



مدرسة المشرق الدولية
Mashrek International School

Mashrek International School

Inclusion Policy

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The infographic features a large silhouette of a person's head in profile, facing right. Inside the silhouette, various attributes of the IB learner profile are listed in different colors and fonts, including: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, PRINCIPLED, COMMUNICATORS, THINKERS, RISK-TAKERS, BALANCED, and REFLECTIVE. To the right of the silhouette is a circular logo with the text 'THE IB LEARNER PROFILE' around a central graphic of two profiles facing each other.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

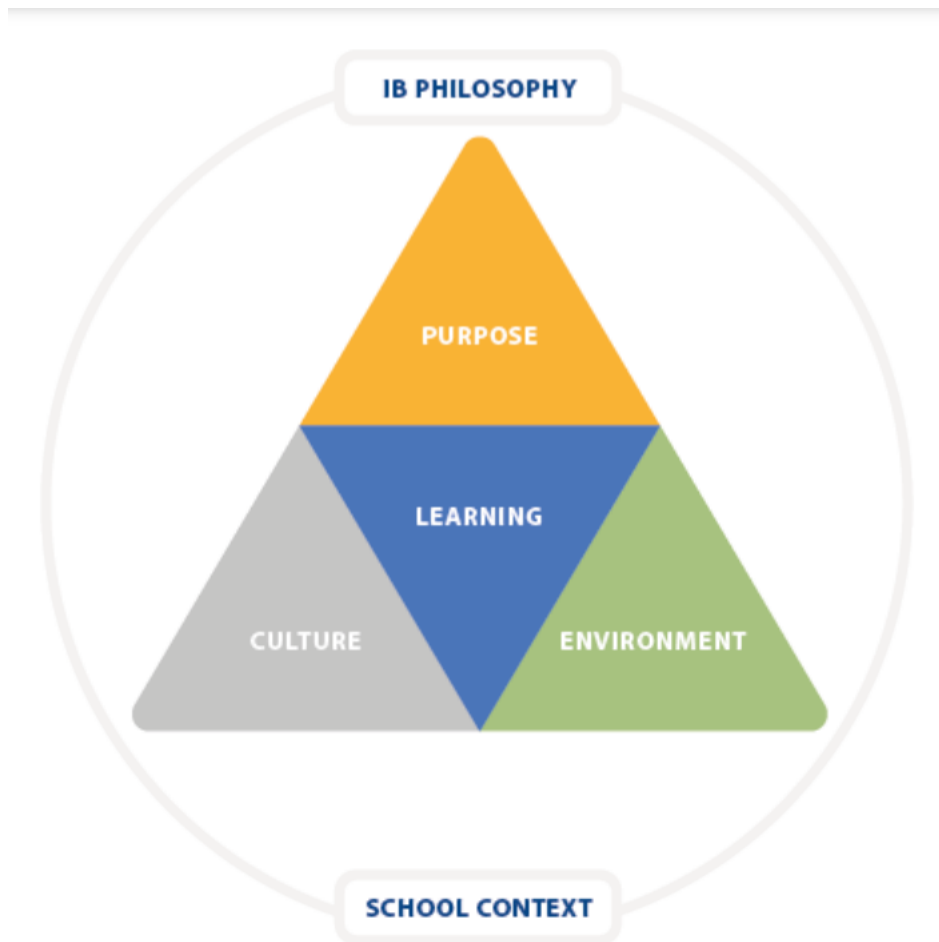
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¹ IB, 2016 IB Publications: <http://www.ibo.org/programmes/profile/>

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.



2020 IB Programme Standards and Practices Framework

Our Vision

Being an influential educational institution that empowers passionate future leaders who positively impact the world

Our Mission

We strive for excellence in education through providing personalized learning that incorporates innovative instructional strategies and actively engages the school community in learners' experiences that are applied within diverse environments while taking pride in our own culture and preserving it.

Our Values

The acronym **I-RESPECT** was developed to outline the eight values that will guide our actions and dealings while preserving our unique culture at Mashrek International School

- Integrity
- Resilience
- Equity
- Selflessness
- Passion
- Excellence
- Compassion
- Team Spirit

Learning Principles

Our learning principles are inspired by psychology's 'Top 20' list and the practices of high-quality teaching and learning which aim to provide learners with conceptual understanding, knowledge, skills and attitudes to promote life-long learning while maximizing learners' potential and empower them to take ownership of their own learning in a supportive and inclusive environment.¹

² American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Rules for IB World Schools

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.²

³Rule 5.9 - It is the school's responsibility to determine whether it can enroll a candidate with learning support requirements into the programme.

Abstract of Policy

At Mashrek International School, we believe that promoting inclusivity and valuing diversity are key to engaging our community of learners and maximizing their potential to become their best self.

As it is our aim to encourage our learners to become global citizens in a diverse world, it is important for our community to understand and respect the unique qualities of all individuals. This is done by ensuring that they all have access to a variety of personalized opportunities that cater for their academic needs while supporting their social and emotional well-being through a broad, balanced, and equitable curriculum.

Therefore, all teachers are responsible for supporting learners' diverse cultural and linguistic backgrounds and differentiating for all learner variability.

Furthermore, through our Well-Being Programme and our holistic approach to well-being, the well-being team members and well-being mentors are responsible for promoting the social and emotional well-being of all students. This is due to our belief that all students, no matter their diverse personalities, abilities and backgrounds, feel that they are comfortable, valued, and heard.

Rights and Responsibilities of an Inclusive Mashrek Community

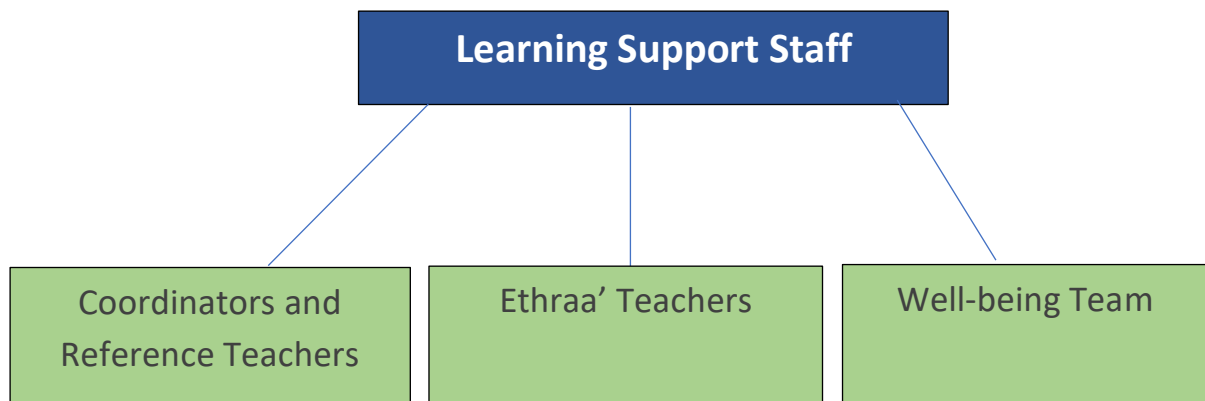
The Mashrek Community members constantly work together to ensure that they are learning and reflecting on new ways to improve inclusion across the school, and view inclusion as a journey. Each member has rights and responsibilities to help make this journey successful.

