

SWANBOURNE HOUSE



3b - SPECIAL EDUCATIONAL NEEDS

Applicable also to Boarding and the Early Years Foundation Stage

Review Arrangements:

November 2015 – S Cole, ISI Consultancy
November 2017 – S Popper, ISI Consultancy

Date	November 2019
Review Date	November 2020

1. Mission and Vision

To unlock and develop the confidence and individual talents of each child.

1. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
2. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
3. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

2. School Mission Statement for Special Educational Needs and Disabilities (SEND)

Swanbourne House School recognises that each child is unique with individual strengths and weaknesses and we are committed to providing a supportive and inclusive environment for all our pupils with equal access to learning. The school works closely with parents who have children with Special Educational Needs and Disabilities (SEND) and will make every effort to be supportive and considerate in all the choices made both in the education and care of children. We have a body of highly qualified and experienced teaching and support staff who provide a nurturing environment in which all children can thrive and succeed. We aim to identify SEND early and work very hard to assess and meet children's needs quickly and effectively.

3. Aims

At Swanbourne House School, our aim is to support the needs of every child; our inclusive approach requires careful, differentiated planning by teachers to ensure that all children access the curriculum effectively. Whilst Quality First Teaching is our priority, with every teacher being a teacher of SEND, the importance of support from family and external professionals cannot be overstated.

4. Policy Guidance

This policy refers to and is guided by:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice, 0-25 years, 1 January 2015 (SEND Code 2015).
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2015)
- The Early Years Foundation Stage: Statutory Framework (Sept 2017)
- Keeping Children Safe in Education September 2019

This policy should be read in conjunction with Swanbourne House School's Safeguarding Policy, Curriculum Policy, Admissions Policy, the Terms and Conditions of Entry and Accessibility Policy. The policy will be reviewed on an annual basis and updated as needed in accordance with the latest guidance.

5. Definitions

"Special Educational Needs" and "Learning Difficulty" as defined by the Education Act 1996 Section 312 are:

"A child or young person has SEND 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:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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 age in mainstream schools

(c) he or she is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) above"

"A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he or she is, or will be, taught is different from a language which has at any time been spoken in his home."

As defined by the Equality Act 2010 Section 6 a person has a disability if he or she:

(a) " has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special educational provision is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression. There will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, whatever their ability and need, have the opportunity to learn and make progress in accordance with our Curriculum Policy.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of his education, particularly when curriculum pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory duty and will make reasonable adjustments to include all children and their families, where appropriate.

6. Our graduated approach to identifying children needing SEND provision

If staff observe that a child, as specified by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Lack of progress can be characterised by:

- progress which is significantly slower than that of a child's peers, starting from the same baseline
- progress which fails to match or better the child's previous rate of progress
- progress which fails to close the attainment gap between the child and peers

Quality First Teaching (QFT)	Classroom Teaching & the Curriculum Quality First Teaching for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes high quality teaching and planning and guided work for small groups where work is pitched at appropriate levels for differing groups within the class. This is called differentiation and each ability group is challenged to reach their full potential.
Booster/Intervention Work	If children are identified as falling behind their peers, Booster/Intervention Work is given. The support is put in place for these children to meet National Expectations. These groups tend to be smaller clusters of children with similar needs. Interventions are discussed with parents and extra interventions are recorded on detail class provision maps.
SEN Register	If Booster Work proves unsuccessful and the child continues to struggle he or she will be identified as having a Special Educational Need. The provision is additional to or different from that given in Booster/Intervention Work. Group Work may continue at a smaller ratio and in some cases the interventions may be 1:1. Parents and children are given an Individual Education Plan (IEP) to sign and support learning.
EHCP Education Health Care Plan	For a very small minority of pupils, progress through school interventions may not provide adequate or appropriate support. After consultation with parents, all the relevant staff and involved outside agencies may decide to make a request for an Education Health Care Plan.
Disability	If a child has a disability that does not impact on capacity to learn he or she is recorded as having a disability on the Whole Class Provision Map*. However, if a child has a disability which does have an impact on learning he or she would be given additional support and an Individual Provision Map. Both cases are monitored closely. Relevant training would always be given to the staff working with such a child.

*A whole class provision map details the provision given through Booster Group/Interventions for the children in a year group. Class teachers and teaching assistants all have a copy of this in their planning folders.

