



Special Educational Needs & Disability Information Report **2023-2024**

Aims:

Borden Grammar School strives to be a fully inclusive school. All students are welcome in accordance with our admissions criteria, including those as defined by the SEN and Disability Code of Practice (2014) and Equality Act (2010):

A child or young person has Special Educational Needs (SEN) 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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

SEN Code of Practice (2014, p 4)

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 LA.

A child or young person has a disability under the Equality Act (2010) if there presents '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'.

SEN 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 young person requires special educational provision, they will also be covered by the SEN definition.

The kinds of special educational needs for which provision is made at the school:

At Borden Grammar School, we endeavour to make reasonable adjustments to increase access to the curriculum and environment to ensure that young people with SEND engage in the activities of the school alongside pupils who do not have SEND. We use our best endeavours, in partnership with parents and external professionals, to make provision for pupils with SEND that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction (Autism Spectrum Condition),
- Cognition and learning (dyslexia, dyscalculia or dyspraxia),
- Social, emotional and mental health difficulties (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, anxiety or depression),
- Sensory and/or physical needs (vision impairment, hearing impairment or physical disability).

Young people with SEND are welcome to apply for a place at our school, in line with the school's admission policy. For young people with an Education Health Care Plan (EHCP), parents have a right to request a particular school, which the local authority must comply with unless:

- It would be unsuitable for the age, ability, aptitude or special educational needs of the young person, or
- The attendance of the young person there would be incompatible with the provision of efficient education of others, or of the efficient use of resources.

Before making the decision to name our school in the young person's EHCP, the local authority will send the Head Teacher a copy of the EHCP, which sets out provisions to be delivered on the premises that have been secured through a personal budget. The school's comments will be considered very carefully before a final decision on placement is made. Parents of a child with an EHCP also have the right to seek a place at a specialist school if they consider that their child's needs can be better met at a specialist provision.

As Borden Grammar School is a selective grammar school for boys, admission for students who attain the required standard in the prescribed arrangements for selection by reference to ability and aptitude will be eligible to be considered for admission to the school.

Arrangements for supporting transitions and preparing for adulthood:

The SENCo team work closely with the Head of Year 7 to ensure a smooth transition from primary to secondary education. All pupils are visited in the primary setting by a member of Borden Grammar School staff. The SENCo and Transitions Co-ordinator (Mrs. J Gillman) will arrange extra visits and meetings for those pupils with SEND who require a more personalised approach.

Aim Higher classes are delivered for pupils in year 6, which provides further opportunity to spend a significant amount of time in school. Additionally, a planned induction programme is delivered in the summer term to support transfer for pupils starting in September. These provisions foster the development of productive relationships with peers and staff and promotes the growth of familiarity within the school environment and curriculum subjects.

Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCo is available at these meetings to encourage discussion of how individual needs can be met for children with SEND, often the arrangement of follow up meetings is organised.

The SENCo team are passed relevant information regarding SEND, after the transfer of pupil records from feeder schools. This information, alongside parental and young person discussion and external services involvement (if applicable) is used to develop a pupil profile, whereby strengths, areas of difficulties and personalised strategies are outlined and distributed to teachers.

This process enables staff to have an understanding of individual pupil needs and promotes inclusive and differentiated practice.

All pupils are provided with careers guidance within a planned scheme of work which follows the Personal, Social, Health and Economic curriculum. These are delivered within the school through Personal Development (PD) lessons. More guided and personalised support is provided in KS4 and KS5, through an online 'Unifrog' (<https://www.unifrog.org/>) package. This allows students the opportunity to explore independent pathways in careers, apprenticeships, vocational pathways and higher education. During year 11, 1:1 career guidance can be provided through an external company called CXK, following referral via the Leadership Group, Heads of Year or the SENCo. Additionally, parents/carers can seek further information from KCC's local offer (www.kent.gov.uk/education-and-children/special-educational-needs) or through UCAS (<https://www.ucas.com/further-education/post-16-finance-and-support/ucas-progress-parents-and-carers>).

