

# LYCÉE INTERNATIONAL DE LONDRES

## WINSTON CHURCHILL

(The "School")

### Policy #16: Disability Inclusion, Special Educational Needs and Learning Support

#### **Mission**

Through a rigorous, bilingual programme and innovative methods, we educate pupils to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are excellence, creativity, integrity, awareness and community.

In support of these aims and values we are committed to the inclusion and diversity of our students and to ensuring the following:

#### **Introduction**

Promoting equal opportunities is fundamental to the aims and ethos of the School.

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 Disability Inclusion, Special Educational Needs and Learning Support Policy.

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

## **2. 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.

### **3. Selection**

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.

### **4. Content**

The regulations make clear that schools need to:

- Increase access for disabled people to the school curriculum and to extra-curricular activities.
- Improve access to the physical environment of schools.
- Improve the delivery of written information to disabled students.
- Make reasonable adjustments to avoid substantial disadvantage to disabled students or students with special educational needs. For example, risk assessments on school trips should include consideration of reasonable adjustments that might permit disabled students to participate.
- Ensure that all students understand that unlawful discrimination, victimisation and harassment of SEND students is prohibited.

## 5. How we define Learning Difficulties

A student is defined as having a learning difficulty if he or she has significantly greater difficulty than the majority of students 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 students of the same age.

Areas of need include:

- Cognitive and learning needs, including specific learning difficulties such as dyspraxia and dyslexia;
- Social, emotional and development;
- Communication and interaction needs, including disorders on the autistic spectrum;
- Sensorial or physical needs, including sight or hearing impairments;
- Gifted and talented student needs.

Children must not be regarded as having a learning difficulty solely because the language(s) of their home is different to the language(s) in which they will be taught.

## 6. Background and Admissions

The School is an independent school that teaches the curriculum set by the French Ministry of Education ("Ministère de l'Éducation Nationale ") in its Bac Français Bilingue programme. The curriculum for the English International Programme is inspired by the French National curriculum and the IB\*\* principles of teaching and learning.

While not an academically selective school, all students who wish to attend the Bac Français Bilingue programme must have a good knowledge of the French language and, depending on which year group a student is entering, this will sometimes include a good knowledge of written French. 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. (This requirement applies equally to all applicants including those admitted in priority\*.) A similar test in the English language is not required, although incoming students will be assessed to establish whether or not

they will require booster lessons for the initial months of their schooling at The School.

In the English International Programme (leading into the International Baccalaureate Diploma Programme or IBDP), students are expected to have a good working /good functioning level in the English Language. This is determined by the time of admission through conversations between the students, the parents and the pedagogical leadership and admissions teams, the admissions committee and/or the study of their previous schooling records and supporting documentation.

An appointment with the Head of School or representative 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 or spld issues; 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.*

## **7. Aims of this Policy**

The school aims to enable students with special educational needs (SEN) or specific learning difficulties and/ or differences (spld) 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.

## **8. Objectives of SEN and spld Provision:**

- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with parents/ carers to advise on ways to further support students with SEN and spld;
- to provide appropriate resources in class, timetabled opportunities for small group work and dialogue with parents and carers to advise on ways to further support students 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, carers and external agencies involved with the student are committed to adopting a positive approach to their learning and development and that effective, regular communication exists between them.

## **9. Special facilities that assist access to the School**

The School has been modified to comply with Part M of the British Standard Building Regulations for accessibility. All learning and communal areas of the building are accessible for wheelchair users. Plants rooms, service areas and hubs for Health and Safety reasons are restricted to key maintenance and site personnel only.

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 office and have access to this whenever they need. Any medication needs are supported by a Plan d’accompagnement Individualisee ( PAI) which explains medical information and protocol where needed. Students collect their inhalers to go to sport and return it to the nurse’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.

## 10. Identification of pupils with SEN/spld

The School uses the following ways to identify students with SEN/spld or for those for whom learning support would be valuable:

- Through information and reports supplied by parents and carers, a previous school or by an external agency;
- Through concerns raised by class teachers about a student's progress;
- Through in-house screening with the help of our Learning Specialist.

## 11. Personnel

In line with other schools in the AEFÉ network, the School does not have a Special Educational Needs coordinator, but rather two Learning Specialists.

The Learning Specialist is in charge of communication between teachers and students, as well as parents and carers in order to assess and serve the specific needs of the student in and out of the classroom. His/her job is to coordinate between inside and outside resources, to provide guidance and support on a regular but occasional basis, and to monitor and follow up on assessment and changes as needed. The School's Learning Specialist does not provide long term interventions for students, which must be conducted outside of school under the parents and carers' responsibility. The School believes that modern technologies such as tablets and computers can be of great help to enhance differentiation in the classroom. Therefore the school provides individual tablets to all Secondary School students and gives access to collective ones in Primary school.

