



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

This Policy applies to all year groups at Thomas's Schools, including the EYFS.

Thomas's London Day Schools operates as a united group of schools with a similar ethos and values and as such is referred to as a singular body. However in some areas, it is appropriate for each school to adopt discrete procedures, acknowledging the individual identity of each school and its specific personnel and systems. These supplementary procedures can be found by clicking the name of the relevant school below the contents list of this Policy.

This Policy should be read in conjunction with Thomas's Admissions Policy, Assessment Policy, Code of Conduct, Complaints Policy, Curriculum Policy, Equality, Diversity and Inclusion Policy, Safeguarding and Child Protection Policy, SENDA Policy

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### **SCHOOL SUPPLEMENTS**

[Thomas's Battersea SEND Key Personnel](#)

[Thomas's Clapham SEND Key Personnel](#)

[Thomas's Fulham SEND Key Personnel](#)

[Thomas's Kensington SEND Key Personnel](#)

### **1. INTRODUCTION**

Thomas's seeks to encourage a diverse community to which individuals may contribute as fully as possible. It aims to create conditions whereby staff and pupils are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the school is unfairly discriminated against as a result of gender, race, ethnic or national origin,

age, social background, disability, religion or belief, family circumstances or sexual orientation.

To this end Thomas's will:

- fulfil its legal obligations under the SEND Code of Practice 0 – 25 years (2015), the Disability Discrimination Act 2005 and the Equality Act 2010 (2014) and any related or subsequent legislation;
- seek to identify and remove all unjustified direct, indirect, associative and perceived discrimination against people with a learning difficulty and/or disability;
- pursue a consistent programme of development and improvement in facilities, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with learning difficulty and/or disability, wherever reasonably possible;
- liaise with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals.

The SEND Code of Practice 0 – 25 years (2015) states that:

“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.

The Equality Act (2010) states that a person with a disability is:

“one who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities”

- An “impairment” has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned.
- “Substantial” is neither minor nor trivial.

It will be unlawful for a Responsible Body to discriminate against pupils with a disability. Discrimination can take place in two ways:

- Treating a pupil “less favourably” than others for a reason relating directly to their disability.
- Failing to make a “reasonable adjustment” to ensure they are not placed at a “substantial disadvantage” for a reason relating to their disability.

## **2. AIMS**

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

- to provide the best setting to meet the needs of pupils with SEND and to monitor and evaluate sites and resources in order to effect improvements;

- through reasonable adjustments to enable all pupils, including those with SEND, to have full access to all elements of the school curriculum;
- to enable disabled staff and pupils or those with special educational needs have access to the appropriate support and adaptations to enable them to be fully included in the life of the school;
- for staff at Thomas's to welcome pupils with special educational needs and disabilities and adopt a positive attitude towards all pupils' 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 child'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;
- at all times to take into account the views of the individual pupil or member of staff when their requirements are being assessed;
- to ensure that members of staff working with people with SEND, either as colleagues or pupils, have appropriate information and support;
- to ensure that 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.

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.

In addition:

- admissions from potential pupils or applications for employment are assessed subject to the admissions process and on the basis of the applicant's aptitudes, abilities and qualifications. All reasonable appropriate adjustments will be made to ensure that the needs of disabled potential employees or pupils are catered for and that they are not disadvantaged in the admissions/recruitment process;
- the school will take steps to enable staff and pupils who become disabled during their time at the school to continue in their chosen career or school career, wherever possible;

- the school will endeavour to accommodate disabled visitors, wherever possible, to enable them to participate in events held on school premises.

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 Head**

- To be aware of this policy and its related Code of Practice to ensure that disabled people or those with special needs, whether pupils, staff, parents or visitors, are treated fairly with respect and in accordance with this policy.
- To co-operate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for pupils with Special Educational Needs and/or with Education, Health and Care (EHC) plans.
- To liaise with the Head of HR, the Maintenance team and the Health and Safety Leader to ensure that, as far as is reasonably possible, the school is accessible to pupils, staff, parents and visitors.

