

Latest Version Issued: February 2021
Review Cycle: 2 years
Issue Control: Deputy Head Academic

AIMS

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The School provides full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996). At Frensham all students are valued and respected. Frensham is committed to providing both equal access for all within the broad and balanced curriculum to which they are entitled. High standards of teaching and learning that are responsive to individual needs of the students. Special educational needs and learning disabilities may take many forms, whether short-term or long-term.

The aims of this policy are:

- to promote good practice in our detection and management of special educational needs
- explain the support that Frensham can provide for children who have learning difficulties and the co-operation required from parents to allow students to thrive

This policy can be made available in large print or other accessible format, if required.

GUIDING PRINCIPLES

All teachers at Frensham are teachers of Special Educational Needs and Disability (SEND) and they work closely with the Director of Support for Learning and Head of Support for Learning, Junior School and the Early Years SENCo alerting them to any concerns that they may have.

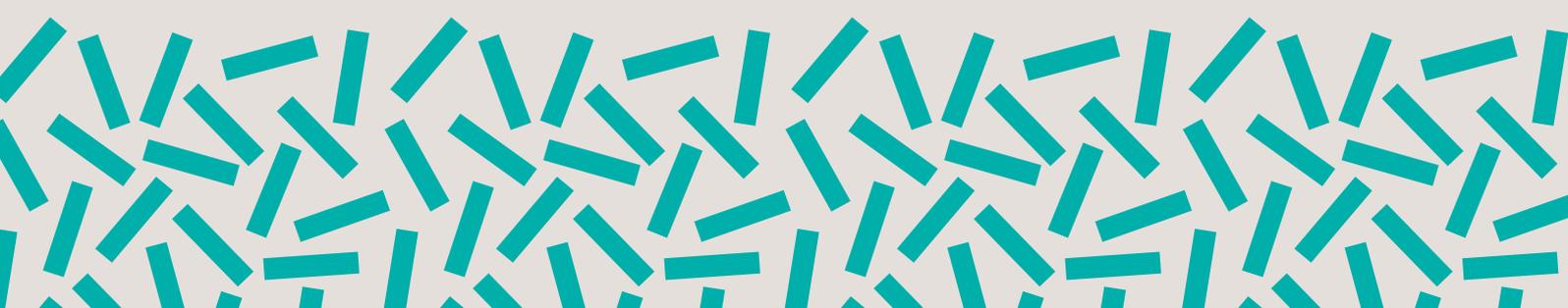
The responsibilities of these appointed persons include:

- overseeing the day-to-day operation of Frensham's policy on special educational needs, learning difficulties and disabilities;
- liaising with parents and other professionals in respect of a child's special educational needs;
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated and that learning plans are in place. Each appointed person reports to the Head of School.

Our approach to the detection and management of learning disabilities is guided by the SEND Code of Practice 0-25, Department for Education (DfE) and Department of Health (DH), January 2015, or any substituting or amending code of practice issued from time to time by the DfE and DH.

OBJECTIVES

At Frensham, every member of staff works to ensure that each child can access the curriculum. We recognise that the students' academic attainment and progress are inextricably linked with their pastoral welfare and for this reason the Support for Learning Department work closely with other



members of the teaching and support staff in reviewing each student's achievement and progress in the broader context of their well-being. In doing so they ensure that the pastoral and academic needs of the students are met and that they are helped to fulfil their intellectual promise.

IDENTIFICATION OF NEED

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Frensham recognises that a child has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age nationally;
2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions
3. are under five and fall within the definition at 1 or 2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

Frensham recognises that the definition of 'disability' has some overlap with the definition of 'special educational needs' (Children and Families Act 2014) and further information relating to our provision for disabled students (including those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability') can be found in the separate Disability Policy.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be assessed by the Teacher in Charge of EAL and will be provided with appropriate support on condition that it is within the Frensham's capacity to support the student as established on admission. Please refer to the Frensham's Language Policy for more information.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

We are guided by the overarching principle of the graduated approach as described in the SEND Code of Practice (SEND COP) with the four stages of action: assess, plan, do, review (SEND COP 2015 5.38).

The form this graduated approach may take will be appropriate to the student's setting and age.

