



American School of Grenoble Special Educational Needs Policy

Subject to limits on available space and resources, ASG seeks to admit those students whom the mission of the school designates and who will be most likely to benefit from ASG's programs and contribute to the ASG community as a whole. No applicant is guaranteed admission, and the Head of School has the discretion, within the guidelines of this policy, to determine in each case whether an applicant will be admitted to the school.

Admission

ASG is a college-preparatory school that challenges students to meet the highest standards and expects each student to strive to meet his/her maximum potential. The ASG is a learning community bound together by adherence to our core values:

Expect the Best from Ourselves
Mutual Respect & Honesty
Contribution to Society
Celebration of Diversity

Based on previous school records and reports, applicants must demonstrate their motivation to achieve academically and to cope successfully with these demands. A student will not be accepted at ASG if the School judges that by doing so we will place that student in a situation of great academic difficulty, with corresponding damage to the child's academic record and personal self-esteem.

In accordance with our mission and values, ASG accepts students with mild learning disabilities and with certain physical disabilities. The school must, however, have a high degree of confidence that it is able to meet the academic, social and emotional needs of each student and that those needs can be largely met, if not exclusively, in a mainstream environment with differentiation of instruction and interventions by the main classroom teacher(s). In addition, it is important that the child's learning differences and needs do not impede achievement of the overall learning objective of the class(es) he/she is placed in.

Nevertheless, ASG cannot accept students whose physical or learning disability is judged by our professional staff to be such that we cannot effectively educate the child within the limitations of our resources and program. The Head of School, in consultation with the Admissions Committee, reserves the right to refuse admission to a student if a student's parents/guardians fail to provide information about his/her special needs or an accurate behavioral history during the application process

The principal language of instruction at the American School of Grenoble is English. The school will also consider whether an applicant has, or can acquire through the instruction available at the school, an ability to comprehend and communicate in English at a level sufficient to benefit from and participate meaningfully in the school's overall program and activities.

Students entering ASG must be prepared to work in an English-speaking environment. When judged appropriate, non-native speakers of English will be enrolled in English-for-Speakers-of-other-Languages (ESOL) classes to help them develop their English skills. Additional fees will be charged if needed.



Special Needs

Definition

The school defines special educational needs as any physical, mental, emotional, social or behavioral condition or impairment which requires special educational provision to be put in place in order for a student to successfully access the school's curriculum and fulfill his/her academic and personal potential.

Program

At present, American School of Grenoble cannot offer a fully implemented special needs program for students with mild learning difficulties. However, depending on the degree of difficulty, these students may still be accepted at ASG and special attention and additional support will be provided to help them succeed. Additional fees may be required.

In cases where there is no psychometric testing but where the school suspects that there may be a learning disability, the school can require such testing as a condition for admission or for re-enrollment. ASG will assist with referrals for testing.

The decision as to which students are eligible for, or indeed will be recommended or required to have, special support will be made by the Head of School in consultation with appropriate school personnel (classroom teachers and the Language & Learning Advisor) and/or outside qualified personnel.

ASG can offer some limited support services for the purpose of supporting special needs students in the mainstream classroom context. The aim of the program is to maximize each child's potential by developing accountability, learning strategies and compensatory skills in order to succeed in our challenging academic program. Support offered by the school's program can include small group instruction, with the school's Learning & Language Advisor (LLA), either within the mainstream classroom or in the form of a 'pull-out' session. In addition, the LLA will regularly meet with the student's core teachers to ensure continuity in the child's learning support. This support will be designed to help the individual student cope with his or her learning disabilities but maintain continuity within the mainstream core curriculum.

It is critical that there is a high degree of parental support for the school's learning program for the child. ASG will work closely with parents to monitor their child's progress throughout the child's enrollment. Children who enter the school on an IEP (Individualized Educational Plan) will continue to be evaluated and have new IEP's drawn up by the school or an outside agency/specialist. The latter will be at the expense of the parents/guardians. The Head of School, in consultation with appropriate teaching staff and/or outside educational testing facilitator will continue to evaluate the student's needs throughout enrollment. Continued enrollment will always be dependent on the school's ability to meet these.

