



INCLUSION POLICY FOR THE IB DP PROGRAMME

Table of Contents

2 - An inclusive school: equity, accessibility and success.....	3
A- The guiding principles at the French Qatari School Voltaire.....	3
B- Profiles of students with special educational needs at the French School Voltaire	3
C- IDENTIFICATION, OBSERVATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.....	5
3 - Communication with various partners to support the student in his or her journey.....	6
A- The family: a fundamental partner	6
B. INTER-DEGREE LIAISON: INFORMATION GATHERING AND FOLLOW-UP CONTINUITY	6
C. THE ROLE OF THE "INCLUSIVE SCHOOL" CLUSTER	6
D. THE ROLE OF THE TEACHING TEAMS.....	7
E. SUPPORT OF THE ARABIC LANGUAGE TEACHERS	7
4 - EDUCATIONAL ARRANGEMENTS TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS.	7
A. A VARIETY OF PROGRAMS AND FACILITIES AT THE LFQV	8
B. PROTOCOL FOR THE INCLUSION OF CHILDREN ON THE AUTISM SPECTRUM IN THE LFQV	9
5 - ACCOMMODATIONS FOR IB DIPLOMA EXAMINATIONS.	10
6 - LOGISTICS AND EFFICIENCY	10
7 - AVAILABILITY AND COMMUNICATION OF THE INCLUSION POLICY.....	11
8 - REVIEW PROCESS.....	11
9 - SOURCES AND REFERENCES	12
10 - APPENDIX	13

"Inclusion is an ongoing process that aims to expand access to learning and engagement for all students by identifying and removing barriers."

Diversity of learning and inclusion in the IB curriculum (2016)

1 - Preamble

The school project of the French Qatari School Voltaire is based on a mission, a vision and values that are implemented daily to welcome all students.

The education provided aims at excellence for all and the environment created within the school seeks to promote "living together" in order to provide a learning environment conducive to personal development, academic and social success.

The French Qatari School Voltaire inclusion policy is in line with the IB philosophy. The Lycée welcomes students with special educational needs with the principle: "the schooling of all students is the institutional rule, the inclusion of all is the goal to be achieved".

The current French curriculum, the IB curriculum and the Qatari curriculum in several subjects (Arabic, Qatari history and Islamic religion) are taught at the French Qatari School Voltaire.

In addition to the programs and measures provided by the French Ministry of Education (MEN) for students with special educational needs and national measures, the school has developed integration and success paths to adapt to the local context.

Arabic language support and reinforcement programs are also in effect. These meet the requirements imposed by the Qatari Ministry of National Education. (see E, p 8)

In addition to the Child Protection Charter of the French School Voltaire, our institution is also committed to adhering to the Child Protection Charter of the State of Qatar. We also comply with a specific circular regarding students with special educational needs issued by the local authorities, which is included in the appendix.

2 - An inclusive school: equity, accessibility and success

A- The guiding principles at the French Qatari School Voltaire

The inclusion process at the French School Voltaire is based on two principles: equity and accessibility of learning.

Programs and arrangements for students with special educational needs involve adapting activities, designing pathways and, where necessary, removing barriers to learning to make it more accessible. Therefore, the school seeks to accommodate the specificity of each learner so that each one can develop their potential.

B- Profiles of students with special educational needs at the French School Voltaire

-Pupils who encounter difficulties linked to an insufficient mastery of the French language as a learning language in several subjects. They constitute the vast majority of the Pupils with special needs identified and followed at the French School Voltaire.

