



# **SEN & Disability INFORMATION REPORT 2015-16**

## **1. PROVISION**

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:

*A child or young person has 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)

## **2. IDENTIFICATION & ASSESSMENT**

The provision is managed by the Special Educational Needs Co-ordinator- Mrs Janis Wigg ([jlw@bordengrammar.kent.sch.uk](mailto:jlw@bordengrammar.kent.sch.uk) Tel:01795 424192 Ext 116), who reports directly to Mrs L Townend, Deputy Headteacher.

The progress of all students is assessed regularly and is the responsibility of the subject teacher, supported by their line managers. This allows for early and effective identification of pupils who are making less than expected progress, in all areas of the curriculum. We follow the guidelines, outlined in the Special Educational Needs Code of Practice, which recommends a graduated approach. Where possible, we try to meet individual needs, within the classroom, through ensuring that our planning, teaching and approaches are differentiated. However, if we determine that a child is not making satisfactory progress, or presents other concerns, the class teacher /head of year consults the SENCo, who will assess existing strategies and may offer a more personalised and targeted approach.

## **3. ARRANGEMENTS FOR CONSULTING PARENTS/CARERS**

If any provision additional or different to the normal curriculum offer is put in place for a student, parents/carers will be contacted accordingly.

#### **4. ARRANGEMENTS FOR CONSULTING STUDENTS**

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

#### **5. ASSESSMENT & REVIEW**

Pupil progress is monitored by the classroom teacher and is reported to parents five times per academic year. Parents are provided with opportunity to feedback either through discussion or written response and all students review their progress regularly.

#### **6. TRANSITION ARRANGEMENTS**

The Learning Support team work closely with the Head of Year 7 to ensure a smooth transition from primary to secondary education. All students are visited in the primary setting by a member of the BGS staff and the SENCo will arrange extra visits/meetings for those students with SEN&D who require a more personalised approach. The “Aim Higher” classes for students in year 6 provide a further opportunity for pupils to spend a significant amount of time in school, in addition to the July Induction day.

For those students with SEN&D in KS4/5 who are transferring to Higher/Further education or the world of work, a support package is in place to meet their needs, with additional input from the SENCo in order to ensure a smooth transition.

#### **7. TEACHING APPROACH FOR STUDENTS WITH SEN&D**

The foundation of our provision for students with SEN&D is high quality teaching, as identified in the Core Standards. Staff have access to relevant information on pupil needs and are able to differentiate their lessons accordingly, so that all pupils are supported in attaining or exceeding expected progress. The Continuing Professional Development programme enables individual staff to receive training and support with the SENCo providing suggested strategies for different types of need. SEN&D provision is reviewed regularly by the leadership group as part of the whole school improvement plan.

#### **8. ADAPTATIONS**

Adaptations are made to both the curriculum and learning environment, where reasonable, in order to ensure full access for all students with SEN&D.

#### **9. STAFF TRAINING**

All staff follow a CPD programme; the 2014/15 offer includes bespoke training from Meadowfields; the Educational Psychology package purchased by BGS can be adapted to meet any CPD needs. Specialist support is accessed via the Local Inclusion Forum Team (LIFT); Early Intervention Support; Swale Inclusion Service; Educational Psychology; Specialist Teaching Service.

## **10. EVALUATING EFFECTIVENESS OF PROVISION**

The effectiveness of provision is measured by the following:

- Regular observations of lessons throughout the year, both by the leadership group and within departments, including the provision of differentiated teaching for those with SEN&D.
- Analysis of pupil tracking data and assessment results both internally and in line with national data
- Ensuring that outside agencies, where appropriate, are fully informed and involved.
- School self-evaluation and any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

## **11. ENGAGEMENT IN ACTIVITIES**

Borden Grammar School endeavours to be an inclusive school and we aim to create a “level playing field” for students with SEN&D. We endeavour to maintain a sense of belonging and achievement which fosters a community spirit and all students and families are supported in achieving the best possible outcome during their time with us.

## **12. EMOTIONAL & SOCIAL DEVELOPMENT**

There is a strong pastoral structure at the heart of the school, with heads of year and form tutors who develop close links with the students in their care. The school council, anti-bullying ambassadors and the house system provide ample opportunities for the pupil voice to be heard and the Ofsted Report (2013) judged the behaviour and safety of pupils to be **outstanding**. The Learning Support team, under the guidance of the SENCo, provide small group and one to one interventions for those students needing assistance with social, organisational and emotional issues and our School Welfare Officer takes booked appointments with students and families on a weekly basis.

## **13. EXTERNAL AGENCY SUPPORT**

With parental consent where necessary and in order to meet the needs of our students and support their families, we regularly engage with the following outside agencies: Educational Psychology; Special Educational Needs Teaching and Support Service; School Health/National Health Service; Child & Adolescent Mental Health Service; Early Intervention Service; RNIB and Kent Association for the Blind; Kent Autistic Trust; Kent Social Services; Kent Police; Any other agency who can provide assistance in supporting our students.

## **14. COMPLAINTS**

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

This information is regularly reviewed and links to the “Local Offer” from Kent County Council which can be accessed at:

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