INCLUSION POLICY AND PROCEDURES

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Qatar Academy

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Our Guiding Statements

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

QAD Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

QAD Mission

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are **SAFE**, **RESPECTFUL** and **RESPONSIBLE** learners

QAD Definition of High Quality Learning and Teaching

High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.

> **The learning process incorporates:**
> -Making connections to prior knowledge, within and between disciplines
> -Developing conceptual understandings, knowledge, skills and attributes
> -Reflecting on new understandings, acting on new knowledge and applying new skills and attributes
>
> **The teaching process incorporates:**
> -Using evidence based practices
> -Using effective differentiation
> -Providing opportunities to self-assess
> -Using authentic and rigorous data that is qualitative and quantitative

![Qatar Academy logo with Arabic text أكاديمية قطر and Qatar Academy]

QAD Inclusion Philosophy

At QAD we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students.

QAD Inclusion Rights and Responsibilities

As QAD we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.

Community of learners, International Mindedness, From Principles into practice 2019

Community Rights	Community Responsibilities
Students have access to an inclusive learning environment	**School Leadership** -Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences -Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness **Teachers and School** -Convey diversity through the use and display of languages, images, technology and books -Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities) -Reinforce desired values, dispositions and behaviours in class and in the playground -Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity **Students** -Include others in games in the playground and in social activities -Engage with different students throughout the school

	-Are tolerant and respectful -Show empathy by understanding and sharing the feelings of others -Learn to be aware that body language can also send messages of inclusion or exclusion -Let go of their own assumptions or prejudices -Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief -Resolve conflict through dialogue -Help new students feel at home in the learning community -Take responsibility for their own actions -Model appropriate behaviours when insensitive behaviours are observed
Students learn without barriers	**Leadership** with teachers, learning support professionals, parents, students and all stakeholders, -Put in place processes to remove barriers to learning for every member of the school community **Every Teacher**, as a teacher of **all** students, -Makes sure that each student is exposed to teaching and learning that reaches them as individual learners -Explicitly teaches students how to make mistakes, fail well and overcome obstacles -Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome -Involves and includes parents in learning and teaching in an inclusive way **Student Support Coordinator** -Involves and includes parents and legal guardians in learning and teaching in an inclusive way -Supports students, families, teachers and staff in transition through thoughtful induction programmes -Engages locally through a collaborative and constructive relationship with the school's local community -Trains staff in appropriate inclusive arrangements **Families** -Provide accurate information about the child's needs and history -Partner with the school on developing approaches that will support the child's academic development -Follow through on agreements with the school -Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts

The whole school community is celebrated for their personal and cultural identities	**Leadership** -Ensures that international-mindedness is embedded in the school ethos through mission statements and policies -Creates community links that promote inclusion -Celebrates events and activities that promote intercultural appreciation -Promotes the Qatari culture from an inclusive perspective **Teachers and School Leadership** -Encourage and support students to explore multiple perspectives -Share their own experiences, interests and viewpoints with students -Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities) -Challenge disrespectful or insensitive behaviour and comments -Have no tolerance for bullying -Show respect and kindness to all community members -Model internationally-minded values and dispositions -Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts **Students** -Share their own cultural traditions and stories in classroom discussions and assemblies -Value peers and teachers for who they are
Students are encouraged to share their views	**The School Leadership and Teachers** -Encourage participation in school decision-making by all members of the learning community -Encourage safe and respectful dialogues -Encourage independent and collective thinking **Students** -Listen to other perspectives without making judgments

Inclusion, IB Learner Profile, and Approaches to Learning

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion. An inclusive learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others

Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015

Connections to other IB Policies

Inclusion and Admissions
During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the 'QAD Admissions Policy'. QAD expects families to disclose detailed medical evaluation reports (educational, psychological, speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class.

Inclusion and Academic Integrity
At QAD, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organizes lessons on related topics (plagiarism, copyrights, etc.).

Inclusion and Language
Students wishing to be admitted to PYP, MYP, and DP above must take a MAP Screener for DP and a paper based screener test before entry. If needed, a language placement test will be administered to ensure accurate placement. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test, as stated in their previous school's documents.

Inclusion and Assessment
Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individualised Learning Plan.

