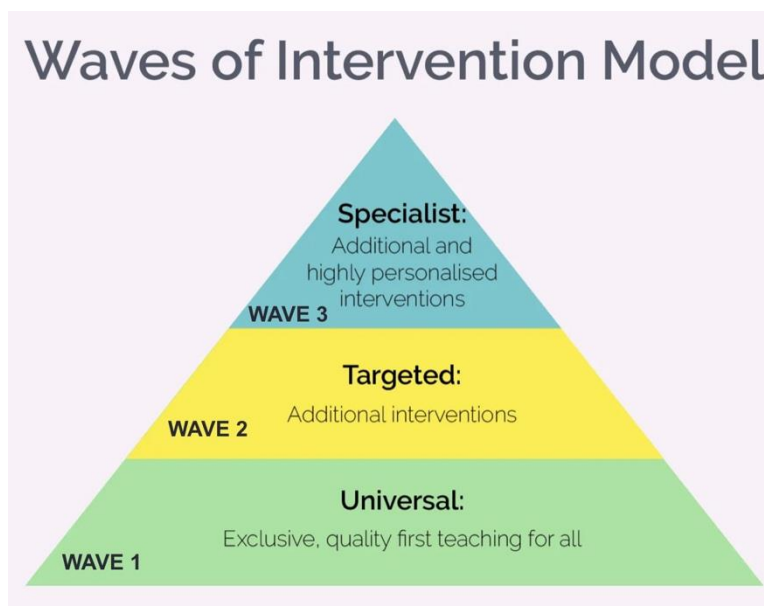
2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-BEING (SBEW) 2a. Social and Behavioural Difficulties (SBD) 2b. Emotional and Well-being Difficulties (EWD) 2c. Severe Challenging Behaviour (SCB) associated with SLD or PMLD

3. SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) 3a. Developmental Language Disorder (SEN) (DLD) 3b. Language Disorder (LD) associated with a differentiating biomedical condition 3c. Communication and Social Interaction Difficulties (CSID)

4. SENSORY (SE) 4a. Blind (BD) 4b. Partially Sighted (PS) 4c. Severe/Profound Hearing Impairment (SPHI) 4d. Mild/Moderate Hearing Impairment (MMHI) 4e. Multi-sensory Impairment (MSI)

5. PHYSICAL NEEDS (PN) 5a. Physical (P)

SEND support and provision will be established on a 'Wave of Intervention' Model as outlined below:-



Wave 1 Learners/ Tier 1 (Universal, quality first teaching)

All students benefit from quality first teaching. However, there are some students who may



require further differentiation within the classroom. These students will be monitored within Wave 1 to assess if the differentiation in place is enabling the child to make progress within the mainstream classroom.

Wave 2/Tier 2 (Targeted Support)

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

- Students who are presenting with a learning need that cannot be met in class by differentiation alone (e.g. children receiving group targeted support);
- Students with persistent behavioural difficulties that are impacting on their learning or the learning of others;
- Students who have a sensory or physical impairment that impacts or could potentially impact on their future learning.

All children within Wave 2 are placed on the Inclusion register and will have a Student Passport/Profile. Student passports/profiles outline strategies to support and may include SMART targets that the child is working towards. The class teacher/ tutor will be responsible for writing and reviewing the targets and strategies, with parents and student (where appropriate), in consultation with the Inclusion team where necessary.

For children receiving group support (booster sessions, small group intervention), progress will be tracked and recorded by the person(s) delivering the intervention(s).

Wave 3/ Tier 3 (Intensive and individualised)

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

- Students who require some additional one to one support to meet their learning needs such as individual targeted support sessions;
- Students who require a high level of individual support to enable them to access the curriculum and make appropriate progress (according to their individual needs);
- Students who require a highly modified curriculum;
- Students who require one to one support from specialists (i.e. Speech & Language Therapists, Occupational Therapists, Behaviour Therapists, Physiotherapists, Dyslexia support, etc.)
- Students who require a Personal Learning Support Assistant (PLSA) for some or all of their time in school in order for them to fully access the curriculum. Further guidance on PLSA's can be found in our Inclusion Handbook.