All teachers are responsible and accountable for the progress and development of all pupils in their class and high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who appear to be experiencing difficulties. The school regularly and carefully reviews the quality of teaching for all pupils and makes information and training available for staff to support those children with SEND once these have been identified.

Where a teacher has concerns about a pupil not appearing to be progressing at the expected level, especially when compared to their peers or where they appear to have more difficulties in the classroom than their peers, a referral is made to the Learning Support Department. This can be made by any member of staff or can be made separately at any time by a pupil's parents.

Once a concern has been raised with the Learning Support Department, SHS provides a graduated response that encompasses an array of strategies and provision aimed at removing barriers to learning and putting in place effective provision to support that pupil to achieve better outcomes.

This takes the form of a four-part cycle: Assess, Plan, Do, Review.

a. Assess

- On receipt of a concern, the Learning Support Department will begin a process of data gathering, which might include conferring with other teaching staff, conducting observations inside and/or outside the classroom and also carrying out some initial assessments.
- A variety of current, valid and reliable assessment tools are used, depending on the area of concern.
- If this happens, prior permission would be sought from the parents for any assessments to be carried out and a follow-up meeting after the assessments would be held with parents by the relevant member of the Learning Support team to discuss their findings.
- Any concerns are dealt with sensitively and in strict confidence.
- Results of assessments are shared with staff, parents and pupils.
- If the SENDCo feels that assessment by an external professional or agency would be of benefit to inform support and intervention, parents will be advised and given the contact details of those with whom the school feels to be professional and reliable and includes Educational Psychologists, Paediatricians, Clinical Psychologists, Occupational Therapists, Physiotherapists, Behavioural Optometrists, Speech and Language Therapists and Counsellors. It remains the parents' choice whether or not to follow this advice and the school respects the right of the parents to choose who they consult. Parents are responsible for any fees.
- The findings and report from such assessments remain the property of the parents but parents are encouraged to share them with the school since they will contain important information relevant to the education and care of the child. The school respects that information within these assessments is the property of the parents and it will not be shared with a third party without parental permission. However, the SENDCo will summarise the findings and recommendations of such reports internally through an In Class Support Document (ICSD) with staff to inform their teaching.
- Pupils who receive learning support are assessed termly to monitor progress and effectiveness of intervention. Outcomes are discussed with parents and decisions are made whether further learning support lessons are necessary.
- Prospective pupils prior to admission complete a short assessment in English and Maths and must meet the admission levels expected by Swanbourne House School. Parents with pupils with SEND must share relevant professional reports at this time to inform any potential need for support. Whilst we will not discriminate against a child for entry into the school because of their individual needs it may be that we are not able to accept a pupil if:
 - He/she does not meet admission levels in English and Maths
 - He/she may not be able to access our curriculum or Common Entrance syllabus/PSB syllabus
 - We do not have the specialist facilities or skills to meet his/her needs or
 - Accepting him/her would create an imbalance of individual needs within a year group
 - Accepting him/her would jeopardise the performance and progress of their peers
 - Parents have not been open and transparent in disclosing their child's needs

b. Plan

- If after assessment, a SEND or LD is found, and specific differentiated in-class support or additional out-of-class support is felt appropriate, the Learning Support Department will put together a Targeted Support Plan (TSP) or Individual Education Plan (IEP) to set targets and outcomes and plan a way forward for that pupil.

- The views and opinions of that pupil are sought when an IEP is prepared.
- If it is decided to provide additional out-of-class support for a child, parents are informed either by the Learning Support staff or by the class teacher with dates for review.
- Details of a pupil's SEND or LD, plus details of their IEP and the support being provided, together with suggested strategies for classroom use, are recorded on the School's SEND list, which is managed by the SENDCo. This list is accessed via the teacher's shared drive and displayed in the staff room. The SEND list is reviewed and updated each term. On occasions pupil needs change, the list is updated and communicated to staff via the weekly staff meeting.

c. Do

The support which is provided by the School comprises:

- **In-class support** where learning support staff may provide specific strategies to assist the class teacher support a pupil in class; or come into the classroom and provide support for the pupil alongside the teacher or
- **Targeted invention** where pupils are supported individually or within a small group within the lesson by teachers/learning support teachers/teaching assistants
- **Out-of-class support** where pupils can be supported in shared or individual lessons. These lessons, wherever possible, will be accommodated within a pupil's timetable so that they cause least conflict with academic lessons or lessons which are of particular importance to a pupil.
- Where support is provided outside the classroom, these lessons are chargeable as an additional fee, payable in arrears, on the termly invoice. The lesson length is 30 minutes and written confirmation from parents is sought prior to lessons commencing. Rates will vary depending on whether it is a 1:1 or a shared lesson. Rates are reviewed annually and will be advised to parents prior to lessons commencing.