² Rules for IB World Schools; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL; June 2020 (2)

Rights	Roles and Responsibilities			
	School Leadership	Teachers	Students	Parents
All learners have the right to learn in an environment that provides equity.	<ul style="list-style-type: none"> - Adopt and practice the belief of applying inclusion in the learning community. - Help all learners feel included, secure, and respected in voicing their individuality. - Involve parents and guardians in the learning experience. 	<ul style="list-style-type: none"> - Link diversity through multi-sensory tools and teaching materials. - Understand student differences and learning styles. - Model appropriate behaviors in terms of tolerance and resilience. - Provide students with opportunities to practice their agency by giving them voice, choice and ownership. 	<ul style="list-style-type: none"> - Include other students in different learning engagements and activities. - Are tolerant and respectful to all students. - Show a sense of empathy by understanding others' feelings. - Learn to be aware of how body language can send messages of inclusion or exclusion. - Resolve conflict through dialogue. - Take responsibility and are held accountable for their own choices and actions. 	<ul style="list-style-type: none"> - Show empathy by understanding learning variability to help their child apply what he/she learns. - Provide accurate information and data about their child's history and needs. - Support their children in their academic development.
Members of the whole-school community have the right to share their own cultural traditions while	<ul style="list-style-type: none"> - Provide opportunities for the whole-school community to model, develop and embrace 	<ul style="list-style-type: none"> - Model and encourage perspective-taking skills. - Ensure that learners 	<ul style="list-style-type: none"> - Treat everyone with respect, including those who speak a different language, come from a different country or have a 	<ul style="list-style-type: none"> - Encourage their child to freely express and embrace his/her identity and take

valuing their own backgrounds and listen to other's perspectives without making judgements.	international-mindedness and cultural awareness. -Appreciate and hear different cultural perspectives.	cultivate healthy and positive relationships based on mutual-respect and tolerance.	different learning need or belief. - Include others in group games in the playground and in social activities.	pride in his/her own culture. – Encourage their child to respect peer differences and backgrounds.
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Supporting an Inclusive School Environment



Stage Coordinators and Reference Teachers

PYP, MYP and DP coordinators, in collaboration with single-subject reference teachers collaborate with teachers to develop and implement differentiation across all subjects to cater for student individualized needs. Additionally, when needed, individualized action plans are implemented to assist students in achieving academic goals.

Ethraa' Department for Learning Support

Ethraa'' department helps students overcome various challenges and/or strengthen existing skills. Special education teachers work as part of a team including general education teachers, counselors, and parents, and adapt, plan and present lessons to meet each student's needs.

Ethraa'' Department works to develop students' performance in accordance, and alignment, with the special educational needs/Inclusive education. Ethraa' Department aims to:

- Identify and remove barriers by increasing access and engagement in learning for all students.

- Facilitate the involvement of the whole school community to develop a culture of collaboration, mutual respect, support and problem solving

Ethraa' Department offers different services that can be tailored to individually meet each student's learning style. Services are based on continuous, comprehensive and supportive programs implemented by a specialized and cooperative team of varied expertise. The team's duties involve the analysis and evaluation of the different aspects of the child's wellbeing including the physical, motor, sensory, linguistic, emotional and social aspects. The program supports students academically in the fields of Languages (Arabic and English), Mathematics, and Science and/or by providing Occupational/Speech services

The Well-being Team & Social-Emotional Support

The Well-Being Department⁴ was established in 2022 with the aim of supporting the Mashrek community in learning about preventing ill-being and promoting well-being. Well-Being mentors are assigned to all students to assist them in learning the necessary skills to increase their self-awareness and regulation, build healthy relationships with others, increase their motivation, and develop a sense of agency and improve their overall well-being. Through a whole-school approach to well-being, we aim to ensure that barriers to success are minimized.

When needed, and based on referrals, group and one-on-one sessions are led by the school counselor with the goal of increasing students' self-awareness, self-esteem, self-efficacy, self-confidence, and overall well-being. Additionally, individualized action plans are developed for students in need of additional social-emotional assistance and support.

The ALT members, Well-Being Coordinator, Ethraa' Coordinator along with the Well-Being department members, Class well-being mentors, and Safeguarding Officers work collaboratively within their division with students and families to ensure that the safety and well-being of all students are continuously supported, and that social-emotional skills explicitly taught and promoted.

At Mashrek, we apply a MTSS (Multi-tiered Systems of Support)⁵ approach in our Well-Being Programme to:

- **PROMOTE:** The well-being of all students is **promoted**, and they are provided with the necessary skills to grow into self-directed and motivated life-long learners who are satisfied with their life and aspire to achieve purpose and meaning.
- **PREVENT:** All students and their parents are provided with opportunities to **prevent** different issues that may pose a threat to the well-being of children and adolescents through age-appropriate awareness sessions and evidence-based safeguarding programs.

⁴ Mashrek International School's Well-Being Department Policy

⁵ The Multi-Tiered System of Supports (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

- **INTERVENE:** Through timely support for those in need using positive behavior management strategies, cognitive behavioral and restorative practices as outlined in our Code of Conduct.
- **INVOLVE:** The school community is continuously included in learning about improving well-being through a variety of relevant awareness sessions, sharing practices PD sessions and opportunities to promote their agency and feel **involved** in the decision-making process.

Collaboration with Government Authorities (Ministry of Education)

At Mashrek, we review and follow Ministry of Education regulations and rules to support learners with special education needs. The school identifies all of its legal requirements and outlines the school's structure and processes for compliance. It has the act that emphasizes inclusivity and equality of access, including provision for persons with disabilities or other special educational needs and sets out the rights of parents to send their children to a school of their choice. It includes the intention that children with special needs should be educated, wherever possible, in an inclusive environment.

Connections to Other IB Policies

Inclusion and Admission

During the admission process, applicants will need to provide complete documentation of their academic history before registration. Families need to disclose evaluation reports that inform if a learner is to receive additional services or support in class. Parents should agree on the school's regulations before enrolling their child/ren and promise to show commitment.