All children within Wave 3 are placed on the Inclusion register, will have a Student Passport/Therapy Plan in place outlining SMART targets and strategies that the student is working towards. The writing and review of the student passport is the responsibility of the class



teacher/ tutor in consultation with parents, student (where appropriate) and coordinated by the Inclusion Team to ensure communication with any external professionals to determine effective targets for each Student Passport review cycle.

All students on Wave 1-3 will be registered on eSIS as having a special educational need any reports and student passports will be uploaded.

The Health and Safety of all students and staff is paramount and the school will follow the ADEK Student Behaviour Policy for all students of determination alongside the support recommended on their student passport.

Involvement of students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-evaluation at the end of the lesson regarding their progress
- For some students with special educational needs monitor their success at achieving the targets on their Student Passports.
- Involve students (where appropriate) with a student passport in the target setting progress to encourage pupil voice.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for children requiring additional support is carried out in the following ways:

- Classroom observation of student by the Inclusion team and SLT members.
- On-going assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher discussions with the Head of Inclusion and Inclusion team.
- Informal feedback from all staff to Inclusion team.
- Student involvement (where appropriate) when setting new student Passport targets or reviewing existing targets.
- Student progress tracking using assessment data (whole-school processes).



- Monitoring student Passports, evaluating the impact of student Passports on students' progress.
- Regular meetings concerning students' progress between the Head of Inclusion and the SLT

The school has adopted a graduated approach for inclusion provision based on identification and assessment, intervention and review.

Repton School Abu Dhabi SEND Graduated Response

Overview: *Assess – Plan – Do – Review –*

The graduated approach



SEN Support and the Graduated Approach. askusnotts.org.za

If a potential additional educational need has been identified, the following approach is adopted.

1. Assess

- The class/subject teacher is supported by the Inclusion Team to gather and interpret assessment information.



- Parent views and external advice may also form part of assessment.

2. Plan

Ensure that a plan is developed in response to the assessment process, keeping the student and their needs at the centre of the process.

- If it's agreed that a student requires SEND support then parents must be informed.
- The teacher supported by the Inclusion Team should agree (with the parents/carers and the student where appropriate) what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected and a review date

3. Do

Implement the plan. Ensure it is evidenced and considers the roles of different staff involved and their different responsibilities.

- The subject or class teacher retains the responsibility for the student for day to day teaching, small group or 1:1 teaching away from the classroom.
- The subject or class teacher works closely with any specialists or SEND support to plan and assess the interventions.
- The child may be supported by a teaching assistant, but they work under the direction of a teacher.

4. Review

- On the date agreed, consider the impact of any intervention against student progress.
- Evaluate the effectiveness of the support.

Procedures to Refer Students for Inclusion Support



1. Organise a peer observation (Head of department/subject/year- not Inclusion) to allow opportunities for peer to provide feedback on how to differentiate and support the child. Have a meeting afterwards to offer feedback. Teachers to use strategies from the [QFT Toolkit](#).
2. Inform parents of concerns through a meeting- reach out to them to see if they have any information to share on their child or strategies that work. Let them know what you are already doing in class. Teachers to inform parents that after three weeks if there is no improvement a referral will be filled out.
3. After three weeks have passed- where you have implemented strategies and contacted parents, but are still concerned, class teacher/staff member completes the Referral Form.
4. A meeting will be organised between CT and a member of the Inclusion team to discuss the referral- share what has been implemented in class and any feedback from parents.
5. Plan how information will be gathered/assessments/observations carried out as necessary. Head of Inclusion will decide who will be responsible for assessments/gathering of information.
6. After all information/assessments have been carried out – results will be fed back to class teacher and parents during a parent meeting. Recommendations will be made e.g. additional support needed, strategies for classroom teacher; strategies for parents. This may include out of school support or referral for a free observation with SALT/OT/Behaviour therapy.
7. Support will take place as agreed in the meeting- implement interventions (Wave 2 intervention) for **6-8 weeks** and then feedback to parents by having a CT/HOI/parents meeting after this time. (Assess, Plan, Do, Review)
8. If the student is Tier 2 or 3, a Student Passport is written in consultation with the class teacher and Head of Inclusion, including the type and frequency of intervention and individual student targets. Targets are reviewed termly, involving class teacher, parent and Head of Inclusion (where appropriate).
9. If after additional support is provided through inclusion provision it is considered that the school cannot adequately cater for the needs of a particular student, the parents are to be informed that it is considered necessary for professional, external help to be sought. All costs involved in referral/assessments by external agencies are borne by the parents.

