SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

(including provision for students with English as an Additional Language)

AIMS

We aim for all students to achieve their potential and become confident individuals living fulfilling lives.

Members of staff are encouraged in establishing a positive whole school attitude towards the learning and progress of all students. The measures outlined in this policy are in addition to the differentiation provided by teachers as part of their normal lesson preparation and delivery.

The aim of this policy is to ensure compliance with the Disability Discrimination Act (2005), Children and Families Act (2014) and the Equality Act (2010). It follows guidance issued by the Independent Schools Council and is designed to reflect the Special Educational Needs and Disability (SEND) Code of Practice (2015). This policy is reviewed annually and is amended as necessary, in light of changes in legislation, the adoption of new initiatives, or the publication of government/inspection reports. A copy is available on the school website.

KEY TERMS (SEND Code of Practice, 2015)

SEND: 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.

Disability: many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Reasonable Adjustments: adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

ADMISSION

Admission to St Helen and St Katharine is in accordance with the school's Admission Policy. All students with sufficient aptitude will be considered for a place at the school. The school supports students with a wide range of SEND and regularly reviews and evaluates the breadth and impact of the support it can offer or access. In assessing a prospective student, the school will consider each case on an individual basis and will make reasonable adjustments to the admission process, including the provision of auxiliary aids and services, to prevent individuals being put at a substantial disadvantage. Admissions will inform the Head of Learning Support (LS) of any SEND information on registration in advance of a student joining the school. Where students apply with medical, psychiatric or educational psychology reports, parents and students are invited to discuss this with the Head of Learning Support to agree the best options for their daughter.

The school recognises that students may have difficulties in one or any of the current areas of classification of SEND, i.e. communication and interaction; cognition and learning; social, emotional, and mental health issues or sensory and physical needs.

Students with an Education Health and Care Plan (EHCP)

The school may be named by the Local Authority (LA) in an EHCP, only in consultation and discussion with the school. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified within the EHCP. Any subsequent provision for students with an EHCP will be made with due regard to the SEND Code of Practice 2015 with a view to meeting its outcomes, abiding by the plan's Annual Review process when and where appropriate. Should the LA decline to name the school in an EHCP, parents may make their own arrangements to apply for a place at the school in line with the school's admissions policy and the processes outlined above, provided that the LA is satisfied that the school is suitable. In this case the EHCP is a source of guidance to help inform the school's decision on the scope of reasonable adjustment in support of student need.

DISCLOSURE

When applying for a place, parents are requested to set out the nature and extent of their daughter's special needs on the application form. For the school to consider reasonable adjustments for individual students, full disclosure by parents of any medical reports, educational psychology or psychiatric assessments or any other relevant information, in advance of application, is essential. In cases of doubt, parents should consult the school well in advance of an application. The Head of Section, Headmistress or Head of Learning Support may request a meeting with the parents in advance of the entrance examination. Subject to this, the school will be sensitive to any requests for confidentiality.

Students will not be disadvantaged because of a stated special need. If parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, the school may be unable to make adjustments that are sufficient to adequately cater for the student's needs. In such a case, the school reserves the right to withdraw the offer of a place or, if the student has already joined the school, to ask the parents to withdraw the child.

PRINCIPLES OF SEND PROVISION

The school undertakes to ensure that:
- The school has a named Head of Learning Support who will be responsible for the day-to-day operation of the SEND Policy.
- Gubernatorial oversight of SEND is provided by the Education Committee who annually review the SEND policy and receive termly updates on SEND as part of reporting to the main body of Governors.
- Appropriate funds are used to enable the school to fulfil its duties to those students with SEND.
- On admission to the school, assessment procedures will be used to assess the individual needs of all students in accordance with statutory requirements and that, on transfer, this information will be passed on in line with data protection regulation.
- The entrance procedures are fully accessible to students with special educational needs.

- Action is taken to remove barriers to learning and put effective special educational provision in place using a graduated approach: assess, plan, do, review. Students with SEND are monitored carefully to match interventions and ensure that they can access the curriculum appropriately.
- Parents of SEND students have access to staff responsible for special educational needs; in the first instance by contacting the relevant Head of Section and then the Head of Learning Support.
- The Head of Section will monitor appropriate classroom teaching and individual student needs within and outside the classroom.
- Other schools and colleges to which students may transfer know their Special Educational Needs and/or Disabilities. Information will be transferred in line with data protection regulation.
- Advice on I/GCSE and post 16 courses is available to all students and that the school is committed to developing in every young person the values, skills and behaviours they need to get on in life.
- The school's discipline policy acknowledges its legal duties under the Equality Act (2010) in respect of safeguarding of students with special educational needs.

