



INCLUSION POLICY

March 2024

**KING ABDULAZIZ SCHOOLS
INTERNATIONAL SYSTEM**

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Introduction

The idea to start an international stream at King Abdulaziz Schools (KAS) was prompted by the owner's quest to build a school that provides quality education for the community of Madinah. The board members were keen on having an educational program that centers on research, inquiry, and lifelong learning.

The school started implementing the IB programmes in 2014. Spurred by the idea of being the first Primary Years Programme (PYP) school in the city of Madinah with English as the language of instruction, all stakeholders worked with this end in mind to reach this goal. Thanks to all stakeholders' support, the school gained a good reputation within the community and began growing gradually. We became a PYP authorized school in 2017, in 2020 KAS was authorized for the IB Middle Years Programme (MYP) and in 2021 the school became the first school in Madinah to offer in conjunction the three IB programs (PYP, MYP & DP) and accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

KAS Philosophy

KAS is a non-profit organization that believes that education aims to foster the child's development as a whole person. We believe students should be encouraged to think critically, creatively, become autonomous learners, and exploit their academic and personal potential. We want students to be productive in their lives, appreciate and respect different cultures, and feel responsible by serving their own country and the world.

We believe learners bring their strengths and uniqueness to the classroom. Our teachers strive to cultivate learning partnerships with our learners. KAS believes that teaching is about empowering learners to take responsibility for their learning, inspiring courage to grow intellectually, cultivating curiosity, providing opportunities for developing relationships, clarifying values, uplifting the spirit and igniting action.

Our rigorous assessments aim to discover what our learners know and have learned at different learning stages. We believe that effective assessments cover the five essential elements of learning; the acquisition of knowledge, understanding of concepts, mastering skills, developing attitudes, and encouraging the initiative to act.

Our School aims to prepare young minds to become leaders who meet the global challenges of the 21st century and grow to become internationally minded individuals that push for positive change in the world.

IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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 international education programs and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

KAS Mission Statement

“King Abdulaziz School strives to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programmes supported by rigorous assessment implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible global citizens.

KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage.”

KAS Vision Statement

“To inspire the individual potential of all students and enable them to become principled, proficient, inquiring, and caring lifelong learners.”

KAS Core Values

KAS fosters an atmosphere of academic excellence and encourages intellectual inquiry and critical thinking of all students and staff, recognizing their different learning needs, encouraging them to be:

- **Knowledgeable:** Knowing well, achieving well and doing well
- **Actionable:** Aiming high, reaching out and exemplary outlook
- **Successful:** in school, in universities and beyond

International-Mindedness, IB Learner Profile Attributes and KAS Policies

We believe that each learner profile attribute incorporates key values, attitudes, knowledge, understanding and/or skills crucial to learning and development. Thus, our prospective students, their families and the whole school community acknowledge the importance of utilizing the IB learner profile attributes to develop the needed skills for international mindedness, to become an agentic learner and to adhere to this policy. The following IB learner profiles attributes are adopted from the IB:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(The IB Learner Profile: A singular capacity for invigorating campus life IBO; 2010)

Purpose of this document

The purpose of this document is to highlight the rights and expectations for KAS stakeholders to create an inclusive environment, where removing barriers to learning and assessment is a shared responsibility of all members of KAS learning community.

The policy clarifies that barriers to learning often exist in the environment and not in students and outlines appropriate resources, effective teaching and learning strategies to

