



SWISS INTERNATIONAL SCHOOL
QATAR

INCLUSION POLICY

Staff Incharge	SEN Coordinator
Latest revision	June 2025
Approved by	Head of School
Next Revision	August 2027



Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir

ACCOMPLIS INSPIRÉS PRÊTS

Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشتعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواثقون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات معنى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مُلهِمون لمواصلة التعلم؛ فهم فضوليون ومتسائلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- مُلهِمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحياة الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يننون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تسم بالنزاهة: أصحاب مبادئ أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددون اللغات ومتفهمون ومتعدون الثقافات في نظرهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



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Inclusion at SISQ

The IB publication 'Learning Diversity within the International Baccalaureate Programmes (2010)' states that "inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." The Supreme Education Council of Qatar also states that private schools should "take into account and meet the diverse needs, interests and learning styles of students, and celebrate their achievements and progress." In accordance with IB expectations, national policies and guidelines, and the school's values and mission statement, the Swiss International School strives to support a diverse range of learners in line with the school's admissions policy. The school's inclusion policy and framework aims to ensure equal access to the curriculum for all students by identifying and removing barriers to learning and challenging all pupils to achieve their full potential.

How to Use This Document?

The main purpose of this document is to outline SISQ's inclusion framework and principles, as well as the required practices grounded in these principles. Principles and required practices may be altered to reflect changes in the school's context, changes of IB procedures, or new developments in educational research.

Monitoring and Reviewing of the Policy

All teaching staff are responsible for implementing the policy and ensuring that their inclusion practices align with the required practices outlined in this document.

The SENCo and pedagogical leadership team are responsible for the staff training, monitoring and quality assurance pertaining to the policy.

The SENCo is directly responsible for leading the collaborative review and update of this policy, which will be done on an annual basis, taking into account feedback from all stakeholders including students, parents, teaching staff and governing body.

Definition of Special Educational Needs

Inclusion and Special Educational Needs can refer to both children who are experiencing barriers to learning, and therefore require additional support, and children whose understanding exceeds expectations and who should therefore be challenged beyond the curriculum to develop their potential.

The generic term "special educational needs (SEN) caters for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional and physical development." (Learning diversity in the IB 2010)

Admissions and Retention

Pupils with special educational needs will be admitted to the Swiss International School Qatar in line with the school's admissions' policy. The school will use their induction assessments and meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information. All documents pertaining to any diagnosis should be submitted to the school's admissions department at the time of application to the school.



The Goals of the Inclusion Policy

The goals of the Inclusion Policy are to:

- Meet the school's aim to be an 'inclusive school...[which] challenges every student to excel academically and socially.'
- Follow the guidance of the Supreme Education Council to 'meet the diverse needs, interests and learning styles of students'.
- Ensure that students requiring additional provision are identified early, assessed and provided for.
- Assist all stakeholders in offering additional support by providing a clear framework for inclusion.
- Identify the roles and responsibilities of all stakeholders and the expectations placed upon them.

The staff at the Swiss International School:

- Value student diversity and respect individual learning differences.
- Recognise that inclusion benefits all learners.
- Appreciate that all students are capable and unique.
- Aim to equip all students to become lifelong learners.
- Understand that valuing diversity and difference is a key aspect in becoming more internationally minded.

Inclusion by Phase

Primary Years Programme

Students are admitted to the Primary Years Programme based on the school's admissions policy. Progression through the programme is based on continuous assessment of growth in all areas of development. The transitions from Kindergarten to Grade One and from Grade 5 to Grade 6 are key touch points where a child's readiness for their next whole phase of schooling will be evaluated. This includes assessing their academic level as well as their ability to take on required additional responsibilities. Ongoing assessments will be differentiated according to the identified needs of the child.

Inclusion for Special Educational Needs within the Primary Years Programme follows the three tiered strategy detailed in this policy.

Middle Years Programme

Students are admitted to the Middle Years Programme based on the school's admissions policy and progression to the next grade is dependent on a child's ability to access the curriculum and achieve success. A student's ability to complete the Diploma Programme (defined by their ability to gain 24 points and graduate) will also be used when considering their suitability to progress. More information about this can be found in the school's admissions and retention policy.