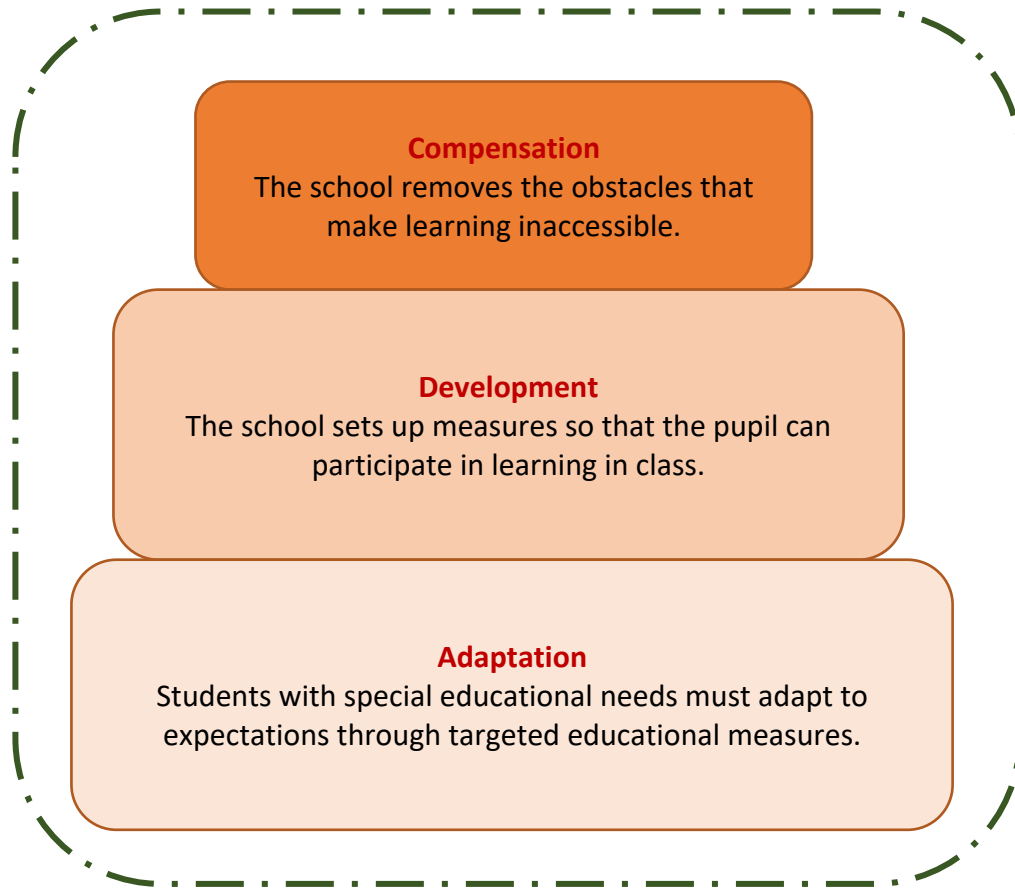
-Students who have a disability that impacts their learning

-Students with disabilities

-High potential students: A profile valued by the IB education system.

The French School Voltaire has therefore determined a scale of needs to propose appropriate responses:

Equity, Accessibility, Inclusion



For **high-potential** pupils, a personalization of their school career is envisaged by developing adapted educational projects for them. In this way, the pupil's skills are developed to contribute to his or her inclusion as well as to his or her fulfilment in the classroom or more widely in the school.

C- IDENTIFICATION, OBSERVATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The implementation of a program or system requires observation and peer review, which cannot be based on hunches. It must be validated by the general director, his deputy or the principals after a precise evaluation of the student's needs. In order to successfully include students with special educational needs, teamwork is therefore necessary to identify them and their difficulties.

The process to follow

As soon as a teacher identifies a persistent difficulty in a pupil, he/she must pass on the information to the homeroom teacher. The homeroom teacher is responsible for gathering the opinion of the entire teaching team on the difficulties detected with the help of diagnostic assessments and personalized observation grids to identify the needs of the pupil and envisage appropriate solutions.

Observation requires careful analysis to determine if the student needs educational adaptations or accommodations to progress.

Multidisciplinary work groups involving various actors according to needs may also be convened by the director, his deputy or the principals when the situation of a pupil so requires. This team work may include members or all of the teaching team as well as members of the school management team, the school nurse and the academic counselor. The educational team often suggests a support system (PAP) or a compensation system (PP)

3 - Communication with various partners to support the student in his or her journey.

A- The family: a fundamental partner

Inclusion implies the collaboration of the school's educational teams, but also a constant and constructive dialogue with the family and the student in order to help them succeed.

The family of a pupil with special educational needs is an essential partner who must be involved in all the steps leading to the implementation of adaptations or educational arrangements.

As soon as a need is identified, a meeting is organized with the family and the staff in charge of the pupil's follow-up (referent teacher, teachers in charge of SEN follow-up) to propose the integration of a program or a support system. It is essential to remember that they are an opportunity in the student's school career and not a sanction. The family can accept or refuse this proposal.

Regular monitoring and dialogue between the pupil's educational team and the family is required whenever a scheme or program for an EYFS is initiated.

A family can also contact the school if they notice that their child is encountering obstacles to learning.

On medical advice, the family can request the implementation of a personalized support program (PAP) or compensation measures (PPS).

