



Glendower Preparatory School

Special Educational Needs and Disability Policy

Educational and welfare provision for pupils with special
educational needs and disabilities

2022–23

Reviewed: October 2022

Next Review: October 2023

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Next Review: October 2023

Staff responsible: Ms S Dennis, SENDCo

In consultation with: Mrs N Kingsmill Moore, Headmistress
Miss L Rodgers, Deputy Head Academic
Mrs A Gupta, Head of Pre Prep
Mrs M Bist, Head of Early Years

Person responsible for review: Ms S Dennis

To be read in conjunction with: Reasonable Adjustments Plan

Accessibility Policy

Computer Agreement

Safeguarding Policy

Anti-Bullying Policy

DEI Policy

Equal Opportunities Policy

Admissions Policy

Complaints Procedure

Keeping Children Safe in Education Sep 2022 Part 1

INTRODUCTION

Glendower Prep School is a selective school with high expectations but one that ensures all pupils are included in all aspects of school life. We encourage our pupils, regardless of their special educational needs or disabilities, to make the best possible progress in school. The school provides a high standard of teaching and learning, and we aim to ensure that all pupils access a rich and diverse curriculum, in order to develop independent learning and the skills they will need for life, both within school and in the local and wider environment. To ensure that teaching and learning is at the appropriate level for the pupils' individual needs, work is differentiated wherever necessary.

This document is a statement of the aims, principles and strategies for Special Educational Needs and Disabilities (SEND) at Glendower Prep School. It was developed through a process of consultation with the teaching staff, the Headteacher and the Senior Leadership Team. The policy is reviewed every three years? by the SENDCo in consultation with the SLT. The SENDCo regularly monitors the implementation of the SEND policy, addressing reasonable adjustments and access arrangements and helping to organise appropriate INSET training where necessary. The Special Educational Needs and Disabilities Code of Practice: 0 to 25, January 2015 has been reviewed in line with the government's Levelling Up the United Kingdom policy paper and have produced a [SEND Review](#): Right support Right place Right time. The Glendower Prep School SEND policy has been reviewed in line with the Special Educational Needs and Disabilities Code of Practice: 0 to 25, January 2015 (updated April 2020).

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) CODE OF PRACTICE January 2015

- The Code of Practice is statutory guidance and works in tandem with the primary legislation which is Part 3 of the [Children and Families Act 2014](#) and [The Equality Act 2010](#) which sets out the legal obligations that schools have towards disabled children
- The Code of Practice states in section 3.36 'Teachers are responsible and accountable for the progress and development of the pupils in the class, including where pupils access support from teaching assistants or specialist staff.'
- The Code of Practice covers the 0 - 25 age range and includes guidance relating to disabled children and young people, as well as those with special educational needs (SEN).
- There is a focus on the participation of the child and their parents in decision making. Their insights will inform our decisions.
- There is a focus on higher quality provision for children with SEN such as inclusive practice and removing barriers to learning.

There is specific guidance on the '[Local Offer](#)' which states how the local authority must set out the support that they expect to be available for local children with SEND and/or disabilities.

AIMS AND RATIONALE

As a school, we have high expectations of both our pupils and staff. We are proud of our multicultural community, as it enriches our school. We believe that every child should be treated as an individual, whatever their race, faith, ability, nationality or age.

We aim - for each pupil to achieve their academic potential and enjoy learning. Each pupil's needs are supported so that they may feel happy, confident and valued.

We aim - to teach a broad range of subjects to a high standard.

We aim - to work in partnership with parents/carers to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff to work together as an effective team.

The definition of SEND

- A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A school age child has a learning difficulty or disability if they have significantly greater difficulty in learning than their same age peers.

It is estimated that as many as 1 in 5 children may have special educational needs and need special help at some time to make progress in school.

The definition of disability

- A child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

Children's SEN are generally thought of in the following four broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional mental health
- Sensory and/or physical needs

All pupils at Glendower School have an entitlement to support as set out in the Special Educational Needs and Disability Code of Practice and access to the whole range of school activities. Pupils requiring additional support

can be accommodated by the school and in some cases, may require provision from an external agency. It is integral to the school's ethos that all experiencing special educational needs are identified early, respected, encouraged and viewed in a positive way.

