



عضو في مؤسسة قطر
Member of Qatar Foundation



Primary Years
Programme

Tariq Bin Ziad School

Inclusion Policy

مدرسة طارق بن زياد

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Our Guiding Statements

TBZ Mission Statement

Tariq Bin Ziad School aims to develop responsible, lifelong learners and internationally-minded citizens, who help to create a better and more peaceful world, through an inclusive glocalized and dual-language program. Our caring community supports academic excellence, enhances local identity, and understanding and appreciation for other cultures.

School Vision

Leading Learning

School Organization

Qatar Foundation Schools and Pre-University Education

Tariq Bin Ziad school is an IB World school that falls under the jurisdiction of Pre-University Education as part of Qatar Foundation. The school became part of a district of schools. As such, the school is both bound by district expectations as well as having access to district resources.

Philosophy

At Tariq Bin Ziad school, we believe:

- All students have the right to receive appropriate educational services
- All students have unique learning styles and demonstrate a range of strengths and challenges in their academic performance
- All students can learn through a curriculum that corresponds to their unique needs

Definition of High Quality Learning and Teaching

There is ongoing professional development for teachers of all sections of the school. Teachers have access to a wide variety of courses provided by Education Development Institute (EDI), which is a subdivision of PUE, as well as other training. Specific training needs can also be addressed through the Teaching and Learning Centre (TLC) which is part of the PUE school district. Next steps include more targeted classroom teacher training to enhance the delivery of inclusive practices.

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.

Inclusion Rights and Responsibilities

At Tariq Bin Ziad school all students have the right to access the curriculum. The school is committed to providing support to students to access the curriculum based

on the student's learning needs and the school's available resources (staffing, specialized intervention programs). 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	<p>School Leadership</p> <ul style="list-style-type: none"> -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 <p>Teachers and School</p> <ul style="list-style-type: none"> -Convey diversity through the use and display of languages, images, technology and books -Challenge assumptions through inquiries that honor 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 behaviors in class and in the playground -Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity

Community Rights	Community Responsibilities
	<p>Students</p> <ul style="list-style-type: none"> -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 behaviors when insensitive behaviors are observed

Community Rights	Community Responsibilities
Students learn without barriers	<p>Leadership with teachers, learning support professionals, parents, students and all stakeholders</p> <ul style="list-style-type: none"> -Put in place processes to remove barriers to learning for every member of the school community <p>Every Teacher, as a teacher of all students,</p> <ul style="list-style-type: none"> -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 <p>SANAD Coordinator</p> <ul style="list-style-type: none"> -Involves others in learning and teaching in an inclusive way -Supports students, families, teachers and staff in the development and facilitation of inclusive systems -Engages locally through a collaborative and constructive relationship with the school's local community -Trains staff in appropriate inclusive arrangements <p>Families</p> <ul style="list-style-type: none"> -Provide accurate information about the student's needs and history -Partner with the school on developing approaches that will support the student'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

Community Rights	Community Responsibilities
<p>The whole school community is celebrated for their personal and cultural identities</p>	<p>Leadership</p> <ul style="list-style-type: none"> -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 <p>Teachers and School Leadership</p> <ul style="list-style-type: none"> -Encourage and support students to explore multiple perspectives -Share their own experiences, interests and viewpoints with students -Challenge assumptions through inquiries that honor 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 behavior 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 <p>Students</p> <ul style="list-style-type: none"> -Share their own cultural traditions and stories in classroom discussions and assemblies -Value peers and teachers for who they are
<p>Students are encouraged to share their views</p>	<p>The School Leadership and Teachers</p> <ul style="list-style-type: none"> -Encourage participation in school decision-making by all members of the learning community -Encourage safe and respectful dialogues -Encourage independent and collective thinking <p>Students</p> <ul style="list-style-type: none"> -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, Individualized Accommodation Plans, or Individualized Education Plans, documentation of diagnosis, etc.). This is in accordance with the 'TBZ Admissions Policy'. TBZ 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 TBZ, 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 and MYP must take a MAP Screener 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. 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' Individualized Education Plan.

Guiding Principles

- TBZ 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.
- TBZ 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.
- TBZ school will use systems and data to identify students in need of specific interventions.

