BORDEN GRAMMAR SCHOOL



Special Educational Needs & Disability (SEND) Policy & Information Report

Review Responsibility:	SENDCo
Frequency of Review:	1 year
Date Approved:	Nov 26
Approved By:	Board of Trustees
Next Review Due By:	Nov 27

Contents

Statutory Definitions (SEN & Disability) **3**
Broad Areas of Need & Provision **3**
Admission for Students with SEND **4**
Identification & Assessment (Graduated Approach) **4**
Evaluating Provision Effectiveness **5**
Consulting with Parents/Carers & Students **5**
Teaching, Curriculum Adaptations & Exam Access **6**
Staff Training & Expertise **7**
Resourcing & Funding **7**
Social, Emotional & Mental Health **7**
Transition (KS2 -> 3 & Post16/18) **8**
Governance & External Partnerships **9**
Local Offer & Advice Services **9**
Key SEND Contacts **9**
The Special Educational Needs and Disabilities Coordinator (SENDCo) 9
SEND Governance 10
Complaints & Disagreement Resolution **10**

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 2021
- SI 2012/1124 The School Information (England) (Amendment) Regulations 2012

This policy should be read in conjunction with the following school policies:

- Access Arrangements Policy
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy.
- Mental Health & Wellbeing Policy
- Safeguarding & Child Protection Policy
- Supporting Students with Medical Conditions Policy
- Suspensions & Permanent Exclusions Policy

Statutory Definitions (SEN & Disability)

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 them.

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

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them 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.

A child or young person is considered to have a disability, under the Equality Act (2010) if they have '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 SEND definition.

Broad Areas of Need & Provision

At Borden Grammar School, provision is made across all four areas of need identified in the SEND Code of Practice, ensuring that children and young people receive appropriate support for their individual needs, whether or not they have an Education, Health and Care Plan (EHCP):

The four broad areas of need

- **Communication and Interaction**: This may include Autism Spectrum Condition (ASC) Speech, Language & Communication Needs (SLCN) and Developmental Language Disorder (DLD).
- **Cognition and Learning**: This may include specific learning needs such as Dyslexia, Dyscalculia and Dyspraxia, as well as Moderate, Severe, Profound and Multiple Learning needs.
- **Social, Emotional and Mental Health**: This may include Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and a range of social, emotional and mental health needs and difficulties.
- **Sensory and/or Physical needs**: This may include Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disabilities (PD).

The school can access additional specialist support, advice and training across all areas of SEND to ensure that children's individual needs are appropriately identified and supported. Provision is responsive to the needs of each child, and the school is committed to ensuring that all pupils are supported to access learning and participate fully in school life.

Admission for Students with SEND

Admission for pupils is subject to the school's determined Admissions Policy and achieving the required selective standard in the Kent PESE (Procedure for Entrance into Secondary Education/11+). Students who have taken part in the Kent PESE (either being Grammar school assessed or High school assessed) will also be eligible for admission if they reach the required standard through the Borden Assessment Procedure (as set out in Section 3 of the Admissions Policy).
In accordance with the Equality Act 2010, reasonable test access arrangements (e.g. extra time, rest breaks, smaller examination room etc.) are provided for candidates with identified need. Parents or carers must discuss with their primary school about requesting special arrangements. Access arrangements requests can only be considered if supported in writing by a child's current school Headteacher.
The school's admission arrangements do not discriminate against or disadvantage disabled pupils or pupils with SEND. Once admitted, the school will utilise its SEND support mechanisms and KCC Professional Resource Group to make reasonable adjustments under the Equality Act 2010 to ensure full curriculum access. Pupils with an EHCP naming Borden Grammar School in section I are admitted under a separate statutory process governed by section 39 of the Children and Families Act 2014, where the school is formally named following statutory consultation.