Inclusion and Integrity

At Mashrek, all community members believe that we should act with integrity and academic integrity at all times. School communicates with parents, teachers and learners to maximize each student's potential. To develop the learners' skills to meet the academic honesty standards, they will be provided explicit instruction on how to paraphrase and provide proper citation when submitting tasks and research papers where all teachers share the responsible of teaching about and enforcing academic integrity during the learning process (teaching about plagiarism, copyrights, citation etc.). To ensure that anti-plagiarism requirements for tasks are met, students are provided with an individualized task-specific checklist.

Inclusion and Language

A language profile should be designed according to each student's individual abilities. Translanguaging is a part of inclusion where all students' needs are taken into consideration and levelled during language acquisition lessons accordingly. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) as required by their Individualized Education Program.

Inclusion and Assessment

Ethraa' Access to Assessment Arrangement in Primary and Middle School

In Mashrek, all students included in the PYP and MYP inclusion program should undergo modified assessments that cater to their needs. Homeroom teachers and single-subject teachers in collaboration with Ethraa' teachers design assessments based on their students' potentials.

Additionally, assessments are ongoing to reflect students' understanding and development and directly input individual action plans. Different assessment methods and tools are used to meet a variety of student learning styles.

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g.: additional time, reader, writer, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

Ethraa' Access to Assessment Arrangement in Senior School

In Senior School, Ethraa' Department aims to ensure that student's different learning styles are well accommodated for in alignment with the IB policy for access to assessment policy.

According to the received official reports, Ethraa' provides the recommendation to the Head of School and Coordinators with the assessment accommodation entitled to every student. This can include but not exclusively only: the provision of Extra Time, Reader, Prompter, Rest breaks as well as the use of Assistive Technology as an alternative to writing.

Furthermore, the Head of Ethraa' conducts meetings and awareness sessions where tips and strategies are shared to the teacher staff to help students in their classroom. Individual meetings are also assignment between the subject teacher and the student as a remedial plan to reteach important concepts in a different manner.

DP External Assessment Access Arrangements

In the DP particularly, the procedure for identifying assessment arrangements and granting them follows the IB Access and Inclusion Policy requirements which are thoroughly described in the students' Individualized Education Program, IEP. Students referred by teachers first undergo observation by the Ethraa' department team who in turn share their recommendations to the Senior School office on whether parents must be contacted to follow through. Contacted parents are then referred to local authorized access arrangement centers which are responsible for providing official recommendations. In turn, these requests are sent to the IBIS for final approval. Accordingly, students will be provided with individualized access plans.

Learning Support through the Ethraa' Department

Philosophy and Ethraa' Statement

Being true believers of inclusion and the integration of all students with additional learning needs, Ethraa' Department adapts and seeks solutions to overcome barriers in learning or strengthen existing skills a student might have. Ethraa' coordinates, cooperates and collaborate with the entire school community in order to provide quality services and learning experiences with the utmost gentleness, kindness and empathy.

As quality is the essence of our being, Ethraa' Department aims to flexibly adapt and adjust the school environment to ensure that all students receive equity in learning to maximize their potential.

Ethraa' Department works to develop students' performance in accordance, and alignment, with the special educational needs/Inclusive education⁶. Ethraa' Department aims to:

- Identify and remove barriers by increasing access and engagement in learning for all students.
- Facilitate the involvement of the whole school community to develop a culture of collaboration, mutual respect, support and problem solving.

Ethraa' Department offers different services that can be tailored to individually meet each student's learning style. Services are based on continuous, comprehensive and supportive programs implemented by a specialized and cooperative team of varied expertise. The team's duties involve the analysis and evaluation of the different aspects of the child's wellbeing including the physical, motor, sensory, linguistic, emotional, and social aspects. The program supports students academically in the fields of Languages (Arabic and English), Mathematics, and Science and/or by providing Occupational/Speech services.

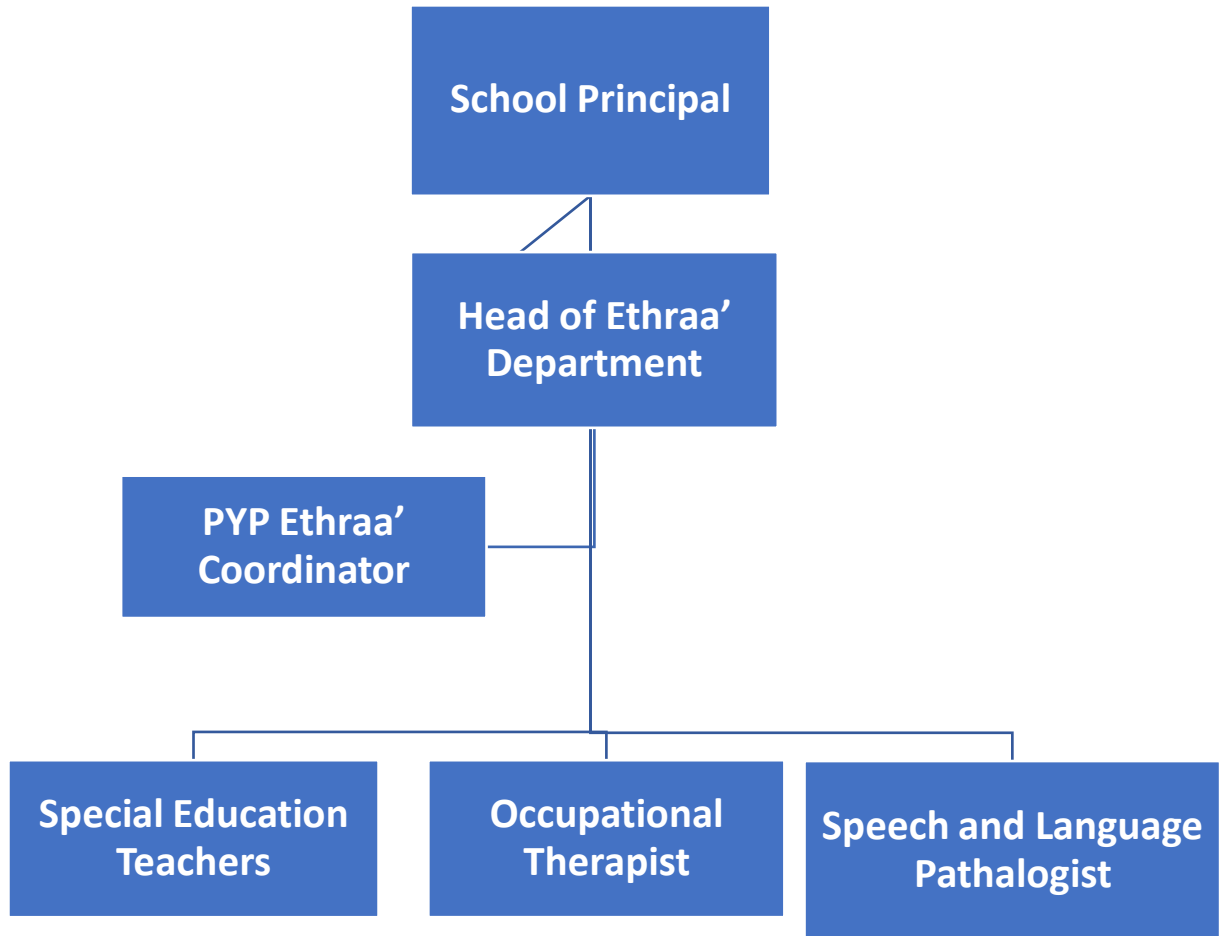
Thus, the department intends to:

- Build self-esteem and affirm identity
- Value prior knowledge
- Encourage the internalization of skills and concepts through scaffolding
- Extend areas of learning

Ethraa' department helps students overcome various challenges and/or strengthen existing skills. Special education teachers work as part of a team including general education teachers, counselors and parents, and adapt, plan and present lessons to meet each student's needs.

