

Inclusion Policy for Students of determination

School project

The diversity of students in schools is a reality that must be taken into account in the development of learning activities.

Differentiated work should enable each student to achieve the best results given their individualities. The gradual acquisition of new skills is not done in the same way for all students and the school must offer educational support to students who have difficulties and also for talented/gifted students.

The Lycée Français International (LFI AFLEC), within the framework of an inclusive school, takes into account the students' specific needs and provides the appropriate response to these needs: "All the children, without any distinction, are able to learn and to progress: this principle of an inclusive school which does not stigmatize difficulties but accompanies all students in their school progress is the heart of Decree No. 2014-1377 of 18 November 2014 on the monitoring and educational support of students and must concern all educational practices. "

I. Admission Policy for Students of determination

Students from a school approved by the French Ministry of National Education are given priority admission.

When enrolling in Kindergarten, formal assessments of the student's French skills and an interview with the family to assess their language project are also conducted. Acceptance in Kindergarten is further conditioned by students' autonomy regarding toilet training.

Parents are required during registration to inform the school of any special educational needs of the student. The reports relating to the child's condition, if available, must therefore be sent to the school (psychiatric, psychological, speech therapy, psychomotor report, etc.).

Any failure in this transmission of information may invalidate the registration of the student.

In accordance with the expectations expressed by the KHDA, **the presence of Specific Educational Needs does not influence the decision to admit the student in our school.**

Nevertheless, if the student's special needs may endanger the student him/herself and/or other students, an educative committee is formed to discuss about the next steps. If necessary, the school may, prior to admission, put additional conditions to the student's registration: modified timetable, mandatory external follow-up, presence of a Support Learning Assistant.

II. Identification of students with special educational needs (B.E.P.)

II.1. Students previously identified as having special educational needs

II.1.a. Students identified as Students of Determination during the previous year of schooling (LFI AFLEC)

Information regarding the AFLEC students who had an IEP/specific follow-up during the previous school year is sent to the students' new teachers during the first two weeks of the school year.

Differentiated work described in the previous IEPs is then applied (if applicable).

In the context of mild difficulties (IEP: PPRE), the teachers then observe the students until the end of October, and amend the follow-up documents according to:

- Observations made in class (executive functions, behavior ...) by the teacher(s)
- Students' first academic results (diagnostic evaluations and / or validation of new concepts...)
- Assessments performed by external therapists (speech therapists, psychomotor therapists, psychologists ...)

In the framework of specific IEPs (PPREs, PAPs (see III.3.), PPS (see III.4)), teachers can request an additional observation from the SENCO and / or the pedagogic adviser in order to refine their differentiation approach.

The new student's IEP is finalized during the first week of November, and given for signature to parents. The PPRE amendment can be established in collaboration with the SENCO, if needed.

The amendment of PAP and PPS is established by the SENCO.

A first school / parent meeting takes place during this period. In the context of PAPs (see III.3) and PPs (see III.4), educational meetings are organized by the SENCO.

As part of each IEP, the student is also asked to complete his/her first self-assessment of the year (if applicable). This self-assessment can be done in class or at home.

II.1.b. Students identified as Students of Determination during the previous year of schooling (Other School)

Student information is provided at registration and then transferred to the appropriate SENCO.

The procedure identified in II.1.a) then applies.

II.2. Students newly identified as having special educational needs

II.2.a. Students identified as by the current teacher(s)

When the student's behavior becomes concerning, the teacher is asked to fill in a Report Card, in which the teacher makes his/her observations. See Annex: BEP Protocol, New Reporting.

II.2.b. Students identified as Students of Determination by the parent (s)

Each parent can ask to meet with the main teacher and / or the SENCO in order to address the specificities and / or problems of the child.

If necessary, the SENCO can ask the parents for the additional intervention of the school psychologist and / or the school doctor.

These specificities and / or problems can be (non-exhaustive list): diagnosis of High Intellectual Potential (talented/gifted students), psycho-emotional difficulties identified in the family context (modified eating behavior, depression, anxiety), difficulties during the homework ...

Medical conditions requiring medical follow-up and / or the setting up of an emergency protocol must be declared to the school doctor (implementation of the PAI).

II.2.C. Students identified as Students of Determination by Screening Assessments (CP)

In order to adapt the teaching to the students' individual rhythm and / or to reinforce the student's reading process, all CP students (Grade 1) sit for a screening assessment four times a year: September, December, March and June.

Students whose scores are below a settled limit are considered to have weaknesses in reading; an IEP is then created for these students.

Additional screening tests are performed from Grade 2 till Grade 6 (1x/year).

