

Special Educational Needs Policy

At Institut Florimont, we are committed to supporting every student's education. It is our policy therefore to tailor educational activities to benefit those students requiring more targeted support and enhance the action of teachers, based on a coherent curriculum and programme in each school year, provided that a professional assessment does not determine that a student requires special education. We will review the compensatory measures in these cases, in the interest of upholding equality. In no way are these measures intended to replace the care put in place by external experts or parental support.

The school strives to achieve academic excellence and student well-being:

- Academic excellence for students with special educational needs means the opportunity to develop, progress and increase knowledge, expertise and social skills.
- The Institut advises and guides these students after 4ème on the most suitable choice of Diploma programme (Maturité Cantonale, French Baccalauréat or International Baccalaureate/IB).
- The aim is always to achieve the highest standard within the requirements and philosophy of the chosen programme.

DEFINITION OF A STUDENT WITH SPECIAL EDUCATIONAL NEEDS (SENS)

We define a student with a particular need and/or special educational need (SEN) as a student whose ability to take part in education or social activities is restricted due to:

- A physical, sensory or mental disability;
- High learning potential;
- A neurodevelopmental or executive function disorder (e.g. learning difficulties, ADHD, on the autism spectrum).

These characteristics, which can be disadvantages, must be diagnosed by a healthcare professional and supported with test percentiles.

ADMISSIONS POLICY

Families are asked to provide the Institut with all known details of their child's profile and needs at the admission stage.

A child cannot be admitted if the Institut does not have all available information about their learning needs.

Withholding details about a condition or need undermines the work and objectives of the educational team. If a situation arises which could hamper the provision of education, or if any information and/or documentation is withheld or incomplete, the school's administration may refuse to admit the child or review their admission.

If after admission it transpires that the child has requirements which are not compatible with the Institut, we will support the family to find a more suitable solution in another school.

If the educational team's concern about a student's particular need is confirmed by a pre-diagnosis (assessment by a teacher, member of the medical team or Resources team) or medical diagnosis, our staff will support the student as fully as possible:

- Option to meet with the Resources team which makes educational recommendations and/or differentiated or adapted instruction for the student's educational team (teachers, year heads, Head of Vie Scolaire);
- When a medical diagnosis is made, the specialists make their own recommendations and details are circulated to all teachers;
- These recommendations describe the adaptations and differentiations required to accommodate the student; their needs are only specified to clarify their requirements, not to label or stigmatise the student.

GRANTING COMPENSATORY MEASURES

All requests are to be submitted by parents to the school's administration. However, if a specialist brought in to work in the classroom suspects that a student has a functional disability and might benefit from additional measures, they must inform the child's parents.

The right to compensatory measures must be based on a medical or psychological assessment as diagnosed by a specialist (doctor, psychologist or other accredited health professional). However, diagnosis of a disability (or disorder) does not automatically guarantee access to compensatory measures. This right only comes into effect if the disability is found to limit learning, or through assessments (when the child's disability disadvantages them in certain situations). The expert assessment must clearly identify the impact of the functional disability.

Assessments must therefore be made on an individual basis and involve all parties with relevant experience or knowledge: the student and their parents, specialists (with the expertise to assess the impact of the disability or disorder on learning activities), the Resources team or external specialists (e.g. in visual impairment or autism). Not only can these specialists define the limitations caused by the handicap in the learning or assessment scenario, and suggest and implement adaptations, they can also help to put them in place.

Institut Florimont's administration considers and has the final say on all requests, in consultation with the Resources team, to be recorded in writing (measure agreed, validity period, implementation methods, etc.). These measures are to be reviewed and updated periodically as the student's situation evolves (with their age, objectives, etc.). For example, a medical document dating back 24 months is not acceptable for an Upper Secondary student and must be updated.

MEASURES

In most cases, compensatory measures call for extra resources. In practice, this means:

- **Adapting the space:** e.g. providing a separate room for examinations;
- **Adapting the time:** e.g. allowing extra breaks, granting extra time, extending agreed deadline;
- **Adapting the content:** e.g. reducing the quantity of work if extra time cannot be given;
- **Adapting the format:** e.g. offering oral rather than written assessment;
- **Adapting materials:** e.g. modifying documents on screen (changing contrast, enlarging text, etc.) or highlighting important information;
- **Providing additional tools or equipment:** e.g. dictionary, calculator or specific software;
- **Providing assistance by a third person,** the costs of which are to be borne by the family.