⁶ Learning diversity and inclusion in IB Programmes; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate; January 2016(1)

Organizational Structure of Ethraa' Department



Who Can Ethraa' Offer the Service to?

A student can receive the Ethraa' service and is eligible of such service if his/ her learning difficulties and current cognitive skills hinder his/her ability to learn in the same way other children of the same age group would.

Ethraa' Team collaborates with general education teachers to accommodate the requirements of students with special needs by providing strategies, recommendations and assistance in showing general education teachers on how to work with them. Such approach is also aligned with the IB policies of granting student with assessment access requirements.

Ethraa' Department can cater for students who have be classified as a mild to moderate case by standardized and official reports.

Types of learning variability that Mashrek students can have:

- 1) Learning disabilities/ difficulties: difficulties in attaining the basic skills due to a processing problem
- 2) Specific Learning Difficulties: a disability in one or more of the areas responsible for learning a subject or skill. E.g. Dyslexia, Dysgraphia, Dyscalculia, Auditory/ Visual Perception processing disorder... etc.
- 3) Sensory or Physical need: An auditory, visual or physical impairment that might affect the way the student expresses himself or his/her ability to understand what others are saying. It might affect their daily living and working.
- 4) Medical and Health Condition: a health condition or medical treatment that might influence the student's education.
- 5) Social, emotional and behavioral difficulties: patterns of behavior that have an inverse effect on the student's academic achievement and social relationships.
- 6) Possible characteristics of students which may require an acceleration or special strengthening of skills:
 - A. High critical thinking skills
 - B. Above average academic level in some or all subjects
 - C. Pace of understanding and completion of task
 - D. Ability to comprehend large pieces of information

In some cases, if the child's needs cannot be met, the recommendation by the school would be channeled in providing parents with the appropriate advice whether their child can continue receiving their education in this IB school.

Services of the Ethraa' Department

Ethraa' Department comprises of well qualified specialists and teachers who work in developing educational and therapy plans that cater for every student's individual needs. The roles and responsibilities of the involved multidisciplinary team are clearly communicated to ensure the maximum quality of teaching and learning⁷. Ethraa' can provide some or all of the below mentioned services depending on the classification of the student.

1. Academic and Skill Based Support Services:

Upon the recommendation of Ethraa' Department and after the student has been referred for eligibility, it is possible that the concerns or recognized abilities and challenges that are exhibited by the student may be assisted with a careful implementation of a cooperative plan between the general teachers and parents. This plan can be controlled with simple classroom interventions and or remedial or intensive teaching. This process is supervised by Ethraa' Department and re-evaluated after an agreed period of time to ensure that the intervention process is still successful.

2. Occupational Therapy:

Through a specialized therapist, this school-based program focuses on helping students who have a sensory, physical or cognitive disability, develop or improve the necessary skills needed for daily living and working. Areas of evaluation may include: gross motor skills; fine motor skills; sensorimotor skills and performance; visual-motor and perceptual skill performance; independent physical daily living skills; environmental/ therapeutic adaptations; adaptive behavioural responses.

3. Speech and Language Therapy:

Through a speech and language pathologist, this school-based program provides treatment, support and care for students who have speech and language disorders by improving their language development and communication.

4. Learning Mentor Program:

A Learning Mentor is a teacher specialist (paraprofessional), whose sole responsibility is to support and guide a student whose overall abilities and learning variabilities hinder him/her from working alone. The Learning Mentor works intensively and extensively with the child to help him/her interact with others, and are experts in helping the student focus, communicate,

⁷ Appendix 4

participate in class, socialize, show courtesy to others and reach independency accordingly within the classroom and around the school campus.

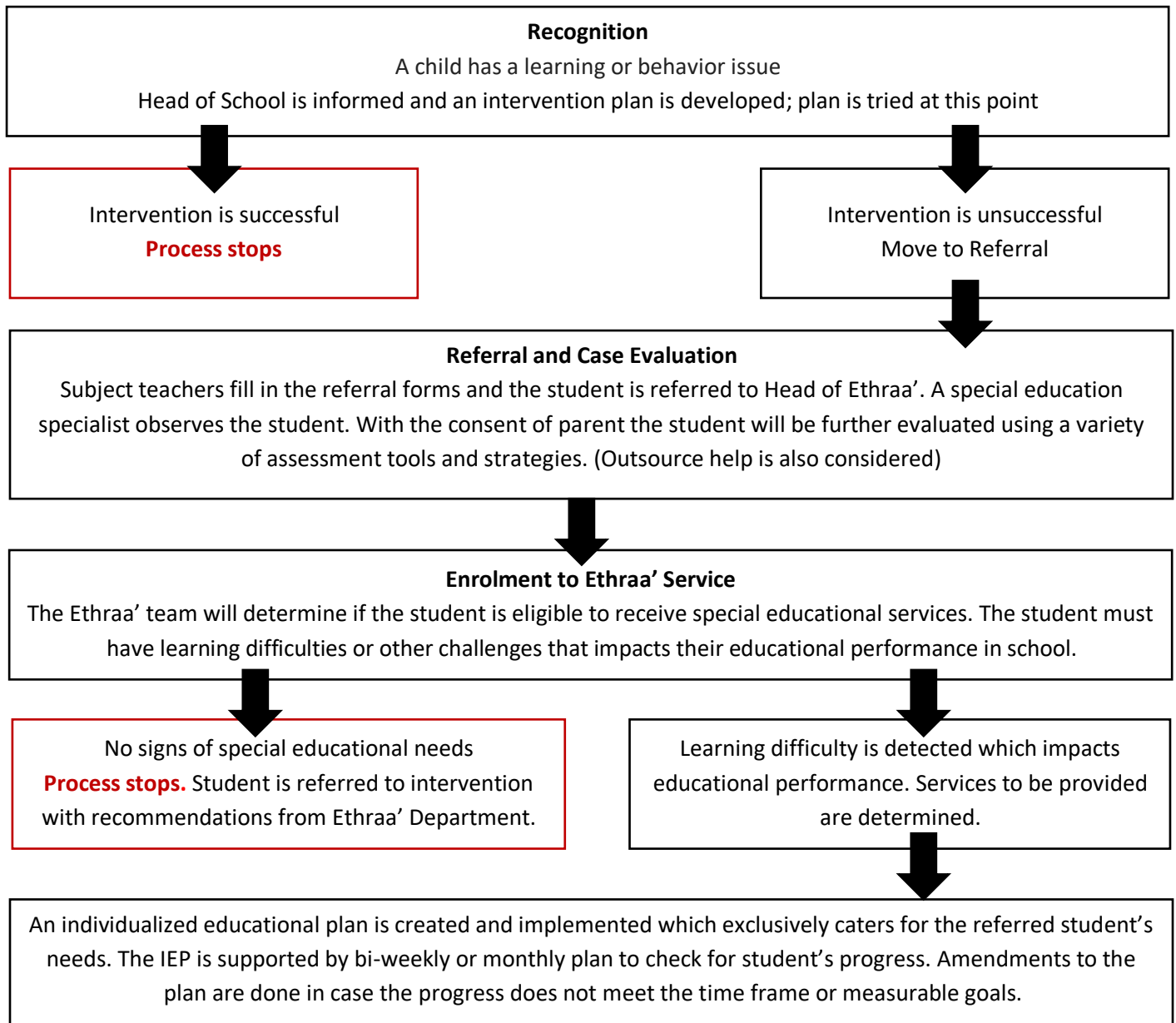
In other words, the learning mentor helps the student to realize their abilities, uniqueness, and potential, while assisting the classroom teacher to do the same. In some cases, the Learning Mentor is hired directly by the parents to work with their child yet will abide by the responsibilities of the Learning Mentor Program in school.