Identification, assessment and review:

The provision is managed by the Special Educational Needs Co-ordinator – Mrs. N Zarzycki (nzarzycki@bordengrammar.kent.sch.uk Tel: 01795 424192) who reports directly to Mrs. M Brooker, Assistant Head teacher. At Borden Grammar School, we take into consideration information from other sources regarding a young person's SEND; this may include medical, psychological or specialist diagnostic assessments from previous schools or information from parents/carers.

The progress of all students is assessed regularly within the classroom and is the responsibility of the subject teacher, supported by their line managers and heads of year. This allows for early identification of pupils who are making less than expected progress, in all areas of the curriculum. Teachers follow the guidelines, outlined in the Special Educational Needs Code of Practice, which recommends a graduated approach. Where possible, we try to meet individual needs within the classroom, through utilising progress data to inform planning and teaching and to identify targets and differentiated learning tasks for students to improve. As a school, we monitor the progress of all pupils at regular intervals throughout the year to review their academic progress, this information is communicated through progress reports and parental consultation evenings.

If parents/carers have concerns relating to their child's learning, then this should initially be discussed with the subject teacher or form tutor. If it is determined that a young person is not making satisfactory progress, or presents other difficulties, the class teacher or head of year will discuss concerns with the SENCo. In consultation with parents/carers and the young person, in-school specialist assessments can be undertaken and advice/support accessed from external services. This enables the planning, development and implementation of a more personalised and targeted approach through a SEND support plan. This process is reviewed with the young person and parents/carers at least three times throughout an academic year.

Teaching approach and support for pupils with SEN&D:

The foundation of our provision for pupils with SEND is high quality teaching, as identified in KCCs Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>). Staff have access to relevant information on pupil needs and are able to differentiate their lessons accordingly, thus removing barriers to learning and promoting inclusive learning environments. Pupils with a disability will be provided with reasonable adjustments to ensure they are able to access the school environment and curriculum (further information about specific adaptations can be sourced within the school's Accessibility Plan on our website).

All pupils have individual attainment targets, of which pupils are informed within the classroom and parents via audit reports and during parents evening. Pupil attainment is tracked using whole school systems and is monitored by the subject teacher, Head of Department, Head of Year and Assistant Headteacher for the relevant key stage. This facilitates informed discussions and planning of subject specific interventions and differentiation.

The school's Continuing Professional Development programme enables staff to receive training and support, with the SENCo providing suggested strategies for different types of need. The SENCo also sources external specialist training for staff to inform practice and strategies related to the four areas of SEND. The learning support team attend regular bespoke training from Meadowfields Inclusion and Development Service. Information and strategies are either disseminated to staff to support teaching and learning or used to strengthen and develop specialist intervention (dyslexia literacy programme) and provision of social and emotional regulation support. Specialist support is accessed via the schools Welfare Officer (therapeutic support), Local Inclusion Forum Team (LIFT), Early Intervention Support, NHS services (mental health, school health and occupational therapy), Kent Health Needs Education Service and the Specialist Teaching Service.

Evaluating effectiveness of provision:

At Borden Grammar School, we strive to ensure that all pupils are provided with high quality teaching which is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND, is monitored through a number of different processes:

- Regular observations of lessons throughout the year, both by the leadership group and within departments, including the provision of differentiated teaching for those with SEND,
- Analysis of pupil tracking data and assessment results both internally and in line with national data,
- Work sampling and book scrutiny,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- Scrutiny of attendance and behaviour records,
- Ensuring that outside agencies, where appropriate, are fully informed and involved,
- School self-evaluation and any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

Where pupils are involved in specialist intervention and have a support plan in place, progress is measured through re-testing of literacy and phonological skills at points identified throughout the academic year. This enables the gathering of quantitative data, however, we also obtain qualitative data through parent/carer and student voice. Despite high quality intervention, should progress rates not meet expected patterns of improvement, advice will be sought from external agencies. This will only be undertaken after parent permission has been obtained and may include referral to local authority support services, specialist teachers, social services or NHS services. If a pupil's needs are significant and complex and the support required to meet these needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority, to conduct an assessment of education and health care needs. This may result in an Education and Health Care Plan being provided and could result in the naming of a specialist provision in line with parental preference.