Identification & Assessment (Graduated Approach)

The progress of all pupils is regularly monitored and assessed within the classroom. Subject teachers are responsible for assessing and monitoring progress, supported by their line managers and Heads of Year. This ongoing monitoring helps to identify pupils who may be making less than expected progress across any area of the curriculum, allowing their needs to be identified and addressed at an early stage. In line with the SEND Code of Practice, teachers use a graduated approach to identify and support individual needs. Wherever possible, these needs are met through high-quality classroom teaching, with teaching and learning adapted to reflect pupils' individual strengths and needs.
Teachers use assessment information and progress data to inform their planning, adapt learning activities, identify appropriate targets and put strategies in place to help pupils make progress.
Where a pupil is identified as making less than expected progress or displaying other indicators of an additional need, the subject teacher or Head of Year will discuss their concerns with the SENCo.
Borden Grammar school has a fortnightly Inclusion Panel (attended by the Senior Leadership group &

SENCo to discuss referrals from Heads of Year) which provides a coordinated, multi-disciplinary approach to identifying and supporting pupils who require additional or more targeted intervention to promote their progress, wellbeing, engagement and inclusion within school (the schools Inclusion Framework can be viewed on our website: https://www.bordengrammar.kent.sch.uk/information/equality)
Feedback from parents/carers, pupils and school staff, alongside ongoing assessments helps the school identify individual needs, plan appropriate support and evaluate the effectiveness of provision (at least three times a year) through the graduated approach: Assess, Plan, Do, Review. Where a pupil is identified as having SEND, additional provision is put in place through SEND Support. This means that the pupil receives support that is additional to, or different from, the provision generally available to other pupils of the same age. Parents/carers will be formally informed when their child is identified as requiring SEND Support. Where appropriate, advice, support and specialist assessments may also be sought from external professionals and services.
As a selective grammar school, we recognise that high academic attainment does not necessarily mean that a pupil does not have SEND. Some needs may be less immediately apparent and can be masked by strong academic performance. Our identification and assessment processes therefore consider the whole child, including relative underachievement, attendance, differences in information processing, executive functioning, communication, organisation and emotional wellbeing. We recognise that a pupil may achieve highly academically while still experiencing barriers to learning or requiring additional support to manage aspects of school life.
If a pupil is making expected progress, their needs and the effectiveness of the support in place will continue to be reviewed. Where appropriate, consideration may be given to whether they still require SEND Support, taking into account their individual needs and whether they can maintain progress without additional or different provision. Parents/carers will always be informed and involved in decisions regarding any changes to their child's SEND identification and provision.

Evaluating Provision Effectiveness

Reviews of SEND Support Plans will take into account relevant assessment data, attendance and behaviour information, and feedback from pastoral and teaching staff. This will be considered alongside the views of the pupil and their parents/carers. All of this information will be used to evaluate the effectiveness of the provision in place, assess the pupil's progress towards their identified outcomes and determine whether any adjustments to support or provision are required to meet their individual needs.
Where appropriate, pupils with SEND may also undergo more frequent, targeted assessments in areas such as emotional wellbeing scales, literacy skills, handwriting and phonological processing. These assessments help to identify progress in key areas of development and highlight any areas where further support may be required. Pupils' social development and integration within the school community will also be monitored by the pastoral team, including the Head of Year and Form Tutor.
Where progress data and assessment outcomes indicate that a pupil is not making adequate progress, their SEND Support Plan will be reviewed and, where necessary, amended to ensure that provision remains appropriate and responsive to their needs.
The effectiveness of SEND provision across the school will be monitored and evaluated throughout the academic year. Findings will be shared with the Governing Body regularly and presented in a written report annually.

