



Al-Rayyan International School



INCLUSIVE LEARNING POLICY

2025 /2027

ARIS Core Purpose

"We are a diverse community of learners that are committed to inspire, empower, and transform for a better world."

ARIS Core Values

- Greatness in Everyone
- Learning with Everyone
- Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

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.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

IB Learner Profile

The learner profile is at the heart of all IB program models. This profile brings the aspirations of the IB Curriculum to life and supports and promotes the development of student-centred education. Each unit of inquiry has one or more focused learner profiles linked to it. All IB programmes aim 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.



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.



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.



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.



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.



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.



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.



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.



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.



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.

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1. Introduction and Rationale

"...schools with an inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all."

(Salamanca Statement, Art. 2)

ARIS is committed to fostering an inclusive educational environment that reflects both international best practice and the Ghana Inclusive Education Policy (2015). We recognize the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and the UN Sustainable Development Goal 4 (Quality Education), which affirm every learner's right to access quality, equitable, and inclusive education.

We believe that diversity enriches the learning experience and are dedicated to accommodating students with different abilities, backgrounds, and learning styles. Our inclusive approach ensures that all students are supported in their learning journeys, promoting equity, participation, and belonging within our school community.

By aligning with the principles outlined in the Ghana Inclusive Education Policy and international frameworks, ARIS aims to create a safe, welcoming, and supportive atmosphere where every student can thrive. Our goal is to empower all learners to reach their full potential and to contribute positively to both the school community and wider society.

At ARIS, we recognize that wellbeing is foundational to learning. Inclusive education must address not only academic needs but also the social, emotional, and mental health (SEMH) needs of every learner.

Key Principles

- **Equity and Access:** Every child has the right to education and should not face exclusion or discrimination.
- **Universal Design for Learning (UDL):** Teaching and school systems should adapt to meet the diverse needs of learners, rather than expecting learners to conform to a single model.
- **Community Involvement:** Collaboration with parents, caregivers, communities, and partner organisations is essential to address barriers to education and promote meaningful inclusion.

2. Definitions and Scope

The EEP, or Enrichment and Enhancement Program, replaces the Personalised Learning Support Department (PLD). This initiative is designed to support students performing below grade level (Enhancement) as well as those excelling above grade level in specific domains (Enrichment). Additionally, it caters to twice-exceptional students who exhibit both giftedness and learning differences.

Students may access the services and opportunities of the EEP and/or the Wellbeing Department if they fall within one or more of the following categories:

- Students performing below grade level: Learners who are not meeting grade-level expectations or outcomes due to diagnosed or undiagnosed cognitive learning differences, speech and language challenges, language barriers, sensory or physical needs, or socio-emotional and mental health challenges that interfere with their learning.
- Students who are learning English as an Additional Language (EAL): Learners entering ARIS from contexts where English is not the primary medium of communication, as well as those whose first language is not English and who may experience difficulties with both oral and written expression in English.
- Students excelling above grade level (highly able): Learners who demonstrate exceptional aptitude and/or achievement in one or more specific domains (e.g., mathematics, music, language, dance, writing, sports). These students may also display heightened awareness, creativity, or advanced abilities requiring intentional adaptations to learning content and context in order to meet their academic, social, and emotional needs.
- Twice-exceptional students: Learners who exhibit both advanced abilities and learning differences, and therefore require differentiated support to nurture their strengths while addressing their challenges.
- Students with Social, Emotional, and Mental Health Needs (SEMH): Learners who experience challenges in managing emotions, behaviors, and social interactions. These may present as worry/anxiety, low mood/depression, difficulties in forming and maintaining relationships, or behavioral concerns, among other related challenges.

Multitiered Systems of Support (MTSS)

To strengthen personalisation, ARIS integrates an MTSS framework, which provides a structured system for support and intervention as well as extension and mastery:

- **Tier 3: Intervention** – individualised interventions for students with significant learning differences.
- **Tier 2: Support** – additional small-group or focused instruction for students requiring more support.
- **Tier 1: Universal instruction** – high-quality, differentiated teaching for all students.
- **Tier 2: Extension** – tiered assignments and for those working above grade level.
- **Tier 3: Mastery** – offering advanced, mastery-level enrichment opportunities to accelerate learning for students working significantly above grade level.