Identification and assessment

Early identification, assessment and intervention are key to meeting the needs of the individual student. Classroom teachers are the first to signal when students in their classes may present with possible learning difficulties. Teachers complete a referral inventory and contact the Head of School.



The school's Learning & Language Advisor (LLA) may then be contacted to consult with the student and family. If a student already enrolled in the school but not previously diagnosed with special educational needs presents difficulties in accessing the curriculum for reasons which teaching staff believe may be linked to some form of special educational needs, the school may recommend specialized testing.

A meeting between the student's parents, relevant personnel and Head of School will then take place to judge whether (and if so, how) this will happen. When the school recommends an assessment, parents are encouraged to pursue the recommendation in order to determine their child's educational needs and work toward establishing the best adapted learning environment for the fulfillment of his/her potential. If this is not pursued, the school reserves the right to suspend enrollment.

Resources

i) Parents/Guardians:

Parents are the first source of information about the learning needs of their child. At the time of application, parents are required to provide the school with any previous diagnoses, reports, medication, etc., related to these, failing which the school reserves the right to discontinue enrollment. Parents should be fully aware of the nature and severity of their child's difficulty, the strategies that will help and should collaborate with the school on working to ensure progress and success. If special resources are recommended by the relevant outside specialist that the school cannot provide, the family will incur the cost of these. This includes special equipment, electronic hardware/software, individual learning assistance etc. Parents will be updated regularly on their child's progress and will work actively with the school at providing the best-adapted learning environment for him/her.

ii) Teachers:

The school stipulates that all its teachers are teachers of students with learning difficulties and that these needs should be taken into account when planning, assessing, recording and reporting. The school requires and supports all its classroom teachers to:

- Differentiate instruction and set appropriate learning challenges according to individual educational needs.
- Apply teaching and learning strategies for success as outlined in the school IEP where relevant.
- Review, record and report on progress at the intervals determined by the school or a relevant outside specialist.

In addition, the school seeks out professional development opportunities which will help all classroom teachers address the specific learning needs they are encountering in their class (es) and encourages the sharing of new information, knowledge and skills with all staff members.

iii) Outside Specialists

The school has hired a Language and Learning Advisor and will work in close liaison with other specialists (psychologists, speech and language or occupational therapists etc.) to maximize the strategies that have been recommended for students with diagnosed learning difficulties. The school will, whenever possible, provide the contact information for specialists when necessary, although it is important to stress that the number of qualified English-speaking practitioners is limited in Grenoble.

N.B. In the case of a student requiring medication for a diagnosed special educational need that would need to be administered at school, a separate protocol and meeting will be required in cooperation with the CSI (Cité Scolaire Internationale) school nurse and administrative personnel.



Examinations

A student whose special needs require him/her to have extra time or other specific accommodations in internal and external examinations must provide a specialized diagnosis from a certified practitioner at the beginning of the school year in order for the necessary administrative procedures to be put in place. The final decisions as to the nature of the accommodations rests with the external administrating body (PSAT, ISA, etc.).

ESOL (English for Speakers of Other Languages) and Special Needs

Admission to ASG for applicants who have not demonstrated native competency in English follows the same set of procedures and criteria as for all other applicants. ESOL (English for Speakers of Other Languages) is offered at ASG to assist students to reach a level of English proficiency necessary for all academic work. These applicants may be admitted under requirement to enroll in ESOL classes at the school and additional fees will be charged.

After enrollment, any student whose level of English prevents him/her from fully accessing the school's curriculum (as assessed by ASG through the GAINS English Test) may be required to receive additional ESOL support at an additional cost to families.

ESOL students must not, however, be regarded as having a learning difficulty solely because their home or mother tongue is not the language of instruction. Nevertheless, when ESOL students make slow progress, their teachers should not assume this is due to their language status: they may indeed have learning difficulties and should be monitored with this in mind.

Portions of this policy have been adopted and/or adapted from the International School of Lyon. We thank them for their support and use of this policy for ASG school development. July 2016