Our objectives are to create an environment in which our girls are comfortable in taking risks with their learning, equipping them with the courage to take on challenges and the resilience to persevere when faced with difficulties. Also, to promote reflective learning and teaching, improving intellectual curiosity across the curriculum. See '[School Aims](#)'

This policy will contribute to these objectives by:

- Identifying girls with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
- Putting into effect the graduated approach of **assess, plan, do, review**, involving the parents at every stage.
- Using outside agencies and/or resources as appropriate.
- Reviewing the 'plan' and 'do' part of the cycle regularly.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORDINATOR (SENDCo)

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Ms Sarah Dennis who manages and coordinates all aspects of Special Educational Needs and Disabilities. The SENDCo is based in the Learning Support Room and works closely with the Senior Learning Team (SLT), class teachers, a number of Teaching Assistants (TAs) who support children with SEN, and parents/carers. She oversees the assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs. She will organise and liaise with a range of external professionals and outside agencies and ensure that the advice and planned strategies recommended by the professionals is disseminated through the **Pupil Profile**. She will write **Pupil Summaries** and **Personalised Learning Plans**, all of which feed into the better understanding of the individual pupil and helps the class teachers with differentiation.

ADMISSIONS

Glendower School is an academically selective school and we welcome pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of Glendower School. Treating every pupil as an individual is important to us, and we welcome all applicants.

For 3+ entry (Nursery Classes), there is no formal assessment, places are offered on a first come first serve basis.

For 4+ entry (Reception Classes), the skills being sought are social maturity and readiness to learn in a group situation. Cooperation, flexibility, a 'can do' approach and facility with the English language are all highly regarded. We are also looking for numeracy skills, letter recognition and a basic ability to follow instructions.

For entry into other year groups pupils will sit an entrance exam. We advise parents of girls with learning difficulties to discuss their daughter's requirements with Glendower School before she sits our entrance exam so that we can make adequate provision for her. Parents should provide a copy of an educational psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

There are currently no girls with an Education, Health and Care ([EHC](#)) plan at Glendower Preparatory School. Girls with an EHC plan would have their educational needs met as outlined by the plan. The school complies with The [Equality Act](#) (2010) the Special Educational Needs and Disability Act (SENDA) 2014 and the [Disability Discrimination Act](#) (DDA) 1995. Wheelchair access is currently not available due to the physical nature of the school which is a listed building. Parents and prospective parents of disabled children can obtain copies of Glendower School's Accessibility Plan and Special Educational Needs and Disability Policy from the [school's website](#). This outlines how the school plans to make the buildings progressively more accessible to disabled pupils, parents and visitors. The school would meet the needs of a motor/physical disability by readjusting room availability if possible. If, however, the child's needs are too great to make the appropriate adjustments, and it is felt that Glendower School is not the correct place for her, she would not be invited to join the school.

PRINCIPLES OF SPECIAL EDUCATION NEEDS

All help given to pupils with SEND is directed towards helping them gain greater access to the curriculum. This is achieved through extensive use of all forms of differentiation, modification and where appropriate disapplication of parts of the curriculum. This is overseen by the SENDCo. Pupils with SEND are integrated into all school activities.

We follow the graduated approach to identifying and supporting pupils with SEN and there is a four-part cycle – **assess, plan, do, review**.

- In the first instance, when a teacher is concerned that a pupil is not making expected progress that teacher, who will already be delivering high quality teaching, will differentiate the teaching for their pupil. The SENDCo can be called upon to help with differentiation in planning and advising on removing barriers to learning.
- After a period of time, if there is still a lack of progress, the class teacher will alert the SENDCo and complete a 'SEND Record of Concern' questionnaire. The SENDCo and the teacher will meet to discuss the teacher's concerns.
- The SENDCo may discuss the notes and 'SEND Record of Concern' questionnaire with other appropriate members of staff to form a better picture of the girl's strengths and weaknesses.