As part of the Professional Development Plan, teachers are required to attend sessions on teaching and learning, of which some may be related to special needs and disabilities.

There are no classroom assistants beyond GSM level classes (Reception). Class teachers work together closely with the Head of School or representative and outside agencies to ensure they are offering SEN and or spld students the best possible learning opportunities. It is important that all staff are aware of their responsibility to refer concerns to the Head of School or representative as quickly as possible so that measures can be put in place without delay.

For students with beginner level or just above beginner level English, there is a designated EAL (English as an Additional Language) teacher who offers booster classes and who also teaches FLE (Français langue Etrangère / French as a foreign language) for students with pronounced communication difficulties in French.

## **12. Special Needs Register**

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, Learning Specialist, Head of School or representative 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.

## **13. Support for students**

Students 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 student's time in the School. This would usually be an informal discussion between the staff member and the student's class teachers, or between the class teachers and the Head of School or representative. The class teachers would usually arrange a meeting with the student's family to discuss these concerns.

### **Step 2: Observation and assessment**

If appropriate, class teachers will request that parents/carers take the student 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.

### **Step 3: Preparation of Individual Education Plan**

Class teachers in collaboration with the Learning Specialist will continue to observe the student's progress carefully and will draw up, depending on the nature and on the severity of the difficulty, either a PAP or any specific accommodation plan. Recommendations and findings from formal assessments will be incorporated into the plan. At this stage, the student will be entered into the Learning Support SEN Register. The plan will be reviewed yearly. Wherever possible, the student 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 student
- 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: Student in Learning Support**

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

- A year group may split into ability groups and half the year group go the French class teacher and the other half with the English class teacher, offering the possibility of teaching groups of between 12 and 15 students, all of whom are working at a similar level in Literacy or Numeracy.
- While half a class works with a specialist teacher (such as Science, Technology, Music or Library), the class teacher may take care of the other half. Groups are streamed so that teaching can be more targeted to each group's needs.

## **Step 5: 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 student 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 student's level of tiredness) that the student 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 student's learning is kept to a minimum. Sessions with external specialists are done at the parents/ carers' expense.

A list of supporting professionals compiled by the parents is available [here](#)

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

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

## **14. SEN and Assessment**

- Lycée International de Londres Winston Churchill is an inclusive school that encourages differentiated approaches to learning and assessment that can be adapted to the needs of the students.
- We believe that teaching appropriate learning skills and attitudes is important to help students take charge of their own learning and thinking. This is also helpful to support those with special educational needs.
- When teaching, planning and assessing for SEN students it is important to consider that affirming identity, building self-esteem, valuing prior knowledge,

scaffolding and extending learning are all strategies that facilitate learning and performance.

- Where normal assessment conditions would put students with special needs at a disadvantage and prevent them from demonstrating their level of ability in the areas being assessed, reasonable accommodation will be given for administration of assessment. Technology is used to support learning and assessment.
- The school is aware of and fully adheres to the rules and regulations with regards to formal and official assessment accommodations as directed by the French Ministère de l'Éducation (French Department for Education) and the IB Diploma Programme.
- In assessment, special measures put in place to help students with special educational needs should allow them to demonstrate their true level of ability but must not put these students at an advantage over others. Variations in assessment conditions are intended only to minimize the effects of a student's functional limitations resulting from a special educational need.
- Students are assessed in alignment with the School's Assessment Policy.

## **15. Support for Teachers**

All teachers are supported in their teaching of students with SEN and spLD in the following ways:

- Staff INSET/ CPD and specific training sessions
- Sharing of information at class pedagogical meetings with Learning Specialist, other teachers and other adults involved in a student's learning
- Advice through meetings set up with external specialists

## **16. Pupils with EAL / FLE needs**

Students attending the School's Bac Français Bilingue 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. Beginner level and false beginner level students in either English and/or French 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 students, for one to four times a week.

The aim is to integrate students into being in class full time as quickly as possible, therefore as the student 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 of School or representative and then parents/ carers are informed.

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.

## **17. Communication with parents and 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, (spld) 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.

\* This document has been drawn up under the Equality Act 2010 , The Special Educational Needs and Disabilities Code of practice 2015 and the Disability Discriminations Act 2005 and ERC 2010 Act to clarify the policy of the School to inform

parents, carers and students 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/ carers, or students. The contents of this document are statements of intent made in good faith, but are not intended to be legally enforceable.

Sources used:

IB\*\* Special educational needs within the International Baccalaureate programmes

Policy created in 2015.

Policy reviewed in:

- March 2023
- November 2022
- September 2021
- September 2018
- August 2016
- March 2016

\*\* Lycée International de Londres Winston Churchill is authorised to teach the International Baccalaureate (IB) Diploma Programme. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education- that we believe is important to our students. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org). Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).