Students identified as requiring intervention after reports are published may be supported by Student support services which can take place in both pull out and push in sessions in order to support the curriculum. This will be implemented in line with the three tiered programme outlined in this policy.



Diploma Programme

'The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible' and as such, SISQ applies an accommodation for exams and testing policy which aims to meet the needs of all students whilst maintaining the standards which will allow them to succeed. Inclusion for assessment of Diploma Programme, the student follows the guidance provided in the IBO publication 'Candidates with Assessment Access Requirements'.

SISQ (the Student Support Team, Head of School, and DP Coordinator) will put the following support into place for DP candidates with special learning needs:

- Course selection guidance in G10, taking candidates' learning needs into consideration.
- Early communication with DP teachers regarding students' learning needs.
- Updating of SEN assessments so they are valid and reflect current needs (not past needs).
- Use of special arrangements throughout the DP and in formative work so that candidates get used to said arrangements.
- Constant communication with candidates and Parents/Guardians regarding special arrangements.
- Timely application to the IB to receive permission to organise special arrangements (at least 6 months before examination session).
- Provision of special arrangements, in partnership with the Parents / Guardians and the candidate.

Accommodation for Exams and Testing

All in-school assessment will be differentiated at the teacher's discretion in line with any support currently being received by the student.

For IB external and internal assessment, under certain conditions the IBO authorises the school to make special arrangements regarding testing. For this authorisation a professional assessment not older than two years must be provided to the school and to the IBO. No special arrangement will be made without these documents and these must be authorised by the IBO. Further details regarding special accommodations for exams and testing can be found in the document 'Candidates with Assessment Access Requirements'.

In addition, the following arrangements for examinations may be organised without previous IB approval if the school (Student Support Team, Head of School, Director of Studies, DP Coordinator) deems them appropriate for some candidates:

- Separate room.
- Special seating arrangement.
- Aid normally used in daily life (i.e. hearing aid, magnifying glass etc.)
- Earplugs / noise-cancelling headset.
- Rest-breaks that do not count towards total examination time (see IB guidelines).
- Extra time to complete internal assessments, within IB official deadlines.

Identification, Assessment and Provisions Connected to Special Educational Needs

The student's special educational needs may be met within the school or with the help of external specialists.



Meeting Students Needs Within the School

Tier One

When a potential learning challenge is identified by teachers or communicated by the student or their parents, these are addressed by appropriate differentiation within the classroom. Lessons will be appropriately differentiated to ensure effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will:

- Be based on clear lesson objectives that are shared with the children and returned to at the end of the lesson.
- Systematic and explicit instruction that includes modelling and direct teaching.
- Include careful explanation of new vocabulary.
- Use lively, interactive teaching styles which capitalise on a student's curiosity and interests where appropriate.
- Make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Provide continuous corrective feedback, encouragement, and self-monitoring activities.
- Take individual language needs into consideration, referring these concerns to the relevant member of the EAL staff if necessary.

Children's progress should be assessed as soon as possible and the decision made to:

- Continue support at Tier One.
- Intensify support by moving to Tier Two.
- Assess whether additional language support (EAL) may be required.
- Should the decision be made to increase the intensity of a child's support, the child's teacher should complete a 'Record of Concern' form as evidence of the support provided so far (see Appendix A).

Tier Two

Students not making adequate progress in the regular classroom in Tier One will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. This provision will be evidenced through the graduated response records and provided by the SEN team.

These records, along with the 'Record of Concern' should be discussed with the student's parents in order to gain their feedback and incorporate their ideas where appropriate. Parents are kept informed of progress by Toddle, email and meeting with the SEN teacher.

This support occurs within the classroom or in withdrawal sessions and is provided by the SEN teacher or learning support assistant in the form of personalised differentiation/scaffolding. Individual support can also be provided where necessary.

Tier Two instruction should include:

- Specialised programmes that focus on just a few key skills at a time.
- Plans which clearly show provision of individualised support to help evidence the support process.
- Individualised frontloading of skills, delivered in groups or one-to-one, which will be used in later learning.
- A variety of practice opportunities that coordinate with identified classroom skills but use different approaches.
- Continuous corrective feedback, encouragement, and self-monitoring activities.



