

Special Educational Needs and Disabilities (SEND) Information Report

Borden Grammar School



Inclusion Team

SEND Governor: Mrs E Sutehall

Inclusion Lead: Mrs M Brooker

mbrooker@bordengrammar.kent.sch.uk

SENCO: Mrs N Zarzycki

nzarzycki@bordengrammar.kent.sch.uk

SEND Team (LSAs): Mrs A Brown

Miss L Summers

Contact number: 01795 424192

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1. SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. You can find our SEND policy on our website:

<https://www.bordengrammar.kent.sch.uk/information/policies>

Note: If there are any terms that we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

2. What types of SEND does the school provide for?

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.

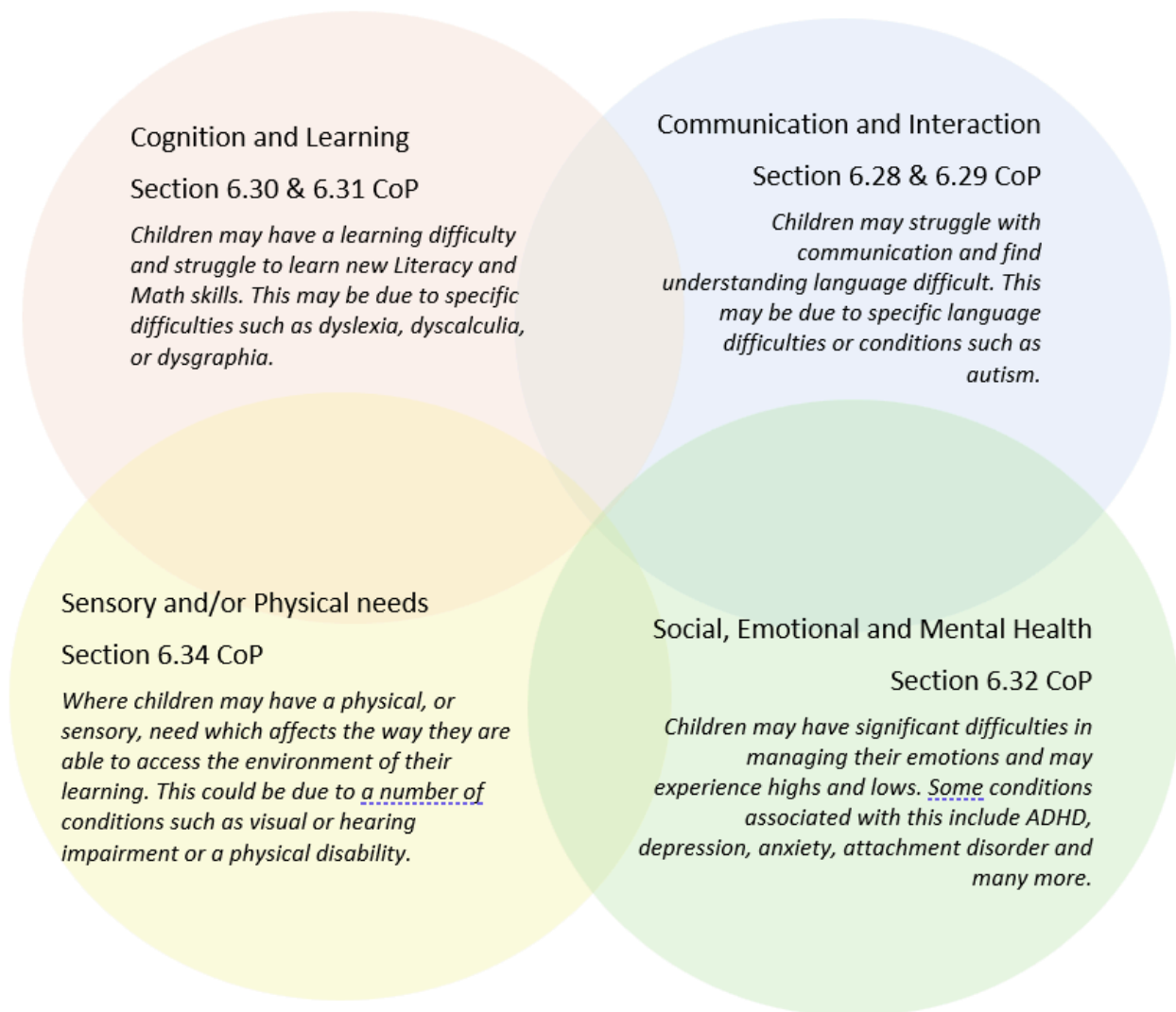
A child or young person has a disability under the Equality Act (2010) if there presents 'a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

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.

