



Al Faris International School Inclusion and Learning Support Policy

IB Continuum (PYP – MYP – DP)

Updated September 2025

Revision Process

This policy was first developed during the school year 2014/15 by the IB coordinators at Al Faris International School. The Pedagogical Leadership Team reviewed the policy, which was then shared with teachers and posted on the school website for parents to access. The policy has been regularly updated (yearly) by the IB coordinators in collaboration with teachers and HOSs.

Purpose

The purpose of this document is to help the community understand the FIS perspective on inclusion as pedagogy and an approach to teaching and supporting learners with additional learning needs and learning difficulties within the school. FIS believes in empowering students with learning differences with the skills to become efficient citizens. FIS believes in empowering students with learning differences by providing support, accommodations, and differentiated instruction to ensure equitable access to learning.

Mission Statement

As a school committed to excellence, Al Faris International School strives to provide a rigorous programme based on measurable standards with a commitment to improving Teaching and Learning.

Al Faris International School aims to foster a diverse and inclusive community that supports, enhances, and nurtures the learners' own natural desire through approaches to learning skills (ATL skills) * that can lead to lifelong learning, hence cultivating them into global and ethical citizens in a sense of compassion for others in a world of differences.

** Approaches to learning skills (ATL Skills) include: Social, thinking, research, self-management, and communication skills*

Philosophy

We define inclusion as “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers”. (*From Learning diversity and inclusion in IB Programmes, 2016, p.1*).

Inclusion at Al Faris is a shared responsibility that recognizes learner variability as a natural part of human diversity. All teachers are teachers of inclusion. Diversity in ability, language, background, identity, and experience is valued as an asset that enriches the learning community. Inclusive practice is embedded in curriculum planning, pedagogy, assessment, and school culture.

Therefore, all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. In addition, acceptance of diversity is a major key aspect of internationally minded students. Al Faris International School is thus committed to providing the best educational necessities and experience for all students.

At FIS, learning environments are adapted to ensure equitable access. Support may occur within or beyond the classroom, emphasizing collaboration, flexibility, and meaningful participation in all learning experiences.

Beliefs

We believe that:

- Inclusion is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, as well as the nature of pedagogy, curriculum, and assessment.
- Inclusion is an educational approach to which all schools should aspire and can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.
- Inclusion is the learner profile in action, an outcome of dynamic learning communities.
- Diversity, including but not limited to students with additional learning needs, is a valuable resource for what it means to be internationally minded and interculturally aware.
- Students are to be active, compassionate, and lifelong learners who embrace the similarities and differences of all members of our community. They come from a variety of backgrounds, cultures, and life experiences.
- Teachers should employ multiple teaching strategies to differentiate instruction so that all students have equal access to the curriculum.

Aims

Our aim is to provide students with additional learning needs as well as talents the opportunity to fulfil their potential through the provision of:

- Promotes individual confidence, positive attitude and self-esteem in all learners
- Is best practice guided by current and relevant research within the context of our provision allows

- Provides opportunities for all students to meet standards of excellence
- Promotes early identification and intervention
- Enables every student access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs, in order to remove barriers to learning and achievement
- Provides students with the opportunity to participate fully in school activities
- Provides effective assessment and monitoring of students' needs
- Informs all relevant staff of the students' needs in order to ensure effective provision and continuity of support
- Fosters positive cooperation with parents as well as a close and effective partnership between parents and outside agencies
- Involves the students in their own learning
- Delivers appropriate staff development to ensure that staff have high expectations for students with special educational needs.

Identification and Screening Process

The identification and screening process is as integral and ongoing as assessment. Regular recording and reporting on achievement using a variety of tools and strategies are considered to identify students with additional learning needs and learning difficulties. Upon admission, the school counsellor reviews the student's previous report cards and conducts the necessary assessments to form a basic picture of the student's academic status.

During the first term, the school counsellor will ask teachers to review the needs of every student, identify those who are identified, and identify any other students who may require inclusion and learning support in the register. The process must involve parents and the student. Teachers need to take the lead in identifying students for whom they have concerns.

All teachers are teachers of inclusion and are responsible for planning inclusive learning experiences, differentiating instruction, and collaborating with the Learning Support Team to remove barriers to learning. This may include social and emotional needs, as well as academic concerns. That's why teachers are accountable for attending all in-service training on inclusion and for taking the initiative to implement innovative inclusion strategies in their classrooms.

The Learning Support Team collaborates with:

- Classroom teachers for inclusive planning
- IB Coordinators for assessment access arrangements
- School Leadership for resource planning
- Parents for shared goal setting and review

Collaborative planning meetings are conducted regularly to monitor student progress and adjust strategies.