The school will make reasonable adjustments to support students with SEND, formally identified or otherwise. These students may need support with maths, literacy or study skills through the learning support department. Lessons are offered one to one, or in small groups on a regular basis and outcomes are reviewed half termly. The school does not typically provide a designated classroom assistant for an individual student.

THE ROLE OF THE HEAD OF LEARNING SUPPORT

- Co-ordinate 1:1 and small group teaching with the support of the Learning Support team.
- Keep up to date with changes in legislation and guidance from relevant bodies, such as The Independent Schools Inspectorate, The Joint Council for Qualifications (JCQ) and The SpLD assessments Standards Committee (SASC).
- Complete educational assessments in line with guidance from professional assessor bodies (PATOSS/BDA or Dyslexia Action).
- Liaise with the Examination Officer and Heads of Section in relation to examination entries and arrangements.
- Liaise with and advise fellow teachers, parents, external agencies and governors, and discuss teaching strategies where necessary.
- Identify and encourage appropriate SEND training for staff involved with SEND students
- Maintain the staff intranet's SEND teaching resources area.
- Deliver training through whole staff meetings and/or INSET, providing updated information and advice around specific areas of SEND provision.
- Play a key role in the organisation and application of SEND provision and in the maintenance of the Learning Support Register.
- Regularly update and maintain the Learning Support Register with updated information on students with SEND and appropriate advice on teaching within the classroom. Staff are notified when a student is receiving Learning Support via CPOMS and through the starring system on ISAMS.
- Make appropriate use of teachers and facilities from outside the school, including support services; these may include health and social services and voluntary organisations.

- Line manage two members of teaching staff: one with responsibility for literacy and support for learners with EAL and one with responsibility for maths support. All members of the Learning Support department offer study skills support.

Parents of students with SEND will have all the usual opportunities to access school staff. In addition, they have the opportunity for involvement in the identification, assessment, monitoring, and review of their child's progress with the Head of Learning Support. Parents who have specific concerns about SEND provision for their child should also liaise, in the first place, with the appropriate Head of Section and then the Head of Learning Support.

The Learning Support department is line managed by the Director of Studies who sits on the school's senior management team. Pastoral and medical support for students with SEND is delivered through the school's pastoral and medical structures led by Heads of Section, the Pastoral Deputy Head and the School Nurse.

The LS department works within the cyclical framework outlined in the SEND Code of Practice (2015): assess, plan, do and review.

ASSESS

The school aims to identify SEND needs at the earliest point and make effective provision to improve long-term outcomes for the child or young person. Early identification, assessment and provision is very important for the following reasons:

- it can minimise the difficulties that can be encountered when intervention and provision occur;
- it can maximise the likely positive response of the child;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.

Referral to the Head of Learning Support, via the Head of Section, can come from a multitude of sources, e.g.

- subject teacher's request;
- student self request;
- parental request;
- management request;
- GP request;
- information from previous school (e.g. primary school or secondary school);
- admissions testing of Year 5, 6 and 7 students and late entrants;
- diagnostic tests; MidYIS (Year 7), ALIS (L6);
- review of student's progress in conjunction with Heads of Section.

In addition, whole year screening takes place in Year 5 and Year 7 and Year 10, and screening of new entrants takes place in Years 6, 9 and L6. The Head of Learning Support collates screening data.

Where a student has been referred to the Head of Learning Support, or where screening data highlights a possible difficulty, the following process takes place (see appendix 1):

- A record of this is added to the SEND register.
- Head of Learning Support gathers information from Heads of Section, teaching staff, form tutors and relevant members of support staff.
- Head of Learning Support may then have an early discussion with parents and student.
- Progress will be monitored carefully and following this there will be a discussion with student, parents and Head of Learning Support/Head of Section regarding desired outcomes, including the expected progress and attainment. The views and wishes of the student and their parents inform next steps which may consist of continuing to monitor progress; advice given to teachers and/or support lessons with the Head of Learning Support; the commissioning of diagnostic assessments carried out by the Head of Learning Support (this is a charged service (see appendix 2)) or referral to an external professional. Records are given to parents alongside, where necessary, information regarding diagnostic assessment report options. Parents are also provided with contact details of the local authority's Information, Advice and Support Service.
- Where a parent decides to undertake an assessment report with an external professional, prior communication with the school is essential. The school may not be able to accept reports that have been commissioned by professionals who have not had prior contact with the school. The Head of Learning Support can provide a list of assessors well known to the school.

