


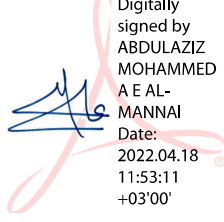




Title: **Policy for Managing Accessibility in QatarEnergy Schools**

Status: **Current**

Approval Date: **January 2021**

Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 <p>Digitally signed by ABDULAZIZ MOHAMMED A E AL- MANNAI Date: 2022.04.18 11:53:11 +03'00'</p>
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"Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future."

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FOREWORD

This document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. This policy document is to be read in conjunction with the Procedure Document for Managing Accessibility in QatarEnergy Schools and also the documentation for managing Special Educational Needs and Disabilities.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

POLICY STATEMENT

QatarEnergy Schools are committed to providing an inclusive learning environment that meets the needs of all students, regardless of any special need or disability. We aim to ensure that all students can fully access the curriculum and in so doing reach their full potential in a safe, happy and caring school that values every individual and celebrates the diversity of the community.

1. PURPOSE

- 1.1 QatarEnergy schools are committed to providing an inclusive learning environment that meets the needs of all students, regardless of any special need or disability. This policy sets out how QatarEnergy schools aim to meet the additional needs of all students.
- 1.2 The main purpose of this policy is to ensure that the needs of all students within the school are met. This includes those students with disabilities who require additional support in order to access the school and the curriculum.
- 1.3 The policy and procedure documentation will define how the physical environment of the school will enable disabled students to take better advantage of education, facilities and services provided.
- 1.4 The policy and procedure documentation will clearly outline the school's expectations in providing access and opportunities for all students without discrimination of any kind.
- 1.5 The policy and procedure documentation will summarise the roles and responsibilities of staff within the school who have responsibility with regard to accessibility.

2. SCOPE

- 2.1 This Policy applies to QatarEnergy schools and as such includes all students regardless of age, special need or disability.
- 2.2 This policy and procedure documentation applies to the school curriculum and is in place to increase access to the curriculum for students with a disability.
- 2.3 This policy and procedure documentation applies to the physical environment of the school and is in place to ensure this environment is monitored, improved where necessary and maintained to support students with disability.
- 2.4 This policy and procedure documentation applies to the delivery of information in and around the school to support students with disability.

3. DEFINITIONS/ABBREVIATIONS

QatarEnergy Schools	- Dukhan English School, Mesaieed International School
Senior Leaders	- Members of the Senior Management Team of QatarEnergy schools
Head of School	- Head of a QatarEnergy Primary or Secondary School
Staff Member	- Any employee of QatarEnergy schools
SEND	- Special Educational Needs and Disabilities
Physical Environment	- The school premises and immediate area
Information (2.4)	- Communication such as internal signage, braille, large print resources etc.

4. RESPONSIBILITIES

4.1 Principals and Senior Leaders

Principals and Senior Leaders are responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly with due regard to the values of mutual respect outlined within the QatarEnergy values. The Principal will ensure that the school curriculum is accessible to all students and that the school environment is safe and secure state and able to meet the needs of students with disabilities.

4.2 Staff Members

Staff members have a responsibility to ensure that the curriculum is accessible for all students including those with disabilities.

4.3 Parents

Parents of students with disabilities are expected to ensure the school has relevant information regarding their child and that good communication is in place between home and school.

5. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.