Consulting with Parents/Carers & Students

All parents/carers of pupils at Borden Grammar School are invited to discuss their child's progress at

parents' evenings and receive regular progress reports throughout the academic year. The school also welcomes opportunities to meet with parents/carers outside these scheduled times to discuss any concerns, provide updates or review a pupil's individual needs and progress.
As part of the school's graduated approach to supporting pupils, some may receive additional teaching, targeted interventions or other support to address gaps in learning where progress monitoring indicates this is necessary. Accessing such support does not, in itself, indicate that a pupil has SEND. Any additional provision will be recorded, monitored and evaluated to assess its effectiveness, with progress and outcomes shared with parents/carers regularly.
Where a pupil does not make expected progress despite the support and interventions already in place, the school will work in partnership with parents/carers to explore the underlying barriers to learning. This may involve further internal or external assessments, seeking specialist advice and identifying specific outcomes and appropriate provision to better meet the pupil's needs.
Where it is identified that a pupil has SEND (or has an EHC Plan) and requires special educational provision, they will be placed on the SEND register and parents/carers will be fully involved in the development, implementation and review of their SEND Support Plan (at least 3 times a year). The views and experiences of both the pupil and their parents/carers will be actively sought and taken into account throughout the assess, plan, do, review cycle, ensuring that decisions about support and provision are collaborative and responsive to the pupil's individual needs.

Teaching, Curriculum Adaptations & Exam Access

High-quality adaptive teaching is the starting point for supporting all pupils, including those who have, or may have SEND. Effective teaching recognises and responds to the individual needs of pupils through appropriate adaptations to teaching approaches, resources, the curriculum and the learning environment. Additional interventions and support complement, rather than compensate for, high-quality classroom teaching.
The school is committed to regularly reviewing and monitoring the quality of teaching for all pupils, including those who may be at risk of underachievement. This includes ensuring that teachers have the knowledge, understanding and skills to identify and support vulnerable pupils effectively, alongside a clear understanding of the most frequently encountered special educational needs, as outlined in the SEND Code of Practice (2014, paragraph 6.37).
At Borden Grammar School, the quality of teaching is judged to be at the expected standard - please refer to the Ofsted Inspection Report, May 2026, which can be viewed on our website: https://www.bordengrammar.kent.sch.uk/information/ofsted
The school uses the Kent County Council (KCC) Mainstream Core Standards to guide teaching practice and ensure that appropriate adaptations are made to the curriculum and learning environment to support the needs of pupils with SEND. In addition, teachers draw upon recommendations from internal and external assessments, professional advice and the strategies and provision outlined in the students' Pupil Profile and Education, Health and Care (EHC) Plans to ensure that teaching and support are tailored to pupils' individual needs.
Where examination access arrangements or reasonable adjustments are required for pupils, whether or not they have identified SEND, these will be coordinated by the Examinations Officer under the guidance and direction of the SENCo. All arrangements will be made in accordance with the regulations and guidance set out by the Joint Council for Qualifications (JCQ) and the relevant examination boards. Specific eligibility criteria and evidence requirements must be met before access arrangements can be approved and implemented.
It is essential that any examination access arrangements reflect the pupil's normal way of working in the classroom and provide appropriate support to enable them to demonstrate their knowledge and abilities. Where appropriate, arrangements should be established at the start of the course, once the school has gathered sufficient evidence to identify and confirm the pupil's individual needs.

The school's Access Arrangements Policy and Policy on the Use of Word Processors in Examinations are reviewed annually to reflect the latest JCQ guidance and requirements. Copies of these policies are available on request from the SENCo.

Staff Training & Expertise

Teachers and support staff have access to ongoing professional development throughout the academic year to strengthen their knowledge, understanding and practice in meeting the needs of pupils with SEND. Training focuses on (but is not limited to) developing effective pedagogical approaches, including adaptive teaching, literacy, metacognition, assessment, questioning, modelling, behaviour and de-escalation alongside a range of specific areas of SEND.
The sharing of effective practice is actively encouraged through lesson observations, collaborative working and access to information dashboards which provide staff with current research, evidence-informed strategies and approaches to supporting pupils with SEND.
Additional specialist training is accessed through partnerships and links with special schools, Virtual Schools (which oversee provision for children in care) and the Specialist Teaching and Learning Service (STLS). Where specialist equipment or resources are required to support individual pupils, relevant staff will receive appropriate training to ensure they can use these effectively and confidently.
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.

