



DHAHRAN AHLIYYA SCHOOLS

INCLUSION POLICY

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Inclusion Policy Committee Members

- Vice Presidents of Academic Affairs & IB coordinators
- Teachers
- Principals
- Students
- Academic Coaches
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1. INTRODUCTION

1.1 DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools (DAS) is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

1.2 DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) 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.

1.4 THE 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:

-  **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.
-  **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.

- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **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.
- **Principled:** We act with integrity and integrity, 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.
- **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 experience.
- **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.
- **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.
- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual), 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.
- **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.

1.5 DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional, and social skills to learn and work in a rapidly changing and developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action, and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply in the solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development. Therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all; we need to differentiate the kinds and amounts of instruction and learning support.

2. DAS PHILOSOPHY ON INCLUSION

As per our mission, we value diversity and differences as a key aspect of becoming more internationally minded in alignment with all IB programmes. We honor diversity and respect individual learning differences as it naturally contributes to building a community and therefore respond to each student with diverse learning needs. We believe in promoting students' abilities rather than their challenges. Accordingly, our philosophy is to enable each student based on his or her individual needs with the skills and strategies needed to decrease the achievement gap between his or her current level of performance and the grade-level expectations. In order to reach these goals, students must engage in positive learning experiences that emphasize academic, behavioral, social, and emotional commitments. We continuously work to remove the barriers to learning and participation, so we can provide equal opportunities for all our students.

Students with learning barriers call for special provisions to be made. Any student might have special needs at some time in his/her life.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavior challenges
- Physical and sensory challenges
- Medical and mental health difficulties, including temporary medical conditions
- Additional language learning

Inclusive access arrangements may be necessary due to:

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning

Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of the study, as described in the school policy. Any arrangements applied for must be tested in class before submitting the application.

Special arrangements may include (for full list, look at IB's Access and Inclusion Policy):

- Additional time
- Rest periods
- Word processor – w/wo spell check
- Scribe
- Readers
- Communicators
- reasonable adjustments to examination papers or assignments
- Transcriptions
- Extensions to deadlines

- Specialized testing environment
- Appropriate seating

At our school, we are committed to the principles of Universal Design for Learning (UDL) as a core component of our Inclusion Policy. We recognize the diverse needs of our learners and strive to provide personalized education through multiple means of representation, engagement, and expression. To support this, we are actively training our teachers and conducting regular professional development sessions to better develop and apply the principles of UDL. By ensuring equitable access to the curriculum, we aim to create a dynamic and responsive learning environment that fosters inclusion and empowers every student to achieve their full potential.

🔗 DAS Beliefs on Inclusion

- All children should have an equal opportunity to attend school, including children who learn differently.
- The school will ensure that children with special needs will not be treated differently. The school values and celebrates their achievements.
- The school identifies and responds to individual learning needs to the best of its resources and capacities and aims to integrate all students into the mainstream classroom as much as possible.
- The school addresses and accommodates individual needs on a case-by-case basis, considering identified limitations.

2.1 PURPOSE

The main objective of the Inclusion Policy is to provide guidance to teachers, parents, and school community on the learning support provided to students with learning challenges or to students who are far behind or above grade level. This policy aims to promote the fact that the school honors the individuality of all our students.

2.2 PRINCIPLES OF LEARNING SUPPORT

The four essential questions for guiding student learning in our school are:

1. What do we expect our students to learn?

2. How will we know they are learning?
3. How will we respond when they don't learn? –Inclusive access arrangements
4. How will we respond if they already know it?

2.3 OBJECTIVES OF THE LEARNING SUPPORT

The aim of learning support at DAS is to optimize the teaching and learning process in order to enable students with learning barriers/difficulties to achieve expected levels of achievement in literacy and numeracy. At DAS, we promote the following whole-school approach:

- Identifying a child at risk as quickly as possible and taking prompt action to meet his/her needs.
- Planning strategically to improve accessibility to the school curriculum for all students.
- Monitoring progress and reviewing goals regularly.
- Working in partnership with parents by making regular contact to share progress.
- Working in partnership with students to reach targets and goals.
- Developing positive self-esteem and positive attitudes about school and learning in these students.
- Providing supplementary teaching and additional support and resources for these students in literacy and numeracy.
- Promoting collaboration among teachers in the implementation of whole-school policies on learning support for these students.

