



## La Petite Ecole Française

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### SPECIAL EDUCATIONAL NEEDS and EAL PROVISION POLICY

*The Special Educational Needs Policy follows the principles set out in the document 'Special educational needs and disability code of practice 2015'.*

#### Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced French curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support, encouraging everyone to reach their full potential. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their full potential.

We welcome students with as diverse a range of backgrounds as possible. We concentrate on educating the individual, while providing a comfortable, safe, and welcoming atmosphere where each individual feels valued and can flourish. Everything we do at school has the student at the centre. The school is committed to equal treatment for all. To this end we have created our Special Education Needs and EAL provision Policy.

#### Definition of Special Educational Needs and Disability

Children have special educational needs if they have a learning difficulty or disability (as defined by the Disability Discriminations Act 2005 and ERC 2010 Act) that calls for a special education provision to be made for them.

The Equality and Human Rights Commission (ERC) guidance (reference F), produced after the 2010 Act came into operation, states that: "A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially

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sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

## **Definition of Learning Difficulty**

The Department for Education website ([www.education.gov.uk](http://www.education.gov.uk)) offers DCSF guidance 'Special Educational Needs (SEN) - A Guide for Parents and Carers' (2015) which defines a learning difficulty as follows : "Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students 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, or difficulties with speech and language or how they relate to and behave with other people.

## **Admission**

The School is an Independent school that teaches the curriculum set by the French Ministry of Education ("Ministère de l'Éducation Nationale "). No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. *Please see 'Equal Opportunity Policy'.*

While not an academically selective school, all students who wish to attend La Petite Ecole Française must have a good knowledge of the French language from CP and upwards. An aptitude test in the French language may be requested for students wishing to enter classes from CP upwards and a place may be offered conditional on passing this.

An appointment with the Headteacher or Administrative Head is required in the case of a student with special needs (or long term illness) to assess whether or not the school would be able to support the student 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 of School or representative ahead of this meeting.

If the student 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 student 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 parents, carers, teachers and any appropriate external agencies. Regular reviews will be conducted to assess whether or not the school can continue to meet the student's needs adequately or if specialist provision would be necessary. Failure to disclose information regarding SEN issues; either at the time of application or after, may result in the School being unable to offer an adequate level of support.

## **Aims of this policy**

The school aims to enable students with special educational needs (SEN) or specific learning difficulties and/or differences to achieve their full potential by:

- upholding our commitment to being an inclusive school;
- working with the students concerned to enhance their learning skills and abilities;
- working with their teachers to ensure appropriate programmes of study are put in place for each student;
- working with external agencies, where necessary, to allow the best possible progress for each individual, e.g. speech-therapists, "orthophonistes", psychologists etc.

## **Management of SEN within school**

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## **The Special Educational Needs Co-ordinator (SENDCO) in the school is the Head Teacher: Camie Steuer**

All school staff have a responsibility for pupils with SEN in their class to ensure quality teaching with differentiation and personalisation to meet the pupils' needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a provision plan in place. Staff show a caring and sensitive attitude towards all pupils in the school.

The Head Teacher is responsible for:

- overseeing the day-to-day operation of this policy
- liaising with and advising teachers
- managing Learning Support Assistants if necessary
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with educational and health professionals

### **Identification and assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. 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 teacher and the Head Teacher. The class teacher will usually arrange a meeting with the pupil's family to discuss these concerns. The Head Teacher may be involved in this meeting.

There are four areas of need as stated in the SEND Code of Practice, 2015. Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties and those who demonstrate features within the autistic spectrum including Asperger's Syndrome.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties, learn at a slower pace than their peers or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or showing a lack of concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties such as sight or hearing impairments.

We also consider '**Gifted and High Potential Student**' needs.

Behavioural difficulties, slow progress and low attainment, persistent disruptive or withdrawn behaviour do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being registered as having SEN.

Identifying and assessing SEN for children whose first language is not French requires particular care.

Difficulties related solely to limitations in French as an additional language are not SEN.

If appropriate, class teachers will request that parents/carers take the pupil for a formal assessment with an external specialist. This will be arranged between the parents/carers and the specialist and will be carried out at the parents/carers' expense. If necessary, this may take place during school hours.

The Head Teacher follows these steps to identify students with SEN:

- following up teachers' concerns

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- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from specialists

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- homework/learning support club
- further differentiation of resources
- In-class support for small groups with an additional teacher
- small group sessions with an additional teacher
- individual class support / individual sessions
- provision of alternative learning materials/ special equipment
- staff development/training to undertake more effective strategies
- access to educational and health professionals for advice on strategies, equipment or staff training

### **Monitoring pupil progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which narrows the attainment gap between pupil and peers and prevents it widening. It must be equivalent to that of peers starting from the same baseline but less than the majority of peers, equal or improve upon the pupil's previous rate of progress. Adequate progress ensures full curricular access. It shows an improvement in self-help, social or personal skills and in the pupil's behaviour.

### **Record keeping**

The school will record the steps taken to meet pupils' individual needs. The Head Teacher will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include provision plans, reports of meetings and information from educational and health services.

