

**International
Maarif Schools
Erbil**



IB Inclusion Policy

maarifschools.edu.krd



Introduction

The inclusion policy of International Maarif (IMSE) reflects our commitment to providing an inclusive educational environment that recognizes and celebrates the diversity of all learners. This policy aligns with the IB philosophy of inclusivity, aiming to offer equitable access to the curriculum and ensuring that all students can fully participate in the learning process.

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.”

International Maarif Schools of Erbil Vision and Mission

International Maarif Schools of Erbil aims to foster a lifelong commitment to intellectual curiosity and to raise children as self-reliant, responsible individuals endowed with critical thinking.

In light of the 21st century’s requirements for knowledge and skills and pursuing the aim to bring up “people of goodwill,” the goals of our schools are:

- To educate our students as successful individuals at national and international levels who read, research, think analytically, innovatively, and produce added value.
- To ensure that our students will be entrepreneurial individuals with a sense of responsibility, respect for their environment and other living beings, a developed sense of social work, and an inclination to teamwork.
- To equip our students with the knowledge, skills, and academic qualifications of the positivist sciences to enable them to gain a scientific perspective.
- To develop our students’ knowledge in social sciences, direct them, think about national and international issues, and produce proposals for possible solutions.
- To equip our students with communication skills that will enable them to effectively use their mother tongue and multiple foreign languages.
- Beyond the fact that our students are technologically literate, educating them as individuals who consume and produce technology is essential.
- To enable our students to develop themselves in different areas of sports and art in the direction of their interests and abilities.
- Besides the affinity to the cultural values of their society, to ensure that our students gain the ability to coexist with different cultures.



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:	
Inquiries: 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.	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.
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.	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 the world around us.
Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	Risk-taker: 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.
Communicator: 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.	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.
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.	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.



Engage, Learn, Reflect

Engage: International Maarif Schools provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

Learn: International Maarif Schools turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

Reflect: International Maarif Schools learners acquire new knowledge and skills through ongoing reflection and engagement.

International Maarif Schools aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

IB definition of inclusion

The IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (‘The IB guide to inclusive education: a resource for whole school development’, 2019).

Philosophy of Inclusion: (Each child is unique)

- All children have the right to an education and should be ‘allowed to demonstrate their ability under assessment conditions that are as fair as possible’ (Access and Inclusion Policy IB). All teachers are inclusion teachers and demonstrate an open- mindedness, adaptability and respect towards differences. The purpose of this inclusion policy is to outline how International Maarif Schools aim to remove or reduce barriers that students may find in their learning or assessment.

Principles

International Maarif Schools supports the following principles of an inclusive education:



- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all stakeholders.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The school promotes a culture of care through all stakeholders taking responsibility for safeguarding.
- The school community encourages children to develop self-esteem, confidence and motivation in all areas of their lives, learning and development.
- The environment should be accessible, positive, welcoming, safe and respectful for all children, their families and staff.
- The school community and other authorizing bodies actively seek to remove barriers to learning and participation.
- All students have access to an appropriate education that affords them the opportunity to maximize their personal potential.

Vision: We aim to ensure all students succeed and progress in their learning journeys, regardless of their boundaries to learning. The needs of students with learning differences will be met wherever possible, and we will continue to update, revise, and better this policy as well as the resources made available to all of our students.

Rationale: A policy for Inclusion is necessary so that all stakeholders have a clear understanding of inclusion. The aim is to promote and ensure that the needs of students are met.

Purpose: The purpose of the Inclusion Policy is to articulate how International Maarif Schools actively meets the needs of students.

Provisions: We recognize that learning differences can include different social, academic, personal/ emotional, psychological, physical and cognitive difficulties. With this in mind the materials and support we offer will be tailored to the needs of individual students as far as possible. These materials and areas of support include but are not limited to:

- Accessibility for learners with restricted movement.
- Differentiation in the classroom e.g. leveled reading, textbooks, flexible deadlines, modified assessments, ICT resources/ support.
- English as an Additional Language (EAL) support (extra time learning English literacy in a smaller group setting).
- School counselor who is available to meet the social/ emotional needs of our students and their families.

Identification and Support of Students with Diverse Needs

Identification Process:

Early identification of students with diverse learning needs through observations, assessments, and consultations with parents and previous educational records.

Regular reviews and assessments to monitor student progress and needs.

Support Plans:

Development of Individual Education Plans (IEPs) for students with identified needs.

