

**Collège Français Bilingue de Londres**  
**("CFBL" or the "School" or "we")**

**Special Education Needs and Disability Policy**

Authorised by:	The Board of Governors of CFBL
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## **1. Aim of the School's SEND policy**

CFBL is fully committed to inclusion and aims to enable pupils with **special educational needs and/or disabilities (SEND)** to achieve their full potential by:

- upholding our commitment to being an inclusive School, where all members of the School community respect and care for each other
- identifying pupils with SEND as early as possible and by offering the support tailored to the identified needs
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- working with the teachers of SEND pupils to ensure appropriate support plans are filed and implemented
- fully involving parents/guardians and, where appropriate, the pupils themselves in the identification, delivery and review of SEND provision and striving for close cooperation between all
- working closely with external agencies, where necessary, to offer the best provision for each individual

## **2. Defining Special Educational Needs and Disability**

In accordance with the statutory guidance [SEND Code of Practice \(2015\)](#), the term SEND within the context of this policy refers to all pupils who require educational provision that is distinct from that usually provided by the School.

### **2.1 Special Educational Needs**

A pupil is defined as having a learning difficulty if they have significantly greater difficulty than the majority of pupils of the same age or if they have a disability preventing or hindering them from making use of educational facilities of a kind generally provided for children of the same age.

Children's SEN are generally thought of in the following four broad areas of need and support :

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **2.2 Disability**

A pupil is considered disabled if they have 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.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN.

Children with diabetes, asthma, epilepsy and cancer keep their medication in the nurse's room and have access to this when they need, under the nurse's supervision. Pupils collect their inhalers to go to sport and return it to the nurse's room afterwards. If families wish, there may be one inhaler kept in the nurse's room and another kept with the child.

### **2.3 Gifted and talented**

A pupil is considered gifted and talented if they perform at a level considerably beyond their age in one or more areas of the curriculum.

### **2.4 Non-English and/or non-French speakers in CFBL context as a bilingual school**

Children who are not English or French speakers are **not** regarded as having a learning difficulty.

However, in the context of CFBL's bilingual setting, they will benefit from a support plan (PPRE type) including the adequate support with a specialist teacher. Their name will be added to the SEN register for the duration of the support they receive.

Provision is as such :

Children from Year 1 to Year 8 receiving FLE- FLS / EAL - ESL lessons with the specialist teacher. FLE is usually only available to pupils in GSM coming from the British education system.

#### **In Primary:**

Incoming pupils will be assessed on their level of written and spoken English. Beginner level and false beginner level pupils in English will benefit from small group lessons with an EAL/FLE specialist teacher. Lessons are between 30 and 45 minutes and, depending on the age and level of the pupils, for one to four times a week.

The aim is to integrate pupils into being in class full time as quickly as possible, therefore as the pupil progresses, hours with the EAL/FLE teacher are gradually reduced until they are no longer deemed necessary. This decision is taken between the class teachers, EAL/FLE specialist teacher and the Head teacher and then parents are informed.

Pupils entering the School in GSM with difficulties communicating in French will also benefit from one-to-one or very small group lessons with the EAL/FLE teacher for a couple of sessions a week for 30 minutes. This is to address the knowledge gap for pupils entering CFBL from a British Reception class or nursery. As with EAL sessions, these are designed to be a short-term boost to the child's learning.

#### **In Secondary:**

Some students starting Secondary and not coming from the French education system can benefit from extra support, mainly to boost their writing, up to 2 hours a week.

Incoming pupils will be assessed on their level of written and spoken English or French, as relevant. Beginner level and false beginner level pupils in English will benefit from English support class. The complete beginner in English may benefit from extra EAL lessons.

### **3. Admissions**

Collège Français Bilingue de Londres is a British independent school that teaches the curriculum set by the French Ministry of Education ("*Ministère de l'Education Nationale*").

Whilst CFBL is not an academically selective school, all pupils who wish to attend must have a sufficient knowledge of French language for their age before starting School and, depending on which year group a child is applying for, this may include a sufficient knowledge of written French. Applicants for a place from GSM upwards who were not previously attending a French school or another school of the AEFE network, will be requested to satisfactorily undertake a test of their aptitude in French as a condition to an offer.

A similar test in the English language is not required, although new pupils will be assessed to establish whether or not they will require booster lessons for the initial months of their schooling at CFBL.