PLAN

- Where it is decided to provide a student with SEND support, the Head of Learning Support meets again with the student and parents to discuss outcomes and agree support strategies. These may include, for example: advice given to teachers and/or support lessons with the LS Department; the use of auxiliary aids or assessment for eligibility for exam access arrangements. A student passport outlining tailored support strategies and targets is created and parents receive a copy.
- A clear date for reviewing progress is agreed.
- All staff that work with the student will be informed of their needs and support strategies, in line with any recommendations in a Specialist Teacher's Assessment Report, or Educational Psychologist's Report. This takes place via the Learning Support Register and internal communications system.
- The support is selected to meet the needs of the individual student.

DO

The school's approach to provision recognises that there is a continuum of SEND and that the majority of students with SEND have their needs met by the school, occasionally with the help of outside agencies and other specialists.

- The Learning Support Register lists those students with SEND, and an outline of their needs.
- Appropriate strategies may be found on the Staff Intranet within the SEND area.
- New entrants with SEND, or those that are newly identified as having SEND, are added to the Learning Support Register. Staff, Heads of Section and, in some cases, School Nurses are informed of these additions via the internal communications system (CPOMS).
- Form Tutors consider support strategies to inform ongoing pastoral discussion with students.

- Students may need some extra individual or small group support and may attend regular lessons with the LS Department.
- Reasonable adjustments, including the provision of auxiliary aids and services, will be put in place for disabled students to prevent them being put at a substantial disadvantage.
- Appropriate examination access arrangements will be put in place for disabled students:
  i. where they are at a substantial disadvantage in comparison to someone who is not disabled
  ii. where it can be demonstrated that it is their normal way of working in advance of an examination series
- Further information relating to the process for assessing for a student's eligibility for exams access arrangements is given in the Exams Policy Annex M – Access Arrangement Policy.
- The existence of a medical diagnosis or a physical disability in itself does not imply that the candidate in question has special educational needs.

REVIEW

- The effectiveness of the support and interventions is reviewed by the Head of Learning Support in conjunction with staff and Heads of Section.
- As part of the review process, the LS department may work with the students, parents and subject staff to set a focus for implementation across the curriculum.
- Students with EHCPs with attached budgets will have plans reviewed annually in liaison with parents, students, the local authority and relevant health professionals and other agencies to ensure outcomes are being met. This information is also made available to ISI, for inspection purposes.
- Progress and effectiveness of interventions is measured using LS assessments and/or analysis of performance in internal assessments. Changes may be made to future interventions based on this analysis and in liaison with the Director of Studies.
- Staff assessment of the progress of students on the SEND register is included in the review process where relevant to the individual student.
- Upon evaluating a student's progress and development, support is reviewed in consultation with subject teachers, parents and students.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The school believes that bilingualism and multiculturalism are assets that should be actively supported and celebrated. As such, we are committed to make – where appropriate – provision for students across the school for whom English is an additional language (EAL).

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020).

In our school, there are many students who generally speak more than one language with English not always being the primary language spoken at home. A register of EAL students is available for all staff, so that they can be aware of the potential varying language needs. EAL students are supported to achieve their potential both in the classroom and through additional support where necessary.

As a selective school, we are unlikely to have EAL beginner learners. Most of our bilingual students are already fluent when they join St Helen's and often consider English as their first language. Many will have no language support needs during their time with us.

Aims
- To identify EAL students and determine whether support is required.
- To enable students to learn and use language effectively and confidently, across a variety of contexts and for different purposes.
- To celebrate and value diversity through opportunities to share heritage alongside linguistic and cultural identity.

Identification of EAL students

Our identification processes used to identify EAL students include:
- Information provided upon application.
- Reports and references from previous school.
- Analysis of performance on entrance papers.
- Meeting with students once they join the school.
- Feedback from teachers regarding any difficulties accessing parts of the curriculum due to a language barrier.

Teaching strategies

EAL is a whole school responsibility. We consider all teachers to be language teachers, with a responsibility to promote literacy in their subjects. Language support is best provided within the classroom to avoid time out of lessons as this may cause students to fall behind in the curriculum. We recognise the importance of a student maintaining their first language to support their acquisition of any additional languages.

