

ICT and Specialist Equipment Entitlement Policy – For children and young people with SEN and disabilities

Contents

1. [Guidelines for entitlement to ICT and specialist equipment](#)
 - 1.1 Scope of this policy
 - 1.2 Definitions of ICT and specialist equipment
 - 1.3 The Special Educational Needs (SEN) and Disability Code of Practice
 - 1.4 The Equality Act 2010 and Reasonable Adjustments Duty
 - 1.5 Entitlement to funding for ICT and specialist equipment
 - 1.6 Early years settings
 - 1.7 Special schools and special resourced provisions
 - 1.8 FE Colleges, training providers and apprenticeships

2. [Preparing learning environments and requesting assessments](#)
 - 2.1 Audit of current ICT and specialist equipment
 - 2.2 Provision of ICT or specialist equipment by the school or setting
 - 2.3 Requests for ICT assessments funded via High Needs Block funding
 - 2.4 Requests to repair ICT previously purchased by the Local Authority
 - 2.5 Requests for Augmentative and Alternative Communication (AAC)
 - 2.6 Requests for specialist equipment
 - 2.7 Decision making

3. [Installation, training, use and review](#)
 - 3.1 Installation and training in the use of ICT equipment
 - 3.2 Installation and training in the use of specialist equipment
 - 3.3 Off-site use of ICT and specialist equipment
 - 3.4 E-safety
 - 3.5 Review arrangements

4. [Maintenance, servicing and insurance](#)
 - 4.1 Maintenance
 - 4.2 Servicing of specialist equipment
 - 4.3 Insurance requirements

5. [Arrangements for Transition](#)
 - 5.1 Procedure to be followed for transition
 - 5.2 Depreciation calculations
 - 5.3 Returns of ICT and specialist equipment

6. [Complaints](#)
 - 6.1 Complaints process

7. [Appendices](#)

1. Guidelines for entitlement to ICT and specialist equipment

1.1. Scope of this policy

- 1.1.1 This policy applies to all Dorset mainstream schools, academies, free schools and alternative provision settings (learning centres). For the remainder of this document, reference to 'schools' will include this group.
- 1.1.2 The Local Authority would also expect independent settings to adhere to the principles set out in this policy.
- 1.1.3 This policy also applies to all Dorset special schools and special resourced provisions (bases). However, the practice for these settings may vary to the schools listed at 1.1.1 and as such, certain sections of this policy are written specifically for them.
- 1.1.4 This policy also applies to early years settings; this includes pre-schools, nurseries and child-minders. The practice for early years settings varies from schools so certain sections of this policy are written specifically for them.
- 1.1.5 This policy also applies to FE colleges and apprenticeships. Again, certain sections of this policy are specifically written for these providers.
- 1.1.6 For ease of reference, the term 'schools and settings' will be used throughout this document, except in sections which apply to a specific provider.
- 1.1.7 The principles set out in this policy apply to all Dorset children and young people, even where they attend a school or setting in a different local authority.
- 1.1.8 Children and young people with hearing and visual impairments have very specific needs and as such, their specialist ICT support requirements are addressed through protocols implemented by the Hearing Support Service (HSS) and the Vision Support Service (VSS), rather than this policy. In such cases, the school or setting should request an assessment directly from either HSS or VSS. Requests should initially be discussed with the relevant advisory teacher.

1.2 Definitions of ICT and specialist equipment

- 1.2.1 The use of ICT and specialist equipment can benefit many children and young people with SEN and disabilities. When used effectively ICT and/or specialist equipment can reduce or overcome many of the barriers experienced in accessing the curriculum or the physical environment.
- 1.2.2 For the purposes of this policy, 'ICT' refers to any electronic hardware or software that enables a child or young person to access the curriculum and assist with planning, recording and presenting their work, thus enabling them to progress academically. ICT is often provided for children and young people with specific learning difficulties but it can also help those with other needs, such as physical difficulties.

- 1.2.3 Sometimes, ICT is provided to aid communication for those who otherwise could not make their needs known. This is known as Augmentative and Alternative Communication (AAC) and is usually recommended by a Speech and Language Therapist.
- 1.2.4 For the purposes of this policy 'specialist equipment' refers to any item that enables a child or young person to access the classroom environment and take part in school or setting life. This can include specialist equipment to ensure that a child or young person is supported and comfortable to learn, e.g. specialist seating, but it can also include equipment that is required to meet personal care needs, e.g. a changing table. Specialist equipment is usually provided for children and young people with physical or medical needs but occasionally it is recommended by an Occupational Therapist for pupils with sensory needs.
- 1.2.5 For the purposes of this policy 'specialist equipment' does not include wheelchairs or mobility scooters. Where these are required for daily mobility, Health practitioners can refer children and young people to the [Dorset Wheelchair Service](#).
- 1.2.6 Schools and settings should consider providing a standard wheelchair (and staff to push) for children and young people who may be unwell, suffer an injury or for those who fatigue due to a medical condition or disability.
- 1.2.7 Schools and settings should also consider loaning or purchasing a mobility scooter for children and young people who would otherwise find it difficult to get around the site independently. Alternatives could include organising all lessons to take place in the same or nearby buildings, or allowing the child or young person extra time to get to a lesson.

1.3 The Special Educational Needs (SEN) and Disability Code of Practice

- 1.3.1 The [Special educational needs and disability code of practice: 0 to 25 years](#) (revised January 2015) advises that some children and young people will need educational provision that is different from or additional to the differentiated, personalised, high quality teaching that is available to meet the individual needs of the majority of children and young people. This is special educational provision under Section 21 of the Children and Families Act 2014.
- 1.3.2 All schools and settings are required to identify and address the special educational needs of the children and young people that they support. Where SEN is identified, schools and settings should take action to remove barriers to learning and put effective special educational provision in place. All schools and settings must use their best endeavours to make sure that a child or young person with SEN gets the support they need; this means doing everything they can to meet their SEN.

1.4 The Equality Act 2010 and Reasonable Adjustments Duty

- 1.4.1 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'
- 1.4.2 Under the Equality Act, all schools and settings must take 'reasonable steps' to ensure that disabled children and young people are not put at a substantial disadvantage compared with their peers. This is known as the reasonable adjustments duty.
- 1.4.3 The reasonable adjustments duty contains three parts. These require schools and settings to:
- make adjustments to any provision, criteria or practice
 - make alterations to physical features, which includes furniture and equipment (not applicable to schools - see section 1.4.4)
 - provide auxiliary aids and services, e.g. things or persons that help.
- 1.4.4 The second part of the reasonable adjustment duty (relating to physical features) does not apply to schools. This is because schools already have separate planning duties under Schedule 10 of the Equality Act and must produce an Accessibility Plan (which must be resourced and implemented), setting out how they will:
- increase access to the curriculum for disabled pupils
 - improve the physical environment of the school to increase access for disabled pupils
 - make written information more accessible for disabled pupils by providing information in a range of different ways
- 1.4.5 It is not possible for a school or setting to justify a failure to make a reasonable adjustment; if the adjustment is reasonable, it must be made. Failure to comply with the reasonable adjustments duty could lead to claims of discrimination being brought against the school or setting.

