

Special Educational Needs Policy / Disability Discrimination Act

Reviewed and updated 09.09.2025

Introduction

L' école Bilingue is an inclusive and supportive school. We have high expectations and set suitable targets for all pupils. All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil EHCP (Education and Health Care Plan).

Definition of SEND - Identifying Special Educational Needs

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Pupils may need support with the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

All pupils need to experience praise, recognition and success. Some pupils, for part or all of their school lives, need a greater level of support than others. When children are identified by teachers as having special educational needs, their parents are informed.

These children usually only need monitoring and extra help for a limited period. This is achieved through:

- Adaptive Teaching – this is an approach where teachers make adjustments to their teaching strategies, resources and pacing based on pupils' ongoing needs and responses to the lessons. It focuses on helping all pupils access learning objectives by providing flexible support as needed whilst maintaining high expectations.
- SMART Targets – these are a goal-setting framework where each target is **Specific, Measurable, Relevant and Timebound**. The acronym helps to define clear, trackable, and attainable objectives by turning intentions into actionable plans with defined success metrics and deadlines.
The class teacher and SENCO will analyse a pupil's strengths and needs and parents will be asked to come in for a meeting. A SMART Target document, which is a personal plan that identifies strategies

to use, and any additional provision that is needed, will be presented to the parents. The personal plan allows for close monitoring of progress toward short-term outcomes, agreed with parents/carers, which are reviewed termly. This approach enhances clarity and the likelihood of successfully achieving goals.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils individual targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Where appropriate, the school will refer parents to specialists such as Educational Psychologists or Speech Therapists.

Where teachers and staff see signs of difficulties at school, they should seek information and discuss with other member of staff.

Once an opinion has been formed among staff regarding a specific child, the head teacher should inform parents in a private meeting and discuss the possibility of seeking professional help.

The headteacher should also request advice from:

- Health Professionals
- Speech specialists
- Education Psychologists

It is the duty of the school to make sure all appropriate actions are undertaken to identify any potential learning or development difficulty with a child. The school should also liaise with appropriate agencies or bodies regarding these difficulties.

Plan to improve disabled access within affordable means / Accessibility plan

The wellbeing of children being a key priority means a continuous communication with parents is necessary. As long as the welfare and the health and safety regulation are respected, L'Ecole Bilingue will undertake every reasonable step to improve disabled access.

Access will be possible for all pupils except non-mobile cases. The steps leading from the building outside prohibit this.

If parents wish to register a child with a disability, it is the role of the head teacher to discuss with parents and medical experts how access to the school would be possible.

- Possibility of a teacher or an assistant helping the child access the school, assisting her or him to use the stairs leading to the main entrance.

If necessary, the school will discuss with the London Diocesan Fund the possibility of installing new non-structural equipment to facilitate access.

Look at past experience from the previous years. Assess and use this experience to improve what has been done on disabled access:

- What worked well?
- What did not work?

Lastly, if necessary, liaise with London Diocesan Fund, the Diocesan Advisory Committee and the church architect to discuss possibilities of improving disabled access. This meeting would be necessary before undertaking any major or structural changes for disabled access. Its objective would be to discuss affordable and possible means of improvement to disabled access to the school.

L'école Bilingue will also ensure that an accessibility strategy is put in place, over a prescribed period in order to address curriculum aspects:

(a) increasing the extent to which disabled pupils can participate in the schools' curriculum;

(b) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This will be set up in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Ref: *"Children Act 1989/2004"*
" Education Act 1996/ 2002"
" Disability Discrimination Act 2005"
"Equality Act 2010"

Linked Policies:

Equal Opportunities Policy
Safeguarding and Child Protection Policy
Behaviour Policy
Anti-Bullying Policy
Health and Safety Policy