SANAD Model

Sanad Coordinator

The Sanad Coordinator leads the coordination of inclusive student services through the Sanad Team, integrating academic, behavioral, social-emotional, and gifted education support. This role ensures targeted, documented interventions by overseeing referrals, monitoring student progress, ensuring data quality, and building teacher capacity. The coordinator is responsible for aligning services with QF's Multi-Tiered Systems of Support (MTSS), inclusive policies, and the Sanad model of reintegration-focused intervention. This includes alignment with the LEAN coordinator where it is relevant.

Learning Support

Learning Support Department

TBZ's Learning Support Department provides services to students with academic, behavioral and social-emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. The department offers support to in-class students and through out-of-class small group and individualized sessions.

The SANAD Coordinator's purpose is to focus on PUE policy implementation, enhancement, and effective delivery of support within TBZ. The Learning Center (TLC) provides services to students who are in need of speech and language therapy, occupational therapy, psychology, and behavioral therapy.

TBZ Gifted Education

TBZ is responsible for providing gifted and talented education to identified individuals, generally following an evaluation at TBZ. 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.

TBZ School Learning Support Teachers

TBZ's learning support teachers work in collaboration with administration, TLC specialists, SANAD Coordinator and teachers. Academic support or interventions are provided by the Learning Support Teachers assigned to each grade level. The Learning Support Teacher provides interventions in Literacy and Math as indicated on the ILP, and works with the grade level team to best address the needs of students receiving support in the core curriculum classes. They develop and implement Individual Education Plans, and provide individualized academic and behavioral/social/emotional support. They also provide Individualized Accommodation Plans for students with diagnosis. Learning support teachers monitor student progress toward goals, communicate progress with parents, participate as necessary in Student Support Team (SST) meetings and collaborate with teachers in the use of tiered intervention strategies. They serve as case managers and deliver student services as outlined in Individualized Education Plans as needed.

TBZ School Counselors

The school counselors 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. Counselors primary role is to support academic success and wellbeing. They serve, as needed, in the coordination and facilitation of, and participation in, SST meetings.

Social worker

The School Social Worker at Tariq Bin Ziad (TBZ) School plays a vital role in supporting the social, emotional, and academic well-being of students within our unique bilingual, IB Primary Years Program (PYP) environment. This position serves as a critical bridge between the school, the home, and the community, ensuring that every student is supported in a way that respects Qatari culture, heritage, and values while promoting global citizenship.

TLC Educational Psychologist

The School Psychologist is a uniquely qualified member of TLC that supports students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help students 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. They participate in SST meetings, serve as case managers and deliver student services as outlined in Individualized Education Plans as needed.

TLC Speech and Language Pathologist

Speech and Language Pathologists (SLPs) work with students to enable them to communicate to the best of their ability. An SLP works on developing a student's understanding and use of language. They participate in SST meetings, serve as case managers and deliver student services as outlined in Individualized Education Plans as needed.

TLC Autism/Behavior Specialist

The Autism/Behavior Specialist support functions of behavior, social skills, behavioral interventions, Autism Spectrum Disorder screenings and awareness activities in regards to Autism Spectrum Disorder. They participate in SST meetings, serve as case managers and deliver student services as outlined in Individualized Education Plans as needed.

TLC Occupational Therapist

The Occupational Therapists support a student's ability to participate in desired daily school activities. They help students to fulfill their role as students by supporting their academic achievement and promoting positive behaviors necessary for learning. They participate in SST meetings, serve as case managers and deliver student services as outlined in Individualized Education Plans as needed.

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 student 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 student, 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.

Student Profile (Admission Requirements and Placement)

Tariq Bin Ziad school shall consider for admission any student who is at least 3 years old and not older than twelve years (for grade 5) on September first of any academic year providing he/she or his/her guardian is either a citizen of, or permanent resident of the State of Qatar, and who meets the admission requirements set forth by Tariq Bin Ziad school for that academic year. All students applying to Tariq Bin Ziad school must have all supporting documentation prior to the admission process.

Screening Process:

Students applying for the early years preschool 3 and above will complete a comprehensive screening following review of their application and supporting documents.

Identifying Students during Admissions

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 student'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. Students identified by the school's 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 Learning Center Specialists.
4. TBZ utilizes a variety of assessment tools to capture a holistic overview and understanding of a student'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 TBZ

1. Assessment and testing of a student'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, internal assessment, Formative and summative assessment, 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 student'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 PUE policy. 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 Support Team (SST).
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 TBZ, 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.