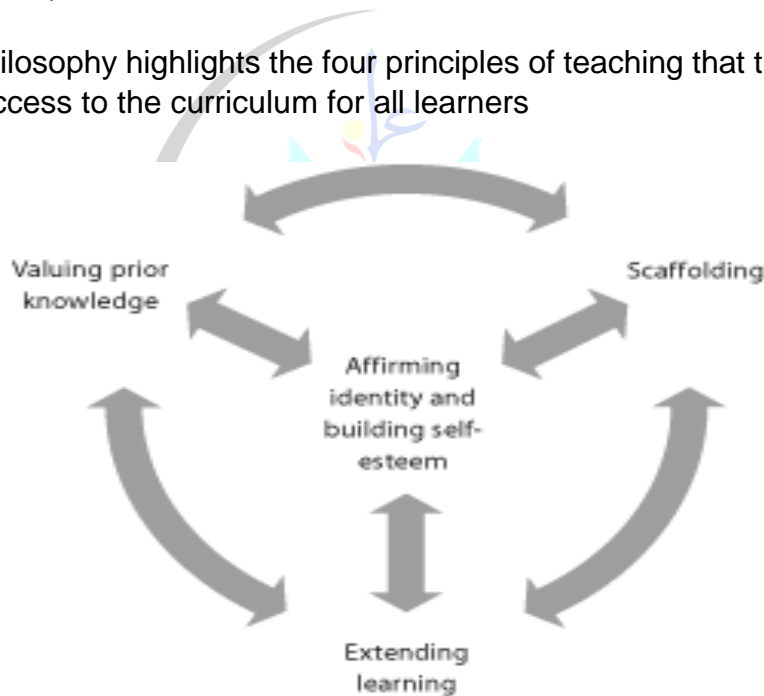
treat each student as an individual learner. Therefore, this policy has been designed in line with KAS guiding principles, IB standards and practices and with reference to the Universal Design for Learning (UDL) to embrace and a promote an inclusive culture of collaboration between the school and its learning community.

KAS Inclusion Philosophy

The IB defines inclusion as: *“an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This 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.”*

(The IB guide to inclusive education: a resource of whole school development, 2019, P. 3.)

KAS inclusion philosophy highlights the four principles of teaching that the IB identified to promote equal access to the curriculum for all learners



Learning diversity and inclusion in IB programmes, 2018, P. 11.

Accordingly, KAS aims to enhance students’ access to learning by providing them with equal opportunities to fulfil their potential by building their confidence, positive attitude, and self-esteem. In addition, KAS inclusion philosophy recognizes that removing all barriers to learning start from identifying them within the classroom. Thus, staff are supported with relevant professional development to facilitate different teaching strategies with enhanced scaffolding approaches to support student independence and implement inclusion practices.

Links with other KAS Policies

KAS Inclusion Policy should be read in conjunction with the following policies:

- **KAS Academic Integrity Policy:** KAS requires parents to be honest and forthcoming with information regarding their child's physical, emotional, social, and academic development. This enables KAS to provide the appropriate inclusion support required.
- **KAS Admission Policy:** KAS welcomes all applicants, respect each Individual differences and treat all students equally. To provide access arrangement during entrance tests, applicants with learning support must submit all evidence to the school when applying for admissions.
- **KAS Assessment Policy:** To ensure that all students reach their potential and to highlight areas for improvements, KAS applies access requirements to make assessment inclusive.
- **KAS Homework Policy:** To extend KAS inclusion and support framework beyond the classroom, homework is designed following KAS inclusion requirements.
- **KAS Language Policy:** KAS inclusion policy provides a framework for the level of language support required to ensure effective learning for all students. The school considers students' language profiles and learning support requirements, using student diversity as resource for all students' learning.

Inclusion Committee

KAS Inclusion Committee offers a platform for all members of the school learning community to discuss details of the IB programmes of continuum education to support an inclusive environment at KAS. The committee meets twice a year to discuss matters related to inclusion and its members are:

- School Principal
- Program Coordinators
- Head of Inclusion
- Head of Arabic department
- Head of English department
- School Counselor

Expectations and responsibilities of the school Community

It is the responsibility of every member of KAS learning community to work in partnership with the school to put in place processes for removing barriers to learning and engagements. All stakeholders need to work collaboratively to support students to have equal access to curriculum and provide the teaching and learning that reaches students as individuals.

Leadership Team:

- Provides the required academic and financial resources to support the KAS inclusion practice.
- Supports professional development for staff and teachers
- Hires qualified professionals to support inclusion
- Creates quality time for collaboration and designing a broad and connected curriculum to support removing barriers to learning
- Provides information to parents about the school's procedures regarding inclusion and access requirements.