Kent SEND Information Report

Our school provides for pupils with the following needs:



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

3. Which staff will support my child, and what are their key responsibilities?



At Borden Grammar School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs N Zarzycki.

Mrs Zarzycki is a qualified teacher, achieved the National Award in Special Educational Needs Co-ordination in 2013 and qualified in Psychometric Testing, Assessment and Access Arrangements in 2017.

Class/subject teachers

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, to remove barriers to learning and promote 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 -

<https://www.bordengrammar.kent.sch.uk/information/policies>).

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 SEND team attend regular bespoke training from Meadowfield Inclusion Development and Support (MIDAS). Information and strategies are either disseminated to staff to support teaching and learning or used to strengthen and develop specialist intervention programmes 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 and school health), Kent Health Needs Education Service and the Specialist Teaching Service. All of our teachers are supported by the SENCO to meet the needs of pupils who have SEN.

Learning Support Assistants (LSAs)

We have a team of 2 LSAs, who are trained to support SEN provision within the classroom. Our Learning Support Assistants are also trained to deliver interventions such as:

- Social skills
- ADHD awareness
- ASC awareness
- Study skills
- Art intervention
- Lego intervention

We have a team of 3 pastoral support staff who are trained to deliver interventions such as:

- De-escalation and emotional regulation
- Zones of regulation
- Dog therapy
- Emotional Based School Avoidance (EBSA)
- Resilience
- Anger management

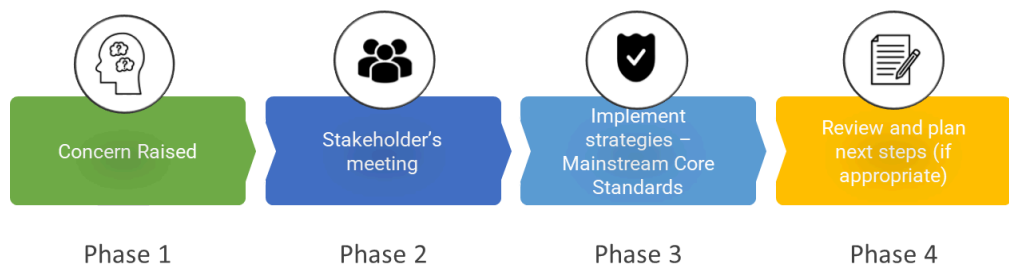
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- GPs or paediatricians
- Child and Adolescent Mental Health services (CAMHS)
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- School Health
- Speech and language therapists
- Kent PRU and attendance service
- Educational psychologists
- Kent Police
- Early help
- Safeguarding services
- SEND Inclusion Advisor
- Local Inclusion and Forum Team / Specialist Teacher Service
- Voluntary sector organisations



4. What should I do if I think my child has SEND?

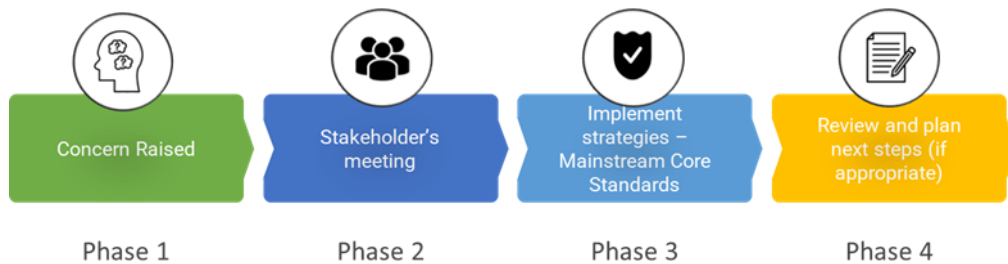


<p>Phase 1</p>	<p>If you have concerns relating to your child’s learning, behaviour or wellbeing then this should initially be discussed with the subject teacher or Head of Year. If it is determined that a young person is not making satisfactory progress, or presents other difficulties, the subject teacher or Head of Year will discuss concerns with the SENCo.</p> <p>It is important to raise your concern with the school, so that the SENCO is aware.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>

Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.
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5. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



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 student Heads of Year. This supports the ongoing monitoring of students and 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 endeavour 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.

