

## **SPECIAL EDUCATION NEEDS AND DISABILITY POLICY INCLUDING PROVISION FOR PUPILS WITH EHCP PLANS**

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*This policy is publicly available on the School website and is available in hard copy on request.*

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This is the special education needs and disability policy (including provision for pupils with EHCP plans) of Lycée Français Charles de Gaulle de Londres (the “School”).

Mission statement:

**The School makes a simple and honest commitment: to offer each child the best conditions in which to realise their academic potential, to be able to develop and thrive in a peaceful environment and achieve the level of excellence required to access their desired course even at the most competitive universities. We nurture each individual with care and help them build self-confidence – this remains our pledge to our families as much today as it has been for over a century.**

## 1. Scope and application

This policy applies to all pupils of the School, including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*).

It applies to the School’s four sites: South Kensington, Ecole de Wix, Ecole Marie d’Orliac, Ecole André Malraux.

## 2. Aim of the School’s Policy

The school aims to enable pupils with special educational needs and/or disabilities (SEND) to achieve their full potential by:

- Working closely with parents and pupils to take into account their views and aspirations and the families’ experience of, and hopes for their child.
- Inviting families to be involved at every stage of planning and reviewing of the SEND provision for their child.
- Ensuring that pupils benefit from ‘Quality First Teaching’: teachers assess, plan and teach all pupils to allow them to progress their learning.
- Having high expectations for all pupils.
- Upholding our commitment to being an inclusive school, where all members of the school community respect and care for each other
- identifying and assessing pupils with SEND as early and as thoroughly as possible and by offering appropriate advice
- Fully involving parents/guardians and, where appropriate, the pupils themselves in the identification, assessment and delivery of SEND provision and striving for close cooperation between all
- Working with the teachers of SEND pupils to ensure appropriate programs of study and resources are put in place

- Working with external agencies, where necessary, to allow the best possible progress for each individual

### 3. Legal Framework

This document has been drawn up under Part 7 of The Education (Independent School Standards) (England) Regulations 2010 (as amended by the Independent School Standards Regulations 2012 and the Independent School Standards Regulations 2014) to clarify the policy of the School to inform parents, guardians and pupils of what that policy is. It is not intended to extend or alter the contractual or other legal rights that exist between the School and parents, guardians or pupils. The contents of this document are statements of intent made in good faith.

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

1. SEND Code of Practice: 0-25 years 2014
2. The Special Educational Needs and Disability Regulations 2014
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. The Equality Act 2010
6. The Special Needs and Disability Act 2001
7. The Education Act 1996
8. School policies, including the School's Safeguarding and child protection Policy

### 4. Definition of SEND

The school considers a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- Significantly greater difficulty in learning than the majority of pupils of the same age
- A disability, which prevents or hinders them from making use of facilities provided for their peer group in mainstream schools.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, neurodevelopmental, emotional and behavioral difficulties, difficulties with speech and language difficulties or how they relate to and behave with other people

Some pupils may have difficulties in more than one of these four categories:

CATEGORIES	
1.	<p><i>Communication et interactions- Parole, Language and Communication (SLCN), Autisme (TSA/ ASD)</i></p> <p>Communication and Interaction, autistic spectrum and language disorders</p>

2.	<i>Cognition et apprentissage- Troubles spécifiques des apprentissages (SpLD Dys/ ADHD/ TDAH)</i>	Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
3.	<i>Physique et sensoriel- Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</i>	Sensory and/or Physical Needs, hearing or vision impaired
4.	<i>Social, mental et émotionnel- Anxiété, Dépression, Trouble déficitaire de l'attention avec hyperactivité (TDAH), Trouble déficitaire de l'attention (TDA) (ADHD/ ADD)</i>	Social, Emotional and Mental Health Difficulties, attachment disorders, emotional difficulties, mental health difficulties

## 5. How we define Disability

A pupil is considered disabled if s/he has a physical and/or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