1.5 Entitlement to funding for ICT or specialist equipment

- 1.5.1 Schools and settings are expected to meet their legal duties by arranging special educational provision and making reasonable adjustments where the special educational needs and/or disability (SEND) of the child or young person necessitates this.
- 1.5.2 In terms of this policy, schools and settings are expected to provide frequently used and easily available ICT or specialist equipment (such as laptops, iPads/ tablet devices, writing slopes and posture packs) where required, regardless of whether the child or young person has an EHC Plan or not.
- 1.5.3 Schools and settings are also expected to provide any lower cost items, even where these are more specialist in nature, e.g. slings, turn-tables, moving and

handling belts and some specialist chairs. Again, this is regardless of whether the child or young person has an EHC Plan or not.

- 1.5.4 Schools and settings are also responsible for purchasing ICT or specialist equipment for general use by children and young people with similar SEND, in order to meet their reasonable adjustment and accessibility planning duties. A more detailed, but not exhaustive guide to the types of ICT and specialist equipment a school or setting is expected to provide is attached at [Appendix A](#).
- 1.5.5 The Local Authority, using High Needs Block funding (part of the Designated Schools Grant) that it holds on behalf of schools and settings, will provide ICT or specialist equipment for 'high needs' children and young people with SEND, where this is:
 - (i) for a clear and identifiable educational purpose (with the exception of equipment provided for personal care)
 - (ii) specific to the child/young person
 - (iii) additional to the high quality teaching and differentiated and personalised support already provided by the school or setting
 - (iv) beyond what is reasonable to expect a school or setting to provide
 - (v) considered to be reasonable for the Local Authority to provide.
- 1.5.6 Where a request for use of High Needs Block funding is felt to be unreasonable the Local Authority may ask a school or setting to consider other means of reducing disadvantage, such as timetabling classes into the same building, or on the same floor. This might be the case where duplicate items of ICT or specialist equipment are requested. For example, in relation to specialist seating, which is typically high cost, one chair will be provided by the Local Authority. In exceptional cases, usually a maximum of 2 chairs will be provided. However, each case will be considered on an individual basis.
- 1.5.7 Requests for specialist equipment to aid staff supporting pupils with SEND, such as trolleys to carry medical supplies or other equipment, will not be agreed by the Local Authority. Schools and settings should purchase these themselves. A guide to the types of ICT and specialist equipment the Local Authority will provide is also attached at [Appendix A](#). Again, this list is not exhaustive.
- 1.5.8 Generally, to be considered as 'high needs' a child or young person must have an Education, Health and Care (EHC) Plan. However, in some exceptional cases, a child or young person without an EHC Plan will also meet the 'high needs' criteria, for example, those who have experienced a significant injury or life changing event.
- 1.5.9 If a child or young person does not meet the 'high needs' criteria the school or setting should provide any additional ICT or specialist equipment required. The exception will be high cost items, such as specialist seating, prescribed by an occupational therapist. Often, these are beyond what is reasonable to expect a school or setting to provide.

1.5.10 The Local Authority will only provide ICT or specialist equipment following assessment by an appropriately qualified or experienced practitioner. Details regarding the assessment process for ICT or specialist equipment can be found in section 2.

1.6 Early years settings

1.6.1 Due to their age, the ICT sections of this policy do not apply to children in early years settings. However, it is recognised that in a small number cases, children with complex physical or medical needs attending an early years setting may require specialist equipment.

1.6.2 In addition to meeting their legal duties under the Equality Act 2010 and the Children and Families Act 2014, early years settings must also adhere to the Statutory Framework for the [Early Years Foundation Stage](#) (EYFS). The EYFS sets standards that all early years settings must meet to ensure that children learn and develop well and keep healthy and safe.

1.6.3 The Local Authority will need to be satisfied that early years settings are meeting their legal duties, and making use of other available funding wherever possible, e.g. the Disability Access Fund or Early Years Inclusion Fund, prior to funding specialist equipment through this policy. As with schools, the Local Authority will only provide specialist equipment, using High Needs Block funding where this is:

- (i) for a clear and identifiable educational purpose (with the exception of equipment provided for personal care)
- (ii) specific to the child
- (iii) additional to the high quality teaching and differentiated and personalised support already provided by the early years setting
- (iv) beyond what is reasonable to expect an early years setting to provide
- (v) considered to be reasonable for the Local Authority to provide

1.6.4 Further, specialist equipment will only be provided by the Local Authority where the child would otherwise not be able to access their free early years education.

1.6.5 Due to the limited amount of time a child will spend in an early years setting, the Local Authority may request the early years setting undertake an assessment to look at alternative means of supporting the child, prior to the consideration of purchasing specialist equipment, using High Needs Block funding. It is common practice to place activities and items at the level of the child in an early years setting (e.g. on the floor) and consider organising the environment differently to accommodate children with SEND. Early Years Support and Advice Officers can help early years settings with this.

1.6.6 Early years settings are also expected to check with parents if a child has been provided with portable specialist equipment, via a physiotherapist or occupational therapist. If so, with the agreement of the prescribing therapist, they should arrange for this to come into the early years setting with the child rather than requesting a duplicate item.

1.6.7 [Appendix A](#) of this policy does not apply specifically to early years settings; however, it may be used as a guide. Each case will be considered on an individual basis.

1.7 Special schools and special resourced provisions

1.7.1 Like other providers, special schools and special resourced provisions are expected to meet their legal duties under the Equality Act 2010 and the Children and Families Act 2014 (and the associated *Special educational needs and disability code of practice: 0 to 25 years*). As such, they are expected to make reasonable adjustments for children and young people with a disability and arrange special educational provision where their needs require this.

1.7.2 The Local Authority, using High Needs Block funding, will provide ICT or specialist equipment for children and young people in special schools and special resourced provisions where this is:

- (i) for a clear and identifiable educational purpose (with the exception of equipment provided for personal care)
- (ii) specific to the child/young person
- (iii) additional to the high quality teaching and differentiated and personalised support already provided by the setting
- (iv) beyond what is reasonable to expect a special school or special resourced provision to provide
- (v) considered to be reasonable for the Local Authority to provide

1.7.3 In meeting its responsibility as set out at 1.7.2, the Local Authority will take into consideration the type of special school or specialist resourced provision requesting the ICT or specialist equipment, the funding they already receive from the Local Authority and the SEND of the children and young people for whom it normally meets.