TIMEFRAME FOR GRANTING MEASURES

According to the canton regulations referred to here, all requests for measures must be approved by a specialist based on an appropriate assessment; the family must be able to provide this assessment to us, along with any test results.

Requests are processed by the Resources team which has full authority to determine what is feasible and beneficial to the student and suitable for the school.

PRIMARY AND KINDERGARTEN

The Primary Resources team consists of special needs teachers and private specialists, including two educational psychologists, a speech and language therapist, a psychomotor therapist and two handwriting therapists.

The team's objectives are as follows:

- Class or other teacher identifying student's difficulties and needs;
- Reviewing students' cases based on request form raised in weekly meeting between the Resources team and school administration;
- Offering advice and recommendations to student's teachers;
- Setting up in some cases an educational team consisting of teacher, school administration, Resources team teacher and parents (and any other therapists depending on the student's needs) to discuss the diagnosis and put in place a personal support plan.

This plan can vary greatly between children and may include:

- Class teacher and other teachers adapting the tasks and working methods used in class;
- Specialist teachers from the Resources team providing support in or outside the classroom, as and when required;
- Recommendation of an assessment or therapy with specialists (speech and language, handwriting and/or educational psychologist, etc.) in school or externally;
- Adapting the timetable;
- Participating in workshops organised by the Resources team (art therapy: music or visual arts, meditation, kamishibai, social skills, etc.).

All parties regularly update each other on the student's progress and the success of measures taken, and monitor the student's support plan and ongoing education.

Private therapists work with the school but all conditions of engagement and financial arrangements are between the therapist and families. The therapist's main duty is to provide consultations and diagnostic assessments in all classes for all teachers, to serve the needs of the school and advise families where necessary. Regular checks can be conducted in school in the medium to long term if the therapist has availability. It is advisable to continue any therapy a student may already be receiving outside school.

SECONDARY

The Institut places great importance on student self-esteem and success. We take all steps necessary to ensure students with SENs are integrated into the school by learning to recognise and develop their abilities:

- Presentation to all classes from 6ème by the year's support teacher and school nurses to raise awareness of difference ('equality and equity in school');
- Work with Lower Secondary students on emotions and school stress:
 - Information for class tutors;
 - The educational psychologist leads a session with all Lower and Upper Secondary students on teenage emotions and breathing techniques;
 - Class tutors lead their class in one session a week on breathing (box breathing, coherent cardiac breathing).
- Possibility to discuss a particular need with our support teachers and Resources team;
- Educational psychologist on hand to advise and support students with any issues.

The Institut provides computers and other equipment to students with SENs:

- Computers set up to suit students' needs;
- Help and training on using the computer;
- Devices and equipment available for particular situations (e.g. pen scanner).

The Institut determines the level of care it can provide and, in accordance with the regulations within the different sections, how exactly it will support and ensure the inclusion of students with SENs:

- The Resources team, Head of Admissions, Head of Education, section and year heads meet to decide whether the Institut's educational team can cater for certain SENs;
- The student must remain within the education system and receive a satisfactory education programme;
- The student and their family need to work with the educational team to engage with this programme and provide all information and documentation required. If the assessment recommends it, the family undertakes to follow up independently with the appropriate professionals.

IMPLEMENTING DAILY MEASURES AND CONTINUOUS ASSESSMENT IN LOWER AND UPPER SECONDARY

Once the Institut has received a student's medical file, measures for continuous assessment are to be implemented as quickly as possible, but this will take a minimum of 2 weeks.

INSTITUT'S INTERNAL EXAMINATIONS

Requests relating to the Institut's internal end-of-term examinations (Lower Secondary, French Baccalauréat, International/IB or Maturité Cantonale) must be submitted and processed by:

- **31 October for December examinations;**
- **15 April for May/June examinations.**

OFFICIAL EXAMINATIONS (UPPER SECONDARY)

The deadlines and procedures for all official examinations at Upper Secondary level (French Baccalauréat, IB and Maturité Cantonale) must be respected.

- **Official examinations in French Baccalauréat section: the deadline for submitting medical documents in relation to Diplôme National du Brevet and Baccalauréat examinations is 15 November;**
- **Official examinations in International Baccalaureate section: the deadline for submitting medical documents is 15 December;**
- **Cantonal law requires Maturité Cantonale students in Terminale taking examinations in the June session to submit any requests relating to newly-diagnosed conditions to their school's administration no less than 6 weeks before the start of the examination session.**