

Inclusion Policy for Students of determination

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

Differentiation proposals should enable each student to master the skills expected in the common foundation of knowledge, skills and culture. This gradual acquisition is not done in the same way for all students and the school must offer educational support to both students who have difficulties and students with High Intellectual Potential.

The Lycée Français International supports, within the framework of an inclusive school, a better taking into account of the specific 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 career 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. Inclusion Support Team for Students of Determination

The inclusion support team will be led by the school principal, and include school staff with specific roles in developing inclusive education.

The Principal: M. Etienne AGOSTINI

The principal, in partnership with the inclusion support team will:

- effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- develop and implement a comprehensive and strategic inclusive education improvement plan
- ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- provide an annual program of continued professional development for all staff at all levels across the school
- apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensure that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

The Governor for inclusive education: M. Gilbert PIETRYICK

- set strategic direction through a clearly-stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- allocate financial investment to ensure that targeted plans are sufficiently resourced
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

The inclusion champions: Mrs Chloé REBOURS and Mrs RIO SAHIL (Kindergarden and primary) and Mrs All-Diana MATHIAS (Middle School and High School)

The inclusion champion plays an important role in:

- promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time

The leaders of provision for students of determination:
Mrs Chloé REBOURS and Mrs RIO SAHIL (Kindergarden and primary)
and Mrs All-Diana MATHIAS (Middle School and High School)

The leader of provision for students of determination will hold deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- working alongside teachers to observe, assess and identify special educational needs
- working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of individual education plans
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- implementing evidence-based programs of intervention for individual and small groups of students.

Support teachers: Mrs MALIFARGES and All Teachers involve in APC

Schools across Dubai are now required to have support teachers in place to enable the creation of inclusive classrooms for students of determination. The support teacher is identified as **a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices.**

- Support teachers should spend of their time engaged in activities that directly influence the inclusive competence of classroom teachers.
- Additionally, support teachers work directly with individuals or small groups of students in order to implement interventions and accelerate achievement.

The classroom teachers

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. They may be the first to raise a concern about potential learning difficulties within their students:

- assessing, evaluating, and reporting on students' progress
- providing a safe, welcoming, and motivating environment for learning
- working closely and in parallel with other professionals
- planning whole class, group, and individual instructions and delivering them
- incorporating any needed modifications and accommodations to maximize their students' achievement
- taking part in the development of the IEP and its progress review
- implementing goals set in the IEP
- managing information about students and communicating this information to parents and other relevant personnel
- supervising and coordinating work with the LSAs
- promoting student interactions with their peers

Learning Support Teachers (LSA, AVS): 5 in Kindergarden and primary and 2 in middle school

They're providing individual support to a specific student:

- promoting access to targeted support outside of the classroom
- working on differentiated activities with groups of students
- liaising with the leader of provision for students of determination
- developing social/emotional skills
- working with teachers to monitor the progress of students
- supporting intervention or therapy sessions.

II. Admission for Students of determination

At AFLEC's French International High School, students from a school approved by the French Ministry of National Education are given priority admission.

When enrolling in Kindergarden, a formal assessment of French skills and the family language project is also conducted. Acceptance in kindergarden is further conditioned by students' autonomy regarding cleanliness.

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 concerned.

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 these Particular Educational Needs may endanger the student and / or other students, a decision commission is formed. If necessary, the institution may, prior to admission, place additional conditions for the student's registration: arranged timetable, mandatory external follow-up, presence of a Support Learning Assistant.

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

III.1. Students previously identified as having particular educational needs

III.1.a. Students identified B.E.P during the previous year of schooling (LFI AFLEC)

Information relating to LFI AFLEC students for whom there was a specific follow-up during the previous school year is sent to teachers in the new school year, during the first two weeks of the school year.

The first differentiation measures included in the monitoring plans are then applied (if applicable). In the context of the PPRE the teachers then observe the pupil concerned B.E.P until the end of October, and amend the follow-up documents according to:

- Observations made in class (executive functions, behavior ...) by the teacher
- Results obtained in diagnostic evaluations and / or validation of new concepts
- Assessment performed by external therapists (speech therapists, psychomotor therapists, psychologists ...)