- **ASSESS:** Parents/carers are contacted and invited to meet with the SENDCo (and the class teacher if they are available) to discuss concerns raised and the support planned which may include a SENDCo assessment. The parent/carer's views are discussed and recorded. The SENDCo may recommend that an appointment is booked with an educational psychologist, speech and language therapist, occupational therapist or other professional.
- If the SENDCo has assessed a pupil and written a summary of the assessment, then the parents will be sent a copy by email and invited to discuss the results of the assessment with the SENDCo (and the class teacher if they are available). The SENDCo will answer any questions the parents may have and explain what the results mean. The results of the SENDCo assessment are disseminated in the **pupil summary** and may reveal standardised scores or discrepancies between scores that give a clear reason to recommend further assessment by an educational psychologist or other specialist. At this meeting the SENDCo may offer 1:1 or small group teaching for that pupil. This will initially be for a term and sometimes half a term.
- **PLAN:** : The SENDCo will write a **Pupil Profile** and distribute it to all staff who teach that pupil and to their parents. The Pupil Profile contains information from the pupil summary and, where they exist, information from any specialist assessment reports. The child has an input into their Pupil Profile and the profile highlights strengths and weaknesses, targets, and ideas for supporting her in school. The Pupil Profile encourages staff and the pupil herself to think about how her strengths can overcome her weaknesses. The parents are sent a soft copy of the pupil profile and invited to make any changes or additions they think necessary. The SENDCo will regularly update the Pupil Profile.
- At this stage, the pupil is entered onto the SEN register which is a school document and confidential. The teaching staff and SLT have access to it, as do inspectors when they are in school. It outlines each pupil's difficulties and the interventions put in place. When filling out the Independent Schools Council Census form, information about numbers of pupils with SEN is entered but not names of pupils. The pupil is taken off the SEN register when they are discharged by the SENDCo or specialist.
- **DO:** : The pupil may now be in receipt of targeted provision which comes in the form of 1:1 or small group teaching with the SENDCo; occupational therapy or speech and language therapy; booster groups or other interventions including small group work with the form or subject teacher or a TA. Pupils who are invited to a booster group or who work in small groups are not necessarily put on the SEN register. Pupils who receive targeted support from the SENDCo or other professional are entered onto the SEN register.
- If 1:1 teaching is provided, then the SENDCo writes a **personalised learning plan (PLP)**. The PLP is a working document which records support that is **additional to and different** from the differentiated curriculum delivered in the classroom.
- In the PLP short term targets are set to help the pupil to get to her long-term outcomes. The PLP is shared with parents who are invited to comment on or add to/amend the document. Staff have access to the PLP in SharePoint. It contains evidence of the pupil's needs and specific, measurable, achievable, relevant and timed targets.

- **REVIEW:** : The Pupil Profiles and PLPs are accessible to staff on SharePoint . Teachers use the documents to inform their planning and for differentiation ideas. At the end of every term the SENDCo evaluates and revises the PLPs. Outcomes of the evaluations are fed back into the next term's PLP. Now, the plan may be changed, or the pupil is discharged.
- . Parents can meet with the SENDCo when it is required. The SENDCo is often able to attend parent/class teacher meetings if it is appropriate.

SPECIAL EDUCATIONS NEEDS AND DISABILITIES IN THE EARLY YEARS

'All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.' [Early years: guide to the 0 to 25 SEND Code of Practice:](#)

The Code of Practice recognises that early years providers are vital to the success of the reforms introduced by the Children and Families Act 2014. Amongst these changes is the need for greater focus on the outcomes for children. Early identification of needs and timely provision of the right support, along with high aspirations are important. All staff who work with EYFS aged children will be alert to emerging difficulties and respond early. Teaching assistants will report a concern to the class teacher and a class teacher will complete a 'Record of Concern' questionnaire and follow the guidelines outlined in the assess, plan, do, review cycle.

At present Glendower Prep School does not have any children who receive the Early Years Pupil Premium (EYPP) ?. However, the school does show regard to the SEND Code of Practice, activating the assess, plan, do, review cycle to create a graduated response to the needs of the EYFS pupils who have special educational needs and/or disabilities.

At Glendower Prep School we

- ensure that children with SEN engage in the activities of school alongside children who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision (the special educational needs co-ordinator, or SENDCo; also sometimes known as Learning Support co-ordinator).
- inform parents when they are making special educational provision for a child.
- Respond quickly to assessment reports sought by parents.

