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**SAINT-CHARLES**  
- COLLÈGE ET LYCÉE -

# ACCESS AND INCLUSION POLICY

Kindness, Respect, Responsibility

*Updated August 2025*  
*Next review August 2026*

As an IB World School, Saint Charles is committed to the principles articulated in the IB Mission Statement:

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

(IBO, 2025)

Saint Charles has developed our mission statement and philosophy:

**Mission:**

*Our mission is to provide students with a high-quality education while developing the attributes of kindness, respect, and responsibility towards others and the environment.*

**Philosophy:**

*Collège et Lycée Saint-Charles, follows the humanist and Christian values of caring for others and the environment, respecting cultures and individuals, and approaching the world with openness and positivity. Thus, the school aims to develop the same values in students and to support students in becoming responsible, global citizens who work to make the world a better place.*

This policy is available in ManageBac. It should be read in conjunction with the following IB publications:

- Learning Diversity and inclusion in IB Programmes
- IB Access and Inclusion policy

## **LINKS TO OTHER SCHOOL POLICIES**

### **Assessment Policy:**

- In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair
- Assessment accommodations and modifications ensure students with diverse learning needs can participate fully
- Alternative assessment formats remove barriers for students with different abilities and learning styles

### **Academic Integrity Policy:**

- Providing appropriate access arrangements, and documentation as required, for students with learning differences, both internally and with external assessment.
- Academic integrity standards must be applied equitably across all student populations while recognizing diverse cultural backgrounds
- Producing genuine and authentic pieces of work, that represent their own abilities that don't compromise academic integrity
- Providing reasonable accommodations for academic integrity requirements (extended time, alternative formats) support inclusive participation

### **Language Policy:**

- Extending access to an IB education for students from a variety of cultural and linguistic backgrounds
- Mother tongue development programs preserve cultural identity while promoting inclusion
- Language accommodations in assessments ensure equitable access for all linguistic backgrounds

### **Admissions Policy:**

- Eliminating barriers that could exclude students based on background, ability, or circumstances
- Equal opportunity principles to ensure diverse student populations can access IB programs
- Transparent and fair admissions processes promote trust and accessibility for all communities

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## **THE PURPOSE OF THE POLICY**

The purpose of this policy is to define the concept of inclusion at Saint-Charles and to outline the criteria and procedures that ensure students' equitable access to the IB curriculum and support their academic progress. This policy is developed in alignment with the principles and practices of the International Baccalaureate.

## **CONTEXT OF SAINT-CHARLES AND SCOPE OF POLICY**

Saint-Charles is located in Porrentruy, in the Canton of Jura (JU), close to the French border. This location fosters a distinctly international character, with some staff crossing the border daily to work. The school welcomes students from a wide range of nationalities, cultures, and backgrounds, creating a rich and diverse learning environment. English and French are the primary languages of instruction, while German, Russian, and Spanish are among the most commonly spoken additional languages within the community. This cultural and linguistic diversity is central to the identity of Saint-Charles. Please refer to our language policy for further details.

The school is committed to creating an inclusive environment in which all students have equitable access to the curriculum, opportunities for success, and the necessary support to thrive academically, socially, and personally. Saint-Charles offers a continuum of support for students with mild to moderate learning needs. This policy applies also to the language support services offered. Please refer to our language policy for further details.

## **INTRODUCTION**

We welcome learners from diverse cultural and linguistic backgrounds and with a range of learning profiles. The school admits students of any gender, nationality, ethnicity, or religion and is firmly committed to non-discrimination across all aspects of school life.

We also recognise the importance of health and well-being. We aim to equip our students with essential social and emotional competencies that enable them to build successful relationships, develop resilience in facing challenges, and cultivate healthy self-esteem. By integrating these foundational skills into our philosophy, we strive to create an inclusive learning environment where every student feels they belong and gains the confidence to make meaningful contributions to our school community.