Regular review and adjustment of IEPs in collaboration with students, parents, and educators.

Differentiated Instruction

Curriculum Adaptation:

Tailoring instructional methods and materials to meet the diverse needs of students.

Providing alternative assessments to accommodate different learning styles and abilities.

Instructional Strategies:

Implementing a variety of teaching strategies to engage all learners, including cooperative learning, project-based learning, and technology integration.

Using formative assessments to guide instruction and provide timely feedback.

Professional Development

Training and Resources:

Ongoing professional development for educators on inclusive teaching practices, differentiated instruction, and culturally responsive pedagogy.

Access to resources and support from special education specialists and counselors.

Collaborative Learning Communities:

Encouraging educators to participate in collaborative learning communities to share best practices and strategies for inclusion.

Following IB Inclusion policy

Procedure

Admissions:

During the admission procedure, parents should provide documentation that informs us about the child's background regarding any needs that should be met that they have prior knowledge about.

The IB Curriculum is a key part in planning a school experience that meets the specific needs of individuals and groups of children. We meet these needs in the written and assessed curriculum through:

- collaboratively planning content with input from diverse staff and students;
- setting challenging and attainable learning challenges;
- using a variety of techniques to differentiate content and assessment;
- providing a common curriculum experience that allows for a range of different learning styles;
- using materials that reflect a range of social and cultural backgrounds without stereotyping;
- anticipating potential barriers to learning and assessment for individuals and groups of pupils and planning accommodations;
- providing action service to meet the needs of individuals or groups of children.

Responsibilities

Head of School:

- To communicate a vision of inclusion and ensure that best practices of inclusive approaches to teaching and learning are embedded in the entire school community.
- To ensure that recruitment, induction and whole school professional development, priorities successful inclusive practices.
- To conduct a whole school review and highlight best practices. The leadership team are responsible for ensuring all staff have accessed and are aware of their roles and responsibilities in relation to the Inclusion Policy.

Administration

- Update teachers and TAs about any updates from the IB about inclusion.
- Provide teachers and TAs with professional development and training to support students with learning barriers.
- Communicate with teachers and incoming staff about the history/background of current and incoming children with barriers to learning.

IB Teacher

- Differentiate to best support any students with barriers to learning.
- Create learning materials that best support any barriers to learning that the teachers can use with the student.
- Communicate to Administration, coordinators and the school counselors any concerns regarding students with potential barriers to learning.
- Creating and maintaining a safe and effective learning space.
- Set meetings and communicate any issues regarding the student with parents.
- Fill out documentation for any additional support if needed.
- Record observations to maintain sufficient documentation.
- Familiarize with the students' history/background.

EAL Teacher

- Collaborate with homeroom teacher/s to best support student/s
- Attend meetings with EAL teachers to update them about the student, if needed

IB Counsellor

- To be responsible for developing and leading the implementation of the personal development programs.
- To support the individual development of all students within the school through collaboration with other relevant stakeholders and holding documentation of the process.

Student

- Provide feedback, as age-appropriate, on learning and goals.
- Active in providing input into learning engagements.
- Provide reflections (written or verbal) on social and emotional growth.

Parent

- Keep communication open with teachers about any updates/medical information that pertains to the students learning.
- Support children at home through plans made by the school administration, IB counselor or school nurse (where appropriate). Vision:
- We aim to ensure all students succeed and progress in their learning journey, regardless of their boundaries to learning. The needs of students with learning differences will be met wherever possible and we will continue to update, revise and better this policy as well as the resources made available to all of our students.
- Ensure the child arrives at school with necessary provisions (e.g. backpack, medication etc)

Inclusive Classrooms

In the taught curriculum, we ensure inclusive classrooms through:

- differentiating instruction to meet students' learning needs and styles;
- creating a resource-rich environment which facilitates learning;
- placing students in flexible groupings that allow them all to experience success;
- responding to the diverse needs of the children in an equitable and compassionate manner;
- focusing on the Learner Profile and ATL skills to create a safe and caring peer environment and support students' social-emotional development.

Language support PYP, MYP and DP

- English as an Additional Language (EAL) in PYP
- The EAL teacher provides a dynamic program according to a student's needs for our English Language Learners (ELL). The program consists of a combination of support methods that are the least restrictive.
- (all students with additional support needs should have the opportunity to be educated with non-additional needs peers, to the greatest extent appropriate).
- For MYP and DP students who need extra support classes for all subjects, we have extra support classes after school .
- For all studied languages the school divided the students per level .