Guiding Principles

- QAD makes every effort to provide diverse educational experiences that cater to a wide range of student needs within the school's available resources.
- Inclusion in QF schools is a continuum of service that is defined by PUE and provisioned within each school.
- QAD school has an ethical obligation to accept, and continue to re-enroll, only those students whose identified needs can be reasonably supported within the school's resources and structures.
- QAD school will use systems and data to identify students in need of specific interventions.

Learning Support

Learning Support Department
QAD schools Learning Support Department provides services to students with academic, behavioural and social-emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. The departments offer support to in class students and through out of class small group and individualized sessions. The department is constructed from school centred Learning Support Teachers, PUE 'Inclusion and Wellbeing' department Student Service Coordinators, and 'The Learning Centre' provided specialists.

The Student Support Coordinators purpose is to focus on PUE policy implementation, enhancement, and effective delivery of support within QAD schools. The Learning Center (TLC). provides services to students who are in need of speech and language therapy, occupational therapy, psychology, and behavioral therapy.

Inclusion and Wellbeing Learning Support Coordinator
The Student Support Coordinator liaises with school personnel and The Learning Center to coordinate the delivery of services for students on the learning support register. They provide guidance on interventions and strategies teachers need to address the challenges of students based on the concerns presented in the collaborative cycle meetings or by parents. Additionally, they supervise the learning support staff, ensure the necessary systems are in place to identify and refer students with difficulties and develop initiatives and programs to promote academic advancement and student wellbeing.

QAD Gifted Education Coordinator
The Gifted and Talented Coordinator is responsible for providing leadership in the area of gifted and talented education. Position objectives include implementing the staff development Gifted and Talented Program Plan; studying, evaluating, and implementing innovative techniques and methods; providing leadership in the development, articulation, and implementation of an exemplary gifted and talented program, improving the program through evaluation; and developing and coordinating the staff development program for gifted and talented education.

QAD School Learning Support Teachers
QAD schools learning support teachers work in collaboration with subject and advisory/homeroom teachers. Their purpose is to develop and implement individualised learning plans addressing academic and behavioural/social/emotional concerns. They also provide individualised accommodation plans for students with diagnosis. Learning support teachers also monitor student progress toward goals and collaborate with teachers in the use of Tier 1 differentiated strategies.

QAD School Counsellors
The school counsellors facilitate group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence and general well-being.They also support. Student well-being, social-emotional learning, cognitive and academic evaluations, behavioral

systems, crisis response, child safeguarding, pastoral care, and counseling. Counsellors primary role is to support academic success and wellbeing.

School Based TLC Educational Psychologist
The School psychologist is a uniquely qualified member of TLC centre that supports students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

TLC Speech and Language Therapist
Speech and Language Therapists (SLTs) work with children to enable them to communicate to the best of their ability. An SLT works on developing a child's understanding and use of language.

TLC Autism / Autism Behaviour Specialist
Support functions of behavior, social skills, behavioral interventions, Autism Spectrum Disorder screenings and awareness activities in regards to Autism Spectrum Disorder

Occupational Therapist
The Occupational Therapists support a student's ability to participate in desired daily school activities or "occupations." They help children to fulfill their role as students by supporting their academic achievement and promoting positive behaviors necessary for learning.

Procedures

Identification
Students with unique educational needs who would benefit from specific inclusion practices are identified at the point of their admission to a QF school, or at any point in their school career. QF schools will utilize the following data in their identification procedures, in keeping with PUE and school Admissions, Assessment, and Promotion & Retention policies.
- Admissions screening.
- A wide range of formal and informal assessment.
- School based referral processes.

After the identification process, if the school determines that they do not have the capacity to serve the educational needs of the student, the family will be recommended to seek alternative educational placements.

1. *Identification of need* through the use of uniform systems of assessing student progress
2. *Addressing school wide challenges* through strategic professional development and alignment of classroom practices
3. *Support for groups* of students that fall outside the average range of skills.
4. *Individualization* in the form of accommodation plans and learning plans for students that warrant additional support.

5. *Admission and continued enrollment at the school.* If the school determines that they do not have the capacity to serve the educational needs of the student the child will be referred elsewhere. The decision lies firstly with the school director and then ultimately with the Executive Director of Schools. Where schools determine that they cannot reasonably support the child, the school will go through specific steps in communicating this decision and recommendation. Parents have the right to be informed of the reasons for refusal of admission or for the recommendation and application of their child to another school.

