



أكاديمية الدوحة
DOHA ACADEMY

INCLUSION

HANDBOOK

2024 / 2025

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Our Team



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All Schools



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Mission, Vision & Values



Our Vision

“To be a global leader in providing an accessible, outstanding and all-inclusive education that reflects the principles and teachings of Islam

At Doha Academy, we are committed to ensuring that every student, regardless of their prior attainment or Additional Educational-Specific Needs (AESN), has the opportunity to reach their full potential. We strive to provide support and accommodations for all students in our learning community.

We believe every child with learning AESN requirements should have their needs acknowledged and assessed, with appropriate interventions put in place promptly. All of our staff are dedicated to promoting equality and working towards delivering a curriculum that:

- Provides suitable learning challenges
- Meets the diverse learning needs of our students
- Removes barriers to learning

Our Mission

“Doha Academy offers and education for life. We believe that schools should be happy and purposeful communities that enable children to achieve their best spiritually, morally, socially, intellectually and physically.”

Doha Academy values the abilities and achievements of all its students and is fully committed to creating the best possible learning environment for each and every student. This commitment is unwavering, ensuring that your children are in the best of hands.

Definition of Needs



At Doha Academy, Additional Educational Specific Needs (AESN) refers to children with extra support needs. A student is considered to have additional support needs when they require more or different assistance compared to what is typically provided for students of the same age in school. Our approach at Doha Academy involves considering the complete needs of each student. This includes not only their AESNs but also other aspects of their health and social-emotional development that could affect their progress and learning.

These aspects may include:

- **Students with Additional Educational Specific Needs (AESN)**
- **Students without a confirmed medical or psychological diagnosis but still requiring intervention services**
- **English Language Learners in need of extra support with learning English (EAL)**
- **Students with poor attendance due to illness or long-term medical conditions**
- **Students who struggle to control their behaviour**
- **Students who have difficulty with effective communication**
- **Students with physical disabilities**
- **Students identified as gifted and talented**
- **Students facing challenging family situations, such as coping with a bereavement**

Our holistic approach recognises that each child's circumstances are unique. Our staff understands that some children may only require short-term support while others may need more in-depth, long-term assistance. We regularly observe, assess, and monitor progress to identify students who are not progressing at the expected rate and may have Additional Educational Specific Needs.



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Admissions

Doha Academy adopts a proactive approach to identifying and supporting students with Additional Education-Specific Needs (AESN) during the admissions process. If the admissions team learns that a prospective student has AESN, they will contact the Inclusion Department to assess their needs further before deciding whether to offer them a place at the school.

Additionally, the admissions team will refer any students they identify during the admission process who may raise concerns or indicate potential AESN to the Inclusion Department for further evaluation. This process ensures that the school can provide the necessary support from the outset, enabling students to participate fully in the curriculum and school life.

The Inclusion Department will hold an informative meeting with the student's family and any outside agencies involved in their care, including input from their previous school. This meeting allows the school to gain a comprehensive understanding of the student's needs and to plan appropriate support.

However, as a mainstream school, Doha Academy recognises that it may be challenging to provide adequate provisions for students with severe or profound needs, and a placement in a Special School may be more suitable in some instances.



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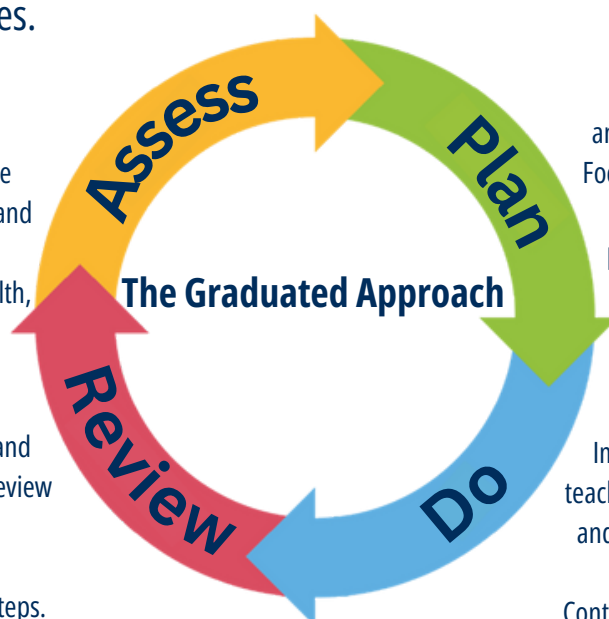
Identifying Students with AESN

AESN support arises from a four-part cycle, known as The Graduated Approach, through which decisions and actions are revisited, refined, and revised, leading to a greater understanding of the student's needs and outcomes.

