



Inclusion Policy

International Baccalaureate

1. Lab School Paris Philosophy

The Lab School Paris is an innovative, bilingual, united, secular and eco-responsible school. It supports children in acquiring knowledge, skills and culture from the French National curriculum, while paying particular attention to the development of socio-emotional skills (creativity, critical thinking, collaboration, empathy, etc.). It aims at transforming pupils into responsible, enlightened, autonomous, supportive and blooming citizens.

The lab school Paris is committed to support all learners to access the international baccalaureate diploma program philosophy, curriculum, and requirements.

The Lab School welcomes and offers support to all learners with learning support requirements resulting of one or more of the following (*Candidates with Access Requirements*)

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

2. Support at the Lab School Paris

2.1. Individualized support throughout the Diploma Program

- At the Lab school Paris, individualized support is favored by its optimal class sizes. Indeed, cohorts are limited to 16 pupils and students follow their subject courses in small groups allowing repeated one on one exchanges with the educators. The well-being of students is provided by ensuring that each teacher develops a deep understanding of their student's needs, backgrounds, and interests.
- At Lab School Paris we believe in shaping the Diploma Program around students' strengths to provide them with the best success chances. A wide range of options are available for individual paths to be designed. We believe that taking an active part in selecting subjects of interest benefits students' engagement and is a crucial inclusion practice.
- Communication between families and the school is a key component of inclusion at Lab School Paris. Accommodations are facilitated when the families, the teachers, the diploma program coordinator, and the head of school work together for the student's well being. Differentiation is at the heart of Lab School's pedagogy and the feedback is essential to provide the student with the most suitable learning experience. The regularity of the communication is a key factor in the success of the implementation of the accommodations.
- Open-door policy to welcome any accompanying person for student support. (See Accompaniment)



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2.2. The Lab School Pedagogical Practices - Accessing the Learning through Accompaniment

Objectives of the accompaniment

From the team's point of view, the objective of the support is to allow a progressive integration of the accompanied students in the class, for all activities.

Of course, certain specific aspects of student functioning may differ from this objective, and the team is aware that the students often have to make a lot of effort. Nevertheless, the team believes that the school setting and the overall relational work done with all students is an asset that encourages this goal to be maintained. Research on inclusive education has shown that, in some cases, a pair of accompanying persons and students evolve independently in the classroom, with relationships that are sometimes distant from others, teachers and classmates, which, from the team's point of view, would be in contradiction with the objectives of inclusion and the interests of students.

Methods of implementation of the support

- The team wishes to allow the accompanied students to gain autonomy in the classroom and to take their place as students alongside the others. The accompanying teachers are asked to keep the students in the group as much as possible, by refocusing their attention on the teachers.
- If necessary, the students can take a time apart, the teachers helping the accompanying person to regulate these breaks; these breaks are however well understood as punctual and temporary, intended to allow the students to breathe before being able to return to the group.
- As much as possible, the accompanying adults are asked to have oral exchanges with the students in a low voice, in order to help them listen to the teachers and/or the other students, and to participate themselves, even if it is to ask the teachers for an explanation.
- It seems important to the team that these exchanges are discreet in order to let the students listen as much as possible, not to disturb the people who are speaking, and not to give the impression of an accompanied student-accompanist duo within the class towards the other students.
- The presence of the accompanying person is benevolent, and as much in the background as possible, depending on the student's state of mind.
- It encourages the student to question the teachers in case of misunderstanding, to reformulate for the whole class the remarks he makes in private, and only if an alternative is not possible, to reformulate instructions without giving different complementary explanations, or to use other pedagogical approaches, in order not to destabilize the student and to take into account the pedagogy set up by the teachers

Points to watch out for

- The frequency of interaction between the teacher and the student must be limited to the essential exchanges during the explanations provided by the teachers, so that the student's attention remains focused on them as much as possible.
- The team hopes that the student will gradually become aware that the support person is a resource person, but not his or her privileged or exclusive interlocutor; in particular, the team considers it important that the student be able to answer himself or herself when asked by a teacher or a student, even if the question is repeated or his or her attention is specifically drawn to it; the student cannot systematically «rely» on the support person to avoid answering.
- The team favors the frequent use of the visual timetable of the class or more generally on the use of visual supports of behavior by the simple pointing, without accompanying them with a verbalization.

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- Student autonomy: the team attaches great importance to progress in everyday tasks such as blowing one's nose, throwing away things that need to be thrown away, putting away one's belongings, cleaning one's shoes, cleaning one's table, putting one's belongings in the right place, with support if necessary, even if it takes a little longer; even if it is sometimes difficult for the student, the team prefers that the student does it as best as possible, but on his or her own, as much as possible.
- Concerning pedagogical guidance: it is advisable to avoid introducing alternative or complementary pedagogical modalities (except repetition or reformulation); in case of real difficulty in understanding, it seems preferable to inform the teachers directly, so that they set up adaptations consistent with their pedagogical objectives.
- The use of playful reinforcers: the team understands the value of this, but would like to focus on games with more clearly identified pedagogical objectives.
- Break times outside the classroom: these are intended to be a last resort, and the objective is to progressively reduce their frequency; the team suggests that the use of noise-canceling headphones be favored to help cut off the noise stimulation of the classroom.
- Working with a student with special educational needs is a complex and demanding task, and the team is well aware of this. It requires adjustments on both sides, balancing the interests of the student being supported, his or her psychological needs, and the interests of the other students in the class, as well as the learning objectives defined by the teachers for each student.
- The Lab School team's expertise is pedagogical and does not include the specific psychological dimensions defined by the health professionals accompanying the student; however, the team is happy to benefit from the indications of these professionals, with the shared objective of the student's progress.

3. IB Assessments

With family consent and appropriate identification of need following the IB policy, the Lab School Paris will apply for access arrangements for the official summative assessments. The school will provide the IB with an official report including a psychological or medical report and educational evidence. The appropriateness of the arrangement put in place will be tested and refined during the teaching and learning process.

The following list of accommodations may be granted to the IB candidate after application (*Candidates with Access Requirements*):

- Braille examination papers
- Change in examination paper print size and color
- Simplification of visual complexity
- Simplification of language use in the examination paper
- Access to additional time
- Access to computer for writing purposes
- Access to word processor with or without spell check
- Use of speech recognition software
- Use of scribe
- Access to transcriptions
- Help of a reader
- Use of reading software
- Access to communicator
- Access to augmentative communication device
- Use of calculator as an access tool
- Receive practical assistance
- Obtain extension to deadline
- Receive exemption from assessment



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4. IB Community Responsibility

School's Responsibilities

- Alert and support families with the implementation of accommodations.
- Communicate with the families on the student's progress.
- Raise awareness and train staff to support students best in the classrooms.
- Provide adapted spaces to work with students with special needs.

Diploma Program Coordinators Responsibility

- Guide the student to make appropriate choices in IB courses.
- Develop an educational plan taking into account the student's needs.
- Apply for the relevant accommodations for the IB assessments.

Families' Responsibilities

- Take an active role in the student's education.
- Obtain testing from an external educational psychologist when appropriate.
- Provide the school with the relevant documentation.
- Hire aids when needed.
- Respect the IB policies and procedure.

Student's Responsibilities

- Ask for assistance and provide feedback on accommodations.
- Be proactive in tackling accessibility issues.
- Work positively with the lab school team.
- Respect the IB policies and procedure.

5. Sources

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