

Update: September 2024

SEND Policy

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, who provide a broad and balanced French curriculum in a safe, inspiring and caring setting 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. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone. Our School adopts a 'whole school approach' to special educational needs. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Admission arrangements

No pupil will be refused admission to school based on his or her special educational need. In line with the SEN and Disability Act and the L111-1 art. of the French Code of Education, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Due to the age of the premises and historical nature of our school, it will be difficult to make any building changes to install access for wheelchairs. Please see the school's Admissions Policy.

Responsible Persons

The 'responsible person' for SEND is Emilie Gingaud, "Réfèrent EBEP" and in her absence, the Head, Bleuenn Morvan. The person co-ordinating the day-to-day provision of education for pupils with SEND is Emilie Gingaud.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability* which prevents or hinders them from making use of educational facilities provided by the local authority
- Have an emotional/ behavioural difficulty which impacts on their learning

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

Management of SEN within school

The Board has delegated the responsibility for the day-to-day implementation of the policy to the Head, who appointed the Référent EBEP. All school staff have a responsibility for pupils with SEND 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 SEND, whether pupils have a provision plan in place. Staff show a caring and sensitive attitude towards all pupils in the school.

Role of Special Needs Coordinator (Référent EBEP)

Emilie Gingaud is responsible for the arrangements for SEND provision throughout the school, such as:

- implementing the day to day operation of the school's SEND policy
- coordinating identification of and provision for children with SEND and overseeing their records
- updating the provision map termly (PPRE, PAP, PPS, PAI)
- liaising with parents/carers and teachers
- liaising with external agencies including Hammersmith and Fulham/Ealing and Hounslow SEND Information and Advice Support Service, and Local Social Services
- liaising with Headteacher and Deputy Head responsible for Safeguarding and Pastoral Care
- monitoring the progress made by SEND children termly

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 form teachers, or between the form teacher and the Head. The form teacher will usually arrange a meeting with the pupil's family to discuss these concerns.

There are four areas of need as stated in the SEND Code of Practice, 2014. 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 such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or showing lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties such as sight or hearing impairments.

A fifth area of need can be identified:

- 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 SEND and should not automatically lead to a pupil being registered as having SEND.

Identifying and assessing SEND for children whose first language is not French requires particular care. Difficulties related solely to limitations in French as an additional language are not SEND.

If appropriate, form teachers with the support of the Référent EBEP 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 Référent EBEP follows these steps to identify students with SEND:

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

Curriculum access and provision

In order to meet the learning needs of all pupils, teachers differentiate work to meet individual learning needs and mark work and plan homework accordingly. 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. A provision plan records a graduated response to individuals.

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 withdrawal with an additional teacher
- individual class support / individual withdrawal
- 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 Référent EBEP 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.

Code of practice graduated response, targets and accommodation plans

The school adopts the appropriate levels of intervention, as described in the AEFÉ's SEND letter attached. 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 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 form teacher but may involve other adults.

All SEND 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:

PAI: "projet d'accueil individualisé" for pupils with health issues such as chronic pathologies or allergies. It is requested by the school doctor or the Head.

PPRE: « programme personnalisé de réussite éducative » for pupils with insufficient mastery of certain knowledge and skills. It is requested by the Head.

PAP: « plan d'accompagnement personnalisé », for "dys" pupils. It is drawn up on the proposal of the Conseil des Maîtres or at the request of the family.

PPS: "projet personnalisé de scolarisation" when the SEN status is recognised. The personalised schooling project concerns pupils with disabilities and is requested by the family.

Cf. The document of the French Ministry of Education « Répondre aux besoins éducatifs particuliers des élèves : quel plan pour qui ? »

In agreement with parents, strategies for pupils' progress are thus 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 at least twice a year in consultation with all professionals involved in the support of the child and the parents. These meetings are called "Réunions d'équipe éducative" and are held on top of the usual teachers-parents meetings or individual appointments during the school year. 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.

Request for statutory assessment

For French citizens, the school will request a Statutory Assessment from the MDPH (Maison Départementale des Personnes Handicapées) when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. For other citizens, the school will request an EHC Assessment.

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 form 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. These timetable adjustments will be duly recorded in the pupil's provision plan and can be updated whenever necessary.

Human help: AESH

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 AESH (Accompagnant d'un élève en situation de handicap) can prove necessary in specific situations. This support requires agreement from the parents who recruit and pay for the SEND assistant for their child in class. A convention signed by the parents, the Head and the AESH allows the latter to help the child in class. The AESH's missions are listed in the PPS. A specific grant might be obtained by French families to help them with this extra cost in complement of their usual schooling grant. The application is addressed to the French Consulate in London.