Resourcing & Funding

As part of its annual budget, the school receives an allocation of notional SEND funding, which contributes towards the cost of providing high-quality teaching and appropriate resources, interventions and support for pupils with SEND. The level of support and resources required will vary according to each pupil's individual needs and circumstances.
In Kent, the arrangements for accessing additional High Needs Funding (HNF) in mainstream schools changed from September 2025. Funding is now accessed through two main routes: specific funding allocations made directly by the Local Authority for individual pupils with an Education, Health and Care (EHC) Plan and funding distributed through Communities of Schools (CoS).
Communities of Schools enable groups of schools to work collaboratively to identify local needs, share resources and agree how available funding can best be used to support pupils receiving SEND support and pupils with EHC Plans. Requests are considered collaboratively, taking into account the evidence of need, provision required and the funding available within the community. Applications for additional funding will be used to support a wider, whole-school approach to inclusion.

Social, Emotional & Mental Health

At Borden Grammar School, we recognise the importance of developing pupils' emotional resilience, social skills and emotional wellbeing as an integral part of their education and actively promote the development of these skills through both direct teaching, including PSHE lessons and form time, and the everyday interactions and conversations that take place between pupils and staff throughout the school day.
We recognise that having strong academic abilities does not necessarily mean that a pupil will not experience difficulties with their social, emotional or mental health. We understand that pupils may experience additional challenges associated with academic expectations, managing increased

independence, organisational demands, peer relationships and the social and emotional changes experienced throughout adolescence. We are committed to ensuring that pupils who experience these challenges are identified and supported appropriately, enabling them to access the curriculum and participate fully in school life.
Support may include:

1. Kent Counselling for Schools
2. Emotional Wellbeing Team
3. Mentoring opportunities with a staff member, a sixth form peer mentor or a sixth form Mental Health First Aider
4. Access to a designated safe space (sensory room) and emotionally attuned adults
5. Individual and small-group interventions focusing on emotional regulation, resilience, social skills, study skills and organisation.
6. Signposting and referrals to external services, including Child and Adolescent Mental Health Services (CAMHS), where appropriate
7. Early Help notifications to access additional support for pupils and their families
8. Referral to Kent Health Needs Education Service where appropriate;
9. Implementation of guidance provided by specialists such as Specialist Teachers, SEND Inclusion Advisors, Educational Psychologists and the Attendance Service.

We recognise that some pupils with SEND may require additional time, support and opportunities to develop their emotional, social and interpersonal skills. Where this is the case, the school will consider appropriate additional and different provisions to support their individual needs, promote their independence and enable them to develop confidence, resilience and positive relationships with others.

Transition (KS2 -> 3 & Post16/18)

At Borden Grammar School, we recognise that effective transition arrangements are essential in ensuring that pupils with SEND feel confident, supported and prepared when moving between educational settings. We work closely with pupils' previous schools and other relevant professionals to gather information about individual needs, existing SEND provision and successful support strategies. This helps to ensure continuity of support and a smooth transition into Borden Grammar School.
Where appropriate, the SENDCo will attend Year 6 Annual Review meetings for prospective pupils with an Education, Health and Care (EHC) Plan, to contribute to transition planning and ensure that appropriate SEND provision is considered before the pupil joins the school.
Prospective pupils are visited in their primary school by a member of Borden Grammar School staff and invited to attend an induction day. For pupils with SEND who may require further support, additional visits, meetings and transition arrangements will be organised, to ensure that pupils are becoming familiar with the school environment, key staff, routines and expectations.
The school also recognises the importance of effective transition when pupils move on to further education, higher education, employment or other post-18 destinations. In line with the Preparing for Adulthood (PfA) outcomes (SEND Code of Practice, Chapter 8) the school supports pupils to develop the knowledge, skills and confidence needed for adult life, during form time activities, enrichment lessons and via visits and events. The SENDCo and relevant support staff contribute to transition planning by sharing appropriate information with onward educational settings and, where necessary, employers or work placement providers, to help ensure that pupil needs and individual support requirements are understood and appropriately planned.
Transition arrangements are designed to promote continuity of support and enable pupils to achieve positive outcomes in adulthood. Pupils are encouraged to engage with the relevant support services at their chosen university or further education setting as they move on from Borden, including disability and student support services, to ensure that appropriate adjustments and support are in

place.