#### **3.2 Learning Support/Learning Enrichment Leader**

- To responsible for the day-to-day operation of the school's SEND.
- To ensure screening and tracking systems are in place for identification.
- To manage interventions and develop alternative teaching strategies and individual programmes where necessary, in collaboration with the subject/class teacher.
- To ensure that pupils with SEND have equal access to all areas of the curriculum;
- To organise access arrangements for external and internal exams;
- To establish that termly plans include information about differentiation.
- To keep abreast of professional developments and current good practice.
- To lead the commitment of the school to working with parents and pupils and ensuring their views and contributions are valued.
- To lead induction and in-service training so that teachers are made aware of and trained in recognising signs of SEND.
- To advise individual staff and seek out and promote sources and materials appropriate to individual teachers' training needs.
- To acknowledge that teachers are responsible and accountable for the progress and development of pupils in their class and advise them on effective intervention.
- To review Provision Maps/Individual Education Plans (IEP) and/or EHC plans regularly with the class teacher and involving pupils in formulating the plans
- To keep records of the identification, co-ordination and level of provision for pupils with SEND, completed in liaison with teachers, Head, parents and child.
- To liaise with the Heads of Learning Support from the other Thomas's schools to share best practice and organise combined staff in-service training, bringing in outside agencies and individuals where appropriate.

#### **3.3 Heads of Department/Subject Leaders/Heads of Year**

- To ensure that the policy is communicated effectively and implemented within their areas of control.

#### **3.4 Members of Staff**

- To be involved as applicable to the needs of the pupil – class teachers, subject and year group leaders, teaching assistants and Heads of school areas.

***See School Supplements for details of specific key personnel.***

## 4. PROCEDURES

### 4.1 Admission

Whilst the school has a selected entry procedure (for year groups other than Reception which is currently operating a ballot system in the light of the COVID pandemic), the Admissions Policy includes provision for pupils with SEND to have equal opportunity to participate. Best endeavour will be made to meet the individual needs of a pupil with SEND.

- All parents of children who are being called for assessment will be asked if they require any assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment, for instance the provision of information or tests in an alternative format.
- Applications from all pupils will be assessed on the basis of academic suitability and the degree to which the school can adequately cater for their needs. Discussions about the support requirements of pupils will be separate from that consideration.
- The school will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of school.
- The school will identify a designated member of staff with whom the parents of disabled pupils may discuss the curriculum, the teaching and the learning activities entailed, to ensure that any learning support and other needs are clearly identified. Designated members of staff will receive appropriate training.
- No pupil will be refused a place at the school on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Head of School, the Learning Support/Enrichment Leader and others whose expertise may be required for the specific situation.
- If a pupil is rejected on grounds other than academic considerations, a record of the decision and the reasons for it will be kept for one year. When requested, the school will give feedback to the pupil's parents.

### 4.2 Site and Facilities Provision

The school will ensure that the site and facilities are fully accessible to pupils with special educational needs and/or disabilities.

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

- improving access as far as is reasonable through physical changes to the building and by providing extra resources;
- ensuring pupils have equal access to all pupil facilities. While it is recognised that some of these facilities are located in buildings, which have access problems, the school will ensure that the facility can be provided in such a way that the needs of the disabled pupil are met. Examples of this would be assistance in the library to obtain books, provision of information in Braille or large print, special keyboards and software programmes.
- Each school will have an Accessibility Plan in writing which is implemented and kept under annual review.

### 4.2 Curriculum Provision

The school will take appropriate steps to ensure that lessons are organised in ways which offer the best possible opportunities for full participation by disabled pupils or those with special needs.

A designated member of staff will be identified with whom pupils with SEND and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

The curriculum will be implemented to ensure:

- there are appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs;
- there is ongoing consultation with parents and pupil to establish a collaborative partnership and programme of support;
- links are developed and/or maintained with support agencies, other mainstream schools and special schools through visits, following up former pupils, membership of professional bodies eg NASEN, NAGC;
- all teachers and support staff are alerted to the pupil's needs and are provided with appropriate training and literature;
- strategies are reinforced for safe internet use and helping the pupil develop appropriate practices for taking down and recording information eg. laptop computer (see Appendix 1 for guidance and conditions of use);
- alternative sources of information are provided;
- members of staff work with the local borough to ensure the terms of the EHC offer is carried out.