2.4 IDENTIFICATION OF STUDENTS' LEARNING NEEDS

⦿ Admissions Screening Process

All students applying for admission at DAS will be assessed to determine their current levels of academic performance in literacy and numeracy and developmental readiness in accordance with the DAS Admissions Policy. DAS does not admit students who cannot be supported within the range of our resources as per the policy.

3. EQUITY AND INCLUSION IN VIRTUAL LEARNING

Equity and accessibility are important issues in virtual education setting. DAS community has an obligation to ensure that all programmes are accessible, and the educational opportunities are equitable. Virtual education programmes need to pay attention to these issues to be sure to have the greatest benefit to

the largest number of students. The following guidelines in virtual learning environment will be followed in order to make sure all students have equal learning opportunities:

Accessibility

- Ensure all e-learning materials are accessible to all students.
- Make sure that traditional content needed for teaching and learning in virtual learning settings (like paper textbooks and other materials) is accessible.
- School community ensures that all students have access to computers and stable internet service.

Flexibility

- **Flexible Learning and Teaching:** provide alternative educational strategies through which all students can engage and learn in virtual settings.
- **Flexible Assessments:** provide alternative ways that students can show what they have learned in virtual settings.

Proactivity

- Pay attention to early warning signs that some students may be struggling in virtual learning and reach out proactively.
- Use more formative assessment and make completion mandatory.
- Know what resources are available for students and keep them informed.
- Prepare students for all-digital learning styles.

4. INCLUSION MODEL

- All students can learn and have unique abilities, learning styles, and interests. These differences are valued, as they add to the richness and diversity of our school.
- Learners respond best to instructionally appropriate strategies designed to develop their strengths and provide for their individual needs through scaffolding and differentiated instruction.
- Inclusive access arrangements may be required in both instruction and/or assessment for students with additional needs to learn and succeed.

- All students experiencing low achievement and/or learning differences are provided with a collaborative platform that involves the students themselves, their teachers, parents, and relevant support personnel.
- Individual action plans are created to support students with low achievement such as in literacy and numeracy through providing curricula and teaching strategies that respond to students' needs.
- We respect the fact that students:
 - Have different educational and behavioral needs, backgrounds, interests, and aspirations thus affirming their identity and building their self-esteem.
 - Require different strategies for learning.
 - Acquire, assimilate, and communicate information at different rates and diverse ways.
 - Need a range of different teaching approaches and experiences.

○ Gifted and Talented Students:

- Teachers consider students' abilities and use differentiated instruction to support gifted students in the classroom. UDL also helps ensure that gifted students receive appropriate support and opportunities to succeed in their learning.
- Supporting gifted and talented students in international competitions and providing mentorship throughout the preparation and participation process.
- Offering extracurricular clubs, such as Robotics and AI, where gifted and talented students can develop their skills, explore their interests, and benefit from additional learning opportunities.
- The school collaborates with **Mawhiba**, an initiative supported by the Ministry of Education, to provide gifted students with enrichment opportunities and preparation for internationally recognized competitions.

