

Ermitage IB School: Inclusion Policy

Our Mission, Vision and Values

Embracing Individuality, Learning Together: From our green setting of Maisons-Laffitte, Paris our IB Programmes offer meaningful and engaging learning experiences which inspire students every day to thrive and reach their potential, preparing them to succeed and make a difference as responsible global citizens.

Our key values are:

- Wellbeing
- Connection & Community
- Inquiry & Innovation
- Intercultural Understanding
- Global Engagement

Policy Communication, Development, and Review Process

This policy is shared openly with all members of the school community.

It was developed collaboratively by the Inclusion Working Group members and reviewed by the school's Senior Leadership Team.

Last review: October 2024

Next review: September 2027

To be reviewed by: Ermitage SLT, Diverse Learning Needs Coordination, Head of Safeguarding

The Purpose of the Inclusion Policy

This policy ensures inclusion is embedded in the curriculum, teaching, learning, and school life. It aims to ensure that all community members collaborate to increase access to our academic programs and general school life to remove barriers to student engagement. It outlines how teachers differentiate instruction to support all students and how we emphasise affirming identity, valuing prior knowledge, scaffolding, and extending learning. The policy communicates how the Diverse Learning Needs Team develops and evaluates inclusive practices and policies.

Inclusion Philosophy and Principles

In alignment with the UNICEF Convention on the Rights of the Child (1989), we believe that education for all is a human right and that education is enhanced by positive, responsive environments where every student, with their uniqueness, has a sense of belonging, safety, self-worth, and agency. We value diversity and believe all learners should experience equal opportunities to participate and engage in learning. The value of inclusion is integrated into the curriculum, teaching and learning, and in our school life on all levels. It is supported,



researched, and celebrated by teachers and students throughout their experience at the Ermitage IB School.

Teaching and Learning at Ermitage IB School

Experienced teachers support student inquiry and problem-solving by differentiating their approaches to teaching and learning. This supports each student to achieve their potential in a positive classroom environment. We believe in supporting all of our students so that access to the program is as fair and equitable as possible.

The Ermitage IB School follows the learning cycle, which promotes equal access to the curriculum for all learners across the continuum of IB learning. The cycle consists of:

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending learning

(Learning Diversity and Inclusion in the IB Programmes, March 2019, p. 11).

Roles and Responsibilities

In supporting inclusion, we recognise the challenges created by perceived parental, teacher or cultural expectations and attitudes towards inclusion and diverse learning needs. Each student, parent, teacher, and staff member is responsible for promoting a culture that fosters inclusion. As a home for students representing numerous nations and major cultural traditions, we recognise that our community brings together differing cultural perspectives, and we must nurture inclusive practices, attitudes, and behaviours.

All members of the school community are responsible for knowing all parts of this policy

Students are responsible for:

- Making sure that all the work they produce is original and in their own voice.
- Understanding their Individual Access Arrangements
- Respecting the diverse needs and abilities of their peers.
- Actively engaging in inclusive practices during class activities and group work.
- Seeking help when needed and utilizing support resources available to them.
- Following the school's inclusion guidelines and anti-discrimination policies.

Parents are responsible for:

- Informing the school, at the earliest possible opportunity, of any inclusive access arrangements, diverse learning needs, concerns, or relevant information.



- Ensuring that any assistance does not interfere with or replace the authenticity of their child's voice. This support could include but is not limited to, supporting them directly, AI, private tutors, and online tutors.
- Collaborating with teachers and support staff to develop and maintain effective inclusion strategies.
- Encouraging respect for diversity and inclusion at home.
- Attending meetings and being actively involved in Inclusive Access Arrangements for their child.
- Ensuring that their child (if identified as a diverse learner) undergoes educational evaluation every three years so that the Inclusive Access Arrangements put in place reflect the current needs of the child.