B. INTER-DEGREE LIAISON: INFORMATION GATHERING AND FOLLOW-UP CONTINUITY

At any time during the school year, meetings can be arranged with families and educational teams to gather information and according to the changing needs of a student.

Nevertheless, changes of cycle and site require particular vigilance in the monitoring of SENs. The transition from Seconde (Grade 10) to DP should make it possible to provide the information needed to ensure continuity in the monitoring of FPEs.

If the pupil is new, his or her school of origin must ensure that his or her file is transferred and offer to organize meetings with the teaching and administrative teams, as well as with outside contributors, if necessary, to pass on all the information needed to monitor the pupil.

C. THE ROLE OF THE "INCLUSIVE SCHOOL" CLUSTER

An "inclusive school" unit has been set up within the Lycée French Qatari School Voltaire. It is composed of two resource staff who ensure:

-To welcome and regularly exchange with SEN students and their families to guide them.

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- Follow up on schooling paths adapted to the academic needs of SEN students.
- To inform families about the possibilities of exam accommodation and the procedures to follow to benefit from it.
- Receive and advise the members of the educational teams concerned.
- To support teams in the management of SEN students in the classroom and more widely within the school.
- Share resources with educational teams.
- Coordinate the various educational actions implemented to facilitate the schooling of SEN students.
- Organize the administrative management of SEN students follow-up documents.
- To act as an interface between the teaching and administrative teams, the students and their families.

Admission of SEN Students: The Inclusion Coordinator plays a consultative and strategic role in the admission process for students with special educational needs (SEN). They review the files and assessment reports provided by the Embassy, the MDPH, and various medical partners to evaluate the school's capacity to provide the necessary accommodations and resources for the student's success, thereby ensuring effective and voluntary inclusion.

D. THE ROLE OF THE TEACHING TEAMS

The teaching teams ensure the implementation in the classroom of the adjustments recommended in the framework of the various programs and measures for educational success.

The teacher must take into account the specific needs of the student in order to adapt, adjust or remove tasks.

The proposed adaptations or accommodations must target a limited number of items in order to accurately monitor progress and achieve the goals set with the student.

An adjustment may be made if the arrangements and programs are re-evaluated during or at the end of the year in accordance with the procedures defined in advance and the team also relies on predefined performance indicators (for example, achievement rate of objectives, level of autonomy, reduction of barriers) to decide whether to continue, adjust, or discontinue the support program.

E. SUPPORT OF THE ARABIC LANGUAGE TEACHERS

Arabic language teachers prepare support programs for each level. Differentiation is practiced in lessons and during exams. Individual remediation sheets are aimed at students who do not have the same level of Arabic as other students of the same class. These sheets are sent home to involve the parents and report is written at the end of the period to assess the progress of the students in question.

4 - EDUCATIONAL ARRANGEMENTS TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS.

A. A VARIETY OF PROGRAMS AND FACILITIES AT THE LFQV

At the French-Qatari High School, several types of educational programs and arrangements for students with special educational needs are put in place.

The special educational arrangements, common to all schools that follow the curriculum of the French Ministry of National Education set up at the French Qatari School Voltaire are the following

-PAI: individualized reception project

-PPRE: Personalized program for educational success

-PAP: personalized support plan

For students entering the IB DP programme of study, special consideration must be given to the choice of subjects and their levels, taking into account the student's abilities. (Admission policy)

B. PROTOCOL FOR THE INCLUSION OF CHILDREN ON THE AUTISM SPECTRUM IN THE LFQV

1. Creation of a multidisciplinary team consisting of the director, the deputy director, the principle, the school nurse, the homeroom teacher and the school psychologist.
2. Detailed report of the speech therapist, psychologist, and any other specialist in case the children have been followed up outside the school.
3. Correspondence between the LFQV multidisciplinary team in order to communicate clearly with the school where the child was enrolled.
4. The specialized team in the previous schools must specify in detail the pedagogical arrangements put in place and the schooling in class especially if there is the Ulis class.
5. Correspond with the entire multidisciplinary team and see the student on the autism spectrum.
6. The conditions of reception of children with autism spectrum depend on the detailed profile of these children by detailing the communication, social interactions, behavior, specifying the category of autism (Symptoms and severity).
7. The doctor who has followed the child should complete a certificate so that the parents can submit an MDPH application to the embassy to justify the request for accommodation related to the child's autism spectrum (Document available at the nurse office)
8. Concerning the request for an AESH -Accompanist for disabled students- to allow his integration in a school without accommodation, that is to say, to dedicate an AVS (Auxiliary of school life) for the accompaniment in class, it is a precious help for the learning and the social development of the child.
9. In the LFQV school, it is up to the parents to recruit the AVS at their own expenses. The site principle / the Director / the Deputy Headmaster can solicit applications.