Staffing Requirements

Head of Inclusion



Repton shall appoint at least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team.

As per the ADEK School Staff Eligibility Policy, Heads of Inclusion who require CPD as their additional qualification shall demonstrate completion (within one year of their appointment) of 60 hours of coursework through local and/or international training.

Inclusion Teacher

Repton shall appoint at least 1 Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs.

As per the ADEK Staff Eligibility Policy, Inclusion Teachers who do not have a specialised qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK or other local and/or international training.

Inclusion Assistants

Repton shall appoint IAs to provide additional support to teachers for students with additional learning needs.

IAs work under the direction of the Head of Inclusion and Class teacher and may provide:

- Whole-class support where there are higher numbers of students with additional learning needs.
- Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Student Passport goals.
- Dedicated 1:1 or group support to a particular student, if required, as per their Student Passport and the Clinical Assessment Report.

The Inclusion Team shall conduct an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether support should continue or be modified to maximise positive impact.

Individual Assistants

Where a student with additional learning needs requires additional individualised assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant which is not part of the school's standard inclusive provision.



- When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the student's school day.
- Schools shall maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.
- Repton may suggest a part-time Individual Assistant based on the needs of the student.

Roles and Responsibilities

Head of Inclusion

In line with the recommendations in the ADEK Inclusion Policy, the Head of Inclusion will oversee the day- to-day operation of the Inclusion Team in the following ways:

- Maintaining and analysing the Inclusion Registers for all children requiring additional support (SEND, ELL, MAGT AND ROC)
- Providing a clear SEND referral procedure, details of the referral process.
- Deploying the Inclusion team to provide support in accordance with the needs of the students.
- Co-ordinating provision for all students on the Inclusion Register.
- Managing the Learning Support Assistants (LSAs), Personal Learning Support staff (PLSA), Teaching Assistants (TA), and other classroom staff involved in supporting children requiring additional support
- Overseeing the records of all students on the Inclusion Register.
- Enabling the development of a Student Passport that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. We shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
- Contributing to the professional development and training of staff
- Attending area/RFS/Cognita Head of Inclusion network meetings and training as appropriate.
- Liaising where possible with a range of outside agencies to support children requiring additional support.
- Evaluating regularly the impact and effectiveness of all interventions for students requiring additional support on the Inclusion Register
- Conducting an annual review for students receiving Tier 2 support and termly meetings for students receiving Tier 3 support with a PLSA.
- Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
- Recording the details of students with additional learning needs on eSIS, as required by ADEK.



- coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the ADEK In-School Specialist Services Policy.
- Engaging in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.

Inclusion Teacher

- Supporting with 1:1 or small group intervention to support students on the Inclusion Register.
- Maintaining and regularly reviewing the Inclusion Register and Student Passports of the students on their caseload.
- Support teachers with in-class strategies to ensure personalised learning in the classroom.
- Supporting and training PLSAs to enhance their provision with the students.
- Overseeing the records on all children with Special Educational Needs and Disabilities
- Contributing to the professional development and training of staff
- Attending review meetings to revise learning objectives for all children requiring additional support in their class who are being tracked on the school's Inclusion Registers
- Liaising and consulting sensitively with parents and families of students on the Inclusion Register keeping them informed of progress and listening to their views of progress, in conjunction with class teachers/ tutor.
- Liaising where possible with a range of outside agencies to support children requiring additional support.

