



المدرسة القطرية - الفرنسية فولتير
Lycée Franco-Qatarien Voltaire

INCLUSION POLICY

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"Inclusion is an ongoing process that aims to expand access to learning and engagement for all students by identifying and removing barriers."

Diversity of learning and inclusion in the IB curriculum (2016)

I. Preamble

The school project of the Lycée Franco-Qatarien Voltaire is based on a mission, a vision and values that are implemented daily to welcome all students.

The education provided aims at excellence for all and the environment created within the school seeks to promote "living together" in order to provide a learning environment conducive to personal development, academic and social success.

The Lycée Franco-Qatarien Voltaire's inclusion policy is in line with the IB philosophy. The Lycée welcomes students with special educational needs with the principle: "the schooling of all students is the institutional rule, the inclusion of all is the goal to be achieved".

The current French curriculum, the IB curriculum and the Qatari curriculum in several subjects (Arabic, Qatari history and religion) are taught at the Lycée Franco-Qatarien Voltaire.

In addition to the programs and measures provided by the French Ministry of Education and Research (MENESR) for students with special educational needs and national measures, the school has developed integration and success paths to adapt to the local context.

Arabic language support and reinforcement programs are also in effect. These meet the requirements imposed by the Qatari Ministry of National Education. (See E, p 8)

II. An inclusive school: equity, accessibility and success

A. The guiding principles at Lycée Franco-Qatarien Voltaire

The inclusion process at the Lycée Franco-Qatarien Voltaire is based on two principles: equity and accessibility of learning.

Programmes and arrangements for students with special educational needs involve adapting activities, designing pathways and, where necessary, removing barriers to learning to make it more accessible.

The school seeks to accommodate the variability of learners so that each learner can develop their potential.

B. Profiles of students with special educational needs at Lycée Franco-Qatarien Voltaire

-Pupils who encounter difficulties linked to an insufficient mastery of the French language as a learning language in several subjects. They constitute the vast majority of the Pupils with special needs identified and followed at the Lycée Franco-Qatarien Voltaire.

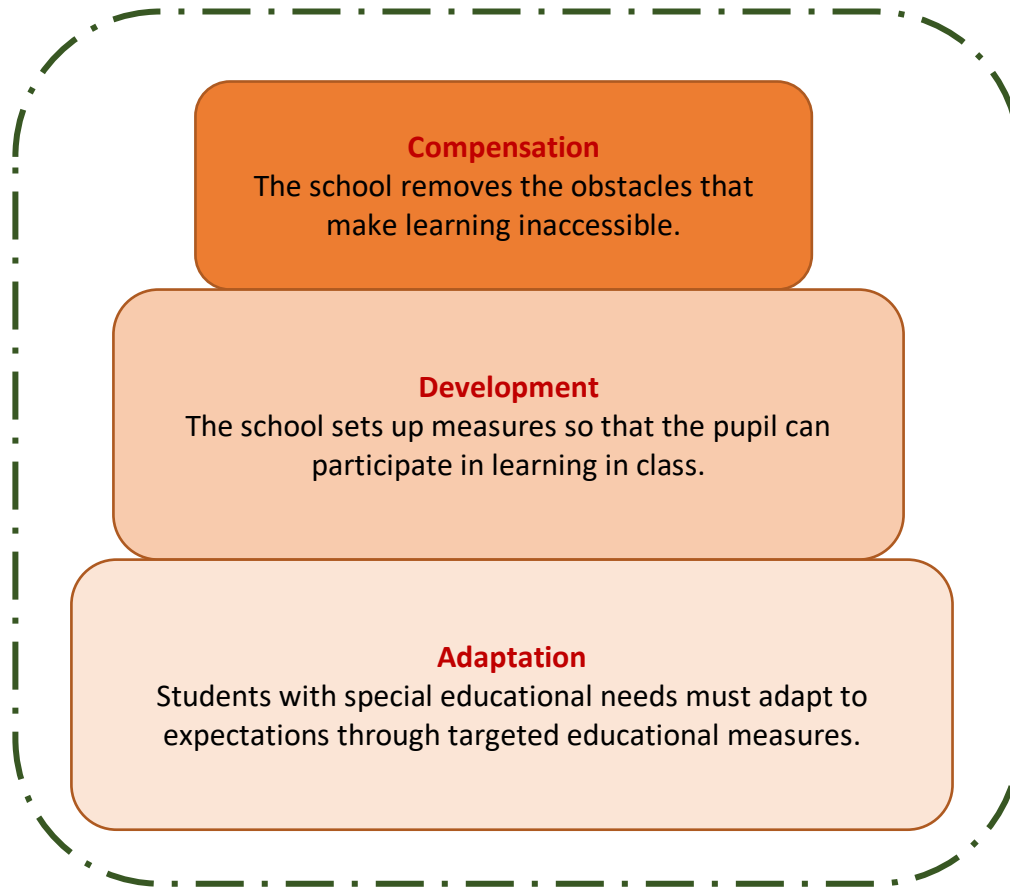
-Students who have a disability that impacts their learning

-Students with disabilities

-High potential students: A profile valued by the IB education system.

