



United by Diversity, Empowered by Inclusion

At the heart of Raha International School lies a commitment to inclusivity. We are driven by the mission to provide equal opportunities for all students to attend our school, excel in their studies, and pursue their aspirations.

Our Inclusion team is dedicated to fostering the academic, social, and emotional growth of students with Additional Learning Needs (ALN), encompassing Special Education Needs and Disabilities (SEND), Multi-lingual Learners (MLL), and Gifted and Talented individuals.

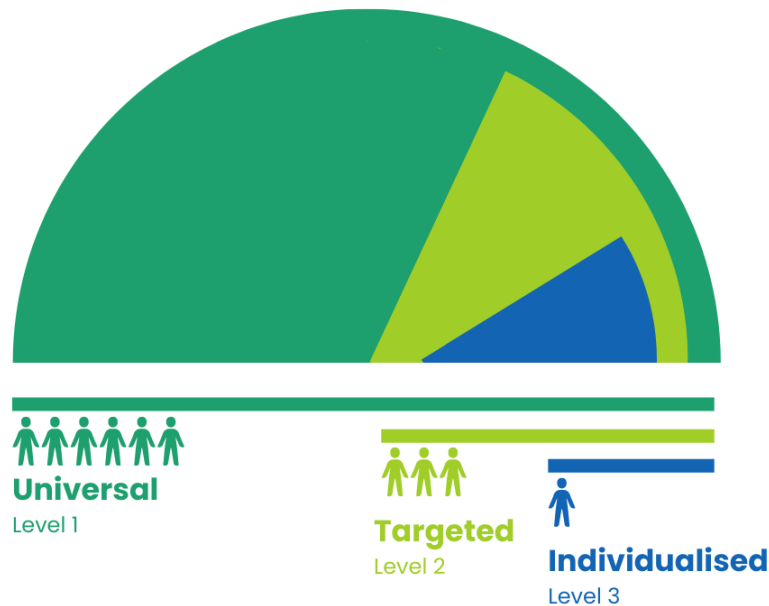
At Raha, we believe that;

- Each child is entitled to receive high-quality, personalized instruction tailored to their individual needs.
- Every child has the potential to learn and make progress.
- All educators are responsible for catering to the needs of students with Special Educational Needs and Disabilities (SEND).
- Differentiated learning opportunities should be provided to all learners; a tailored curriculum alone does not constitute SEND provision.
- Provision for a child or young person with SEND should align with the specific nature of their needs.
- Regular documentation of a child's or young person's SEND status, planned outcomes, interventions implemented by the institution, and the impact of those interventions, as well as the outcomes achieved, is essential.

In alignment with ADEK's In-School Specialist Support program, we collaborate closely with external agencies, such as Educational Psychologists, Occupational Therapists, and Speech Language Therapists, to provide specialized interventions for students as needed. These agencies partner with our classroom teachers, offering valuable advice and guidance on necessary adaptations.

Tiers of Intervention

At Raha International School, we employ the Response to Intervention (RTI) model to ensure the success of all our students. This structured approach involves multiple tiers of support, tailored to meet the individual needs of each student. The RTI model allows students to move between different levels of support based on their progress. This flexibility ensures that each student receives the appropriate assistance at the right time.



Across all levels of support, Raha aims to seamlessly connect in-class and out-of-class learning while building a strong support network involving students, teachers, families, and support staff.

Level 1: Quality First Teaching - Removing barriers to engagement and access.

Tier 1 inclusive support at Raha focuses on ensuring all students have equal access to learning opportunities. This level emphasizes collaborative efforts among students, families, and staff to foster an inclusive environment through:

- Mitigating the impact of gaps in learning.
- Maximizing student engagement.
- Facilitating access to learning.
- Empowering stakeholders to design inclusive learning environments that cater to diverse student needs and boost active participation.
- Enabling stakeholders to create pathways for all students to access the learning essential for their growth.
- Promoting student agency.

Level 2: Additional Support & Intervention Provisions - Unlocking potential by narrowing gaps in skills and knowledge.

At Raha, Level 2 inclusive support targets specific areas where students may be struggling, aiming to close gaps in skills and knowledge. This level involves:

- Implementing targeted interventions to narrow learning gaps.
- Developing skills required to reach potential.

Level 3: Personalised, Intensive Support & Intervention Provisions Creating alternative pathways to reach student potential.

At Raha, Level 3 inclusive support involves designing a motivating learning journey for students. This includes intensive, personalized interventions led by the inclusion team in collaboration with students, families, and staff. Implementing targeted interventions to narrow learning gaps, and enabling students to:

- Engage fully in school life.
- Experience daily meaningful success.
- Acquire relevant skills and knowledge across the curriculum.
- Achieve their potential.

Alternative Pathways

Recognizing that the complete IB curriculum may not meet every student's needs, ensuring success for all remains our priority. We understand that some students require different approaches. That's why we're pleased to offer alternative pathways through the ASDAN programs. ASDAN provides a personalised curriculum for young people with Special Educational Needs and Disabilities (SEND), those facing barriers to their learning, and those needing additional material to extend their learning. The curriculum is tailored to support students in progressing to further education, training, or work, empowering them to take control of their lives.

Our Leaders of Inclusion – Name, photo, blurb

- Head of Inclusion & Primary Inclusion Lead (Ben Crosby)
- Secondary Inclusion Lead (Jay Judge)
- Parent Champion - Should I approach someone, or should we put it out to the community for interested parents?
- Board Member with oversight of Inclusive provision – Who is this now?
- Admissions Team Contact – Estee?

Important Documents (Linked)

- Inclusion Policy (Eng/Ar)
- ADEK Inclusion Policy