



BORDEN GRAMMAR SCHOOL

Special Educational Needs and Disability Policy (SEND)

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Special Educational Needs and Disability Policy (SEND)

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies- Accessibility Policy, Admissions Policy, Anti-Bullying Policy, Attendance Policy and Behaviour Policy.

1. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2014, p 4-5)*

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority.

1.1 Definition of disability

A child or young person has a disability, under the Equality Act (2010) that is ‘a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’. *SEND Code of Practice (2014, p5).*

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

1.2 The kinds of SEND for which provision is made

At Borden Grammar School we make provision for every kind of special educational need, including those without an Education, Health and Care Plan (EHCP):

- Communication and Interaction: Autism Spectrum Disorder, including Autism and Asperger syndrome,
- Cognition and Learning: Specific Learning Difficulties, including Dyslexia and Dyspraxia,
- Social, Emotional and Mental Health difficulties: Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and diagnosis of Mental Health difficulties.
- Sensory and/or Physical needs: Vision Impairment (VI), Hearing Impairment (HI) and Physical Disabilities (PD).

The school can access additional support, advice and training on any type of SEND should the need arise.

The school also currently meets the needs of pupils with an Education, Health and Care plan for Visual Impairment and Autism Spectrum Disorder.

2. Admission for students with SEND

The school will consider all children who have passed the Kent test for admission to the school, who have the ability and aptitude to access an academic mainstream curriculum. The admission arrangements for pupils without an Education, Health and Care plan do not discriminate against or disadvantage disabled children or those with special educational needs. Pupils whose SEND are suited to the mainstream curriculum are welcome, provided that we have the appropriate resources and facilities to provide them with the support that they require.

Where a child's SEND develops or is identified, after the child has started at the school, we will endeavour to continue to support the child as long as: we have the appropriate resources and facilities to provide them with the support that they require and, we believe that it is in the best interests of the child and of the school community to remain at the school.

3. Identification and assessment of pupils with SEND

At Borden Grammar School we take into consideration information from other sources regarding SEND; this may include medical, psychological, specialist diagnostic assessments, evidence from previous schools and information from parents/carers. As a school, we monitor the progress of all pupils on an ongoing basis to review their academic progress. Parents are kept informed through progress reports and parental consultation evenings.

Where sufficient progress is not made, even if special educational need has not been identified, the school puts into place extra support to enable the pupil to catch up. Examples of which are specific classroom strategies tailored to the individual needs of the student, subject support sessions, homework club, literacy intervention and emotional, social and organisational support.

Some pupils may continue to make inadequate progress, despite high-quality teaching and support, targeted at their areas of weakness. The SEND Code of Practice (2014, 6.17) characterises inadequate progress, as that which:

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

Teachers can refer these students to the SENCo, who in consultation with parents/carers, will use a range assessment tools to identify strengths and areas of difficulty. At Borden Grammar School the SENCO is the specialist assessor, who is experienced in using the following assessment tools: The Comprehensive Test of Phonological Processing (CTOPP-2), York Assessment for Reading Comprehension (YARC), Gray Oral Reading Tests (GORT), Detailed Assessment of Speed of Handwriting (DASH/DASH16) and the Graded Word Spelling Test. Additionally, we have access to external advisors who are able to use specialist assessment tools as required.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers and pupils and put into a 'Pupil Profile' and for more complex needs, a support plan. This document identifies the students' difficulties, strengths and recommendations for teaching strategies to enable differentiation within the classroom. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. These documents are reviewed regularly and refined/revised as necessary.

If the pupil is able to make expected progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is made parents will be notified. We will ensure that teachers and support staff who work with the pupil are aware of the support to be provided, teaching approaches to be used and progress monitored.

4. How the school evaluates the effectiveness of its provision for SEND pupils

Every pupil in the school has their progress tracked regularly, throughout the academic year. Each review of the SEND support plan will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

In addition to this, pupils with special educational needs may have more frequent assessments of literacy, handwriting and/or phonological processing. By using these, it is possible to see if pupils are increasing their level of skills in key areas. Judgements regarding social integration can be made by the school's pastoral team (Head of Year and Form Tutor). If progress data and assessment results do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

Evaluations of provisions for SEND pupils and their effectiveness will be reported to the governing body throughout the academic year and within a written report annually.

5. The School's approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At Borden Grammar School the quality of teaching is judged to be good (see Ofsted Report Nov 2021). We follow the Mainstream Core Standards advice developed by KCC on how teaching conforms to best practice and adaptations to the curriculum and learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the school's accessibility plan is considered every 3 years. This ensures that the school continues to improve provision to enable all students to take full advantage of the education and associated opportunities provided by the school, focusing specifically on access to the physical environment, access to the curriculum and access to information. The school's Accessibility Plan can be accessed on the website (school/policies).

