



## Inclusion Policy

<b>Review Schedule</b>	
<b>Date</b>	<b>Review Team</b>
Oct. 2022	School directors and IBDP Coordinator
Oct. 2025	Secondary School Director
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Document Manager: School Directors

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## Inclusion Policy

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## 1. Introduction

Lab School Paris aims to develop responsible, autonomous and empathetic learners through evidence-based, inclusive and bilingual education.

*Inclusive* is one of the principle elements of the Lab School mission statement and so this policy outlines the school's commitment to ensuring that all learners can fully access the school's philosophy and curriculum, as well as meet any educational requirements defined by the school or by the International Baccalaureate. The school welcomes and supports students with a range of learning needs, which may include: autism spectrum, chronic medical conditions, mental health issues, multiple disabilities, physical and/or sensory challenges, social, emotional, and behavioural difficulties, specific learning needs, speech and/or communication difficulties.

Collaboration between families, teachers, and external professionals is central to successful inclusion.

## 2. Roles and Responsibilities

Lab School commits to the following:

- identifying and supporting students requiring accommodations;
- communicating regularly with families and external professionals (where applicable);
- raising staff awareness and providing training on inclusive practices;
- providing suitable spaces for individual or small-group support;
- overseeing the creation, monitoring and regular review of IEPs.

Primary and Secondary school directors are responsible for enforcing the Lab School Inclusion Policy, leading the creation of individualised support plans, liaising with external health care providers and assessing teacher capacity to implement differentiation in the classroom.

The International Baccalaureate Diploma Programme Coordinator will:

- guide students in making appropriate IB course selections;
- develop and oversee IEPs in collaboration with teachers and families;
- apply for the appropriate IB access arrangements;
- maintain communication with external professionals when collaboration is established by the family.

Advisors (*professeurs référents*) are responsible for drafting individualised support plans, liaising with students and families to finalise and monitor these plans and for alerting school directors if a student is consistently unable to meet their learning goals.



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Students and families in addition to actively alerting the school to any specific learning needs, as well as monitoring the ability of students to meet their learning goals should:

- provide updated documentation or professional assessments when relevant;
- hire a classroom aid if required;
- submit written requests for accommodations before the end of October of the first Diploma Programme year and inform the IB Coordinator of any change in the student's situation;
- respect IB policies and procedures.

All Lab School stakeholders are responsible for helping to create an inclusive environment, where empathy is the guiding lens in our support for students with additional learning needs.

### 3. Support at The Lab School Paris

#### a. Individualised Support — Context and General Principles

The Lab School team recognises that supporting students with special educational needs requires continuous adaptation and collaboration. Teachers at all stages aim to balance the student's individual needs with the overall learning objectives of the class.

Individualised support is made possible by the school's intentionally small class sizes: cohorts are limited to 16 students in Primary and 24 students in Secondary. These conditions enable frequent one-on-one interactions and allow teachers to develop a deep understanding of each learner's strengths, needs and interests.

The school's teaching and learning philosophy and the International Baccalaureate Diploma Programme (IBDP) is shaped around students' individual strengths, to promote engagement and inclusion. Students are encouraged to take an active role in selecting subjects that reflect their interests and ambitions.

#### b. Individualised Support — Receiving Individualised Support

An Individual Education Plan (IEP) may be created by a student's advisor (*professeur référent*) to identify their specific needs, recommended accommodations and learning goals. Each student is assigned to a *professeur référent* at the beginning of the school year.

The IEP is developed collaboratively by the *professeur référent*, the teaching team, the student and the family. It is reviewed regularly to ensure that strategies and accommodations remain effective and relevant. When a family has established collaboration with external professionals (e.g., psychologists, therapists, or medical specialists), the school communicates with these professionals—with family consent—to align strategies and ensure consistent support for the student, and maintains an open-door policy to welcome any accompanying professional supporting a student's learning. Shared professional insight contributes to a consistent, well-rounded support plan for the student.