Standard Procedure for Ethraa' Services

There is a well implemented process that the school applies, aiming to discover any challenges or accelerated abilities that the student may exhibit during his/ her years in Mashrek. The exhibited challenges and abilities are ongoing academic issues that will need special educational assistance. In addition, when student reach the higher grades and ready for external assessments (E-Assessments or Diploma), Ethraa' Department prepares all necessary documents to apply assessment access requirements abiding by the IB's "Candidates with access to assessment requirements" policy⁸.

- Upon admission to the school, if the student has an assessment report, it is the responsibility of the department to cater for his/her needs by developing an IEP (Individualized Educational Plan) or BP (Behavioral Plan) and is automatically enrolled to Ethraa' Department.
- In the case where the student is already in school, the process of whether the student will be receiving Ethraa'' services or not is described in the chart shown on the following page.

⁸ Appendix 1



PHASE ONE: Recognition

All students acquire knowledge in different ways. However, there are children who have unique needs that are atypical for their age. It is during this time that the subject teacher detects ongoing academic issues with learning that need assistance. If it is still unclear whether the student actually requires special help or not, the Head of School is informed.

An intervention plan is created between the teacher, the academic supervisor and Head of School. Along with the counselor, the developed action plan leads to possible solutions to help the student. This includes the implementation of alternative educational strategies and remedial techniques to provide academic or social assistance prior to going further with the special education process. In most cases, improvement is shown and intervention is monitored for a specific period of time.

However, if such issues are still visible despite the end of the action plan, the Head of School will refer the student to Ethraa' Department (Phase Two).

PHASE TWO: Referral and Case Evaluation

If, after 2 to 4 weeks from the implementation of the plans, the student continues to experience the issues in both languages and/or Math, the subject or homeroom teachers will be asked to fill one of the Ethraa''s referral forms⁹. The form will be included in the student's file. The file contains all remedial interventions that took place prior to the student's referral to Ethraa'. Such interventions are hence evaluated in order to choose the appropriate plan.

Depending on Head of Ethraa' recommendation, special educators who are qualified to conduct informal observations, screening and some achievement assessments are also included in the evaluation process. Results are reported and shared with the Head of Ethraa' in order to decide whether further testing is required. In some cases, the department will recommend further action and interventions to be taken. In these cases, subject teachers will be responsible for assisting the student in order to help him/ her reach their potential. This process is supervised by Ethraa' department and re-evaluated in a timely manner to ensure that the student is benefiting from such an intervention.

In other cases, parents' approval for further one-on one in-house assessments will be required. The student might undergo

- Academic Assessments (Arabic, English and Math)
- Cognitive Assessments
- Filling checklists of the academic and social aspects

This report will include the results of the academic, cognitive, behavioral and social assessments as well as the recommendations concerning the student's current performance. Afterwards,

⁹ Appendix 2

depending on the results, cases that need to be diagnosed are referred to external specialized centers.

PHASE THREE: Enrollment to Ethraa' Department

After data is collected from all concerned parties (whether the parents, Ethraa'' Special educators or external centers) and the student has received a battery of formal assessments, the decision to whether the student will receive specialized services will take place. The student is considered eligible to receive support from Ethraa' Department if

- 1) The learning difficulties and/or other challenges hinder the student's ability to learn in the same way other children of the same age would.
- 2) The student needs special education service in order to receive full and appropriate access to the school's curriculum.

A meeting is held with the student's parents in order to discuss the department's recommendations and the type of service entitled for the student. Such recommendations are presented in a written document to be signed by all concerned parties. Accordingly, a signed copy will be sent to the accounting department to finalize the extra tuition fees.

The student's individualized educational plan is then developed. It exclusively caters for the student's individual needs. The IEP describes the services that will be provided to the student and will include:

- Student profile: background information including strengths and weaknesses
- Dates of initiation
- Benchmarks and measurable goals
- How goals are measured
- How assessments will be modified (depending on grade level)
- Related services such as OT, Speech or specific program¹⁰
- A behavior intervention plan (if needed)

This is supported with short-term action plans that are evaluated regularly. They act like supplementary plans to the student's IEP which can be amended and altered during the course of action if necessary.

Progress reports are also prepared per term in order to give comprehensive feedback on the student's performance. If improvement is faster than expected a decision from Ethraa'' Department to stop special needs services could take place. For example, to clarify this point, students who developed the ability to speak without problems and will no longer need to continue receiving speech therapy.

It is important to note that the IEP can be amended and altered during the course of action if needed.

¹⁰ Appendix 3

In case parents wish not to take such service, parents sign their agreement to take the responsibility of him/ her only receiving instruction from the class teachers.