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

The new student tracking document is finalized during the first week of November, and proposed for signature to parents. The PPRES amendment can be established in collaboration with the BEP student coordinator, as appropriate.

The amendment of PAP and PPS is established by the BEP student coordinator.

A first school / parent meeting is proposed during this period. In the context of PAPs (see III.3) and MAPs (see III.4), the educational meetings are organized by the monitoring coordinator.

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

III.1.b. Students identified B.E.P during the previous year of schooling (Other institution)

Student information is provided at registration and then transferred to the BEP student coordinator. The procedure identified in II.1.a) then applies.

III.2. Students newly identified as having particular educational needs

III.2.a. Students identified B.E.P. by the current teacher(s)

When the behavior of a pupil calls the teacher, the teacher is asked to fill in a Report Card, in which the teacher makes his observations. See Annex: BEP Protocol, New Reporting.

III.2.b. Students identified B.E.P. by the parent (s)

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

If necessary, the BEP student coordinator can connect the parent with the school psychologist and / or the school doctor.

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

Note that 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 IAP).

III.2.C. Students identified B.E.P. by Position Evaluation (CP) (Actions suspended during the pandemic)

In order for the pedagogical team to adapt to this individual rhythm and / or to reinforce learning to read as soon as necessary, a positioning assessment is proposed to all CP students at four times of the year: September, December, March and June.

Students who score below the detection limit are considered to have weaknesses in learning to read; a specific support plan is then put in place for the latter.

III.3. Categorization of pupils with academic and / or psychoaffective difficulties

III.3.a. Students considered as Special Needs Education

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)
- Logico-mathematical difficulties (dyscalculia)
- 3. General learning difficulties
 - Difficulties: Executive functions (dyspraxia, 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
 - grip
- 8. High Intellectual Potential (Gifted Students) / Suspicion of HPI (Kindergarten)

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

III.3.b. Students in difficulty and / or frailties, without particular 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 transient.

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

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

IV. Construction of the Intervention Plan

IV.1. Tracking Sheet - Image Format (Kindergarten)

Kindergarten pupils, because of their young age and their varied experiences of schooling, can present great disparities in their development (at equal class level). In order to allow a follow-up as close as possible to their abilities, the computer tool "Je Valide" is offered to the students of Petite Section, Moyenne Section and Grande Section.

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

- Situation of departure of the child: Difficulties noted
- Objectives pursued for the child. These objectives can affect the well-being and / or the know-how, and are represented in pictorial form to facilitate the child's adhesion.
- 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.

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

Implementing actions to help a student develop their knowledge can take the form of a PPRE. This program makes it possible to coordinate a personalized care and can intervene at any time of the schooling. Its objective is to avoid dropping out of school by helping the student to overcome the obstacles to the pursuit of his learning, by regaining his confidence in himself and in the teaching team. The teacher pays particular attention to the student by proposing a pedagogical differentiation within the class. The family's support for this program contributes to its success as the goals set can extend beyond the school gates.

IV.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 of a pedagogical nature are necessary so that students can continue their schooling in the best conditions, with reference to the objectives of the 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.

IV.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, the quality of the support and the necessary help from 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 evaluation team, the SPP 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 any pupil accompanied in class by an Learning Support Assistant (LSA). The accompaniment by an LSA is requested at a multidisciplinary meeting for which the therapists outside the student are invited. This meeting is organized when the pupil's difficulties - whatever they may be - can no longer be remedied by the differentiated pedagogy of teachers.

The implementation of a MAP 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.

IV.5. The Individualized Reception Project (PAI)

The Lycée Français International also proposes the implementation of individualized reception projects (PAI) for students with chronic illness (asthma for example), allergy and food intolerance. The IPA allows them to attend normal schooling. Each student holding an IAP can benefit from his treatment or diet, ensure his safety and overcome the disadvantages related to his state of health. When pathologies eligible for PAI are declared to the institution, the medical team sends the parents the corresponding form, part of which is to be completed by the child's doctor.