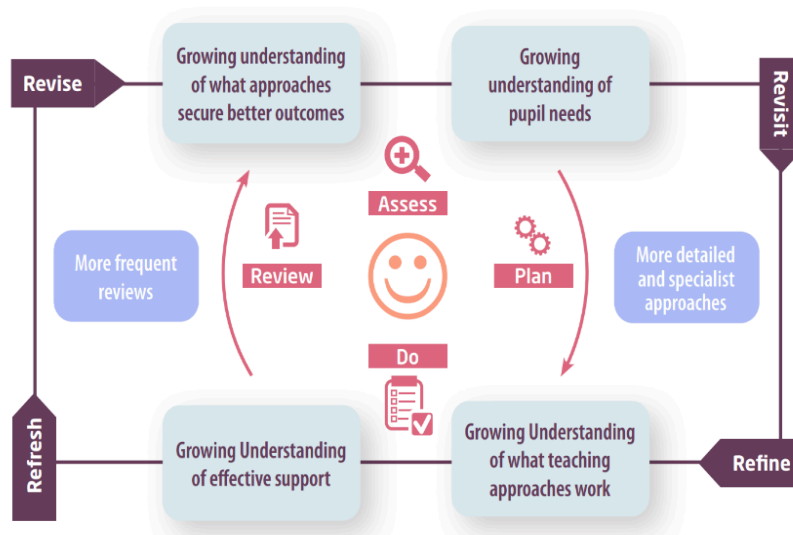
If it is determined that a young person is not making satisfactory progress, or presents other difficulties, the class teacher or head of year will discuss concerns with the SENCo. In consultation with parents/carers and the young person, in-school specialist assessments can be undertaken and advice/support accessed from external services. This enables the planning, development and implementation of a graduated approach. This process is reviewed with the young person and parents/carers at least three times throughout an academic year.

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.

6. How will the school measure my child's progress?

As a school, we monitor the progress of all students at regular intervals throughout the year to review their academic progress, this information is communicated through progress reports and parental consultation evenings. All students have individual attainment targets, of which students are informed within the classroom and parents via audit reports and during parents evening. Student 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. We will follow the 'graduated approach' to meet your child's needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teachers, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.
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7. How will I be involved in decisions made about my child's education?

We will provide progress data three times a year (Autumn, Spring and Summer) and all parents/carers are invited to discuss the progress of their children at least once a year during parents evening. Additionally, following receipt of attainment data, parents/carers are able to contact the school to discuss their child's progress with the pastoral or academic team.

A member of staff who knows your child well (typically the Head of Year, supported by the SENCo) will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact (via email through the Edulink app or telephone) your child's form tutor, Head of Year or SENCo.

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input. Students 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 students to share their views and we value their contributions.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Answer feedback questions



9. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our classroom approaches, for example, consideration of seating arrangements, providing opportunities for movement and rest breaks, giving longer processing times etc.
- Adapting our resources (such as modifications to font size) and staffing to meet the individual needs of those with disabilities. Learning Support Assistants or support staff will support students appropriately depending on their presentation of need.



- Using recommended aids, such as laptops, coloured overlays, task management boards, etc.



- Adapting our environment such as height adjustable desks, inclusivity toilets, lowered kerbs, ramps etc.

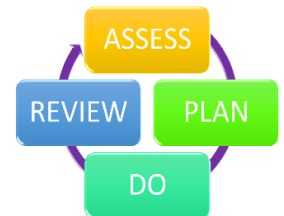
The school has an accessibility plan which covers the extent to which disabled students can participate within the school site and in the curriculum. The accessibility plan can be viewed on our website:

<https://www.bordengrammar.kent.sch.uk/information/policies>

10. How will the school evaluate whether the support in place is helping my child?

At Borden Grammar School, we strive to ensure that all students are provided with high quality teaching which is differentiated to meet the needs of all learners. We will evaluate the effectiveness of provision for your child by:

- 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
- Reviewing the impact of interventions (using either specialist testing or the Warwick-Edinburgh Mental Wellbeing Scale)
- Using pastoral and SEND support plans to evaluate progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



11. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to source recommendations regarding what will best help your child access their learning and use our best endeavours to ensure these are supplied.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. Borden Grammar School endeavours to be an inclusive school and we aim to create a “level playing field” for students with SEND. We strive to maintain a sense of belonging and achievement, which fosters a community spirit. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum.