This approach may include some of or all of the following:

1. **Baseline tests:** We carry out regular assessments both formative (continuous and informal by the teacher) and summative (end of topic/unit/year formal test) using baseline tests from GL Assessment, NFER and the Centre for Evaluation and Monitoring (CEM) amongst others. The results of these tests allow us to better understand the individual profiles of our students and enable appropriate differentiation of the teaching for that cohort. The tests used are not diagnostic, but



they do allow us to detect circumstances which may need further investigation, monitoring or formal assessment. The cost of these tests is included in the fees and no specific preparation is needed.

2. Screening tests: Students in Years 7, 8 and 9 and new entrants to the School will be screened in order to detect any problems with Literacy and Mathematics. It is important to note that these tests are not diagnostic in nature, nor do they encompass all areas of individual need. Nonetheless, if the results of the screening test point to a possible learning difficulty, the Support for Learning Department Support will contact parents and make recommendations. The cost of these tests is included in the fees and no specific preparation is needed.

3. Tracking: The results of baseline tests and screening tests are monitored alongside additional data including internal and external examination results and progress measures throughout the year. Discrepancies are always investigated, and where there is no apparent pastoral reason for underperformance a learning need is always investigated.

4. Formal assessment: If the test results, tracking data or teacher observations indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask the student's parents to agree to their child being formally assessed by a specialist assessor. The cost of assessment by an external assessor must be borne by the parents. Following an assessment parents will be invited into school to discuss the findings and, if appropriate, a Frensham Focus will be written or amended to take into account the recommendations made. The Support for Learning Department will ask parents to agree to follow his/her recommendations unless there are persuasive reasons to the contrary. Where an outside agency is employed, the professional will be recommended by the Support for Learning Department, Educational Psychologist or Occupational Therapist will conduct assessments of Students where at all possible. The Support for Learning Department will liaise with the appropriate professional as to the suitability of each assessment according to the Students' needs. Educational Psychologists and Occupational Therapists will be known to the school, whereby all qualifications and certificates provided, will be kept securely and checked by the School including their DBS.

SEND SUPPORT

If assessment results, tracking data or teacher observations indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment, we will continue to monitor the student and, if necessary, implement short-term targeted help. In such instances the necessary dialogue between school and parents, and any agreed actions, will be shared with the relevant parties. This additional level of tracking, monitoring or in class differentiation will enhance the holistic view of the learner and provide important evidence for any future formalised assessment.

Where a learning need is suspected or identified, the following age-appropriate procedures are put in place:

Junior School (Nursery - Year 6)

The EYFS follows the SEND Code of Practice to implement the graduated approach within the EYFS and its framework. All adults working with students in early years are duty bound to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents.

For all Junior School students, when the class teacher, another member of staff, parent, or an outside agency expresses concern regarding a child's progress and development the child's needs are discussed with the relevant staff. Any concerns are shared with the parents by the class teacher and the child is closely



monitored to see if their needs are preventing them making expected progress. If necessary, a plan and targets are written in consultation with the class teacher, parents and the Support for Learning Department.

In most cases the child's individual needs are met through increased differentiation and support in the classroom but if, after support has been given, a child's progress continues to be of concern, it may be necessary to draw up a Frensham Focus. The Frensham Focus will always include the views of teachers, parents and, most importantly, the student depending on their age or understanding. How this information is gathered will be tailored to be appropriate for the child in question. The Frensham Focus is an integral part of the graduated approach demonstrating what has been learned from the assessments gathered, with SMART targets written in child friendly language. The plan will be carried out by all appropriate adults and form a communication between school and home so the child has consistency of action between both environments. The Frensham Focus will have a specific review date when the final part of the graduated approach will be carried out to ascertain what successes have been achieved and what the next steps may be. It may be the case that following the implementation of the Frensham Focus, a referral for further professional assessment may be recommended. When a child has had an assessment with an external specialist, the Head of Support for Learning, Junior School will meet with the child's parents and other relevant members of staff in order to discuss the report. In the light of the suggested recommendations, new targets will be set and fresh strategies implemented in order to support the child's progress.

Frensham endeavors to make all reasonable adjustments to ensure that a student can access the curriculum adequately, but recognise that some additional support may be needed. In the Junior School there are group sessions run for English and Maths where a group of students has been identified as needed support, this would be highlighted in the baseline assessments and discussions would be had with class teachers, parents and the Support for Learning Department. Frensham is flexible and does recommend 1:1 individual support for students with identified learning difficulties with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Specialist materials: A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

Year 7 - Year 13

In most cases the student's individual needs are met through high quality first teaching and additional differentiation in the classroom. Teachers follow advice given by the Support for Learning Department. Regular communication between subject teachers, the pastoral team and the Support for Learning Team ensures that appropriate progress is being made. Where necessary, a member of the Support for Learning Team may suggest one or more of the following:

Monitoring: To look at emerging learning difficulties or the need for an examination provision which is not in response to a diagnosed learning difficulty. Monitoring status does not indicate that the student is on the SEND Register.

The drawing up of a Frensham Focus plan: If it is agreed that the student's needs are such that intervention would be beneficial, a member of the Learning Support Team will draw up a plan in consultation with the student, parents and Educational Psychologist/Specialist assessor if appropriate. This plan is kept under regular review.

Additional advice for SEND students: All students are given advice with regard to subject choices and University admissions. However, we recognise that those with SEND may need



additional help in deciding the best way forward and the options available to them.

The use of technology: Provision is made for a student to use an electronic device for word-processing where one of the criteria set out in Appendix 1 is satisfied.

Adjustments to the curriculum: The curriculum may be adjusted to reflect the needs of an individual student in consultation with subject staff and parents - for example, reducing the number of languages studied in KS3 or the number of GCSEs studied at KS4.

Attendance at subject-specific support sessions: A department may hold 'surgeries' to provide additional support for students, both on an optional 'drop in basis' and as part of a targeted programme, in consultation with the subject teachers.

Specialist materials: A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

Frensham endeavors to make all reasonable adjustments to ensure that a student can access the curriculum adequately, but recognise that some additional support may be needed. The needs of each cohort are identified and group sessions are run when there is a need, this is done by reducing the number of sessions of MFL to allow focus on the core subjects. Frensham is flexible and does also recommend 1:1 individual support for students with identified learning difficulties with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Frensham recognises that it is unlawful to discriminate directly or indirectly because of disability arising from an identified special educational need.

If there are concerns regarding the need for access arrangements such as extra-time, the concern should be raised with the Director of Support for Learning. If the concern is raised by a teacher, then they will be in contact with the Director of Support for Learning. If the concern is raised by a parent or a student, then they should bring this to the attention of the individual's tutor who will in turn contact the Director of Support for Learning. Information will then be gathered to determine whether or not there is enough evidence to warrant the employment of an outside agency to carry out further assessments in accordance with JCQ requirements. Outside agencies will be directly employed by the school and parents should not seek to employ a private assessor. The outside agency will be known by the school and where possible the assessments will take place during school hours on the school premises. A meeting between the assessor and the Director of Support for Learning will be held directly after the assessment to discuss the results. The Director of Support for Learning has the responsibility of ensuring that the assessor meets the academic requirements needed to carry out the assessments and will keep a copy of the assessors' qualification available for inspection and their DBS.

In certain exceptional cases, students may be allowed to word process their examination scripts rather than write them out by hand. In this instance evidence will be provided. In consultation with teachers and the Director of Support for Learning will meet with the Examinations officer and the Deputy Head (Academic) to determine the need of a laptop.

MONITORING AND EVALUATION

Some students with special education needs or learning difficulties may also have a disability. Frensham will make all reasonable adjustments in order to afford opportunity to disabled students. However if, despite such adjustments, Frensham is unable to provide adequately for the student's needs, Frensham



may decline to offer a place to a student or request parents to withdraw their child from the School.

Frensham recognises that students at school with medical conditions should be properly supported so that they have full access to all aspects of education. Some students with medical conditions may also be disabled and where this is the case Frensham will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have a special educational need (SEN) and in this case the School will be guided by the SEND Code of Practice (2015).

SAFEGUARDING AND SEND

Recent amendments (September 2018) to the DfE's Keeping Children Safe in Education highlight the following regarding SEND students. Staff should be aware that certain groups of children are potentially more at risk. Evidence shows that children with SEND are one of those groups at greater risk.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs; and/or
- has special educational needs (whether or not they have a statutory Education Health Care Plan)

Frensham recognises that students with special educational needs or learning difficulties may be at risk of being bullied or other kinds of 'peer on peer abuse' (for further reference to the types of peer on peer abuse see KCSIE 2018 and Frensham Safeguarding and Child Protection Policy). Frensham has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Frensham is aware of a necessary joined-up approach in terms of students' welfare and that safeguarding is a fundamental duty of care for all members of staff. The Support for Learning Department are made aware of any wellbeing or safeguarding concerns by the Designated Safeguarding Lead or relevant Deputy Designated Safeguarding Lead.

ACADEMIC MATTERS:

In the area of academic matters there are a number of strands attached to this aspect of equal opportunities and treatment:

- Setting
- Mixed Ability
- Differentiation
- Teaching Styles
- Entitlement to the whole course of study
- Subject Options
- Special Educational Needs

Frensham caters for the needs of students of all abilities by looking at the needs of each cohort holistically.

Setting is believed to be the most appropriate initial stage of meeting the needs of the most able, for some subjects. Assessment is conducted via regular testing, end of year examinations and continuous teacher evaluation in Year 7 and above.



At Frensham, mixed ability teaching is deemed to be the most appropriate arrangement for teaching in most departments and year groups. In accordance with all good teaching styles, departments attempt to exercise considerable care when devising tasks and activities, the nature, features and requirements of which will enable them to be accessible to all Students. When undertaking this task, teachers should pay particular attention to the part of the policy which deals with differentiation.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs.

LIAISON WITH PARENTS

We will do all that is reasonable to report and consult with parents about their child's learning difficulties. Parents are kept informed of any intervention and, where necessary, will be invited to school to discuss their child's individual learning needs and next steps. Provision is reviewed regularly and at a time appropriate to the individual's needs; parents are invited to be part of that review.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support is advised to consult with the person responsible for SEND in their child's stage at Frensham. We advise against privately commissioned reports (see 'Examinations' below) without prior consultation but where these do take place parents must ensure that we are given copies of all advice and reports received.

In order to ensure adequate monitoring and provision from the outset (see Registration Form), we ask that prospective parents:

1. disclose information relating to any previous concerns or testing of a SEND nature; and
2. provide a copy of any report or recommendations which have been made in relation to special educational needs at any previous school or elsewhere within the last 24 months.

Students with a diagnosed SEND or learning difficulty will, by the nature of the diagnosis, require additional support, monitoring and tracking across their schooling. In order to fulfil our obligations to learners, this information is made available to all teaching staff, for example through our internal data management system. All data are stored securely to ensure a high degree of confidentiality and protection of personal data.

If a student transfers from Frensham to another educational setting, this information may be required as part of the documentation process. Frensham recognises the importance of sharing this information to ensure a positive, supportive transition for the learner.

EXAMINATIONS

In accordance with the regulations and guidelines issued annually by the Joint Council for Qualifications (**JCQ**) and Cambridge Assessment International Education (**Cambridge International**) Frensham recognises that there are some students with disabilities, learning difficulties or emotional needs for whom special arrangements are appropriate in their exam sessions, and Frensham implements the awarding bodies' regulations in that respect. Frensham needs to be fair to all students and to maintain the integrity of the exam system. Special arrangements must not therefore provide an unfair advantage. All cases of doubt will be referred to the awarding body.

For GCSE, IGCSE and GCE examinations, the application for Access Arrangements is processed by the Director of Support for Learning.

Access arrangements, including an allowance of extra time, can be awarded (subject to JCQ/Cambridge

International regulations) to students whose academic performance is disadvantaged by any of a variety of learning difficulties. In order for an application to the Head for such an allowance to be approved, it must be supported by an up-to-date diagnostic report from a specialist assessor within the Centre or a certified Educational Psychologist. However, a report alone, even with the requisite standardised scores, is not sufficient to award Access Arrangements and it must be accompanied by detailed evidence of need from within Frensham. We advise that privately commissioned reports may not be valid for examination purposes and that parents should consult with the Director of Support for Learning before seeking such a report.

Where candidates have sensory, physical or emotional needs an application for Access Arrangements would only be made on the recommendation of a CAMHS, a HCPC registered psychologist, a hospital consultant or a psychiatrist or any other criteria in the JCQ Access Arrangements and Reasonable Adjustments document. In all cases Frensham must provide historical evidence of how the student's needs have been met during the course of study leading up to the examination. With the exception of temporary conditions, all Access Arrangements in place during examinations must be proven to be the candidate's normal way of working.

EDUCATION, HEALTH AND CARE PLANS

Parents and the Foundation have the right under section 329(1) of the Education Act 1996 and section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care (EHC) plan. Frensham will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not Frensham) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has a EHC plan Frensham will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the Statement or EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of Statements and EHC plans are carried out as required. At Frensham we consider carefully each prospective student and their individual needs to ensure that student can flourish and progress within our educational setting.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and Frensham is named in Part 4 of the statement or Section I of an EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

ALTERNATIVE ARRANGEMENTS

Frensham reserves the right, following consultation with parents, to ask or require parents to withdraw their child from Frensham if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

1. the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parent does not consent; and/or
2. the parent(s) have withheld information from Frensham which, had the information been provided, would have made a significant difference to the Frensham's management of the child's learning difficulties; and/or
3. the child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, Frensham is unable to provide, manage or arrange;
4. The child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which Frensham provides.



In any of these circumstances, Frensham will do what is reasonable to help families find an alternative placement which will provide the child with the necessary level of teaching and support. Withdrawal of a student 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 parents' account.

Unless negligent in the operation of this policy, Frensham accepts no responsibility to the student or parents caused by or arising out of any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

APPENDIX 1

Technology Acceptable Use Policy

Technology is permitted for students who require support for their learning and to conduct research and/or communicate with others for educational purposes when instructed by subject teachers. Students are responsible for anything they do when using technology just as they are in a classroom or corridor. They should always comply with Frensham's standards and remember that access is a privilege, not a right and that access requires responsibility for their behaviour.

This policy refers to all technology including, but not limited to: iPads, PCs and laptops, Macs, Google Apps, third party apps and mobile phones.

The use of word processor will not simply be granted to a student because they now wants to type rather than write in class/examinations or can work faster on a keyboard, or because they use a laptop at home.

Frensham Heights will award the use of word processors to students which it considers would benefit from use of a laptop. For example, a candidate with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor or exceptionally slow handwriting, as evidenced by the Director of Support for Learning.
- or has been their normal method of working in a previous school.

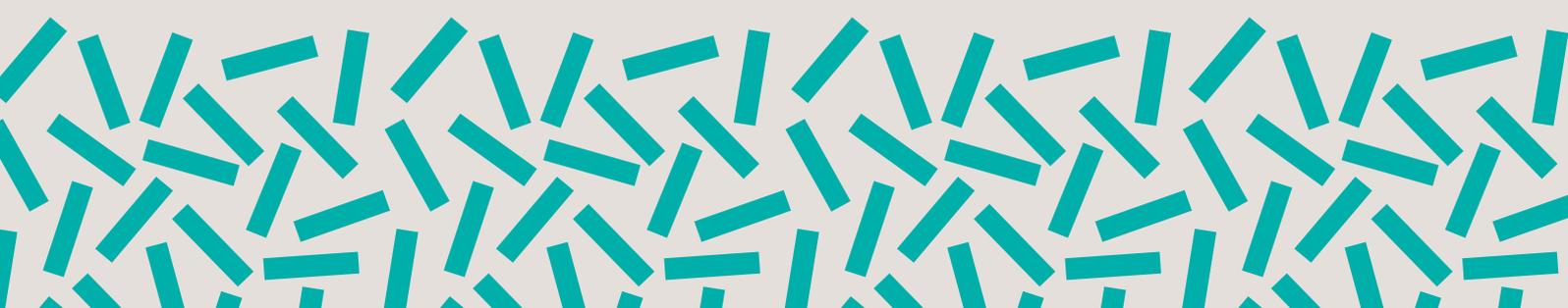
It should be noted that evidence to support the need to word process as a normal method of working will be sought.

Guiding Principles

Frensham recognises that technology can be a valuable educational tool, conferring many benefits which enhance teaching and learning. It provides opportunities for students to conduct research and communicate with others for educational purposes.

Use of Technology (including school provided devices or personal devices)

Appropriate sanctions, as outlined in the Frensham's Behaviour and Discipline Policy, will be imposed for any misuse of technology.



Examples of misuse would include:

- disseminating material without permission
- taking photographs without permission
- making recordings without permission
- any activity in furtherance of cyberbullying
- gaining access to inappropriate internet sites
- any activity that could compromise the Frensham and/or its systems
- any irrelevant/non-educational activity during lessons, such as playing games
- communicating electronically in lessons with other students without permission
- recording or photographing illegal activity including the downloading, storing or forwarding of indecent images.

It should be noted that this is not an exhaustive list.

Technology may be used in lessons as permitted by the Director or Support for Learning or as instructed by the member of staff and in accordance with their instructions. Digital work should be stored on your home (x) drive if you are working in an ICT classroom or on your One Drive as part of Frensham's office 365 domain. Using other sources of storage increases the risk of work being lost and makes it very hard to recover. Whilst every effort is made to support users and provide secure and reliable systems, we cannot be responsible in the event of data loss.

General Guidance

1. Students must not engage in any use of IT related to cyberbullying or activity that could bring the School into disrepute e.g. offensive or inappropriate emails, messages, memes etc. In serious cases students may be suspended or excluded.
2. Do not enter into any newsgroups, 'chat' or interactive messaging discussion areas or file sharing services without permission from a member of staff. Social media should not be used to share content about the school and/or its staff, students or parents.
3. Never give out personal information about yourself or others without first discussing with a parent or guardian.
4. Always tell a member of staff at once if you encounter inappropriate or offensive material.
5. Use of the Internet to create, distribute, store or access inappropriate matter, such as pornographic, illegal, racist, sexist or offensive material is strictly forbidden. Never attempt to advertise, buy or sell goods, gamble or advertise using the internet.
6. Access to the internet should only be made via the Frensham authorised Wifi whilst at school and your password should not be disclosed to anyone or any attempt made to access another user's account. You must not allow others to gain access with your credentials. Access to Wifi outside of the school is permitted but may be monitored and restricted by the school's filtering systems.
7. Ensure all portable devices are stored securely on and off the school premises. You are responsible for the security and safety of your device.
8. You must not run software or applications not approved by the IT Manager, please contact her if you are unsure. Attempts to circumnavigate security controls (such as web filtering and access

permissions) or compromise the security, integrity or performance of the Frensham IT network is strictly prohibited. Activity which attacks or corrupts other systems, is strictly forbidden e.g. installation of software/malware/viruses, downloading inappropriate files/software.

9. School email can only be used for legitimate school-based purposes and personal email addresses may not be used in school lesson time. Only contact staff using your school email account.

10. Do not tamper with any IT equipment (e.g. unplugging wires, peripherals etc.) in classrooms or offices. Never bring food or drink near electronic equipment.

11. To guard against viruses when using email, always delete without opening mail from anyone unknown to you and be wary of attachments. Also delete any 'chain letters' you may receive - never forward them on to your friends. Do not respond to unpleasant emails.

12. Copyright of materials and intellectual property rights must be respected. If unsure, students must seek advice from staff.

13. Internet filtering is managed in line with government guidance. Further support and guidance can be found here: <https://www.saferinternet.org.uk/advice-centre/young-people> 14. Passwords should be complex, please refer to the password policy in this document.

15. You must protect all of your school computer accounts. Do not leave yourself logged in unattended on any device (at home or at school). A strong password (see above) or biometrics must always be used to protect access to your accounts. They should never be accessible directly without this, especially if you have saved a password or access code to a browser or app.

16. Mobile phone use is not permitted during lessons unless instructed by the teacher.

18. Any device provided by the school is the property of the Frensham Heights School and should be treated with respect. You must report any damages to the IT Manager straight away.

19. If you have lost a device with access to school accounts on, report it to the school immediately.

Students' Personal Electronic Devices

It is recognised that personal electronic devices, such as mobile phones, are used frequently in daily life. However, the School cannot take responsibility for loss or damage to students' personal electronic devices. They should not be left visible or unprotected in school, for example on bag racks or in desks. Parents should be aware of potential risks such as theft, bullying and inappropriate contact, including grooming by unsuitable persons. Parents are encouraged to ensure that suitable filtering systems are activated on mobile technology used by their child(ren). If a personal mobile device contains access to School data it must be protected by a password or fingerprint. Personal electronic devices may only be used in class if instructed by a member of staff. If a mobile (or similar) is deemed to have been used inappropriately it will be confiscated for the rest of that school day. Staff will bring confiscated devices to the Middle School Office. The device should be collected from the Middle School Office at 4.10pm. Repeat offenders will be asked to see the Deputy Head. Students must seek the permission of a member of staff before taking and using their electronic devices to take photographs or make recordings on school premises, activities or trips.



Searching, screening and confiscation

Students' electronic devices may be searched in accordance with the Behaviour and Discipline Policy. Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline. Parents are informed when such a search has taken place and a record is kept of the incident, including the reasons for the search and its outcome. Frensham does not tolerate any form of bullying including cyberbullying and the welfare of our students is of paramount concern. Access to the web outside of the school may be directed through the schools web filtering system. Access through the schools filtering system results in the collection of web history and IP address information. This may be monitored by staff and investigated if inappropriate or concerning online behaviour is detected/suspected. The School uses industry approved filtering and monitoring systems in line with Keeping Children Safe in Education (KCSIE) guidelines. Whilst these systems are very effective in guarding against inappropriate content, there is always the possibility of something you would expect to be blocked getting through. The School cannot be held responsible in these instances and is not accountable for students visiting inappropriate content whilst using the internet outside of the School's systems.

Password Policy

This policy applies to any account you have whilst at the school. This could include but is not restricted to, your domain login account, any approved third party app etc. You must:

- Ensure passwords for any school accounts should be at least 8 characters, complex (consisting of 3 of 4 of the following: Uppercase letter, Lowercase letter, Number, Special Character)
- Keep passwords secret.
- Arrange to have your password changed immediately if you suspect someone knows it.
- Log out when away from your system.
- Change account passwords at intervals appropriate to the required security level (we recommend at least termly).
- Ensure any passcodes that are set for devices are not easy to guess (eg. 1234).

You must not:

- Allow others access to IT equipment or Frensham systems logged in with your password.
- Write down passwords in a form that others could identify or in a place it could be stolen from.



- Share passwords.
- Give your password to anyone.
- Allow anyone to watch you typing your password.

Choosing a Password

- Your password must be at least eight characters with a combination of 3 of 4 of the following; upper and lower case letters, a number and special character.
- Never use the same password twice.
- Choose a password that you can remember and type quickly, this reduces the chance of somebody discovering your password by looking over your shoulder.
- Do not be tempted to use common passwords that are easy to remember but offer no security at all. e.g. 'password', 'letmein'.

APPENDIX 2

Guidelines for Helping Students with Specific Learning Difficulties

The term Specific Learning Difficulty (SpLD) is often used to cover a whole spectrum of learning difficulties, including dyslexia, dyspraxia, ADHD, ADD, etc. General guidance on how to support students in their lessons is given below:

- Sit students near to the front or where there are few distractions, preferably away from windows and doors.
- Instructions may need to be repeated, step by step as some students experience difficulties with sequencing in any form. There can be misunderstandings if instructions contain several separate activities.
- Allow time students time to think through responses. (Many students with SpLDs have difficulty with word retrieval/memory skills).
- Be aware that speed of writing may be slow and that copying can be difficult for some due to tracking difficulties. Allow ample time for copying or supply a photocopy of your notes/PowerPoint, if possible. It is also appropriate to give permission to photograph the board using a phone or other device.
- It is recommended that pastel coloured paper is used for photocopying as this can help to alleviate distortions commonly experienced by dyslexic students.
- Dyslexic students can struggle to read some typefaces: the British Dyslexia Association suggests the use of sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Font size should be 12-14 point or equivalent. However, some dyslexic readers may request a larger font.
- Allow plenty of time when providing instructions for homework at the end of the lesson. Ensure that requirements are recorded on Teams, the School's
- Minimise the number of spelling errors that you highlight. Approximately 4-5 common words per page is sufficient.