NB: The coordinator of the French Qatari School Lycée Voltaire's nurses has a list of specialized professionals who can accompany children with autism spectrum disorders.

5 - ACCOMMODATIONS FOR IB DIPLOMA EXAMINATIONS.

- The IB coordinator requests accommodation for examinations for pupils with a PAI, PAP or PPRE.
- The accommodations requested by the legal representatives of a student who benefits from a PAI, a PAP or a PPRE are assessed and validated by the student's educational team at Lycée French School Voltaire.
- The above-mentioned academic services shall notify the pupil and his/her legal representatives who have requested it of the assistance and facilities granted, which must be consistent with those granted to the pupil in the context of his/her schooling.
- The "inclusive school" is responsible for informing families and accompanying them throughout the procedure in their request for accommodation. It then ensures that these adaptations and accommodations are taken into account within the school during the mock tests organized internally and during external examinations.
- Requesting permission from the IB for examination accommodations must be made formally at least six months before the date of the external examinations with complete and reliable documentation.
- Logistical arrangements to accommodate SEN students during mock or formal exams (extra time, separate rooms, specialized assistants, headphones, listening devices for the hearing impaired, magnifying glasses, etc.) are out in place.
- A copy of the accommodation decisions is archived and available at the inclusive school division to compensate, if necessary, for any failure to inform the examiner on the day of an official internal test or an external examination.

6 - LOGISTICS AND EFFICIENCY

The IB Diploma Programme inclusion policy was based on the access and inclusion policy of the French educational system and on the IB policy. It was reviewed by the IB Diploma Programme Coordinator and the teaching teams. Staff members were kept informed of the policy development process through regular updates. The most recent update was carried out during the 2025–2026 school year by a team of two teachers, who presented and discussed it during full IB team working meetings. The entire team discussed its key issues and participated in its revision.

The Qatari Ministry of Education sent its Access and Inclusion Policy for the 2025–2026 year (Table of Contents in the appendix). Our policy complies fully with all Ministry requirements.

Professional Development and Technological Support

The school is committed to developing staff competencies and ensuring access to digital tools. Ongoing professional development, focused on best practices in inclusion, is integrated into the

annual professional development plan for all teaching and support staff. External experts may also visit the school to share their guidance with pedagogical teams.

The school is committed to identifying and providing assistive technologies (software, specialized equipment, digital compensatory tools) necessary for the implementation of PAP and PPRE plans, in collaboration with the Head of Inclusion and IT teams.

Internal sessions for sharing best practices, as well as workshops on differentiation, are organized under the supervision of the IB Coordinator.

7 - AVAILABILITY AND COMMUNICATION OF THE INCLUSION POLICY

The IB Diploma Programme director is responsible for communicating the policy to teachers and parents. The IB Diploma Programme inclusion policy is communicated to staff, families and students in a variety of ways to ensure its effective reception and implementation.

The Inclusion Policy is made available to all school faculty as an electronic copy on the common Google Drive specific to the IB section to ensure accurate tracking of updates and revisions.

8 - REVIEW PROCESS

The director and IB coordinator, the *Inclusive School* Cluster and designated teachers are responsible for reviewing and updating the policy, which is done in collaboration with the educational leadership team and teaching staff. Feedback from other stakeholders, such as parents and students, should also be taken into consideration in the review process. The review takes place annually or in response to IB updates and contextual changes, under the supervision of the director of studies.

The Access and Inclusion Policy was last revised during the 2025–2026 school year.

9 - SOURCES AND REFERENCES

**M.Giguel, Access and Inclusion
Policy Lycée Voltaire, Doha,
school year 2020/2021**

Ms. Hala Attieh Alam, Coordinator of the Nursing Unit, Autism Spectrum

Law of 11 February 2005 "for equal rights and opportunities, participation and citizenship of disabled persons".

Amendment n°1058 of February 2019

"For an inclusive school", **circular for the start of the 2019 school year**, n°2019-088 of 05/06/2019

Circular of 8 December 2020

published in the **BOEN** n°47 of 10 December 2020

International Baccalaureate Organisation (2014). Standards for curriculum implementation and their practical applications. Geneva. IBO.