Learning Support Assistant (LSA)

The Learning Support Assistants work with the whole school to promote inclusion for all children. They provide a range of services including the following:

- Advice and support to all staff on identification of children's additional needs and strategies for supporting these needs;
- Preparing, and support in writing student passports and student support plans (SSP);
- Monitoring the effectiveness of student support plans in meeting student's needs;
- Collating and dissemination of Student Passports to all staff;
- Co-ordination and monitoring of small group and individual targeted support by class teachers;
- Advice and support to parents in collaboration with the Head of Inclusion;
- Recognising the needs of BML students and targeting support;
- Provision of Social Communication Groups;



- Training (CPD) for staff to help them to identify and meet the needs of their students;
- Developing and maintaining links with other schools, parents and partners to support inclusion across a wider network

Leadership/Governing Board

The school appoints a dedicated Governor for Inclusion, who meets regularly with the Leadership Team to monitor, support, and evaluate inclusive practice.

Accessibility

General Accessibility: At Repton we ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per the ADEK Buildings and Facilities Policy.

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast colour bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers colour contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- School buildings are accessible on the ground floor, at a minimum, to all students. g. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilise independently down the stairs.
- All teaching staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).



Specialist Support Spaces: In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK In-School Specialist Services Policy, schools shall:

- Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the Student Passports.

Assessment Accommodations

At Repton we ensure that students with additional learning needs are not disadvantaged during any form of assessment. In accordance with the JCQ guidelines, we evaluate the needs of all students with additional learning needs to:

- Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.
- Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
- Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).
- Word processor and scribe policy available as per JCQ guidance.
- Access arrangements apply to both internal and external examinations and assessments. Students will begin eligibility testing in Year 9. Refer to the Inclusion Register for students with examination access arrangements.

Admissions

Repton Abu Dhabi is committed to inclusive education and helping every student fulfil their academic potential. We treat all applications equally, admitting students with a range of abilities and educational needs.

As per the ADEK Inclusion Policy, we accept all SEND students based on having the capacity to support their needs and to admit them in the appropriate year group. All admissions will be made on an individual basis in the best interests of the student and family.



We prioritise the attendance of students with additional learning needs and their siblings in Repton. Parents are required to share any clinical assessment reports on entry to the school and/or when external assessments have taken place.

When we consider we are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admissions decision being issued.

Alternative school placement may be considered for students we feel would benefit from an alternative or specialised curriculum in consultation with the parents and ADEK.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.

Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), schools may request additional school fees.

Partnership with Individual Assistants (see Appendix 1)

- Parents will provide a IA if a student requires 1:1 support
- Head of Inclusion will support in the suitable selection and provide a school induction on the role and responsibilities of the IA
- Parents are fully liable for all costs and administration of hiring for this role
- The school will provide Child Protection training before the IA can start working with the student in school
- For Child Protection purposes, the school requires a that that IA follows the HR guidance for



recruitment and ADEK approval.

- IAs are expected to work on a case-by-case basis, as agreed initially with parents of the child. This includes working hours, break times and any holidays.
- The health and safety of the student will be assessed if the IA is unavailable and possible support options discussed with the parent.



Bilingual and Multilingual Learners (BML) Policy

Creating an inclusive environment for bilingual and multilingual learners is essential in today's diverse educational landscape. At Repton Abu Dhabi we support the unique needs of these students to ensure their academic success and overall well-being. This policy includes provisions for language support services, culturally relevant curriculum, and professional development for teachers to effectively support language acquisition and cultural understanding.

In addition, at Repton Abu Dhabi we promote the celebration of linguistic diversity within the school community, fostering a sense of pride in students' language backgrounds. Collaboration with families and community members is also crucial in the implementation of this policy to ensure that the needs of bilingual and multilingual learners are met both inside and outside the classroom. By embracing and valuing students' linguistic and cultural identities, schools can create a more inclusive and enriching learning environment for all.

Bilingual and Multilingual learners (BML's) refer to students who are learning through English and are working towards the goal of bilingualism or multilingualism within the mainstream English school context.

Importance of Mother Tongue

The importance of a mother tongue, also known as a native language, cannot be overstated. It is the first language a person learns from birth, and it plays a crucial role in shaping one's identity, culture, and sense of belonging. Mother tongue is not just a means of communication; it carries the heritage, traditions, and values of a community. It provides a strong foundation for cognitive development, as research shows that children who are proficient in their mother tongue tend to perform better academically in other subjects.