1.7.4 Special schools and special resourced provisions are funded to provide special educational provision for children and young people with particular categories of SEND, for example, learning difficulties, physical difficulties, complex communication difficulties etc. As such, the Local Authority will not fund ICT or specialist equipment for children and young people in special schools and special resourced provisions where this will be required to meet the general needs of the cohort. For example, the Local Authority would not expect to fund specialist literacy software for a child or young person in a special resourced provision catering for specific learning difficulties. Similarly, the Local Authority would not expect to fund changing beds in a special school catering for children and young people with severe or profound and multiple learning difficulties, including mobility difficulties.

1.7.5 Due to the above, [Appendix A](#) of this policy does not apply specifically to special schools and special resourced provision but may be used as a guide. Each case will be considered on an individual basis.

1.8 FE Colleges, training providers and apprenticeships

- 1.8.1 Like schools, FE Colleges are expected to meet their legal duties under the Equality Act 2010 and the Children and Families Act 2014 (and the associated *Special educational needs and disability code of practice: 0 to 25 years*). As such, they are expected to make reasonable adjustments for young people with a disability and arrange special educational provision where their needs require this.
- 1.8.2 Training providers and employers providing apprenticeships must also adhere to the Equality Act 2010 and provide reasonable adjustments where required.
- 1.8.3 FE colleges and training providers are therefore expected to supply any frequently used and easily available ICT or specialist equipment, where a young person requires this due to their SEND, so that they may carry out their learning and/or access the environment. This includes items such as laptops, iPads or tablet devices, Dictaphones and writing slopes. Items meeting these criteria should be provided regardless of whether the young person has an EHC Plan or not.
- 1.8.4 FE colleges and training providers are also expected to provide any lower cost items of equipment that may be more specialist in nature, such as slings and moving and handling belts. Again, this is regardless of whether the young person has an EHC Plan or not.
- 1.8.5 Under the Equality Act 2010, employers must provide reasonable adjustments where necessary to avoid substantial disadvantage to disabled employees. This includes young people undertaking apprenticeships. The government [Access to Work](#) scheme can provide grants to help pay for any specialist equipment costs in the workplace.
- 1.8.6 The Local Authority, using High Needs Block funding (part of the Designated Schools Grant) that it holds on behalf of schools and settings, will provide ICT or specialist equipment for 'high needs' young people with SEND, where this is:
- (i) for a clear and identifiable educational purpose (with the exception of equipment provided for personal care)
 - (ii) specific to the young person
 - (iii) additional to the high quality teaching and differentiated and personalised support already provided by the FE college or training provider
 - (iv) beyond what is reasonable to expect an FE college or training provider to supply
 - (v) considered to be reasonable for the Local Authority to provide.
- 1.8.7 For this cohort, 'high needs' includes those up to the age of 19 years without an EHC Plan (but where they can otherwise be considered to meet the high needs criteria) and up to 25 years for those with an EHC Plan.
- 1.8.8 Funding can only be provided for ICT or specialist equipment where this is to be used in an educational setting. The Local Authority cannot fund ICT or specialist

equipment to be used on an apprenticeship, e.g. in a workplace as it is an employer's responsibility to provide these items.

- 1.8.9 Further, funding can only be provided for young people attending an FE College or training provider where the study programme meets their SEND, helps to achieve their outcomes and offers progression towards adulthood.
- 1.8.10 Whilst [Appendix A](#) of this policy does not apply specifically to FE Colleges and training providers, it may be used as a guide.

2. Preparing learning environments and requesting assessments

2.1 Audit of current ICT

- 2.1.1 All schools and settings should ensure that their learning environments are ready to welcome children and young people with SEND. Schools and settings should consider the features included at [Appendix B](#) when choosing ICT equipment to support all children and young people but specifically those with SEND. This appendix also includes consideration that should be given to ensuring learning environments are accessible for children and young people with hearing and visual impairments, for ease of reference.
- 2.1.2 In addition to the above, when specifically supporting children and young people with SEND, schools and settings are expected to carry out an audit of the ICT equipment that is available to them. An audit checklist is included within the Referral Form at [Appendix C](#).

2.2 Provision of ICT or specialist equipment by the school or setting

- 2.2.1 It is expected that children and young people with SEND are given flexible access to a range of ICT and/or specialist equipment resources within the school or setting. This will enable staff to undertake an assessment of the benefits of ICT or specialist equipment for individuals. Assessment should be based on specified targets appropriate to the needs of the individual but might include:
- Being able to type as quickly and accurately as possible
 - Producing a greater quantity of written work
 - Producing a better quality of written work.
- 2.2.2 If a child or young person's SEND would significantly benefit from the use of frequently used and easily available ICT or specialist equipment, the Special Educational Needs Coordinator (SENCo) or other designated person, in discussion with relevant teaching staff, should add this to the child or young person's provision map or equivalent document.
- 2.2.3 Additionally, the SENCo or designated person should ensure that any specific targets in relation to the use of the ICT or specialist equipment are included on the child or young person's SEN Support Plan or equivalent document, with progress monitored appropriately and targets revised accordingly. All of the

above should be completed in liaison and with the agreement of parents/carers.

- 2.2.4 If a school or setting is unsure how to determine appropriate ICT or specialist equipment targets, they should contact relevant professionals; e.g. Educational Psychologist, Outreach Service, Specialist Teacher and/or Children's Therapy practitioners.

2.3 Requests for ICT assessments funded via High Needs Block funding

- 2.3.1 Schools and settings are expected to utilise all resources available to them, including making use of their own staff with ICT knowledge and skills, before requesting an ICT Assessment via the Local Authority. The Local Authority will fund an assessment of a child or young person's ICT needs (frequently known as an assistive technology assessment), using the High Needs Block funding that it holds on behalf of schools and settings; where:

- (i) the child/young person meets the high needs criteria
- (ii) this is to investigate ICT beyond that which is frequently used and easily available (which the school or setting is expected to provide) and
- (iii) the provider does not already receive funding from the Local Authority to cater for more complex SEND.

- 2.3.2 If a child or young person does not meet the high needs criteria the school or setting is expected to fund an ICT assessment and must source this themselves.

- 2.3.3 It is also expected that the school or setting will have already carried out an ICT audit, made use of existing ICT to support the child or young person and can provide evidence of the provision already in place and the targets being monitored, prior to requesting an ICT assessment via the Local Authority.

- 2.3.4 Referrals for assessment should be made on the Referral Form at [Appendix C](#) and returned to the Local Authority. The evidence outlined above must be included with the referral. Parental consent is required in order to progress an application. Incomplete referrals will not be considered and will be returned to the school or setting.

- 2.3.5 Requests for the provision of ICT for a child or young person may initially come from other sources, e.g. parents/carers, health care professionals etc., however, only completed referrals containing the referral form and necessary supporting information, submitted by the school or setting will be accepted. Any referrals received from other sources will be referred to the school or setting for them to determine if a formal referral should be made.