In order to best outline the above procedures they have been separated into those that apply to the admissions process, and those that apply to the referral process of students already in the school.

Identifying Students during Admissions
QAD school has its own handbook or procedural guide that should be consistent with this policy and will include the following components:

1. Applicants with disabilities shall be considered for admission on the same basis as other applicants. If such an applicant meets the admissions requirements, and if the school finds that the disability either a) does not create a barrier to the student benefitting from the school's full academic program, or b) can be accommodated within the school's existing program without the use of any additional services or support, while maintaining adequate yearly progress, the applicant shall be accepted. However, if students are identified during the screening/admissions procedure as requiring more significant support than what can be provided by the school, they would be recommended to apply to other schools that best support their child's needs.
2. Admissions screening should assess each child's application on an individual basis, in reference to school and PUE Admissions policy, and to the school's current levels of available resources.
3. Children identified by the schools admission committee as requiring additional support must follow screening procedures. This procedure includes, but may not be limited to, observation, formal screening assessments, informal assessments, and consultation of the Inclusion and Wellbeing department along with The Learning Centre Specialists.
4. QAD utilises a variety of assessment tools to capture a holistic overview and understanding of a child's academic and social emotional abilities and levels. These include observation, formal screening assessments, informal assessments and provided medical and previous school documentation.

Identifying Students during their Educational Career at QAD
1. Assessment and testing of a child's progress is based on an analysis of school wide data. Such tests may include, but are not limited to: report card grades, MAP data, WIDA and psycho-educational assessments, observation, informal and formal assessment.
2. If a student demonstrates limited or no response to documented academic interventions that address the child's specific and identified skill deficit at the appropriate tier, then additional interventions will be considered or alternative educational placement plans be made.

3. The school will have a referral process that aligns with the one outlined in the TLC Handbook. As part of each school's assessment and reporting procedures, and in accordance with the PUE Assessment Policy, a student's special educational needs may be identified at the time of admissions screenings, after a student has been admitted, or during the academic year. Each school has a procedure for the identification of such needs and for the referral of the student to the Student Services Coordinator.
4. The school will have a monitoring process in order to track interventions and support services and the student's response to them, as outlined in Progress Monitoring below. The process will have a clear timeline, designated responsibilities, and parental involvement.
5. The Director of QAD, in collaboration with PUE, TLC and I&W will make the final determination regarding the provision of external service providers on the school's premises.

Multi-Tiered System of Support

Tier Based System for Students Needing Support
Most academic difficulties that students experience at school may be resolved with the help of classroom teachers and specialist Learning Support teachers in differentiated settings. If this proves insufficient in providing for the needs of particular students, more in-depth information will be required to design specific individualised strategies and pathways of learning. The learning support programme supports those students who require more individually differentiated support in order to access or surpass the classroom curriculum.

QAD uses a multi-tiered system to identify students with Learning Difficulties, Social Emotional Learning difficulties and Gifted abilities.

Learning Support Program
The learning support program provides inclusive support for students identified as in need who have a decreased progress in the grade level curriculum. Those supported include but are not limited to; students diagnosed with learning disabilities, learning difficulties, depression or anxiety. Support usually takes the form of accommodations of the environment, instruction, response and/or assignments and assessments. Some students may also require additional specific educational goals in the areas of organisation or time management through a specific educational plan with long term intensive interventions.

Gifted Education Program
At QFS the term **gifted** denotes the possession and use of exceptional untrained natural abilities in at least one domain. Children are gifted when their ability is significantly above the norm for their age group. The term **talented** refers to the enhancement of the child's giftedness within a particular discipline that places the individual in at least the top 10% of their peer group.

Students with Academic Gifts and/or Talents within Qatar Foundation Schools

Students with academic gifts and talents are those students who demonstrate, or have the potential to demonstrate, an exceptional level of ability in one or more academic disciplines. These students progress in learning at a significantly faster pace than do other children of the same age, often resulting in notably higher levels of achievement in an academic domain or domains, placing them in at least the top 10% of their peer group. These students are grouped as clusters in certain classes.