3. Aims and Objectives

Five Pillars of the Enhancement and Enrichment Programme (EEP)

1. Well-being and Belonging

We are committed to creating safe, inclusive environments where every student feels valued, develops resilience, and experiences a strong sense of belonging and purpose. Wellbeing is embedded across teaching, learning, and school life through proactive practices, the ARIS Triple Wellbeing Model-self, community, and environment, and a commitment to identity, equity, and cultural responsiveness.

2. Access and Equity

Every student has the right to a broad, balanced, and differentiated curriculum. We ensure equal opportunities by removing barriers to learning, offering appropriate accommodations, and maximising each learner's potential regardless of ability, background, or need.

3. Personalised Learning

Using the Universal Design for Learning (UDL) framework, teaching is tailored to each student's strengths, challenges, and interests. We design individualised support, extension opportunities, and enrichment experiences that encourage students to pursue their passions and grow into independent, confident learners. We create a

stimulating environment that encourages intellectual exploration, questioning, and the pursuit of knowledge beyond conventional boundaries

4. Collaboration and Community

Inclusion is a shared responsibility across the school. We actively involve teachers, support staff, parents, and external specialists in identifying needs, planning interventions, and celebrating student growth, ensuring every child is supported by a holistic network of care.

5. Professional Growth and Innovation

We commit to continuous improvement in our practice. Staff are provided with regular training and resources to embed inclusive strategies, apply universal design for learning, and stay aligned with modern, research-based approaches to supporting diverse learners.

4. Roles and Responsibilities

All staff have specific roles and responsibilities that align with our shared goal of maintaining an inclusive learning environment to ensure all learners make progress.

For detailed information on ARIS staff roles and responsibilities please refer to [Annex 1](#).

5. Identification and Assessment

At ARIS, we believe in the benefits of early identification and intervention. Our goal is to recognise learning differences as early as possible so that appropriate and timely support can be provided through a Personalised Learning Plan (PLP) or other tailored strategies.

We acknowledge that learning challenges may arise at any stage, whether due to new curriculum demands, different rates of development, extended absence, or transition into a new educational environment. To address this, ARIS follows a graduated approach of *Assess – Plan – Do – Review*, involving collaboration among staff, parents, and external specialists where needed.

5.1 Procedure for Identification

Stage 1: Assess

- Concerns are raised by facilitators, parents, or the student.
- Observations, classwork, assessment data, and screening tools are reviewed.

Stage 2: Plan

- Strategies, accommodations, and recommendations are provided to the class team.
- A short-term support plan is designed (PIP), with measurable goals and timelines.

Stage 3: Do

- Facilitators implement recommended strategies in the classroom.
- EEP staff provide targeted interventions where required.

Stage 4: Review

- Student progress is monitored over time.
- If challenges persist despite interventions, further school-based screening (e.g., Lucid Recall) is carried out.

Parents are consulted at every stage of the identification process.

5.2 Identification by Programme

Early Years Programme (EYP):

- Students below age expectations or milestones are observed by the EEP team. Evidence is collected from classwork, facilitator discussions, and activities.
- Parents complete the ARIS EYP Milestone Tracker.
- If concerns are consistent across home and school, families are advised to seek external assessment.

Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma/Career-related Programme (DP/CP):

- Students working below grade-level expectations are observed, with evidence drawn from classwork, formative/summative assessments, MAP tests, and student conversations.
- Strategies are implemented in class and monitored in a Personalised Interim Plan (PIP)
- If progress remains limited, after informing parents, a Lucid Recall Test will be administered.
- Significant deficits result in referral for external assessment.