An appointment with the Headteacher or one of the Deputies to the Head is required in the case of a child with special educational needs, special medical needs or long-term illness to assess the child's needs and the School's ability to meet those needs before a place can be offered. 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 Headteacher or the Deputy to the Head ahead of this meeting.

If the pupil is accepted into the School with known special educational needs or disability, the School will make reasonable adjustments to meet their 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 their needs in consultation with their 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 preferable for the child. If CFBL feels that a pupil has needs that would not be best served within the School, the Deputy to the Head or Headteacher would recommend that the pupil study elsewhere.

Failure to disclose information regarding special educational needs or disability, either at the time of application or after, may result in the School being unable to offer an adequate level of support. Parents may be asked to withdraw a child if, in the professional judgement of the Headteacher and the School's educational psychologist and after consultation with the parents (and with the pupil, if appropriate), the School is unable to provide adequately for the pupil's special educational needs.

***Please refer to the CFBL's Admissions Policy, Terms & Conditions and Supporting Pupils with Medical Needs Policy, available on CFBL's website, for more details.***

#### **4. Adaptations to support SEND needs**

##### **4.1 – facilities**

The School has been modified to comply with British Standard Building Regulations for accessibility :

All areas of the building are accessible for wheelchair users.

There is a disabled toilet on each floor and a fire refuge point for those less able-bodied at the ends of each floor on the first and second floors of the building.

As yet, hearing loops are not fitted in classrooms or reception areas.

##### **4.2 – support team**

The School has appointed a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO and 2 part-time SEN teachers.

A team including the designated safeguarding leaders (DSL and DDSLs), the SENCO, the School's orthophonist, psychologist and nurse meets weekly to discuss children's needs and plan actions. The School keeps a record of these meetings.

A member of the governing body with specific oversight of the School's arrangements for SEN and disability has been designated. The SENCO is a member of the School's diversity & inclusion committee, which meets regularly.

## 5. The graduated approach at CFBL

### 5.1: Raising concern

Any member of staff has concern regarding the social, emotional or educational development of a child, at any stage of their time in the School, they would alert the class teacher (Primary) / form teacher (Secondary), who would inform the SENCO, if necessary. The parents can also raise concern to the teachers or SENCO.

The SENCO will share the situation with the members of the weekly “School life meeting (réunion de vie scolaire)” and an action plan, possibly involving the identification of needs, will be implemented.

### 5.2: Identification of the needs

The needs of the child will be identified :

- through information and reports supplied by parents, a previous school or by an external agency
- through information supplied by the teachers, pastoral team, other members of staff
- through class/playground observations
- through national tests, in-house assessments or screenings.

Depending on the nature of the concern, the SENCO, School SLT / orthophonist or School psychologist may be involved in the identification of needs. These professionals, employed by CFBL, are only in charge of diagnostic processes and possible targeted interventions; they do not provide individual therapy to pupils. However, they support teachers and parents with advice and they liaise with external professionals.

### 5.3: Implementation of a PPRE

**PPRE** (*Programme Personnalisé de Réussite Éducative*) or IEP (Individual Educational Plan) :

- is a document written by the pupil's class teachers/form teacher with the support of the SEN department
- defines 2-3 SMART objectives related to their needs and the provision offered to enable the child to achieve his targets within a short period of times (about 6 weeks)
- is discussed with the parents and the child when possible and reviewed at the end of its duration after the outcomes have been assessed
- can be renewed with the same or other objectives or discontinued following the assessment

At this stage the child's name will be entered in the SEN register.

### 5.4: Implementation of a PAP

After 2-3 cycles of PPREs, if the progress of the child is not satisfactory, teachers may request that the parents take the child for a formal assessment with an external specialist, in order to get a more in-depth view of their needs.

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.

**PAP** (*Plan d'Accompagnement personnalisé*):

- is a document written by the SENCO and the teachers following the recommendations suggested by the Specialist's report
- lists the adjustments that can be implemented in class to support the child's special needs (dyslexia, autism, ADHD...)
- is presented to the child and the parents and reviewed with them yearly, unless a change in the child's needs occur before

- will be essential to request specific adjustments for French exams such as Diplome National du Brevet (DNB)

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 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

### **5.5: request for an EHCP / PPS**

If the PAP fails to close the attainment gap between the child and their peers or if the attainment gap widens, it may be necessary to get more support and extra funding from the local authorities.