TBZ inclusion requirements

Students admitted into the school program who demonstrated concerns at the admissions screening or during their schooling within TBZ, will be monitored every 3 months to evaluate their progress within the curriculum. If the student is identified as requiring more intensive support based on school assessments, parents would be informed via a mid-year letter from the Principal indicating the student's areas of concern. The school may then refer the student for a comprehensive assessment by the school (if available) or an external agency. Parents will be required to consent to the completion of the assessments. If the assessments indicate specialized support (e.g. speech therapy, behavioral therapy, occupational therapy), parents in consultation with the school team (homeroom teacher, assistant principal, specialists) will agree on a support plan (ILP) to assist the student in his/her area of concern. This support plan will be periodically reviewed for its implementation, and parents will be informed if the student meets the benchmarks for inclusion into the next grade.

If the parent does not implement the plan or contract set forth by the school team, the student's admission into the program will be reconsidered. It is the primary school's policy not to retain students unless there are exceptional situations that warrant retention to best support the student. This will be done under the discretion

of the Director, parents, and the school team (e.g. principal, homeroom teacher, school psychologist and/or school counselor).

Resources (Inclusive Practices)

Tariq Bin Ziad Primary School has one qualified counselor and one Social worker for social and emotional support besides Academic learning support teachers for academic support. The school is also a part of a network of schools that has access to the The Learning Center (TLC). Shared resources through TLC include a School Psychologist, Speech-Language Pathologist, Autism Specialist, Occupational Therapist, Instructional Coaches, and English as a Second Language Support. These resources are identified through a Student Study Team referral process and allocated by the Learning Coordinator. School based resources are managed as a collaborative effort between the school administration and Learning Coordinator.

Academic support or interventions are provided by the Learning Support Teachers assigned to each grade level. The Learning Support Teacher provides interventions in Literacy and Math as indicated on the IEP, and works with the grade level team to best address the needs of students receiving support in the core curriculum classes. The school also relies on the Teaching and Learning Center to avail additional services that may be available at the district to address specific student needs (e.g. ESL department, Autism Specialist, Occupational Therapist, Talented and Gifted opportunities). Some specialists from TLC primarily serve a consultative role and do not provide direct services to students, but work collaboratively with the Student Study Team and the homeroom teacher to address student needs.

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 individualized strategies and pathways of learning. The learning support program supports those students who require more individually differentiated support in order to access or surpass the classroom curriculum.

TBZ uses a multi-tiered system to identify, include, and serve students with varied needs.

Inclusive Education

At Tariq Bin Ziad school all students have the right to access the curriculum. The school is committed to providing support to students to access the curriculum based on the student's learning needs and the school's available resources (staffing, specialized intervention programs).

The SANAD Referral System

The SANAD Referral System is a data-driven, three-tier framework designed to provide every student with the right level of support at the right time. The process begins with Tier 1, where teachers must implement and document mandatory classroom strategies to address learning needs before a referral is initiated. If concerns persist, the SANAD pathway progresses to Tier 2, where targeted interventions are planned, implemented, and monitored over a defined period. Should limited progress be observed, the case is escalated to Tier 3, where more intensive, individualized support is provided, often involving specialist input and formalized plans.

Tier 1 Classroom Strategies (Mandatory Before Referral)

Teachers must implement and document the following strategies in the classroom environment before initiating a referral:

Differentiated instruction: adjusting content, process, and output

- Use of visuals: graphic organizers, charts, pictures, anchor models
- Breaking tasks into small manageable steps (chunking)
- Guided practice, small-group reteaching, and modeling
- Positive reinforcement and structured classroom routines
- Checking for comprehension frequently before moving forward
- Seating adjustments and sensory-friendly supports when needed
- Language scaffolds for ESL students: sentence frames, pictures, vocabulary models

Student Indicators: Signs That a Student Needs Referral

Speech & Language

- Unclear articulation
- Delayed language
- Stuttering
- Limited expressive language

Occupational Therapy (OT)

- Difficulty with handwriting
- Cutting/Grip issues
- Poor posture
- Sensory regulation

Learning Support (LS) / Academics

- Reading decoding issues
- Slow processing
- Poor retention
- Numeracy gaps
- Regression
- Difficulty generalizing
- Consistent struggle despite Tier 1 support

Referral Pathway (SANAD-Aligned)

- Step 1: Teacher observes symptoms and implements/documents Tier 1 strategies.
- Step 2: Teacher fills the SST Referral Form with evidence after communicating concerns with parents.