Governance & External Partnerships

The school engages with the following bodies:

- KCC Professional Resource Group (including SEND Inclusion Advisors, Educational Psychologists, Specialist Teachers and Speech and Language Therapists).
- Referral to Early Help and Preventative Services via the Kent Family Support Framework.
- Referral to Specialist Community Public Health Service (mental health, emotional wellbeing and neurodevelopmental referrals) 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 the Communication and Assistive Technology Team.

Local Offer & Advice Services

Kent County Council publishes an online SEND local offer: https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities. The local offer helps young people and their families to find help, advice and services across the local area. It supports families in understanding the support available to meet individual needs and make informed decisions about the services and provision they may wish to access.
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
- provide face to face support either online or in person
- provide information about agencies and processes
- help you 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 SENDCo for support to gain the information they require.

Key SEND Contacts

The Special Educational Needs and Disabilities Coordinator (SENDCo)
The SENDCo at Borden Grammar School is Natalie Zarzycki, who is a qualified teacher and holds the National Award for Special Educational Needs Coordination (NASENCo). She also holds the following qualifications: BSc Psychology and Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A).
The SENDCo can be contacted by telephone on 01795 424192 or by email at nzarzycki@bordengrammar.kent.sch.uk
The SENDCo is line-managed by Mrs. Brooker, Assistant Headteacher for Safeguarding and Inclusion.

SEND Governance
The school's SEND Trustee is Mrs. Sutehall, who provides governance oversight of the school's SEND provision. She can be contacted by email at esutehall@bordengrammar.kent.sch.uk

Complaints & Disagreement Resolution

Complaints about SEND provision should be made in the first instance to Mrs. N Zarzycki (SENDCo). 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. The school's complaints procedure can be viewed on our website: https://www.bordengrammar.kent.sch.uk/information/policies
Should you continue to have a disagreement with the decision of the schools' governing body, you can access a process called disagreement resolution and mediation. The contact details of the disagreement resolution and mediation services for Kent can be found via this link: https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution
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

SEND Information Report

Inclusion Team

SEND Governor: Mrs E Sutehall esutehall@bordengrammar.kent.sch.uk
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

Contents

1. SEND Information Report **13**
2. What types of SEND does the school provide for? **13**
3. Which staff will support my child, and what are their key responsibilities? **14**
Special Educational Needs and Disability Co-ordinator, or SENDCO 15
Class/Subject Teachers 15
Learning Support Assistants (LSAs) 15
External Agencies 16
4. What should I do if I think my child has SEND? **16**
5. What happens if the school identifies a need? **17**
6. How will the school measure my child's progress? **17**
7. How will I be involved in decisions made about my child's education? **18**
8. How will my child be involved in decisions made about their education? **19**
9. How will the school adapt its teaching for my child? **19**
10. How will the school evaluate whether the support in place is helping my child? **20**
11. How will the school ensure my child has appropriate resources? **20**
12. How will the school make sure my child is included in activities alongside pupils who don't have SEND? **20**
13. How does the school make sure the admissions process is fair for pupils with SEN or a disability? **21**
14. How does the school support pupils with disabilities? **21**
15. How will the school support my child's mental health and emotional and social development? **22**
Level 1: Universal School Support 22
Level 2: Early Help 23
Level 3 – Complex Needs and External Specialist Support 23
16. What support is in place for looked-after and previously looked-after children with SEND? **24**
17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? **24**
Between Years 24
Between Schools 24
Between Phases 24
Onto Adulthood 24