Arrangements for consulting parents/carers and young people:

Pupils are involved in the decision-making process whenever possible. We support them in how they participate in their learning by encouraging them to identify and discuss targets and steps for improvement. We aim to show sensitivity, honesty and mutual respect in encouraging pupils to share their views and we value their contributions.

All parents/carers of pupils at Borden Grammar School are invited to discuss the progress of their children at least once a year during parents evening. Additionally, following receipt of progress data three times a year, parents are able to contact the school to discuss their child's progress with the pastoral or academic team. In addition, we are happy to arrange meetings outside these times and parents/carers should contact the school office to speak with the requested member of staff. If any provision additional to or different from the normal curriculum offer is put in place for a pupil, parents/carers and the young person will be actively supported to contribute to assessment, planning and implementation of personalised support and be involved in at least three review processes within an academic year with the SENCo.

How young people with SEND engage in activities:

Borden Grammar School endeavors to be an inclusive school and we aim to create a "level playing field" for pupils with SEND. We strive to maintain a sense of belonging and achievement, which fosters a community spirit.

All clubs, trips and activities offered at Borden Grammar School are available to pupils with SEND either with or without an Education, Health and Care Plan. Activity organisers carry out comprehensive risk assessments, which are overseen by the leadership group so as procedures are put in place to enable all pupils to participate in all school activities. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. External specialist advice and support will be sourced where appropriate to ensure full participation and involvement.

If parents/carers are experiencing difficulties with financial contributions, they are requested to speak directly with the Head Teacher.

Support for improving emotional and social development:

There is a strong pastoral structure at the heart of the school, with form tutors, Heads of Year, Heads of Key Stage and support staff who develop close links with pupils and their parents/carers. The school council, KS3 anti-bullying ambassadors, KS5 peer mentors, KS5 mental health first aiders and the schools dedicated wellbeing email service (wellbeing@bordengrammar.kent.sch.uk) provide opportunities for pupil opinions to be heard.

An evaluated Personal, Social, Health and Economic (PSHE) curriculum aims to provide pupils with the information, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. At Borden Grammar School this is taught through Personal Development (PD) lessons.

The learning support team, under the guidance of the SENCo, provide small group and one to one intervention for those pupils needing assistance with social, organisational and emotional issues (including social skills, resilience conversations and emotional regulation interventions). Additionally, our School Welfare Officer takes booked appointments to provide therapeutic support for pupils and their families on a weekly basis. The SENCo liaises with external organisations

such as NHS services, Local Authority services, Early Help and voluntary sector organisations to source appropriate small group or one to one support.

Support for young people with medical needs:

Pupils with a diagnosed health need will be provided with a detailed individual Health Care Plan (HCP). This document outlines the pupils medical needs, signs/symptoms that constitute an emergency and the procedures that must be acted upon during an emergency. The HCP is compiled by the SENCo, in collaboration with appropriate Health Care representatives, the young person and their parents/carers.

Staff who volunteer to store and supervise the pupil's self-administration of medicines, complete formal training and verification of competence (which is held on school record). The school's medical room provides a safe place for insulin testing/injections. All medicine administration procedures adhere to the Department of Education guidelines (2014) included within the document, *supporting pupils at school with medical conditions* (www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) and identified in the schools policy for Supporting Students with Medical Conditions, which can be found on the school's website.

External agency support:

With the young person and parent/carer consent, where necessary and in order to meet the needs of our pupils and to support their families, we regularly engage with the following outside agencies, not limited to but including: Local Inclusion and Forum Team; Special Educational Needs Teaching and Support Service; Educational Psychologists; School Health/National Health Service; Occupational Therapy; Child & Adolescent Mental Health Service; Early Intervention Service; voluntary sector organisations; RNIB and Kent Association for the Blind; Kent Social Services; Kent Police; Any other agency who can provide assistance in supporting our students.

Complaints:

Any concerns regarding the provision in place for a pupil with SEND should in the first instance, be referred to Mrs. N Zarzycki, Special Educational Needs Co-ordinator. For further information, please refer to the school complaints procedure on the Borden Grammar School website.

The information in this SEN&D Information report is reviewed annually and links to Kent County Council's 'Local Offer', which can be accessed at: www.kent.gov.uk/education-and-children/special-educational-needs#