Carry out child observations and hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Discuss the effectiveness of the support and its impact on the child, considering the review date. Review observations and planned outcomes, and collaborate with parents, outside agencies, and the child on next steps. Include any additional colleagues or specialists who can assist before the cycle restarts.



Hold discussions with parents, colleagues, and specialists to plan support for the child. Focus on desired outcomes for improvement and development, ensuring the child and parents are central to the process. Identify necessary interventions, their expected impact, and set a review date.

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the Inclusion Team. Continue with observations to see how the child responds to the support.

The Graduated Approach is adopted group-wide. The cyclical process becomes increasingly personalised when an AESN is identified.

We will assess each student's current skills and levels of attainment upon school entry and at the beginning of each academic year. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- They are significantly below the age-expected levels of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- The student's attainment gap widens over time.

The class teacher will then refer these students to the Inclusion Department for AESN assessment.



Referral Process

Student of Concern & Inclusion Referral Process

A Teacher has a student of concern

If concerns persist after 3 weeks of teacher led interventions

IMPLEMENT

- Implement different learning strategies - ask Inclusion teacher for help.
- Consult last years teachers.
- Meet with Parents to gather information and make them aware of your concerns.

REFERRAL

- Complete a Referral for Student Support Form..
- Inclusion teacher will assess their needs via 1 on 1 meeting with the student, student observations in class, or further formal assessments.
- Teacher will meet to Discuss plan with Parents

WAVES OF SUPPORT

- Students will be placed in Wave 1 or Wave 2 for intervention support depending on their needs.
- Wave 1 receive addition interventions by class teacher monitored by Inclusion teacher.
- Wave 2 receive push in &/or pull out support as needed.
- IEP created and monitored by Inclusion Teacher & Teachers .
- Inclusion teacher will meet with class teacher/s and parents to share the IEP and intervention plan.

WAVES OF SUPPORT

- The student will be assigned to the next level of support and may be asked for additional outside assessment.
- Wave 3 have an IEP. specific to their needs with goals & accommodations.
- IEP created and monitored by Inclusion teacher & Teachers .
- Wave 3 may require a psycho-educational evaluation.
- Inclusion teacher will meet with class teacher/s and parents to share the IEP and intervention plan.

Referral for Student Support Form



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Referral for Student Support Form 2024/2025

****This form should be completed collaboratively by all teachers working with the named student****

Student referral form – Completed by:	Position Held:
Student:	Date Completed:
Date of Birth:	Attendance:
Class:	

Standardised Assessment		Teacher Assessment	
GL Assessment		English:	
		Maths:	
		Arabic:	

Please select the primary area of need – if more than one, place in rank order, 1 being the highest concern	
Communication and Interaction (speech, language and communication difficulties, difficulties communicating with others, children with ASD)	
Cognition and Learning (Difficulties accessing the curriculum, processing difficulties, poor working memory, other executive function difficulties)	
Social, emotional, mental health (Anxiety, low mood, difficulty concentrating)	
Sensory and/or physical (Hearing impairment, visual impairment, multi-sensory impairment or physical disability, poor motor skills)	

Tick ALL areas of concern			
Phonics		Sound Production/Speech	
Sight word recognition		Following Spoken Instructions	
Reading – Accuracy		Following Written Instructions	
Reading – Comprehension		Expressive Language	
Letter Formation		Listening Skills	
Presentation		Boredom/ Frustration	
Page Layout		Attention Span	
Spelling		Distracting Others	
Sentence Writing		Organisation	
Writing Organisation		Homework	
Number Formation		Left/Right Confusion	
Number Bonds		Fine Motor Skills	
Times Tables		Gross Motor Skills	
Shape, Space, Measure		Social Skills/ Peer Relationships	

Response in Class (You must have tried Quality First Teaching strategies for at least four weeks before referring this child - unless their needs are significant, in which case please speak directly to the Head of Inclusion)		
Strategies Used (Date from and to)	What did you do?	What was the impact?

Please add additional boxes where required.

What type of support would the student benefit from? Please select one or more options.	
Academic support (subject specific needs, exams, curriculum concerns)	
Learning support (accessing lessons/content being taught, differentiation, learning needs)	
Pastoral Support (overall physical and wellbeing of the student throughout the school day)	
Social worker (social skills, friendships, and behavioural support)	

Please provide any additional information to support this referral – conversations with parents, external reports, and classroom observations. Please share any suggestions you may have or outline particular types of support that may help the student.

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AESN Assessment Process



In identifying students with AESN, information will also be gathered from various sources, and these may include:

Wave 1

- Behavioural, academic and social responses to general class interactions, academic work and homework.
- School-based assessments
- Previous academic and educational behavioural plans, including the comments of the assessor's ratings
- Observations of class behaviour
- Parental input about health, routines, perceptions of the child, etc
- Standardised tests

Standardised SEND assessments will be used to help identify any additional support needs. These assessments will be administered by the Inclusion Team or by academic staff members whom the Inclusion Team has trained. The results of these assessments will inform the next steps and indicate whether a student requires extra support to access their learning in our educational setting. It is important to note that these assessments are not intended to diagnose specific educational difficulties. However, they can indicate that a student may need to meet with an educational psychologist for an official diagnosis.

The results from these standardised SEND assessments will help the Inclusion team decide whether to place the student on the Inclusion Register and which wave of support to place them on in the school's Intervention Model.

Inclusion Register



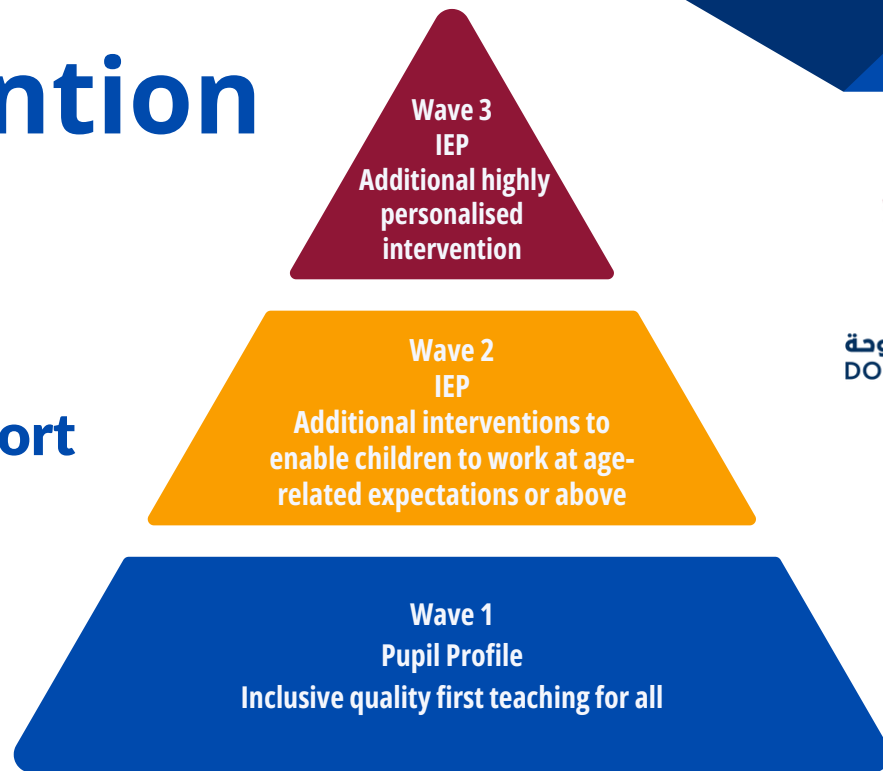
An Inclusion Register will be established to catalog students with Additional Educational Support Needs (AESN), organised systematically by year group. This comprehensive register will not only outline the specific types of support each student requires but will also provide a brief description of their individual areas of need, such as learning difficulties, emotional support, or other specific requirements. The Inclusion Register will be made readily accessible to all staff through the school's OneDrive, ensuring that it is always up-to-date and transparent.

In parallel, each student identified as having AESN will have a dedicated AESN file. This file will contain all relevant assessments, documentation, and notes pertaining to the student's educational support needs, including any observations and recommendations made by teachers or specialised staff. These AESN files will also be stored securely on the school's OneDrive, making them easily accessible to authorised personnel. Additionally, hard copies of these files will be maintained within the Inclusion Department for reference and record-keeping.

Class teachers will have secure access to key documents related to their students, including Individual Education Plans (IEPs) and Pupil Profiles. These documents provide in-depth insights into each student's specific needs, strengths, and tailored strategies for support. Furthermore, any pertinent documentation will be shared with parents to keep them informed of their child's progress and to ensure that they are actively involved in the support process. Open communication with parents is a priority, as it fosters a collaborative approach to addressing the educational needs of AESN students.