Program Coordinators:

- Ensure that the school's inclusion policy is read and thoroughly understood by students and teachers.
- Support the Inclusion coordinator and the librarian to conduct sessions on KAS Inclusion Policy.
- Work in collaboration with the inclusion department to implement the policy and with teachers to support the inclusion department Learners in achieving their goals.
- Respond to access requirements for inclusion in the examinations
- Advise parents at enrolment of the program requirements to ensure appropriate placement.
- Respect the confidential rights of the student and family

Inclusion Department:

- Prepares IEPs while working in collaboration with teachers and parents and support the program inside the school.
- Updates staff with latest research on students with learning diversity and inclusion
- Supports staff to successfully implement differentiated instructions when needed

- Decides on intervention strategies and classroom accommodations with other teachers for the implementation of IEPs.
- Attends parent-teacher meetings to provide feedback on learner improvement and contact parents regarding students' progress.
- Observes and monitors learner performance periodically
- Conducts formal and informal assessments when needed.
- Periodically evaluates the outcomes of IEPs

Teachers:

- Observe and report specific learning difficulties to the inclusion department.
- Differentiate instructions to meet the needs of all learners, within their class.
- Work in collaboration with the inclusion team to identify and implement appropriate accommodations to support learners and in the development of IEPs.
- Maintain a record of learner's progress towards achieving the specified IEP goals.
- Participate in a review progress meeting of inclusion department learners at the end of a term.

Students:

- Provide and contribute to setting the learning targets on the IEP.
- Familiarize themselves with their learning goals.
- Contribute to the selection of resources and materials that can help to achieve their goals.
- Reflect on their progress by participating in various formative and summative assessments.

Parents/ Guardians

- Provide a good learning environment at home for their children to participate in the development of language and numeracy.
- Support the work of the school by engaging in activities at home (storytelling, discussions about reading, writing lists, reviewing what they have done at school, etc.)
- Act as a role model at home by showing their involvement in different learning areas.
- Discuss the targets set by the inclusion department and actions to be taken by the school to meet those targets.

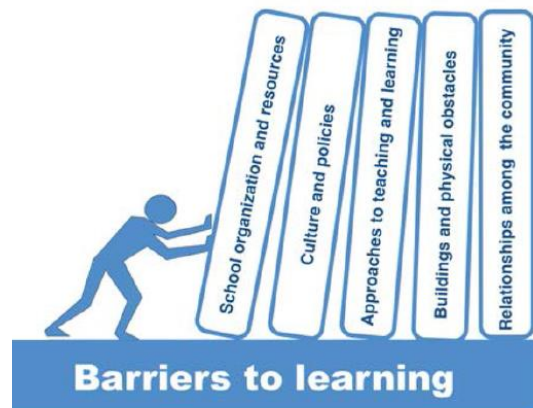
KAS Obligations toward Inclusion

Inclusion in KAS is about responding positively to each learners’ unique needs and empowering them to continuously challenge themselves. Furthermore, the diversity of learner’s backgrounds contributes to our school community and inspires teachers and learners to be caring and open minded. This will ensure that all learners have access to the required physical and academic resources that meet their individual needs.

Our inclusion obligations toward students and staff adhere with Saudi MoE and international legal requirements. It also reflects KAS Vision which is to inspire the individual potential of all students and enable them to become principled, proficient, inquiring, caring and lifelong learners.

Inclusion culture at KAS has been developed over time and is supported positively by all members of KAS learning community. The school and all its stakeholders fully support and encourage an inclusion environment that focuses on removal of barriers to learning and engagement, where all learners are encouraged to challenge themselves. In line with KAS guideline principles, inclusion is viewed as an ongoing process based on the provision of equal access and participation supported by appropriate learning resources including professional development opportunities for all staff to meet the needs of students.

KAS Inclusion Resources and Support Services



Learning diversity and inclusion in IB programmes, 2018, P. 4.

At KAS, we believe that Barriers to learning may be found in the physical structure of the school or within school procedures and its learning environment. Barriers to learning and engagement may also be intangible and related to the learners’ psychological profile such as:

- Learning difficulties (physical, sensory, impaired speech and or language)

- Emotional difficulties
- Language of instruction
- First language
- Wellbeing
- Gifted and talented abilities
- Behavioral problems

The provision of the KAS Inclusion Policy is supported by all members of the school community so that adaptations of the curriculum can be made as per need. The levels of inclusion support provided to students are determined by the inclusion department and based on individual needs. When necessary, KAS may refer students to speech and language therapists, psychologists or other outside educational professionals for which parents will bear the cost. In addition, professional development funds are available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of inclusion. The Inclusion coordinator has attended IB workshops and has led in-house professional development sessions with teachers to share experience and updates on inclusion provision and practice. Future development will include teachers sharing inclusion experience and practice via IB online sessions and webinars.