Children's progress should be assessed after an extended period, in line with the graduated response cycle. A decision will then be made to:

- Support the student using only Tier One interventions.
- Continue Tier Two support with some new strategies.
- Increase the intervention intensity by moving to a Tier Three plan.

Tier Three

If, despite receiving all possible support from the school, a student makes little progress or shows signs of difficulty in developing key skills, external assessment may be required and external support provided by outside health, psychology or educational professionals may be suggested.

Prior to any internal assessment, consent to evaluate will be sought from a student's parent/guardian and a 'Consent to Evaluation for Student Support' form will need to be signed. This form will be signed before the SEN department conduct an assessment of the student's needs.

Similarly, should a request be made by the school for external support provided by relevant professionals, a 'Consent to Release Information' form should be signed by the parent/guardian before any communication is made between the school and any third party.

As a result of assessment and evaluation, an Individual Educational Plan may be developed for the student. The Individual Educational Plan will be developed in cooperation with the student's teacher/s, the school's Learning Support team, the student's parents/guardians and the student where appropriate. This will be communicated to the student's teachers by the homeroom teacher. Slides are provided to teachers with relevant information on each student's learning needs.

If a student continues to make little progress despite these efforts, or a parent/guardian refuses to follow the school's request to seek outside support or share relevant information, then their place at SISQ will be evaluated in line with the school's retention policy. Similarly, a student's placement may be evaluated if assessment and evaluation suggests that they have a disability or diagnosis which the school is unable to suitably accommodate.



Responsibilities

The School Shall:

- Provide training for staff to successfully implement and support the Inclusion Policy.
- Raise staff awareness of the needs of students identified as requiring individual support.
- Provide resources for the implementation and continuation of the Inclusion Policy.

The Teachers Shall:

- Comply with all national laws and regulations regarding inclusion.
- Participate in workshops and other training when required.
- Differentiate for learners as 'standard practice'.
- Identify and assess any student suspected of having additional needs promptly.
- Preserve discretion and confidentiality of all disclosed information.
- Maintain transparency by voicing concerns as soon as possible and including parents in the support process.

The Student Support Coordinator shall:

- Comply with all national laws and regulations regarding special education needs.
- Work collaboratively with teachers to support students with additional needs.
- Maintain discretion and confidence in providing special educational needs services.
- Assist in the production of learning support plans and produce Individual Education Plans in collaboration with students, their teachers and parents.
- Facilitate in-school SEN testing where a need for this is identified.
- Arrange and facilitate training to allow staff to support and implement the inclusion policy.
- Assess students for examination accommodations and provide reports to the relevant bodies.

The Parents Shall:

- Support their child's education as advised by their child's teacher.
- Communicate to the school all information and documentation regarding their child's special educational needs.
- Communicate to the school all information regarding any changes in these needs.
- Work with the child's teacher and Learning Support team to formulate support plans and help to implement these at home when necessary.
- Make any requests for recommended services from external specialists in a timely and proactive manner.

The Students Shall:

- Try to express their feelings and their needs regarding their education.
- Participate in discussions concerning them when appropriate.
- Indicate their choices.
- Ask for information and support when they require them.
- Take an active role in using the methods recommended to them.



Communication with Third Parties

Communicating with Parents

Ongoing, open and clear communication with parents is an essential element of effective provision for students in need of learning support. SISQ aims to provide clear communication and access to information for parents and to foster an attitude of 'parents as equal partners' (The Lamb Inquiry, 2009).

At Tier One, parents should be informed of any challenges by their child's teacher. For Tier Two and Three, a meeting should be arranged between the child's teacher, parent and the relevant member of the Inclusion Team to discuss the need for/nature of support to be provided, to agree targets and to explore opportunities for support at home.

All meetings with parents should be documented using the school's 'Parent Contact' form.

Communicating with Specialists and Other Organisations

In order to best meet the needs of students and ensure the best possible outcomes, it is important that staff are in a position to offer and receive information, make observations and enter into professional discussions directly with health professionals, counsellors and other relevant organisations.