STRATEGIES FOR TEACHING AND LEARNING

The school is able to provide for pupils with a wide range of SEN through classroom differentiation, in class support, interventions or 1;1 small group teaching with the SENDCo or other professionals. Additionally, some girls may be selected for booster groups with a specialist teaching assistant. Occupational therapists, play therapists or speech therapists may work with individuals on the SEND Register.

Glendower School has good links with many specialist centres and educational psychologists, clinical psychologists, paediatricians, occupational therapists (OT), speech therapists (SALT) and play therapists. We have occasionally had play therapist Rachel Cowie taking sessions in the school; playtherapyrachel@gmail.com

At Glendower we have a visiting Mindset Coach, Kate Ludlam, who helps pupils and staff with well-being, mental health and overall performance. She is at Glendower Prep School on Fridays at the time of writing this document. An introduction to Kate can be made directly and funded by the school, as necessary and with parental approval, as well as a direct arrangement with parents who pay privately for the provision.

(m:+44 (0)7771 790 868

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Pupils who are on the SEND register will have a Pupil Profile. Parents are invited to read and add to their child's Pupil Profile, suggesting amendments. . At Parents' Evenings the parents will have the opportunity to discuss their views of the Pupil Profile and PLP and their daughter's progress with the SENDCo. A new or adjusted Pupil Profile and/or PLP may be devised as the outcome of this meeting. The Pupil profile is a working document and the staff that teach that pupil have access to it in SharePoint. Staff are invited to add to the document.

At the end of each term the SENDCo will review the progress of the pupils by reviewing the PLP. Any other professional involved, such as an OT or SALT may be asked to send a review of their work with the pupil. The SENDCo will discuss with relevant staff any changes needed in provision. If changes are agreed parents will be invited to discuss the changes recommended. Children's progress is an ongoing process, and this review may take place at any point.

The school reports to parents through parent/teacher meetings and written reports. Parents of children with SEND may require additional meetings, the SENDCo is available for any additional meetings if there are any concerns.

After an assessment by a professional, additional time (25%) in exams or tests may be recommended for that pupil. The pupil is added to a list of pupils with this reasonable adjustment and all staff are informed. The SENDCo keeps a 'record of need' as required by The Joint Council for Qualifications. Other reasonable adjustments may also be recommended, which we at Glendower always do our very best to provide. It is the SENDCo's responsibility to contact the SENDCos/Learning Support and/or registrars at senior schools to request such reasonable adjustments for our pupils at 11+.

SEND FORMAL ASSESSMENT PROCEDURES

EYFS and PrePrep School

- In September and again in July, all the EYFS pupils are assessed with EYFS Baseline Assessments (BASE) by The Centre for Evaluation and Monitoring.
- At any time, a parent may register a concern about their daughter. The teaching staff will raise a concern if expected progress is not made despite high quality teaching being delivered and differentiation of planning carried out.
- If the SENDCo assesses a pupil she/he will use standardised tests, if age appropriate, and also criterion referenced tests. The standardised tests include: Neale's Reading Analysis (NARA II), Parallel Spelling Test, Helen Arkell Spelling Test (HAST-2), Phonological Ability Battery Test (PhAB), Digit Span Memory test, (TAPS-2), Helen Arkell Auditory Battery (HAAT), miscue analysis of reading, spelling error analysis.