The following strategies in a supportive classroom environment may enrich the language content, regardless of the subject:
- Additional visual support e.g. posters, illustrated dictionaries, objects/artefacts, non-verbal clues, pictures, demonstrations, gestures etc.
- Differentiation, where appropriate, by resource, task, support and response.
- Opportunities to carry out research, reading and writing in a students' first language, prior to presenting their work in English.
- Opportunities to consider viewpoints from differing cultural backgrounds.
- Bilingual resources e.g. dictionaries, bilingual staff/students, texts, key words lists etc.

Tailored EAL support lessons may also be offered based on the individual requirements of the student. These lessons are designed to enhance vocabulary and comprehension skills, with the primary goal of improving the student's access to and engagement with the curriculum.

Special Educational Needs and/or Disabilities

We acknowledge that most students who have EAL do not have Special Educational Needs (SEN). However, should we have reason to believe that a student with EAL may also have SEN, they will have equal access to the school SEN provision.

DATA PROTECTION

Confidential information is stored in line with data protection and is only shared with those that need to see it. It will be stored securely for as long as necessary, after which time it will be destroyed. Where information is requested by external agencies or in school transfer, parents and student are asked to agree to the sharing of data in writing, confirming contact names, addresses, postcodes and email addresses. Where SEND data is shared externally electronically, documents are password protected unless otherwise requested. Data shared sent through the postal service is sent via special delivery.

LINKS WITH ABINGDON SCHOOL

Relevant information on student SEND requirement is shared between St Helen's and Abingdon School to inform teaching and learning, and examination provision where appropriate. This is done in line with data protection regulation.

GOVERNOR SCRUTINY OF IMPLEMENTATION

This takes place through Governor visits to departments and lessons, Governor Committee and involvement in the annual policy review.

Person responsible for review: **Director of Studies**
Audience: **Staff/Parents**
Policy last reviewed   **Lent 2025**
Next review due: **Lent 2026**

Appendix 1
Referral Process

1. Teacher/parent/student concerns to Head of Section
   ⇒ Monitor
   ⇒ Referral to Head of Learning Support, leads to 2
2. Information gathering
   ⇒ Monitor
   ⇒ Parents contacted and assessment recommended, leads to 3
3. Assessment report
   ⇒ Monitor
   ⇒ Support agreed with parents and student. Where appropriate, exam access arrangements put in place and an online application made

Appendix 2
Diagnostic Assessment: Advice for Parents

St Helen and St Katharine School adopts an all-round approach to students' progress. Where concerns persist, despite support and intervention by tutors and subject teachers, the Head of Learning Support may a recommend a diagnostic assessment. Diagnostic assessment may lead to further intervention and/or the implementation of Exam Access Arrangements. Access Arrangements can only be implemented where a student meets the criteria set out by the Joint Council for Qualifications (JCQ). The Head of Learning Support may not be able to outline whether students will meet these criteria prior to assessment.

The provision of diagnostic assessment by an in-house Specialist Teacher Assessor is recommended as best practice by the JCQ. Parents continue to have the choice of commissioning an assessment with an external Specialist Teacher Assessor or Educational Psychologist; however prior communication with the school is essential. The school may not be able to accept reports that have been commissioned by professionals that have not had prior contact with the school.

St Helen and St Katharine's Head of Learning Support is a qualified Exam Access Arrangements Assessor. The school is only able to offer assessment at the advice of the Head of Learning Support and provision may be limited, dependent upon level of demand. It is essential that students will have had a recent eye test prior to assessment (in the past two years).

Assessment for Access Arrangement £250

The Access Arrangement Assessment considers the student's background and history, collating information from the student, parents and teachers. Within this context the assessment presents the findings of tests of attainment and tests of cognitive processing skills. Some tests are carried out on the computer; others are conducted by the Head of Learning Support. This assessment may identify patterns of difficulties, often associated with a Specific Learning Difficulty (SpLD). In such cases, it can serve as evidence for exam access arrangements, such as extra time. The assessment will not lead to a formal diagnosis.

L6 Reassessment £100

This assessment is only available to students who join St Helen's in L6 with an external assessment report, but without a hand signed form 8. In such cases, the school is able to offer an updated assessment and form 8 in order to process an application for access arrangements.

Further Information

Universities have their own procedures for awarding exam access arrangements and may request a full diagnostic assessment alongside evidence of eligibility for the Disabled Students Allowance (DSA). The school is unable to offer a full diagnostic assessment. The Head of Learning Support will be able to recommend external professionals that can carry out such a report, should this be requested. Information on the DSA can be found at:

https://www.gov.uk/disabled-students-allowances-dsas

Appendix 3

SEND Laptop/Word Processors Policy

Introduction

The School is committed to ensuring that students are properly prepared and can enjoy the maximum benefits arising from laptop use; that teachers understand how to accommodate their students' laptop use; and that parents, staff and students are aware of their roles and responsibilities.