- 2.3.6 ICT assessments, funded from High Needs Block funding, will be carried out by an appropriately qualified or experienced practitioner. For children and young people with specific learning difficulties, this may be a specialist teacher and for those with physical needs, an experienced practitioner in this field. Assessors should consider if advice is needed from a Children's Therapy practitioner when completing assessments for children and young people with physical difficulties.

2.3.7 An ICT assessment normally lasts for about 1-2 hours; some of this time is spent with the child/young person and some with their teachers. Parents are welcome to be present if they wish.

2.3.8 After the ICT assessment, a report is written for the Local Authority with copies provided to the school or setting and, where appropriate, relevant professionals involved with the child/young person. The referring school or setting should ensure a copy of the report is shared with parents.

2.4 Requests to repair ICT previously purchased by the Local Authority

2.4.1 Where ICT has been purchased by the Local Authority, using High Needs Block funding, in line with this or previous policies, the Local Authority will be responsible for funding any repairs to the equipment with the exception being where damage has been caused through deliberate misuse.

2.4.2 Replacement hardware or software will not be provided where this has been lost. In such cases, the school or setting will be expected to fund a replacement.

2.4.3 Where ICT (including laptops and iPads) that was purchased by the Local Authority prior to this policy being implemented is no longer suitable due to a change in need or the equipment becoming outdated, this policy will now apply. Specifically, schools and settings will be responsible for the purchase of ICT that is frequently used and easily available.

2.5 Requests for Augmentative and Alternative Communication (AAC)

2.5.1 AAC devices are usually prescribed by a Speech and Language Therapist working with the child or young person. Schools and settings should not request ICT assessments to investigate AAC; such requests must always be discussed with the Speech and Language Therapist.

2.5.2 Speech and Language Therapy practitioners will be able to advise parents and schools or settings of any available funding to purchase lower cost AAC (such as iPads). Often, this is through local charities. The Local Authority is not able to fund iPads even where these are to be used as a communication device. However, the Local Authority may be able to fund communication software, where this has an educational purpose and where this is prescribed by a Speech and Language Therapist.

2.5.3 NHS funding is available for some higher cost AAC devices (e.g. eye gaze) and this should be always be explored between the Speech and Language Therapist and the school or setting, before an application is made to the Local Authority. High Needs Block funding can only be provided for higher cost AAC devices where the criteria of this policy are met, and other routes to funding are not available. Speech and Language Therapists and schools or settings are encouraged to look at the criteria for AAC via the [ACE Centre](#).

2.6 Requests for specialist equipment

- 2.6.1 Specialist equipment assessments are undertaken by paediatric occupational and physiotherapists employed by NHS Children's Therapy departments. They assess for a range of equipment to enable children and young people on their caseload to be able to access the learning environment and curriculum. This is not a resourced service and is managed by current flexibilities within the Children's Therapy service agreement.
- 2.6.2 Children and young people known to an NHS Children's Therapy department will have an allocated occupational and/or physiotherapist. Following a new assessment or a review, they may prescribe equipment to enable the child/young person to access the learning environment. Each child will have a timely re-assessment of their functional abilities which may result in a change of prescription.
- 2.6.3 If an occupational therapist or physiotherapist prescribes specialist equipment following an assessment or review, a report is written for the Local Authority containing details of the specialist equipment required, the reasons why and approximate costs. Occupational therapists and physiotherapists will ensure that recommendations are thoroughly researched to ensure best value for money. Additionally, every attempt will be made to utilise existing stocks of specialist equipment wherever possible to reduce spend on the High Needs Block.
- 2.6.4 Schools and settings should check with the relevant NHS Children's Therapy department what the referral criteria and processes are for any children and young people who are not currently on their caseload but who might have needs that require such input.

2.7 Decision making

- 2.7.1 A designated officer within the Local Authority will consider requests for ICT or specialist equipment for approval. If approval is given and funding from the High Needs Block agreed, the Local Authority will advise the school or setting of the procurement process.
- 2.7.2 If approval is not given, the Local Authority will advise the school or setting accordingly. ICT and/or specialist equipment will only be approved where it is:
- (i) for a clear and identifiable educational purpose (with the exception of equipment provided for personal care)
 - (ii) specific to the child/young person
 - (iii) additional to the high quality teaching and differentiated and personalised support already provided by the school or setting
 - (iv) beyond what is reasonable to expect a school or setting to provide
 - (v) considered reasonable for the Local Authority to provide.
- 2.7.3 Decision making will always take into account a school or setting's own duties under the Equality Act 2010, specifically the provisions around making reasonable adjustments and the accessibility planning duties on schools.

- 2.7.4 Additionally, the Local Authority will always consider the funding already available to a school or setting and how this might be used to manage the child or young person's ICT or specialist equipment needs.
- 2.7.5 The school or setting should inform parents or carers of decisions made by the Local Authority.

3. Installation, training, use and review

3.1 Installation and training in the use of ICT equipment

- 3.1.1 Where agreement has been given to fund ICT equipment using High Needs Block funding, the Local Authority will confirm which items listed in the assessment report are to be purchased by the Local Authority and which items are to be purchased by the school or setting.
- 3.1.2 In most cases, the school or setting will be expected to purchase the ICT that they are responsible for directly. This will usually be hardware, such as a laptop or iPad.
- 3.1.3 In most cases, the Local Authority will purchase any agreed, associated software and arrange for this to be delivered to the school or setting. As more software packages become available by download, the school or setting may be provided with vouchers (such as iTunes) by the Local Authority to purchase the software themselves.
- 3.1.4 If necessary, a school or setting may be asked to purchase software agreed in line with this policy themselves before invoicing the Local Authority to reimburse them for this; this is usually due to licensing issues.
- 3.1.5 Schools and settings are expected to install ICT equipment and software on site, making use of staff with ICT expertise and knowledge wherever possible and taking care to ensure that this is connected to appropriate systems (e.g. the internet) where necessary.
- 3.1.6 For very complex cases, the Local Authority may be able to purchase all the recommended items and invoice the school or setting for the items which they are expected to purchase. If so, the Local Authority will obtain quotes for the recommended ICT equipment and advise the school or setting of these, prior to ordering, to ensure best value for money. The Local Authority will not proceed with an order without the school or setting's consent.
- 3.1.7 Only in exceptional circumstances will the Local Authority arrange to install any agreed software onto hardware such as laptops and iPads procured in the arrangements set out at 3.1.6, and arrange delivery to the school or setting. However, the school or setting will remain responsible for connecting the hardware and/or software to servers and online systems.