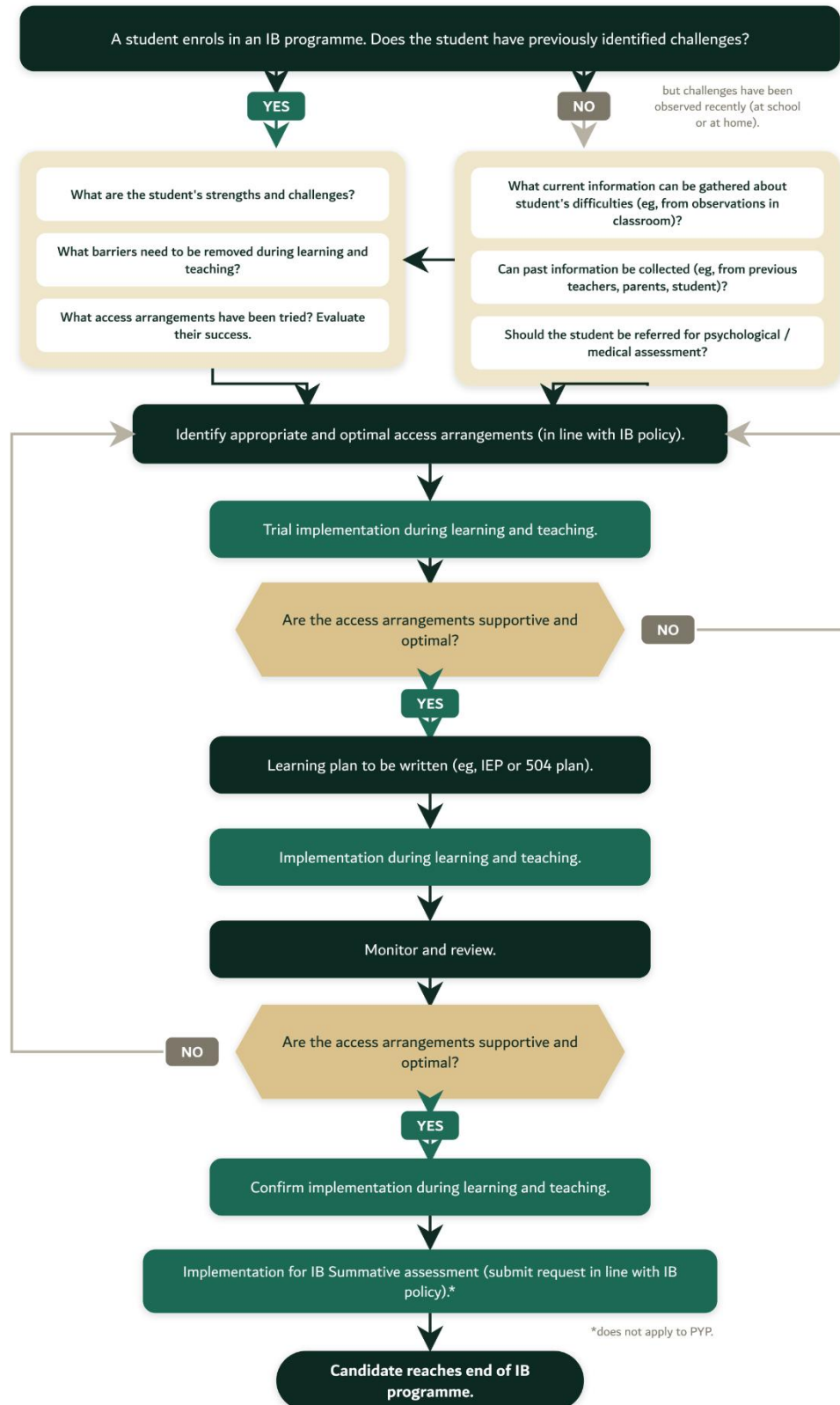


Figure 1

*The decision pathway for inclusive access arrangements
(IBO Access and Inclusion Policy 2023)*

4.1 INCLUSION MODEL IN THE PRIMARY YEARS PROGRAMME (PYP)

At DAS, we follow a multi-tiered inclusion system that supports students' needs. It begins in classrooms and then moves to specialized support in the Student Support Unit (SSU).

🌀 TIER 1

Support services are provided to students during the initial phase (Tier 1), through collaborative and proactive planning by teachers for small-group instruction. This planning considers whole classroom data and provides differentiated instruction for assigned groupings. Progress monitoring and continued differentiation are expected to improve student success in meeting the general classroom and school-wide expectations and standards. (It's important to note that DAS has another policy, namely the Underachieving Students' Policy that addresses what to do when students are not learning.)

When students do not make adequate progress despite in-class inclusive access arrangements and differentiated teaching provided for one academic trimester at least, they are referred to the SSU with their written plans. These students are then informally assessed in literacy and numeracy skills by the SSU and either supported with push-in or pull-out lessons. During push-in support, the Student Support teacher gives students extra academic support and encouragement in their learning through small group activities. During pull-out support, the Student Support teacher will work with the students individually or in small groups with a specific learning need that cannot be supported in class. In addition, resources and strategies are given to the classroom teachers by SSU to help support these students in the class.