Appendices

1. Access to Assessment Arrangements
2. Referral Forms
3. Occupational Therapy and Speech Therapy Procedure
4. Roles and Responsibilities of Ethraa' Team

1. Access to Assessment Arrangements


In reference to the IB Policy, Candidates with Assessments Access Requirement, kindly note that the procedure that Mashrek International School follows to request for accommodation during the external exams abides by the regulations as mentioned by the following excerpt.

“1.7 The inclusive assessment arrangements requested for a candidate must be his or her usual way of working during his or her course of study. Only in very exceptional and unusual cases, will the IB authorize a request for inclusive assessment arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.” (International Baccalaureate, Candidates with assessment access requirements, P.4)

Therefore, please be acknowledged of the following:

- 1) All requests for inclusive assessment arrangements must be submitted six months prior to examination date. Date of Evaluation of received reports should be submitted 1 year prior to submission date.
- 2) Two forms of supporting documentation are required to be uploaded to the online application “Request for Inclusive Arrangements”:
 - a) A Psychological, psycho-educational or medical report as recommended by Head of Ethraa’ (learning support) containing standard scores aligned with the learning support requirements.
 - b) Educational evidence based on:
 - Teacher observation
 - Sample of work (past 3-4 years)
 - Evidence of access in previous school / year or grades
- 3) Deadline for submitting the required reports is usually communicated via email to parents.

2. Referral Forms



Ethraa Department
Referral Form

Student Name: _____

Grade: _____

Date of General teachers' Intervention Plan: _____


Date of Referral: _____

Teacher Name: 1. _____

2. _____

3. _____

Page 1 of 3



Ethraa Department
Referral Form

To the best of your knowledge about your student and after working closely with him/her, please circle the appropriate level for each skill area.

Reading:			
1. Word meaning	Weak	Average	Good
2. Decoding/ Pronunciation	Weak	Average	Good
3. Sight words	Weak	Average	Good
4. Comprehension	Weak	Average	Good
5. Rate/Speed	Weak	Average	Good

Memory (Does the student recall information properly?)			
1. Material read	Weak	Average	Good
2. Material Heard	Weak	Average	Good
3. Facts	Weak	Average	Good
4. Concepts	Weak	Average	Good


Test Taking:			
1. Multiple choice	Weak	Average	Good
2. Matching	Weak	Average	Good
3. Short Answer	Weak	Average	Good
4. Essays	Weak	Average	Good

Attention:			
1. Paying attention and concentration	Never	Sometimes	Always
2. Easily distracted by extraneous stimuli	Never	Sometimes	Always
3. Sustaining attention in tasks and play	Never	Sometimes	Always
4. (Prompting) Needs close attention to complete tasks	Never	Sometimes	Always

Writing:			
1. Grammar	Weak	Average	Good
3. Sentence structure	Weak	Average	Good
4. Punctuation	Weak	Average	Good
5. Paragraph organization	Weak	Average	Good
6. Handwriting	Weak	Average	Good
7. Note taking/ copying	Weak	Average	Good

Listening Skills (Is the student able to answer questions addressed to him orally/ story read orally)			
1. Individual	Never	Sometimes	Always
2. Classroom discussions	Never	Sometimes	Always
3. Group work	Never	Sometimes	Always
4. Daydreaming	Never	Sometimes	Always

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Ethraa Department
Referral Form


اللغة العربية : الكتابة			
1. استعمال حروف أو حركات	أحياناً	دائماً	أبداً
2. ظهور أخطاء إملائية كثيرة	أحياناً	دائماً	أبداً
3. استخدام مفردات بسيطة غير ملائمة لمرحلة العمرية	أحياناً	دائماً	أبداً
4. كتابة الأفكار بشكل متعطل	أحياناً	دائماً	أبداً
5. ملائمة أسلوب الكتابة مع محتواها	أحياناً	دائماً	أبداً

Math:			
Understands problems or tasks	Never	Sometimes	Always
Makes connection to similar problems	Never	Sometimes	Always
Can use different methods to solve	Never	Sometimes	Always
Accurate computation	Never	Sometimes	Always
Finishes work on time	Never	Sometimes	Always
Formulates and carries out a plan to word problems	Never	Sometimes	Always
Tackles difficult tasks	Never	Sometimes	Always
Justifies responses logically	Never	Sometimes	Always
Reflects on and explains procedures	Never	Sometimes	Always


اللغة العربية : القراءة			
1. يميز الحروف	متوسط	ضعيف	جيد
2. يميز الكلمات المتطابقة ومنطقية	متوسط	ضعيف	جيد
3. يحدّد الحركات والأصوات القصيرة والطويلة	متوسط	ضعيف	جيد
4. يحدّد الصوت الذي تبدأ وتنتهي به الكلمة	متوسط	ضعيف	جيد
5. يقرأ مستخدماً استراتيجيات التقطيع الصوتي	متوسط	ضعيف	جيد
6. يقرن كلمات ذات معنى متشابهة بمفردات المتشابهة	متوسط	ضعيف	جيد
7. يقرأ قراءة جهرية مع مراعاة علامات الترقيم التي تساعد، ويستطيع على فهم المعنى	متوسط	ضعيف	جيد
8. يحدّد الأفكار الرئيسة وتفاصيلها	متوسط	ضعيف	جيد
9. يبالغ في إعطاء بعض الذي يقرأ.	متوسط	ضعيف	جيد
10. يجيب عن أسئلة مباشرة بالنص	متوسط	ضعيف	جيد

> Please share below any further notes or comments that could help us have a better understanding of the student's performance.

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 مدرسة المشرق الدولية
 Mashrek International School

Mashrek International School
Ethraa' Department
OT Referral Checklist


 إيثراء
 LEARNING DIVERSITY
 Inclusive Education

Student Name: _____

Grade: _____

Dear teachers please use this checklist if there's a student in your care who you think may have difficulties in the following skills.