Programming Requirements for Students with Gifts and Talents

The natural abilities of students with academic gifts and talents translate to educational needs that require differentiated instructional programming specifically tailored to their unique academic abilities (separate Individual Gifted Plans or IGPs) and is integrated into the regular school day. These differentiated educational experiences target those academic domains in which the students demonstrate the aptitude for high levels of performance. These experiences include the following: the socialisation with intellectual peers of similar academic ability, opportunities to develop natural abilities through targeted out-of-school enrichment experiences, and the opportunities for students with gifts and talents to realize their full potential (NAGC 2010).

Needs of Students with Academic Gifts and Talents

Because of their unique academic abilities, students with academic gifts and talents require rich learning opportunities which target their current academic levels and socialisation with intellectual peers to realize their full potential. Their talents are accelerated by the Gifted Lead, through opportunities available to them either within school (higher level classes in other grades) or beyond what the school can provide, so access locally or globally. Gifted Cluster Teachers are specifically provided Professional Development for this, and a QAD Gifted Policy is in draft form and will be implemented in the 2022-2023 school year.

Differentiation for Students with Gifts and Talents

Differentiation practices for students with gifts and talents should be a consistent and regular part of class instruction with an emphasis on pace, depth and interest. Motivation and attitudes toward school, as well as academic achievement, are significantly affected when students with gifts and talents are not consistently challenged. Differentiation for students with gifts and talents will include:

A.   Content
B.   Product
C.   Process
D.   Learning Environment


Tier 1 (Universal Support)

Proactive instruction process. This is defined as differentiation in the classroom. It is the proactive prevention of predictable problems and should meet the majority of needs. Tier 1 is defined as the total collection of educational practices and strategies that are used that every student in the

school receives. Tier One instruction includes academic, language acquisition, social, emotional, and behavioral elements. QAD believes that the whole child needs to be considered throughout the school day.

- Individual learning strategies
- Whole class strategies
- Small group teacher Instruction
- Differentiated instructional strategies
- Learning Support Teacher provides evidence based strategies to class teacher
- Emotional Needs (as determined by guidance counselor)
- No Ed Psych needed
- ALL students

Universal Design For Learning: An Essential Component of Tier 1

In Qatar Foundation Schools, and within the IB Framework, Universal Design for Learning (UDL) has been encouraged as a key component of any inclusive classroom system. In a school that embraces UDL, "variability among learners is the norm" (Rao et al, 2016). Teachers working within the UDL framework are planning lessons with the nine dimensions illustrated below in mind.

The Universal Design for Learning Guidelines

CAST | Until learning has no limits
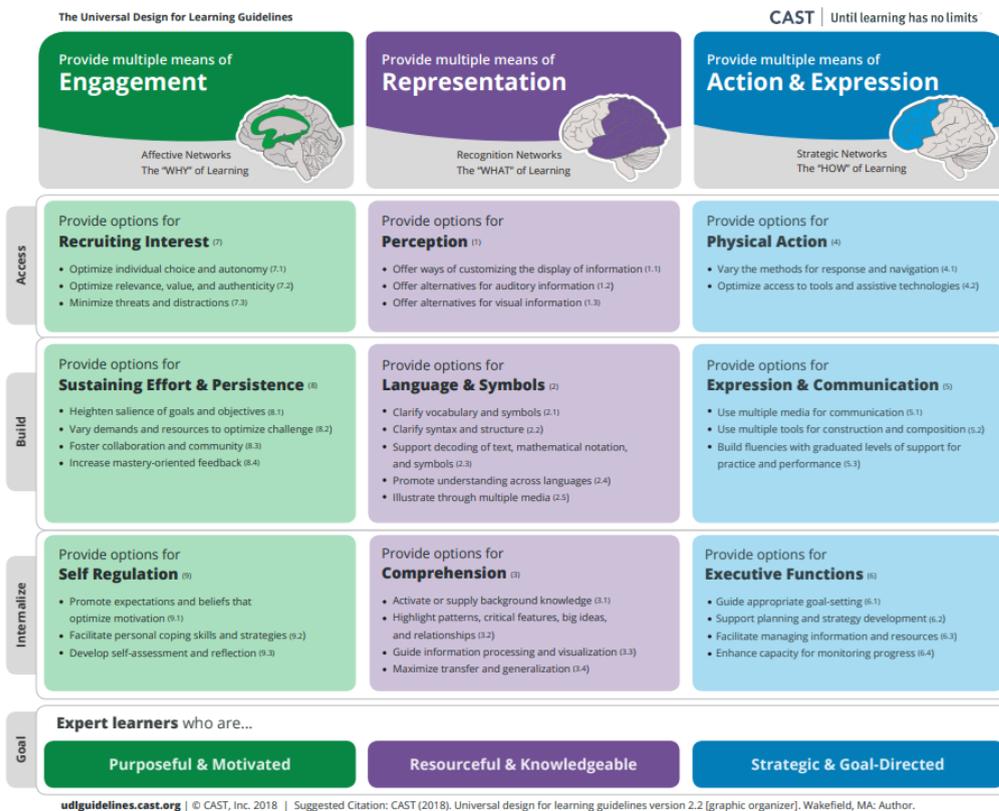
UDL planning follows a six step process:

1. Gather information about your students;
2. Create barrier-free goals and objectives;
3. Identify potential barriers;
4. Consider useful supports and options;
5. Design the learning experience;
6. Teach, evaluate, and revise.

Tier 2 (Targeted Support)

Programmatic targeted interventions. This is a school-based system of small group support that is readily available and designed to address a specific need. These programmatic interventions define

clear instructional procedures, duration and frequency of instructional support. There are many ways to implement this tier of support in practice whether push-in or pull-out, walk-to-learn, small groups, etc. Provision at this tier should be common across the school and is normally managed by the class teacher, in collaboration with other educators or the learning support team.

- Co-taught classes in core subjects
- Small Group Instruction in form of pull-out by Learning Support Teacher
- Use of assistive Technology
- Accomodations (Ed Psych Required)
- Diagnosed Learning disability (Ed Psych Required)
- Lacking specific skills foundation
- Emotional Needs (as determined by guidance counselor)
- Speech/Occupational Therapy as needed
- Targeted intervention

Tier 2 Systems: predictable and reliable responses to student needs
At the Tier Two level interventions must be:
(a) Clearly connected to Tier One expectations, aims, or practices;
(b) Communicated to parents by their teacher;
(c) Ready to implement within 2-3 working days after a need is identified;
(d) Ready to fade, change, or move to Student Support Team (SST) in 4-8 weeks following implementation of the stated Tier 2 intervention(s);
(e) Meet a similar set of academic, social-emotional, or behavioral needs among a clearly identifiable group of students;
(f) Linked to defined success criteria;
(g) Evidence-based and data-driven.

Data Gathered During Tier 2 Interventions
Prior to submitting any SST referral to move to Tier 3, documentation must demonstrate at least one Tier 2 intervention that did not result in adequate progress toward classroom/school outcomes as evident in at least two of the following teacher-generated data sources:

- classroom work samples;
- curriculum-based measures;
- schoolwide formative assessment systems;
- anecdotal records generated by the classroom teacher.

Tier 3 (Intensive Support)

Personalized intensive interventions. These often incorporate the structural and data collection elements of tier two but are individualized to account for learning differences that tier two supports failed to address. These are individual systems of personalized support.

- Ed Psych required
- Identified learning or cognitive disability
- Diagnosis of ASD / ADHD / people of determination
- Shadow Teacher
- Intensive intervention
- Multiple support services including Occupational and speech therapy, school based psychologist, autism & behaviour specialist
- Outside Counseling services or other emotional needs (As determined by guidance counselor or school based psychologist)

Eligibility for Intensive Support and Services (Tier 3)

Service Category	Evaluators Responsible for Conclusion	Criteria for Eligibility
Academic (reading, writing, and mathematics)	School Psychologist, Learning support teachers, and Student Services Coordinator	At least two of the criteria below must be met. An individualized plan from another school with data supporting the previous school's conclusions that is aligned with best practices adopted by TLC. The student is performing below the average performance level of peers within the same grade at the student's current school as indicated by school or classroom generated data. The student exhibits a pattern of clinically significant strengths and weaknesses. A school-based team has documented minimal, neutral, or negative responses to at least two evidence-based Tier 2 interventions. Thorough testing indicates a clinically significant discrepancy between academic performance and cognitive ability.
Occupational Therapy	Occupational Therapist and Student Services Coordinator	A student must be performing two or more years behind classroom peers of the same age on tasks related to sensory and/or motor needs.