Students who receive support from the SSU have an individualized intervention plan that guides their learning. This plan is based on academic standards that are carefully selected based on students' needs and are also used to monitor growth in their learning. These students will not receive any individual accommodations and reasonable adjustments in assessments unless a diagnostic report from a qualified specialist is provided, as required by the Ministry of Education in Saudi Arabia.

However, if a certified diagnostic report is provided by qualified specialists such as pediatricians, educational psychologists, and diagnostic centers, recommended accommodations and reasonable adjustments are made during learning, teaching and assessments as detailed in diagnostic reports. These accommodations are also included in the individualized intervention plan in accordance with the policies set forth by the Saudi Ministry of Education Special Education Department.

🌀 TIER 2

In the event that the student does not meet school expectations after differentiated instruction, as evident by standardized test scores or classroom assessment process, additional support would be requested from the SSU. The homeroom or subject-matter teacher consults with SSU to express concerns for student's performance. The teacher informs the parent of his/her concerns about the student and

sets a support plan. The support plan (Tier 2) will be developed to assist the student in meeting classroom and school expectations. The plan is developed by using the Problem-Solving Process and implemented with integrity and confidentiality. This plan is monitored for one trimester. Results are evaluated every 8 weeks for educational decisions. During this phase, the team, including the homeroom teacher, SSU teacher, counselor, nurse, academic coach, and parents, provides targeted access arrangements, monitors progress, and adjusts the access arrangements as needed.

All-inclusive access arrangements must be evidence-based and data-driven.

At the end of the trimester, or as the data indicates, the team reconvenes to review available information and make further decisions. If the student has made acceptable progress, the team may continue the support plan, phase it out, or discontinue the plan as per student need. At this time, the team may decide to conduct further targeted assessments to help with improving the support plan and continue to implement further access arrangements until the end of the school year.

○ TIER 3

If acceptable progress was not achieved, the team decides to move on to the next phase (Tier3). Here the students receive more focused instruction from the SSU. Parents must give written consent before students receive support for SSU Department.

In reviewing the evaluation results, the team develops an individualized intervention plan to support the student's needs. The plan may include small group and individualized instruction inside or outside the classroom. This plan is monitored closely by the SSU team and adjusted as needed with parent permission. The plan is reviewed regularly for progress and annually for continuation. The team uses all available data to decide whether the plan can be implemented with DAS available resources or not. In case the resources are not available to guarantee student success, the team will consider all DAS available options as per other existing policies.

4.2 INCLUSION MODEL IN THE MIDDLE YEARS PROGRAMME (MYP), Masarat (GRADE 9-12), DP CP programme AND AMERICAN DIPLOMA (GRADES 11-12)

DAS Admission Policy is rigorous in that we do not accept students with severe learning challenges who will not be able to cope or show much progress with our curriculum. In alignment with the DAS mission to empower each student to be a bilingual lifelong learner, a variety of support systems are in place to help all students meet their potential. Furthermore, the Underachieving Students' Policy ensures that students moving up to the MYP have the skills and knowledge in place that will allow them to learn and thrive within a normal classroom environment.

DAS has a system in place to promote and support enrollment in the CP or DP and to advise students regarding their options in the programme.

Moreover, the MYP assessment policy ensures that students joining the CP or DP meet the requirements of the programme.

To support our students, we, as a school, focus a lot on cooperative learning groups and on differentiation. Furthermore, to support our students to be fully bilingual, all language teachers use data from standardized assessments (such as MAP and TALA) to create group action plans in addition to the individual goal setting sheets from the MAP assessment. Students are also placed and tracked in homogeneous classrooms for the English language. Online resources such as IXL additionally support students to target their individual needs.

In the CP/DP Programmes teachers, counselors and academic coaches monitor each student's progress and intervene as necessary with strategies to increase the student's success as the school year progresses. Moreover, teachers have opportunities to learn more about strategies such as scaffolding and the differentiation of instruction as a part of their professional development. Students who perceive that they have a weakness in a subject area or skill required for completion of the CP/DP programmes have opportunities outside of the classroom that help them reinforce their skills and knowledge in this specific subject. This helps students gain the confidence they need to access the CP/DP external assessment. Furthermore, students have access to the online resources required to complete their CP/DP course work or assessments, and they can develop the knowledge to use it effectively.