Visual Perception Skills	Handwriting Skills
<input type="checkbox"/> Able to find items in cluttered pictures or background <input type="checkbox"/> Consistent letter or number reversals after 1 st Grade <input type="checkbox"/> Able to remember forms or characters in their correct order <input type="checkbox"/> Able to remember one stimulus item after a very brief interval <input type="checkbox"/> Able to discriminate right and left sides <input type="checkbox"/> Poor eye-hand coordination (tracing, hitting a ball) <input type="checkbox"/> Poor eye-tracking skills (moves head to follow an object, poor eye contact with object)	<input type="checkbox"/> Able to use proper letters formation while writing <input type="checkbox"/> Able to leave enough space between the letters in the same word, and between the words in the sentence <input type="checkbox"/> Able to write with proper leveling (to write on the line) <input type="checkbox"/> Able to complete written tasks in allotted time frame
Gross-Motor Skills	Sensory Motor Skills
<input type="checkbox"/> Appears weak, tires easily <input type="checkbox"/> Clumsy and bumps/trips easily <input type="checkbox"/> Difficulty initiating movements or getting started in activity <input type="checkbox"/> Difficulty working body parts together (i.e. hopping, skipping, jumping jacks) <input type="checkbox"/> Poor posture, sitting and/or standing <input type="checkbox"/> Poor proximal shoulder stability <input type="checkbox"/> Poor balance, difficulty walking on uneven surfaces	<input type="checkbox"/> Always on the go <input type="checkbox"/> Seeks a lot of inputs (likes to jump/ run a lot, or go on swings) <input type="checkbox"/> Poor sitting posture (slumps in chair, leans to one side, fidgets) <input type="checkbox"/> Leaves seat often <input type="checkbox"/> Un able to sit upright posture for a long period <input type="checkbox"/> Unable to use playground equipment or participate in gym class <input type="checkbox"/> Short attention span <input type="checkbox"/> Appears clumsy <input type="checkbox"/> Difficulty in using body parts together
Academic Readiness Skills	General Observations
<input type="checkbox"/> Able to recognize all letters of the alphabet <input type="checkbox"/> Able to recognize the primary and secondary colors <input type="checkbox"/> Able to distinguish between upper and lower case letters <input type="checkbox"/> Able to recognize size and shapes <input type="checkbox"/> Able to count, up to _____ <input type="checkbox"/> Able to follow instructions that include the terms (all, none) <input type="checkbox"/> Able to give specific numbers of items from a large group <input type="checkbox"/> Able to discriminate what comes first and what comes next, what comes last	<input type="checkbox"/> Becomes easily frustrated <input type="checkbox"/> Apt to be impulsive, accident-prone <input type="checkbox"/> Refuses to engage in tasks <input type="checkbox"/> Minimal eye-contact during activity <input type="checkbox"/> Distractible <input type="checkbox"/> Inconsistent responses to familiar tasks <input type="checkbox"/> Unable to follow instructions
Fine-Motor Skills	
<input type="checkbox"/> Poor pencil/crayon grasp <input type="checkbox"/> Tremors, poor dexterity (difficulty with clothing, small object manipulation) <input type="checkbox"/> Difficulty drawing, tracing, coloring, cutting <input type="checkbox"/> Able to use school tools independently (sharpener, eraser) <input type="checkbox"/> Able to use both hands coordinately in order to perform bilateral hand skills (e.g. use ruler) <input type="checkbox"/> Pencil pressure is too light or too heavy (breaks tip of pencil) <input type="checkbox"/> Hand dominance is not established	

Communication Competency Screening
 Adapted by Laila Qanawati, CCC-SLP/1154/6/2001

Student's Name: _____ Teachers: _____

Date: ____/____/____

	Yes	No	Sometimes	Notes
Receptive Language				
• Does the child have difficulty comprehending new words and concepts?				
• Does the child have difficulty following directions?				
• Does the child have difficulty answering questions?				
• Does the child have difficulty remembering instructions or directions, i.e. he/she frequently asks for repetition?				
• Does the child have long pauses between a remark and his/her reply or between his/her successive remarks? Does the child appear to be searching for a response or is confused?				
• Does the child appear to be attending to communication but remember little of what was said?				
• Does the child show listening difficulties in the presence of background noise?				
• Is the child easily distracted?				
Syntax				
• Does the child omit words endings, such as plurals-s and past tense-ed?				
• Does the child omit small- unemphasized words, such as auxiliary verbs or preposition?				
• Does the child's sentence structure seem immature on forms, such as subject-verb-object?				
• Is the child's question and/or negative sentence forms are immature?				
• Does the child have difficulty with one of the following: Verb tense, pronouns, word order, articles?				
Semantics				
• Does the child use immature vocabulary?				
• Does the child have difficulty retrieving a specific word (e.g., calls a sheep a "goat")?				
• Does the child have difficulty relating sequential events?				
Use				
• Does the child have difficulty using language socially for certain purposes: request needs, greet, respond/reply, etc)?				
• Does the child seldom express an idea, seldom talk; rarely initiate; need to be prompted to talk.				
Articulation				
• Does the child mispronounce sounds and words? If yes mention the sounds.				
Voice				
• Does the child's voice distract listener from meaning of the message?				
• Does the child's voice has nasal quality?				
• Does the child experience frequent loss of voice?				
Fluency				
• Does the child frequently repeat parts of words and whole words?				
• Does the child demonstrate long periods of silence while attempting speech?				
Other Skills				
• Does the child seem to be slow in completing tasks?				
• Does the child have difficulties in writing?				
• Is the child's language level lower than other abilities e.g. motor skills?				
Additional Notes:				

3. Occupational Therapy and Speech Therapy Procedure

Step 1:

Recognized problem by teachers or parents

Step 2:

Filling a referral form by teachers or receiving and email from parents

Step 3:

Student is pulled out for a screening session which lasts 45 minutes after taking parents approval

Step 4:

A screening report will be sent to the department head respectively

Step 5:

A meeting with the parents is set to discuss findings and required intervention. Intervention can be either one-one sessions with given tips for parents and homeroom teachers, or it can be only tips with follow up by the therapists depending on the student's needs

Step 6:

Choosing intervention method:

- If the student is registered in Ethraa' Department, he/she can receive 1-3 sessions according to his/her needs based on the therapist's screening outcomes and judgment (Recommendations to receive therapy by external centers will be given)
- If the student is not registered in Ethraa' Department, yet has a report from outside and has a severe problem, she/he will receive 1 session per week in addition to tips (Recommendations to receive therapy by external centers will be given)
- If the student was not registered in Ethraa' and doesn't have a report, yet still needs therapeutic intervention tips will be provided for parents and teachers with recommendations to receive therapy services outside the school, if necessary
- The service for non-Ethraa' students is usually limited to a specific time frame of maximum 8 weeks. Afterwards, an evaluation of the plan takes place where the recommendation to be either sharing strategies to be conducted by class teachers and/or therapy to cease and to receiving therapy by external centers.

Step 7:

Intervention starts, and regular follow up with parents and teachers will be done. Students who receive therapy services will have written IEPs and progress reports.