18. What support is available for me and my family? 25
19. What should I do if I have a complaint about my child's SEND support? 25
20. Supporting Documents 26
21. Glossary 26

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
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 them.
A child of compulsory school age or a young person has a learning difficulty if they:

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

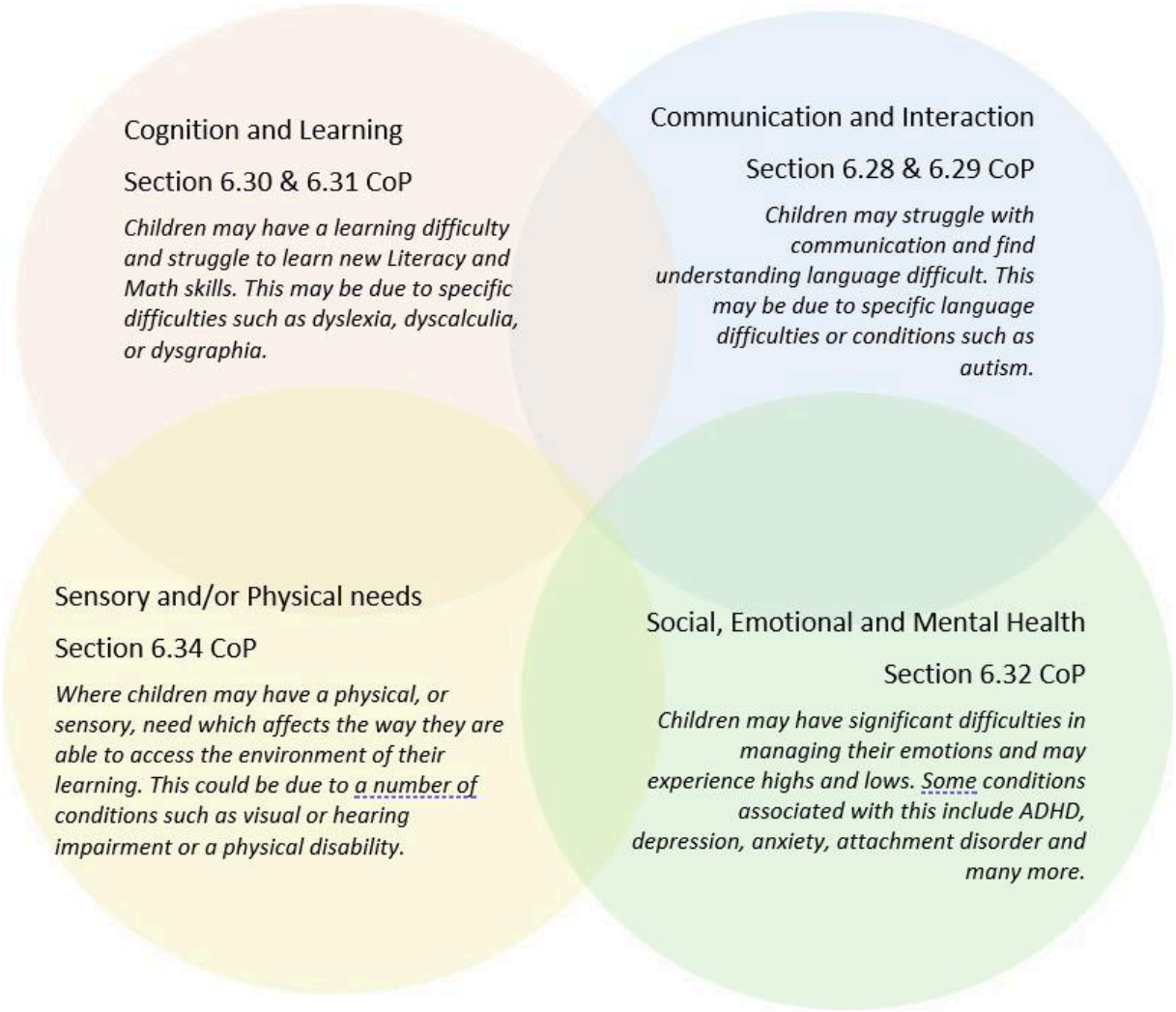
SEN Code of Practice (2014, p 4)