- 3.1.8 In many cases, using the ICT equipment will be self-explanatory and staff and children and young people will only require time to familiarise themselves with the equipment and software. Schools and settings should arrange for several members of staff to know how to use the equipment and software to ensure that the child or young person is supported at all times. Care should be taken to read any instructions that are provided with the ICT equipment.
- 3.1.9 In some cases, particularly where very specific ICT software is to be used, specialist training can be provided to the school or setting in the use of this. This will usually be undertaken by the person who completed the ICT assessment and may take the form of a telephone call or a follow up visit.
- 3.1.10 All procured equipment, whether this is purchased by the school or setting, or the Local Authority using High Needs Block funding, must be recorded on school or setting's inventory on delivery.
- 3.1.11 Any software that is purchased by the Local Authority will need to be replaced by the school or setting, if this becomes lost or damaged. Schools and settings should safely store any passwords for software and ensure that these are passed on to transfer schools and settings when necessary. Schools and settings experiencing technical issues with software should follow up with the manufacturer. The Local Authority is not able to provide technical help with such issues.

3.2 Installation and training in the use of specialist equipment

- 3.2.1 Where agreement has been given to fund specialist equipment using High Needs Block funding; the Local Authority will procure the recommended items. These will usually be delivered directly to the school or setting.
- 3.2.2 Paediatric occupational therapists and physiotherapists who prescribe specialist equipment will train school or setting staff in its operation. Staff who have not been trained in the use of specialist equipment should not use this until training has been received. Schools and settings should contact the prescribing therapist upon delivery of specialist equipment, to arrange a mutually convenient time for training. Depending upon the item of specialist equipment, a sales representative may also need to attend the school or setting to arrange set-up.
- 3.2.3 Although prescribing therapists will provide training in the use of specialist equipment recommended for a specific child, this does not constitute manual handling (or moving and handling) training. All staff involved in any form of moving and positioning a child or young person around the school or setting should receive manual handling training, in line with the Health and Safety at Work Act 1974, and the Manual Handling Operations Regulations 1992. It is the responsibility of the employer to arrange this training. Further details can be found in the Dorset Council policy and guidance, *Safer moving and handling for children and young people with mobility difficulties*.
- 3.2.4 The school or setting must take care to read the handbook and any instructions that are provided with the specialist equipment and follow these accordingly.

Some items of specialist equipment will have specific storage requirements, for example, they may require charging overnight.

- 3.2.5 Some items of specialist equipment will arrive with additional 'parts' to enable the equipment to 'grow' with the child/young person. All additional parts should be safely stored by the school or setting, preferably with the specialist equipment itself, to ensure that these are not lost. It is recommended that the child/young person's name is recorded on the additional parts. Replacement parts can often incur a significant cost. Schools and settings must also store additional parts that a child or young person has outgrown as specialist equipment is often re-used for other children/young people, where possible, in the future.
- 3.2.6 All procured specialist equipment, whether this is purchased by the school or the setting, or the Local Authority using the High Needs Block funding, must be recorded on school or setting's inventory on delivery.

3.3 Off-site use of ICT and specialist equipment

- 3.3.1 ICT that is funded either by the school or setting, or the Local Authority is provided for the child/young person to access the curriculum and take part in all aspects of school or setting life. This includes homework. It is recommended that where required, portable ICT, such as iPads and laptops, be allowed to go home with the child/young person to enable completion of homework or where this is beneficial to their SEND, for example, in aiding transition for a child/young person with autism spectrum disorder.
- 3.3.2 Generally, it is not expected that specialist equipment provided by the Local Authority is to be transported to the home and back. Usually these items are bulky and could be damaged if moved to another site. Further, these items are funded from within the High Needs Block specifically to aid access to the school or setting environment.
- 3.3.3 It is recommended that schools and settings set up an agreement with parents/carers and the child/young person regarding the appropriate use of the ICT whilst in their care and the need to return this to the school or setting each day. A sample letter is included at [Appendix D](#) for this purpose.
- 3.3.4 Any ICT or specialist equipment allocated to the child/young person should not be loaned to anyone else without prior agreement from the provider, e.g. the school or setting, or the Local Authority.
- 3.3.5 Where ICT is taken home by a child or young person, the parents/carers will be responsible for its safe keeping and would be expected to pay for the replacement or repair of the equipment if it were to become damaged, lost or stolen whilst in their care.
- 3.3.6 Parents/carers may choose to provide their own ICT in the home. Where this is the case, it is helpful for the school or setting and parents/carers to have a discussion about the targets to be focused upon in the child/young person's SEN

Support Plan and to ensure that the ICT provided by each are compatible and are of benefit to the child/young person.

3.4 E-safety

- 3.4.1 Children and young people are living in an increasingly ICT and mobile friendly world. Whilst this can be creative, fun and educational there can also be risks. All children and young people but especially those with SEND are potentially vulnerable in this environment. Schools and settings should ensure that they have strategies in place for safe internet usage. The Department for Education (DfE) have issued [Teaching online safety in schools](#) for this purpose. The SENCo or designated person should ensure that where necessary, building awareness of the risks and knowing how to deal with any problems are included within a child/young person's SEN Support Plan or equivalent document.
- 3.4.2 Schools and settings are responsible for ensuring and monitoring appropriate use of ICT equipment provided by themselves or the Local Authority. Schools and settings must ensure that the arrangements they have in place comply with the Local Authority's current e-safety guidance and are regularly reviewed and updated accordingly.
- 3.4.3 Where ICT equipment provided by the school or setting, or Local Authority will be used at home, schools and settings are responsible for making parents/carers aware of e-safety issues and agreeing appropriate e-safety arrangements with parents/carers prior to the ICT equipment being used at home. In line with recommendations made by Dorset Police, this policy recommends that house rules are put in place which detail what the child/young person is allowed to do, how their usage will be monitored and what sanctions will be put in place if these are not adhered to.
- 3.4.4 The Local Authority also recommends that schools and settings familiarise themselves with the advice provided by the Dorset Safeguarding Children Board in respect of e-safety.

3.5 Review arrangements

- 3.5.1 Time, patience and effort from the school or setting, child/young person and parents/carers will be needed if ICT or specialist equipment is to support the child or young person effectively.
- 3.5.2 All children and young people will need their ICT and specialist equipment requirements regularly monitored and reviewed. For children and young people with an EHC Plan, a formal review must be completed as part of the Annual Review procedure (see [Appendix E](#)).