Teachers are responsible for:

- Maintaining current and comprehensive knowledge of their students' Inclusive Access Arrangements and individual diverse learning needs.
- Teaching, promoting and modelling inclusive practices, attitudes and behaviours.
- Differentiating instruction to meet the diverse needs of students, including those with learning differences, disabilities, or language barriers.
- Collaborating with support staff (e.g., special education teachers, and counselors) to implement accommodations and modifications.
- Monitoring student progress and adjusting strategies as needed to foster inclusion.
- Wherever possible, the dyslexia-friendly **Lexend font** is used.
- Reporting any concerns or potential diverse learning needs
- Responding to requests for information from the Diverse Learning Needs Team in a prompt and timely manner

Heads of Department are responsible for:

- Ensuring teachers in their department follow our Inclusion Policy so their departmental curriculum and teaching practices are inclusive and accessible to all students.
- Supporting teachers in differentiating instruction and using inclusive strategies in the classroom.
- Monitoring and evaluating the effectiveness of inclusion practices within their department.
- Promoting collaboration among staff members to share best practices in inclusion.
- Communicating with the relevant Coordinator and/or the Head of Diverse Learning when relevant successes or issues are identified.

The Diverse Learning Needs Team is responsible for:

- Creating a climate of confidence and positive attitudes towards teaching children



with diverse learning needs with appropriate community training, resources and communications.

- Developing and promoting effective lines of communication with parents.
- Reviewing, developing, and evaluating policies, plans, timetables, targets and practices.
- To work with the Coordinator and Wellbeing Leads to liaise with families when learning differences are suspected
- Liaising with recognised external agencies, including other schools, educational psychological services, diverse learning professionals, and health and voluntary bodies.
- Interpreting reports that come back from this testing from external agencies.
- Creating and implementing effective action plans for individualised student support so that identified barriers are removed, allowing more equitable access to the curriculum. This must follow the latest IB Access and Inclusion policy.
- Guiding teachers and educational assistants in understanding, implementing and evaluating every student's Inclusive Access Arrangements.
- Coordinating and providing teachers with relevant professional development in current best diverse learning practices.
- In collaboration with the respective IB Coordinator, ensuring that every student's inclusive access arrangements for assessments are met for all MYP summative assessments, MYP and DP end-of-year exams, DP Exam Preps, and DP External Examinations.
- Working with the relevant Coordinator to apply to the IB for Access Arrangements to support each student in our school.
- Strategising, planning, and leading individualised student support sessions in the Ermitage Resource Room.

While not legally mandated, should the parents wish to pursue the development of a PAI or PAP with the French government or seek financial aid from the MDPH, the Head of Diverse Learning can assist with the completion of the necessary applications.

Coordinators are responsible for:

- Ensuring adequate and appropriate training on inclusion, differentiation, and meeting inclusive accommodation arrangements is provided to staff, in consultation with the Head of Diverse Learning.
- Overseeing the implementation of inclusion policies across the school.
- Ensuring that Inclusive Access Arrangements, accommodations, and modifications are followed in both MYP and DP programs.
- Facilitating communication between various stakeholders (students, parents, teachers, and external support services) to ensure smooth inclusion practices.



- Consulting with the Head of Diverse Learning when coordinating internal and external exam schedules, including mock exams and end-of-year assessments, and ensuring they comply with IB regulations and this policy.
- Organizing training and resources for staff to stay informed about best practices in inclusive education.

The Head of School is responsible for:

- Establishing and upholding a clear school-wide inclusion policy aligned with the International Baccalaureate (IB) principles.
- Providing resources and support for the effective implementation of inclusion strategies across the school.
- Promoting a culture of diversity, equity, and inclusion within the school community.
- Monitoring the school's overall performance in meeting the inclusion goals and making adjustments as necessary.

Ermitage IB School Inclusive Access Arrangements

According to the IB's *Access and Inclusion Policy, February 2022*, access arrangements are defined as changes introduced to teaching, learning, and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations but instead provide the optimal support to address challenges and enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching in addition to validity and meaningfulness to assessment. The IB also believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.

Inclusive Access Arrangements may be necessary due to:

- **Learning differences** such as, but not limited to:
 - ADHD
 - Giftedness
 - Speech and communication challenges (e.g. dyslexia, dyscalculia, dyspraxia)
 - Physical and sensory challenges
 - Autism Spectrum Disorder
 - Social, emotional, and behavioural challenges
 - Medical and mental health challenges
- **Temporary Medical Conditions** such as a debilitating injury or mental health challenge with onset or occurrence during the course of study of the IB program and up to three months before the IB examinations.