## 6. Non-English and/or French speakers

Children are **not** regarded as having a learning difficulty solely because the language(s) of their home is different to the language(s) in which they are taught. It is vital that adequate support is given to such pupils to allow them to integrate fully into School life as quickly as possible and with the minimum distress. Our provision for this is outlined in this policy therefore. Children from Year 1 to Year 8 receiving FLE / EAL lessons with the specialist teacher are included in the Learning Support Register. FLE is usually only available to pupils in GSM coming from the British education system. This is addressed in the EAL/ ESL policy

## 7. Clarifying meanings of French documents used in the context of SEND

a) PPRE (*Programme Personnalisé de Réussite Éducative*): This is an individual education plan for a pupil with learning difficulties and for pupils identified as gifted and talented to support or stretch the individual according to his/her abilities. It is a document written by the pupil's class teachers/form teacher and is signed at a meeting between the class teachers / form teacher, the pupil's parents, the Head teacher and, where appropriate, by the pupil him/herself. It is reviewed on either a termly or bi-annual basis.

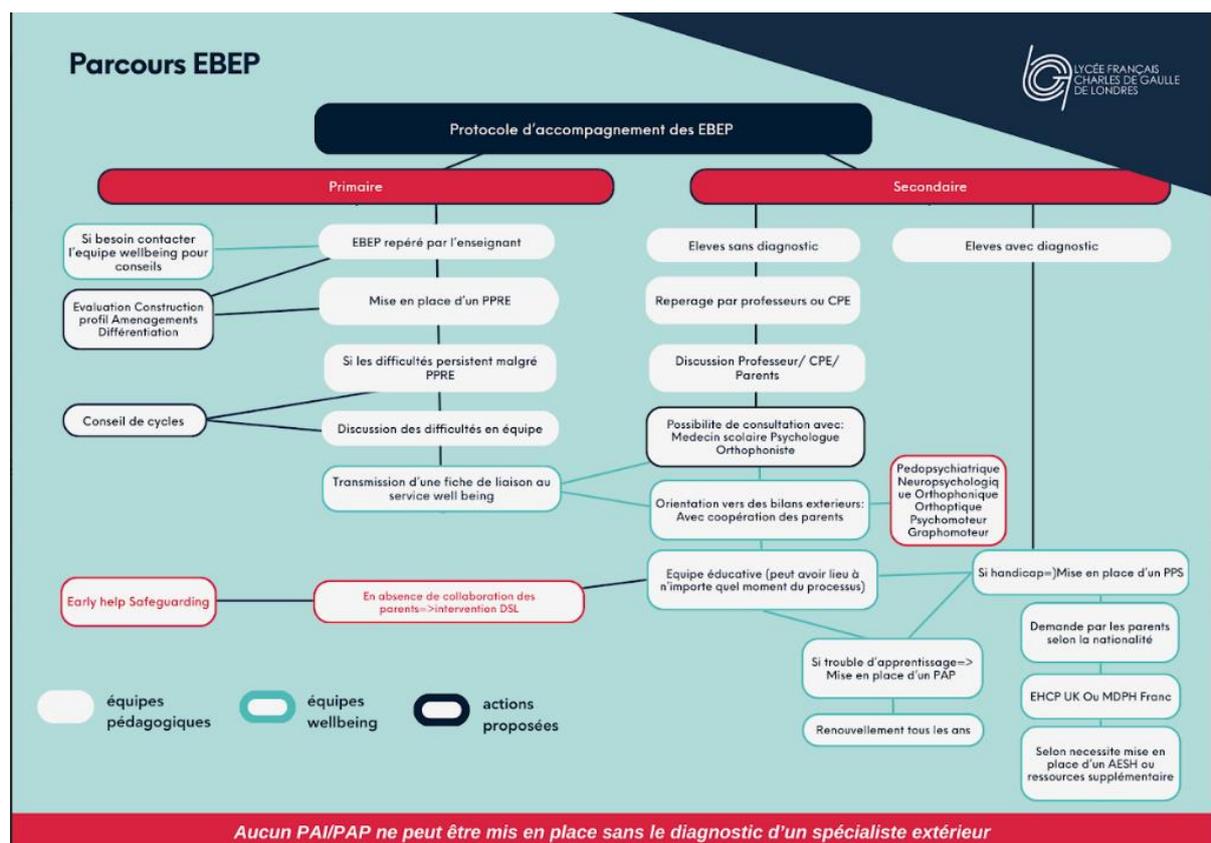
b) PPS (*Projet Personnalisé de Scolarisation*): This is a personal education plan designed to address and support pupils with disabilities such as autism, motor and sensory conditions. A PPS is used in cases where there are professionals from outside agencies involved (occupational therapist, speech therapist, etc). For a pupil with a PPS, it **may** be deemed necessary for full or part-time one-to-one assistance by an AVS/AESH (*'assistant de vie scolaire'/'accompagnant des élèves en situation de handicap'*, or *'one-to-one teaching assistant'*). The PPS is a medical document created by the

