



Inclusion Policy

English Secondary and IB

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Introduction

The Institut International de Lancy (IIL) is committed to delivering an inclusive and equitable education for all our students. In accordance with our school mission, we are dedicated to forming young people to be multilingual, articulate, independent thinkers. For that reason, admission to our school is based on our ability to fully support each learner in their academic and social development¹.

At IIL, we recognize that inclusion is a shared effort, uniting our community toward respect, equity, and care. We believe:

- **Students** have the right to a respectful and supportive learning environment that provides access to all educational opportunities, including appropriate exam accommodations within the scope of the school's resources. They are responsible for actively engaging in their education and contributing to an inclusive school culture.
- **Teachers** are entitled to training and resources to meet diverse learning needs and implement differentiated instruction. They are responsible for fostering inclusive classrooms, addressing barriers to learning, implementing Individual Learning Plans, and communicating any inclusion-related concerns to school leadership.
- **Parents and Guardians** have the right to be informed about their child's needs and progress and to participate in decisions about their child. They are responsible for supporting learning at home in line with school policies and sharing relevant information with the School Leadership that may affect their child's education.
- **School Leadership** is responsible for ensuring resources and practices align with school values, fostering a supportive, inclusive culture that values diversity. They oversee and review learning support measures based on advice from medical professionals or teachers, apply for and implement exam accommodations, and ensure these are executed effectively.

¹ See IIL's [English Secondary and IB Admissions Policy](#) for full details



Establishing a Culture of Inclusion

At IIL, we foster a nurturing and receptive environment that enables each learner to thrive.

We are committed to fostering an inclusive atmosphere where every learner is valued and supported. We strive to provide equal opportunities for educational growth, ensuring that each student can reach their full potential. Through differentiated instruction, we tailor learning experiences to meet diverse needs. With peer and student tutoring, we encourage a cohesive and collaborative learning environment. Additionally, by employing diverse assessment methods, we empower every student to demonstrate their unique abilities and achievements.² As an innovative school, technology and digital resources play an important role in our classrooms. The school Helpdesk and IT support teachers ensure the accessibility of all our virtual learning tools to all students and staff.

Recognizing the importance of health and well-being in student development, we provide comprehensive support throughout English Secondary. Well-being is a focus of the PSHE curriculum in Years 7 - 11 and the ATL/Core skills classes in Years 12 - 13. In conjunction with the KiVa anti-bullying programme³, IIL aims to provide our students with the social and emotional skills to navigate interpersonal relationships effectively, build resilience against challenges, and develop a strong sense of self-worth. By integrating these skills into our curriculum, we foster a supportive and inclusive school environment where every student feels valued and equipped to contribute positively to our community.

Each student is assigned a form teacher (Years 7 - 11) or a personal tutor (Years 12 - 13) who plays a vital role in overseeing their welfare and ensuring clear communication between school and home. These dedicated staff members closely monitor both the academic progress and the overall well-being of their students. They keep the English Secondary leadership team informed of any concerns. If necessary, the matter will be referred to the school doctor or psychologist.

At IIL, we recognise the strong link between a student's well-being and their expectations for the future. Through the Careers programme of Years 11 - 13, we guide our students to align their aspirations with their academic strengths. Our University Guidance Counsellors provide individual

² See IIL's [English Secondary and IB Assessment Policy](#) for full details.

³ <https://www.kivaprogram.net/what-is-kiva/>



support as required. This approach fosters realistic goals and paves the way for every student to be successful.

Safeguarding and child protection are integral to our inclusion policy, ensuring the safety and well-being of all our students. Clear guidelines and procedures are in place⁴ and are reviewed at the start of each school year. All staff receive a regular child protection training, and senior management receive additional training from the local education department.

Learning support

Form teachers and tutors meet with teaching teams during the year for a holistic review of a student's social, emotional and academic situation. Recommendations for learning support can be made by teachers or by parents. If a specific learning issue is suspected, parents will be directed to the appropriate experts, who can provide a detailed evaluation of a child's learning needs.

Medical or psychological reports are evaluated by the medical team and specific accommodations are put in place by the IB Diploma Programme Coordinator if they are within the scope of our resources. An Individual Learning Plan (ILP) is created and signed by the medical team, the student, their parents, the IB Diploma Programme Coordinator and/or the Director of English Secondary and the Head of School and/or the school doctor if necessary.

The accommodations agreed in the ILP are communicated to all teachers whilst maintaining the confidentiality of the details on which they are based. The effectiveness of the support is evaluated regularly by the form teacher or tutor in consultation with the Coordinator for Pedagogical Arrangements and can be adapted as required. All active ILPs are reviewed at the end of each academic year and the decision is made whether to amend or preserve the arrangements for the following year.

Sometimes additional lessons or individual support may be recommended to help a student manage academic difficulties, improve their study skills or to provide language support. Where possible, these lessons will be run by IIL staff and can take place at school, during a student's free periods.

⁴ See the *IIL Child Protection and Safeguarding Policy* for full details



Accommodations in Public Examinations

Accommodations for students in examination years are aligned with the regulations of the appropriate examining boards. They must represent a student's usual way of working.

For students in Years 12 and 13, the IB Diploma Programme Coordinator and the Coordinator for Pedagogical Arrangements review the access arrangements in the relevant ILPs and verify that they conform to the IB *Access and Inclusion Policy*⁵. The IB Diploma Programme Coordinator is responsible for submitting the requests to the IB for approval, and in ensuring that the access arrangements are appropriately managed during the examinations.

Professional Development

Comprehensive support on delivering an inclusive education is provided to our teachers through workshops and seminars delivered by IIL staff or external professionals during training days. Teachers can request more training if needed. Regular collaborative planning meetings within subject or year groups ensure the sharing of best practices and provide support for new members of staff.

This policy forms part of the English Secondary Staff Handbook and the IB Student and Parent/Guardian Handbook. It is available on the school website at: [Inclusion Policy](#)

⁵ IBO *Access and Inclusion Policy* (published September 2022, updated November 2023)