- **Additional Language Learning** where candidates whose medium of instruction and assessment is not their first or best language.

Some possible arrangements can include, but are not limited to:

- Additional time
- The removal of some questions from timed assessments
- Use of a computer in class and/or during assessments
- Enrolment in the Ermitage IB School Resource Room
- Preferential seating within the learning space or during assessments
- Modifications to the presentation of texts (e.g. modified colour or font.)
- Rest breaks
- Authorisation to use speech-to-text or text-to-speech
- Use of a scribe or reader*
- Graphic organisers

*This arrangement is offered at an additional cost to the family.

The school's **Admissions**, **Language**, and **Assessment** policies also provide more information on inclusive access.

Admissions and Diverse Learning Needs

Admission to Ermitage IB School may be offered to students with educational difficulties, physical disabilities, or social and emotional issues provided Ermitage can provide the required level of support.

Establishing Inclusive Access Arrangements

Parents must disclose known diverse learning needs during the admission process, along with supporting documents from psychologists, doctors, and/or learning specialists. Failure of the family to disclose on or before the time of acceptance puts the student's continuation at Ermitage at risk. (please see below for guidelines for acceptable testing and reporting).

This information is shared with the Head of Diverse Learning, who, in collaboration with the Admission Team and the relevant IB Coordinator, decides whether the school can adequately meet the applicant's needs.

- The Head of Diverse Learning develops Inclusive Access Arrangements that align with IB, CIS, and NEASC guidelines and regulations and take into account the school's current resources.
- Approved arrangements are discussed with the parents and student signed by the parents, student, relevant coordinator, and Head of Diverse Learning. The Head of Diverse Learning shares the approved, signed plan with the teachers and relevant staff.



- The Inclusive Access Arrangements are then implemented at school in the classroom and for any internally assessed work.
- The respective IB coordinator and Head of Diverse Learning submits a request to the IB for Inclusive Access Arrangements for any externally assessed work.

Where diverse learning needs are identified *after admission* by teachers, parents, or staff members with no current documentation, the Head of Diverse Learning pursues a course of action to establish Inclusive Access Arrangements.

- Teachers or staff members who have concerns about students, communicate them with the Head of Diverse Learning. The Head of Diverse Learning then sends a survey to the student's teachers to investigate the depth of the student's challenges.
- The Head of Diverse Learning reviews the data collected, meets with the respective IB Coordinator and Wellbeing Lead, and determines whether the student's challenges warrant a referral to an educational psychologist/psychiatrist for testing.
- Parents are invited to meet with the Head of Diverse Learning and either the respective IB Coordinator or Wellbeing Lead to discuss the situation and share the contact information for trusted specialists who can perform evaluations in English.
- Parents then contact the specialists and alert the school when they have a confirmed evaluation date. Once testing is completed, parents share the complete report with the Head of Diverse Learning.
- The Head of Diverse Learning develops Inclusive Access Arrangements that align with IB, CIS, and NEASC guidelines and regulations and take into account the school's current resources.
- Approved arrangements are discussed with the parents and student and are signed by the parents, student, respective IB Coordinator, and Head of Diverse Learning.
- The Head of Diverse Learning shares the approved, signed plan with the teachers and relevant staff. The Inclusive Access Arrangements are then implemented at school in the classroom and for any internally assessed work.
- The respective IB Coordinator and Head of Diverse Learning submit a request to the IB for Inclusive Access Arrangements for any externally assessed work.

Guidelines for Educational Evaluations

When an educational evaluation is determined to be necessary, the Head of Diverse Learning will share contact information for specialists in the area with the student's family.

Parents are responsible for:

- Making appointments directly with the specialists and communicating testing dates with the Head of Diverse Learning. (If the student is required to miss class, ibattendance@ermitage.fr should also be put in copy).