- Step 3: SST 1 Meeting: HR + LS + Counselor + Psychologist + Therapists.
- Step 4: Decision -> Start Tier 2 targeted intervention (6–8 weeks).
- Step 5: Immediate therapist observation may occur if needed.
- Step 6: Urgent cases: LS joins the intervention cycle immediately.

Tier 2 Intervention Cycle (6–8 Weeks)

- A structured support plan is created collaboratively.
- Targeted small-group instruction and weekly progress monitoring.
- Therapist input included for speech/OT cases.
- LS involvement if urgent or high-impact case.
- Evidence gathered every week to track progress.

SST 2 Review & Decision

The team analyzes intervention data and student progress to determine next steps:

- If improved -> Student returns to Tier 1 classroom support.
- If limited progress -> Referral for formal assessment (OT / Speech / LS).
- School Psychologists may assign psycho-educational assessment if needed.

Tier 3 Support (IEP Implementation)

- Students qualify for Tier 3 based on assessment results.
- IEP created: goals, accommodations, and individualized support time.
- Push-in or pull-out support sessions begin.
- Therapy sessions (OT/Speech/Behavior) assigned as needed.
- Progress is monitored and reviewed with teachers and parents regularly.

Learning Support Program

The learning support program provides inclusive support for students identified as in need who have a documented gap (in the area(s) of academics, behavior, and/or social/emotional) in their ability to access the grade level curriculum. Those supported include but are not limited to; students diagnosed with disabilities related to learning, learning difficulties, depression or anxiety. Support usually takes the form of accommodations of the content, process, product, and/or environment. Some students may also require additional specific educational goals in the areas of organization or time management through a specific educational plan with long term intensive interventions.

Gifted Education Program

At Qatar Foundation Schools the term gifted denotes the possession and use of exceptional untrained natural abilities in at least one domain. Students are gifted when their ability is significantly above the norm for their age group. The term talented refers to the enhancement of the student'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 students 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 socialization 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

Due to their unique academic abilities, students with academic gifts and talents require rich learning opportunities which target their current academic levels and socialization with intellectually comparable peers to realize their full potential. Their talents are accelerated by opportunities available to them either within school or beyond what the school can provide through various enrichment programs.

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)

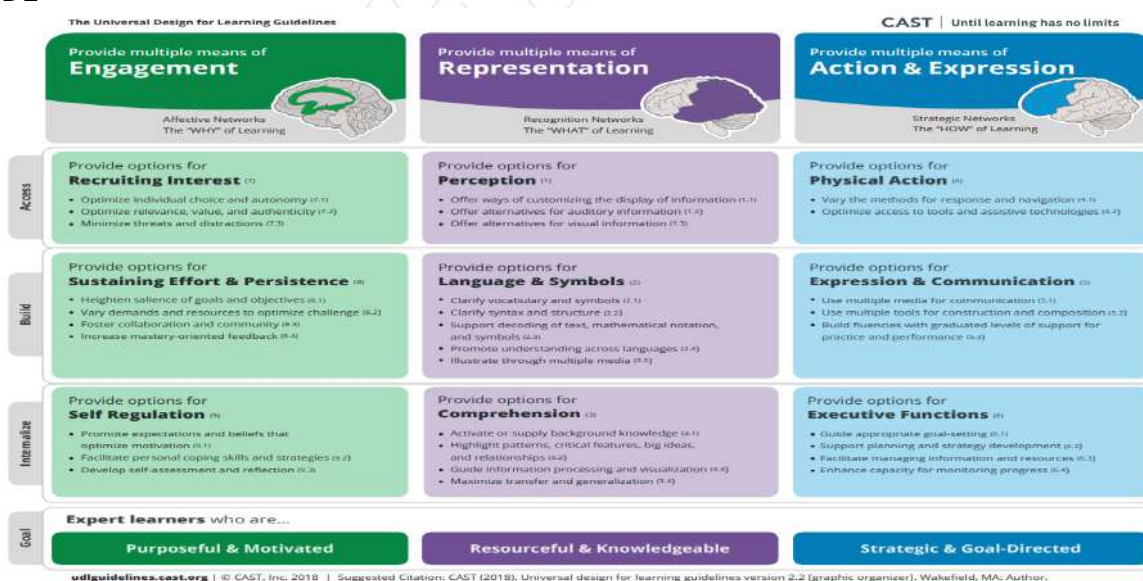
Proactive instruction process. This is defined as differentiation in the classroom. It is the proactive prevention of predictable problems and should meet the majority of needs. Tier 1 is defined as the total collection of educational practices and strategies that are used that every student in the school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

academic, language acquisition, social, emotional, and behavioral elements. TBZ 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 counselor)
- No psycho-educational report 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. 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
- Targeted small group instruction
- Use of assistive technology
- Accommodations (psycho-educational report required)
- Diagnosed Learning disability (psycho-educational report required)
- Lacking specific skills foundation
- Emotional needs (as determined by counselor and/or psycho-social report)
- 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:

- Psychological (or Multi-Disciplinary Team for Early Years) report required
- Identified learning or cognitive disability
- Diagnosis of ASD/ADHD/other medical diagnosis impacting the student's progress
- Shadow Teacher
- Intensive intervention
- Multiple TLC support services including occupational and speech therapy, school psychologist, autism & behavior specialist
- Outside Counseling services or other emotional needs (As determined by counselor or school psychologist)

Eligibility for Intensive Support and Services (Tier 3)

Service Category	Evaluators Responsible for Conclusion	Criteria for Eligibility
Academi (reading, writing, and mathematics)	School Psychologist, Learning support teachers	<p>At least two of the criteria below must be met.</p> <p>An individualized plan from another school with data supporting the previous school's conclusions that is aligned with best practices adopted by TLC.</p> <p>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.</p> <p>The student exhibits a pattern of clinically significant strengths and weaknesses.</p> <p>A school-based team has documented minimal, neutral, or</p>

		<p>negative responses to at least two evidence-based Tier 2 interventions.</p> <p>Thorough testing indicates a clinically significant discrepancy between academic performance and cognitive ability.</p>
Occupational Therapy	Occupational Therapist	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	<p>At least two of the criteria below must be met.</p> <p>An individualized plan from another school.</p> <p>The student is exhibiting clinically significant emotional or behavioral challenges that limit full participation in the classroom and school activities.</p> <p>The student has a diagnosed mental health disorder from a medical doctor in Qatar.</p> <p>A school-based team has documented minimal, neutral, or negative responses to at least two evidence-based Tier 2 interventions.</p> <p>Functional behavioral assessments and clinically notable findings during the psychoeducational evaluation indicate a need for regular psychological intervention.</p>
Speech and Language Therapy	Speech and Language Pathologist	Prior to consideration for any language-related services at least three classroom observations by any professional educator must indicate that

		<p>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.</p> <p>Following documentation of classroom language instruction, at least two of the criteria below must be met.</p> <p>A clinically significant score on a norm-referenced test of articulation or phonology.</p> <p>A clinically significant score on a norm-referenced language measure.</p> <p>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.</p> <p>A medical diagnosis from an established clinic or hospital in Qatar.</p> <p>Thorough documentation of expressive and receptive language interfering with verbal, nonverbal, or assistive communication.</p> <p>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.</p>
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		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, and School Psychologist	<p>At least two of the criteria below must be met.</p> <p>An individualized plan from another school.</p> <p>A formal, medical diagnosis of Autism Spectrum Disorder from a licensed and recognized hospital in Qatar.</p> <p>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.</p> <p>Clinically significant evaluation results from at least two TLC evaluators that are consistent with patterns found among students with Autism Spectrum Disorder.</p> <p>Acceptance and at least one year of attendance at Renad Academy followed by a transfer to another Qatar Foundation School.</p> <p>Functional behavioral assessments and clinically notable findings during the psychoeducational evaluation indicates a need for regular psychological intervention.</p>
Gifted Education	DARB	Scores on the Cognitive Abilities Test or Naglieri Nonverbal Ability

		<p>Test that indicate giftedness as guided by DARB</p> <p>GPA, English language expression, Arabic language expression, or compliance with behavioral expectations are not to be considered indicators of giftedness.</p>
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Plans and Progress

Individual Education Plans and Individual Accommodation Plans

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

Interventions: Building an Individualized Plan

Each school, in consultation with the SANAD Coordinator and The Learning Center, shall adopt a standardized approach to documenting individualized interventions. Across all Qatar Foundation Schools individualized plans are referenced using different names: Individualized Education Plan; Behavioral Intervention Plan; Gifted Education Plan; Health Management Plan; and Individual 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.