**PPS** (*Projet Personnalisé de Scolarisation*):

- is an individual education plan designed to address and support pupils with disabilities, as defined in paragraph 2.2 of this policy and including autism, physical or sensory impairments, Dys or ADHD
- is written by the SENCO following an extended team meeting including teachers, parents and child if possible, and all specialists involved in the support of the child
- is sent to France to support the request for recognition of disability from the Maison Départementale des Personnes Handicapées through a form called GEVASco

**EHCP** (*Educational, Health and Care Plan*):

- is an individual education plan designed to address and support pupils with SEN, as defined in paragraph 2.1 of this policy
- is written by the SEN services of the borough of the child's residence following a request from the School or the parents/carers of the child
- the request coming from the School is completed by the SENCO in collaboration with the parents and teachers, including all the relevant evidence and the child's views.

At CFBL, a request for an EHCP or a PPS would be submitted if the child's needs more support than the School can provide on its internal resources. For example, it may become necessary for a pupil to receive one-to-one support in class and an assistant (*Accompagnant d'un élève en situation de Handicap AESH*) is recruited on a part-time or full-time basis by the family and at the parents' expense.

A tripartite agreement would be signed by the family, the AESH and the CFBL to regulate the intervention of the assistant on site.

In order to promote collaboration that benefits pupils, the respective roles of AESH staff, teachers and SENCOs are defined by the AESH-Teacher-SENCO Charter.

## **6. Special Educational provision offer at CFBL**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

In order to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people, CFBL is committed to provide

- differentiated resources and half-class groups

- small group work in class, with the class TA or Teacher
- targeted interventions :
  - after class extra activities in maths and English (Activités Pédagogiques Complémentaires - APC) (Primary)
  - Support Groups in French or English (Y7/8 + Y10 Support Brevet)
  - Homework support (Y7)
  - English coordinator support (Primary),
  - SEN Teacher's support for small groups or individuals
  - EAL-ESL / FLE-FLS,
  - Social Skills workshop,
  - school psychologist meetings
- private specialists' therapy on site (French SLT/ orthophonist, French OT / psychomotricien, graphotherapist, psychologist) at parents' expenses.
- support for exams adjustments requests (such as extra time, use of specific devices...)

## **7. Communication of information regarding children with SEN**

### **7.1 – to the 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 and/or the SENCo will arrange to meet parents of SEND pupils to gather information, introduce new plans and review them as often as necessary. They inform parents when they are making special educational provision for a child. They provide feedback on the child's progress.

The partnership works best when it is a two-way process and so parents are strongly encouraged to contact the class teachers and SENCo 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.

An SEN information report is available to all prospective parents on the School's site, including the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the School for disabled children and the accessibility plan showing how they plan to improve access progressively over time

### **7.2 - to the child**

As much as possible depending on their age and abilities, it is important for the child's views to be taken into account when it comes to the type of support implemented and its effectiveness. Their views are collected by the teachers or SENCo in individual meetings, at least once a year.

### **7.3 – to the staff**

Meetings between the SENCo and different teams (Teachers, Pastoral Team Leader, Clubs Team Leader and lunch time Supervision team Leader) are organised at the start of each year to deliver necessary information regarding SEN children's needs.

SEN children files containing all relevant information, including their individual plan are shared with Class Teachers (Primary) and Form teachers (Secondary) through a Google Drive at the start of each school year. They are in charge of dispatching the information to all teachers and TAs working with the children.

All teachers have access to the individual Support Plans directly from the register software (Pronote)

The progress of the children will be monitored at least 4 times a year during meeting between the SENCo and teachers (at the end of first half-term (Oct-Nov), at the end of term 1 (Dec-Jan) and 2 (March-April), at the end of the school year (June). All documents will be updated accordingly.

#### **7.4 – to the authorities (Borough / AEFE)**

The SEN register records the current status of all SEN pupils in the School, their needs and the nature of their Support Plan. This register is kept electronically and updated termly.

It is used to provide data to the authorities (number of SEN children, number of each type of support plan...) which are requested once a year in January by Camden's borough and in September by the AEFE.

No individual name is shared with the authorities.

### **8. Support for Teachers**

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

- Staff INSET days
- Sharing of information at meetings by class teachers and other adults involved in an individual's learning
- Specialised advice through meetings with the SENCO, CFBL's specialists or external agencies
- PRF (AEFE's training annual programmes for teachers). For the last three years, one of the training options has been about SEND.
- Local training

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Last review by management and SENCO: September 2025

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\* This policy 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, but are not intended to be legally enforceable.

\*\* This policy has been developed in accordance with the [Special educational needs and disability code of practice: 0 to 25 years statutory guidance](#) (Jan 2015).