



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

INTRODUCTION: WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Code of Practice 2014)

AIMS

Most importantly, Thomas's has an underlying belief in quality teaching practices and high expectations for all children. Our aims are:

- to provide the best setting to meet the needs of children with SEND and to monitor and evaluate sites and resources in order to effect improvements.
- through reasonable adjustments to enable all children, including those with SEND, to have full access to all elements of the school curriculum
- for staff at Thomas's to welcome children with special educational needs and disabilities and adopt a positive attitude towards all children's needs, recognising each pupil's achievements as well as his or her difficulties.
- for all pupils to achieve the maximum possible for their ability
- to acknowledge parents/carers as invaluable partners and involve them in decisions about their children's education.
- to ensure safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect.
- to ensure that pupils with medical conditions are supported to enable their maximum inclusion in all school activities
- to ensure that children with special educational needs and disabilities are not at particular risk of being vulnerable to radicalisation and to build their resilience by promoting fundamental British values and enabling them to challenge extremist views.

OBJECTIVES

Thomas's objectives for SEND show a commitment to:

- the early identification, assessment and graduated provision for all pupils causing concern
- working within the guidance provided in the SEND Code of Practice 2014
- the continuous monitoring of pupil progress to aid identification and maintaining an awareness that the continued progress of pupils with SEND is the responsibility of all staff
- regularly monitoring and evaluating provision in place to overcome barriers to learning
- working in partnership with parents/carers thus enabling them to take an active role in their child's education
- involving pupils actively in the decision making process regarding their education
- working with outside agencies to meet the needs of SEND pupils
- ensuring support and well targeted continuing professional development opportunities to enable a high level of staff expertise to meet pupil need and fulfil their responsibilities
- ensuring that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem

ROLES AND RESPONSIBILITIES

The school as a whole and the Head and the Special Needs and Disability Co-ordinator in particular, will co-operate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for children with Special Educational Needs and/or with Education, Health and Care (EHC) plans. Other staff will be involved as applicable to the needs of the child – class teachers, subject and year group leaders, teaching assistants and Heads of School areas.

The SENDCos are:

- Battersea Lower School – Catherine Hare
- Battersea Middle School – Juliet Joynson**
- Battersea Upper School – Anne Sheppee
- Clapham – Kathryn Mousa
- Fulham – Sarah Wild
- Kensington – Ruth Mann and Julia Morley
- Battersea Kindergarten – Kathy Ballantine (Head)

They are responsible for the day-to-day operation of the school's SEND requirements and their role includes:

- ensuring screening and tracking systems are in place for identification.
- managing interventions and developing alternative teaching strategies and individual programmes where necessary, in collaboration with the subject/class teacher
- ensuring that pupils with SEND have equal access to all areas of the curriculum.
- establishing that termly plans include information about differentiation
- keeping abreast of professional developments and current good practice
- leading the commitment of the School to working with parents and pupils and ensuring their views and contributions are valued
- leading induction and in-service training so that teachers are made aware of and trained in recognising signs of SEND

- advising individual staff and will seek out and promote sources and materials appropriate to individual teachers' training needs
- acknowledging that teachers are responsible and accountable for the progress and development of pupils in their class and advising them on SEND strategies and provision to provide the most effective intervention
- reviewing Provision Maps/Individual Education Plans (IEP) and/or EHC plans regularly with the class teacher and involving pupils in formulating the plans
- holding and producing a list of resources held centrally
- keeping records of the identification, co-ordination and level of provision for pupils with SEND, completed in liaison with teachers, Head, parents and child.
- liaising with SENDCos from the other Thomas's schools to organise combined staff in-service training, bringing in outside agencies and individuals where appropriate

PROCEDURES

Provision

Whilst the School has a selected entry procedure, the Admissions Policy includes provision for children with SEND to have equal opportunity to participate. Best endeavour will be made to meet the individual needs of a child with SEND

The school must ensure that the curriculum, site and facilities are fully accessible to children with special educational needs.