headteacher or CPE/Head of Year and validated by a doctor, based on supporting medical documentation and is signed by the pupils' parents, class teachers / form teacher, the Headteacher for primary schools and Proviseure/Proviseurs adjoints for secondary school and by the external professionals involved. It is reviewed on a bi-annual basis.

c) PAI (*Projet d'Accueil Individualisé*): This is an individual education plan designed to address and support a condition which requires medication and when learning is not affected as a result (for example, pupils with diabetes and serious allergies.) This is a document written by the school nurse and signed by the school doctor and class teachers / form teacher, the pupil's parents and by the Head teacher. It is reviewed on an annual basis.

d) PAP (*Plan d'Accompagnement personnalisé*): This is an individual education plan designed to address and support students with learning difficulties such as dyslexia, dyspraxia, and dyscalculia. It is a document written by the learning specialist and validated by a doctor and is signed at a meeting between the class teachers / form teacher, the pupil's parents, the external professionals (speech therapist...) the Head teacher and, where appropriate, by the pupil him/herself. It is reviewed on a yearly basis in primary and when necessary in secondary.

The flowchart below explains how these systems work across our school:



## 8. Background and admissions

While not an academically selective school, all pupils who wish to attend must have a good knowledge of French language and, depending on which year group a child is entering, this will sometimes include a good knowledge of written French. An aptitude test in the French language may

be organised for children wishing to enter from GSM upwards and a place may be offered conditional on passing this. This requirement applies equally to all applicants including those admitted in priority (Please refer to the Admissions Policy for more details). A similar test in the English language is not required, although incoming pupils will be assessed to establish whether or not they will require booster lessons for the initial months of their schooling at the School.

The Equality Act permits academic schools lawfully to select on grounds of academic ability, provided that their entrance procedures are not discriminatory. The School recognises that they are however, duty bound to make reasonable adjustments in order to avoid placing disabled candidates at a substantial disadvantage.

An appointment with the Head teacher or deputies is required in the case of a child with special needs (or long term illness) to assess whether or not the School would be able to support the child adequately. Copies of any existing documentation (reports from SEN experts: educational psychologists, speech therapists, occupational therapists and special needs statements) should be made available to the Head teacher or the Deputy to the Head ahead of this meeting.

If the pupil is accepted into the School with a known learning or physical disability, the School will make reasonable adjustments to meet his/her needs. If the pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents, teachers and any appropriate external agencies. Regular reviews will be conducted to assess whether or not the School can continue to meet the pupil's needs adequately or if specialist provision would be necessary. If the School feels that a pupil has needs that would not be best served within the School, the Deputy to the Head or Chef d'Établissement (The School Principal) would recommend that the pupil study elsewhere.

**Failure to disclose information regarding disability or learning difficulties, either at the time of application or after, may result in the School being unable to offer an adequate level of support.**

## 9. Objectives of Provision for SEND pupils

- to provide appropriate resources in class and dialogue with families to advise on ways to further support pupils with disabilities and/or learning difficulties;
- to provide appropriate resources in class, opportunities for small group work to reinforce social and/or communications skills in school and resources to reinforce outside school. Engage in dialogue with families to advise on ways to further support pupils who do not have a formal diagnosis, but for whom it has been identified that certain areas of the curriculum or school rules pose difficulty;
- to ensure all teaching staff, parents and guardians and external agencies involved with the pupil are committed to adopting a positive approach to their learning and development and that effective, regular communication exists between them;
- to provide extra time to SEND pupils for examinations if required.