The Lycée Franco-Qatarien Voltaire has therefore determined a scale of needs to propose appropriate responses:

Equity, Accessibility, Inclusion



For **high-potential** pupils, a personalization of their school career can be envisaged by developing adapted educational projects for them. In this way, the pupil's skills can be developed to contribute to his or her inclusion as well as to his or her fulfilment in the classroom or more widely in the school.

C. Identification, observation and assessment of students with special educational needs

The implementation of a program or system requires observation and peer review, which cannot be based on hunches alone.

It must be validated by the director or his/her deputy after a precise evaluation of the student's needs.

In order to successfully include students with special educational needs, teamwork is therefore necessary to identify them and their difficulties.

The process to follow

As soon as a teacher identifies a persistent difficulty in a pupil, he/she must pass on the information to the homeroom teacher.

The homeroom teacher is responsible for gathering the opinion of the entire teaching team on the difficulties detected with the help of diagnostic assessments and personalized observation grids to identify the needs of the pupil and envisage appropriate solutions.

Observation requires careful analysis to determine if the student needs educational adaptations or accommodations to progress.

Multidisciplinary work groups involving various actors according to needs may also be convened by the director, his deputy or the site principal when the situation of a pupil so requires.

This team work may include members or all of the teaching team as well as members of the school management team, the school nurse and the academic counselor.

The educational team may propose a support system (PAP) or compensation system (PPS).

III. Communication with various partners to support the student in his or her journey.

A. The family: a fundamental partner

Inclusion implies the collaboration of the school's educational teams, but also a constant and constructive dialogue with the family and the student in order to help them succeed.

The family of a pupil with special educational needs is an essential partner who must be involved in all the steps leading to the implementation of adaptations or educational arrangements.

As soon as a need is identified, a meeting is organized with the family and the staff in charge of the pupil's follow-up (referent teacher, teachers in charge of EBEP follow-up) to propose the integration of a program or a support system. It is essential to remember that they are an opportunity in the student's school career and not a sanction. The family can accept or refuse this proposal.

Regular monitoring and dialogue between the pupil's educational team and the family is required whenever a scheme or program for an EYFS is initiated.

A family can also contact the school if they notice that their child is encountering obstacles to learning.

On medical advice, the family can request the implementation of a personalized support program (PAP) or compensation measures (PPS).

B. Inter-degree liaison: information gathering and follow-up continuity

At any time during the school year, meetings can be arranged with families and educational teams to gather information and according to the changing needs of a student.

Nevertheless, changes of cycle and site require particular vigilance in the monitoring of FPEs. The transition from Seconde (Grade 10) to DP should make it possible to provide the information needed to ensure continuity in the monitoring of FPEs.

If the pupil is new, his or her school of origin must ensure that his or her file is transferred and offer to organize meetings with the teaching and administrative teams, as well as with outside contributors, if necessary, to pass on all the information needed to monitor the pupil.

C. The role of the "inclusive school" cluster

An "inclusive school" unit has been set up within the Lycée Franco-Qatarien Voltaire. It is composed of two resource staff who ensure:

- To welcome and regularly exchange with PIAs and their families to guide them.
- Follow up on schooling paths adapted to the academic needs of PIAs.
- To inform families about the possibilities of exam accommodation and the procedures to follow to benefit from it.
- Receive and advise the members of the educational teams concerned.
- To support teams in the management of PIAs in the classroom and more widely within the school.
- Share resources with educational teams.
- Coordinate the various educational actions implemented to facilitate the schooling of PBEs.
- Organize the administrative management of PIAF follow-up documents.
- To act as an interface between the teaching and administrative teams, the students and their families.

D. The role of the teaching teams

The teaching teams ensure the implementation in the classroom of the adjustments recommended in the framework of the various programs and measures for educational success.

The teacher must take into account the specific needs of the student in order to adapt, adjust or remove tasks.

The proposed adaptations or accommodations must target a limited number of items in order to accurately monitor progress and achieve the goals set with the student.

An adjustment may be made if the arrangements and programs are re-evaluated during or at the end of the year in accordance with the procedures defined in advance.

E. Support of the Arabic language teachers

Arabic language teachers prepare support programs for each level. Differentiation is practiced in lessons and in exams. Individual remediation sheets are aimed at students who do not have the same level of Arabic as other students of the same class. These sheets are sent home to involve the parents and report is written at the end of the period to assess the progress of the students in question.

IV. Educational arrangements to support pupils with special educational needs.

A. A variety of programs and facilities at the LFQV

At the French-Qatari High School, several types of educational programs and arrangements for students with special educational needs are put in place.