KAS inclusion department, led by the inclusion coordinator, is responsible for enhancing inclusion approaches and inclusive outcomes overall. The inclusion department is also responsible for sourcing and deploying learner support resources. Through the guidance counselor, the department works collaboratively with teachers, families, and students to schedule sessions on whole-class counselling lessons, small group counselling, and individual counselling support. Referrals for group and individual counselling come from teachers, parents, and the learners themselves. To reflect KAS inclusion practice, the school building is accessible to students with mild physical disability. In addition, special classes may be created for students diagnosed with ADD/ADHD/Specific learning support needs. However, learners with mild ADD/ADHD/Specific learning support will be included in mainstream classes and provided with appropriate intervention strategies.

Thus, the inclusion department works closely with all members of the school community to ensure that barriers to learning, engagement and assessment are prevented.

Diagnostic Testing

Diagnostics tests are carried out for Arabic, English and Maths, when students join, mid-year, and end of the year. The objective of conducting the Diagnostic Testing is to evaluate a student's language skills and identify their strengths and weaknesses in areas like vocabulary, grammar, and comprehension. This helps the academic team to determine the student's language proficiency and for the academic team to develop a tailored language learning strategy, to assist the student's learning progress.

The inclusion department notifies parents of the diagnostic test results and helps teachers to use data to support differentiated learning and target setting within the student Individual Education Plan (IEP). Data received from the Diagnostic Test also plays a vital role in comparing student's progress at later stages of Language assessments, such as within Progress Assessments, wherein results from the Diagnostic Tests play a baseline platform.

Confidentiality

Confidentiality at KAS is an ethical obligation and an integral part of inclusion practice. In line with MoE, KAS will disclose confidential information regarding students' academic records, including those with respect to privacy and health data, only to parents or legal guardians. KAS guarantees safety and confidentiality to all documents of all students. When a learning difference is identified, all communications between staff, parents, and students are kept confidential. The student files are stored in locked cabinets in a secure file storage room only accessible by specific administrators. Digital files are only shared within and among support staff and administration relevant to the student issue.

Individual Education Planning at KAS

“Learning plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student”

The IB guide to inclusive education: a resource for whole school development 2019, P. 11.

The purpose of an IEP at KAS is to celebrate student strengths and interests and provide a collaborative inclusive plan between the inclusion team and parents to help the learner meet individual outcomes or goals beyond his or her current skills. Each IEP at KAS is specific to the learner for whom it is designed. However, as members of the IEP team parents' signature is necessary to start the process of their child's individual plan. (Refer to form in appendix B).

KAS IEPs components and development stages take into consideration the appropriate MoE requirements. The plans incorporate aspects of IB ATL skills and learner profile

attributes in the teaching strategies to ensure that short and long-term goals are met. IEPs at KAS are evidence based and begin with the identification of students' needs, determination of the current learner abilities, followed by the setting up of agreed educational objectives and outcomes. The plans are periodically reviewed along a set timeline to ensure the outcomes are being addressed. KAS IEPs promote collaboration among teachers and establish effective home-school partnerships between all members of the school community.

Starting an IEP

In collaboration with subject and homeroom teachers, KAS Inclusion department will design a personalized action plan for students performing below KAS achievement expectations highlighted in KAS Assessment Policy. However, the process will not start if parents or student legal guardian objects. Parents must sign a statement indicating their objection to receive the learning support plan designed by KAS.

IEPs will be created for students identified with Attention Deficient Disorder (ADD), attention deficit hyperactivity disorder (ADHD), students with specific learning support needs, and for gifted and talented students.

KAS Inclusion Department identifies gifted and talented students based on teachers observations, referrals, and continuous assessments. In collaboration with subject teachers, the inclusion coordinator plans differentiated instructional engagements for identified students. The coordinator will support students performing higher than KAS achievement expectations by creating an accelerated program for them.