Data used for identification and screening purposes will include, but are not limited to:

- Professional judgment
- Examples of student work
- Moderated Portfolios
- Analysis of work
- Summative assessments
- Anecdotal records on students' behavior

For documentation purposes, reports on these students are then placed in the learning support record. The register will be reviewed annually during the first Term, including an evaluation to update it. After identification, students who qualify will be assigned an Individual Learning Plan (ILP). ILPs are co-constructed by the student, family, school counsellor, Learning Support Team, and teachers to identify:

- Student strengths and interests
- Barriers to learning and participation
- Personalised goals
- Strategies, accommodations, and adjustments
- Review and monitoring timelines

The ILP process is student-centered and growth-oriented. Students are encouraged to reflect on their learning and contribute to goal-setting. ILPs are reviewed regularly to ensure responsiveness and impact.

ILPs are developed when targeted planning is required to support student access, participation, and progress. The need for an ILP is determined collaboratively by the Learning Support Team in consultation with teachers and parents.

The school counsellor must ensure that the ILP is reviewed at least once each school year and, where necessary, revised or cancelled. The collaboration between the class teachers and the school counsellor in updating the ILP is key to the plan's success.

The school counsellor must offer the student's parent and, where appropriate, the student the opportunity to be consulted about the student's educational program upon request.

Students with advanced learning needs are supported through enrichment, differentiation, and increased challenge within the classroom. Moreover, students who are identified as advanced or talented learners will also be supported in the classroom. The teacher reports to the coordinator how she differentiates instruction so that challenging and relevant experiences are designed.

Alignment with IB Standards & Practices

This policy aligns with the IB Standards and Practices through the following areas:

0101 – Purpose: Inclusion reflects the school's mission and commitment to equitable access and learner diversity.

0201 – Governance: The school develops and implements policies that promote inclusion and support student well-being.

0202 – Leadership: School leadership ensures systems and resources are in place to support inclusive practices and collaborative planning.

0301 – Culture: The school culture values diversity, belonging, and equitable participation for all learners.

0401 – Coherent Curriculum: Curriculum planning incorporates differentiation, scaffolding, and flexible pathways to ensure access for all learners.

0403 – Approaches to Teaching: Teaching practices are collaborative, inclusive, inquiry-based, and responsive to learner variability.

0404 – Approaches to Assessment: Assessment practices include accommodations and access arrangements aligned with IB guidelines.

0501 – Student Support: The school identifies and supports students with additional learning needs through collaborative planning, learning support, and ongoing monitoring.

The Role of the HOSs, IB coordinators, and Homeroom/ specialist teachers

- Ensure that planning within their teams provides appropriate opportunities for all students with additional learning needs.
- Monitor that provision.
- Monitor summative assessments each term and report any areas of concern to the school counsellor.
- Ensure planning reflects the whole-school policy and includes differentiated activities to meet the needs of all students, including those identified as having additional learning needs.
- Set appropriate targets based on their ability.
- Provide students with opportunities to access all activities by providing appropriate support. Support can include teacher input, adapted resources and/or different tasks or different assessment methods.

- Monitor students' progress (at a minimum, every 6 weeks) and provide samples of work for student portfolios or progress files.
- Work with parents to support their child and their learning needs.
- Work with the counsellor for maximal benefit to the student.

Inclusion Across the IB Programme Continuum

PYP (Primary Years Programme)

Inclusion in the PYP is embedded through differentiation within inquiry-based learning. Students are supported through flexible grouping, varied entry points, scaffolding strategies, and opportunities for learner agency and voice in inquiry.

MYP (Middle Years Programme)

In the MYP, inclusion is reflected through flexible tasks, varied assessment formats, criterion-related feedback, and skill development in Approaches to Learning (ATL). Teachers adapt learning experiences while maintaining high expectations for all students.

DP (Diploma Programme)

In the DP, inclusion includes:

- Access arrangements in line with IB regulations
- Academic integrity support
- Time management and executive functioning support
- Learner reflection and self-advocacy
- Individualized planning for core components (CAS, TOK, EE)

Special consideration requests are submitted to the IB when appropriate.

Partnership with Parents and External Specialists

Parents are partners in the inclusion process. Where necessary, the school collaborates with external specialists to support student wellbeing and learning progress. Communication is ongoing and transparent to ensure consistency between home and school.

Conclusion

At FIS, we believe in lifelong learners. Thus, the academic, social, physical, and emotional needs of all students are met through a variety of resources.



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For more information about assessment at FIS, please refer to the assessment policy.

References

- CIS – Doha, British Columbia Education
MYP: From principles into practice (2014)
DP: From principles into practice (2014)
Coordinator Support Material (2016)
PYP: From principles into practice (2014)
IB Programme Standards and Practices (2020)