



Inclusion policy 2020

Preamble :

Besides providing education, school is a place where each child has to have the right to have access and to succeed. Inclusive education is a «bedrock for guaranteeing respect and equal possibilities for people with special needs in all aspects of life» (European Commission). This is an approach that aims to increase access to the education process and to favor the involvement of every student by identifying and overcoming obstacles. In other words, inclusion policy has been elaborated and implemented by ordinary educational institutions in order to welcome every child and to create an environment that is adjusted to each and one of them instead of creating a specific environment for children in difficulties. This pedagogical and societal policy is based on consideration and global vision of all the agents of the institution's pedagogical community in order to create an environment where everyone can feel welcomed and can be fully disposed to learn. Although inclusive education is targeted at students with special needs (disabilities or learning difficulties), the implementation of this policy will allow every student to develop in an environment that helps him/her succeed and to accept others in their differences.

The aim of this inclusion policy is to adjust the school to different students' needs in order to create appropriate learning conditions by creating a supportive environment and encouraging their progress as well as allowing them to fulfill their potential.

1. Inclusion

Jules Verne Riga French school is an educational institution that advocates a learning and teaching philosophy that favors an inclusive community for children of various differences thanks to varied teaching methods that allow everyone to take part.

Jules Verne Riga French school introduces an inclusion policy in order to differentiate and diversify the teaching and learning process as well as to adjust to different educational needs and learning styles of the students. Jules Verne Riga French school, certified by the French Ministry of Education, implements this educational inclusion policy in order to comply with Article L 111.1 of the Code of Education which states that the public education service must be organized according to the needs of students and must ensure the inclusion of every child, making no distinctions. In addition, this inclusion policy complies with Circular n° 2019-088 of 5-6-2019 regarding inclusive schools.

The French Ministry of Education therefore ensures the elaboration of adapted didactic resources and evaluation systems as well as arrangements for exams.

This inclusive education policy is a working guide for the pedagogical team in order to ensure the implementation of this vision.

2. Implementation of inclusive education in Jules Verne Riga French school

2.1. Inclusion agents: The implementation and success of the inclusion policy requires the participation of every pedagogical team member as well as the involvement of parents who play a significant role in the implementation of this project.

- Health division
- Pedagogical division
- Parents
- Other participants

2.2. Inclusion implementation axes: An adaptable school implements programs that are adapted and adaptable to every student. Therefore it is necessary to instruct the teachers and pedagogical agents and increase their awareness of the importance of an inclusive education. It is also indispensable to establish a constant and continuous prevention methodology. To this end, this policy has three main axes:

✓ Axis 1 : Prevention

✓ Axis 2 : Action

✓ Axis 3 : Instruction

2.2.1-Axis 1 : Prevention Prevention consists of early detection of students that potentially have learning difficulties or disabilities. This will allow the implementation of quick and adapted interventions in order to help them. The detection can be done by:

- A teacher who detects persistent student's difficulties that do not improve by applying regular methods and who shares this information with administration, psychologist or the school nurse.

3

- A parent who detects difficulties that impede the learning process of his/her child and who shares this information with administration, psychologist or the school nurse.

- Elaboration of a form where the parents can specify, if applicable, the known difficulties, attaching medical reports under confidential cover. This can be followed by observation sessions in class carried out by the psychologist or the school nurse (see chapter 2.2.3 Observation sessions in class).

After these sessions, an interview with the student and his/her parents will take place. If necessary, the student can be evaluated by a non-associated professional, at the expense of the parents.

2.2-Axis 2 : Action

This inclusion policy covers 5 fields of intervention:

- Pedagogical differentiation
- Personalised help
- Observation sessions in class
- Inclusion programs

- Permanent and cross-functional communication

→ Pedagogical differentiation (supported by PA hours in secondary school (collège))

Pedagogical differentiation is a philosophy that works as a teaching method guideline in order to profit from the differences of the students, making learning accessible to everyone.

The application of this teaching method happens through 2 strategies:

- Flexible and adapted teaching process thanks to the utilisation of diversified teaching strategies and tools.

Exemples : Group work in order to favor exchange between pairs, utilisation of different teaching supports (visual, audial), ICT utilisation, implementation of a learning journal (see attachment 1).