Available Support Services to Students with Learning Needs

To ensure that all KAS students have equal access to the curriculum, subject and homeroom teachers apply the four IB principles of good practice (building self-esteem, valuing prior knowledge, scaffolding, and extending learning along) with the ATL skills prior to the referrals to the inclusion department. The inclusion department supports teachers with further differentiation strategies which include, but not limited to:

- Dynamic groupings within classrooms.
- Inquiry based tiered lessons.
- Diagnostic tests and continuous assessments to discover the learner's strengths and areas to focus targeted instruction on.
- Open-ended learning engagements.
- Students' learning styles
- Enrichment activities and choice menus.

The levels of support are based on the needs of individual students and Individual learners' needs are determined through inclusion department meetings. All IEP meetings are student led where students have opportunities to advocate their needs.

Support services in PYP

Support services in the PYP use a referral scheme, based on a push-in, pull-out model. The inclusion department will review and follow up with the teachers' referrals to determine the level of support needed.

Language B Programme

One way our students are supported is through our Language B Programme which is also based on a referral scheme and is designed to support students who lack foundational skills in English and Arabic. Language B Programmes aim to improve student performance through building the key language skills needed for student inquiry and learning. Diagnostic assessments are conducted to identify individual learning needs and are used to create an Individual Education Plan (IEP) which details how students will be supported through the programme. Parents are then invited to a Language B orientation session and are informed of the IEPs. Subsequently, students are pulled out of class for 2 to 3 lessons per week by the Language B teacher during the language classes. Regular assessments are conducted and recorded to monitor progress and adjust the IEP accordingly. Upon completion, students are reintegrated back into their classrooms or are referred for further remedial support.

Remedial Support

Remedial support refers to the collective effort of the Homeroom, Language B and Inclusion Team to create Individual Education Plans to support students and meet their learning needs inside their respective homeroom classes. IEPs are designed to show how each member of the learning community can help to support the student to reach specific learning goals. Parents are invited to meet with the inclusion team where the IEP is shared and explained in detail to them. Progress is then monitored and recorded by the Homeroom teacher and is reviewed by the Programme Coordinator.

Support services in MYP & DP

Support services are focused more on teachers' initiatives inside classrooms using best differentiation strategies. Students with inclusive support needs request will be informed of the outcome of their request from the IBO with reference to permissions to arrangements for the examination.

After being accepted to KAS DP programme, students with learning support needs will be guided through the course selection process by the DP/MYP coordinators.

Counselling Services:

Social/emotional and behavior referrals are an essential part of the counselling services. Learner behavior management is the responsibility of all the teachers at school in all the learning areas and spaces of the school. The Counsellor works collaboratively with teachers, families, and learners to ensure that barriers to success are avoided. The school guidance counsellor also documents instances of misbehavior and designs a learner behavior management plan that is implemented and followed up with parents.

Counselling services are available to all learners through a comprehensive model that includes whole-class counselling lessons, small group counselling, and individual counselling support. Referrals for group and individual counselling come from teachers, parents, and the learners themselves.

Counselling service is available in cases of students with severe learning support requirements. This is facilitated by the range of support staff and outside agencies available to KAS.

Support of First Language (to be reviewed by Arabic and English Heads)

KAS believes that one's first language is a fundamental aspect of identity, culture, and expression and that all languages and cultures should be valued and supported. Developing one's first language in addition to learning a second language preserves cultural identity, promotes self-esteem, and contributes to additive bilingualism. At KAS, we support and promote the development of first language, language acquisition, in addition to the engenderment of diversity and expression of culture.

Although English is the language of instruction, classroom teachers employ a range of practices to support language learning. To aid understanding in the language of instruction and cultivate first language development, the following may be completed in the first language:

- End of unit self-assessments and reflections (MYP&DP)
- Research and process journals

- Learner Profile reflections
- Inclusive conversations aiding in the understanding of concepts/contents studied
- Translation of generic, specific and technical language once needed
- Extension activities wherever students share learning with their families
- DEAR
- Big write
- Competitions (Arabic and English brief)
- National Olympiads
- International competitions
- National and International representations

To promote the Arabic language, for example, we participated in a global platform that aims to raise the student's efficiency in reading, speaking and listening skills, in addition to various activities that support the Arabic language such as competitions for writing stories, articles, and others.