In some cases, where students need further accommodations, the SSU consults with teachers and gives suggestions as to how best to meet the needs of the student through a variety of strategies. When a formal (psycho-education assessment) with a specific diagnosis is available, students receive accommodations in accordance with the policies set forth by the Saudi Ministry of Education Special Education Department.

✧ Flexibility in Duration:

Another school practice to support the students in their learning and to remove any learning barriers is the flexibility in duration as laid out in the IB Adverse Circumstances Policy.

✧ Access Arrangements for Adverse Circumstances

If a circumstance occurs more than three months before the written examination, requests for inclusive access arrangements will be submitted in accordance with the procedures outlined in the IB Access and Inclusion Policy. For further details, please refer to the IB Adverse Circumstances Policy.

✧ Providing Support to Students who Need Additional Language Learning

Access arrangements for students who need additional language learning in subjects other than languages is provided case-by-case. For more details, please refer to IB Access and Inclusion Policy.

⦿ Authorization of Access Arrangements for IB Assessments

In case a diagnosis of learning barrier report is presented, the school allows for inclusive access arrangement to be made during teaching learning and assessment times. These access arrangements will be decided and provided by the DP and CP coordinators.

For the DP and CP exams, the school will apply to the IB for inclusive access arrangements to be made and the IB has to approve of this arrangement before the student sits for the exams. The parents will be made aware of these requirements ahead of time.

The following points must be taken into consideration:

- Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

- An official report.

This includes:

- a psychological/medical report
 - evidence from a language test for additional language learners

- Educational evidence from the school.

All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges.

- The language test for additional language learners must be conducted no earlier than one year before an IB assessment and the report must be dated accordingly.
- The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the student to write or be involved in the writing of the report.

4.3 SPECIALIST SUPPORT INVOLVING PROFESSIONALS (ASSESSED BY EXTERNAL AGENCY)

If a student is not making sufficient progress, the SSU may suggest a professional assessment at school or by an outside agency, according to the student's need based on the following:

- Little or no progress even when a student is receiving learning support in school.
- Continued difficulty in developing literacy or numeracy skills.
- Sensory or physical problems which continue to affect learning.

The Inclusion Coordinator (SSU Coach) meets with the parents to discuss the observation report and to suggest a psychoeducational assessment according to the progress and needs of the student. After diagnosis, the student will receive an individualized intervention plan with specific learning and behavior targets to suit the learning needs of the child and necessary access arrangements and/or accommodations will be applied in accordance with DAS and Ministry's policies.

4.4 PSYCHOEDUCATIONAL EVALUATIONS

Based on need, we recommend students to undergo psychoeducational evaluation.

When a psychoeducational evaluation is required, the parent is contacted by the evaluator to begin the process. At this stage, the evaluator obtains informed consent and explains the due process to the parent.

The school clearly identifies staff members, such as counselors and teachers, who regularly check in with students. Students in the PYP are supported by removing barriers through appropriate and well-planned access arrangements.

Healthy eating is a top priority. The school is a nut-free zone, and teachers monitor what students bring in their lunch boxes.

Social and emotional skills programme such as Step for Anti bullying is used to tailor curriculum for counseling sessions.

All classes value the importance of differences and diversity and therefore the school creates opportunities for collaborative learning groups during learning. Groups are based on abilities or interests or project ideas.

The school's Student Support Unit uses the built resources effectively and the SSU is very deliberately planned and constructed to accommodate the pull-out teaching techniques. The cubicles allow for a one-on-one teacher-student session which allows for specific and need-based teaching and learning.

Formative assessment is embedded in curriculum and instruction to generate constructive feedback to help students learn best. It is an ongoing process during the teaching learning cycle.

Inclusive access arrangements are done wherever possible as per the school logistics and policies.

⦿ Administration of Access Arrangements During Summative Assessment

Some students are given the opportunity to use noise canceling headphones so that they are not distracted during summative and formative assessments. They are also allotted a corner in the classroom so that they are able to focus better.

Flexibility in duration during summative assessment is given based on medical reports provided by authentic and legal authorities as and when required.