Furthermore, being able to speak and understand one's mother tongue fosters strong family bonds and relationships. It allows for effective communication with older generations, preserving oral histories and traditions. Additionally, knowing one's mother tongue can boost self-esteem and confidence, as it connects individuals to their roots and helps them navigate their place in the world. Overall, the preservation and promotion of mother tongues are vital for maintaining cultural diversity and ensuring the well-being of individuals and communities.

The Inclusion teachers contribute to language development in the following ways:

- Advising and supporting class teachers in selecting and adapting resources to address the needs of BML students;



- Working with staff to identify BML learners and establish appropriate support programmes for their language development
- Timetabled BML support classes and ECAs
- Informing teachers about BML learning theories and methodology; (INSET, CPD and on a one-to-one basis);
- Informing parents/caregivers on ways to enrich their child's English language learning outside the school's environment.
- Supporting staff with strategies and opportunities to allow students to develop and use their mother tongue language.

BML Student Identification

All students identified as BML are assessed through English Language Progression Map (ELP). The ELP assessment focuses on two different categories: 'Foundational Language' and 'Thinking Language'.

Foundational Language reflects the base of vocabulary needed for acquiring the language we use for everyday communication and conversations. Since Foundational language is based on high frequency words that make up day to day conversation, most students should be able to acquire these necessary vocabulary words fairly quickly. It is important to understand; however, that Foundational Language actually makes up a very small percentage of a BML's overall vocabulary learning goal.

Thinking Language relates to the language that students acquire in order to perform a wide-variety of higher order thinking tasks and metacognitive processes. In this stage, students are building more advanced academic vocabulary which allows them to comprehend and communicate complex thoughts and concepts with greater ease.

BML Champions

A number of staff across Rose and Fry Campus have completed the Bilingual and Multilingual Learners course and are BML Champions. They are located across a range of year groups and departments.

BML Student Levels

Repton BML Level	ELP Stages and Words	Support
LEVEL 1A	FL1 : Pre-production 0-500 words	Support provided
LEVEL 1B	FL2: Early Production 500- 1000 words	Support provided
LEVEL 1C	FL3: Speech Emergence 1000 – 3000 words	Support provided

LEVEL 2A	L4: Transitional phase 3000-6000 words	Monitor in class /BML slump/metaphoric competence
LEVEL 2B	FL1: Intermediate Fluency 6000 – 8000 words	Monitor in class /BML slump/metaphoric competence
LEVEL 3	FL2: Advanced Fluency 8000 + words	Identified on BML Register and monitored

Once identified, BML learners are supported in one (or a combination) of the following modes for a period deemed appropriate for supporting language development:

- In-class: Adaptive teaching to meet the needs of all students. LSA/LA support to complete tasks set in a lesson.
- Withdrawal: individuals/small groups complete tasks similar to those in mainstream class but adapted to the linguistic level of the student or phonics support.
- Withdrawal: individuals/small groups are given English language lessons using BML pedagogy. This is an intensive BML support programme aimed at accelerating acquisition for a short period of time 4-8 weeks.
- Invite only BML ECAs

Additional BML Assessments

When required, additional assessments may be used:

- New students joining Repton will complete the CAT 4 (Y3+) – information gathered from the verbal subtest will identify any student BML student requiring support.
- Wellcomm assessment FS1-Y2 to gather more information about the students language development.

Planning, Monitoring and Evaluation

- Targets for BML students are appropriate, challenging and reviewed on a regular basis.
- Planning for BML students incorporates both curriculum and BML specific objectives.
- Staff regularly observe, assess and record information about students' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of students.

Key Principles of additional language acquisition



- All teachers, with the exception of Islamic, Arabic and MFL teachers, have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the mother tongue of all students and staff should be recognised and valued. Students should be encouraged to maintain their mother tongue language and use in the school environment wherever reasonably possible.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for many years.
- All Repton staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages and the ability to transfer knowledge between multiple languages.
- A clear distinction should be made between BML and Special Educational Needs.

