



SEN & Disability INFORMATION REPORT 2017-18

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:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

SEN Code of Practice (2014, p 4)

IDENTIFICATION & ASSESSMENT

The provision is managed by the Special Educational Needs Co-ordinator - Natalie Zarzycki (nzarzycki@bordengrammar.kent.sch.uk Tel: 01795 424192) who reports directly to Mrs S Smith, Assistant 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.

ARRANGEMENTS FOR CONSULTING PARENTS/CARERS

All parents of pupils at Borden Grammar School are invited to discuss the progress of their children at least once a year and receive a written report four times per year. In addition we are happy to arrange meetings outside these times. If any provision additional or different to the normal curriculum offer is put in place for a student, parents/carers will be actively supported to contribute to assessment, planning and review throughout the year.

ARRANGEMENTS FOR CONSULTING STUDENTS

Students are involved in the decision-making process whenever possible. We support them in how they 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.

ASSESSMENT & REVIEW

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

TRANSITION ARRANGEMENTS

The Learning Support team works 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 employment, a support package is in place to meet their needs, with additional input from the SENCo in order to ensure a smooth transition.

TEACHING APPROACH FOR STUDENTS WITH SEN&D

The foundation of our provision for students with SEN&D is high quality teaching, as identified in KCCs Mainstream 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.

ADAPTATIONS

The school site is an accessible and inclusive environment. Adaptations are made to both the curriculum and learning environment, where reasonable, in order to ensure full access for all students with SEN&D. Further information about specific adaptations can be sourced within the school’s Accessibility Plan.

STAFF TRAINING

All staff follow an in-school CPD programme; bespoke training from Meadowfields; the Educational Psychology Service Agreement 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 and the Specialist Teaching Service.

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.

ENGAGEMENT IN ACTIVITIES

Borden Grammar School endeavors to be an inclusive school and we aim to create a “level playing field” for students with SEN&D. We strive 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. All clubs, trips and activities offered to pupils at Borden Grammar School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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. 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.

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 Natalie Zarzycki, 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>

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