

IB INCLUSION (SPECIAL EDUCATIONAL NEEDS) POLICY

Philosophy

Our mission is to provide students with a high-quality education while developing the attributes of caring, respect, and responsibility towards others and the environment.

College & Lycée Saint-Charles seeks to welcome students from a wide variety of cultural and linguistic backgrounds. The school admits qualified students of any gender, nationality, ethnicity or religion and is committed to never discriminate based on these and other such attributes.

In line with our mission statement, and especially the values of caring and respect, we aim to support students with learning differences to the best of our ability. The following principles have been drafted in keeping with this commitment.

Purpose

The purpose of the school's inclusion policy is to assist identified students with learning differences and to outline the process the school follows to reduce any barriers to learning. Additionally, the document explains the protocols for any interventions. The document is written according to the principles and practices of the International Baccalaureate.

Beliefs

The school values the diverse nature of its student body. We recognize the right of every student to a high-quality education. In order to fulfill this goal, the school is aware of the need to differentiate, modify, and scaffold the curriculum to meet the needs of individuals. We believe that teaching students with special educational needs is inherent to the job of all teachers; similarly, we aim to support teachers with professional development and strategies to support students. The school considers learning differences as a medically documented condition, not as issues resulting from a student studying in a language outside of their native tongue. Also we do not believe that being inclusive means we should lower our academic standards; indeed the IB defines students with learning challenges as “hav[ing] the aptitude to meet all curriculum and assessment requirements but requir[ing] support to reach their full potential in learning and assessment” (*MYP: From principles into practice*, p. 27). Thus, our admissions process must ensure that candidates have both the academic and linguistic prerequisites for accessing the curriculum.

Admissions

We aim to be inclusive as far as resources and the programs we offer allow. While the MYP is inclusive by design, our implementation of the program prepares students for the DP with regards to academic and language skills. The DP is a rigorous academic program. Students who are unable to access the school curriculum in core subjects without support cannot usually be accommodated beyond the end

of grade 8 (MYP 3). Decisions on admissions are based upon review of the student's application documents, psycho-educational assessments and other related documents. Furthermore, each IB student at Saint-Charles will usually board at the school, which could limit the special needs and behavioral support available to them. Applications from students with significant learning challenges are reviewed carefully: any student who needs learning support (e.g. having dyslexia, ADHD, or being on medication) will meet with the Learning Support Department for assessment in order to establish whether the school is able to fully meet the student's needs.

Identification procedures

Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through the curriculum. When a classroom teacher observes that a student may need additional support, there is a clear process for referral. The teacher will inform the head teacher, and the administrative team, the team will review the teacher's concerns and parents will be notified. The school will provide the parents with a request for external testing by a psychologist specializing in learning disorders, speech therapist, or psychiatrist. Once the results of the psychological tests are received, the administration will review the results and the list of accommodations required. Teachers will then be informed of the accommodations required via an Individualized Education Plan (IEP). Should it be determined that the student's needs cannot be met by the school, alternative recommendations for schools with proper resources will be discussed with the parents. Due to the strict nature of the admissions testing, students are pre-screened for any severe learning challenges, which removes the risk that the school cannot accommodate the student's needs.

DP students

In accordance with the IB policy regarding *access arrangements*, the DP Coordinator will notify parents, students, and staff that accommodations for the examination session may be available for students with documented special needs. The DP Coordinator makes an application using the required documentation with the IB for each student. If an application is successful, students are eligible for various accommodations. For example, extra time during examinations, access to a word processor and spell check. The IB-approved accommodations will also be extended to classroom assessments both formative and summative.

Sources

IB. (2017). *MYP: From principles into practice*, Cardiff (UK): IBO.