Special Educational Needs and Gifted and Talented BML Learners

- Most BMLL students needing additional support do not have SEND.
- Should SEND be identified, BML students have equal access to the school's SEND provision.
- If BML students are identified as More Able, Gifted and Talent (MAGT), they have equal access to the school's provision.

Effective Interveners for Every Teacher

- BML provision should be identified in the long and short term planning documents for all teachers.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable students to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- There is a balanced focus on receptive (reading, listening, viewing) and productive (speaking, writing) skills in English.
- Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.



- Providing opportunities for students to practise authentic language in a variety of contexts so as to gain insights into how English operates as a linguistic system is necessary.
- Exposing students to a level of language that is comprehensible but higher than the level of language that a student can produce (Vygotsky's Zone of Proximal Development) is required.
- Providing opportunities for students to draw on their knowledge of their home language to talk about and reflect on their English language learning is encouraged.
- Integrating ICT with BML learning, using recommended apps like Google Translate and Learning English apps/websites.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic and cultural background of students and establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of BML students in the wider community.
- Recognising and encouraging the use of the students Mother Tongue.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.



Appendix 1

Individual Assistant Guidance and Agreement

Teacher Guidance – Working collaboratively with your Individual Assistant

Individual Assistant definition from the ADEK Inclusion Policy *formerly known as “Shadow Teachers”, Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need.*

Key Duties and Responsibilities of the Individual Assistant:

- Provide support for the identified student within a group context or individually, both inside and outside of the classroom to enable them to fully participate in a range of activities during the school day, this may also include attending ECAs and school trips with the student.
- Assist in the implementation of strategies outlined in the Student Passport and support the ongoing monitoring of the student’s progress by sharing observations and identifying any additional support or resources needed to the Class Teacher.
- Support the identified student in relation to their additional needs including but not limited to medical, physical, social-emotional and behavioural difficulties.
- Promote independence and peer collaboration by encouraging the student to work alongside peers, thereby reducing the risk of co-dependence.
- Individual assistants will be encouraged to attend sessions regularly with therapists (SLT and OT) to implement strategies in the classroom.
- Establish strong working relationships with members of the school community through regular and open communication.

Role of the Class Teacher in supporting the Individual Assistant:

- Build a connection with the Individual Assistant and meet with them on a weekly basis to discuss the week ahead. Check-ins, feedback and suggested strategies should be the focus of weekly meetings.
- Share and review Student Passport targets regularly. Evidence of observations should be noted.
- Class teachers are responsible for planning the provision for all students and should make sure that the Individual Assistants have the resources they need to support the child.



- Communicate with the class/student timetable and any changes in advance.
- Share information about lessons to be taught in advance.
- Check in with the Individual Assistant regularly to track student progress. If you are not happy with something the Individual Assistant is doing, please meet with them and discuss directly to re-establish expectations.
- Set clear and consistent expectations regarding student behaviour and respond to any behaviour issues that occur in accordance to the school Behaviour Policy.
- In collaboration with the Head of Inclusion, ensure the Individual Assistant has suitable breaks during the school day.

As a school we agree to:

- Support you to carry out the duties and responsibilities outlined previously in this document.
- Share the school Health and Safety, Safeguarding and Behaviour Policy with you before commencing the role.
- Share the Staff Handbook and other relevant staff policies.
- Share relevant information about the children you are supporting.
- Treat you with the highest respect and care.
- Treat anything you tell us with confidentiality.
- Provide temporary support to the student if the IA is absent; this may result in reduced hours or alternative arrangements at the school's discretion. If a student stays at home due to Health and Safety reasons, this will be marked as an approved absence.

As an Individual Assistant, I agree to:

- Work collaboratively with school and parents to carry out the duties and responsibilities outlined previously in this document.
- Raise any concerns or support required with the class teacher and Head of Inclusion
- Use the school Safeguarding Policy and inform the teacher/DSL if I see any incidents that are a cause for concern.
- Attending training sessions as per the school's recommendations, these may be after school or on the weekends.
- Adhere to the Repton Dress Code and other relevant staff policies.
- Treat any information with total confidentiality.
- Inform the school if I am unable to come in for any reason by 6:30am in the morning by emailing the Class Teacher and Head of Inclusion.
- Respect and listen to the guidance of the teacher at all times.
- Complete the appropriate Repton Safeguarding training before beginning work.