In the light of evidence about a child's particular needs, provision can include:

- improving access as far as is reasonable through physical changes to the building and by providing extra resources.
- appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs.
- ongoing consultation with parents and pupil to establish a collaborative partnership and programme of support
- developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former pupils, membership of professional bodies e.g NASEN, NAGC
- alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- reinforcing strategies for safe internet use and helping the child develop appropriate practices for taking down and recording information eg. laptop computer (see Appendix 1 for guidance and conditions of use)
- providing alternative sources of information
- organising access arrangements for ISEB, CE and internal exams
- members of staff working with the local borough to ensure the terms of the EHC offer is carried out

Evaluation

Any child who has been identified by the school as having a need or disability under the Act should be the subject of a regular review until there is no longer cause for concern. The SENDCo convenes the meeting.

The review must:

- assess the progress made by the child
- judge the effectiveness of the IEP, Provision Map or EHC plan and of any specialist involvement
- review updated information
- plan future action and set new targets
- include teachers, parents and, where appropriate, outside specialists

Support Services

- The school invites self-employed, specialist teachers onto the campus and offers parents the option of paying for individual or paired lessons. These teachers may be independent or may be attached to a body such as the Dyslexia Teaching Centre or the West London Children's OT Practice. These teachers agree to follow the School's policy and work through the SENDCo.
- The school may facilitate Occupational Therapy and Speech and Language Therapy at school through external providers.
- The school buys in screening, advisory and back-up services from a variety of professional bodies and individuals.
- The school advises parents on a wide range of available services and advice.

Links with Schools

- The school places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to, in consultation with parents.
- The Head/Deputy Head and the SENDCo make contact with the receiving school to discuss the child's individual needs.
- Support for parents in choice of next school and in preparing for transfer is offered by the Head and the SENDCo
- Transfer of information is arranged with the parents' consent and includes the SEND file and the child's last school report.

Complaints

Any concerns or complaints about the School's provision for a child with SEND should be addressed in the first instance to the SENDCo. The SENDCo will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the relevant Head of School, the Head (or the Vice Principal for the Kindergartens) and the School's general complaints procedure will be followed.

REFERENCES

This policy was informed by:

DfE Statutory Guidance 'Keeping children safe in education' (September 2020)

DfE Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
 DfE Departmental Advice 'The Prevent Duty' (June 2015)
 HM Gov 'Working together to safeguard children' (March 2015)
 DfE Statutory Guidance 'SEND Code of Practice 0 – 25 years' (January 2015)
 DfE Departmental Advice 'The Equality Act 2010 and schools' (May 2014)
 Children and Families Act 2014.
 DfE Guidance on Teachers Standards 2011 (updated 2013),
 The Education Act 2011,

See also: Assessment Policy, Complaints Policy, Curriculum Policy,
 Equal Opportunities Policy, Safeguarding and Child Protection Policy,

Staff Handbook: CPD Policy, SENDA Policy

| This policy will be reviewed annually | | | |
|--|-----|--|---------------|
| Created: January 2009 | By: | Jill Kelham, Vice Principal | |
| Latest Review: April 2020 | By: | Joanna Copland, | Minor changes |
| Next Review: April 2021 | By: | Joanna Copland, Vice Principal and SENDCos | |

Appendices

- Appendix 1: Guidance on the use of personal electronic devices by SEND pupils
- Appendix 2: Individual electronic device Agreement for pupils
- Appendix 3: Individual electronic device Agreement for parents

SEND POLICY APPENDIX 1



GUIDANCE ON THE USE FOR INDIVIDUAL ELECTRONIC DEVICES TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Pupils who have difficulties with handwriting and/or problems with processing and getting their ideas down on paper can find that using a laptop, iPad or other electronic device

- enables clear writing
- enables the expression of ideas and knowledge
- overcomes frustration and fatigue
- increases confidence and independence

The following conditions must be met before permission will be given for a pupil to use an electronic device for school work:

1. A specific recommendation has been received from either
 - a. an educational psychologist, or
 - b. the school's SENDCo, Head of Learning Support or Head of Learning Enrichment
2. Touch-typing speed must at least match handwriting speed.
3. The School's SENDCo, Learning Enrichment Leader or Head of Learning Support has checked and signed off the pupil's skills list.
4. Pupil and parents have signed the Electronic Device Agreement (Appendices 2 and 3)
5. The electronic device is adequately marked and insured.