d. Review

- All interventions are reviewed within 6-12 weeks.
- Pupils who have out-of-class 1:1 or shared support have IEPs are reviewed each term with the pupil and parents. At the end of each review period, targets that were set are reviewed and new targets are set by the class teachers/specialist teachers/learning support teachers.
- Pupils who no longer have support are closely monitored and information regarding learning strengths and difficulties, as well as any external or internal assessment reports, remains available to staff whilst the pupil is in the school.

7. Roles and Responsibilities

All staff with guidance from the SENDCo/Head of Learning Support and Director of Teaching and Learning are responsible for identifying weaknesses in pupil progress in children from age 3-13 years at the school. The SENDCo is assisted in the Learning Support Department by four Learning Support Teachers and a Learning Support Assistant who have specialist qualifications in teaching children with SEND.

The Head of Learning Support meets with the Director of Teaching and Learning each week. The Director of Teaching and Learning will bring relevant matters to the consideration of the Senior Leadership Team. Head of Learning Support/SENDCo attends Parents Evenings throughout the year. Regular meetings are also held with the Head of the Lower School plus form and subject teachers to discuss pupils' progress.

The Head of Learning Support/SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the Learning Support provision made for individual children with SEND and LD, working closely with Staff, parents and outside agencies. They also provide related professional guidance to colleagues on how to support pupils with SEND or LD in the classroom.

The Head of Learning Support, Mrs Justine Mitchener can be contacted via her email address (jmitchener@swanbourne.org) which is also on the school website and in the termly diary.

8. Provision for SEND within the school

The School aims to identify learning difficulties as early as possible and to understand, and be responsive to, the needs and interests of the individual child.

SHS is not a specialist provider of SEND care but is however, able to support children with mild dyslexia, dyspraxia/ development co-ordination disorder (DCD), mild attention deficit hyperactivity disorder, mild autistic spectrum disorder traits and mild social, emotional and mental health needs.

Special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for their peers. We aim that wherever possible pupils are taught in their own year group. Targeted intervention strategies are implemented and monitored each term depending on the needs of each cohort. Pupils are only withdrawn for individual support when specialist support is considered essential to provide skills and strategies to enhance their learning and help them gain independence.

In such circumstances, parents are financially liable for the support and interventions that are felt to be more than is reasonable and for which training is outside the skills normally available within school.

9. Objectives of SEND Provision

- To help every pupil realise his or her potential and optimise their self-esteem by ensuring that they have access to the curriculum which is differentiated to meet their individual needs and remove any barriers which might be hindering their learning.
- To ensure early identification, assessment and provision for any pupil who may have SEND and/or learning difficulties or disabilities (LDD).
- To support teachers in developing IEP (Individual Education Plans) following the Assess, Plan, Do, Review approach.
- To maintain relevant pupil records detailing individual needs and interventions put in place tracking progress made.
- To enable staff to play a part in identifying pupils who are finding learning more difficult than their peers and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff to support their teaching of pupils with SEND/LDD.
- To provide regular inset to teaching staff to support their understanding and teaching of pupils with SEND & LDD.
- To encourage the whole school community to have a positive attitude towards SEND.
- To provide resources to pupils and staff that can be used to support individual needs.
- To encourage a positive parent partnership in developing and implementing a joint learning approach at home and at school.

- To involve pupils in target setting of individual support.
- To develop strong links with outside agencies and future schools.
- To keep the SLT and Governors informed and involved in the SEND/LDD provision in the school.

10. Swanbourne House School's Approach to Teaching

All lessons are carefully planned and clearly differentiated to ensure all learning needs are met within the class. The learning environment and curriculum may be adapted where necessary.

Where children have been identified with special needs, their tasks will be further differentiated by the class teacher or teaching assistant. Their specific requirements relating to their individual special needs will be taken into consideration when planning to enable them to access the curriculum effectively. They will be given an Individual Education Plan (IEP) with clearly identifiable SMART targets. These will be monitored each term by the class teacher and supported by the SENCo each term. Individual Education Plans are discussed with parents and children. Specialist equipment is reviewed.