- Disclose any criminal allegations to the Head of Inclusion prior to starting at Repton School.
- Provide 30 days' written notice to both the school and the parent of the child should I wish to terminate this agreement.

As an Individual Assistant, I agree not to:

- Compare or share children's work, records or confidential material from the school.
- Share any information about a child or member of staff with anyone outside the school staff.

Provision of Individual Assistant – Parent No Objection 2025-2026

Student Name :

I acknowledge that my child has additional learning needs which cannot be fully met by existing provision. They experience difficulty in the area/s of (highlight below):

- Cognition & Learning
- Social, Behavioural, Emotional and Well-Being
- Speech, Language and Communication Needs
- Sensory
- Physical Needs

I am in agreement that the support of an Individual Assistant will enable my child to more fully access the school day.

I agree to:

- o Pay the IA a fair monthly salary, on the same agreed date each month.
- o Discuss and agree on the terms and conditions of payment prior to commencing employment- working hours, holiday pay, expectations and absence procedures etc. (agreed in writing).
- o Provide 30 days' written notice to both the school and the Individual Assistant (IA) should I



wish to terminate this agreement on the basis of moving schools or leaving the country.

- o Contact the Head of Inclusion and/or Assistant Head in order to arrange the possibility of cover from the Inclusion department if the Individual Assistant is unable to attend school with my child. This may result in reduced hours or an alternative plan being put in place by the school.
- o Ensure the Individual Assistant has provided the required documents to the school.
 - o CV or Resume
 - o Copy of passport
 - o Copy of visa
 - o Copy of front and back of Emirates ID
 - o Contact mobile number
 - o Passport photo
 - o Copy of Attested Bachelor degree if obtained or evidence of completion of High School
 - o Police Clearance Certificate/Good Conduct
 - o Self-Introductory form
- o Submit any additional documentation required to gain ADEK approval for the Individual Assistant.
- o Liaise with my child's class teacher as the first point of communication from school regarding my child.

I acknowledge that:

- o The Individual Assistant's key communication will be with the class teacher and Head of Inclusion.
- o IAs will not be expected to communicate with parents during the school day using their personal phone. All communication will come from the classroom teacher.
- o The Individual Assistant will provide my child with individualised support, which will take the form of individualised 1:1 sessions to build core skills, small group sessions which promote learning in a social context and more generalised support within the class or wider school setting.
- o The Individual Assistant will attend appropriate CPD training through the school and/or external agencies as required.



Appendix 2

Intimate Care Policy - SEND Students

1. Introduction

1.1 Intimate care is any care which is associated with invasive procedures relating to bodily functions, bodily products and personal hygiene which demands direct or indirect contact with or exposure of intimate parts of the body, such as cleaning up after a child who has soiled themselves. In addition, some students may need help with dressing/undressing or using the toilet. Most students can carry out these functions themselves but it is recognised that some are unable to due to physical disability, learning difficulties, medical needs or needs arising from the child's stage of development.

1.2 This Intimate Care Policy has been developed to safeguard students, support staff and ensure good practice is followed. All staff are checked with the police clearance certificates, references from previous work places and have to gain ADEK approval before they can work at the school. We are committed to ensuring that all staff responsible for the intimate care of students will undertake their duties in a professional manner at all times. We believe that the intimate care of students cannot be separated from other aspects of their learning and development and we believe that every child has the right to feel safe and secure. We do not discriminate against students who have not reached a stage where they can manage their own personal hygiene and as such welcome all students to participate in our school and provide appropriate support for each child on an individual basis. We recognise the need to treat all students with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

2. Our Approach to Best Practice

2.1 Individual intimate care plans will added to the Pupil Passports for particular students as appropriate.

2.2 Any student who requires intimate care is treated with respect at all times; we recognise that the child's welfare and dignity is of paramount importance. We will work with parents and students to establish a preferred procedure for supporting the child in our care with their personal and intimate needs.