To do this parents are required to sign the school's 'Consent to release information' form. This can be accessed using the link below. (see Appendix C) The form relates specifically to the professional(s) or organisation(s) named.

In the event that specialists or other outside organisations working with SISQ, students require referral forms or other relevant paperwork to be completed by the school. SISQ expects to be provided with the name and contact details of the organisation/individual. If this information is unavailable, the school will be unable to proceed with the request. Requests for documentation should be made through the student support coordinator.

In the case that reports or checklists are provided by specialists or other organisations for the purpose of making observations or reporting on students; these will be treated as confidential documents and returned directly to the organisation/individual requesting the reports, with a copy supplied to the parents. Documents of this type will never be returned directly to the student and should not be completed unless the school has made contact with the organisation requesting them.



References

Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IBO, 2010, pp3.

IB and Inclusion: An Update, IB Conference of the Americas, 2014.

The IB guide to inclusive education: a resource for whole school development, IBO, 2010.

The IB guide to inclusive education: a resource for whole school development, RTI Network, <http://www.rtinetwork.org/learn/what/whatisrti>, 2017.

Supreme Education Council: First Induction Meeting for Owners and Principals of Private Schools and Kindergartens, Edu.gov.qa, www.edu.gov.qa/En/SECInstitutes/EducationInstitute/Offices/Documents/EduPres.ppt 2009.

Inclusive Education: Inclusion in an IB Context, IBO, <http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/inclusive-education-en.pdf> 2016.

Candidates with Assessment Access Requirements, IBO, 2014, pp1

Meeting Student Learning Diversity on the Classroom, IBO, 2013.

Brian Lamb, Lamb Inquiry: Special Education Needs & Parental Confidence, Foreword, DCSF, 2009, pp3



Learning Support Record of Concern Form
at Swiss International School, Qatar

Student Name :

Current Grade :

DOB:

Person completing this form:

Date:

1. What is the student concern?

2. Check any of the below observed classroom behaviors that apply.

- | | |
|---|--|
| <input type="checkbox"/> Easily distracted by others or self. | <input type="checkbox"/> Speech problems exhibited. |
| <input type="checkbox"/> Poor organizational skills. | <input type="checkbox"/> Difficulty in following written directions. |
| <input type="checkbox"/> Short attention span. | <input type="checkbox"/> Difficulty in following oral directions. |
| <input type="checkbox"/> Struggles to understand new concepts. | <input type="checkbox"/> Reluctant to complete work in class. |
| <input type="checkbox"/> Late to class often. | <input type="checkbox"/> Time taken to complete work in class inconsistent with peers. |
| <input type="checkbox"/> Misses school often. | <input type="checkbox"/> Does not request help when needed. |
| <input type="checkbox"/> Spelling errors/reversal noted. | <input type="checkbox"/> Daydreams and has difficulty staying on task. |
| <input type="checkbox"/> Often requires repeated instructions. | <input type="checkbox"/> Difficulty retaining material. |
| <input type="checkbox"/> Cannot verbalize knowledge. | <input type="checkbox"/> Does not demonstrate intellectual curiosity or engagement. |
| <input type="checkbox"/> Cannot easily express thoughts on paper. | <input type="checkbox"/> Hearing difficulty suspected. |
| <input type="checkbox"/> Cannot apply learning when assessed. | <input type="checkbox"/> Student seems unmotivated. |
| <input type="checkbox"/> Does not submit homework on time. | <input type="checkbox"/> Visual difficulty suspected/needs glasses? |
| <input type="checkbox"/> Reading concerns – below grade level. | <input type="checkbox"/> Test anxiety exhibited. |