Complaints Procedure

Any complaints related to provision for students should be made to the Head of International Maarif Schools. Following the parent or legal guardian and student complaints procedure document.

PYP inclusion policy

Inclusion policy in PYP is designed to ensure that all PYP students, regardless of their individual learning needs, are provided with the opportunities and resources they require to succeed academically, socially, and emotionally.

Understanding Inclusion in the PYP

The philosophy of the IB is deeply rooted in the principles of inclusivity and equity. The PYP Inclusion Policy embodies these principles by recognizing and celebrating the diversity of our student body. Inclusion in the PYP means that every student is valued, respected, and supported, with an emphasis on creating a learning environment that accommodates the unique strengths and needs of each learner.

Key Objectives of the PYP Inclusion Policy

Equal Access to Education:

Every PYP student, regardless of their abilities or background, should have equal access to the PYP curriculum. This involves modifying teaching strategies, learning activities, and assessment methods to ensure all students can participate fully in their education.

Individualized Support:

Recognizing that each student has unique learning needs, our policy emphasizes the importance of personalized learning plans. These plans are tailored to address the specific requirements of each student, providing the necessary accommodations and modifications to support their academic progress.

Collaboration and Communication:

Effective inclusion requires ongoing collaboration among educators, parents, students, and external support services. Regular communication ensures that everyone involved is informed about the student's progress and any adjustments needed to support their learning journey.

Promoting a Positive School Culture:

Our policy fosters a school culture that promotes acceptance, empathy, and respect. By encouraging positive attitudes towards diversity, we aim to create a community where every PYP student feels valued and included.

Implementation Strategies

Differentiated Instruction:

Teachers are trained to use differentiated instruction techniques, adapting their teaching methods to cater to the diverse learning styles and abilities within the classroom.

Flexible Grouping:

Students are grouped flexibly based on their current needs and strengths. This dynamic grouping ensures that students receive appropriate support and challenges in their learning.

Use of Assistive Technologies:

Incorporating technology to aid learning, such as text-to-speech software, interactive learning tools, and other assistive devices, helps students with specific needs to engage more effectively with the curriculum.

Continuous Monitoring and Assessment:

Regular assessments and observations are conducted to monitor student progress. This ongoing evaluation helps to identify areas where additional support may be needed and to adjust individualized learning plans accordingly.

Gifted and Talented Students

International Maarif Schools will personalize the learning for our gifted and talented students and recognise, identify, challenge and stimulate our gifted and talented learners. After school courses are provided.

Social and Emotional supports

The counselling department supports students holistically. They work collaboratively with teachers and the administration team to foster a culture of care and ensure equitable access to all enrolled. Services range from individualized, small groups to whole school programs that promote a safe and supportive environment through a focus on mental, physical and emotional well-being.



MYP inclusion policy

How do students participate in the MYP

All grade 6-8 students will engage in the IB MYP through the Learner Profile, service-learning opportunities, the Global Contexts, and the Approaches to Learning (ATL) skills.

All grade 9-10 students will engage in the IB MYP through the Learner Profile, service-learning opportunities, the Global Contexts, the Approaches to Learning (ATL) skills, and the Personal Project. All general education and special education students may participate in the following ways:

- **The IB Learner Profile**
 - Recognize all MYP students for exemplifying the Learner Profile attributes
 - Matching the taught character traits to the Learner Profile and incorporating them into the character assemblies
 - Incorporate the language of the 10 Learner Profile attributes into daily MYP activities and classroom lessons
 - Selection of literature and content that represents the Learner Profile attributes
- **Service Learning/Grade 10 Personal Project**
 - Advisory activities through
 - Service-learning opportunities
 - Teaching of the ATL skills in all course offerings
- **Global Contexts- connections to the world around them**
 - Interdisciplinary units of study
 - Through the development of IB MYP Unit Plans, students will be exposed to Global Contexts
- **Approaches to Learning (ATL) skills are used in unit planning to identify goals and allow students access to know what is expected of them.**
 - Throughout the development of IB Unit Plans, MYP students will be exposed to Approaches to Learning skills within their 3 or 5 years of MYP.
 - Teams will focus on five ATL skills to introduce and to teach explicitly to MYP students each semester.