Psychological Services	School Psychologist and Student Services Coordinator	At least two of the criteria below must be met. An individualized plan from another school. The student is exhibiting clinically significant emotional or behavioral challenges that limit full participation in the classroom and school activities. The student has a diagnosed mental health disorder from a medical doctor in Qatar. A school-based team has documented minimal, neutral, or negative responses to at least two evidence-based Tier 2 interventions. Functional behavioral assessments and clinically notable findings during the psychoeducational evaluation indicate a need for regular psychological intervention.
Speech and Language Therapy	Speech and Language Pathologist and Student Services Coordinator	Prior to consideration for any language-related services at least three classroom observations by any professional educator must indicate that the classroom teacher is teaching to stated language objectives, using at least three evidence-based language acquisition strategies, and allowing for the use of Arabic and English to acquire new concepts. The above criteria does not apply to speech production evaluation or services. Following documentation of classroom language instruction, at least two of the criteria below must be met. A clinically significant score on a norm-referenced test of articulation or phonology. A clinically significant score on a norm-referenced language measure. Consistent errors in speech production beyond the time when 90% of typically developing peers have acquired a sound leading to low speech intelligibility in Arabic and/or English.

		A medical diagnosis from an established clinic or hospital in Qatar.
		Thorough documentation of expressive and receptive language interfering with verbal, nonverbal, or assistive communication.
		Thorough documentation of any aspect of speech or language resulting in a lack of progress toward school and classroom expectations despite the teacher's application of evidence-based language acquisition instruction.
		Results from a dynamic assessment conducted by the Speech Language Pathologist indicate speech production, communication, or language needs that cannot be addressed through evidence-based classroom practice, Tier 2 interventions, or EAL support.
Instruction/Support for Needs Related to Autism Spectrum Disorder	Autism Specialist, Occupational Therapist, Speech and Language Pathologist, School Psychologist, and Student Services Coordinator.	At least two of the criteria below must be met.
		An individualized plan from another school.
		A formal, medical diagnosis of Autism Spectrum Disorder from a licensed and recognized hospital in Qatar.
		A formal, medical diagnosis of Autism from a medical professional outside Qatar who has prepared a thorough, clinical report documenting the full clinical rationale for their diagnostic decision.
		Clinically significant evaluation results from at least two TLC evaluators that are consistent with patterns found among students with Autism Spectrum Disorder.
		Acceptance and at least one year of attendance at Renad Academy followed by a transfer to another Qatar Foundation School.
		Functional behavioral assessments and clinically notable findings during the psychoeducational evaluation indicate a need for regular psychological

		intervention.
Gifted Education	Academic Affairs' Head of Gifted Education, Gifted Education Mentors, School Psychologist, classroom teacher, Student Services Coordinator	Scores on the Cognitive Abilities Test or Naglieri Nonverbal Ability Test that indicate giftedness as guided by the Gifted Education Coordinator. GPA, English language expression, Arabic language expression, or compliance with behavioral expectations are not to be considered indicators of giftedness.

Plans and Progress

Individual Learning Plans and Individual Action Plans

Individualized Learning Plans (ILPs) and Individual Accommodation Plans (IAPs) are used where a student's special needs require specific individualized support, which should be detailed and reviewed annually. ILPs should be developed and reviewed in collaboration with parents.

Interventions: Building an Individualized Plan

Each school, in consultation with the Student Services Coordinator, shall adopt a standardized approach to documenting individualized interventions. Across all Qatar Foundation Schools individualized plans are referenced using different names: Individualized Education Plan; Individualized Learning Plan; Behavioral Intervention Plan; Gifted Education Plan; Health Management Plan; and, Individualized Accommodation Plan. Regardless of how the plan's title might fit school, student, and parent needs, the documentation should include all of the content below.

Present Levels

A brief, data-informed summary of the students current functioning in relation to the needs that will be addressed in the plan. These present levels will include strengths, challenges, and opportunities related to the student's current level of functioning.

Goals

Goals will be focused on growth across one academic year, in one targeted area, and measurable using an identified data instrument.

Short-term Objectives

Short-term objectives will outline a path toward each goal.

Progress Reporting

Progress toward all goals will be reported to parents at least two times per year.

Accommodations/Modifications

Accommodations are specific teacher actions that will support the student's ability to access classroom instruction. Modifications are a shift in expectations that will provide the student with appropriate academic or behavioral expectations in the classroom. Both accommodations and modifications are typically implemented by the classroom teacher.