Intervention Model

Waves of Support



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Wave 1: Students Identified as MLD (Mild Learning Difficulty)

Wave 1 students identified as having mild learning difficulties will have their needs addressed within the classroom. All teachers will plan and deliver appropriate learning challenges, respond to students' diverse needs, and create an inclusive learning environment that overcomes potential barriers to learning and assessment. This includes providing differentiated tasks and support. Each student will have a one-page Pupil Profile to ensure a consistent approach to their learning support.

Wave 2: Students Identified as MdLD (Moderate Learning Difficulty)

Wave 2 outlines specific, additional, and time-limited interventions for children falling behind the expected age level. Students receiving Wave 2 interventions will have an Individual Education Plan (IEP) that includes specific targets aimed at reducing their barriers to learning. This level of support will only be provided if it is agreed—after consultation with staff, parents, and students—that Wave 1 strategies are not effectively reducing the attainment gap between these children and their peers.

Wave 3: Students Identified as SLD (Severe Learning Difficulty)

Wave 3 is a targeted provision designed for a small percentage of children who require a high level of additional support or specialized services to address their needs. At Doha Academy, these students are identified as our "High Needs Students." Parents of children in Wave 3 will be contacted and invited to regular meetings, and they may also be asked to seek outside specialist support for their child through medical assessments or therapies. However, if a child's needs are deemed very significant and we are unable to meet them, a meeting will be arranged with the Inclusion department, the child's parents, and a member of the senior leadership team to discuss further options. Students in Wave 3 will have an Individual Education Plan (IEP) created to support their specific learning needs.



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IEPs

Individual Educational Plan

What is an IEP (Individual Education Plan)?

An Individual Education Plan (IEP) is an individualised plan or programme designed for children with AESNs to describe the provision and adaptations they need to access their learning and set personalised targets.

Wave 1

Inclusive quality first teaching for all

An IEP sets out realistic strategies and objectives that the child can meet and monitors their progress with these.

What is the Purpose of an IEP?

An IEP allows teachers to adapt specific targets to match the child's needs and how these targets will be reached.

It allows Doha Academy to plan appropriately and monitor teaching effectiveness, additional support, or interventions. It can also be used to communicate with parents and other members of staff who help the child become aware of their learning and progress.

IEP Tracker

An IEP tracking spreadsheet will be kept throughout the year to monitor the IEP's and to ensure that the IEP goals are being consistently work on by all members of Doha Academy.

IEP Template

Individual Education Plan



Name		Date	
Date of Birth		Review Date	
Class/Tutor Group		School	
Class teacher/Tutor		Inclusion Lead	

Likes	Dislikes
Strengths	Areas of Improvement

Academic Results

	Term 1	Term 2	Term 3

Individual Education Plan



Diagnosed Conditions

Diagnosis	Strategies within report	Review Date and Notes

Assessments & Results

Assessment What was the name of the assessment?	Administrator Who was the assessment administrated by?	Relevant Results What were the key results of the assessment?	Next Assessment Date When does this assessment need to be completed again?

IEP Template Cont.

Individual Education Plan



IEP Smart Goals

SMART Goal Write a SMART goal for the student to achieve.	Strategies What strategies or actions need to be put in place so that the student can achieve the goal?	Resources What resources are needed to implement the strategies?	Evidence & Evaluation List evidence of the strategies being implemented and the goal being achieved. Evaluate the process; what worked well? What could be done better?

Individual Education Plan



IEP Meeting

Student Name:		Date of Meeting:	
Teacher Name:		Teacher Signature:	
Parent/Carer Name:		Parent/Carer Signature:	
Inclusion Lead Name:		Inclusion Lead Signature:	

Notes:



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One-Page Pupil Profile

A one-page pupil profile serves as a concise yet comprehensive summary of key information pertaining to students within our Wave One AESN students. This tool is particularly designed for students who benefit from quality first teaching in the classroom, ensuring an inclusive learning environment that caters to their diverse needs without necessitating additional interventions from the Inclusion team.

The profile succinctly encapsulates vital details such as the pupil's strengths, areas for development, preferred learning styles, and specific strategies that facilitate their engagement and progress within the curriculum. It aims to inform teachers and support staff about effective practices that enhance the learning experience for these students, promoting a proactive approach to teaching.

Furthermore, the one-page pupil profile encourages collaboration between educators, empowering them to adopt a tailored approach that respects each pupil's unique learning journey. By providing clear insights in a readily accessible format, this document plays an essential role in fostering an environment where all students can thrive, demonstrating our commitment to inclusivity and educational excellence.



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One-Page Pupil Profile Template



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(Students Name) One-Page Profile

What people like and admire about me

What makes me happy

What I need support with

How I would like to be supported