II.3. Categorization of students with academic and / or psychoaffective difficulties

II.3.a. Students considered as Students of Determination

The student's difficulties are classified according to the following nomenclature (adaptations of the classification as proposed by the KHDA):

1. Language difficulties

- Language and / or speech difficulties

2. Specific learning difficulties

- Difficulties in written language (dyslexia / dysorthography) / Prerequisite difficulties written language (Kindergarten)
- Difficulties of writing (dysgraphia) / Difficulties of fine motor skills (Kindergarten) - dyspraxia

- Logico-mathematical difficulties (dyscalculia)
3. General learning difficulties
 - Difficulties: Executive functions (reasoning, memory)
 - Attention difficulties
 4. Psycho-emotional and / or behavioral difficulties
 - Anxiety
 - Behavioral difficulties
 5. Communicational and interactional difficulties
 - Communication difficulties
 - Autistic Spectrum Disorder
 6. Sensory impairment
 - Visual
 - Hearing
 7. Motor impairment
 - Body axis
 - Proximal axis (legs, arms)
 8. High Intellectual Potential (Gifted Students) / Suspicion of HIP (Kindergarten)

In the absence of diagnosis, students' difficulties are classified according to the above nomenclature. Observations made at school are not a substitute for a diagnosis from a health professional. Observation grids are available to teachers (see Appendix).

II.3.b. Students without special educational needs

This category includes students for whom the team has not issued a recommendation for external diagnosis, and whose academic difficulties remain light and / or temporary.

Pedagogical differentiation remains applicable, as well as enrollment in Complementary Pedagogical Activities (see IV.2).

Progress is assessed through ongoing assessments and validation assessments (Livreval / PREPS).

III. Construction of the Intervention Plan

III.1. Tracking Sheet - Picture Format (Kindergarten)

Kindergarten students, because of their young age and their varied experiences of schooling, can present great disparities in their development. In order to allow a follow-up as close as possible to their abilities, the software "Je Valide" is used to assess the students's progress in Petite Section, Moyenne Section and Grande Section (PreKG, KG1, KG2).

This tool is also used to establish specific Monitoring Sheets for Students with Special Educational Needs (including: Children with High Intellectual Potential). These tracking sheets are built by the teacher and the SENCO, and detail the following points:

-Initial situation of the child: Difficulties that are noted.

- Objectives for the child. These objectives can address the well-being and / or the know-how, and are represented in pictures to facilitate the child's commitment.
- Means implemented by the teacher and / or school.

When a personalized objective has been reached, the student is led to "validate" the objective-image (photo, video, coloring, collage). The differentiated pedagogical action is maintained until the child has reached the objectives of his level of schooling.

III.2. Personalized Program of Educational Success (PPRE)

Implementing actions to help a student develop their knowledge can be summarized in a PPRE (specific IEP). This program allows the team to coordinate differentiated work and can be settled at any time of the schooling. Its objective is to avoid the dropping out of school by helping the student to overcome the obstacles to his/her learning, by regaining his self-confidence and his confidence in the teaching team. The teacher(s) pay(s) particular attention to the student by putting in place differentiated pedagogical actions. The family's support for this program contributes to its success as the goals set can extend beyond the school gates.

III.3. Personalized Support Plan (PAP)

The personalized support plan is a pedagogical support system for first- and second-level students who are experiencing long-term academic difficulties resulting from one or more learning disabilities. Thus, arrangements and adaptations are necessary so that students can continue their schooling in the best conditions, with reference to the objectives of the learning cycle.

The PAP document is a standardized document that presents the pedagogical adjustments and adaptations that benefit the pupil. Updated and enriched every year, it is a monitoring tool organized by cycles from kindergarten to high school, in order to avoid a break in accommodations and adaptations.

III.4. The Personalized Schooling Program (PPS)

The personalized schooling project organizes the progress of the schooling of the student in great difficulty and ensures the consistency and the quality of the support of the student. The PPS follows a global assessment of the situation and needs of the student. In France, the PPS is set up following the recognition of disability by the Departmental House of Disabled People (MDPH). After being developed by the multidisciplinary team, the PPS is sent to the Commission for the Rights and Empowerment of Persons with Disabilities (CDAPH). This committee then decides on the orientation of the students.

As these specialized structures were not available abroad, the Lycée Français International had to adapt its PPS proposal to the local context.

Thus, the PPS is from now on proposed to students accompanied in class by a LSA. The LSA support is requested during a multidisciplinary meeting for which the student's therapists are invited. This meeting is organized when the student's difficulties - whatever they may be - can no longer be remedied by the differentiated pedagogy of teachers.

The implementation of a PPS in our school does not constitute an acknowledgment of disability, but allows to better develop the schooling of the student. The PPS is renewable every year.

III.5. The Individualized Reception Project (PAI)

The Lycée Français International also proposes the implementation PAI for students with chronic illness (asthma for example), allergy and food intolerance. The PAI allows them to attend normal schooling. Each student holding a PAI can benefit from his/her treatment or diet at school. PAIs ensure his/her safety and overcome the disadvantages related to his/her state of health.