Children with special needs are supported on educational visits. Considerations are taken into account when planning a visit and adaptations or concerns are discussed with parents/carers prior to any visit.

Every opportunity is given for children with special needs to participate in extra-curricular activities. Support is given when needed to ensure inclusive opportunities for all. Information is shared with agreement from parents/careers to ensure a child's needs are met.

If a child has needs related to more specific areas of their education, such as literacy or mathematics skills, the child may be placed in a targeted group run by a teacher, learning support teacher or teaching assistant and receive 'intervention' support. The interventions are reviewed half termly to ascertain the effectiveness of the provision and to inform future planning (see below a list of the Intervention programmes the school delivers).

11. Intervention Support Programmes

- Daily Readers: children read for 10+ minutes each day with an adult to develop reading fluency, accuracy and comprehension skills
- Precision Monitoring (PM): structured 1:1 programme designed to target specific areas of difficulty within literacy and numeracy e.g. reading of high frequency words
- Time to Talk: programme to develop language and social skills at Foundation Stage and Key Stage 1.
- Social Stories: strategy for helping children to understand a social situation through pictures and to learn how to cope with it in a positive way
- Circle of Friends: strategy for helping children to form friendships and skills to enable them to manage new social situations. The group enables strong links to be formed between children who are therefore there to support each other in social situations
- Happy to be Me: six week programme helps children develop their self-esteem and raise their confidence.
- Phonics Booster: 15 minute daily intervention which teaches phonics through games and ICT.

- Occupational Therapy (OT): with support from external Occupational Therapists, trained staff assess OT needs, discuss findings with the OT then put together an individualised 6 week programme to develop children's needs. Progress is tracked and findings are then reviewed with parents and OT
- Speech and Language Therapy (SALT): with support from external Speech and Language Therapist an individualised programme is devised. Progress is tracked and findings are reviewed with parents and the SALT
- Individual Target Work: children are supported to achieve their individual targets on their IEP e.g. spelling of high frequency words
- English as an Additional Language (EAL): programme that develops language through prior teaching to enable children with EAL to access the curriculum.

11. Consultation with parents

We will do all that is reasonable to report and consult with parents about their child's SEND and LD needs and to ensure that all of a pupil's teachers are given all necessary information about a child's strengths and difficulties so that their teaching practices are appropriate. All members of staff are aware of the School's procedures for identifying, assessing and making provision for pupils with SEND and recognise that it is their responsibility to seek out and share information with parents, colleagues (as appropriate) and the SENDCo. Parents may discuss any concerns which they have with a pupil's teacher at any point during a term but also have the opportunity formally at Parent-Teacher Meetings. Parents of pupils who are receiving support from the Learning Support Department are invited to meet the relevant Learning Support teacher each term to discuss the pupil's progress towards the agreed targets. The Learning Support Department operates an open door policy and the SENDCo is available to meet with the parents of any pupil to help with any concerns regarding learning at any time. The SENDCo's contact details are available on the school website and in the termly school diary.

12. Recommendation to withdraw pupil

We reserve the right, following consultation with parents, to ask or require them to withdraw their child from the school if, in our opinion:

- They have withheld information from the school which had the information been provided, would have made a significant difference to the school's management of the child's learning difficulties; and/or
- The parents are not supporting recommendations made to have further assessments and intervention from external agencies to assess need to enable the school to provide the best education for the child; and/or
- The child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange; and/or
- The child has specialist educational needs that make it unlikely he will be able to benefit sufficiently from the broad and varied education and facilities which we provide even after all reasonable adjustments have been made; and/or

- The child is in need of learning support, medication or a formal assessment to which the parents are unwilling to give consent.
- In any of these circumstances we will do what is reasonable to help parents to find an alternative placement, which will provide the child with the necessary level of teaching and support.

Withdrawal of a pupil in these circumstances will not incur a charge to fees *in lieu* of notice. The deposit paid in respect of the child will be credited to the fee account.

13. Pupils with Educational Health Care Plans (EHCPs)

Where Swanbourne House School is the named school in the EHCP the School's aims are the same for these pupils as for all our pupils. The School will endeavour to ensure that pupils with an EHCP have access to the same high quality education as the rest of our pupils, and access to our wide ranging, broad and balanced curriculum, whilst at the same time providing the curriculum as set out in the EHCP.

