

Special Educational Needs and Disability (SEND) Policy

Collège Français Bilingue de Londres (« The School »)

1. 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:

- 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 programmes of study and resources are put in place
- working with external agencies, where necessary, to allow the best possible progress for each individual

CFBL is fully committed to Inclusion. All pupils at CFBL are offered help, advice and support if they have Special Educational Needs and Disabilities (SEND).

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. This could include, but is not limited to:

- a) Pupils with physical disabilities
- b) Pupils who speak English/French as a foreign or additional language
- c) Pupils with a specific learning difficulty (such as dyslexia, dyspraxia or dyscalculia)
- d) Pupils with a specific attention or behavioural disorder
- e) Pupils who are particularly gifted or talented in one or more areas

2. Defining Special Educational Needs and Disability

How we define Learning Difficulty

A pupil is defined as having a learning difficulty if s/he has significantly greater difficulty than the majority of pupils of the same age or if she or he has a disability preventing or hindering them from making use of educational facilities of a kind generally provided for children of the same age. 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, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.

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. There is no need for the pupil to have a medically diagnosed cause for the impairment; what matters is the effect of the impairment, not the cause.

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.

3. Non-English and/or French speakers in our context as a bilingual school:

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. However, in the context of CFBL's bilingual setting, 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 in Primary and in Year 7 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.

4. 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 an individual 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 ('assistant de vie scolaire' or 'one-to-one teaching assistant'). The PPS is a document written by the class teachers / form teacher and is signed by the pupils' parents, class teachers / form teacher, the Head teacher 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 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 pupil's class teachers/form teacher 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 base.

5. Background and admissions

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

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 requested 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*.) 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 CFBL.

An appointment with the Head teacher 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 CFBL 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.

** Please refer to the Admissions Policy for more details*

6. Objectives of Provision for SEND pupils:

- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with families to advise on ways to further support pupils with disabilities and/or learning difficulties
- to provide appropriate resources in class, timetabled opportunities for small group work and 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 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

7. Special facilities that assist access to the School

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. Children with diabetes, asthma or migraines keep their medication in the nurse's room and have access to this whenever they need. 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.

8. 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
- Through in-house assessments

9. Personnel

In line with other schools in the AEFÉ network, the School does not have a Special Educational Needs Coordinator. CFBL does employ a speech therapist and a psychologist. These professionals are only in charge of diagnostic processes; they do not provide 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 is aware of their responsibility to refer concerns to the Head teacher as quickly as possible so that measures can be put in place without delay.

For pupils with beginner level or false beginner level English in Primary, there is a designated EAL (English as an Additional Language) teacher who offers booster classes and who also teaches FLE (Français Langue Etrangère) for pupils with pronounced communication difficulties in French in GSM. In Secondary, this is accommodated through different levelled English groups.

Where a PPS is put in place, occasionally it is deemed necessary by the class teachers, the Deputy to the Head or the Head teacher for a pupil to receive one-to-one support in class and an assistant (Auxiliaire de Vie Scolaire) 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. This is not the case for a pupil with a PPRE.

10. The Learning Support Register

The Learning Support register records the current status of all those pupils in the School who have either a PPRE (Programme Personnalisé de Réussite Éducative), a PPS or a PAP. The register is reviewed each term 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 teachers, 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.

The teachers can have access to this individualised learning plan directly from the *Pronote* software.

Every half term, at the end of each term and at each year end, class teachers, Vie Scolaire and the Deputy to the Head meet for a handover meeting to discuss pupils with SEND.

11. Support for pupils

Pupils receive support for their learning at CFBL 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. This would usually be an informal discussion between the staff member and the pupil's class teachers, or between the class teachers and Deputy to the Head or the Head teacher. The class teachers would usually arrange a meeting with the child's parents to discuss these concerns.

Step 2: Observation and assessment

If appropriate, class teachers 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. Our Speech therapist or our Psychologist, with parental consent, can carry out observations, 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: Pupil 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:

- Year groups split into different ability groups and, while half the year group go to sport, the other half are split between the French class teacher and the English class teacher, offering the possibility of teaching groups of between 12 and 15 pupils, all of whom are working at a similar level in Literacy or Numeracy
- 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.
- While one teacher's class is with the Sports teacher, s/he takes the majority of the remaining pupils in the parallel class while his/her co-teacher takes a selected small group of between 3-5 pupils for remedial help with reading, numeracy, phonics, etc. If it is not possible to take pupils from the parallel class due to timetabling constraints, the teacher will spend time in another year group of the same Cycle, working with the same principles.
- 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
- Extra time allowed for tests or special conditions applied, such as reading out the question, scribing pupil answers
- Pupils involved in APC: French curriculum allow children to get 30 minutes to 1 hour teaching per week on top of the allocated 24 weekly hours, during lunch break on a very small group with a class primary teacher

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
- 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
- One to one tutoring can be organised with a member of our student support team
- 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.

The School is unfortunately not able to give recommendations of specialists.

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.

12. 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 CFBL' 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

13. EAL / FLE Provision

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 minutes to an hour 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.

In rare cases, 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 one or two 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 an extra support, mainly to boost their writing, up to 3 hours a week.

Incoming pupils will be assessed on their level of written and spoken English. Beginner level and false beginner level pupils in English will enter an appropriately levelled English group. The complete beginner in English can benefit from extra EAL lessons.

14. 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.

15. Monitoring and review of the policy

Policy written: January 2015

Last review date: 9 December 2019

* 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, but are not intended to be legally enforceable