Summary of Services

A summary of the frequency, duration, and type of service provided shall be easily identifiable within the service tracker by teachers, administrators, and parents. Service 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 student'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 services 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 IEP/IAP, each new IEP/IAP meeting should be held approximately 365 days after the previous year's IEP/IAP. Any IEP/IAP team member may request 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 IEP/IAP team. Re-evaluation will take place to identify whether to continue/revise/discontinue service. Parents, teachers, and school administrators shall be involved in this decision-making process and clearly informed by the case manager. The same criteria used to determine access to services should be used to evaluate any need to continue, revise, or discontinue services.

Individualized Education Plan Team/Individualized Accommodation Plan Team

This team consists of at least one general education teacher, at least one administrator, any specialists providing services or consultation, a learning support if applicable, student's case manager, and parent.

Interventions to Support Inclusive Practices

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

The school utilizes MAP scores as a universal screener to identify students at a high risk for academic non-success. Student Support is transitioning to a systems

approach that includes tiered supports, data based decision making and focuses on teaching foundational skills in addition to pre-teaching students with the intention of increasing the probability of students' access to instruction when it is delivered in the general education classroom.

If a student has characteristics of a learning disability and has an accommodation plan developed to better support his/her success in the general education curriculum, this plan will be shared by a learning support teacher with general education teachers at the beginning of the school year. When additional concerns arise, accommodation plans will be reviewed with the concerned classroom teachers and edited for clarity and specificity of need.

Provision of Special Education Needs (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 and SST Flowchart for further details)

Students who demonstrate significant difficulties in Reading, Writing, Math, Speech and Language, Social/Emotional and Behavior as demonstrated by school records (running records, student classwork data, social-emotional and behavioral data, standardized assessments e.g. *Measures of Academic Progress*, MAP) and whose difficulties *significantly* impact their academic functioning in the classroom are referred by their homeroom teacher to the Student Study Team (SST).

Teachers are required to complete an SST referral form to indicate the challenges that the student demonstrates in the specific content area (Literacy, Math, Social-Emotional/Behavior, Speech and Language). Once a referral is completed, an SST meeting is scheduled with the homeroom teacher and the Student Study Team. The Student Study team consists of the SANAD Coordinator who oversees the process, the school psychologist, speech-language pathologist, the school counselor, and the learning support teacher assigned to the grade level. The Teaching and Learning Center (TLC) works closely with the Student Study Team to provide specialists as available to address the student need at TBZ-Primary. Administrators (Assistant Principals) are also invited to these SST meetings to share additional information pertaining to the student, and to oversee the team decisions of the student's plan.

The team then decides the plan for the student (recommend observations, evaluations as warranted, and appropriate interventions). Some students may be recommended for short term interventions (Tier 2 interventions) to address their specific areas of concern. If progress is demonstrated following these interventions,

these students will return to core instruction and their progress continuously monitored. However, if progress is minimal following Tier 2 interventions and intensive support is warranted based on data (school assessments, MAP scores, progress monitoring measures) additional evaluations and/ or intensive interventions are recommended. Parent consent is then obtained prior to any evaluations and/ or intensive support that requires the student to be pulled out of classes for individual interventions. In some situations, an additional SST review meeting will be arranged to review the progress of these interventions or observations and to determine the next steps for the student's support.

Systematic Assessment to Document Student Progress

At TBZ, there will be several stages of assessment. At the beginning of the year and at other pre-selected times, students will take a benchmark assessment. An example of a benchmark assessment 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. Progress monitoring data should be collected.

Assessments

Tariq Bin Ziad School does not provide clinical diagnosis of disabilities in their reports. However, based on assessments, specialists may indicate diagnostic markers that suggest the presence of a disability to explain the challenges impacting the student's learning. The responsibility of the school is to identify the challenges the student demonstrates and provide appropriate accommodations or interventions that are best available at the school to support the student's learning and accessibility to the curriculum.

Assessments include functional behavior assessment (FBA), psycho-educational assessments (WISC, WNV, WIAT, DAS), comprehensive speech and language evaluations (CELF-5, GFTA-2, PPVT, PLS-5), English Language Learner assessments (WIDA, observations), and academic assessments (CTOPP, Woodcock Johnson, GORT). These assessments are administered by trained professionals (school psychologists, speech-language pathologists, occupational therapists, senior learning specialists) from the Teaching and Learning Center (TLC). MAP 3-5 and ABT Arabic Benchmark Test Arabic assessment from Grade K-5.