IB continuum, inclusive education, inclusion in the IB

<https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/inclusive-education-fr.pdf>

IB community blog

<https://blogs.ibo.org/blog/2019/07/19/comment-fonctionne-le-temps-supplementaire-pour-les-examens/?lang=fr>

10 - APPENDIX

Circulaire du ministère qatarien et table des matières de sa politique d'inclusion

Circulaire n°15 du 2025

Objet : Politique de protection et de prise en charge des élèves dans les écoles et jardins d'enfants privés – Première édition 2025-2026

Aux estimés Messieurs/Directeurs des écoles et jardins d'enfants privés,

La direction des écoles et jardins d'enfants privés vous adresse ses salutations les plus distinguées et apprécie vos efforts dans le suivi du déroulement du processus éducatif.

En référence au sujet ci-dessus, et conformément à la loi n° (23) de 2015 relative à la réglementation des écoles privées, ainsi qu'aux directives du Ministère de l'Éducation et de l'Enseignement Supérieur concernant la mise en place d'un environnement éducatif sûr et favorable pour tous les élèves, nous avons le plaisir de vous informer de la publication de la politique de protection et de prise en charge des élèves dans les écoles et jardins d'enfants privés de l'État du Qatar – Première édition 2025-2026.

Cette politique vise à instaurer une culture de protection et de prévention au sein de l'environnement scolaire et à garantir que toutes les écoles privées respectent les procédures et normes nationales relatives à la protection des élèves contre différentes formes d'abus, de violence et de négligence, conformément à la Vision nationale du Qatar 2030 et aux standards de qualité et de bien-être social pour les élèves.

Objectifs de la politique :

- Fournir un environnement éducatif sûr pour tous les élèves.
- Protéger les élèves contre différentes formes d'abus, de violence et de harcèlement.
- Définir clairement les rôles et responsabilités afin d'assurer transparence et responsabilité.
- Renforcer le partenariat entre l'école et la famille pour la protection des élèves.
- S'engager à nommer un responsable accrédité de la protection et de la prise en charge des élèves dans chaque école.

Actions demandées aux écoles :

1. Examiner la politique jointe et en discuter avec le personnel administratif et pédagogique.
2. Mettre à jour les politiques internes de l'école conformément aux dispositions de la politique.
3. Diffuser le contenu de la politique à tous les employés et parents afin d'assurer une sensibilisation et une compréhension complète des procédures.
4. Nommer un responsable accrédité de la protection des élèves et transmettre ses coordonnées à l'administration.
5. Soumettre un **rapport annuel de suivi** indiquant le niveau de conformité à la mise en œuvre de la politique.

Pour toute question ou remarque, veuillez contacter le spécialiste chargé de superviser et de contrôler votre école ou jardin d'enfants afin de suivre la mise en œuvre de la politique et garantir le respect de ses dispositions.

Pièces jointes :

- Politique de protection et de prise en charge des élèves dans les écoles et jardins d'enfants privés – Première édition 2025-2026

ميثاق حماية الأطفال

السنة الدراسية 2025-2026

فهرس المحتويات

فهرس المحتويات
مقدمة

- 1-التنظيم والإدارة
- 2-الرصد والتقييم
- 3-إجراءات استقبال الزوار
- 4-إجراءات استقبال وتجهيز التلاميذ
- 5-الإشراف على التلاميذ
- 6-الإجراءات الطبية
- 7-إجراءات حماية الطفل
- 8-السلوك المثالي للموظفين
- 9-حالات إساءة المعاملة من قبل الموظفين
- 10-التوظيف
- 11-تكنولوجيا المعلومات والأمن
- 12-الرحلات المدرسية
- 13-التلاميذ ذوو الاحتياجات الخاصة
- 14-سلوك التلاميذ
- 15-حق الصور

الملحقات

- الملحق 1: بطاقة تقرير "حماية الطفل"
- الملحق 2: استمارة الإبلاغ "التلاميذ ذوي الاحتياجات الخاصة"
- الملحق 3: مهمة مسؤولي "حماية الأطفال"
- الملحق 4: التعرف على إساءة معاملة الطفل
- الملحق 5: ميثاق الطالب لاستخدام الأدوات المعلوماتية بالمدرسة
- الملحق 6: الرحلات المدرسية دون مبيت
- الملحق 7: ميثاق المرافق في الرحلات المدرسية
- الملحق 8: مراقبة فترات الاستراحة
- الملحق 9: الرعاية الصحية

الملحق 10: حق الصور