- Sending any questionnaires requested by the evaluator to the Head of Diverse Learning.
- Ensuring that the tests being conducted are in line with those requested and conform to the IB regulations listed below.
- Ensuring that reports produced from the testing are sent to the school without delay. (Parents are required to send the report themselves or give written permission to the evaluator to send it directly to the Head of Diverse Learning.)
- Payment of any fees associated with the testing. (This is handled directly between the parent and the specialist.)
- Ensuring that the school has an evaluation for their child no earlier than three years prior at all times.

Requirements for educational evaluations:

- All testing must be conducted in English as it is the language of instruction (leniency is given for non-native speakers).
- All supporting documentation produced as a result of the testing must:
 - be legible, on a document with a letterhead, signed and dated
 - state the title, name and professional credentials of the person(s) who has (have) undertaken the testing
 - state specifically the tests or techniques used
 - state the candidate's performance on nationally standardised psychological tests (where available and published, recent editions of standardised tests should be employed)
 - report results as standard scores, with a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

(Access and inclusion policy, February 2022, p. 10-11)

Monitoring and Evaluating Inclusive Access Arrangements

- The Head of Diverse Learning, the respective Coordinator, the respective Wellbeing Lead, teachers, and other key staff meet regularly to discuss the effectiveness of individual students' Inclusive Access Arrangements.
- Students are placed on a yearly Inclusive Access Arrangement cycle, during which the team meets with the family one calendar year after the initial Inclusive Access Arrangements are signed. If necessary, updates and modifications are made, and the new plan is distributed to the student's teachers.
- A full reevaluation (which includes the completion of retesting with a specialist) is completed every three years.
- Throughout the year, teachers, students, and families provide regular feedback on the effectiveness of the Inclusive Assessment Arrangements implemented.
- Parents or the school can request a review of the student's Inclusive Access



Arrangements at any point throughout the school year if either feels that modifications need to be made.

- A recommendation to seek outside, private tutoring or professional help may be provided if necessary.
- If it is determined that the student cannot access the Ermitage IB School curriculum with the addition of all available learning support, a recommendation to another, more suitable program will be made.

Confidentiality

The Ermitage IB School treats all information regarding a student's Inclusive Access Arrangements as confidential. It will be shared only with those members of staff with whom the student interacts in compliance with the EU's General Data Protection Regulation (GDPR).

- All official reports from outside specialists are confidential and remain in the secure files of the Head of Diverse Learning.
- Both the reports and Inclusive Access Arrangements will also be shared with the relevant assessment bodies when it comes time to apply for arrangements for external assessments.
- Students' records are only released upon written request from the parents.



References:

This policy has been written with the support of the following resources:

- International Baccalaureate Organization. Learning Diversity and Inclusion in IB programmes, January 2016, update December 2018, March 2019, May 2020
- International Baccalaureate Organization. Access and Inclusion Policy, February 2022
- International Baccalaureate Organization. Meeting student learning diversity in the classroom: Removing barriers to learning, December 2019
- French Code of Education (L 111.1, 112-1 to L112-5) concerning special needs and inclusivity in education
- International Baccalaureate Organization. MYP: From principles into practice for use from September 2014/January 2015, updated September 2017, updated August 2022
- International Baccalaureate Organization. Diploma Programme: From principles into practice (for use from April 2015)
- International Baccalaureate Organization. Developing and aligning a school inclusion policy with the program standards and practices (February 2023)
- International Baccalaureate Organization. Diploma Programme Assessment procedures 2024, from September 2023, updated November 2023, updated February 2024
- International Baccalaureate Organization. Programme Standards and Practices 2020
- International Baccalaureate Organization. Using Universal Design for Learning (UDL) in the IB classroom, December 2016
- Using Universal Design for Learning (UDL) in the IB classroom, December 2016 The IB guide to inclusive education: a resource for whole school development, 2015, updated November 2019
- French Code of Education (L 111.1, 112-1 to L112-5) concerning special needs and inclusivity in education
- French government circulaire Circulaire n° 2017-026 du 14-2-2017 (Preamble)
- UN Convention on the Rights of Persons with Disabilities (CRPD), Article 24
- Unicef Convention on the Rights of the Child (1989)