This policy on the use laptops as word processors in examinations and assessments is reviewed and updated annually, in line with JCQ regulations and guidance contained in the publications: JCQ Access Arrangements and Reasonable Adjustments 2022/2023 (AA), and the JCQ Instructions for conducting examinations 2022/2023 (ICE).

Aims
The aims of this policy are:

- To ensure that all students have equal access to the curriculum
- To enable all students to achieve the best possible for their ability
- To provide guidelines for students and teachers on safe, appropriate and efficient laptop use
- To outline how the school operates in line with JCQ guidelines for laptop use in exams and assessments

Who may use a laptop as their normal way of working in school?

Students with disabilities and learning difficulties may use a laptop as their normal way of working in school in order to prevent them from being placed at a substantial disadvantage. Use of a word processor is only granted if it is appropriate to a student's needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand). Permission must have been received from the Head of Learning Support (in conjunction with the Director of Studies).

The following conditions must be met before permission will be given for a student to use a laptop as their normal way of working in school:

- A specific recommendation has been received from either:
  - an educational psychologist, specialist teacher or medical expert
  - the School's Head of Learning Support
- Touch-typing speed should exceed handwriting speed (c.30 wpm)
- Students and parents have signed the Laptop Code of Practice
- The laptop is adequately marked and insured

The Head of Learning Support will confirm the list of laptop users. Concerns related to possible laptop use should be referred to the Head of Learning Support in time for arrangements to be in place at the start of the course in order to show normal way of working to meet JCQ requirements. The Examinations Officer will liaise with IT support over requisite technical support and the provision of 'clean' laptops.

Staff with any concerns e.g. illegible writing should see their Head of Section, who will pass concerns onto the Head of Learning Support. The Head of Learning Support will see pastoral and academic staff and liaise with the Examination Officers. JQC regulations will inform the decision made in every case.

How and when is a laptop used?

In those year groups where BYOD is not currently supported/required as part of regular teaching and learning the following practice should be followed:

In class:

- Laptop use is allowed with the agreement of the subject department head and the subject teacher
- Work must be printed out by students and stuck into exercise books or placed in a file as required by each department. Work must be submitted in an acceptable format: a minimum of 12 point font and double spaced unless otherwise instructed
- Students must ensure that laptops are charged every evening
- Laptops 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
- Laptops must be on mute at all times
- Any integrated recording devices must be disabled at all times

Homework

- Written homework tasks must be printed and, where appropriate, stuck into an exercise book or placed in a file as required by each department
- Work must be submitted in an acceptable format: a minimum of 12 point font and double spaced unless otherwise instructed
- Students may email homework to teachers only with the express prior permission of that teacher

Non Examined Assessments and Course Work
The school provides access to word processors to students in non-examination assessments (including coursework) components as standard practice unless prohibited by the specification.

Examinations
St Helen & St Katharine complies with *AA Adjustments for students with disabilities and learning difficulties* regulations and guidance as follows:

- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled student
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Students may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our students, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is considered and agreed where appropriate at the start of the course. Students are subsequently aware that they will have the use of a word processor for examinations and NEA/coursework
- Students are made aware that they will have the use of a word processor for examinations and non-examination assessments (including coursework)
- The use of a word processor for students is only granted if it reflects the support given to the student as their 'normal way of working', which is defined as support:
    a. in the classroom; or
    b. working in small groups for reading and/or writing; or
    c. literacy support lessons; or
    d. literacy intervention strategies; and/or
    e. in internal school tests and mock examinations
- The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment. In such cases, the school may ask to see medical documents as evidence of need

The School allows students to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. The school is also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where students will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The student avoids the difficulty of visually tracking between the question paper and screen

In all cases, the school:

- ensures that a word processor cover sheet is completed and included with each student's typed script
- does not simply grant the use of a word processor to a student because he/she prefers to type rather than write, or can work faster on a keyboard, or because he/she uses a laptop at home

Spelling and grammar checks and predictive tools will be disabled (in very specific circumstances an Educational Psychologist or Specialist Teacher Assessor may recommend differently) as will any connection to the internet.

The School will provide a clean memory stick and the student must save work on this at regular intervals.