The Special Needs Register records the current status of all those students in the School who have any specific accommodation plan, eg PAI, Projet d'Accueil Individualisé); PAP (plan d'Accompagnement Personnalisé); IEP (Individual Education plan), EHCP (Education and Health Care plan), HCP (Health Care plan). The register is reviewed each term and includes the nature of the student's difficulty and also the current plan in place for the student that has been drawn up, agreed and signed by the class teachers, Headteacher and in the case of a PAP also by the parents/ carers and external professionals involved. Plans are then archived for the duration of the student's career at the School. Copies of the plans for each academic year are passed from one class teacher to the next at the start of each academic year so the new teacher has access to support given the previous year.

### **Code of practice graduated response, targets and accommodation plans**

The school adopts the appropriate levels of intervention, as described in the AEFÉ's SEN letter. It advocates a graduated response to meeting pupils' needs. Each time the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Head Teacher and teachers support the assessment of the pupil and have an input in planning future support. The class teacher remains responsible for planning and delivering individualised programmes. Parents are closely informed of the action and results. External support services may advise on targets for a new provision plan and provide specialist inputs to the support process. A provision plan will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at French Curriculum levels considerably lower than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional problems that substantially impede learning

- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting provision plan may incorporate specialist strategies. These may be implemented by the class teacher but may involve other adults.

All SEN pupils will have individual provision plans setting out targets and any provision made that is additional to and different from usual classroom provision.

In the French system, provision plans are:

- **PPRE**: programme personnalisé de réussite éducative for pupils with persistent difficulties
- **PAP**: plan d'accompagnement personnalisé, for "dys" pupils
- **PPS**: projet personnalisé de scolarisation when the SEN status is recognised .

Strategies for pupils' progress are then recorded in individual provision plans containing information on short - term targets, teaching strategies, provision made, date for review.

The provision plan will be created through discussion with the teacher, therapists and the parent or carer and reviewed at regular intervals. Individual provision maps are reviewed termly in consultation with all professionals involved in the support of the child and the parents. At the review meeting decisions are made about the future actions that may be taken to meet the child's needs. These may be to reduce the amount of help, to continue with the existing level of help with new targets being set or to increase the level of intervention if there has been little progress.

### **Learning Support considered external to school**

Based on the findings of the report conducted by external specialists (speech therapist, educational psychologist, occupational therapist etc) it may be deemed helpful for the pupil 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 pupil'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 and carers should aim to ensure that the disruption of the pupil's learning is kept to a minimum. Sessions with external specialists are done at the parents/ carers' expense.

### **Help from a support person: AVS**

If necessary a decision could be made at the review meetings and pupil progress meetings that extra support is needed in class. The help of an AVS (Auxiliaire de Vie Scolaire) can prove necessary in specific situations. This support requires agreement from the parents who recruit and pay for the SEN assistant for their child in class. A convention signed by the parents, the Head Teacher and the AVS allows the latter to help the child in class. The AVS's missions are listed in the PPS and reviewed each term.

### **Partnership with parents/carers**

The School works closely with parents and carers to ensure they are kept informed regularly of their student's progress. This happens through the bi-annual reports and the bi-annual parent-teacher meetings. In addition to these, class teachers will arrange to meet parents and carers of Special educational needs (SEN)/or specific learning differences, students once a term to provide feedback on the student's progress and offer ideas for ways to further support the student at home. Should class teachers have any specific concerns at any time during the year, they will contact the parents/ carers for an additional meeting.

The partnership works best when it is a two-way process; hence parent and carers 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.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision - making process about SEN provision

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional needs
- agreeing targets for the child

### **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to state their views about their education and learning, identify their own needs, self - review their progress and set new targets.

### **Special facilities that assist access to the school**

Children with diabetes, asthma or migraines keep their medication in the Head's office and have access to this whenever they need. Any medication needs are supported by a Plan d'accompagnement Individualisé (PAI) which explains medical information and protocol where needed. Teachers collect students inhalers and medication to go to sport and return it to the Head's office afterwards. If parents and carers wish, there may be one inhaler kept in the nurse's office and another kept with the student.

### **Links with other services**

Effective working links are maintained with:

- Speech therapists
- Occupational therapists
- Psychologists

### **Training**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development.

### **English as an additional language (EAL)**

As La Petite Ecole Française is a bilingual school we do not treat English as an additional language.

Students attending the School are expected to have a good level of French and for Cycle 3 classes and above, a good level of written French as part of the admissions criteria. From CP upwards, for students coming from non-French schools, the level of French will be tested.

All incoming students will be assessed on their level of written and spoken English and/or French, depending on their chosen programme of education and previous experience.

In rare cases, students entering the School in Grand Section Maternelle with difficulties communicating in English could benefit from small group lessons with the EAL teacher. Support in French, if necessary, is done in the classroom through differentiation.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head Teacher. The owner of the school, Devika Malik, may be involved if necessary.

Please see the school's Complaints Procedure which is available on the school's website ([lapetiteecolefrancaise.co.uk](http://lapetiteecolefrancaise.co.uk)).