4. Maintenance, servicing and insurance

4.1 Maintenance

- 4.1.1 Schools and settings must make every effort possible to ensure that ICT and/or specialist equipment provided via High Needs Block funding is appropriately looked after, stored and maintained. Schools and settings must familiarise themselves with any maintenance arrangements provided in the handbook or instructions that are supplied with the ICT or specialist equipment and follow these accordingly. Failure to do so could invalidate the warranty.
- 4.1.2 Staff should always undertake a check of specialist equipment before each use. If faults are discovered, or parts, such as bolts and screws are missing, the school or setting should contact the manufacturer to obtain replacement parts and/or repair the item.
- 4.1.3 Schools and settings are also advised to discuss any arrangements for weekly or monthly checks of specialist equipment, that can be undertaken by staff within the school or setting, with the prescribing therapist and where appropriate, the company representative.
- 4.1.4 Schools and settings must take particular care to monitor any signs of wear and tear on specialist equipment as faulty equipment could endanger the child/young person or the member of staff supporting them. If specialist equipment is broken, worn, missing any parts or requiring repair, schools or settings should not use the item.
- 4.1.5 If schools or settings have concerns about the fit of specialist equipment, or if the child has grown significantly, or their medical condition has changed, they should contact the prescribing therapist and arrange for a review of the equipment.
- 4.1.6 Schools and settings should familiarise themselves with the [Provision and Use of Work Equipment Regulations 1998](#) (PUWER) and the [Lifting Operations and Lifting Equipment Regulations 1998](#) (LOLER) if they are not already familiar with these regulations. These relate to the maintenance and inspection requirements of specialist equipment.
- 4.1.7 If any ICT or specialist equipment provided by the Local Authority, using High Needs Block funding, is found to be faulty, the Local Authority will fund any repairs required. Exceptions would include equipment that has been damaged either through negligence or misuse on the school or settings' part, in which case they would be expected to fund the repair or replacement. The school or setting is responsible for funding any repairs or replacements of items purchased by themselves.
- 4.1.8 Schools and settings are expected to arrange portable appliance testing (PAT) of all electronic equipment, regardless of who purchased this originally.

4.2 Servicing of specialist equipment

- 4.2.1 All items of specialist equipment are subject to the [Provision and Use of Work Equipment Regulations 1998](#) (PUWER). PUWER places a responsibility on organisations that use specialist equipment, to ensure that these items are safe for use, maintained in a safe condition, and inspected to ensure they are correctly installed and do not subsequently deteriorate.
- 4.2.2 To meet PUWER requirements, the manufacturer's recommendations for servicing must be adhered to. Often manufacturers advocate an annual service but this can vary depending on the item and the frequency of use.
- 4.2.3 With effect from 1 April 2018, schools and settings are responsible for arranging and funding the servicing of all specialist equipment in use on their site, regardless of who initially purchased the item. Servicing costs will be limited to an amount not disproportionate to the school or setting's budget share. Currently, this amount is set at £275 per item of specialist equipment but individual circumstances will be taken into account. Schools and settings can reclaim any servicing costs in excess of this amount from the Local Authority.
- 4.2.4 Schools and settings can request the manufacturer of the specialist equipment to undertake the service but equally, they can approach a local company if they wish, so long as they ensure a local company has the sufficient knowledge and experience of the equipment to undertake the service. Schools and settings may want to set up an arrangement with either a manufacturer or local company where they have several items of specialist equipment on site.
- 4.2.5 Items of specialist equipment that lift a child or young person, such as hoists and slings, are also subject to [Lifting Operations and Lifting Equipment Regulations 1998](#) (LOLER). This means that they must undergo a 'thorough examination' every 6 months. Again, schools and settings are responsible for arranging and funding the thorough examination of these items and can request either the manufacturer or a local company to carry this out.
- 4.2.6 If a service or thorough inspection highlights a fault in an item of specialist equipment purchased by the Local Authority, using High Needs Block funding, the Local Authority will fund a repair or replacement of the item.

4.3 Insurance requirements

- 4.3.1 Schools and settings are expected to insure any ICT or specialist equipment purchased by themselves. Consideration should be given to the perils of theft, accidental damage, malicious damage and fire.
- 4.3.2 The Local Authority maintains insurance on any ICT or specialist equipment purchased via High Needs Block funding, including cover against the perils of theft, accidental damage, malicious damage and fire. Cover is however subject to a £250 excess, which would be the responsibility of the school or setting. The theft cover has a specific exclusion in respect of any loss from an unlocked /unsecured room, and the school or setting would be expected to fund the full

cost of replacing the equipment should such a loss arise. The cover extends to instances where the equipment is temporarily removed from the school or setting premises, although the exclusion referred to above would still apply.

- 4.3.3 It is a general condition of all insurance covers that reasonable precautions are taken to prevent or minimise the risk of loss.
- 4.3.4 Where ICT provided by either the school or setting, or the Local Authority is taken home on a frequent basis to enable the child/young person to complete homework or to aid with transition, it is expected that the parents/carers household insurance should cover theft, accidental damage, malicious damage and fire.

5. Arrangements for Transition

5.1 Procedure to be followed for transition

- 5.1.1 Any ICT or specialist equipment purchased by the Local Authority, using High Needs Block funding, should transfer with the child/young person when they move to a new school or setting, whether by virtue of age or for other reasons.
- 5.1.2 Generally, High Needs Block funding is not available to transport ICT or specialist equipment from one school or setting to another; schools and settings should organise for this to happen amongst themselves. In exceptional cases, for very bulky items, schools or settings may request that the Local Authority arrange the transfer. This must be requested with as much advance notice as possible.
- 5.1.3 Any specialist equipment delivered to a new site should be checked by the relevant NHS Children's Therapy practitioner before use, to ensure that damage has not occurred during transit. If necessary, the NHS Children's Therapy practitioner will recommend a full service or inspection before use.
- 5.1.2 It is expected that any ICT or specialist equipment purchased by a school or setting for a child or young person who is then due to transfer, should be purchased by the transfer school or setting at a depreciated cost, to ensure consistency for the child or young person.

5.2 Depreciation calculations

- 5.2.1 Depreciated costs should be calculated over a 3 year period, with the total cost of the item divided into 36 equal amounts (representing a monthly payment). As such, if School/Setting A were to purchase a laptop for a child/young person in January at a cost of £400.00 and that child/young person were to transfer to School/Setting B in September, School/Setting B should pay School/Setting A £311.11 for the laptop as follows:

- $£400 \div 36 \text{ months} = £11.11 \text{ per month}$
- $8 \text{ months (January to August)} \times £11.11 = £88.89$

- £400 - £88.89 = £311.11

5.2.2 Transfer schools and settings are not required to purchase equipment if they wish to provide their own, especially where the technology is out-of-date. In such circumstances schools and settings should have discussions amongst themselves but ensure that the child or young person is not adversely impacted.

5.3 Returns of ICT and specialist equipment

5.3.1 ICT and specialist equipment provided by the Local Authority, using High Needs Block funding, is allocated to the child or young person for as long as they are attending an educational setting, still require the ICT or specialist equipment and whilst they remain the financial responsibility of the Local Authority.

5.3.2 ICT and/or specialist equipment purchased by the Local Authority should be returned if the child or young person leaves the school or setting by virtue of age (16+), moves out of Dorset or no longer requires the ICT or specialist equipment.

5.3.3 The school or setting should contact the Local Authority to arrange collection of any ICT or specialist equipment no longer needed. If ICT equipment has become obsolete, the Local Authority may ask the school or setting to dispose of this through their usual procedures. When contacting the Local Authority to request collection, it is important for the school or setting to provide:

- the name and date of birth of the child/young person to whom the equipment was allocated
- details of the equipment, including product name, size and manufacture date (usually found underneath the item)
- a view regarding the general condition of the item.

