

# Inclusion at Raha International School



# Inclusion at Raha: A Community Where Everyone Belongs and Grows

At Raha, inclusion is not a department or a programme—it is a mindset, a commitment, and a collective responsibility. It shapes every facet of school life, from classroom instruction to lunchtime conversations, from the sports field to school leadership. Grounded in the values of the International Baccalaureate and our own belief that “all learners belong,” we view inclusion as central to how we design, deliver, and evolve learning in our diverse community.

We recognise that every child is unique, and that identity, language, culture, ability, and life experience influence how they engage, learn, and thrive. Inclusion at Raha means creating the conditions where every learner feels safe, valued, challenged, and connected. It means holding high expectations for all, removing barriers proactively, and ensuring access to opportunities that foster agency, excellence, and joy.

Our curriculum intent reflects this vision. We are intentional about designing learning experiences that are meaningful, relevant, and accessible. We connect new knowledge to students’ lived experiences, ensure learning goals are visible and purposeful, and prioritise collaboration, reflection, and ownership. But inclusion goes beyond curriculum. It is about fostering a school culture where relationships matter, differences are embraced, and everyone has a role in shaping a respectful, supportive environment.

We are proud of our inclusive community, where students with and without formal learning plans learn alongside each other, supported by a responsive system of universal, targeted, and individualised support. Whether through scaffolding in the classroom, targeted interventions, access to technology, or adjustments to assessments, our goal is to empower every student to succeed in ways that are meaningful to them.

Raha’s approach to inclusion is grounded in partnership—with students, families, staff, and the wider community. We welcome open communication and ongoing collaboration, and believe that every child’s journey is best supported when we work together. Inclusion is a shared journey, and at Raha, it is one we are proud to walk together.

# Levels of SEND Support

At Raha, we use a three-tiered model to provide the right support at the right time. This approach ensures that students receive help matched to their needs—whether through inclusive classroom strategies, short-term interventions, or highly personalised plans. The model is flexible and responsive. Students may move between levels of support as their needs change, and decisions are always made in partnership with families.

While all students benefit from inclusive teaching, only those receiving Level 2 (Targeted) or Level 3 (Intensive) support have a formal learning plan



## Level 1 Universal

Removing barriers to access, engagement and expression

Students receiving **Level 1** support are included through differentiated, engaging, and responsive classroom practice. Teachers plan with learner variability in mind from the outset.

Some students may have an external report (e.g. Educational Psychologist), but no formal plan is required.

- ✓ Inclusive, strength-based teaching
- ✓ Flexible grouping and classroom scaffolds
- ✓ Progress tracked by class teacher
- ✗ No formal learning plan or scheduled meetings

## Level 2 Targeted

Unlocking potential by narrowing gaps in skills, knowledge and understanding.

Students receiving **Level 2** support participate in additional small-group or one-to-one teaching to address specific learning needs. Interventions supplement—not replace—classroom instruction.

- ✓ Short-to-medium-term intervention
- ✓ Guided by internal data or external reports
- ✓ Regular review and classroom integration

Written updates shared every half term  
Progress discussed during regular Parent–Teacher Conferences  
Formal Plan: Learning Intervention Plan (LIP)

## Level 3 Individualised

Creating personalised pathways to meet significant or ongoing needs

Students receiving **Level 3** support follow highly individualised learning plans. These may include one-to-one sessions, specialist teaching, or modified curriculum goals. The focus is on long-term progress and wellbeing.

- ✓ Specialist or one-to-one instruction
- ✓ Multidisciplinary input
- ✓ Aspirational, personalised goals

Written updates shared every half term  
Progress discussed during three formal IEP meetings per year  
Formal Plan: Individual Education Plan (IEP)

## Our Partnership with You

At Raha, we believe inclusion is a shared responsibility—not a place or a programme, but a mindset and a commitment. Whether your child is supported through everyday classroom strategies or has a formal learning plan, they are part of a school community that believes deeply in their growth, voice, and potential.

We value open, ongoing communication with families. While we hold scheduled meetings for students with Individual Education Plans (IEPs) or Individual Accommodation Plans (IAPs), any parent or caregiver is welcome to request a meeting at any time to discuss their child's learning, wellbeing, or support needs.