#### **4.3 Provision for Visitors**

The school sites are used for school events and Foundation events, by visitors and members of the public. The school will aim to ensure that all buildings intended for use by these groups are accessible. Provision of information will also be required for emergency and evacuation procedures.

#### **4.4 Health and Safety**

The school will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the schools that affect them.

#### **4.5 Assessment**

Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the Head of Learning Support / Learning Enrichment Leader and others, as necessary, to enable pupils to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any special arrangements shall be to compensate for any restriction imposed by the needs/disability without compromising academic standards.

- Any request for special arrangements, in relation to examination and assessment procedures, must be supported by medical or other evidence and it is the pupil and their parents' responsibility to make that available to the school.

#### **4.6 Developmental support**

The school will take all appropriate steps to ensure that a pupil who becomes disabled or develops special educational needs during their career at the school has every opportunity

to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who has SEND requirements at the start of their school career.

#### **4.7 Evaluation**

Any pupil 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 Head of Learning Support convenes the meeting. The review will:

- assess the progress made by the pupil;
- 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.

#### **4.8 Support Services**

- The school invites self-employed, specialist teachers onto the campus and offers parents the option of paying for individual or paired/group 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 Head of Learning Support.
- 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.

#### **4.9 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 Head of Learning Support make contact with the receiving school to discuss the pupil's individual needs.
- Support for parents in choice of next school and in preparing for transfer is offered by Head of Learning Support and the member of staff who advises on senior school admissions.
- Transfer of information is arranged with the parents' consent and includes the SEND file and the pupil's last school report.

#### **4.10 Complaints**

Any concerns or complaints about the school's provision for a pupil with SEND should be addressed in the first instance to the Head of Learning Support. The Head of Learning Support 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 or the Head and the school's general complaints procedure will be followed.

### **5. LEGISLATION AND GUIDANCE**

This Policy bears due regard to the following statutory guidance and other advice.

DfE Statutory Guidance 'Keeping children safe in education' (January 2021)

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,

## 6. POLICY REVIEW RECORD

<b>This policy will be reviewed every two years unless there is a change in legislation</b>		
Created: January 2009	By:	Jill Kelham, Vice Principal
Latest Review: April 2021	By:	Joanna Copland, Vice Principal Christine Tuck, Head of HR Anne Sheppee, Head of Learning Support, Upper School and Yr 1 Battersea Juliet Joynson, Head of Learning Support, Yr 2 - 5, Battersea Catherine Hare, Head of Learning Support, Early Years, Battersea Kathryn Mousa, Learning Enrichment Leader, Clapham Sarah Wild, Head of Learning Support and Enrichment, Fulham Ruth Mann, Head of Learning Support, Kensington Dianne Barratt, Consultant
Approved: April 2021	By:	Tobyn Thomas, Ben Thomas, Principals Simon O'Malley, Head, Thomas's Battersea Prep School Ben Thomas, Head, Thomas's Battersea Senior School Nathan Boller, Head, Thomas's Clapham Annette Dobson, Head, Thomas's Fulham Jo Ebner, Head, Thomas's Kensington
Next Review: April 2023	By:	Joanna Copland, Vice Principal Cross-School Leads

## 7. APPENDICES

Appendix 1: Guidance on the use of personal electronic devices by SEND pupils  
 Appendix 2: Useful contacts and organisations

## SEND POLICY APPENDIX 1



### GUIDANCE ON THE USE OF TOUCH TYPING 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 Head of Learning Support/Learning Enrichment Leader
2. Touch-typing speed must at least match handwriting speed.
3. The school's Head of Learning Support/Learning Enrichment Leader 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, or dated, using the relevant online learning platform (Seesaw or Google Classrooms)

- Pupils may email homework to teachers only with the express permission of that teacher, or dated, using the relevant online learning platform (Seesaw or Google Classrooms)

**Teachers will:**

- take responsibility for guiding the pupil and preparing appropriate resources;
- ensure that pupils using a device in a lesson at a time when other pupils are not, are able to access all the required resources to complete the task in hand;
- 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 Head of Learning Support/Learning Enrichment Leader 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.