When pathologies eligible for PAI are declared to the school, the medical team sends the parents a specific form, part of which is to be completed by the child's doctor.

This PAI allows the school to establish:

- the medical treatments / specific diets of the child, during school time
- the arrangements necessary for the child's schooling (eg: absences during blood glucose control)
- the emergency procedure, if necessary
- the methods of schooling in case of hospitalization/absence of long duration related to the state of health of the student.

IV. Proposed actions at school

IV.1. Educational differentiation

Differentiation is a response adapted to the needs of students because no student learns the same way and at the same pace as another.

School must lead everyone to master the same knowledge and skills (bases), but the methods and approaches can be diverse (Educsol, The Consensus Conference of CNESEO).

IV.1.a Teaching practice:

Depending on the specific needs of the student, the pedagogical action of the teacher is differentiated. The list of possible (non-exhaustive) facilities is in the Appendix.

IV.1.b Support teaching in the class:

- Tutoring / Self Help Groups: Peer collaboration is encouraged to:

- To promote student empowerment
- Reply as quickly as possible to the needs of the student who needs help
- Bring an alternative strategy of help (reformulation of the adult vs. reformulation of the student)
- To promote self-esteem for all actors: the student helping and the student who is helped (direct support per student, indirect supervision by the teacher)
 - More Teachers than Classes (PMQC) - French National Education System
 - Support – SENCO:

Depending on the needs identified, the SENCO can be added to the PMQC measure, in order to provide enhanced pedagogical support for the students needing help.

IV.2. Complementary Educational Activities – APC

Complementary educational activities (APCs) are part of measures that contribute to the common foundation of knowledge, skills and culture, giving everyone the opportunity to master fundamental knowledge and to flourish socially and personally.

The APCs offer a wide range of pedagogical action and provide students with differentiated support, tailored to their needs, to create or enhance the pleasure of learning.

Teachers can help students when they encounter difficulties in their learning, accompany them in their personal work or offer them an activity planned as part of the school project.

All students may be involved in complementary educational activities at some point in the school year, depending on the needs identified by the teachers.

The complementary pedagogical activity is ensured by a teacher who is not in charge of his class-group during the chosen schedule. The APC takes place in the class of the beneficiary students.

Parents must agree to enroll in APCs.

IV.3. Additional support

Depending on the needs identified, the SENCO can be added to the APC measure, in order to offer reinforced pedagogical support to the students.

As needed, remediation can take place in the classroom or outside the classroom.

V. Coordination between the different actors

V.1. Coordination around the student with special educational needs

The transmission of information concerning Individual Educational Needs students is carried out at regular intervals, according to the schedule provided in the IEP and / or when necessary (eg deterioration of the student's well-being, unexplained drop in school results) .

The information transmission modalities can be informal (verbal exchanges) or formal (electronic mail, file sharing on an electronic platform).

The stakeholders are:

- Student
- Student's legal tutors (parents)
- Student's teachers
- Direction
- SENCO
- External therapists (if applicable)
- School Psychologist (if applicable)
- School nurse (if applicable)
- Vie Scolaire (if applicable)
- Learning Support Assistant - LSA (if applicable)

The sharing of information is carried out according to the confidentiality rules expected within an approved institution of the French Ministry of National Education. The sharing of medical information (psychiatric, psychological, speech therapy, psychomotor etc ...) is done only with parental consent.

V.2. Coordination within the Inclusion Support Team

Meetings are held at a different frequency: weekly, monthly or once/three months, depending on the attendees.

VI. Empowerment of the student

Academic success is a complex process. The school must therefore allow each pupil to develop according to his/her abilities.

Each student with special educational needs is therefore required to:

- Validate the IEP developed according to his/her profile (Secondary)
- Conduct self-assessments at regular intervals (formal evaluation by period), including: successes, difficulties, evaluation of the helps that were received (at school, at home)

Students with High Intellectual Potential, or with a suspicion of High Intellectual Potential, are also brought to (if applicable):

- Use their abilities for extracurricular projects
- Use their abilities within the classroom, through tutoring activities, assistance to the teacher, carrying out activities outside the class program.

VII. Evaluation of the actions

Each IEP provides a timetable to evaluate the actions taken and the progress of the student.

Whenever possible, the objectives are associated with indicators, which can be quantitative or qualitative.

The evaluation of the actions can be carried out at the following frequencies (according to the chosen indicators): daily, weekly, monthly or periodical evaluation.

Depending on the evaluations, teachers and / or SENCO decide to:

- Maintain the adaptations
- Modify the adaptations.

When an amendment is proposed, a preliminary assessment of success is made within two weeks. This evaluation can be done formally and / or informally. This close evaluation helps to limit pedagogical blocking situations.

If several actions are ineffective or counterproductive, an educational meeting takes place.