

Inclusion Policy

International Baccalaureate (IB) Middle Years Programme (MYP)

In the remainder of this document, the term “legal representative” refers to the parent(s) or other person(s) exercising parental authority.

I. Purpose

This student welcome policy is addressed to the members of the teaching staff (administration and teachers) involved in the International Baccalaureate's Middle Years Program (MYP), as well as to the parents of these students and, more broadly, to the members of the Gymnase's educational community. It aims to align inclusion practices with the Chart of the Pôle Educatif Protestant de Strasbourg (CPES) and the philosophy of the International Baccalaureate.

It is important for our school to include and integrate all students. This document provides a non-exhaustive list of measures that can be implemented at the Gymnase.

II. Culture

A. Philosophy

The IB (International Baccalaureate) states that “inclusion is a continuous process that aims to improve access to learning and increase engagement for all students, by identifying and removing barriers. To achieve this, a culture of collaboration, mutual respect, support and problem-solving is essential. Inclusion is the practical implementation of the learner profile and bears witness to dynamic learning communities.”

B. Revision of the Gymnase IB Middle Years Program Inclusion Policy

The Inclusion Policy is reviewed annually at school community working sessions and published on the school website.

All children have the right to an education and should be “allowed to demonstrate their abilities under the fairest possible assessment conditions”. The entire teaching team is open-minded, respectful of diversity and adaptable. Inclusion strives to remove or reduce the barriers to learning that students may face.

III. Learning

A. Identify students needs

Students with learning support requirements, as defined by the IB, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.

Possible barriers to learning include social, academic or personal difficulties, emotional and psychological biases, as well as physical and cognitive difficulties. The support we offer is tailored to the needs of each individual student, as far as the human and material resources available at the Gymnase allow.

When a student is admitted to the Gymnase, any learning difficulties identified by a specialist (psychologist, neuropsychologist, speech therapist, for example) in the course of his/her previous schooling must be the subject of special treatment so that they can be communicated to the program coordinator.

At the Gymnase, any special needs pertaining to a student are discussed at meetings of the educational team, with health professionals, to set up a personalized support plan (PAP), a personalized schooling project (PPS), or an individualized welcome project (PAI) throughout the school career.

It is possible to arrange accommodations or to modify part of the teaching program individually. The educational team must ensure that such accommodations put in place provide optimum support to overcome any obstacles to the student's learning.

Discussions to evaluate the accommodations and progress made by each student are scheduled at monthly team meetings.

B. Respond to students needs

The following facilities are available at the school:

- Accessibility for students with reduced mobility;
- Support in the languages of schooling; facilities are detailed in the Gymnase Language Policy;
- Option of joining a listening and discussion group run by the school nurse, or meeting with the psychotherapist.

The types of classroom accommodation modalities are as follows:

1) Learning materials:

- Provide a variety of supports (e.g. images, videos, objects, newspaper articles);
- Instructions given one at a time, supported by visual aids;

- Offer different readings (of the same level of complexity) for the same task;
- Offer recordings adapted to the student's rhythm.

2) Approaches to learning:

- Place students in strategic locations in the classroom;
- Appoint peer helpers during the learning process;
- Vary pedagogical approaches;
- Offer models;
- Offer individual, pair or team work;
- Use graphic organizers (mind maps, diagrams, etc.).

3) Assessment methods:

- Vary training subjects for the same skill outside summative assessments;
- Suggest alternatives to the production required (e.g. poster, oral presentation, text);
- Use of a computer and recording on USB stick;
- Additional time for assessments if necessary;
- An isolated place for assessments (CDI, Vie Scolaire, etc.).

C. Special arrangements for the French Diplôme National du Brevet (DNB)

Students in the MYP of the Gymnase are registered by the school as free candidates for the DNB. They can benefit from inclusive access to the mock and official DNB exams at the request of their legal representatives.

Inclusive access arrangements generally include one of the following:

- Any arrangements included in the PAP or PAI;
- Provision of extra time during tests;
- Use of a bilingual dictionary for certain tests.

IV. Environment

A. Rights and responsibilities of legal representatives

In accordance with the admissions policy, students' legal representatives must inform staff of any diagnosed physical, psychological or emotional learning difficulties and their evolution, so that appropriate adaptations may be put in place. Educators can refer legal representatives to specialists to help them address the concerns of the student in their care.

Legal representatives must support the student at home, according to the arrangements made by the educational team.

Legal representatives have the right to know about the arrangements put in place to support the student's learning, and to meet with members of the school community to propose modifications or changes.

B. Students' rights and responsibilities

Students are expected to adhere to the arrangements put in place to encourage their progress. Students are expected to be active in their learning and to reflect on their personal contribution to their own success.

Students have the right to meet with members of the school community, in particular their homeroom teacher, the nurse and the MYP coordinator, in order to discuss the accommodations in place to support their learning.

C. Rights and responsibilities of the Gymnase administration

The administration will ensure that teachers and all staff have access to professional development and training to support students with learning difficulties. It will communicate to teachers and new staff the background of current and future students with barriers to learning. Finally, it ensures the compliance and maintenance of infrastructure access facilities.

The Gymnase administration has the right to require students and their legal representatives to provide evidence (medical certificates, expert reports, etc.) to justify the implementation of access arrangements.

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