This PAI makes it possible to establish:

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

V. Proposed actions at school

V.1. Educational differentiation

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

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

V.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.

V, 1.B Devices 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 helped

-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 helped (direct support per student, indirect supervision by the teacher)

More Masters than Classes (PMQC) - French National Education System

Support - BEP Student Coordinator:

Depending on the needs identified, the BEP student coordinator can be added to the PMQC measure, in order to provide enhanced pedagogical support for the students being followed.

V.2. Complementary Educational Activities – APC (Actions suspended during the pandemic)

Complementary educational activities (APCs) are part of the set of measures that must contribute to the mastery of the common foundation of knowledge, skills and culture and the success of all students, 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 pupils 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 beneficiary students.

Parents must agree to enroll in APCs.

V.3. Remediation

Depending on the needs identified, the BEP student coordinator can be added to the APC measure, in order to offer reinforced pedagogical support to the students being followed.

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

VI. Coordination between the different actors

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

The transmission of information concerning Individual Educational Needs students is carried out at regular intervals, according to the schedule provided for in the monitoring plan 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 actors involved are:

- Student
- Passenger's legal responsibilities
- Teacher's teachers
- Direction
- Controllers
- External therapists (if applicable)
- Psychologist school (if any)
- School nurse (if applicable)
- School service (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.LSA

V.2.a Recruitment of LSA

Insofar as a person works in our establishment, this implies a right of inspection by the IST Team before any recruitment. This need for prior discussion with the candidate is all the more necessary in the case of the Covid 19 procedures currently in force.

Their administrative situation must be in order.

The LSA contract also implies a tripartite signature of the family, the LSA, but also of the school: which means that each of these parties validates the common commitment, and that the establishment approves the entry of the future LSA within the school structure.

His contract implies expectations from the school: the right of reservation for example, but also the participation in the meetings of educational teams, and the follow-up of the objectives determined in the PPS or the PAP of the pupil.

V.2.b AVS missions

- The Learning Support Assistant (LSA), as a mediator and relay between the family and the school, is under the guidance of the teacher. Its mission is specified in the student support plan.
- The teacher remains the direct interlocutor of the student, but also of the family and the educational team.
- The LSA undertakes to participate in educational teams, exchange meetings/training as part of the exercise of the LSA function (once per quarter), and to continuously assess the progress/difficulties encountered by the student, according to the terms set out in the educational plan.
- A right of reservation is requested from the LSA, implying professional discretion as to the development of the accompanied child, the actions undertaken by the school and the life of the establishment in general.
- The LSA helps the student to take his place and to evolve as independently as possible, while ensuring compliance with the health rules currently in force. The LSA must therefore not touch the student's equipment. If this is unavoidable, it is imperative to disinfect your hands before and after each manipulation. Movement within the class should be limited, and if the need for movement for the student becomes too great, it is preferable to take him out of class. Each return to class will only take place after washing the hands of the AVS and the student.
- This Agreement will be terminated:
 - at the end of the student support plan.
 - in the event of a serious breach within the establishment, non-compliance with the terms of the support plan according to the description provided or even the school's internal regulations;
 - in the event of resignation of the accompanying person for duly justified reason;
 - in the event of incompatibility with the work and the framework required by the class teacher;

V.3.Coordination within the Private Educational Needs Pole

The monitoring coordinators for students with special educational needs meet weekly. These meetings regularly include the school psychologist (at least once a month).

VI. Empowerment of the student

Academic success is a complex process, the primary role of which remains for the student. The school must therefore allow each pupil to develop according to his abilities.

Each student with special educational needs is therefore required to:

- Validate the monitoring plan developed according to his profile (Secondary)
- Self-evaluate at regular intervals (formal evaluation by period), including: successes, difficulties, evaluation of the aids 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 from the teacher, carrying out activities outside the school program

VII. Evaluation of the actions carried out

Each support plan provides a timetable for taking stock of the actions taken and the progress of the children.

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

The evaluation of the actions carried out 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 follow-up coordinators decide to:

- Maintain the proposed adaptations
- Edit the proposed 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 proposed actions are ineffective or counterproductive, an educational meeting is proposed in advance.