DP Inclusion Policy

Inclusive assessment policy for a Diploma Programme (DP) involves ensuring that all students, regardless of their background or abilities, have equal opportunities to demonstrate their learning and achieve success. Here are some key components to consider when developing such a policy:

1. Equity and Access

Differentiation: Design assessments that accommodate different learning styles and abilities. This can include providing varied question types, alternative formats (oral presentations, written reports, etc.), and allowing multiple ways to demonstrate understanding.

Accommodations and Modifications: Provide necessary accommodations for students with disabilities, such as extended time, modified assignments, and assistive technologies. Ensure these accommodations are documented and consistently applied.

2. Transparency

Clear Criteria: Provide students with clear, detailed rubrics and assessment criteria before the assessment. This helps them understand what is expected and how they will be evaluated.

Consistent Feedback: Offer regular, constructive feedback to guide student improvement. This should be specific, actionable, and aligned with the assessment criteria.

3. Cultural Sensitivity

Diverse Perspectives: Include materials and questions that reflect a variety of cultural perspectives and backgrounds. This helps students from different backgrounds see themselves in the curriculum and feel valued.

Bias Awareness: Train assessors to recognize and mitigate potential biases in assessment design and grading.

4. Fairness

Standardization: Where possible, standardised assessment conditions to ensure all students are assessed under similar circumstances.

Appeals Process: Establish a clear, transparent process for students to appeal their grades if they believe they have been assessed unfairly.

5. Support Systems

Guidance and Counseling: Provide access to academic and emotional support for students who may be struggling. This can include tutoring, counseling, and mentoring programs.

Parental Involvement: Engage parents and guardians in the assessment process by keeping them informed



and involved in their child's progress and any support measures being implemented.

6. Continuous Improvement

Feedback Loop: Collect feedback from students, teachers, and parents on the assessment process and use this to make continuous improvements.

Professional Development: Provide ongoing training for teachers on inclusive assessment practices, cultural competency, and differentiation strategies.

7. Legal and Ethical Considerations

Compliance: Ensure that the assessment policy complies with local, national, and international laws and regulations regarding education and disability rights.

Confidentiality: Maintain the confidentiality of student information and assessment results.

Implementation Steps:

Needs Assessment: Conduct a needs assessment to identify specific areas where students may face barriers in assessments.

Policy Development: Draft the policy, incorporating input from stakeholders, including students, parents, teachers, and administrators.

Training: Provide training for all staff on the new policy and its implementation.

8. Monitoring and Evaluation

Regularly review the effectiveness of the policy and make adjustments as necessary. To help accommodate DP learners in our school and make sure that the school can provide for the wellbeing of students, we expect parents/guardians to supply all vital information that can help us identify students' talents and needs.

Adequate information will enable the school to consider any such requirements in a professional and opposite manner. However, in certain cases the school may not have the necessary resources or expertise required and thus may not be able to meet the needs of exceptional candidates applying to be admitted. All applications are therefore evaluated individually.

Consequently, the School retains the right to refuse admission or further education to a student in situations where the school cannot successfully fulfil the student's special needs.

Reasonable efforts will be made to ensure adequate learning provisions for the DP student with special educational needs. However, the School cannot compromise academic standards and program requirements to adjust for all learning needs.

To maintain high and rigorous standards of IB DP all "arrangements requested for a candidate, either during the course of study or in the examination room, must not give the candidate an advantage in any assessment". The inclusion arrangements "are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the program. In the case of internal assessment



marks must always be awarded based on the candidate's work in accordance with the assessment criteria.

Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties".

(Taken from "Access and inclusion policy": 1 Principles. Maintaining standards. Published by IBO, Nov. 2018).

The Inclusion Policy document does not cover external factors that could affect a candidate, such as family bereavement or medical conditions which may occur during the IB DP course or during the examination session. Such cases are always evaluated individually as "adverse circumstances".

Examples of inclusive arrangements and accommodations:

1. Requiring the IB authorization

- extension to external deadlines
- access to modified papers (print, color, font)
- access to additional time
- the use of a word processor with/without a spellchecker in the examination room
- a scribe, a prompter
- additional opportunities to retake exams

2. Not requiring the IB authorization (at the discretion of the IB DP Coordinator)

- separate examination room if it is in the best interest of the students
- appropriate seating to meet the needs of an individual student
- the use of a hand-held magnifier
- rest breaks for students with some medical challenges
- the presence of a prompter in the exam room

Notice:

It must be noted that Kurdistan regulations do not fully comply with the IB examination/assessment



regulations for learners with special learning needs. Therefore, not all psychological evaluations and recommendations provided by Erbil clinics referring to the specific learning needs may be accommodated for in the IB Diploma Programme.