- A teaching process that is adapted to students that have been detected with difficulties and for whom the implementation of an inclusion program has been foreseen. This adaptation includes utilisations of tools, supports and teaching and evaluation strategies that are adapted to the respective difficulties, as well as arrangements for exams (see part 2.2.4. Inclusion programs).

→ Personal assistance (APC in primary school)

Every student can show difficulties in the acquisition of certain competencies and notions or in the learning process in general, as well as in work organization and methodology. The sessions that will take place at the end of the day will be dedicated to personal assistance and will be accessible to every student (rhythm will be chosen according to the student's needs) in order to overcome their difficulties.

Their aim will be to :

- Allow students to develop work and learning methods.
- Help students to organize their work.
- Assist students in the process of accomplishing tasks.
- Offer students recapitulation as soon as they encounter difficulties.

These sessions will be conducted by teachers.

→ Observation sessions in class

For each student that has been detected with difficulties by a parent or a teacher, there will be an observation session carried out by the school psychologist or nurse.

The rhythm of each session will be chosen according to each student's needs. The student's teacher as well as the psychologist and the nurse, after a discussion, elaborate recommendations that are adapted to the student and communicate them to the pedagogical team and the administration. Administration will

organize interviews with the student and his/her family in order to inform them about these recommendations, as well as to make sure of the adherence of these strategies and to evaluate their impact.

→ Inclusion programs

This part concerns students with disabilities, learning difficulties or chronic health problems that can interfere with the learning process.

In this case specific measures and arrangements in the teaching and evaluation process will be applied. See Attachment 2.

To this end, the inclusion policy of our school envisages 3 programs:

- **PSP** : Personalised Schooling Project in case of a disability
- **PAP** : Personalised Assistance Program in case of learning difficulties.
- **PAI** : Personalised Care Program in case of illness or a health problem that develops over a long period of time.

<p style="text-align: center;">PPS</p> <p style="text-align: center;"><u>P</u>ersonalised <u>S</u>chooling <u>P</u>roject</p>	<p style="text-align: center;">PAP</p> <p style="text-align: center;"><u>P</u>ersonalised <u>A</u>ssistance <u>P</u>rogram</p>	<p style="text-align: center;">PLSP</p> <p style="text-align: center;"><u>P</u>ersonalised <u>L</u>earning <u>S</u>uccess <u>P</u>rogram</p> <p style="text-align: center;">Pedagogical arrangement</p>	<p style="text-align: center;">PCP</p> <p style="text-align: center;"><u>P</u>ersonalised <u>C</u>are <u>P</u>rogram</p>
<p style="text-align: center;">PPS is targeted at students with disabilities</p>	<p style="text-align: center;">PAP regards students with learning difficulties that have been developing over a long period of time, without disabilities: specific language difficulties (dyslexia, dysphasia, dyspraxia etc.)</p>	<p style="text-align: center;">PLSP can be applied for students who don't have the command or have the risk of not acquiring the command of specific schooling competencies and knowledge</p>	<p style="text-align: center;">PCP regards students with health problems that have been developing over a long period of time, without disabilities: chronic pathologies, allergies, food intolerance...</p>

<p>PPS consists of implementing according to student's needs:</p> <ul style="list-style-type: none"> · Schooling arrangements: out-of-home care during school time (speech-language pathologist, psychologist, repeater) · Pedagogical arrangements : adaptation of the learning process (simplification of schoolwork, lesson handouts etc.) · Different ways of assistance : school life assistant, speech-language pathologist etc. · Assignment of adapted pedagogical materials: computer etc. · Exam arrangements (extra time, bureau etc.) 	<p>PAP provides:</p> <ul style="list-style-type: none"> · Schooling arrangements: out-of-home care during school time (speech-language pathologist, psychologist) · Monitoring during school time · Pedagogical arrangements in a sense of adapting the teaching process (simplification of school work, lesson handouts, test arrangements etc.) · PAP doesn't automatically give authorisation for exam arrangements but is a necessary condition for requesting it. 	<p>PLSP provides:</p> <ul style="list-style-type: none"> · Implementation of a specific pedagogical support (during school time and outside) in a modular manner but for a short period of time 	<p>PCP provides:</p> <ul style="list-style-type: none"> · Possibility of medical treatment in school <p>PCP according to the documentation doesn't allow pedagogical arrangements in a sense of adapting the teaching process (simplification of school work, lesson handouts etc.).</p>