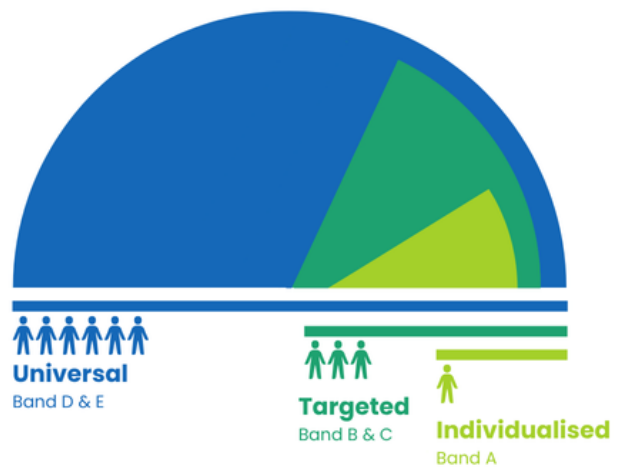
If you have questions or would like to talk about the support your child receives, please contact their Homeroom Teacher or Inclusion Teacher. We are here to work alongside you—every step of the way.

# Levels of Support for Bilingual & Multilingual Learners

At Raha, we view multilingualism as a strength to be nurtured, not a barrier to overcome. Our BML learners bring diverse linguistic and cultural perspectives that enrich our school community and align with the IB's vision of international-mindedness.

We provide layered support that focuses on both social and academic language development, ensuring students can access the curriculum and express their understanding confidently. Through inclusive classroom strategies, targeted interventions, and language acquisition plans where needed, we empower BML learners to thrive as communicators, collaborators, and global citizens.

Whether a student is new to English or refining their academic voice, our approach supports growth, belonging, and success.



New to English



Early Acquisition



Developing Competence

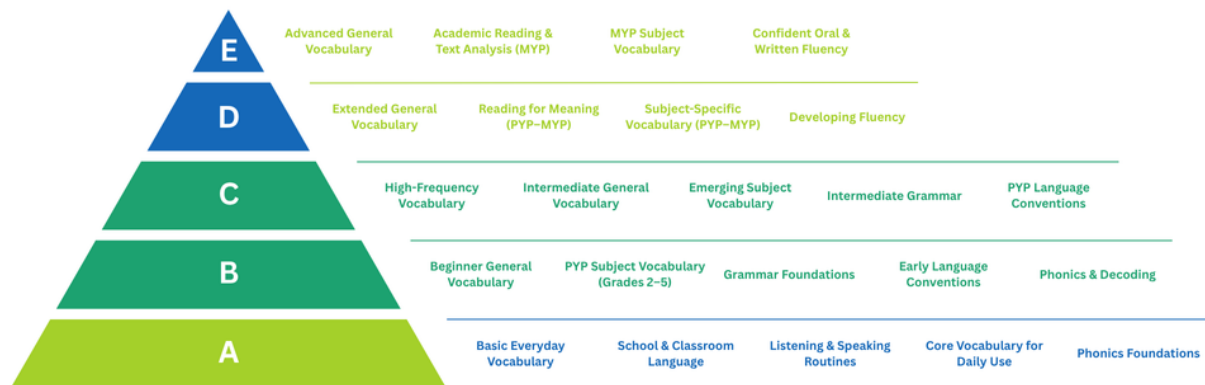


Competent



Fluent

## Language Acquisition Continuum



| Universal                                                                                                                                                                                                                                                                                                                                          | Targeted                                                                                                                                                                                                                                                                                                                                                                                                           | Individualised                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Building language for learning through inclusive classroom practice                                                                                                                                                                                                                                                                                | Developing language through targeted digital intervention                                                                                                                                                                                                                                                                                                                                                          | Creating personalised pathways for significant language needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Students in <b>Band D/E</b> access learning through responsive, language-rich teaching. Teachers embed academic language from the outset. No formal plan is required.</p> <ul style="list-style-type: none"> <li>✓ Visuals, modelling, structured talk, and scaffolds</li> <li>✓ Academic vocabulary integrated into subject lessons</li> </ul> | <p>Students in <b>Band B/C</b> receive targeted support through structured digital tools and teacher-guided strategies. Support supplements, not replaces, classroom learning.</p> <ul style="list-style-type: none"> <li>✓ Short-to-medium-term digital intervention</li> <li>✓ Pull out/Push in intervention sessions</li> <li>✓ Additional reading support (e.g. RWI, Fresh Start, ReadTheory, WIKI)</li> </ul> | <p>Students in <b>Band A</b> follow individualised plans to support foundational language acquisition. Support includes one-to-one guidance, specialist input, and close home-school collaboration.</p> <ul style="list-style-type: none"> <li>✓ Personalised language goals</li> <li>✓ Medium-term digital intervention</li> <li>✓ Pull out/Push in intervention sessions</li> <li>✓ Additional reading support (e.g. RWI, Fresh Start, ReadTheory, WIKI)</li> <li>✓ One-to-one support as needed</li> <li>✓ Language Acquisition Plan</li> </ul> |