5. ROLES AND RESPONSIBILITIES (WHOLE SCHOOL)

5.1 THE HOMEROOM/SUBJECT TEACHER

- Creates and maintains an effective environment for learning where all students are accepted for their differences.
- Builds on the strengths of each child, enhancing the student's self-esteem.
- Is responsible for classroom organization, learning strategies, resources, and well-being of students.
- Differentiates teaching to meet the needs of all students in his/her class.
- Plans and collaborates with the Student Support teacher on a regular basis.
- Shares unit planner, vertical map, horizontal map, UBDs, scope and sequence, and weekly lesson plans in advance with the Student Support teacher to facilitate in-class/out-of-class support sessions.
- Records concern and keep a log of observations and access arrangements he/she has taken to help the student and follows up with a plan accordingly before referring to SSU.
- Makes sure all students are assessed and monitored regularly for progress.
- Inputs all students' results from summative and standardized assessments on a shared data sheet across subjects for each grade level.
- Meets with all parents once per trimester and twice with students of concern.
- Maintains frequent and positive communication with parents by sharing information pertaining

to the regular programme newsletters, course syllabi, and extra support material that may be provided when required.

- Discusses concerns about students in his/her class with the Coach if he/she has concerns about a student's academic performance, behavior, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks to create a support plan.

5.2 THE SSU ACADEMIC COACH (INCLUSION COORDINATOR)

a. Raises awareness about special needs in the school generally and provides training as needed:

1. Educates and informs parents and school staff about special needs and the nature of the educational services that meet these needs and/or suggests attending related training provided outside the school.
2. Facilitates communication between the school and ministries to increase understanding on both sides – DAS administrators understanding of ministry policies regarding students with special needs and ministry administrators understanding of DAS programmes and services for students with special needs.
3. Trains classroom/subject teachers and SSU teachers on teaching strategies and classroom accommodations suitable for specific learning needs.
4. Facilitates and plans for the professional development of special education teachers through continuous training during the school year on teaching strategies related to students' special needs.

b. Manages the day-to-day operation of the SSU:

1. Develops and applies a system for individual student records, keeping them fully confidential while using their contents appropriately.
2. Monitors the movement of students within the SSU system in school and provides periodic summaries to Principals in this regard.
3. Manages the time and work of the personnel of the unit and participates in the recruitment of new teachers.
4. Schedules the SSU periods for each student and coordinates with other Coaches on the push-in and pull-out sessions along with the shared grade level meetings for the SSU teachers.

c. Interfaces with the Accounting Department by taking the following steps:

1. Sends a list of students' names who will be enrolled in the SSU, after having their parents' written approval, to the Accounting Department which will follow up and ensure the payment of the fees.
2. At the end of each semester, the Inclusion Coordinator (SSU Coach) sends to the Accounting Department a record of the students who received support through the SSU, showing the number of support periods each semester so that they follow up the payment of additional fees by parents.

d. Guides planning and implementation of the SSU services

1. Supports SSU teachers in developing remedial plans for some students in the class based on assessment results and suggests possible strategies.
2. Guides and supports the SSU teacher and the counselor in developing the intervention plans and behavior plans.
3. Helps the SSU teacher by suggesting teaching strategies compatible with the individual needs.
4. Follows up on the implementation of the intervention plan and/or behavior plan by the SSU teacher and the counselor and modifies it as necessary.
5. In special cases, offers direct support for a number of students as needed (diagnosing, developing plans, teaching, assessing..... etc.).
6. Revises and gives teachers regular feedback on their lesson plans in the SSU.
7. Attends classes in the SSU and gives teachers regular feedback on teaching methods and suggests strategies that can be used with students based on their needs.
8. Participates in the evaluation process of the SSU teacher and the school counselors.
9. Meets with parents as needed to discuss student progress and concern. If needed, will also request a psychoeducational assessment.
10. Keeps cumulative records of students' performance on standardized tests in the three major subjects (English, Arabic, and math).

e. Guides continuous and periodic assessments, ensuring that decisions and plans align with the policies of the Ministry and DAS:

1. Coordinates and follows-up implementation and analysis of achievement tests in the

Arabic language for the elementary level as well as the Reading and Writing Readiness Scale at the KG level.