<p>The nurse is responsible for :</p> <ul style="list-style-type: none"> · Accommodating and informing the student and his/her parents · Gathering a team that will follow the schooling process · Participating in the evaluation of the student's needs and the elaboration of a PSP · Favoring the continuity and coherence of the PSP implementation 	<p>It is the family or the pedagogical team that asks the head of school to implement a PAP. The school nurse validates the request.</p> <p>The head of school ensures the elaboration, implementation and monitoring of the project while the school nurse is responsible for information and medical care in school.</p>	<p>PLSP is usually being implemented after the initiative of the pedagogical team.</p> <p>It is the director or the head of the school who proposes the parents or the legal guardian of the child to start implementing a PLSP.</p>	<p>The family must request the head of the school to implement a PCP.</p> <p>The head of the school ensures the elaboration, implementation and monitoring of the project while the school nurse is responsible for information and medical care in school.</p>
<p>The nurse collects the information from families and teachers beforehand and attaches to the PSP the necessary balance sheets (speech-language pathologist, psychologist, nurse). Often these balance sheets are not valid unless they have been issued by a language reference center.</p> <p>The multidisciplinary team will focus on elaborating compensation</p>	<p>The pedagogical team proposes arrangements according to the student's difficulties.</p> <p>These arrangements are formalized with the single document attached to the bulletin. It has been filled in together with the student and the parents. This document has to be signed by the parents and a member of the administration.</p>	<p>The pedagogical team suggests an action plan according to the student's difficulties. This is being presented to the parents and to the student who has to understand the aim of this plan in order to be able to engage confidently in the work that is being required of him.</p> <p>A formal document presenting the</p>	<p>The nurse determines specific arrangements that are susceptible to be implemented. The PCP is applicable for 1 year and can be renewed.</p>

<p>propositions that will form the PSP.</p>		<p>objectives, the modalities, the due dates and the evaluation methods is being written.</p>	
<p>The nurse organizes and moderates a SST (schooling supervision team) including parents, teachers, school psychologist, speech-language pathologist and the nurse herself. It is the SST that assures the implementation of the PSP such as it will be defined. The team will gather at least once a year according to the student's needs that can change.</p>	<p>The implementation of the PAP is ensured by the director and the nurse.</p>		<p>The implementation of the PCP is being ensured by the director and the school nurse.</p>

The school nurse, when implementing an inclusion program, is also responsible for ensuring communication with the family and the pedagogical team and has to favour continuity of the program implementation.

The inclusion programs include strategies that are precise, targeted and adapted to each student. The information that is being mentioned in the program descriptions is confidential and has to be signed by the parents.

2.3-Axis 3 : Instruction

The success of an inclusion policy is ensured by the accompaniment of the pedagogical team for a better inclusion practice.

It is therefore necessary to instruct the teachers regarding inclusion and differentiation methods and tools, as well as their application. To this end it is necessary to:

- Allow the Jules Verne Riga French school teachers the time to read and get acquainted with this policy.
- Organize a meeting during which the teachers can share their thoughts and ask questions regarding the application of this policy.
- Organize instruction sessions or workshops in order to answer their questions.
- Participate in instruction sessions regarding pedagogical differentiation and learning tools for students with specific needs (instruction plan AEFÉ).

2.3.-Permanent and cross-functional communication

A successful inclusion policy requires the involvement of all community agents surrounding the student as well as the implementation of an adequate and effective communication system among the different members of this community.

Once a student can benefit from an inclusion program:

- A meeting between the administration, the family and the nurse is organized in order to discuss the situation of the student and the possible arrangements.
- Administration gathers the pedagogical team in order to inform them about these arrangements and modalities of program implementation. A referent teacher is being chosen during this meeting in order to ensure continuity of the application of this program.
- The referent teacher, the school nurse and the administration will participate in these meetings, which will be organized at least once in a quarter, in order to evaluate the impact of the implemented program.

3. Monitoring mechanisms

This inclusion policy is being communicated to the school community via the school homepage. Parents and students will be informed about the existence of this inclusion policy and will be invited to carry out actions according to their possibilities.

All the personnel has access to the inclusion policy and has to refer to it regularly. Each school personnel member is responsible for the application of this policy.

Inclusion policy in Jules Verne Riga French school is a dynamic and continuous process that has to be periodically reevaluated.