Prep School

- In September, all pupils in Years 4-6 take the Cognitive Abilities Test; Fourth Edition (CAT4). CAT4 gives an insight into the pupils' ability to reason across four distinct batteries: verbal, non-verbal, mathematical, and spatial, as compared to the national average.
- The results of CAT4 are looked at along with the results of end-of-term exams and pupils may be asked to attend booster groups. These groups are no larger than six or seven pupils and are run by experienced specialist teaching assistants and the SENDCo. These specialist teaching assistants liaise with the English teachers, Maths teachers and the SENDCo. The pupils who attend the groups are reviewed at the end of every term. The booster groups are in comprehension and maths, spelling and handwriting. Boosters are run before the school day starts and at lunchtimes. This will be reviewed in the autumn term 2022
- Professionals such as educational psychologists sometimes recommend that a pupil learns to touch type as a way of removing a barrier to learning. The SENDCo keeps an updated list of centres for parents to choose from for their daughter to learn this skill. The SENDCo also runs a touch-typing club at school for those who have done a course and need to practise.
- At any time, a parent may register a concern about their daughter. The teaching staff will raise a concern if expected progress is not made despite high quality teaching being delivered and differentiation of planning carried out.
- Children with a record of concern are assessed by the SENDCo using a range of standardised test including; Neale's Reading Analysis (NARA II), Parallel Spelling Test, Phonological Ability Battery Test (PhAB), Digit Span Memory test, (TAPS-2), Helen Arkell Auditory Battery (HAAT), Helen Arkell Spelling Test (HAST-2), miscue analysis of reading, spelling error analysis

USE OF RESOURCES

The SEND department is resourced with a wide range of specialist materials including;

- SENDCo iPad and laptop computer
- Speedskins® for touch typing
- Visual and auditory processing materials
- Move 'n' Sit cushions
- Kick Bands
- Fidget toys
- Large OT ball
- A variety of OT resources
- OT activity cards
- Texts on specific learning difficulties to inform staff and/or parents
- Writing slopes
- Pencils grips
- Spelling activities and games
- Phonological awareness games
- Double sided chalk board
- Specialist dyslexia and dyspraxia skills resources
- A broad range of practical mathematics resources and games
- A broad range of reading texts
- A range of multi-sensory resources and games

Glendower School has an 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEND. Training is ongoing and will aim to be reflective of any changing needs.

USE OF ICT

ICT is a resource which is valued and used across the whole school and curriculum. The Learning Support room has a computer which is networked and has filtered internet access and one laptop. Pupils who have 1:1 lessons with the SENDCo may use the computer or the SENDCo's Surface Pro for writing or practising touch typing or using specific learning programs. The SENDCo has a school iPad with specific games related to SEN including Squeebles and Articulation Station. Seesaw is used by the SENDCo for posting tips on learning spellings or revising especially in English and Maths.

DIFFERENTIATION

The SENDCo is available to support all staff in planning the differentiation for children with SEND.

EXTERNAL LINKS

Parents/carers are involved in all stages of the SEND process. Their views are listened to and respected as the SEND code of practice emphasises. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies.

The school is in contact with Local Authorities and has close links with [The Dyslexia Teaching Centre](#) and [The London Children's Practice](#), [Emerson House](#), [Fairley House](#), [The McLeod Centre for Learning](#) and [The Fulham Study](#). The school has well-established links with a variety of Educational and Clinical Psychologists and holds a list of these professionals which can be obtained from the SENDCo.

When a pupil at Glendower Prep School with special educational needs transfers to a new school, the Glendower SENDCo will liaise with the new school SENDCo and forward any details required in relation to the provision that the child has received at Glendower School. If there is an Educational Psychologist report or a report from another professional, then it will be for the parents to forward this to the new school as this is a private and confidential document.

CONFIDENTIALITY

If a pupil is assessed by a professional a report will be produced. This report is a private and confidential document. The SENDCo will ask parents to share it in the form of a soft copy. This will be kept on record on the school's Isams platform and in the SENDCo's password protected computer files. If a hard copy exists, it will be scanned and the scan kept on ISAMS. The original will be returned to the parents or shredded.

When writing the main SEN documents, the Pupil Summary, the Pupil Profile and the Personalised Learning Plan, the SENDCo will anonymise them by using the pupil's initials. These documents are kept in the password protected SharePoint where only school staff can see them. .

COMPLAINTS

Please refer to the Glendower School Complaints Procedure.

HEALTH AND SAFETY

The school has a Health and Safety Policy which is regularly reviewed, and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the Health and Safety Officer or at the weekly staff meetings.