The School works together with the relevant Local Authority (LA) in supporting any pupils with EHCPs. Whilst the School falls within the jurisdiction of Buckinghamshire County Council, the relevant LA maybe different and will be that in which a pupil's home address is located.

The school will only accept pupils with an EHCP if it is the named school.

It is the responsibility of the SENDCo, with the support of the Head, to:

- Monitor the provision as outlined in the EHCP and ensure that all needs are met
- Ensure that all relevant staff are aware of the range of the pupils strengths and difficulties and the implications for curriculum delivery
- Co-ordinate and review the pupil's learning activities and ensure that all staff are aware of the pupils needs and the programmes to be followed
- Offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate
- Manage these resources and use them in the most appropriate way to meet the pupil's needs.
- Monitor and review the pupil's progress.
- Lead and report on Annual Reviews.

Close and effective liaison will be maintained between the School, the Local Authority (LA) and other outside professionals, Health, Welfare and Social Services agencies involved together with the pupil's parents, to ensure a regular exchange of information about the pupil's work, progress and general welfare.

The full Educational Health Care Plan (EHCP) annual review for a pupil is the responsibility of the Head, however, the SENDCo will check that the review takes place and co-operate with the relevant LA in the process. This review will take place within 12 months of the issue of an EHCP unless agreed with parents and LA, and every subsequent 12 months thereafter, or sooner where there are any serious concerns about progress, or any suggestion that the pupil's needs have considerably altered. The review will assess a pupil's progress against the outcomes set out in the EHCP and will also incorporate, at the appropriate time, joint planning by the School, the parents and the LA for the pupil's transition into the next phase of his or her education

If it is felt that an existing pupil may need an EHCP, the Head, together with the SENDCo and in close consultation with the pupil's parents, may make a referral for statutory assessment to the relevant LA, giving reasons for this request. As part of this referral to the LA, the School would provide all necessary information to support the application.

14. Exceptionally Able Children

Provision for children with an assessment of 'Exceptionally Able' can be found within the School's Curriculum Policy.

15. English as an Additional Language (EAL)

Swanbourne House School welcomes and is enriched by pupils from all nationalities. Diversity prospers here within the culture of a traditional English Prep School.

The EAL department exists as an integral part of Swanbourne House School to offer help and support to all students for whom English is not their first language. This help is a mixture of academic tuition and pastoral care and extends to all areas of school life, as these students are learning not only a second (or in some cases a third) language, but also how to survive and thrive in a new culture. The Director of Pastoral Care (Mr M Phillips), Head of Boarding (Mrs J Talkington) and the Head of EAL (Mrs M Jochimsen) meet regularly to share relevant information and to ensure that all activities are accessible to our EAL pupils. We seek to create an environment, which aims to support a fully integrated community while allowing pupils to retain their distinctive individual identity.

Teaching and learning for all EAL pupils takes place within both mainstream lessons and in small group or one-to-one lessons as necessary (parents will be consulted before these take place and will be asked to contribute to the additional financial costs). These lessons are planned to allow access to our broad and balanced curriculum. The innovative introduction of a PSB curriculum to Swanbourne House School will aid and enhance this integration.

Our main aims are:

- To support and foster a spirit of internationalism and respect for different cultures.
- To provide subject specific support targeted to individual pupils' needs.
- To help students to achieve a level of English which will allow them to meet the demands of their continued academic progress.
- To provide pastoral support, with the Head of EAL liaising with House, Boarding and Academic staff on a regular basis.
- To develop rigorous monitoring, evaluating and review systems.

An initial assessment of the operational level of English, will be conducted by both the Deputy Head/Director of Teaching and Learning and Head of EAL. This will determine whether a potential pupil has a reasonable fluency in English, which would subsequently allow her/him to access the curriculum. Upon entry into Swanbourne House, the compilation of a profile of assessment will begin. Achievement can then be tracked and carefully recorded to ensure adequate progress is being made. Should the new pupil be accepted as a day pupil, there will be structured liaison with parents to elicit any relevant academic or social history, which may impact the child's development. This will include the completion of a detailed questionnaire, which will include information pertaining to:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience
- Pupils' family and biographical background

Should the parents/carers request the presence of a translator then this will be accommodated, and indeed welcomed. Relevant details are extracted from this information and entered onto the current EAL register by Head of EAL.