Resources:

“Access and inclusion policy“, IBO, published November 2019

“Programme standards and practices“, IBO, 2020

“PYP: From principles into practice “, IBO

“MYP: From principles into practice “, September 2014/January 2015

“Diploma Programme: From principles into practice“, IBO, April 2015

“Diploma Programme Assessment procedures“, IBO, 2019

“IB Learner Profile“, IBO, 2017

“Learning diversity and inclusion in IB programmes“, IBO, January 2016

“Candidates with assessment access requirements“, IBO, 2009, updated 2017

“Meeting student learning diversity in the classroom“, IBO, 201

The following standards and practices were used for the development of this inclusion policy.

Standards and Practices from the IB which support inclusion

Student support 1.3: The school provides safe and effective learning spaces and learning environments. (0202-01-0300)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

Culture 1.1: The school implements and reviews admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability. (0301-01-0311)

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials,



and the provision and delivery of access arrangements. (0202-01-0531) Environment: Providing essential structures, systems and resources .

MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)

DP 2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Conclusion

The inclusion policy of Maarif International Schools (IMSE) is a testament to our unwavering commitment to fostering a supportive and inclusive learning environment for all students. By embracing diversity, encouraging collaboration, and upholding high expectations, we strive to provide every student with the opportunity to succeed and thrive.

This policy has been specifically tailored for IMSE as part of the IB schools network, addressing its unique context and needs. It should be reviewed and updated regularly to ensure it remains relevant and effective in promoting inclusion and meeting the evolving needs of our diverse student body.

Our approach to inclusion is holistic, recognizing the academic, social, and emotional dimensions of student development. We believe that every student has the potential to excel, and we are dedicated to providing the necessary resources and support to make this possible.

This includes continuous professional development for our educators, ensuring they are equipped with the latest strategies and tools to support diverse learners.

We also actively seek feedback from our school community to inform and improve our practices. By doing so, we aim to cultivate an environment where all students feel valued, respected, and empowered to achieve their fullest potential.



**2022-2023 Academic Year**

Photo

Registration No.

Registration Date / /2022

STUDENT'S DETAILS

Student Name (Full Name)			
Family surname			
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
Student's Nationality		Religion	
Number and issued date of ID card			
Place of issue			
Date of birth			
Place of birth			
Blood Type			
Does the student have any physical disability / health problem?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Language spoken at home	If yes, attach relevant documents.		
Other languages spoken by the student			
How many members are there in your family?		Numbers of sisters?	Numbers of brothers?
Place of order of the student in the family			
Do you have any other siblings in our school	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If Yes Student's Name and grade			
School (s) other child (children) attend			

Previous School and Grade



Are parents alive? Yes ☐ No ☐

Parents' Details

Father Name			
Date of birth			
Home address	Near to:		
Nationality			
Occupation			
Highest educational degree			
Name & address of the company that the father works for			
Phone No.			
E-mail address			

Mother Name			
Date of birth			
Home Address	Near to:		
Nationality			
Occupation			
Highest educational degree			
Name & address of the company that the mother works for			
Phone No.			
E-mail Address			
Emergency phone No.			

Notes

- International Maarif Schools Erbil follows the Ministry of Education guidelines for age-appropriate placement in classes.
- I certify that the above information is complete, true, and accurate and that I have provided the school with all relevant educational information about my child.
- I understand that the school will identify parents who are invited for registration that the school will conduct parent interviews and student assessment as part of the selection process.

Name

Signature

Date



Learning Support

Referral

Part A- Referring Teacher:

Student Name:	School Name:
Mother Tongue:	Homeroom Teacher:
Referral Date:	Health Concerns/ Medication:

Check Your Concerns

Time Management	Motivation	Reading Fluency
Ability to Focus	Passive/Sleepy	Reading Comprehension
Task Initiation/Completion	Motor Skills	Written Expression
Organisation	Processing Speed	Writing Fluency
Social Skills	Communication	Math Calculation
Anger Management	Oral Expression	Math Problem Solving
Emotional Control	Listening Skills	High Ability
Other:		

Observations/Comments

Student's Strengths

Note 2 or more strategies you have tried, comment on their effectiveness, and outline timespan of intervention



Part B- Facilitated by a member of the leadership team for student observation.