In addition, a pupil may use a laptop, iPad or other electronic device on a temporary basis if necessary as a result of a temporary condition caused by illness or injury.

Class Use

- Electronic device use is allowed with the agreement of the subject department head and the teacher.
- Work must be printed out and stuck into exercise books as appropriate.
- Pupils must ensure that devices are charged every evening.
- Devices must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can be used only with specific permission to do so.
- Devices must be on mute at all times.
- Any integrated recording devices must only be used at the request or with the permission of the teacher.
- Pupils will not be allowed to use any unauthorised software.

Homework

- Written homework tasks must be printed at home and, where appropriate, stuck into an exercise book.
- Pupils may email homework to teachers only with the express permission of that teacher.

Teachers will:

- Physically accommodate electronic device use in the classroom.
- Undertake training provided by the school to understand the impact of using the electronic device on their planning and lessons and on the pupil.
- Take responsibility for guiding the pupil and preparing appropriate resources.
- Recognise that pupils with language or social communication difficulties may need additional support with online resources and may not always recognise the dangers presented in online environments.

In exams

- Pupils may use school devices for internal exams and for external entrance exams where laptop use is their 'normal way of working' and permission has been received from the Head of school.
- The SENDCo, Head of Learning Support or Head of Learning Enrichment will confirm the list of individual electronic device users and liaise with the IT department over technical support.
- Spelling and grammar checks and predictive tools will be disabled.
- Individual device users must be seated with screens visible to the invigilator and not to each other.
- Work will be printed out on school printers as soon as each exam ends.

Parents

Parents will be asked to sign a Code of Practice and to be responsible for organising any extra support required to ensure the pupil has adequate touch-typing and operational skills.



INDIVIDUAL ELECTRONIC DEVICE AGREEMENT (FOR PUPILS)

Computers are recognised as a useful tool to help you in a variety of ways:

- You can be proud of your presentation – the typeface does not deteriorate with speed or tiredness.
- It will be easier to edit your work – no messy crossing out!
- You are free from the purely mechanical aspect of writing. This will allow you to express your ideas more fluently and with greater ease.

Your teachers are very happy for you to use your electronic device in their lessons and for producing all written homework tasks. However, it is essential you follow these simple requirements:

1. Your device **MUST** be fully charged. It is your responsibility to charge it at home overnight. Personal chargers may not be brought into school.
2. Your device must be accompanied by your memory stick.
3. It is your responsibility to save all work on your device appropriately.
4. It is your responsibility to print out any homework so it can be handed in on time.
5. Your teachers will make it clear if they expect you to bring your device to a lesson. You should print out any work done in a lesson immediately.
6. You must make sure that your device is on mute and all recording devices must only be used with the permission of your teacher.
7. You are allowed to use only authorised software and may not use your device to access the internet unless instructed to do so by the teacher.
8. This code of practice is in addition to the school AUP agreement.

By signing this agreement you are agreeing to follow these basic requirements so that your electronic device will be a help rather than a hindrance, both to yourself and to your teachers.

Date: _____

Name: _____

Signature: _____



INDIVIDUAL ELECTRONIC DEVICE AGREEMENT (FOR PARENTS)

Criteria for the use of an individual electronic device in school:

- A pupil may need an Educational Psychologist's report recommending the use of a laptop.
- Parents must ensure that the pupil has reached the required standard in touch-typing and electronic device use as set out by the school.
- Pupils' own computers or school iPads may be used in school as agreed with the SENDCo. The use of home devices is understood to be at the parents' risk and therefore it is recommended that parents ensure that the electronic device is permanently marked and appropriately insured.
- Pupils may use school devices designated for exam use. They will not be able to use spell checker. Exam papers will be printed out at school.
- Other than exams/tests it is the responsibility of the pupil to print out work and stick it in their exercise book.
- Parents must ensure that devices are fully charged for the start of each school day. Personal chargers may not be brought into school.

Pupil Device Specifications

Children who require an electronic device for use in school do not need a specific brand but please note that devices made by Toshiba, Compaq and IBM are generally more durable.

Date: _____

Name: _____

Signature: _____