APPENDIX: SEND DEVELOPMENT PLAN

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Meetings between parents of children with SEND and SENDCo	Parents invited to meetings with the SENDCo. SENDCo to be available to meet parents at their request	SD	Autumn/ Spring/ Summer Terms	SD	Short term goals in order to get to long term outcomes. Next steps planned
Staff to complete SEND Records of Concern for children as required	Records of Concern are completed and SENDCo follows up concerns with assessments and reports	All staff	ongoing	SD	Improved evaluation of pupils with possible learning difficulties
Continue to ensure all teaching staff aware of individual children's needs	Ensure that all relevant staff know where to find PLPs and SD to inform them when evaluations have been made and new PLPs are available	SD	ongoing	SLT SD	Staff fully aware of individual pupils' needs.
Increased access to laptop use in class	Update laptops. Allow personal laptops for pupils as directed in EP report.	SD TC	ongoing	SD	Laptops available to pupils if parents can't supply one
Monitor extra-curricular provision for those with disabilities	Continue to audit the take-up of activities by those with disabilities and discuss if this can be improved. Discuss with parents.	SLT	ongoing	SLT TH	Allows the maximum number of pupils to benefit from extra-curricular activities.
Inform the parents of touch-typing courses. Those pupils who have completed a course invited to touch typing club.	Ensure that pupils who have done a touch-typing course have access to this club. Add posts in The Whitehouse	SD	ongoing	SLT	Pupils for whom the recommendation has been made to learn to touch type have the opportunity to practise
Liaise with staff about pupils chosen for booster groups.	Update booster lists for Upper School. Find venue for each booster. Email all parents informing them of the booster their daughter has been invited to.	SD	Every term	SLT	Pupils have a chance to practise skills and pre learn skills. Pupils make progress and are discharged from the booster.
Change to way we organise boosters	Met with LR to discuss. Meeting with booster staff and write a proposal for a change	SD	Autumn 2022	LR	More of our pupils benefit from small group teaching helping each girl to reach her academic potential no matter her ability.

Glendower Prep School

Special Educational Needs and Disabilities

Appendix 1: Pupil use of laptops agreement

The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school. This is in line with the Equal Opportunities policy and Access Arrangements. No pupil will be given permission to use a laptop unless a certified educational psychologist, specialist assessor, occupation therapist or physiotherapist states that it will be appropriate to start using one for some subjects as appropriate. Glendower Prep School follows the Joint Council for Qualifications (JCQ) regulations as do the senior schools who carry out 11+ examinations.

The Headteacher, in conjunction with the SENDCo, Head of Digital Learning and the Head of English, will examine each case on an individual basis. Permission will be given to pupils subject to the following conditions, but it is unlikely to be given to pupils below Year 4.

1. Girls must be able to type accurately at a speed of at least 20 wpm. The SENDCo can provide names and addresses of centres where girls can learn to touch type, usually during a holiday or after school. Girls will need to practise their skills at home on a regular basis in order that they can become independent keyboard users. Although a Touch-Typing Club is available at Glendower Prep School, it is run to give an opportunity to practise skills that have already been taught.
2. The pupil must be able to save, edit and print their work, and generally manage the use of their laptop, including battery charging, without assistance.
3. In order that the pupil can print out work at school, her laptop will have wireless connection. However, she will not be allowed to access the internet from her laptop in class.
4. The pupil will print work at school when requested.
5. The pupil must be able to demonstrate that the spelling and grammar checks are turned off. This will enable teachers to assess the quality of the work produced in terms of content and standard and give advice where needed.
6. The pupil must name and date her work clearly, giving the Learning Objective and title just as she would with handwritten work.
7. Handwritten work will continue to be done where appropriate, at the discretion of the teacher, and the pupil will continue with handwriting practice when the rest of the class are doing so.
8. At the end of the day the pupil must take her own laptop home and if not take it to the Learning Support Room where it will be locked away. If the laptop is in the Learning Support Room, the pupil will need to collect it at the beginning of the school day.
9. The pupil will be responsible for the safety and security of their personal laptop. Parents should insure the laptop and they are responsible for its maintenance. Glendower School can take no responsibility for the pupils' laptops.
10. The laptop must be taken home during the school holidays.

The Headteacher, SENDCo, Head and English will review each pupil's progress to ensure that the pupil is continuing to benefit from the facility.

I have read the Glendower Prep School's policy on the use of laptops in school.
I understand the conditions and agree to abide by them.

.....
Pupil Parent

Permission is given for to use a laptop at school, when appropriate.

.....
Headteacher Date