All clubs, trips and activities offered at Borden Grammar School are available to students 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 that procedures are put in place to enable all students 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 or visit. External specialist advice and support will be sourced where appropriate to ensure full participation and involvement.

No student is ever excluded from taking part in either in-school or extra-curricular activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to ensure that they can be included.

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

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



As Borden Grammar School is a selective grammar school, 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. Children who are eligible for admission via the Kent Procedure for Entrance into Secondary Education or through the Borden Assessment Procedure, and have an EHCP which names the school, will be admitted (before any oversubscription criteria). The oversubscription criteria avoids unfairly disadvantaging prospective pupils, including those who are children in Local Authority Care, those eligible for Free School Meals and children who have health and special access reasons. Details about our admission policy can be found on our website:

<https://www.bordengrammar.kent.sch.uk/information/admissions-and-borden-test-application>

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 consult with schools, setting out the provisions to be delivered on the premises that have been

secured through a personal budget. The school's comments will be considered before a final decision on placement is made.

14. How does the school support pupils with disabilities?



Our overriding aim is to ensure that our pupils fulfil their potential in an inclusive, supportive and intellectually challenging environment.

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.

Our school will seek to work with external medical professionals, specialist teachers and appropriate voluntary organisations to ensure that we are supporting student's effectively and are taking the required steps to prevent disabled pupils from being treated less favorably than others.

The school's Accessibility plan, continues to improve the provision to enable all students to take full advantage of the education and associated opportunities provided by the school, focusing on access to the physical environment, curriculum and information. We recognise that these improvements are not exhaustive and that there may be individual needs where further consideration and adaptations need to take place.

The Accessibility plan can be accessed on the school's website:

<https://www.bordengrammar.kent.sch.uk/information/policies>

Students with a diagnosed health need will be provided with a detailed individual Health Care Plan (HCP). This document outlines the students' 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 student'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 school's policy for Supporting Students with Medical Conditions, which can be found on the school's website: <https://www.bordengrammar.kent.sch.uk/information/policies>

15. How will the school support my child's mental health and emotional and social development?

Borden Grammar School is committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff. We recognise the importance of nurturing a safe and affirming environment where individuals can develop a sense of belonging and feel able to trust and talk openly about their problems. By promoting positive mental health and wellbeing, the Borden community will develop skills and resilience techniques to cope with everyday challenges throughout their school years and beyond into adulthood.

Level 1: Universal school support

The majority of children and adults will experience positive emotional wellbeing most of the time. Although it is inevitable that they will experience challenges and periods of instability, they will receive sufficient support from their family, significant others, school and wider community to cope in times of stress without serious or long-term impact on their wellbeing. Level 1 universal support for students at Borden Grammar school includes (but is not limited to):

- Teacher identification and promotion of Borden Values through Edulink points and celebration assemblies
- We have a commitment to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form, actively seeking to promote protected characteristics through the schools' ethos, values and practices. Students can report bullying at any time using the anti-bullying@bordengrammar.kent.sch.uk email address.
- Promotion of positive emotional wellbeing, social skills, resilience, mental health, equality and respect for diversity (such as lesbian, gay and bisexual or transgender people) and reducing of stigma - RSE curriculum, PSHE curriculum, thinking skills passport (habits of mind) and pastoral schemes of work and assemblies
- Students with SEND are encouraged to be part of staff interview processes through attendance within the student panel
- Provision of time out and safe spaces such as within the inclusion hub or the sensory room
- Peer mentoring (anti-bullying ambassadors and sixth form wellbeing ambassadors)
- Opportunities for student voice and decision making, such as student wellbeing surveys, school council representation and departmental surveys
- Signposting of Mental Health and Wellbeing services during assemblies, around the school (such as in form rooms and toilets etc.) and through communication channels (school website and twitter)
- 1:1 discussion with students via pastoral teams or Heads of Key Stage to provide supportive dialogue, general advice and identification of those who may need a higher level of school support or specialist services

- Student access to a designated Borden Grammar wellbeing team by emailing: wellbeing@bordengrammar.kent.sch.uk
- Procedures in place to ensure that disadvantaged students are given the support they need to participate and be included in activities that promote social, health, and emotional wellbeing