5.3 Identifying Highly Able and Gifted Students

To effectively identify highly able and gifted students, ARIS implements a multi-tiered approach that includes various data sources and assessments. The process will consist of the following components:

Tier 1 (Leading to Differentiated Instruction)

1. **Pre-Assessments for Specific Learning Strands and Outcomes:** Initial assessments conducted by teachers will be used to evaluate students' knowledge and skills in targeted learning areas. This provides the first data point for enrichment in specific grade level strands and outcomes.
2. **Teacher Observations:** Teachers will provide qualitative insights based on their observations of students' performance and behaviors in the classroom to justify the different learning pathways for students in their classrooms.
3. **Students' Level of Engagement:** The extent to which students are engaged in learning activities will be monitored to identify those who show exceptional interest or enthusiasm.
4. **Pacing:** The rate at which students grasp and apply new concepts will be considered to determine their readiness for advanced learning opportunities.

Tier 1 to Tier 2

1. **Pre-Assessment Data Gathered Overtime:** Overtime, the initial data will be gathered to evaluate students' prior knowledge and skills to inform decisions to move them from differentiated instruction to Tier 2 extended enrichment opportunities.
2. **Formative and Summative Assessment Data:** Ongoing assessments will be utilized to monitor student progress and learning outcomes.
3. **MAP Test Scores and Standard Deviations:** Standardized test scores will be analyzed to identify outliers and high achievers.
4. **Teacher Remarks and Observations:** Qualitative insights from teachers will be collected regarding student behaviors and academic performance.
5. **Highly Able Learner Checklist:** Checklists will be used to systematically evaluate characteristics and potential of gifted learners.
6. **Parents' Observations:** Feedback and observations from parents will be incorporated to gain a holistic view of the student's abilities.
7. **Enrichment Team Observations:** The enrichment team will engage in providing additional insights through classroom observations.

Tier 2 to Tier 3

1. All Tier 1 to Tier 2 Markers: All indicators from Tier 1 and Tier 2 will be reviewed to ensure comprehensive evaluation.
2. Added Standardized Tests: Additional standardized assessments, such as the CogAT, GATES-2, and Renzulli Scale etc., will be administered to further identify giftedness.

This structured approach will ensure that students who demonstrate high ability are accurately identified and provided with appropriate enrichment opportunities.

5.4 Identification of potential learning differences in students learning English as an Additional Language (EAL)

Identifying and assessing students with potential learning differences whose first language is not English requires particular care. ARIS ensures that lack of progress is not misattributed to limited English proficiency.

To do this, we:

- Review all aspects of a student's performance across different areas of learning and development.
- Compare progress in English with performance in the student's home language, where possible.
- Confirm that any learning difference is consistently observed in both English and the home language before considering further assessment.

This process helps distinguish between challenges related to second-language acquisition and those arising from an underlying intellectual or learning difference, ensuring accurate identification and appropriate support.

5.5 Identification of Social, Emotional and Mental Health Need

At ARIS, we recognise that social, emotional, and mental health (SEMH) needs can significantly impact a student's wellbeing, learning, and ability to access the curriculum. Early identification and intervention are essential to ensure students receive the right support at the right time.

Procedure for Identification

- **Observation and Referral**
Concerns may be raised by facilitators, parents, counselors, or the student. Signs may include withdrawal, persistent low mood, anxiety, difficulties with focus, school avoidance, or significant changes in behavior or academic performance.
- **Initial Screening**
The Counseling and Wellbeing Team reviews available data, including teacher observations, attendance, academic performance, and student self-reports. Where appropriate, validated screening tools may be administered to better understand the student's mental health profile.
- **Collaborative Planning**
A short-term support plan may be created, outlining specific accommodations (e.g., reduced workload, safe space access, or well-being check-ins) with timelines and review points. Parents/guardians are involved in this process, and where needed, external professionals are consulted.
- **Monitoring and Review**
Student progress is regularly monitored. If concerns persist, a formal referral for external psychological or psychiatric assessment may be recommended to ensure accurate diagnosis and intervention.