## 10. Identification of SEND pupils

The School uses the following ways to identify pupils:

- Through information and reports supplied by parents, a previous school or by an external agency
- Through concerns raised by class teachers about a pupil's progress or behaviour (fiche de liaison in primary schools)
- Through in-house screenings

The Learning specialist or CPE/Head of year will liaise with a child's previous school, where possible, where pupils have been identified as having SEND. During their first term at the School, pupils with or without SEND are monitored by teaching staff and the SEND Team to identify needs and any provision. Early identification of a pupil's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff of any concerns as pupils may mask difficulties. The School will continue to monitor pupil progress in order to identify any future SEND needs.

Staff report any concerns regarding the pupil's ability to learn to the pupil's teacher and the Learning specialist. The Learning specialist may use screening tools to help identification.

Results will be shared with parents and a plan for support discussed. Concerns expressed by parents will be acknowledged by the Teacher, Head or Learning specialist. The Learning specialist will decide whether an assessment is required.

Parents should always liaise with the School prior to having an external assessment completed; external assessments are taken as advisory and will be used to inform the School's knowledge of a pupil.

Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

## 11. Provision

All staff are teachers of SEND pupils and plan the curriculum to meet the learning needs of all pupils with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the SEND Code of Practice with the four part cycle of Assess, Plan, Do, Review.

If a pupil continues to make less than expected progress the Learning specialist may re/assess the pupil. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom

- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate.

The School can identify SEND, provide learning support but does not diagnose unless appropriate specialists are employed by the school. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the School. ([Please find our school's provision map here](#))

## 12. More Able students

### How we define gifted and talented:

A pupil is considered gifted and talented if s/he performs at a level considerably beyond his/her physical years in one or more areas of the curriculum.

See our document [EIP plan](#) ( Élève *Intellectuellement précoce*)

## 13. Personnel

The School employs a school doctor, a speech and language therapist/learning specialist and a psychologist. These professionals are involved in discussions and screening processes; they do not provide diagnoses nor long term therapy to pupils. However, they support teachers and parents by providing advice and they liaise with external professionals.

Class teachers work together closely with the Head teacher and outside agencies to ensure they are offering SEND pupils the best possible learning opportunities. It is important that all staff are aware of their responsibility to refer concerns to the Head teacher Headteacher for primary schools and Provisseure/Provisseurs adjoints for secondary school as quickly as possible so that measures can be put in place without delay.

Where a PPS is put in place, occasionally it is deemed necessary by the class teacher(s), the Deputy to the Head or the Head teacher for a pupil to receive one-to-one support in class and an assistant (AVS/'assistant de vie scolaire'/AESH'accompagnant des élèves en situation de handicap') is recruited on a part-time or full-time basis with the parents' consent and at the parents' expense. This is reviewed at regular intervals to meet the changing needs of the pupil as they grow and develop.

**The support needed is described in a EHCP plan or in a MDPH notification. A child psychiatrist letter is compulsory to put a PPS in place.**

## 14. The Learning Support Register

### All students plans are recorded electronically.

Pronote records the current status of all those pupils in the School who have either a PPRE , a PPS, a PAP or a PAI.

The learning support plan is reviewed each term during conseils de classe and includes the nature of the pupil's difficulty and also the current plan in place for the child that has been drawn up, agreed and signed by the class teacher(s), Head teacher and in the case of a PPRE, also by the parents and external professionals involved.

This register is kept electronically, and the parents have a copy of the PPRE/PAP/PPS/ PAI. Teachers can have access to this individualised learning plan directly from the *Pronote* software as well as from a securely stored paper folder.

## 15. Support for pupils

Pupils receive support for their learning at the School as follows:

### Step 1: Concern raised

Concerns may be raised by any member of staff at any stage of the pupil's time in the School. **It can be through a "fiche de liaison"** completed by the teacher and validated by the head teacher in primary or by contact with the wellbeing team in secondary.