Learning Support Record of Concern Form at Swiss International School, Qatar

3. Check any of the below observed social behaviors that apply.

- | | |
|---|--|
| <input type="checkbox"/> Noticeable change in attitude. | <input type="checkbox"/> Verbally or physically aggressive. |
| <input type="checkbox"/> Demonstrates low self-esteem. | <input type="checkbox"/> Challenges instructions and requests made by an adult. |
| <input type="checkbox"/> Low level of maturity compared to peers. | <input type="checkbox"/> Displays inappropriate behavior in groups. |
| <input type="checkbox"/> Limited range of interests. | <input type="checkbox"/> Often appears bored. |
| <input type="checkbox"/> Seems tired or sluggish. | <input type="checkbox"/> Low frustration level. |
| <input type="checkbox"/> Tendency toward shy behavior. | <input type="checkbox"/> Seems uncomfortable in school environment. |
| <input type="checkbox"/> Unusually withdrawn. | <input type="checkbox"/> Sense of humor is inappropriate. |
| <input type="checkbox"/> Often seen alone. | <input type="checkbox"/> High level of dependency. |
| <input type="checkbox"/> Interacts better with adults. | <input type="checkbox"/> Overreacts to situations. |
| <input type="checkbox"/> Being bullied. | <input type="checkbox"/> Shows difficulties in understanding and following social norms. |
| <input type="checkbox"/> Displays lack of self-control. | |

4. Potential mental health crisis. Check any of the instances below (confirmed or suspected). Please include any supporting information confidentially in box 9.

- | | |
|---|--|
| <input type="checkbox"/> Grief (loss/death) | <input type="checkbox"/> Exposure to violence/injury/pain (witnessed and/or experienced) |
| <input type="checkbox"/> Shows symptoms of depression. | <input type="checkbox"/> Shows symptoms of anxiety. |
| <input type="checkbox"/> Separating or divorcing parents. | <input type="checkbox"/> Family conflicts. |
| <input type="checkbox"/> Physical or emotional neglect. | <input type="checkbox"/> Struggle for self-identity. |
| <input type="checkbox"/> Difficulties managing stress. | |

5. Have you contacted the parents?

☐ Yes ☐ No

Have you made a referral to Merci for vision check (with parents' permission)?

☐ Yes ☐ No

Results from vision check:

Have parents had hearing checked?

☐ Yes ☐ No ☐ I don't know

Results from hearing check:



**Learning Support Record of Concern Form
at Swiss International School, Qatar**

6. What differentiation and support strategies have you and other relevant members of staff implemented? How successful have these been?

7. What are the students' academic and social strengths?

8. Please include any other relevant information such as data, info from parents, etc.



SWISS INTERNATIONAL SCHOOL
QATAR

The Graduated Response Form at Swiss International School, Qatar

Student Name :

Current Grade :

Version:

Date:

Identified Needs:

Support in Place:

Intended outcome:

Date:

Review and Next
Actions:

ASSESS

PLAN

DO

REVIEW



SWISS INTERNATIONAL SCHOOL
QATAR

Consent to Release Information Form at Swiss International School, Qatar

In order to best meet the needs of the student and ensure the best possible outcomes it is important that SISQ are in a position to offer and receive information, make observations and enter into professional discussions directly with the health professionals or counselors assisting with this case.

To do this we require you to complete and sign this form.

This form relates specifically to:

Student Name :

Current Grade :

DOB:

Health professionals or
counselors*:

*SISQ reserves the right to recommend specific providers

I hereby give consent for SISQ to directly consult and liaise with health professionals or counselors working on this case. I do this knowing that at all times all parties will act ethically and in the best interests of my child or other children in our care.

Parent/Guardian Signature

Date: _____



SWISS INTERNATIONAL SCHOOL
QATAR

Consent for Evaluation for Student Support at Swiss International School, Qatar

Your child's teachers have determined that it would be beneficial to conduct an individual evaluation to gather more information about how to better meet their needs.

This evaluation will take the form of a series of small tasks, administered in school by a member of the Learning Support Team.

Following this evaluation, you will be invited to a meeting to discuss the process and possible next steps.

As part of the school's admissions process, parents are required to submit any documentation which may relate to their child's specific learning needs or requirements (e.g., evaluations, medical reports, etc.). Please ensure that you have done so at this point.

Please complete the fields below to indicate that you consent to this evaluation.

Student Name :

Current Grade : DOB:

I hereby agree for my child to be evaluated and confirm that I have submitted any documentation which may relate to my child's specific learning needs or requirements (e.g., evaluations, medical reports, etc.).

Parent/Guardian Signature

Date: _____