We believe that inclusion is built upon a shared commitment to common values, professional expertise, and the effective use of resources, ensuring that every student can learn and achieve their fullest individual potential. We are dedicated to providing equitable access to the curriculum and to offering the support necessary for each student to succeed. We do not believe that being inclusive means we should lower our academic standards; indeed, the IB defines students with learning needs as “hav[ing] the aptitude to meet all curriculum and assessment requirements but requir[ing] support to reach their full potential in learning and assessment” (MYP: From principles into practice, p. 27). Our admissions process ensures that candidates have both the academic and linguistic prerequisites for accessing the curriculum ([link to Admissions Policy](#)).

By embracing the unique strengths, backgrounds, and abilities of every learner, Saint-Charles enriches its community and cultivates a culture in which students learn with and from one another in an atmosphere of mutual respect, care, and responsibility. In line with our mission statement, we aim to support all students to the best of our ability. The following principles have been drafted in keeping with this commitment.

## **ADMISSIONS**

We aim to be inclusive as far as resources and the programs we offer allow. While the MYP is inclusive by design, our implementation of the program prepares students for the DP with regards to academic and language skills. Decisions on admissions are based upon review of the student’s application documents, psycho-educational assessments, and other related documents. Most IB students at Saint-Charles reside on campus, which may limit the level of support available. Therefore, applications from students with significant learning challenges (such as dyslexia, ADHD, or other conditions that may require medication) are carefully reviewed to determine whether the school can adequately meet their needs

Please refer to our Admissions policy for further details.

## HOW WE SUPPORT ACCESS AND INCLUSION

The school recognises each student's right to a high-quality education, supported through curriculum differentiation and scaffolding. If gaps in a student's learning are identified, additional subject and learning support is available in the form of support sessions and/or outside tuition. Students in need of additional language support may enroll in our EAL Bridge Programme or our English Language Support Programme. Well-being support is available in the form of regular sessions with the Well-Being Team. These support measures are put in place to offer students an opportunity to reach the level needed to successfully meet the demands of the curriculum.

Identification of a student in need of additional support can occur at any age or stage of development; learning needs may become apparent as a student progresses through the curriculum. In the referral process, the teacher informs the IB Coordinators, learning support staff, and the administrative team. They then review the teacher's concerns, after which the parents are notified. The school may ask parents to arrange external testing with a psychologist specializing in learning disorders, a speech therapist, or a psychiatrist. After the test results are received, the administration will review them along with the recommended accommodations, which will then be communicated to the teachers. If it is determined that the school cannot meet the student's needs, the parents will be provided with alternative recommendations for schools that have the appropriate resources. Students are pre-screened for any severe learning challenges, which removes the risk that the school cannot accommodate the student's needs.

The role of the homeroom tutor is also central to support and inclusion. Tutors act as the first point of contact for students and families, monitor student well-being, and liaise with subject teachers and coordinators to ensure consistent application of support measures.

Individualised Education Plans (IEPs) may be developed for students requiring structured and personalised support. These plans are created in collaboration with teachers, parents, and (where appropriate) external specialists, ensuring strategies and accommodations are tailored to each student's needs. IEPs are then used in ensuring appropriate accommodations are in place for students, including in official IB examinations.

In line with IB policy on access arrangements, the DP Coordinator will inform parents, students, and staff that examination accommodations may be available for students with documented learning needs. The DP Coordinator submits the required documentation to the IB for each student. If approved, students may receive examination accommodations such as extra time, use of a word processor, or spell check. These IB-approved accommodations will also apply to both formative and summative classroom assessments. Please refer to our Assessment policy for further details.

Saint-Charles collaborates with external organisations in the Jura region to strengthen and inform the support services available to students and their families, providing assistance as needed.

This Access and Inclusion Policy is closely linked to the school's Safeguarding Policy, as student well-being, safety, and protection are essential to enabling meaningful access to learning.

## **STAFF DEVELOPMENT**

Professional development for staff is an integral part of fostering an inclusive learning environment. Teachers have access to training through TES Develop for everything from up-to-date Safeguarding measures to training in differentiation strategies, inclusive teaching practices, and the implementation of access arrangements in line with IB expectations ([link to Safeguarding Policy](#)). Collaborative planning sessions further ensure that staff are well-prepared to support diverse learners and address social, emotional, and academic needs.

### **Sources**

IB. (2017). *MYP: From principles into practice*, Cardiff (UK): IBO.