

INCLUSION POLICY

LFIGP

The policy for welcoming students with special educational needs is addressed as follows, from kindergarten through Grade 12, within LFIGP.

1. Openness to All:

LFIGP welcomes all young learners, regardless of their abilities and specific needs. This includes students experiencing learning difficulties as well as those identified as having High Potential (HP). We are committed to creating a caring and supportive environment where every child can thrive and progress at their own pace.

2. Identification and Assessment of Needs:

- **Partnership with Parents:** Families are actively involved in their children's educational process through open and regular communication. They are invited to share information about their children's specific needs and to participate in educational team meetings (parent, teacher, inclusion unit) in order to personalize support.
- **Individual Assessment:** Each child is assessed individually to identify their skills. This assessment is carried out by the student's teachers, supported by the inclusion unit, through classroom observations.
- **Presence of the Inclusion Unit from the Beginning of the School Year:** The inclusion unit is present in all classes at the start of the year to identify students requiring particular attention. Teachers report students who require support from the inclusion unit. Existing Individual Education Plans (IEPs) are shared.

3. Individualized Education Planning:

- **Individualized Education Plans (IEPs):** In collaboration with families, the inclusion unit implements individualized educational projects according to the nature and level of needs. These may include Academic Success Plans (PPRE), Personalized Support Plans (PAP), or Personalized Schooling Projects (PPS) for students with special educational needs. If necessary, an Individual Support Plan (PAI) or a PPRE for High Intellectual Potential (HPI) students may be established. All these support plans aim primarily to best meet the needs of students with special educational needs.
- These plans outline specific objectives, adapted teaching strategies, and the additional support measures required to promote development and well-being, with a frequency adapted to students' age and needs.
- Teaching assistants (AESH), in collaboration with the teacher, define a monthly objective (relational, academic, etc.) that is achievable and measurable with the student with special educational needs.

4. Resources and Support:

The school is committed to providing the necessary support to meet the needs of students with special educational needs.

- Intervention of a specialized teacher from the inclusion unit within the classroom, with adapted materials,
- Classroom intervention when necessary through temporary individual support,
- Differentiated instruction,
- Teacher training through modules focused on sharing inclusive practices and differentiated teaching strategies,
- Individual training and support for teaching assistants (AESH) through “AESH coffee” sessions,
- Classroom preparations adapted to the profiles of our students with special educational needs (EBEP),
- Discussion workshops bringing together families, teachers, and the inclusion unit around a theme (“Coffee Morning”),
- Individualized student support through “HELP” workshops within the inclusion unit – methodology and use of digital tools to compensate for learning difficulties,
- High Potential (HP) students benefit from a dedicated space, “the HUB,” and stimulating projects; they are also encouraged to participate in competitions,
- Adaptations for official examinations to compensate for students’ difficulties,
- The proposal of alternative learning pathways.

5. Interprofessional Collaboration:

The school works closely with other health and education professionals, such as speech therapists, school psychologists, and therapists, to provide support for students with specific needs. They may intervene at school when a PAP is established and remain the responsibility of the families.

6. Monitoring and Adjustments:

Regular reviews are conducted, according to the established schedule, of individualized education plans in order to adjust each child’s support needs. These reviews are shared with families and discussed to determine next steps.

7. Inclusive Culture:

LFIGP promotes a culture of inclusion and respect by:

- Organizing awareness activities for students in class,
- Organizing workshops for families and teachers to better understand differences,
- Displaying visual materials that promote inclusion.

By establishing an inclusive approach and implementing these measures, LFIGP fosters a welcoming and inclusive environment where every child has the opportunity to thrive and progress at their own pace.

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