5.3.4 The Local Authority has a contractual arrangement with a local company to store or dispose of any specialist equipment no longer required. However, storage space is limited and as such, schools and settings may be required to hold the specialist equipment for a period of time (usually no longer than a term) before a collection can be organised. This is outside of the Local Authority's control.

5.3.5 In some instances, where a child or young person is moving away, the new Local Authority may want the ICT or specialist equipment to transfer with them. In these cases, the Local Authority will adhere to the principles of the special educational needs and disability reforms, in that specialist provision should follow the child/young person. The Local Authority will discuss financial reimbursement with the transfer Local Authority in such circumstances.

6. Complaints

6.1 Complaints process

- 6.1.1 If a parent/carer is unhappy with the service that they have received from the Local Authority in relation to this policy, having an open discussion at an early stage can usually resolve difficulties quickly. Dorset Council welcomes feedback from parents, carers and young people.
- 6.1.2 However, it is recognised that in some cases, things might not go to plan or parents, carers or young people might have concerns that a service is inadequate or doesn't meet expectations. If this is the case, parents, carers and young people can seek advice and get support about how they might approach the Local Authority from the Dorset Parent Carer Council, SEN and Disability Information, Advice and Support Service (SENDIASS) or a professional working with the family. In most cases, this approach is successful and things improve.
- 6.1.3 If however, parents, carers or young people feel that their concerns still need to be resolved and want to take matters further, they can make a complaint and should contact the Local Authority to do so.

Date of first issue: January 2016
Revised: September 2018
This update: November 2020

7. Appendices

Appendix A – Purchasing Responsibilities

Schools and settings are expected to purchase frequently used and easily available ICT or specialist equipment for all children and young people with SEND, where assessment demonstrates that they require this. Similarly, they are expected to provide any lower cost items that may be more specialist in nature. **List A** provides a general guide to the items that schools and settings are expected to purchase.

For children and young people who meet the 'high needs' criteria, and where assessment evidences they requires this, the Local Authority, using High Needs Block funding, will purchase ICT or specialist equipment that meets the criteria set out in this policy. **List B** provides a general guide to the items that the Local Authority will purchase.

LIST A	LIST B
Laptop computer, iPad (including iPad Air), Notebook or Chromebook (including touchscreen versions)	High cost assistive technology that cannot be sourced from other funding streams, e.g. ICT hardware such as Microsoft Surface Pros with Tobii eye tracker or a SmartNav 4.
Low cost software (including apps) that can be used for individuals or groups of children/young people, e.g.: <ul style="list-style-type: none"> • Dexteria & Dexteria Junior • Mathboard or Spellboard • Letter School • Nessy Fingers 	Higher cost, specific software (including apps) to aid individual learning or communication; e.g.: <ul style="list-style-type: none"> • Proloquo2go • Dragon Naturally Speaking • Grid 3
Standard keyboard/mouse for laptops, iPads etc. including Bluetooth enabled devices	Higher cost ICT equipment, such as an adapted keyboard, mouse (e.g. BIGtrack) or joystick (e.g. n-ABLER) for pupils with physical needs
Low cost additional items such as wrist rests, keyboard stickers, Alupens, USB pens, headphones, dictaphones	iPad holder - for affixing to a wheelchair
Carry cases and other protective coverings including iPad frames and holders	Higher cost additional items such as specialist digital recording devices with built in speech recognition; Exam pen/Smart pen and associated equipment (e.g. note-pads)
Microsoft Office packages, warranties and anti-virus	

LIST A	LIST B
Workstation partitioning	High cost specialist seating
Writing slopes, grip pens, overlays, book stands and posture packs	Standing frames
Lower cost seating which is more suitable for pupils with SEND (physical, sensory and other needs)	Changing tables, plinths and therapy beds
Adjustable height tables	Free standing, adaptive seating for toileting
Low cost items used or worn by members of staff undertaking moving and handling or care tasks	Higher cost items such shoulder straps, leg harnesses and pressure cushions
1 x sling	Subsequent slings and mobile hoists
Turntables to assist with transfers	Headrests and shoulder supports
Hoki stools	Spacer blocks and seat wedges
Items recommended by an OT for pupils with sensory needs, including balls and stands, peanut rolls, massage tubes, vibration pillows, body socks, Theraband, Fiddle packs, oral motor kits, heavy or weighted blankets, bean bags, soft play blocks, bean bag cushions to snuggle into/crawl over.	Walkers/mobility aids
	Postural equipment

Appendix B – Features to Consider (ICT equipment)

It is recommended that schools and setting consider the following features when choosing ICT equipment to support all children & young people but specifically those with SEND:

- Options for full speech support on content, menus and help features
- Clear, spoken instructions that can be repeated or paused
- Opportunities to review and repeat
- Options to alter format – background, font, colour, font size etc.
- Clear, uncluttered screens
- Written text in a clear, readable format and font
- Clear images that can be easily identified
- Easy navigation and clear icons for accessing tools, menus or on-screen help
- Pupil/student tracking where appropriate, e.g. time taken, tasks attempted or completed
- Pupil/student & teacher options to meet individual learning preferences
- Options for differentiated levels of activities where appropriate
- Full speech support for word processed text, spell-checkers, displayed definitions and word banks
- Option of printed reports where appropriate
- Text highlighted when spoken or text spoken when selected
- Additional access options if required (e.g. switch control).

Additionally, all schools and settings should be proactive in ensuring that learning environments and ICT equipment are accessible for children and young people with hearing and visual impairments.

The following should be considered within a schools' Accessibility Plan and within reasonable adjustment arrangements for other settings:

- where hearing impaired children or young people are included in mainstream classrooms, quiet data projectors are required
- schools and settings may consider introducing soundfield systems to improve the teacher's voice level in comparison with background noise. This should be done in consultation with Hearing Support Services (HSS) staff to avoid FM frequency problems
- schools and settings might consider using noise level indicators to encourage children and young people to keep noise levels low. HSS staff can advise
- when purchasing new ICT equipment, schools and settings should opt for computers which run at very quiet levels. Noisy fans in computers make listening difficult for all children and young people but especially those with a hearing impairment

- if new PCs or laptops are being purchased by schools or settings they should consider buying two or three with larger screens in case children or young people with vision impairment are admitted at a future date
- schools and settings should ensure that PCs and laptops are configured to meet the needs of the student and not try to make the student fit the machine
- in some cases, access to the school or setting network will be essential as part of the Equality Act 2010 is to ensure children and young people with a disability have equal access
- accessibility options are now built into most standard computers and schools and settings should implement the use of these routinely.