Teacher Comments

Subject Teacher Name	Comments



Learning Support Plan

Student Name:	Date:
D.O.B:	Homeroom Teacher:
Mother Tongue:	Grade:
Parent Contact:	
Assessments on file:	Review Date:
Outside Providers/support:	

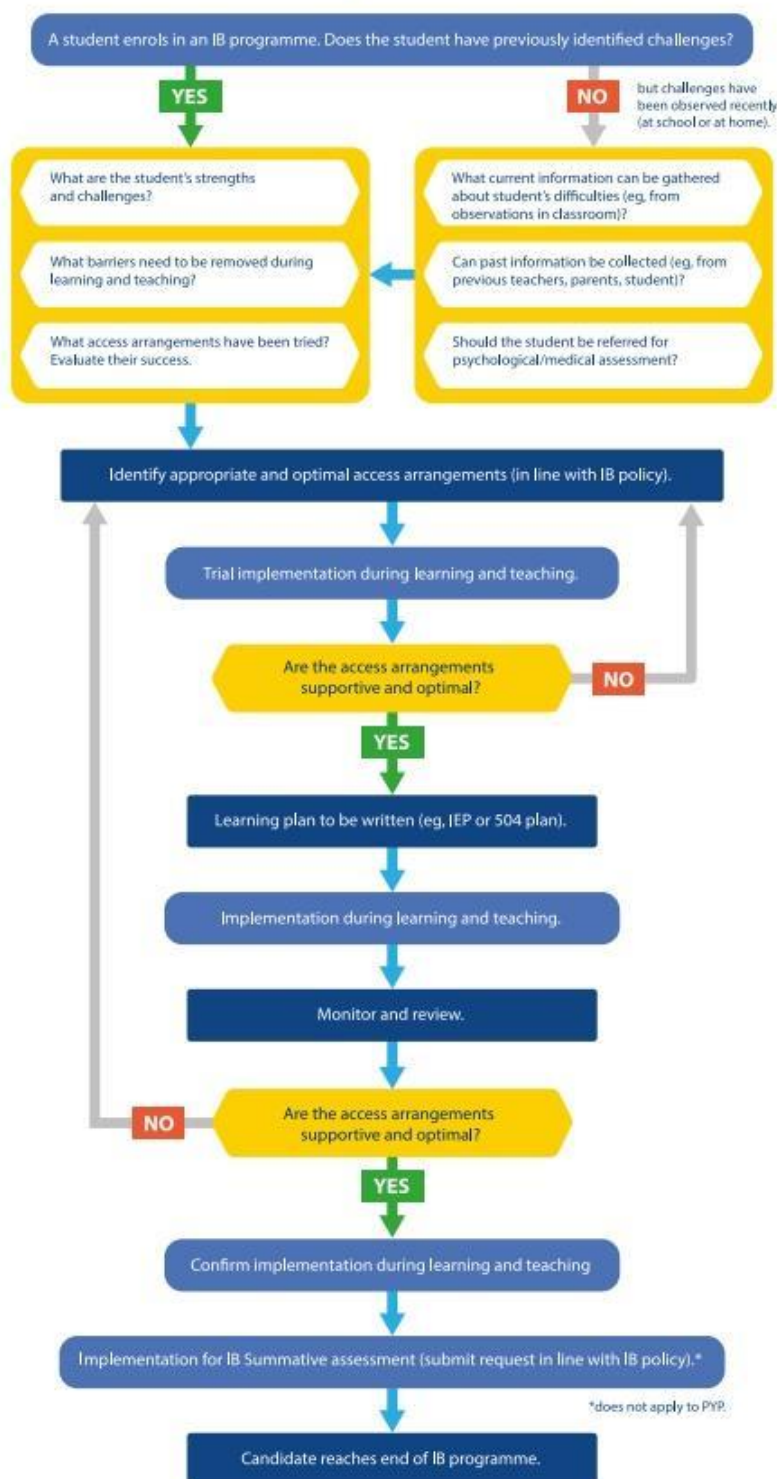
Student Characteristics	Strategies
	Accommodations

Check	Areas to Develop	Comments
	Reading	
	Writing	
	Mathematics	
	Attention	
	Behaviour/Social and Emotional	
	Motor Skills	



Figure 1

The decision pathway for inclusive access arrangements

Inclusive access arrangements: Decision pathway

*does not apply to PYP.