5.6 Referral for External Assessment

- When school-based interventions and screening indicate significant needs, families are referred to qualified external professionals (e.g., educational psychologists, speech and language therapists, occupational therapists) for an external educational assessment.
- After an external assessment, the EEP team convenes a meeting with the family, assessor, homeroom facilitator, and Principals. Findings and recommendations are shared.
- The EEP team reviews the report and co-develops an implementation plan with parents.

- Parents complete an opt-in form for support. Students who opt-in receive direct EEP services.

6. Provision and Support

If/when a student receives a formal assessment from an outside professional, a meeting is arranged by the EEP team together with the Principal, the homeroom facilitator, the assessor and the family. During this meeting, the assessor presents the findings and shares the recommendations with the school team. After the meeting, the EEP team reviews the report and schedules a meeting with the parents to discuss how the team can implement the recommendations from the report.

If the Enhancement Programme is recommended, an opt-in form is sent for the parents to complete. Students who opt-in for support, receive direct services from the staff of the Enhancement Programme.

Students who do not require support from the Enhancement Programme, a Personalised Learning Plan (PLP) will be written based on the assessment report recommendations and shared with the homeroom and subject facilitators.

Continued enrollment depends on the student's ability to benefit from our programme. Where an external assessment recommends support from the EEP and parents/guardians choose not to pursue it, re-enrollment may not be offered.

In such cases, ARIS will partner with families to explore appropriate alternative pathways to ensure the learner's continued success.

Services provided by the EEP Team are:

Enhancement Pupil Support Plan:

- A Personalised Learning Plan (PLP) is developed and implemented.
The PLP is reviewed and updated regularly by the Enhancement Team in collaboration with the homeroom facilitator/subject teachers, parents and students.
- An Enhancement Programme facilitator will provide support in core subjects and where necessary pull the student out for targeted support.
- Regular progress reports and updates are shared with parents.
- When significant progress is being made, the ARIS team and the student's parents/caregivers can decide to decrease support levels and/or end the Pupil Support Plan.

Enhancement One to One Support Plan:

- A Personalised Learning Plan (PLP) is developed and implemented.
The PLP is reviewed and updated regularly by the Enhancement Team in collaboration with the homeroom facilitator/subject teachers, parents and students.
- An Enhancement Programme facilitator will provide support in all subjects and where necessary during break and lunch times.
- When necessary an Enhancement Programme facilitator will pull the student out of lessons for targeted support.
- Regular progress reports and updates are shared with parents.
- When significant progress is being made, the ARIS team and the student's parents/caregivers can decide to decrease support levels and/or end the One to One Support Plan.

English as an Additional Language Support Plan:

- The student will be assessed using the WIDA English Language assessment to determine their English proficiency level.
- A Personalised Learning Plan (PLP) is developed and implemented.
The PLP is reviewed and updated regularly by the Enhancement Team in collaboration with the homeroom facilitator/subject teachers, parents and students.
- An Enhancement Programme facilitator will provide support in selected subjects and pull the student out for targeted English support.
- Students will be provided with a login for the Rosetta Stone language learning tool.
- Regular progress reports and updates are shared with parents.
- When significant progress is being made, the student is tested again with the WIDA test and the result will determine if the ARIS team and the student's parents/caregivers can decide to decrease support levels and/or end the English as an Additional Language Support Plan.

Enrichment:

- Students are provided with enriched differentiated plans with extended learning engagements within class. These enrichment tasks are drawn from the Tier 1 and Tier 2 ARIS MTSS Chart and the Talent Development model.
- The services above are provided by homeroom and subject facilitators in collaboration with facilitators from the Enrichment Team.
- Reporting procedures for students in Tier 1 and Tier 2 categories are done by the homeroom and subject facilitators.
- Students who need additional levels of support in Tier 3 receive a personalized plan developed and implemented by the Enrichment Team. Parents are actively involved in

the planning and implementation of these plans which may include Personalized Learning plans and/or Acceleration Plans

- Reporting procedures for students in Tier 3 are done by facilitators in the Enrichment Team.
- Services in Tier 3 categories include Curriculum Compacting, Subject and Grade Acceleration, Mentorship, and Internship.