Level 2: Early help

Early help is a principle that can be applied at every level of need but largely describes the support of individuals who are experiencing more prolonged periods of emotional, social or behavioural difficulties and who would be likely to benefit from some additional support. This might include feelings of low mood, bullying, anxiety or bereavement. Level 2 provision at Borden Grammar school for students, aims to provide an additional layer of support and includes (but is not limited to):

- Therapeutic support from the School Welfare Officer
- Resilience conversations
- Targeted group or 1:1 intervention sessions:
 - Resilience
 - Emotional regulation
 - Friendship skills
 - Study skills
 - Positive thinking programmes
 - Anger Management
- MIND – targeted support programmes: <https://www.maidstonemind.org/youth-services-covid-19-outbreak/>
- Local Inclusion Forum Team (LIFT) and the Specialist Teaching and Learning Service (STLS)
- School Health Service - providing support for emotional or general health

<https://www.kentcht.nhs.uk/service/school-health/>

- Youth hubs (specialist support and advice):

<https://www.kent.gov.uk/education-and-children/young-people/youth-hubs>

Level 3 – Complex needs and external specialist support

A smaller proportion of individuals will have more significant and sustained difficulties and will require support from specialist mental health services. These difficulties may include severe anxiety or depression, significant neurodevelopment difficulties, self-harm, sustained eating disorders or early onset psychosis and will often need a multi-modal treatment (involving more than one mental health practitioner). Level 3 services accessed by Borden Grammar School for students include (but are not limited to):

- Individual Health Care Plan
- The Rosewood School
- Educational Psychology service
- Kent and Medway children and young people’s wellbeing and mental health service: Single Point of Access - 0800 011 3474
- Kent and Medway all age eating disorders service: 0300 300 1980
- Children’s Therapy Team:

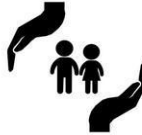
<https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/swale-childrens-therapy>

- Swale Early Help & Children’s Social Work Services:

<https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts> Front Door: 03000 411111 / Out of Hours Number: 03000 419191

- Kent Police: call 101 (or 999 if there is an immediate risk of harm) / Swale Youth Engagement Officer 01795 419392

16. What support is in place for looked-after and previously looked-after children with SEND?



There are key members of staff who are designated teachers for looked after children. These members of staff will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years



To help pupils with SEND be prepared for a new school year, we ensure that information is handed over during an end of year meeting with their new pastoral team and that teachers at the beginning of the year have up to date information through whole school presentation from the SENCo alongside teacher meetings, often drawing on the expertise and experience of previous staff.

Between schools

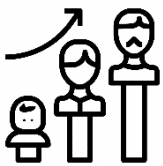
When your child is moving on from our school, we will ensure that the school file is sent over to the new school. We will also liaise with key staff within the new school to share information regarding provisions, strategies and adaptations.

Between phases

The SENCo of the primary school meets with our SENCo and the Head of Year 7, to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

Onto adulthood



We provide all our students with appropriate advice on paths into work or further education. We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

All students 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>.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at KCC's local offer. KCC publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

There are many local special educational needs and disabilities information advice and support services (SENDIASS) organisations. To review the range of support and find out how to access them, use the link below:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/contact-our-special-educational-needs-and-disabled-team/send-teams-and-their-roles#tab-16>

Local charities that offer information and support to families of pupils with SEND can be found via this link:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/support-services-to-help-families-with-send-children/parent-support-groups>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

- [Autism Education Trust](#)
- [Solihull Approach](#)

19. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to Mrs N Zarzycki (SENCo) in the first instance. The school's complaints procedure can be viewed on the school website:

<https://www.bordengrammar.kent.sch.uk/information/policies>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

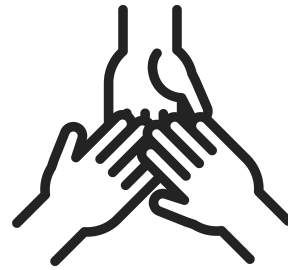
- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The contact details of the disagreement resolution and mediation services for Kent can be found via this link:

https://www.kent.gov.uk/__data/assets/pdf_file/0011/6140/KPPS-Disagreement-Resolution-Services.pdf

20. Supporting documents

- *SEND Policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- *Accessibility Plan*
- *Behaviour Policy*
- *Anti-bullying Policy*
- *Attendance Policy*
- *Admissions Policy*
- *Safeguarding & Child Protection Policy*
- *Careers education Policy*



21. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages