



Inclusion Policy

Whole School

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Rationale

As an International Baccalaureate World School, The International School of Lyon promotes inclusive education that embraces diversity and differences and that closely follows the IB Publications: Learning Diversity and inclusion in IB Programmes (2020) and Program Standards and Practices (2020).

The rationale for this policy is to increase student access to the curriculum and to develop inclusive learning communities that embrace diversity and differences and reflects the school's mission to: To develop curious, responsible and independent lifelong learners who actively help to shape their diverse communities.

What is inclusion?

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO 2020).

ISL's values and guiding principles facilitate the provision of an inclusive education through providing a safe, supportive and nurturing environment; emphasising the values of respect, integrity and compassion and encouraging high expectations through individual and collective goal setting.

Inclusion is a shared commitment and it is inclusive of everyone involved in the life of the school: students and their families, all school staff members and other important adults in the students' lives.

The principles of an inclusive education

In agreement with the IB, ISL recognises the following need to be in place for an inclusive education:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens

- all students in the school community have a voice and are listened to so that their input and insights are taken into account
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community
- all students experience success as a key component of learning.

Barriers to learning

Barriers to learning can include the physical structure of the school building and the fact that it might not be accessible to all. It can also include the human and material resources available to support an individual. Other barriers could include the way the school is organized, its cultures and policies, the approaches to teaching and learning and the ways in which individuals within the school community interact on a daily basis.

At ISL, the senior leadership team and school board in consultation with educators, learning support professionals, parents, students and all stakeholders aim to put in place processes to remove barriers to learning for every member of the school community.

Admission

The Director, in consultation with the Primary and/or Secondary Principal, reserves the right to refuse admission or readmission to a student if:

- it is determined that the student would not benefit educationally from the school's academic program, even if benefitting from the school's support possibilities
- the special educational needs required by the student cannot be met by the school, including with additional support provided by the student's parents in conjunction with the school's own provision.
- a student's parents/guardians fail to provide information about their special needs or an accurate behavioral history during the application process

The main considerations in admitting students with special needs are that:

- the parents or sponsoring government or agency provide the school with a valid evaluation conducted by a qualified educational psychologist, neuropsychologist or a licensed professional as determined by a national school system.
- the school has a high degree of confidence that it is able to meet the academic, social, and emotional needs of the student.
- those needs can be met largely, if not exclusively in a mainstream environment with differentiation of instruction and interventions by the main classroom teacher(s).
- the child's learning differences and needs do not impede achievement of the overall learning objectives of the class(es) she is placed in.
- there is a high degree of parental support for the school's programme for the child.
- children who enter the school on an ILP (Individualized Learning Plan) will continue to be evaluated and have new ILPs drawn up by the school or by an outside agency or specialist. The latter will be at the expense of the parents or the sponsoring company or agency.

The Director, in consultation with the SENCO and the Primary and/or Secondary Principal, appropriate teaching staff and/or an outside educational testing facilitator will continue to evaluate the student's needs. Continued enrolment will always be dependent on the school's ability to meet these.

Identification and assessment

In accordance with the school's mission and the IB philosophy of inclusion, the school recognizes that some of its students will have special learning needs or differences that require learning support throughout or at certain times during their schooling. Appropriate services and programmes for these students will be provided within the limits and capacity of the school's resources and staff, including the school's Special Educational Needs Coordinator (SENCO).

Early identification, assessment and intervention are key to meeting the needs of the individual student. If a student already in the school who has not been previously diagnosed with special learning needs presents difficulties in accessing the curriculum for reasons which teaching staff

believe may be linked to some form of special educational needs, it is in the student's interest that the teacher approaches the SENCO and Primary or Secondary Principal. In this case, a joint meeting with the student's parents may take place to judge whether it is appropriate to proceed with a) observation by the SENCO in a classroom context and b) possible testing by a qualified outside specialist. In the case of a student from Grades 6-10, the Secondary Well-being and Pastoral Coordinator may also be invited to be present.

If the school recommends an assessment, parents are encouraged - sometimes required - to pursue the recommendation in order to determine a student's learning needs and work towards establishing the best adapted learning environment for the fulfillment of the latter's potential. This can be with the SENCO within the school premises and timetable or with outside agencies. In all cases, the costs incurred are borne by the family of the child concerned. In some cases, the pursuit of the recommendation will determine continued enrolment in the school.

Resources

i) Parents/Carers:

Parents are the first source of information about the learning difficulties of their child. They are required to provide the school with any previous diagnoses, reports, medication etc. related to these, failing which the school reserves the right to discontinue enrolment. They should be fully aware of the nature and severity of their child's difficulty and the strategies which will help and should collaborate with the school on working to ensure progress and success. If special resources are recommended by the relevant outside specialist that the school cannot provide, the cost of these will be incurred by the family. This includes special equipment, electronic hard and software, individual learning assistants etc. Parents will be updated regularly on their child's progress and will work actively with the school at providing the best adapted learning environment for her.

ii) SENCO:

After observation of the child concerned and meeting with their parents, the school's SENCO will recommend the most appropriate course of support (see above, Identification and Assessment).

iii) Teachers:

The school stipulates that all its teachers are teachers of students with learning difficulties and that these should be taken into account when planning, assessing, recording and reporting. Mainstream teachers are thus required to:

- differentiate instruction and set appropriate learning challenges according to individual educational needs as defined by the SENCO or the relevant outside specialist
- apply teaching and learning strategies for success as outlined by the relevant outside specialist and the internal school Individual Education Plan where relevant
- review, record and report on progress at appropriate intervals as determined by the school or the relevant outside specialist
- seek out professional development opportunities which would help them with specific learning needs they are encountering in their class(es) and cascade new information, knowledge and skills to other teachers

iv) Outside specialists

The school will work in close liaison with specialists (psychologists, speech or occupational therapists etc.) to maximize the strategies they have recommended for students with diagnosed learning difficulties. The school will, whenever possible, provide the contact information for specialists, although it is important to stress that the number of qualified English-speaking practitioners is limited in Lyon.

N.B. In the case of a student taking medication for a diagnosed special educational need, the school is willing to administer prescribed medication only in liaison with the student's parents or physician and in conditions which respect the well-being and safety of the student concerned and the student body as a whole (e.g. medication locked away when not in use).

Examinations

Students whose special need requires them to have extra time, access to a computer or other specific allowances in internal and external examinations must provide a medical diagnosis from a certified practitioner at the beginning of the cycle (e.g. Middle School, IGCSE and IBDP) in order for the necessary administrative procedures to be put in place. This document must conform to the requirements of the relevant examining body (e.g. a translation may be asked for).

ESOL (English for Speakers of Other Languages) and Special Needs

Students whose level of English prevents them from fully accessing the school's curriculum benefit from in-class or withdrawal language support, including differentiated teaching and learning from all their teachers (see ISL Language Policy). These students must not, however, be regarded as having a learning difficulty solely because their home or mother tongue is not the language of instruction. Nevertheless, when ESOL students make slow progress, their teachers should not assume this is due to their language status: they may indeed have learning difficulties and should be monitored with this in mind.

Review of this policy

It shall be the policy of ISL that this Inclusion Policy be reviewed on an annual basis and at other times as necessary.

This policy was last reviewed and updated 19th April 2021 by A. Pattinson (PYP Coordinator).

Previous review was April 2020 by D. Philip (Director) & A. Heale (SENCo).

Bibliography

INTERNATIONAL BACCALAUREATE ORGANIZATION. (2020). Learning diversity and inclusion in IB programmes, Cardiff, UK: IBO

INTERNATIONAL BACCALAUREATE ORGANIZATION. (2020). Program Standards and Practices, Cardiff, UK: IBO

To be read in conjunction with:
ISL's Admissions Policy