Each child with EAL in the Middle and Upper School (9s-TY) will be provided with an iPad, which is locked to translate for use in all lessons and social interactions should it be required. iPads for translation are also available in the Lower School for the use by pupils, parents and teachers who might otherwise find it difficult to converse.

16. Emotional and social well-being

The School takes its pastoral responsibilities in this area very seriously and acknowledges that the emotional and social well-being of pupils is a very important element of successful learning. The encouragement of an inclusive approach in every aspect of school life is central to the school.

- The SENDCo attends weekly staff tutor group meetings in the Lower, Middle and Upper School to assist in the monitoring of the emotional and social development of pupils
- Any concerns raised will be referred immediately to the relevant pastoral staff
- If there are concerns which are felt to require specialist input, parents will be consulted and they may be advised to consult an appropriate external professional.
- Any inappropriate attitudes and/or practices by other pupils, or staff, towards pupils with, or in relation to, SEND or LD, will be taken seriously and challenged. Further details of this may be found in our Anti-Bullying Policy and Behaviour Policy for further information.

17. Examination arrangements

Janine Elmrabti is the member of the Learning Support Department responsible for ensuring pupils are assessed for additional examination arrangements in accordance with Joint Council for Qualifications (JCQ) requirements. The school follows the current JCQ guidance for Access Arrangements, Reasonable Adjustments and Special Considerations. Access arrangements and reasonable adjustments for Common Entrance and other senior school examinations or assessments are agreed with the relevant senior school concerned in consideration of the ISEB guidelines.

Children may be eligible to apply for extra time to complete internal examinations and public examinations. In some cases the use of a laptop, reader /reader pen and/or scribe may be permitted. Parents are asked to liaise with the SENDCo in good time with respect to this. Whilst some assessments to see if a pupil qualifies for special access arrangements may be made in school, for others the SENDCo may advise parents that advice and assessment from a suitably qualified external professional may be appropriate and necessary. It should be noted that official guidelines for access arrangements are subject to change on a regular basis, so access arrangements for each pupil will similarly be subject to review.

18. Equipment, including use of electronic devices

The Learning Support Department has equipment available for pupils to use in school, which it feels may support their learning. This can range from pencil grips and coloured overlays to iPads, reader pens and laptops etc. If reader pens are issued to pupils for use in lessons a Reader Pen Contract must be signed and held within the department.

The use of computers and ICT is encouraged across the curriculum to support pupils' learning as much as possible.

Where there is evidence of need for a pupil to have the use of a laptop or a Chromebook to support their learning and to enhance their ability to access the curriculum, the SENDCo may consult the pupil and their parents to discuss whether this should become their preferred normal way of working.

Permission to use a laptop or other device in school for curriculum work is at the discretion of the SENDCo in consultation with parents and is subject to evidence of need and competence of use.

Once a pupil has decided that this is their preferred way of working then the pupil may bring their own laptop or Chromebook into school. Whilst the school can sometimes make available the use of an appropriate laptop or Chromebook, pupils are encouraged to purchase their own device. This must be bought through the school's IT department so that they can obtain the correct licencing for the device, sync it to the School's computer and wifi network and support printing from it within school. If the device is not purchased through the school, the cost of obtaining appropriate licenses will be passed on to the pupil's parents.

The SENDCo will inform IT support, the pupil's teachers, tutors and the Head of Computing, via email, when a pupil has been granted the use of a laptop or Chromebook in school. In addition to this, the SENDCo will record the fact a pupil is allowed to use a device within the pupil's IEP and the SEND list. Within a week of the device and license arriving in school, IT support will setup the device to ensure it functions correctly with the school's network. During this time, the Head of Computing will work with the pupil to setup the required folders on Google Drive, ensure they can use the school's printers and utilise specific software (e.g. text to speech functionality).

The responsibility for the care and insurance of the laptop is that of the pupil and/or their parents. The School cannot be held responsible for damage to or loss of a pupil's own laptop.

Use of a laptop for internal examinations is at the discretion of the SENDCo in consultation with the Deputy Head. Use of laptop for external examinations is subject to permission form the examination board or future school.

19. Transfer arrangements

Every effort is made to ensure that the transition for all pupils from Swanbourne House School to their follow-on school is as smooth as possible and this is often particularly the case for those with SEND or LD. To ensure this, information regarding any additional or specific support that has been given whilst at Swanbourne House School, is shared with every pupil's follow-on school.

Any reports from external agencies are only shared with other parties with permission of the parents.