### Step 2: Observation and assessment

If appropriate, **well being staff** will request that the parents take the child for a formal assessment with an external specialist. This will be arranged between the parents and the specialist and will be carried out at the parents' expense. If necessary, this may take place during school hours. The School's doctor, speech therapist/learning specialist or psychologist, with parental consent, can carry out observations or screenings, in order to help the assessment process.

### Step 3: Preparation of individual education plan

Class teachers will continue to observe the child's progress carefully and will draw up, depending on the nature and on the severity of the difficulty, either a PPRE (*Programme Personnalisé de Réussite Éducative*), a PPS (*Plan Personnalisé de Scolarisation*) or a PAP (*Plan d'Accompagnement personnalisé*).

Recommendations and findings from formal assessments will be incorporated into the plan. At this stage, the pupil will be entered into the Learning Support Register. The plan will be reviewed two or three times during the year. Wherever possible, the child will also take part in the review process and will be involved in setting the targets.

The plan will include:

- Short term targets set for the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes and new targets to be set at the time of review

### Step 4: Pupils in Learning Support

All key Literacy and Numeracy work in class is differentiated to allow pupils to progress at their own pace. In addition to this, there are opportunities for pupils to benefit from small ability group sessions. Class teachers are responsible for organising this in their respective year groups to best provide for their specific needs.

**In Primary, this may include:**

- While half a class is with a specialist ICT, Music or Library teacher, the class teacher takes the other half.

- Groups are streamed so that teaching can be more targeted to each group's needs.
- Pupils going to see a qualified professional during or outside of school time off School premises.
- Entry into local and national competitions
- EAL / FLE lessons ( 6eme and 5eme)
- Extra time allowed for tests or special conditions applied, such as reading out the question, scribing pupil answers

**In Secondary, this may include:**

- Extra time is given during examinations for whom it has been deemed necessary
- Laptops are made available to pupils with difficulties writing or organizing their thoughts.
- Texts and documents are adapted to make them easier to read (font, size, format...)
- Pupils going to see a qualified professional during or outside of school time off School premises
- Entry into local and national competitions

**Step 5: Learning Support considered external to school**

Based on the findings of the report conducted by the external specialist, it may be deemed helpful for the child to attend one-to-one sessions on a twice-weekly/ weekly/ regular basis for a period of time. Where possible, this should be done outside of school hours, although sometimes it will be decided (as a result of limited hours of availability on the specialist's part or due to child's level of tiredness) that the pupil can be removed from school during teaching hours. If so, discussion between class teachers, the specialist and the parents should aim to ensure that the disruption of the child's learning is kept to a minimum. Sessions with external specialists are done at the parents' expense.

**Step 6: Conclusion of programme of support**

Progress will be reviewed at regular intervals. Where a programme of support is concluded, the pupil will continue to be recorded on the Learning Support Register and, where appropriate, his/her PPRE/ PPS /PAP reviewed on a regular basis. Should concerns be raised at a future time during the pupil's school career, it will be possible to reassess their case.

## 16. Support for Teachers

All teachers are supported in their teaching of SEND pupils in the following ways:

- Staff INSET
- Sharing of information at Cycle (key stage) meetings by class teachers and other adults involved in an
- individual's learning
- Advice through meetings set up with external or LFCG's specialists

- PRF (AEFE's training annual programmes for teachers). For the last three years, one of the training options has been about SEND.
- Local training

## 17. Communication with parents

The School works closely with parents to ensure they are kept informed regularly of their child's progress. This happens through the bi-annual reports and the bi-annual parent-teacher meetings in Primary, and in Secondary through termly reports and one parent-teacher meeting in the year. In addition to these, class teachers will arrange to meet parents of SEND pupils once a term to provide feedback on the child's progress and offer ideas for ways to further support the child at home. Should class teachers have any specific concerns at any time during the year, they will contact the family for an additional meeting.

The partnership works best when it is a two-way process and so parents are strongly encouraged to contact the class teachers without delay should they have any specific concerns or to pass on reports or feedback from external specialists who are not in direct contact with the School.