2. In collaboration with the Research Unit, shows and discusses the results with classroom teachers and academic coaches to make decisions and plans for the next semester or year.
3. Participates in discussions of screening and achievement tests in English for elementary (e.g. MAP) to make use of them for planning support activities in English.
4. Discusses the results of the standardized diagnostic tests with the SSU teachers and/or counselor in order to identify the options of the educational services, inside and outside the school, that are compatible with the student's abilities and presents the necessary recommendations for the classroom teachers and parents.
5. Follows-up on the results of the continuous and periodic assessment of the performance of students with special needs with reference to benchmarks and grade-level expectations.
6. Discusses the results with the classroom/subject teacher and the SSU teacher and helps teachers in analyzing the reasons for possible inconsistencies between the results of continuous assessment and the results of periodic assessment and documents the agreement on appropriate next steps for teaching and assessing students.
7. With the academic coach and the SSU teacher, discusses the assessment accommodations and/or access arrangements recommended for particular students with special needs with a diagnostic report and submits them to the principal for approval in accordance with what is applicable from the Saudi Ministry of Education policies.

f. Ensures coordination between the programme teachers and the classroom teachers, academic coaches, counselors, directors, parents:

1. Coordinates the cooperation between the SSU teacher and the student counselor to discuss with parents the intervention academic/behavior plan, help them understand their child's needs and appropriate expectations of the SSU according to those needs, have their approval on the elements of the plan, and on cooperating with the school to implement it, in addition to having their written approval on paying the additional fees for the support periods.
2. Attends and participates in the monthly guidance and counseling meetings, in order to discuss general issues about students' performance and to discuss the results of the periodic assessments and provide suggestions for improvement.
3. Acts as the link with any external agencies.
4. Provides regular summaries for Directors on the impact of the Inclusion Policy on the school and students along with keeping track of the percentages of students receiving support over the years.

5. In the case of boys moving from the girls' side to the boys' side, the SSU Academic Coach on the girls' side sends their complete files to the SSU Responsible on the boys' side at the end of the year; they meet during the second week of the following year with the academic coach, the counselor, and the principal of the boys' side to discuss the individual needs of each student.

5.3 THE STUDENT SUPPORT TEACHER

1. Coordinates and plans student support with the classroom/subject teacher on a regular basis.
2. Plans lessons for pull-out and push-in support sessions and assigns homework if necessary.
3. Screens and assesses students to clarify the student's strengths, needs, and some suggested recommendations and then discusses them with the classroom/subject teacher and the parents, and keeps these reports in the student's file.
4. Develops and discusses the intervention plan with the Inclusion Coordinator (SSU Coach) for approval, and then shares it with the classroom/subject teachers in order to clarify the role of each party in the implementation of the plan.
5. Cooperates with the classroom/subject teachers (and Inclusion Coordinator (SSU Coach) when needed) to discuss the intervention plan with parents and have their approval on the items of the plan and on cooperating with the school to implement it, in addition to obtaining their signature on the form committing them to pay the additional fees for the support periods.
6. Implements and modifies the intervention plan and follows up on its implementation by parents.
7. Continuously assesses the student's performance so as to follow up his/her progress through screening and progress monitoring tools to close the gap between student learning and grade-level expectations, in cooperation with the classroom/subject teachers.
8. Continuously and effectively communicates with the classroom/subject teachers, the Inclusion Coordinator (SSU Coach), the student counselor, the academic coach, to discuss progress and concerns of SSU students and share strategies.
9. Maintains frequent and positive communication with parents by sharing information pertaining to learning support.
10. Prepares reports clarifying the student's progress level at the end of each semester, then discusses it with classroom/subject teachers, the student counselor, the Inclusion coordinator (SSU Coach), and parents and sends a copy of this report to parents.

11. Keeps a record for each student that states the number of support periods he/she has actually provided during each semester.
12. Provides support to students receiving learning support during in-class sessions and classroom/subject teacher planning for guidance.
13. Keeps learning support records current and filed as appropriate.
14. Suggests possible resources or strategies that could be used in support of the child, both in class and at home.
15. Attends parent-teacher conferences with homeroom/subject teachers.
16. Contacts Inclusion coordinator (SSU Coach) for informal advice and further information if needed.