**SEND POLICY APPENDIX 2****USEFUL CONTACTS AND ORGANISATIONS**

The following list gives examples of organisations that are able to provide assistance and offer disability training. In addition Local Authorities run short tailor-made training courses on disability issues. This list is not intended to be comprehensive. There are other organisations that offer help.

1. **AbilityNet**  
 Telephone: 0800 269545 Email: [enquiries@abilitynet.org.uk](mailto:enquiries@abilitynet.org.uk)  
 Website: [www.abilitynet.org.uk](http://www.abilitynet.org.uk)  
 AbilityNet offers a comprehensive range of services to pupils, professionals, schools and statutory bodies and provides free information and advice on any aspect of the use of a computer by someone with a disability.
2. **British Dyslexia Association**  
 Telephone: 0333 405 4567 E-mail: [helpline@bdadyslexia.org.uk](mailto:helpline@bdadyslexia.org.uk)  
 Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)  
 The British Dyslexia Association offers advice, information and help to families, professionals and dyslexic individuals. The BDA is working to raise awareness and understanding of dyslexia and to effect change.
3. **Centre for Studies on Inclusive Education (CSIE)**  
 Telephone: 0117 353 3150 E-mail: [admin@csie.org.uk](mailto:admin@csie.org.uk)  
 Website: [www.csie.org.uk](http://www.csie.org.uk)  
 CSIE gives information and advice about inclusive education and related issues and publishes the "Index for Inclusion".
4. **Department for Education**  
 Telephone: 0370 000 2288  
 Website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)  
 The DfE website offers guidance, information and links to all areas of education and training for adults and young people.
5. **Equality and Human Rights Commission**  
 Telephone: 0808 800 0082  
 Website: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)
6. **Keytools Limited**  
 Telephone: 0844 879 2282, e-mail: [keytools@hypertec.co.uk](mailto:keytools@hypertec.co.uk)  
 Website: [www.keytools.co.uk](http://www.keytools.co.uk)  
 Suppliers of specialist IT equipment and resources for users with a disability.
7. **MENCAP**  
 Telephone: 0808 808 1111  
 Website: [www.mencap.org.uk](http://www.mencap.org.uk)

Mencap works with children and adults with learning disabilities and their families and carers to improve their lives and opportunities.

8. **nasen**

Telephone 01827 311500. E-Mail: [welcome@nasen.org.uk](mailto:welcome@nasen.org.uk)

Website: [www.nasen.org.uk](http://www.nasen.org.uk)

Nasen offers a range of courses, publications, resources and advice for schools, parents, governors, and LEA's on supporting learners with special educational needs.

9. **The National Autistic Society**

Telephone: 0808 800 4104

Website: [www.autism.org.uk](http://www.autism.org.uk)

The National Autistic Society provides information, advice, training and support to families, professionals and organisations supporting people with Autism and Aspergers syndrome.

10. **Royal National Institute for the Blind (RNIB)** – including transcription centre

Telephone: 0303 123 9999

Website: [www.rnib.org.uk](http://www.rnib.org.uk)

RNIB offers practical support and advice to anyone with a sight problem.

11. **Action on Hearing Loss**

Telephone: 0808 808 0123 Textphone: 0808 808 9000

Email: [informationline@hearingloss.org.uk](mailto:informationline@hearingloss.org.uk)

Website: [www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)

Gives information and raised awareness of deafness, hearing loss and tinnitus. Provides training courses and consultancy.

12. **SCOPE**

Telephone: 0808 800 3333 E-mail: [helpline@scope.org.uk](mailto:helpline@scope.org.uk)

Website: [www.scope.org.uk](http://www.scope.org.uk)

13. **Tourettes Action**

Telephone: 0300 777 8427

Website: [www.tourettes-action.org.uk](http://www.tourettes-action.org.uk)

Tourettes Action (Tourettes Syndrome (UK) Association) develops and disseminates educational material to individuals, professionals and to agencies in education and health to help people and their families to cope with the problems that occur with Tourette Syndrome.