Language B Support:

In the Department of Arabic Language, we offer a set of skills, which are writing, reading, speaking and listening, and we are keen in the education journey to rely on the finest educational resources from books, videos and realistic dialogues, as well as strategies that suit non-Arabic speaking students and inspire them with enthusiasm to learn the Arabic language and all of the above are based on a pre-prepared plan Events.

KAS holds events to promote balanced literacy and personal and cultural expression through language:

- All students participate in celebrating International First Language Day
- All students participate in celebrating World Read Aloud Day
- Other events such as International Culture Day, and Science Fair are held annually to ensure that learners are provided with the opportunity to perform in multiple languages before an audience.

IEP Exit Process

The inclusion team supports referred students over a period of review sessions to ensure that they are successfully working independently with minimal intervention. The coordinator monitors student progress based on Continuous Assessments (Formative & summative), classroom observations, work-samples and scores of standardized tests.

The final exit plan is discussed and approved by the inclusion department and the parents will be informed about the decision.

Meeting Inclusion Needs in IB Assessments

The IB Coordinator is responsible for monitoring students' progress toward achieving the IB Diploma. The coordinator is responsible for informing parents and students about IB decisions regarding access requirements for IB candidates for external examination.

Some inclusive assessments arrangements, such as the provision of a separate room for examination, are permitted for students with learning diversity without prior authorization from the IB. However, some arrangements require prior IB approval. In such cases, the coordinator fills and submits to the IB the required forms along with supporting evidence from specialists and in-school provision to obtain permission for special arrangements during the examinations for concerned candidates. Below are some examples of arrangements requiring prior authorization from IB:

- The IB may grant access to:
 - Additional time
 - Use of laptops
 - Use of readers
 - Provision of Scribes
 - Provision of large prints for visually impaired candidates.

Refer to the IBO Access and inclusion policy published in 2018 for more information regarding all access arrangements for students with learning diversity.

Implementing KAS Inclusion Policy

KAS Inclusion Policy will be implemented to reflect the following IB Standards and Practices which became effective October 2020:

- The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. **(0301-02)**
- The school implements and reviews an inclusion policy that meets IB guidelines. **(0301-02-0100)**
- The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance. **(0301-02-0200)**

- The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school’s vision for implementing inclusive programmes. **(0301-02-0300)**

Communicating and Promoting KAS Inclusion Policy

This policy is translated into Arabic, the first and host country language, to increase access for the whole learning community and maximize their level of participation in the implementation of the policy. The policy is published on the school’s website and a printed copy of it is available upon request. The Inclusion Committee also organizes a policy orientation session for prospective students and their families in September of each year.



Reviewing a language policy IBO; 2018

This policy has been reviewed in April 2022 by the KAS Inclusion Committee. It will be reviewed and updated annually by the school's academic departments to reflect the IB philosophy and KAS school community's needs through the following IB cultures which became effective October 2020:

- The school implements processes with consideration of the relationship between its IB-mandated policies. **(0301-06-0100)**
- The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**
- The school considers physical and virtual spaces in all its IB-mandated policies. **(0301-06-0300)**
- The school articulates a planned integration of human, natural, built or virtual resources in all its IB mandated policies. **(0301-06-0400)**
- The school considers the Learner Profile in all its IB-mandated policies. **(0301-06-0500)**
- The school considers international-mindedness in all its IB-mandated policies. **(0301-06-0600)**

- The pedagogical leadership team uses the school’s IB-mandated policies in decision-making and curriculum development. **(0301-06-0700)**

The merging policy exists in its Arabic version and has been reviewed and audited

Last reviewed: March 2024

References

International Baccalaureate (2018). Access and Inclusion Policy.

International Baccalaureate (2020). Introducing the 2020 Programme Standards and Practices

International Baccalaureate (2018). Learning Diversity and Inclusion in IB programmes

International Baccalaureate (2019). Meeting Students Learning Diversity in the Classroom.