# Supporting Higher Ability Learners at Raha

At Raha, we recognise that some students demonstrate advanced potential in their thinking, problem-solving, or conceptual understanding. Our approach to supporting higher ability learners is built on providing the right level of challenge at the right time.

We focus on developing each student's knowledge, skills, and understanding through differentiated instruction, enrichment opportunities, and personalised pathways. Students may be supported through classroom-based strategies, individual learner profiles, or mentoring, depending on their needs.

By honouring learner agency and cognitive diversity, we ensure that all students are appropriately challenged and supported to achieve their potential.



| High Potential                                                                                                                                                                                                                                                           | Strengths-Based Enrichment                                                                                                                                                                                                                                                                                                     | Exceptional Ability & Mentoring                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenging all learners through responsive teaching                                                                                                                                                                                                                     | Deepening learning through personalised planning                                                                                                                                                                                                                                                                               | Extending learning through mentoring and acceleration                                                                                                                                                                                                                                          |
| Students with a <b>CAT4 Mean SAS of 115–126</b> demonstrate high cognitive potential. They are supported through responsive teaching practices and embedded classroom challenge. No additional documentation is required.                                                | Students with a <b>CAT4 Mean SAS of 115–126 and at least one battery ≥127</b> benefit from targeted enrichment. A 1-page learner profile supports strengths-based planning and informed differentiation.                                                                                                                       | Students with a <b>CAT4 Mean SAS ≥127</b> are recognised for exceptional cognitive potential. They receive personalised support that includes a mentor, a 1-page profile, and, if needed, an Advanced Learning Plan (ALP).                                                                     |
| <ul style="list-style-type: none"> <li>✓ Engage in inquiry-rich tasks and open-ended challenges</li> <li>✓ Experience differentiated instruction across content, process, and product</li> <li>✓ Provided opportunities to lead, reflect, and extend thinking</li> </ul> | <ul style="list-style-type: none"> <li>✓ Have a 1-page learner profile outlining strengths, interests, and personalised strategies</li> <li>✓ Learn through classroom practices informed by student voice and cognitive data</li> <li>✓ Participate in enrichment, leadership, or student-led inquiry opportunities</li> </ul> | <ul style="list-style-type: none"> <li>✓ Set goals and reflect through structured mentoring conversations</li> <li>✓ Access enrichment beyond the classroom (e.g., competitions, acceleration)</li> <li>✓ Receive an ALP if current attainment does not reflect cognitive potential</li> </ul> |
| <i>No additional documentation required</i>                                                                                                                                                                                                                              | <i>Includes 1-page profile to guide support</i>                                                                                                                                                                                                                                                                                | <i>Includes 1-page profile, and ALP if needed</i>                                                                                                                                                                                                                                              |

## Parent FAQs

### Does a high CAT4 score guarantee high performance?

No. CAT4 reflects potential, but achievement depends on many factors—such as motivation, learning habits, home support, interests, and how students apply themselves over time. We look for a consistent pattern of engagement, not just ability alone.

### How is support determined for mentoring or advanced opportunities?

Mentoring is reserved for students who show both high cognitive potential and strong academic achievement. We also consider motivation, work habits, and teacher insight. Mentoring may also be put in place to support students of exceptional ability that are underperforming.

### What does ‘challenge’ look like if my child remains in their year group?

The structure of IB learning provides significant opportunities for challenge and enrichment within its inquiry-based approach. Students are extended through tasks that explore advanced concepts, increase in complexity, or incorporate content from higher grade levels. This may include independent inquiry projects, curriculum extension, subject-specific enrichment, or opportunities to lead and share learning.

### Is CAT4 the only way a student can access enrichment or extension?

No. While CAT4 is often an early indicator of potential, students may also be identified through assessment and classwork. We look for learners who demonstrate skills, knowledge, or understanding significantly beyond age-level expectations. Teacher observations and subject-specific performance play a key role in this process.