#### **4. Classroom Practices**

At the Lab School Paris, inclusive classroom practices are designed to support every learner's access to the curriculum while promoting autonomy, engagement and wellbeing. Teachers, support staff and families work collaboratively to ensure that each student benefits from tailored strategies suited to their individual needs. This list of classroom practices is not exclusive or restrictive. Teachers and support staff are encouraged to adapt and innovate in response to each learner's evolving needs, always guided by the principles of inclusion, respect, and collaboration.

##### **a. Differentiation, Scaffolding and Inclusive Pedagogy**

Differentiation is embedded in every classroom. Teachers adapt content, process and product to accommodate different learning profiles, ensuring that all students are both challenged and supported. Scaffolding strategies—such as step-by-step modelling, guided practice, and visual prompts—help students progress towards independence. Instructional approaches are flexible, with regular feedback guiding further adjustments. Visual supports, alternative recording methods and scaffolded tasks are used when appropriate.

##### **b. Promoting Autonomy and Self-Advocacy**

Students are guided to take an active role in their learning. Independence is encouraged through routines that promote self-organisation, reflection and communication with teachers. Students are supported to express their needs and to participate directly in problem-solving discussions.

##### **c. Sensory and Emotional Regulation**

Classrooms are mindful environments that consider students' sensory and emotional needs. Breaks may be used to help regulate attention and emotions, but remain brief and purposeful, with the goal of returning to learning as soon as possible. Tools such as noise-cancelling headphones, fidget items or calm spaces are available when necessary.

##### **d. Visual and Behavioural Supports**

Visual timetables, reminders and structured behavioural cues are used to provide predictability and reduce anxiety. These tools help students understand expectations and transitions while maintaining focus and engagement.

##### **e. Communication and Collaboration**

Effective inclusion depends on open, ongoing communication between students, families, teachers and external professionals when collaboration is in place. The school welcomes shared expertise and regularly reviews Individual Education Plans (IEPs) to align strategies across all settings.

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### f. Classroom Aides

In certain cases, students may benefit from the presence of an accompanying adult. The purpose of classroom aides is to support the progressive integration of students into classroom life while promoting autonomy and participation.

Classroom aides maintain a discreet presence and are encouraged to:

- promote the student's direct interaction with teachers and peers;
- communicate quietly and briefly to avoid disrupting the class dynamic;
- support the student in seeking clarification or assistance independently;
- refrain from introducing alternative methods or explanations without consulting the teacher, ensuring consistency with classroom pedagogy.

The classroom aid is always viewed as **temporary, targeted and empowering**, aiming to help the student participate fully and confidently in class activities.

## 5. Assessments and Accommodations in Primary and Secondary School

In Primary school, students are provided a range of accommodations to help each student succeed according to their individual needs. Teachers use visual supports, written and verbal directions, and regular checks for understanding. Because of our small class size, we are able to offer unique and target support, allowing teachers to continuously observe, assess, and adjust their strategies. We work closely with families to identify the accommodations that work best for each student. This collaborative approach helps every student build confidence, independence, and a genuine love of learning.

In Secondary school, with family consent and appropriate documentation, the school applies for access arrangements in accordance with IB policy. Applications include official reports (psychological or medical) and educational evidence. Accommodations are trialled and refined during teaching and learning to ensure they are appropriate and effective.

In order for the school to implement special examination accommodations, official documentation is required. This allows the school to align internal assessment conditions with those that will be authorised for official external examinations such as the *Diplôme National du Brevet* and the *IB Diploma Programme*. Establishing these accommodations early ensures that students are well prepared and confident in the conditions under which they will take their final exams.

Possible access arrangements include:

- braille or enlarged-print examination papers;
- simplified visual layout or language;
- additional time;
- use of a computer, word processor, or speech recognition software;
- use of a scribe or reader;
- transcriptions or reading software;



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- augmentative communication devices or communicators;
- use of a calculator as an access tool;
- practical assistance;
- deadline extensions;
- access to classroom
- exemptions from specific assessments.

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