International Baccalaureate Organization, MYP: From principles into practice. United Kingdom, 2014

International Baccalaureate (2020). Programme standards and practices

International Baccalaureate (2019). The IB Guide to Inclusive Education – a resource for whole school development

KAS policies:

- *Academic Integrity Policy*
- *Admission Policy*
- *Assessment Policy*
- *Homework Policy*
- *Language Policy*

MYP: From principles into practice (2014) Coordinator Support Material (2016)

UDL and Inclusive Practices in IB Schools Worldwide (2016)

Appendix A
KAS classroom observation report and referral form

Student Name:

Subject:

Grade:

Skill	1	2	3	4	5	6	7
Follows instructions accurately							
Makes inferences and draw conclusions							
Takes effective notes in class							
Takes responsibility for one's own actions							
Brings necessary equipment and supplies to class							
Practises focus and concentration							
Presents information in a variety of formats and platforms							
Practices observing carefully to recognize problems							
Asks questions to facilitate understanding							
Gathers and organize relevant information to formulate an argument							
Evaluates evidence and arguments							
Uses brainstorming and visual diagrams to generate new ideas and inquiries							
Collaborates with peers in groupwork							
Interrupts class							
Unable to sit still and remain in seat							
Is withdrawn, uncommunicative							

Subject specific comments

<p>يتدرب الطالب على القراءة اليومية (قصة- مجلة- كتاب) بحيث يبدأ في اليوم الأول بخمسة سطور ،ثم سبعة سطور في اليوم الثاني ، ثم تسعة سطور في اليوم الثالث .. وهكذا بزيادة سطرين كل يوم مع مراعاة تكرار القراءة لأكثر من مرة كل يوم ويستمر الطالب على هذا النحو حتى يقرأ صفحة كاملة تشجيع الطالب على قراءة اللوحات في الشوارع أثناء ركوب السيارة أو الوقوف عند الإشارة</p>	<p>القراءة</p>
<p>يتدرب الطالب على الكتابة غيبا يوميا حيث يبدأ بالاطلاع على 10 كلمات في اليوم الأول ثم تملى عليه غيبا ثم يصحح الطالب الأخطاء بنفسه (يكتشف ويصحح) ثم يزيد الكلمات بمعدل كلمتين يوميا تدريب الطالب على المدود وعلى التفريق بين الحركة والمد تدريب الطالب على قواعد كتابة الهمزة بأنواعها المختلفة بعد شرحها له بشكل مبسط وبالاعتماد على الصور والمقاطع والفيديوهات يراعي الأهل في الإملاء الكلمات المعرفة ب(ال) والتي تدخل عليها الباء أو الفاء أو الكاف يراعي الأهل إملاء كلمات تفرق بين (ال) الشمسية وبين الكلمات التبدأ (بالحرف أ)</p>	<p>الإملاء</p>
<p>يُشرح للطالب أسبوعيا قاعدتان نحويتان من قبل الأهل مثل المبتدأ والخبر أو الفعل والفاعل...ثم يطلب منه كتابة جمل عن القاعدة المشروحة مع ضبط آخر الكلمات بالشكل</p>	<p>تطبيق القواعد النحوية</p>
<p>يستمتع الطالب يوميا لمقطع قصير أكثر من مرة ثم يُطلب منه إعادته يقوم الطالب بوصف الأشياء الموجودة حوله أو كل ما يراه في الحديقة.....السوق..المطعم</p>	<p>الانطلاق في الكلام</p>

Date:










Teachers signature

Appendix B KAS IEP FORM

Term: _____

Week: _____

Student's name	
Grade	
Date of Birth	
Meeting dates	
First meeting date	

Follow update						
People Involved in supporting this plan						
Teacher						
Teacher						
Student						
Counsellor						
Parents						
Coordinator						
Personal qualities of student						
Interest/hobbies						
Strengths/abilities						
Social skills & relationships						
Factors affecting the educational process						
History of attendance						
History of interventions (educational and social)						
Other comments						
Plan						
Goal						
What the school can do?						
What the parent can do?						
What the student can do?						
Student's view						
How do you feel about school?						Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
How do you feel about reading?						Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
How do you feel about writing?						Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
How do you feel about numeracy?						Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
How do you feel about friendships?						Student's comments
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	