Scripts will be printed out on School printers as soon as each examination ends. The student must be present for this to check that all pages have been printed and then sign each page.

The school will also save a digital copy of each printed examination onto an encrypted drive until the end of the Post Results period.

Liaison with Parents

- The Head of Learning Support will be responsible for liaising with relevant parents so that they are fully aware of the school's procedures. She will ensure that they have a copy of the school's policy
- She will indicate that it is the parents' responsibility, in line with the original request, to ensure that their daughter has adequate touch-typing and operational skills. Parents should reinforce skills needed for using a laptop in exams at home. These include saving to a memory stick, inserting a header and footer, using line spacing.
- She will reiterate to parents the requirement that the laptop is properly insured

Code of Practice

Parents will be asked to electronically submit and sign a Laptop Code of Practice for themselves and their daughters. In doing do, each student agrees to follow the basic rules of laptop use to ensure that it is a tool to support and does not hinder progress.

Parents will be responsible for organising any extra support required to ensure the student has adequate touch-typing and operational skills.

Wider use of digital technology:

Students in Y9 (Y9 and Y10 from September 2024) and in the Lower and Upper Sixth are required to bring and use digital devices in support of their learning (BYOD), as directed by their subject teachers, in line with agreed departmental approaches to teaching and learning.

Students in Year 11 may also use their laptops for their own independent learning, providing students and parents have signed the Laptop Use Terms and Conditions for their year group and they are followed.

Students suffering from an injury that temporarily prevents them from writing may bring in their own laptop for use in lessons and must also fulfil these requirements. Alternatively, they may request to borrow a school laptop for use in school time which will be provided dependent on availability of free resources.

Use of a digital device, be it laptop or tablet, in any of these ways does not constitute a normal way of working and does not impart the right to use a laptop in internal or public examinations.

Laptop Code of Practice (for students)

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

- Your laptop MUST be fully charged as you will not be allowed to plug it in during lessons. It is your responsibility to charge it at home, overnight.
- It is your responsibility to save all work on your laptop appropriately.
- It is your responsibility to print out any homework so it can be handed in on time and in the required format (a minimum of 12 point font and double spaced unless otherwise instructed).
- You must make sure that your laptop is on mute and all recording devices are disabled.
- You are allowed to use only authorised software and in lessons you may not use your laptop to access the internet without staff permission. You must be aware that all internet traffic is monitored and that the School's internet usage policy applies on all machines used in School.
- Email and Office 365 tools (SharePoint, OneDrive) can be accessed using any web browser.
- The owner of the laptop is solely responsible for how the laptop is used regardless of who is actually using it.
- It is the responsibility of the owner to ensure that the laptop is insured and that it is safe and secure whilst in school.

This code of practice is in addition to the School's ICT Acceptable Use Policy. The laptop is not to be used for any illegal activity, peer to peer file sharing, hacking or cracking the network and downloading large files.

By signing this code of practice, you are agreeing to follow these basic requirements so that your laptop will be a help rather than a hindrance, both to yourself and to your teachers.

Laptop Code of Practice (for parents)

Criteria for the use of a laptop as a normal way of working in school:

- A student needs an Educational Psychologist's report recommending the use of a laptop, or a recommendation from the School's Head of Learning Support.
- Parents must ensure that the student has reached the required standard in touch typing and laptop use as set out by the school.
- Students' own laptops may be used in school. This is understood to be at the parents' risk and therefore it is recommended that parents ensure that the laptop is permanently marked and appropriately insured.
- Students are responsible for the safety and security of the laptop whilst in school.
- Students may use school laptops designated for exam use (JCQ *Special Arrangements,* p54, 5.8).They will not be able to use spell checker (unless they qualify for a scribe), thesaurus or have network/internet access. Exam papers will be printed out at school.
- Students may only use laptops in exams where it has been their normal way of working.
- Other than exams, it is the responsibility of the student to print out work and stick it in their exercise book or put it in their files in an appropriate format.
- Parents must ensure that laptops are fully charged for the start of each school day.
- All laptop power supplies, if required, should be PAT tested by the school Estates staff before being used at school.

Student Laptop Specifications

Students who require a laptop for use in school do not need a specific brand but it should meet the following requirements to ensure it is a practical and compatible solution.

- Screen Size – 11" to 15.62"
- Weight – no more than c. 2.2kg
- Operating system – Microsoft Windows 10
- Applications – Microsoft Word, Anti-Virus program.

Parents should consider carefully the durability of any laptop build for handling the wear and tear of a school environment and for carrying the laptop around the school.