The special educational arrangements, common to all schools that follow the curriculum of the French Ministry of National Education, Youth and Sports, set up at the Lycée Franco-Qatarien Voltaire are the following

- PAI**: individualized reception project
- PPRE**: Personalized program for educational success
- PAP**: personalized support plan
- PPS**: personalized schooling project

Two specific Excellence programs and pathways also exist in addition to the four above-mentioned programs and arrangements in order to adapt to the particular needs of the students enrolled at the Lycée Franco-Qatarien Voltaire:

- **PENE**: Non-Spanish Excellence Course
- the **PEP**: Professional Excellence Pathway

For students entering the IB DP programme of study, special consideration must be given to the choice of subjects and their levels, taking into account the student's abilities. (Admission policy)

B. Protocol for the inclusion of children on the autism spectrum in the LFQV

1. Creation of a multidisciplinary team consisting of the director, the deputy director, the principle, the school nurse, the homeroom teacher and the school psychologist.
2. Detailed report of the speech therapist, psychologist, psycho-motricist in case the children have been followed up outside the school.
3. Correspondence between the LFQV multidisciplinary team in order to communicate clearly with the school where the child was enrolled.
4. The specialized team in the previous schools must specify in detail the pedagogical arrangements put in place and the schooling in class especially if there is the Ulis class.

5. Correspond with the entire multidisciplinary team and see the student on the autism spectrum.
6. The conditions of reception of children with autism spectrum depend on the detailed profile of these children by detailing the communication, social interactions, behavior, specifying the category of autism (Symptoms and severity).
7. The doctor who has followed the child should complete a certificate so that the parents can submit an MDPH application to the embassy to justify the request for accommodation related to the child's autism spectrum (Document available at the nurse office)
8. Concerning the request for an AESH -Accompanist for disabled students- to allow his integration in a normal school, that is to say, to dedicate an AVS (Auxiliary of school life) for the accompaniment in class, it is a precious help for the learning and the social development of the child.
9. In the LFQV school, it is up to the parents to recruit the AVS at their own expense, the site principle / the Director / the Deputy Headmaster can solicit applications if available.

NB: The coordinator of the Lycée Franco-Qatarien Voltaire's nurses has a list of specialized professionals who can accompany children with autism spectrum disorders.

V. Accommodations for IB Diploma examinations.

- Pupils with a PAI, PAP or PPS may request accommodation for examinations.
- The accommodations requested by the legal representatives of a student who benefits from a PAI, a PAP or a PPS are assessed and validated by the student's educational team at Lycée Franco-Qatarien Voltaire.
- The above-mentioned academic services shall notify the pupil and his/her legal representatives who have requested it of the assistance and facilities granted, which must be consistent with those granted to the pupil in the context of his/her schooling.
- The "inclusive school" is responsible for informing families and accompanying them throughout the procedure in their request for accommodation. It then ensures that these adaptations and accommodations are taken into account within the school during the mock tests organized internally and during external examinations.
- Requesting permission from the IB for examination accommodations. This request must be made formally at least six months before the date of the external examinations.

- Logistical arrangements to accommodate EBEP students during mock or formal exams (extra time, separate rooms, specialized assistants, headphones, listening devices for the hearing impaired, magnifying glasses, etc.)
- A copy of the accommodation decisions is archived and available at the inclusive school division to compensate, if necessary, for any failure to inform the examiner on the day of an official internal test or an external examination.

VI. Logistics and Technicity

The IB Diploma Programme inclusion policy was based on the access and inclusion policy created by Mr. Giguel, an active agent and member of the *Inclusive School* Cluster. It has been reviewed by the IB Diploma Programme director, the programme coordinator and the DP teaching teams. Staff members were informed of the policy development process through regular updates and a final exposure meeting. They discussed the issues and participated in the review.

VII. Availability and communication of the inclusion policy

The IB Diploma Programme director of studies is responsible for communicating the policy to teachers and parents. The IB Diploma Programme inclusion policy is communicated to staff, families and students in a variety of ways to ensure its effective reception and implementation.

The Inclusion Policy will be made available to all school faculty as an electronic copy on the common Google Drive specific to the IB section to ensure accurate tracking of updates and revisions.

VIII. Review Process

The director of studies, the IB coordinator, the *Inclusive School* Cluster and designated teachers are responsible for reviewing and updating the policy, which is done in collaboration with the educational leadership team and teaching staff. Feedback from other stakeholders, such as parents and students, should also be taken into consideration in the review process. The review takes place annually or in response to IB updates and contextual changes, under the supervision of the director of studies.

IX. Sources and References

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Ms. Hala Attieh Alam, Coordinator of the Nursing Unit, Autism Spectrum

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IB continuum, inclusive education, inclusion in the IB

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