



Disability Inclusion and Special Educational Needs 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 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.

Selection

The Equality Act permits 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.

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.

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.

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").

CERENE is not an academically selective school. At registration, when applicable, the School will request two years of previous school's report cards ("bulletins scolaires" or "livret de Compétences"). Students coming from French schools "homologuées" will be placed in the class recommended by the previous school according to the "Avis de Passage".

All students who wish to attend must have a good knowledge of French language.

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 ahead.

When 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, careers, 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 LDD issues; either at the time of application or after may result in the School being unable to offer an adequate level of support.

Aim of the School's Policy

The school aims to enable students with special educational needs (SEN) or learning difficulties and/ or differences (LDD) 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 and tools of study are put in place for each student;
- working with external agencies, where necessary, to allow the best possible progress for each individual, eg speech-therapists, occupational therapists, psychologists,...

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 of the Lycee sheltering CERENE and a disabled toilet for the sole use of CERENE. A fire refuge point for those less able-bodied at the ends of each floor of the Lycee sheltering CERENE 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, migraines epilepsy, ADHD,...keep their medication in the first aid room

Identification of students with SEN/LDD

The School uses the following ways to identify students with SEN/LDD 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;

Specialists and therapists interact with the students on site allowing them to work in close partnership with teachers and parents.

- A close monitoring of every student: The headmaster, teachers, the student welfare officer (CVS), specialists and therapists meet regularly for assessment of every students, allowing a quick response to every need.

Special Needs Register

The Special Needs Register records the current status of all those students in the School. Every student in the school has a PRP (Plan de Reeducation Specialise). The PRP 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, Head of School or representative, 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.

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 Report Cards ("bulletins") issued and communicated to students and families/guardians at the end of each term. These will highlight the pupil's current effort and achievements They include target areas for improvement and practical advice and strategies for improvement.

At mid-term, the Head of School, or Section Principal or Coordinator, teachers and pastoral team will convene and share their views and information of students' progress ("Conseil de Classe") and provide individual feedback to guide pupil's effort towards the term grade and inform the parents.

The End of Term report, sent to the parents/carers will contain more detailed information about the work covered, progress made and more specific targets outlining what needs to be done to achieve predicted grades or levels.

In addition to these, class teachers will arrange to meet parents and carers of SEN/LDD 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 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.

Policy written in July 2016.

Policy reviewed in July 2017.