Accommodations can also be provided for formal assessments such as MAP or DP assessments.

Provision Summary

A summary of the frequency, duration, and type of provision provided shall be easily identifiable within the provision tracker by teachers, administrators, and parents. Provision needs that are outside those allocated by the school, I&W or TLC shall be subject to processes outlined in PUE policy.

Parent Involvement

Parents will be contacted prior to their child's individualized plan meeting to benefit from family insights, concerns, or questions. If parents have any suggestions during the meeting they should be taken into serious consideration by the team when writing goals. **Parent requests that are outside provisions allocated by the school, I&W or TLC shall be subject to processes outlined in PUE policy.**

If parents do not attend any meetings where individualized needs are being addressed, the student's case manager should use digitally secure systems to communicate any and all outcomes, interventions, services, and plans to the parents.

Participant and Agreement Documentation

 Signatures are required from all parties present and meeting minutes shall be readily available for at least three years following the meeting.

Annual Review

After the initial ILP/ IAP, each new ILP/IAP meeting should be held approximately 365 days after the previous year's ILP/IAP. A specialist, teacher, parent, or school administrator may request a reconvening of the team to review the individualized plan at any time.

Continued Eligibility for Individualized Services:

Every three years a student's needs for individualized services shall be reviewed by the SST team. Re- evaluation will take place to identify whether to continue/discontinue service. Parents, teachers, and school administrators shall be involved in this decision-making process and clearly informed by the Student Services Coordinator as to the decision reached by the SST team. The same criteria used to determine access to services should be used to evaluate any need to continue, enhance, or discontinue services.

Interventions to Support Inclusive Practices

QAD school, in collaboration with The Learning Center, provides a range of support services that take a multi-tiered approach to behavioural, physical and academic needs, are supportive and integrated into the curriculum and classroom, and that are informed by data.

Provision of SEN

Decisions regarding the provision of SEN and inclusion practices are made at the school leadership level and at the discretion of each school. In individual cases, decisions should be made in good time in partnership with parents and TLC professionals, so that parents may consider the other options for their child's education. The final decision on individual and school-wide provision is subject to agreement by the Executive Director of QF Schools.

Referral Process

The referral process is designed to create a clear, consistent, and data supported pathway to interventions. The pathway is minimally invasive and directly focused on progress in classroom and school driven outcomes. (Refer to Referral Policy for further details)

Progress Monitoring

What is Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Progress monitoring data is used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening the instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties e.g., a reading specialist or a special educator.

Implementing Progress Monitoring

At QAD Doha there will be several stages of progress monitoring. At the beginning of the year and at other pre-selected times, students will take a screener assessment. An example of a screener would be the MAP test.

At the beginning of each unit, students may take a pre-assessment to establish a baseline in which to measure student growth. Students will then be given various formative and summative assessments throughout the unit.

Teachers gather this evidence and meet to monitor student progress. These meetings can be made up of SST members, grade level teachers or content departments. The purpose of these meetings will be to look at student data and see what kind of interventions and what the time frame for these interventions will be. The interventions can be academic, behavioral or social/emotional, depending on what the various teams conclude.

If a student continues to struggle, despite the use of interventions. This may be a sign that the student has a learning disability. If this is the case, the school can give the student a diagnostic exam and based on that, complete psychoeducational testing.

Parental and Family Involvement in Inclusion Decisions and Provisions
- As part of the Admissions process, parents are required to disclose any and all medical, behavioral, psychological or educational information about the child which may have an impact on their admission to school.
- Failure to disclose this information may result in the student's admissions acceptance being withdrawn at any stage of their educational program.
- Parents are required to be active participants in all meetings related to the educational programs of their child. They have the right to be informed on a regular basis on all aspects of their child's academic, social and emotional progress.
- Students with identified concerns at or after admission will be regularly monitored and assessed.
- This information will be shared with the parents at regular intervals during the school year through parent meetings, reports, or letters.
- Where a student requires more intensive support than anticipated, the school shall meet to notify parents of their concerns at the earliest possible opportunity.
- As a condition of their continued enrollment, students may be required to participate in additional assessments and engage in specialized support as outlined in an Individualized Learning Plan or Individual Accommodations Plan.
- Parents will be required to complete their part in the assessments and interventions to support the student's learning.
- This plan is to be regularly reviewed and parents provided with detailed information about student progress towards identified goals.
- Following an extensive process of goal setting, the provision of additional support and feedback on progress, the school may, in consultation with TLC, determine it does not have sufficient resources to address the unique learning needs of the child. At that time, the school may ask the parent to make an alternative educational arrangement.