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.
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.*

Special Educational Needs and Disability Co-ordinator, or SENDCO

The named SENDCO is Mrs N Zarzycki.
Mrs Zarzycki is a qualified teacher, achieved the National Award in Special Educational Needs Co-ordination (NASENCo) in 2013 and qualified in Psychometric Testing, Assessment and Access Arrangements (CPT3A) 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 use adaptive teaching 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 SENDCO providing suggested strategies for different types of need. The SENDCO also sources external specialist training for staff to inform practice and strategies related to the four areas of SEND. 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 counselling service (Kent Counselling for Schools), the Emotional Wellbeing Team (EWT), Community of Schools, Early Intervention Support (Early Help), NHS services (CYPMHS mental health service and School Health), Kent Health Needs Education Service, the Specialist Teaching and Learning Service, Kent PRU and Attendance Service (KPAS), KCC SEND Inclusion Advisors and Kent Educational Psychology Service (KEPS). All of our teachers are supported by the SENDCO to meet the needs of pupils who have SEND.

Learning Support Assistants (LSAs)

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

- Social skills
- ADHD awareness
- ASC awareness
- Executive Functioning & Study skills
- Art intervention
- Lego intervention
- Healing Together – supporting children's stress and anxiety
- Language for behaviour and emotions
- Planning alternative tomorrows with hope
- Neurolinguistic spelling strategy

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

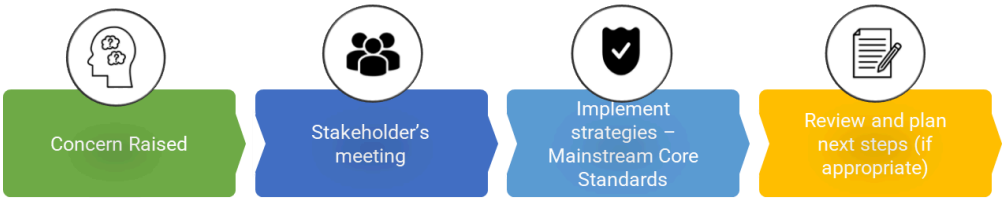
- Managing and recognising emotions
- Healing Together – angry emotions
- Wellbeing support
- Sensory circuits
- Anti-bullying
- Reward sessions
- Emotional literacy
- Dog therapy
- Emotional Based School Avoidance (EBSA)

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
- Specialist Teaching and Learning Service
- Voluntary sector organisations

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



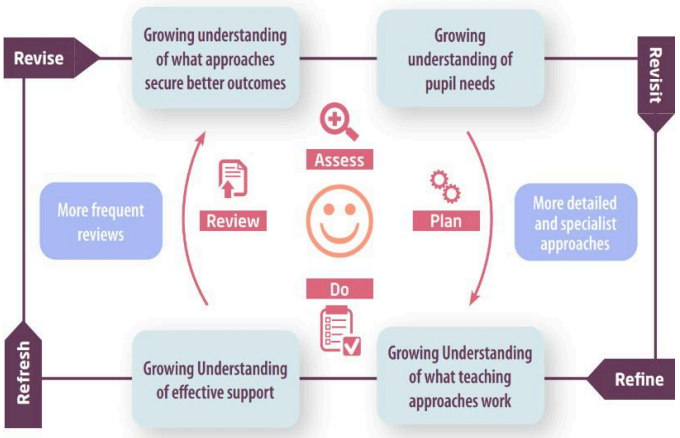
Phase 1	If you have concerns relating to your child's learning, behaviour or wellbeing then this should initially be discussed with the subject teacher or Head of Year. If it is determined that a young person is not making satisfactory progress, or presents other difficulties, the subject teacher or Head of Year will discuss concerns with the SENDCO. It is important to raise your concern with the school, so that the SENDCO is aware.
Phase 2	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.
Phase 3	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.
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.