Access Arrangements:

- Students who have an external assessment report and/or Lucid Recall Test report which specifies a requirement for access arrangements are provided with the accommodations and arrangements required. These could be in the form of additional time, text to speech, a reader, a scribe, a prompter, rest breaks, and/or a quiet environment.

Services provided by the Wellbeing Team are:

Mental Health and Wellbeing Support

The Wellbeing Division provides a continuum of support services that are proactive, preventive, and responsive to individual student needs.

Counselling Services

- Students have access to individual and small-group counseling sessions, facilitated by school counselors.
- Counseling may address issues such as stress, anxiety, peer relationships, family changes, grief, self-esteem, and transition challenges.
- Where ongoing or specialized therapy is required, families are referred to external mental health professionals, and ARIS partners with them to ensure continuity of care.

Wellbeing Support Plans (WSPs)

- For students with identified SEMH needs that significantly affect their learning or wellbeing, a Mental Health/ Wellbeing Support Plan is developed.
- The WSP includes identified challenges, clear strategies, accommodations, and support systems based on students' needs (e.g., safe space access, check-ins, reduced workload, or flexible deadlines).
- The plan is developed with students, parents, program coordinators, and counselors, and reviewed to ensure relevance and effectiveness.

Tiered Support (MTSS)

- Universal Support (Tier 1): Whole-school wellbeing curriculum delivery, SEL integration, and awareness campaigns.

- Targeted Support (Tier 2): Small-group interventions and skills-based counseling and workshops (e.g., emotional regulation and social skills).
- Intensive Support (Tier 3): Individual counseling, crisis response, safety planning, and coordination with external specialists when required.

Access Arrangements

Students with identified SEMH needs may qualify for access arrangements when these needs present a long-term or substantial adverse effect on their ability to access learning or assessment. Access arrangements are evidence-based, in line with IB guidelines, and may include:

- Extra time during assessments and exams
- A separate room or smaller group setting for examinations
- Supervised rest breaks during exams
- Access to counseling or well-being check-ins during exam periods
- Flexible deadlines or reduced assessment load, among others

To qualify, evidence must be collected over time, including:

- Reports or recommendations from external mental health professionals
- Counsellor reports of ongoing difficulty
- Documented interventions and their outcomes

Crisis Intervention and Safety Protocols

- In urgent situations (e.g., self-harm risk, acute anxiety episodes), the Wellbeing Division initiates crisis intervention procedures, informs families, and ensures student safety.
- Where necessary, ARIS collaborates with external professionals for further assessment and care planning.

GLOSSARY

EEP (Enrichment and Enhancement Program)

A specialized program designed to provide advanced or additional learning opportunities for students who are identified as needing enrichment or enhancement in their academic or personal development. The "Eagles" program typically focuses on extending learning beyond the standard curriculum, offering students more challenging tasks and activities to develop their talents.

PLP (Personalised Learning Plan)

A tailored educational strategy developed for students to meet their specific learning needs, abilities, and interests. Often used for students with diverse learning requirements, the PLP outlines goals, resources, and strategies to support the student's progress. It's a dynamic tool that evolves as the student develops, ensuring that the learning path remains appropriate.

PIP (Personalised Interim Plan)

A temporary plan created for students who require immediate support or adjustments in their learning environment. It serves as a bridge between different stages of educational planning (such as from one term to another or while a more comprehensive plan is being developed). The PIP is typically a short-term solution to provide targeted interventions.

Learning Differences formerly referred to as SEN (Special Educational Needs)

A broad term that refers to students who require additional support due to learning difficulties, physical disabilities, or other challenges that affect their ability to learn in a traditional educational setting. Learning differences can encompass a variety of conditions, including but not limited to, learning differences, autism, sensory impairments, and physical or mental health issues. Educational plans and accommodations are often made to address these needs.