



Newton International Academy, Barwa

Inclusion and Access to Learning Policy

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

*Approved by: Senoir Management Team
Date Approved: September 2026
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Review Cycle: Annual*

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

Rationale

The rationale behind this Inclusion and Access to Learning Policy is to ensure that every student at Newton International Academy Barwa City has equitable access to quality education, regardless of their individual needs or circumstances. We believe that inclusive education is essential for fostering a supportive and diverse learning environment where all students can thrive, develop their potential, and contribute positively to the school community. This policy reflects our commitment to embracing diversity and promoting social equity in alignment with Qatar's educational standards, CIS, and UK DfE guidelines.

Aim

The aim of this policy is to establish a framework for inclusive education that:

- Ensures all students have access to a broad and balanced curriculum.
- Supports the individual learning needs of all students, including those with special educational needs (SEN), disabilities, English as an Additional Language (EAL) needs, and gifted and talented students.

Newton Group Values:

 Support	 Honesty	 Respect	 Transparent Communication	 Social Responsibility	 Personal Accountability	 Environmental Awareness	 Empathy	 Diversity
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- Promotes a culture of respect, understanding, and acceptance within the school community.
- Encourages active participation and engagement of all students in their learning journey.

1. Principles of Inclusion

Our approach to inclusion is grounded in the following principles:

- **Equity:** All students have the right to access the same high-quality education and resources, regardless of their background or abilities.
- **Diversity:** We celebrate the diverse backgrounds and abilities of our students, recognising that each student brings unique strengths and perspectives to the learning environment.
- **Collaboration:** We believe in fostering strong partnerships among students, parents, staff, and external agencies to support the individual needs of each student.
- **Empowerment:** We aim to empower students to take ownership of their learning by providing them with the necessary tools, resources, and support.

2. Equal Opportunities

Newton International Academy Barwa City is committed to promoting equal opportunities for all students. We will:

- Ensure that all students have equal access to educational resources, extracurricular activities, and support services.
- Actively promote gender equality and encourage participation from all students, regardless of their background or identity.
- Monitor and evaluate our practises to identify and address any barriers to equal opportunities within the school.

3. Anti-Discrimination

We are dedicated to creating a safe and inclusive environment by:

- Prohibiting any form of discrimination, harassment, or bullying based on race, ethnicity, nationality, gender, disability, sexual orientation, religion, or any other characteristic.
- Implementing clear procedures for reporting and addressing incidents of discrimination or harassment.
- Providing training and resources to staff and students to raise awareness of diversity and inclusion, fostering a culture of respect and understanding.



4. Identification and Assessment

To effectively support all students, we will:

- Implement robust identification procedures to recognise students with additional learning needs, including those with SEN, EAL, and gifted and talented students.
- Conduct regular assessments to monitor student progress and identify areas where additional support may be required.
- Collaborate with parents, teachers, and specialists to develop Individual Education Plans (IEPs) or tailored learning plans that address the specific needs of each student.

5. Curriculum and Teaching Strategies

To ensure inclusive access to learning, we will:

- Provide a differentiated curriculum that accommodates a variety of learning styles, abilities, and interests.
- Employ a range of teaching strategies, including collaborative learning, project-based learning, and technology integration, to engage all students.
- Offer additional support and interventions, such as targeted small group instruction, one-on-one tutoring, and access to assistive technologies.

6. Support and Resources

We are committed to providing the necessary support and resources to facilitate inclusive education, including:

- Access to trained support staff, such as learning support assistants and special educational needs coordinators (SENCOs).
- Provision of resources and materials that cater to diverse learning needs, including visual aids, manipulatives, and technology.
- Opportunities for professional development for teachers and staff to enhance their understanding of inclusive practises and strategies.

7. Monitoring and Evaluation

To ensure the effectiveness of this policy, we will:

- Regularly review and evaluate the implementation of inclusion practises and their impact on student learning outcomes.
- Gather feedback from students, parents, and staff to inform continuous improvement and adaptation of our inclusion strategies.



- Report on the progress of students with additional needs to the Senior Management Team and the school community.

8. Roles and Responsibilities

The successful implementation of this policy is a shared responsibility:

- School Leadership: Ensure that inclusive practises are embedded in the school culture and that adequate resources are allocated to support inclusion.
- Teachers: Adapt teaching methods and materials to meet the diverse needs of students, maintain high expectations for all learners, and foster an inclusive classroom environment.
- Parents: Support their children's learning at home, collaborate with teachers, and engage in school activities that promote inclusion.
- Students: Take an active role in their learning, respect the diversity of their peers, and contribute to a positive and inclusive school culture.

9. Compliance with Guidelines

This policy aligns with the Ministry of Education (MOE) standards in Qatar, CIS guidelines, and UK DfE regulations, ensuring that we meet the requirements for providing high-quality, inclusive education for all students.