Partnership with parents/carers

The school aims to work in partnership with parents and carers. If you have a SEND issue you are invited to email the Head.

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

Safeguarding

Partnership with parents is absolutely essential to benefit the pupil and enables various professionals to support the child's needs and progress, alongside what the family is already providing the child with.

If however, on a regular basis, a pupil could not somehow get all the help and support professionals felt he/she should be entitled to, the school DSL (Designated Safeguarding Lead) would contact the parents to provide extra guidance and have the situation evolve to the child's benefit.

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND 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. On request, the pupils in cycle 3 might also attend their "réunions d'équipe éducative" (review meetings).

Confidentiality

The "réunions d'équipe éducative" (review meetings) will involve, as much as possible, the whole team in support of the SEND child: parents, therapists, form teacher, AESH,

head and possibly, the pupil himself, other teachers of his/hers, the supervisors' coordinator, the ASEM in maternelle or any other relevant person.

All information shared is strictly confidential and the professionals are bound by confidentiality. Records will be shared with the team itself to keep everyone well informed and will stay in the pupil's file during the whole schooling time at the école Jacques Prévert.

Continuous support is best achieved when professionals and family can pass on information from one school to another when the child is changing school. However, some records related to SEND review meetings and medical/paramedical assessment in the pupil's file being confidential, parents will have to agree for the school to transfer all these records to the following school of their child. The école Jacques Prévert will strongly encourage them to do so on departure. PPS and PAP records, however, will be forwarded automatically as parents' consent is part of these long term plans which follow up their child in support of his/her schooling.

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. Recent courses and in-service training undertaken are detailed in the Head's report to the Board each year.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head. The Chair of Board may be involved if necessary.

Please see the school's Complaints Procedure available on the school's website.

References

About non discriminatory schooling of SEND children

L'article 24 de la Convention des Nations unies relative aux droits des personnes handicapées (2006) - ratifiée par la France en 2010 - préconise l'éducation inclusive et dispose que les États Parties veillent à ce que les enfants et les personnes handicapées ne soient pas exclus, sur le fondement de leur handicap, du système d'enseignement général.

La loi n° 2005-102 du 11 février 2005 pour l'égalité des droits et des chances

La loi n°2019-791 pour une « école de la confiance »

L'article L. 111-1 du Code de l'éducation précise que le service public de l'éducation est conçu et organisé en fonction des élèves et des étudiants et qu'il veille à l'inclusion scolaire de tous les enfants, sans aucune distinction.

La Circulaire de rentrée 2019 - École inclusive

About the different French provision plans for SEND children

Quel plan pour qui ? Répondre aux besoins éducatifs particuliers des élèves

https://cache.media.eduscol.education.fr/file/Handicap/41/0/ecole_inclusive_dossier_extrait_QPPQ_376117_378410.pdf

PAI

Circulaire n° 2003-135 du 8-9-2003 ACCUEIL EN COLLECTIVITÉ DES ENFANTS ET DES ADOLESCENTS ATTEINTS DE TROUBLES DE LA SANTÉ ÉVOLUANT SUR UNE LONGUE PÉRIODE

PAP

La loi n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'École de la République introduit à l'article L. 311-7 du code de l'éducation le plan d'accompagnement personnalisé (PAP). L'article D. 311-13 du même code prévoit que « *les élèves dont les difficultés scolaires résultent d'un trouble des apprentissages peuvent bénéficier d'un plan d'accompagnement personnalisé prévu à l'article L. 311-7, après avis du médecin de l'éducation nationale. Il se substitue à un éventuel programme personnalisé de réussite éducative. Le plan d'accompagnement personnalisé définit les mesures pédagogiques qui permettent à l'élève de suivre les enseignements prévus au programme correspondant au cycle dans lequel il est scolarisé. Il est révisé tous les ans.* » Décret n° 2014-1377 du 18-11-2014 (J.O. du 20-11-2014, BOEN n° 44 du 27-11-2014) relatif au suivi et à l'accompagnement pédagogique des élèves

La circulaire n° 2015-016 du 22 janvier 2015 (BOEN n°5 du 29-01-2015) définit le public visé par le plan d'accompagnement personnalisé, son contenu ainsi que la procédure et les modalités de sa mise en œuvre.

PPS

Circulaire n° 2016-117 du 8-8-2016 Parcours de formation des élèves en situation de handicap dans les établissements scolaires

PPRE

<https://eduscol.education.fr/858/les-programmes-personnalisés-de-reussite-educative>