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 intervention 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.

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 should utilize the SST process for appropriate next steps.

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 their 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 student. They have the right to be informed on a regular basis on all aspects of their student'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 Education 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 student. 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 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 student's IEP or IAP. Similar provisions may be made in schools for internal examinations created by the school for assessment and reporting purposes.

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 IEP, 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 The Learning Center (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/Behavioral Specialist, and Occupational Therapist. These resources are identified through a SST referral process. School based resources are managed as a collaborative effort between the school administration. 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

TBZ 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.

Student Referrals and IEPs are currently managed through a web based service by Learning Support teachers. Access to such documents is restricted and information is shared on a need to know basis. Student information is available to school administrators, specialists that serve TBZ and general education teachers who have the student in their classrooms. All hard copies of assessments, reports, IEP/IAPs are stored in a locked cabinet with the Learning Support teacher. Parent consent to exchange information between the school and other local agencies who may have completed assessments or implemented interventions will be obtained by the Learning Support teacher or case managers of the students. The information will be exchanged to best support the student's learning within the school environment. Diagnostic information will be made available to parents upon request.

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 (March 2023)

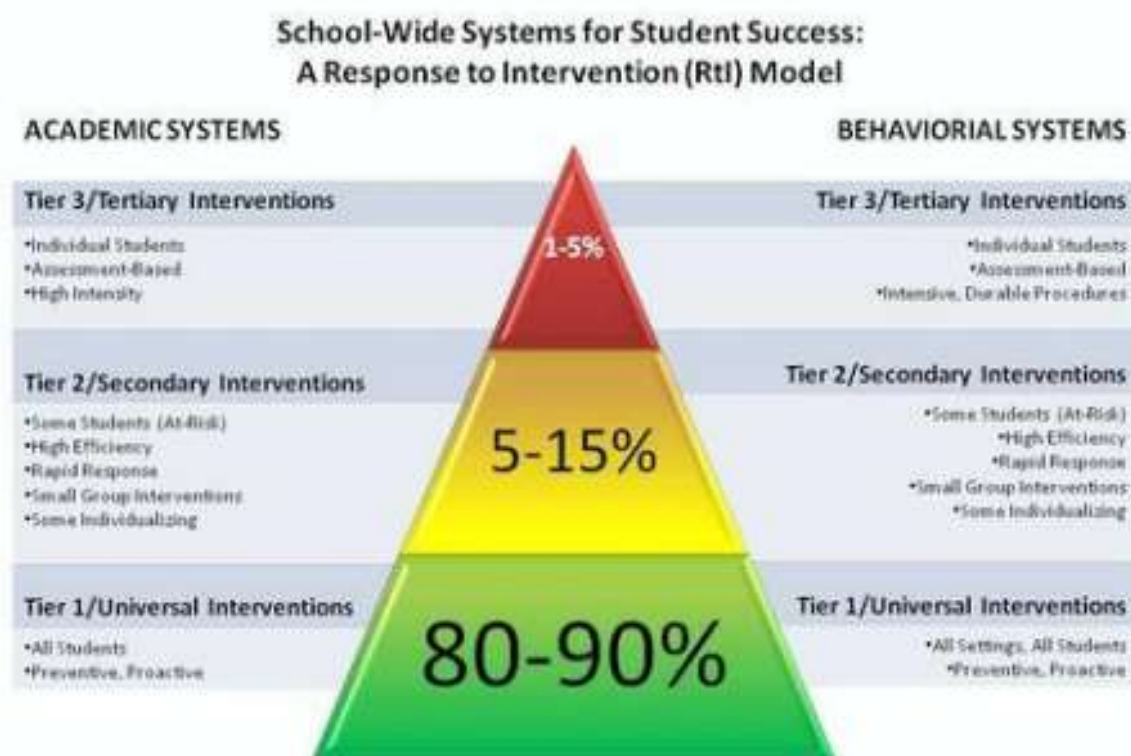
Review – Leads and faculty (May 2023)

Review – Pedagogical Leadership Team (March 2026)

Review – Leads and faculty (May 2026)

This policy shall be reviewed on a 2-year cycle, at the end of academic year.

SST Referral Process



If you have a struggling student and are concerned with his/her challenges in speech, occupational therapy, behavior, social-emotional, and/or academics, please review the following steps before you refer the student to SST.

Student Support Team (SST) Flow Chart