In circumstances where access arrangements or reasonable adjustments are required for examinations (for students with or without SEND), such arrangements will be put into place by the Examinations officer under the instruction and guidance of the SENCo. Any adjustments are made in accordance with the requirements set out by the Joint Council for Qualifications (JCQ) and the examination boards and

specific requirements must be met to allow any access arrangement to be facilitated. It is important that such arrangements reflect the student's normal way of working in lessons and that they are put into place where appropriate, at the start of the course, providing the centre has firmly established a picture of need for the candidate. The school's Access Arrangements Policy and Policy on the use of Word Processors in Examinations are reviewed annually (in accordance with updates provided by JCQ) and can be accessed by request from the SENCo.

6. Additional support for learning that is available to pupils with SEND

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional or different teaching strategies for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide resources for pupils with high needs, and above that high needs funding amount the Local Authority should provide top up to the school through the High Needs Funding formula.

All clubs, trips and activities offered to pupils at Borden Grammar School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

7. Support for social, emotional and mental health needs

At Borden Grammar School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, form time and indirectly with the conversations adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- access to school welfare officer to work with both pupil and family,
- mentor time with staff member, sixth former or peer mentor,
- time-out space for pupil to use when upset or agitated,
- 1:1 and small group support on emotional regulation and resilience, study skills and organisation,
- external referral to CAMHS,
- an Early Help notification for family or individual support,
- referral to Kent Health Needs Education Service,
- referral to the Local Inclusion Forum Team for specialist teacher advice.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

A decision on which support strategies will be provided, will be made in consultation

with the school's Mental Health Lead (Mrs Brooker), Pastoral Support team, SENCo, parents/carers and if relevant healthcare professionals.

8. Name and contact details of the SEN Co-ordinator (SENCo)

The SENCo at Borden Grammar School is Natalie Zarzycki, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications:

BSc Psychology.

Specialist Assessor holding a Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A).

Mrs Zarzycki is available on 01795 424192 or can be contacted at nzarzycki@bordengrammar.kent.sch.uk. Mrs Zarzycki is line managed by Mrs Brooker – Assistant Headteacher.

9. Expertise and training of staff in relation to pupils with SEND

Teachers and Learning Support Assistants (LSAs) have had awareness training to help identify and support pupils with special educational needs. This includes precision teaching for pupils with dyslexia, working with pupils who have visual and hearing impairments and supporting students with ADHD.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are the Meadowfield Inclusion Development And Support (MIDAS) Centre at Meadowfield school, the Educational Psychologist Service and KCC etc. The cost of training is covered by the notional SEN funding.

Parents are also encouraged to access free training courses delivered by MIDAS. An annual training brochure is published on the school's website for parents/carers to identify, book and attend training courses at Meadowfield school.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavour to purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team. In these cases, relevant members of staff will be inducted into a training programme in order to use equipment safely and effectively.

10. Consulting with parents/carers and students with SEND

All parents of pupils at Borden Grammar School are invited to discuss the progress of their children at least once a year and receive progress reports at regular intervals throughout the year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access

some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked, evaluated and shared with parents regularly throughout the year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point on-wards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents and pupils will be actively supported to contribute to assessment, planning and review throughout the year.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

11. Transition arrangements

At Borden Grammar School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer process as seamless as possible. The SENCo attends year 6 Annual Review meetings when invited for transferee pupils with Education, Health and Care plans in order to facilitate transition planning.

Every new pupil is visited in the primary setting by a member of the Borden Grammar School staff and attends an extra Induction Day. Additional visits and meetings are arranged as necessary in order for all pupils with SEND to make a smooth transition.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCo and support team are involved in post 16/18 planning and universities/work placements are liaised with to ensure needs are catered for. Each student is encouraged to access the relevant university support services on arrival and provide consent for them to contact the school, so that we can assist in providing evidence of need for ongoing provision of support.

12. Complaints procedure

The normal arrangements for the treatment of complaints at Borden Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCo, Head of Year,

Assistant Headteacher, Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the Board of Trustees.

If the complaint is not resolved after it has been considered by the Board of Trustees then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

13. How the Board of Trustees involves other bodies in meeting the needs of pupils with SEND and supporting the families of such pupils

The school engages with the following bodies:

- Free membership of Local Inclusion Forum (LIFT) for access to specialist teaching and learning service
- Referral to Early Help and Preventative Services via the Kent Family Support Framework.
- Referral to Specialist Community Public Health Service via the Single Point of Access.
- Referral to Child and Adolescent Mental Health Services (CAMHS).
- Referral to Social Services via the Single Point of Access.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

14. Support services for parents/carers of pupils with SEND

Kent County Council has published an online Local Offer.

This provides young people with SEND and their parents/carers with information about support services available within the local area.

Information, Advice and Support Kent (IASK) is a free, confidential and impartial service that provides information, advice and support to young people and parents/carers about special educational needs and disabilities. This includes health and social care where it is linked to education. The experienced team can:

- help young people and parents/carers make informed decisions
- help plan views for meetings or on paper
- attend meetings as a neutral person
- provide face to face support
- provide information about agencies and processes
- help prepare paperwork
- provide independent support for statutory assessments and at annual reviews
- offer training and workshops.

Further information can be found at:

Website - www.iask.org.uk

Helpline - 0300 41 3000 (Monday – Friday, 9am-5pm)

Email – iask@kent.gov.uk

Parents/carers without internet access should make an appointment with the SENCo for support to gain the information they require.