2.3 Where these procedures may require specialist training, we will seek out training for the staff who will be involved in a child's care, ensuring that the child's PLSA and at least



one other member of staff accesses the training.

2.4 Where possible the child's PLSA is responsible for undertaking their care. When this is not possible, a staff member who is known to the child will take on that responsibility. The staff member who is involved will always ask the child for permission to assist them. The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities and staff will encourage them to do as much for him/herself as he/she can. students will be cared for with dignity and respect for their privacy. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. This will be noted in the child's Pupil Passport.

3. Working with Parents

3.1 We believe that our partnership with parents is an essential principle in our setting and is particularly necessary in relation to students needing intimate care. We recognise that the information required to carry out intimate care is available from parents and prior permission must be obtained from parents before intimate care procedures are undertaken (see Appendix 1). We acknowledge that cultural and diversity influences may affect what is deemed 'intimate' and ensure we pay regard to social, ethnic and cultural perspectives through open dialogue with parents.

3.2 Parents should be encouraged and empowered to work with staff to ensure that their child's needs are identified, understood and met. Exchanging information with parents is essential through personal contact, telephone or correspondence.

3.3 When any intimate care is carried out on students with individual care plans, it will be recorded on their own personal record (see appendix 2). All information concerning intimate care procedures is recorded and stored securely.

3.4 We appreciate that sometimes student have toileting 'accidents' which are out of character for them. In the event of this, and in the absence of a personal intimate care plan, the child would be fully encouraged and supported to achieve the highest level of autonomy that is possible given their age and ability. Staff will encourage the child to do as much for his/herself as possible and parents will be informed the same day. The parents/carers will be contacted confidentially either in person, by telephone or email.

On the rare occasion that a child is soiled to a point where they are unable to clean themselves to a comfortable state, parents would be contacted immediately so that the child could be taken home for bathing.



4. The Protection of Students

4.1 Child Protection procedures will be adhered to.

4.2 All students will be taught personal safety skills carefully matched to their level of development and understanding to build their confidence and assertiveness about their own body and its worth. Confident and assertive students who feel their body belongs to them are less vulnerable to abuse.

4.3 If a member of staff has a concern about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate designated person for child protection.

4.4 If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution.

4.5 If a child makes an allegation against a member of staff, all necessary procedures will be followed. (Please see the Safeguarding policy for more information)

5. Allegations of Abuse

5.1 Personnel working in intimate situations with students can feel particularly vulnerable. This school policy can help to reassure both staff involved and the parents of vulnerable students. Action will be taken immediately should there be a discrepancy of reports between a child and the PLSA. Where there is an allegation of abuse, the guidelines in the Child Protection procedures will be followed. If staff are concerned about a child's demeanour during or following intimate care, or has responded to or said something that has caused concern during the intimate care, they will report such incidents immediately to one of the Designated Safeguarding Leads who will follow the correct safeguarding procedures.



6. Health and Safety

6.1 Staff should always wear gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. (The school will provide gloves, a bin and liners to dispose of any waste)

6.2 Any soiled waste should be placed in a waste disposal bin. The bin should be emptied on a daily basis and it can be collected as part of the usual refuse collection service as this is not classed as clinical waste.

Parent Permission

Dear Parents,

I am writing to you regarding occasions when your child may need support with intimate care routines. We have drawn up the attached guidelines to ensure that your child's needs are met in a professional and dignified manner at all times.

I would be grateful if you could sign and return the slip below once you have read the guidelines and agree to the school carrying out intimate care procedures when necessary.

Yours sincerely

Headteacher / Principal

I have read a copy of the school's Personal and Intimate Care Policy. I agree to the PLSA / school staff carrying out intimate care on my son / daughter when necessary

Parent Signature: _

Parent Name: _

Name of child: _

Date: _

Toilet Training / Changing Record



TOILET TRAINING/CHANGING RECORD
(to be completed after each 'intimate care' activity)

Child's Name _____

D.O.B. _____

Name of Adult _____

Date	Time	Comment e.g. what action was taken

TOILETING PLAN

Child's Name –

Child's Class –

Adults involved –

Steps	Details



