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 adapted 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 SENDCO. We hold a fortnightly Inclusion Panel (attended by the Senior Leadership group & SENDCo to discuss referrals from Heads of Year) which provides a coordinated, multi-disciplinary approach to identifying and supporting pupils who require additional or more targeted intervention to promote their progress, wellbeing, engagement and inclusion within school. 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.
Borden Grammar School's Inclusion Framework can be viewed here:
https://www.bordengrammar.kent.sch.uk/information/equality

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 (Teaching and Learning & Raising Standards Leader) for the relevant key stage. This facilitates informed discussions and planning of subject specific interventions and adaptations. 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 SENDCO, 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.

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 SENDCo) 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 parents and carers are 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 Arbor app or telephone) your child's form tutor, Head of Year or SENDCo.

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 in place, which outlines the measures taken to ensure that disabled pupils can fully access and participate in all aspects of school life, including the school

environment, facilities and 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 adapted 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 adapted teaching methods on a whole class level
- Analysis of pupil tracking data and assessment results both internally and in line with national data
- Work sampling and book scrutinyTeacher meetings with the SENDCo 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 for pupils who have an Education, Health Care Plan (EHCP)

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 endeavour to 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 we are a selective grammar school, admission is based on pupils attaining the required standard in the Kent Procedure for Entrance into Secondary Education or through the Borden Assessment Procedure (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. Pupils with an EHCP naming Borden Grammar School in section I are admitted under a separate statutory process governed by section 39 of the Children and Families Act 2014, where the school is formally named following statutory consultation. 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 students effectively and are taking the required steps to prevent disabled pupils from being treated less favourably 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 SENDCo, 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 House points and celebration assemblies and events.
- 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, Personal Development (PD) curriculum, 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 and through communication channels (school website, Arbor, Facebook 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 Kent Counselling for Schools or the Emotional Wellbeing Team
- Resilience conversations
- Targeted group or 1:1 intervention sessions.
- MIND targeted support programmes: https://midkentmind.org.uk/
- Community of Schools 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: https://www.nelft.nhs.uk/services-kent-medway/
- Kent and Medway all age eating disorders service: https://www.sheernesshealthcentre-drpatel.nhs.uk/pages/Eating-Disorders
- Children's Therapy Team: https://www.kentcht.nhs.uk/childrens-therapies-the-pod/
- 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
The school's Mental Health and Wellbeing policy can be found on our website:
https://www.bordengrammar.kent.sch.uk/information/policies

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 SENDCO, 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.

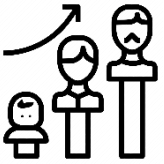
17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



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 SENDCO 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 SENDCO of the primary school meets with our SENDCO 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 (Preparing for Adulthood Outcomes, SEND Code of Practice, Chapter 8).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. 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 service (SENDIASS) organisations. To review the range of support and find out how to access them, use the link below:
https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/ south-east/kent
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-and-disabilities/suppor t-for-parents-with-send-children
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
- Togetherness (previously known as The 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.
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. The school's complaints procedure can be viewed on our website:
https://www.bordengrammar.kent.sch.uk/information/policies
Should you continue to have a disagreement with the decision of the schools' governing body, you can access a process called disagreement resolution and mediation. The contact details of the disagreement resolution and mediation services for Kent can be found via this link:
https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution
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

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

20. Supporting Documents

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



21. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
Adaptations - when teachers adjust how they teach/the resources used (following strategies from Pupil Profiles and the KCC Mainstream Core Standards) in response to a pupil's needs
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
CYMPHS – Children and Young Peoples Mental Health Service
EHC needs assessment – the needs assessment is the first step on the way to securing an Education Health Care 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
SENDCO – the Special Educational Needs and Disability 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