Appendix C – Referral Form

REFERRAL FORM - ICT/ASSISTIVE TECHNOLOGY ASSESSMENT

CHILD/YOUNG PERSON'S DETAILS			
NAME		D.O.B.	
HOME ADDRESS			
SCHOOL OR SETTING			
OTHER AGENCIES INVOLVED	Please list all professionals involved:		
EHC PLAN?	YES/NO (delete as appropriate)		
OTHERWISE HIGH NEEDS?	YES/NO (delete as appropriate) Explain how child/young person meets high needs criteria if yes:		
REASON FOR REFERRAL	Please include a brief description of the child/young person's SEND and how this impacts on their ability to learn/access the curriculum:		

ICT AUDIT	
<p>What ICT is available to support children & young people with SEND to help them with:</p> <ul style="list-style-type: none"> • reading text • improving phonic and spelling skills • planning and recording written text • accessing high frequency spellings and subject vocabulary • posture • handwriting and grip 	<p>Please describe all ICT that is available and how this can support children & young people with SEND:</p>

• accessing other areas of the curriculum?		
Do all ICT programmes have speech options?	YES	NO
Can existing ICT programmes be enhanced to offer speech by using additional software?	YES	NO
If existing programmes meet the requirements of the 'features' list above, are they being used to meet individual needs, assessment for learning and personal learning goals?	YES	NO
Are headphones available to enable discreet speech support?	YES	NO
Can digital cameras, video or recorders be used as an alternative form of writing text?	YES	NO
Are there portable writing aids or word processors available if required?	YES	NO
Are there printers available for printing hard copies of tasks or annotations from interactive boards?	YES	NO
Are talking texts available to support reading and curriculum topics?	YES	NO
Are screen settings adapted on desktop, personal or interactive boards to improve visual comfort and clarity?	YES	NO
Are teaching staff and practitioners aware of the importance of using format options and screen tools to reduce glare and improve visual clarity when using interactive boards?	YES	NO
What other low tech solutions are available; e.g. hand-held spell checkers, scanning pens, digital recorders, language masters etc.?	Please describe all solutions that are available:	

ICT SUPPORT SPECIFIC TO CHILD/YOUNG PERSON	
How has the school or setting used existing ICT to support the child/young person's specific SEND?	Please describe in detail the existing ICT in place to support the child/young person:
What ICT purchases have the school/setting made in order to support this child/young person?	Please specify the ICT purchases made:

What ICT equipment do you believe may be appropriate for this child/young person and how could it be used to support their learning?	Please detail the ICT equipment you believe to be appropriate and how this could be used:

PLEASE ATTACH A COPY OF THE CHILD/YOUNG PERSON'S SEN SUPPORT PLAN OR EQUIVALENT DOCUMENT, OUTLINING HOW ICT TARGETS ARE BEING MONITORED, WITH THIS REFERRAL FORM
(Referrals will not be accepted without this)

AGREEMENT/CONSENT	
HEADTEACHER/PRINCIPAL/SENCO	PARENT
Signature:	Signature:
Print name:	Print name:
Date:	Date:

KEY ICT/SEN CONTACT AT SCHOOL/SETTING	
Name:	
Direct e-mail:	
Direct number:	

RETURN COMPLETED REFERRAL FORM TO:
<p>Business Support Team – Central 2 People's Directorate - Children Dorset Council County Hall Colliton Park Dorchester Dorset DT1 1XJ</p> <p>Email: bstcentral2@dorsetcouncil.gov.uk Telephone: 01305 221596</p>

Appendix D – Sample Letter to Parents

[DATE]

Dear

[NAME OF CHILD/YOUNG PERSON] [D.O.B]

Following discussion, it has been agreed to provide your son/daughter with the following ICT to use:

[DETAILS OF ICT]

This ICT has been purchased by the [school] [college] [Local Authority] and is predominantly for use within [school] [college]. However, it is also felt that your son/daughter may benefit from using this ICT at home, for purposes such as homework, to allow for consistency.

In order for this to happen, we need you to complete the consent form at the close of this letter and return this to the [school] [college]. In this, we ask that you agree to return the ICT at the start of each school day, use it appropriately in the home and in accordance with instructions, and store this safely.

We also ask that you take financial responsibility for the replacement or repair of the ICT if it were to become damaged, lost or stolen whilst in your care.

Additionally, ICT allocated to your son/daughter must not be loaned to anyone else without the prior agreement of the [school] [college] [Local Authority].

Finally, we ask that you agree to follow the [school's] [college's] guidance and arrangements regarding e-safety whilst any ICT equipment is used in the home and we also recommend that house rules are put in place which detail what your child is allowed to do, how their usage will be monitored and what sanctions will be put in place if these rules are not adhered to.

The ICT will remain the property of the [school] [college] [Local Authority].

You do not have to sign this agreement if you do not wish to do so, however, we will not be able to allow your son/daughter to take the ICT home without this agreement.

If you wish to provide your own ICT at home, that is fine although it may be useful for us to discuss whether there are any differences in the ICT being used in the different settings and whether we can focus on any particular targets in respect of your son/daughter's particular needs.

If you have any queries about this matter, please do not hesitate to contact me.
Yours sincerely,

[NAME]

I hereby consent to allowing the ICT allocated to [NAME OF CHILD/YOUNG PERSON] to be used within the home. In doing so, I confirm my agreement that the ICT:

- will be returned to [school] [college] with my child for the start of each day
- will be used appropriately in the home and in accordance with instructions
- will not be loaned to anyone else without the prior agreement of the [school] [college] [Local Authority];
- will be stored safely.

I also agree to follow the [school's] [college's] guidance and arrangements regarding e-safety whilst the ICT equipment is used in the home.

I also accept that I am financially responsible for the replacement or repair of the ICT if it were to become damaged, lost or stolen whilst in my care.

Signed:

Print Name:

Date:

Appendix E – ICT & Specialist Equipment Annual Review Form

ICT and/or SPECIALIST EQUIPMENT

ANNUAL REVIEW FORM

NAME		D.O.B.	
SCHOOL/SETTING		NCY	

ICT	
What ICT has been purchased by the Local Authority using High Needs Block funding?	
Is additional ICT provided from other sources? Please specify:	
Please state the learning objectives this equipment was intended to achieve (attach current SEN Support Plan or equivalent document)	
To what extent have the learning objectives been met?	
What learning objectives/outcomes will be supported by ICT during the coming year?	
Is the present ICT provision adequate to meet current needs?	

SPECIALIST EQUIPMENT	
What specialist equipment has been purchased by the Local Authority, using High Needs Block funding?	
Please state if this is in regular use, still suitable for its purpose, and on what date it was last serviced:	

Once completed, this form should be attached to the Annual Review paperwork and returned to the SEN Provision Lead.

A copy of this form should also be sent to:

Business Support Team – Central 2
People's Directorate – Children
Dorset Council
County Hall
Colliton Park
Dorchester
Dorset
DT1 1XJ

Alternatively, this can be emailed to bstcentral2@dorsetcouncil.gov.uk.