# Recognising and Supporting Talent at Raha

At Raha, we believe every student has strengths worth recognising and growing. Talent takes many forms—academic, artistic, athletic, innovative, cultural, and personal. We see it not as a fixed label, but as developing potential that can emerge in any learner, at any stage.

Guided by the values of Relationships, Excellence, and Aspirations, we celebrate diverse talents through twelve clearly defined domains. These reflect both school-based strengths and contributions students make in their communities or beyond.

Our tiered model of support ensures students access the right opportunities at the right time—through classroom learning, community engagement, or national representation. It promotes learner agency, supports personal growth, and ensures meaningful challenge, empowering each student to thrive.

| Relationships                                                                                                                 | Excellence                                                                                                                   | Aspirations                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Leadership &amp; Social Skills</b>                                                                                         | <b>Creative Arts</b>                                                                                                         | <b>STEM &amp; Innovation</b>                                                                                              |
| Student Council, peer mentoring, team-building workshops, youth forums, service projects                                      | School art exhibitions, design showcases, community studio work, participation in visual arts competitions                   | Robotics competitions, maker fairs, engineering design projects, coding challenges                                        |
| <b>Citizenship</b>                                                                                                            | <b>Performing Arts</b>                                                                                                       | <b>Environment &amp; Sustainability</b>                                                                                   |
| Leading UAE National; heritage celebrations; community campaigns; representation in civic programmes                          | School plays, musical productions, dance or drama festivals, national talent shows, cultural performances                    | Eco-club leadership, sustainability projects, youth climate forums, COP-aligned initiatives                               |
| <b>Arabic &amp; Islamic Identity</b>                                                                                          | <b>Sport &amp; Athletics</b>                                                                                                 | <b>Digital Media &amp; Technology</b>                                                                                     |
| Qur'anic recitation competitions, Arabic poetry or oratory, Islamic art or calligraphy, leading prayer or cultural assemblies | School teams, inter-school tournaments, sports club championships, national/international representation                     | Student-created podcasts or films, video editing workshops, eSafety campaigns, online platforms recognised for creativity |
| <b>Language &amp; Communication</b>                                                                                           | <b>Technical &amp; Practical Excellence</b>                                                                                  | <b>Enterprise &amp; Innovation</b>                                                                                        |
| Debating, public speaking, creative writing contests, multilingual performances, Model United Nations                         | Culinary competitions, carpentry, fashion design, vehicle mechanics, hospitality showcases, school-based enterprise projects | Student-led businesses or social enterprises, entrepreneurship fairs, product design showcases, market days               |

| School-Based Talent                                                                                                                                                                                                                               | Community-Level Talent                                                                                                                                                                                                                                                                    | Representative-Level Talent                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recognising emerging strengths within the school community</b>                                                                                                                                                                                 | <b>Extending engagement beyond the school environment</b>                                                                                                                                                                                                                                 | <b>Promoting excellence through national and international opportunities</b>                                                                                                                                                                                                    |
| Students who demonstrate high-level talent within school settings (e.g., performances, leadership roles, clubs, internal competitions). Recognition is based on teacher nomination or observed strengths.                                         | Students who are actively engaged in high-level talent development outside of school, such as through sports clubs, studios, community projects, or competitions.                                                                                                                         | Students who represent the Emirate or UAE in national or international competitions, showcases, or initiatives. These students are celebrated as school ambassadors for their domain of talent.                                                                                 |
| <ul style="list-style-type: none"> <li>✓ Participate in school-based activities and events</li> <li>✓ Teachers are aware of students' strengths</li> <li>✓ Encouraged to explore and express their talents in relevant school contexts</li> </ul> | <ul style="list-style-type: none"> <li>✓ Extend talent through external programmes or community-level events</li> <li>✓ Encouraged to deepen skills through coaching, collaboration, and exposure</li> <li>✓ Identified for potential development into representative pathways</li> </ul> | <ul style="list-style-type: none"> <li>✓ Paired with a mentor for reflection and personal goal setting</li> <li>✓ Develop a talent portfolio to showcase progress and achievements</li> <li>✓ Supported in scheduling, external applications, and public recognition</li> </ul> |
| <i>No additional documentation required</i>                                                                                                                                                                                                       | Recognition supported by ongoing staff engagement                                                                                                                                                                                                                                         | Includes mentor support and a talent portfolio                                                                                                                                                                                                                                  |