5.4 THE PARENTS

1. Collaborate with teachers and participate in all meetings to discuss student progress, strengths, and weaknesses.
2. Sign the SSU acceptance form, signifying acceptance of their child receiving additional support from the SSU, that they will fulfill the role assigned to them, and that they will pay the additional fees required for providing the access arrangements.
3. Signify acceptance of conducting diagnostic testing, when needed, at school, or take responsibility for conducting it outside the school and providing the written report from the diagnostic center to the Inclusion Coordinator (SSU Coach).
4. Attend all meetings held to discuss the performance of their child.
5. Fulfill their role as written in the intervention plan which includes the follow up on the homework provided by the SSU.
6. Communicate on a continuous basis with the school to discuss the progress of their child with classroom/subject teachers, SSU teachers, and/or Inclusion Coordinator (SSU Coach).
7. Ensure that their child attends school regularly and punctually, avoiding absence except in case of illness.
8. Encourage their child to attend support classes.
9. Give the school the most current correct and full information about their child's health and any other matters that could influence his or her learning or behavior.
10. Pay the down payment of the SSU fees before starting support in addition to the remaining fees at the end of each semester.

5.5 THE STUDENTS

1. Participate in the development of the essential agreements in the SSU classroom and commit to following them.
2. Attend support periods given outside the regular classroom.
3. Participate, if possible, in the development of their intervention plan and goal setting and in the evaluation of their performance based on the written plan.
4. Take responsibility for their learning by coming prepared and on time for the lesson, and by asking for support when they need help.
5. Fulfill their role as specified in the intervention plan (completing classwork and homework, bringing their materials to class).
6. Cooperate with the SSU teacher during the push-in session.

6. TRANSPARENCY

DAS community will make all expectations explicit and well-explained to students and parents.

7. DOCUMENTATION

All referrals and access arrangements are documented in a student file (SSU electronic file). These documentations include:

1. Classroom work and performance data.
2. Teacher's plans to provide accommodations.
3. Correspondence from parents, agency, and other sources.
4. Any other relevant information such as medical history, family history, etc.

8. CONFIDENTIALITY

All information about the individual students is protected and kept confidential. Only those working with the student can have access to such information. Parent permission and consent is needed to share the results of any psychoeducational assessment results conducted in or out of school.

9. PAYMENTS

Students who participate in the SSU programme, based on an individualized plan and as agreed upon by the team, including the parent, will pay for the service as per DAS policy. Payments are based on DAS policy as per the payment chart. The parents pay for the support sessions upfront at the beginning of the semester.

The Accounting Department has the following responsibilities regarding students with special needs:

- Follows up on the parents' payment of the first installment of the additional fees for support periods and requests payment in case of delay, based on the names of students who receive support with parents' approval. Support will start after the signature of parents on the form showing that they want the service and after the initial installment has been paid.
- Follows up and ensures that parents fully pay the additional fees at the end of each semester based on the number of the support periods provided according to the list sent to them by the Inclusion Coordinator (SSU Coach). If parents do not pay by the end of the semester, the Accounting Department will contact them through a written letter to inform them that support will be withdrawn and students on waiting list might take their place.
- Sends a list of names of students to the Inclusion Coordinator (SSU Coach) who have received support but have not settled their account with the school. The support provided for these students will be discontinued and other students may be taken in their place.

10. INTEGRATION OF OTHER IB POLICIES

Students with identified learning needs will receive support and inclusive access arrangements based on their individual needs and guided by the DAS IB Inclusion Policy and Language Policies. Academic integrity is strictly enforced following the guidelines set forth in the DAS IB Academic Integrity Policy. Also, the admissions policy is considered well while admitting students into the school.

11. POLICY REVIEW

This policy will be reviewed annually by the leadership team for any necessary changes. All amendments will be shared with students, student counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

12. CONSIDERATION OF INTERNATIONAL MINDEDNESS

The school's inclusion policy is developed with a purpose to give all students a fair chance to perform well in the teaching and learning process and also in the assessments. The curriculum is developed keeping in mind students of all abilities and nationalities (when needed).

13. REFERENCES

The following documents were consulted in the process of developing this policy:

Access and Inclusion Policy (2023); IBO https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en

Adverse Circumstances Policy (2023)

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