

Policy
All School's



Doha Academy
Inclusion

2024/25

Doha Academy Inclusion Policy

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1. Introduction

Purpose of the Policy

This policy's primary purpose is to affirm our unwavering commitment to creating an inclusive school environment where all students, regardless of their individual needs and backgrounds, are taught to succeed and equally encouraged to participate fully in all aspects of school life.

Scope

This policy applies to all members of the school community, across all activities and programs conducted on or off school premises, ensuring inclusivity is maintained at every level of interaction.

Framework

Adheres to the principles outlined in the SEND Code of Practice 2015, which provides detailed guidance on supporting individuals with AESN (additional educational-specific needs).

2. Definitions

Inclusion

Inclusion within our school means recognising our students' right to a learning environment that adapts to their needs. It involves removing barriers to learning and ensuring all students' presence, participation, and achievement.

Additional Educational Specific Needs (AESN)

A pupil with AESN has a specific educational need and requires additional provisions to access their learning at Doha Academy.

Equality and Diversity

Equality in our school means ensuring every student has an equal opportunity to make the most of their lives and talents. Diversity is about appreciating the range of differences in our school community and treating everyone as an individual.

3. Aims and Objectives

Educational Inclusion

To adapt teaching environments and methodologies that cater assertively to the diverse academic, social, and cultural needs of all students.

Social Inclusion

To foster a school culture where all students feel secure, accepted, and valued, which encourages their active participation in all aspects of school life.

Accessibility

To continuously enhance physical access to all our school facilities, alongside adaptations to curriculums to ensure all students can benefit equally from educational opportunities.

4. Roles and Responsibilities

Inclusion Team

Oversees the strategic implementation of the inclusion policy and coordinates all the AESN provisions across all schools.

Teachers

Responsible for adapting the delivery of their curriculum to meet the diverse learning needs of their students, ensuring all learners are included.

Parents/Carers

Encouraged to participate in their child's education and inclusion discussions actively, ensuring they are central to decision-making processes affecting their child's education.

5. Identifying and Assessing Needs

Early Identification

Early identification mechanisms through routine observations and assessments in collaboration with caretakers to identify potential or developing needs.

Assessment Methods

Tailored assessments that reflect the individual's needs and abilities, adhering to the SEND Code of Practice methodologies.

Partnerships with External Bodies

Working collaboratively with external agencies to access additional expertise.

6. Provision for SEND

Individual Education Plan (IEP)

Describes the tailored educational provisions made to meet the individual needs of AESN pupils, including targets set and support offered, and reviewed regularly.

Support Strategies

To include specialist interventions and programmes initiated based on assessed needs, monitored for their effectiveness.

Transition Plans

Structured support for students transitioning between different stages of their education.

7. Training and Development

Professional Development

Regular, mandated professional development sessions for staff focusing on enhancing understanding and skills related to inclusion.

Awareness Training

Inclusion and diversity training provided to all staff and applicable school community members to heighten awareness and foster an inclusive culture.

8. Monitoring and Evaluation

Performance Indicators

Key performance indicators include retention rates and achievement levels of SEND students versus those of the broader school population.

Feedback Mechanisms

Regular surveys and forums held for parents, students, and staff to gather feedback on the inclusivity of our educational practices.

Regular Review

The policy will be thoroughly reviewed biennially, with interim reviews in response to significant legislative or practical shifts.