Roles and Responsibilities of Ethraa' Department Members

Responsibilities of the Head of Ethraa' Department:

- Maintains and enhances the profile of Learning Support throughout the school, particularly with the academic departments.
- Leads and develops the implementation of policy and practices of Special Educational needs.
- Arranges and leads departmental meetings and briefings as necessary.
- Provides guidance to members of the department on the choice of appropriate teaching and learning methods, and to ensure regular peer observation occurs.
- Communicates regularly and clearly with parents as necessary.
- Leads the screening process, in-house assessments and identification of students with undiagnosed learning difficulties.
- Establishes clear policies for assessing, recording and reporting on student
- Uses data effectively to identify students who are underachieving in the subject and create plans of action with target setting achievement and using these to set targets for further improvement.
- Ensures the development of student's literacy, numeracy and information communication technology skills through the subject where relevant.
- Ensures effective curriculum coverage, continuity and progression in the subject for all students by modifying and updating Schemes of Work.
- Ensures effective development of students' individual learning skills.
- Organizes the writing and distribution of appropriate IEPs for all students that require them.
- Oversees the establishment of short, medium and long term plans for the development and resourcing for the student which contribute to whole-school aims, policies and practices and identify realistic targets for the development of the subject.
- Monitors and supports overall progress of students with special needs and learning challenges
- Prepares internal and external reports as necessary: provide full information and comments for records and monitoring students in accordance with agreed departmental and school policies.
- Oversees Access Arrangements for exams in conjunction with the IB policy for access to assessment.
- Conducts the admissions interview and/or provide final recommendation for new student admissions.

Head of Ethraa' can also support specific students in up to 25 lessons taking into consideration the above-mentioned responsibilities.

Responsibilities of the PYP Ethraa' Coordinator:

- Reads and devise plans from received official SEN reports.
- Provides the Classroom teacher with the Ethraa' students' names, explaining their cases and meet on bi-weekly manner
- Coordinates with the class/subject teacher on how to deal with and encourage the SEN students.
- Participates in the regular meetings of the Ethraa' Department to discuss the unit plans and the assessments of students.

- Coordinates with the Counseling Department regarding behavioral cases for the referral of students.
- Prepares for the regular meetings with Ethraa' teachers to discuss students' cases and offers recommendations to ease the working process.
- Creates behavioral/ educational plan for students in KG and grade 1 students
- Conducts screening for early years (academic and social behavior) as well as screening as part of the referral process (Follow up the procedures and diagnosis for the referral of students.)
- Provides constructive feedback for IEPs, progress reports and short-term plans
- Supervises the Learning Mentor Program in terms of:
 - o Action plans
 - o Collaboration between external LM and school
 - o Regular meetings to discuss cases
 - o Bi-weekly meeting with home room teachers
 - o Revising logs and action plans

PYP Ethraa' Coordinator can also support specific students in up to 25 lessons taking into consideration the above-mentioned responsibilities.

Responsibilities of Ethraa' Support Teachers:

It is expected form Ethraa' teachers to serve and support up to 32 lessons in 3-4 small group students or in one-to-one manner. Such responsibilities can be distributed among the different Schools in Mashrek taking into consideration the following responsibilities:

Teaching and Learning

- o Prepares an IEP that is suitable for the student's academic, and social needs
- o Prepares short term action plans that is reviewed on bi-weekly manner
- o Sets specific, time-related targets for each child and liaising with parents and education professionals
- o Assists the student to focus within the classroom
- o Helps the student to participate adequately inside the classroom
- o Prepares and adjusts teaching materials through manipulatives and differentiated instructions
- o Adapts the National Curriculum and conventional teaching methods to meet individual needs
- o Assigns homework for the students
- o Helps students to cope with and overcome problems that arise because of impairments or learning difficulties
- o Makes use of special facilities and/or equipment such as the gym, music room and science labs
- o Develops and fosters the appropriate skills and social abilities to enable the optimum development of students
- o Uses audio-visual materials and computers to stimulate interest and learning

Documentation and Reporting System:

- Assessing and recording children's needs and progress
- Updating the e portfolio for every student receiving support including the communication that took place with parents
- Maintaining the records of students' progress, writing IEPs and action plans

Communication:

- Collaborating with the classroom teacher to define appropriate activities for the
- Liaises with other professionals such as the counselor, occupational and speech and language therapists.
- Attends periodical meetings of the department.

Responsibilities of the Learning Mentor:

Accompanies and works closely with the student from the beginning of the school day until its end from Sunday until Thursday, starting 7:30 am until 3:00 pm. The Learning Mentor also cooperates with Ethraa' Department team members, Head of School, and class/subject teachers

Responsibilities Concerning the Student

- Prepares an IEP that is suitable for the student's academic, psychological, and social needs.
- Implements IEP according to a variety of effective learning methods and strategies.
- Prepares short term action plans that is reviewed on bi-weekly manner.
- Modifies the content of the material in parallel with the IEP and the student's capabilities.
- Assists the student to focus within the classroom.
- Develops and uses educational tools that suit the capabilities of the student.
- Helps the student to participate adequately inside the classroom.
- Encourages student to ask for teacher/peers help when needed.
- Assists the student to share his/her own interests with peers.
- Develops the student's communication proficiency by providing the training for effective communication skills and encouraging taking dialogue initiative.
- Helps the student to respond properly towards his peers in the social situation.
- Develops the student's concept of independence inside and outside the classroom.
- Supervises the student within the school and provides a safe environment.
- Encourages the development of the student's personality and raises self-esteem.
- Facilitates positive interactions between the student and peers.
- Assists in the development of emotional growth of the student.
- Assists the student to participate in programs and activities both inside and outside the classroom.
- Promotes positive interaction among students with special needs and other students.

Documentation and Reporting:

- Keeps records to show the academic progress of the student.
- Implements diagnostic tests on the student (basic Arabic Language & Mathematical skills).
- Determines the current performance level of the student by identifying strengths and limitations.
- Writes a diagnostic and/ or progress reports indicating the type of difficulty experienced by the student and the recommendations through action plans.
- Effectively coordinates with the class/subject teacher whenever necessary.
- Assesses student's abilities in ways that suit his/her academic, social and emotional needs.
- Oversees the evaluation of the student in all subjects.
- Follows-up on homework and classwork assignments.
- Attends periodical meetings of the department.

Responsibilities of the Occupational Therapist & Speech and Language Pathologist:

- Observes, Plans and develops therapeutic goals and/or accommodations for:
 - students with reports
 - teachers' referral
 - screening period especially for early years
- Provides the appropriate recommendation to the type of service the students will receive
- Shares strategies with teachers and parents, as well as providing the appropriate accommodations to cater for the student's abilities in the classroom
- Follows up on the development of the targeted skills through one-on-one sessions and inside the classroom to ensure that the skills are generalized in different settings by collaborating with teachers and specialists
- Evaluates the targeted skills and modify the goals where necessary
- Carries out documentation responsibilities including updating and maintaining records of students' progress
- Attends periodical meetings of the department

References:

1. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
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3. Learning diversity and inclusion in IB Programmes; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate; January 2016
4. Meeting student learning diversity in the classroom; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL; December 2019
5. MYP: From principles into practice: International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate updated September 2022
6. The IB guide to inclusive education: a resource for whole school development; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL; November 2019
7. Rules for IB World Schools; International Baccalaureate Organization (UK) Ltd Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL; June 2020

Review Committee:

This document was reviewed on October 6th, 2022 by:

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