

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

English as an Additional Language and SEND Statements

Created March 2023

Next review September 2023

1. English as an Additional Language (EAL) Statement

The Lycée Français Charles De Gaulle de Londres ('the School') is fully committed to a policy of inclusion and equal opportunity and will aim to ensure that pupils with English as an additional language are fully supported in accessing the curriculum and all other areas of school life.

Many pupils are bilingual or have English as their second language.

We aim to identify pupils' language learning needs as early as possible and continue to monitor and adapt to changes in these needs as pupils progress through the School.

We aim to ensure that, where necessary, all EAL pupils are able to:

- Use English confidently and competently in a range of contexts;
- Use English for learning across the curriculum;
- Use English in social situations.

We seek to achieve our aims by:

- Providing courses to develop language skills and enable pupils to succeed at school and beyond;
- Preparing pupils for a wide range of French and English public examinations;
- Helping pupils develop good study habits;
- Helping pupils become reflective and independent learners;
- Supporting pupils in other academic subjects where possible;
- Providing continuous professional development for colleagues.

2. SEND Statement

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2014, p 4).

Definition of disability

Many children and young people who have SEND may also have a disability under the *Equality Act 2010* – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ - SEND Code of Practice (2014).

The kinds of special educational needs for which provision is made at the School

At the School we make provision for a range of special educational needs, including for pupils with an individual education plan (*Plan d’Accompagnement Personnalisé, Protocole d’Accueil Individuel, or Plan Personnalisé de Scolarisation*), including dyslexia, dyspraxia, speech and language needs, autism spectrum disorder, ADD/ADHD.

Pupils with an Educational Healthcare Plan (EHCP) funded by the local authority are appropriately supported by the School. There are currently no pupils with an EHCP in the School.

The School’s admission arrangements are compliant with the *Equality Act 2010*.