Assessing Student Progress and External Examinations

- Systems and tools of assessing student progress and for the identification of needs through the use of uniform systems, such as MAP testing, leveled readers such as Scholastic, Fountas & Pinnell, or Leveled Literacy Intervention, where available.

- External examinations, such as the IB MYP eAssessment, IB Diploma Programme exams and MAP testing, adhere to the published rules and regulations of the appropriate examining and testing bodies. Inclusive assessment arrangements and reasonable adjustments in

external examinations. These include the provision of accommodations for examination texts and conditions based on individual student need, such as the provision of extra time, a laptop, a text-reader, a scribe etc as indicated in a students ILP or IAP. Similar provisions may be made in schools for internal examinations created by the school for assessment and reporting purposes. Please see the Requests for Examination Accommodations-policy through [this link](#).

Provision of External Services

In exceptional circumstances, when the school and TLC resources cannot meet a student's needs, parental agreement to enlist and pay for external service providers may be considered. Such decisions are governed by the following procedures:

- When students warrant external support beyond what can be provided at the school, the school in consultation with TLC will determine if provision of support services from external service providers, medical providers, consultants will support the student's learning and inclusion in the school. The effectiveness of these external supports will be reviewed by the team regularly through reports shared by the providers and school-based data to determine the continuity of these supports for each academic year.
- It shall be the responsibility of the school, in consultation with TLC, to evaluate and determine the qualifications, involvement, access, effectiveness, and appropriate level of support for all external service providers in QF Schools.
- Parents or external service providers are responsible for providing copies of relevant qualifications and CID clearance documents to TLC and the school. No service provider will be permitted to work in QF schools without these documents.
- Where external support is determined to be a necessary component of the student's ILP, the school reserves the right to set service levels during the school day, limit access, evaluate effectiveness and require ongoing progress reports.
- Directors, in collaboration with PUE and TLC, make the final determination regarding the provision of external service providers on the school's premises.
- Decisions are also governed by the PUE Child Protection Policy.

The Role of TLC

- The Learning Center (TLC) is committed to providing instructional and related service support that is learner focused, flexible, and responsive.
- The Learning Center (TLC) provides a number of services in support of inclusion provision at QF schools. Shared resources through TLC include a School Psychologist, Speech-Language Pathologist, Autism Specialist, Behavioral Specialist, Occupational Therapist, and English as an Additional
- Language (EAL) Support. TLC may also consult with the Head of Gifted Programs to address the needs of gifted students in the school. These resources are identified through a Student Study Team referral process and allocated by the Student Services Coordinator. School based resources are managed as a collaborative effort between the school administration and Student Services Coordinator. Specific details of the policies, procedures, practices,

referral forms and supporting documents can be found in the TLC Handbook, which is reviewed on an annual basis.

Safe and Professional Handling of Documentation

QAD will strive to use the highest standard of confidentiality and data security that is feasible, accessible, and aligned with Qatar Foundation cybersecurity policy. All student digital and paper files will be kept for a length of time that is in compliance with existing or drafted Qatar Foundation policy.

References

This policy draws upon the pre-existing policy documents and procedures of each QF school, and on the Pre-University Education Qatar Foundation Schools Draft Policy and Procedures Manual, November 2015. In addition, the following sources were consulted:

Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015.

Meeting student learning diversity in the classroom, International Baccalaureate Organization (UK) Ltd, 2013.

Learning diversity and inclusion in IB programmes, International Baccalaureate Organization (UK) Ltd, 2016.

Policy Review
Review – Pedagogical Leadership Team (June 2020)
Review – Leads and faculty (October 2021)
This policy shall be reviewed on a 2-year cycle, at the end of academic year.

	Position	Name	Date	Signatures	BPI Confirmation
Prepared by					
Reviewed by					
Reviewed by	Student Services Coordinator	Paul Taylor	10/10/2021		
Reviewed by	Student Services Coordinator	Tamara Shotts	10/10/2021		
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