



BORDEN GRAMMAR SCHOOL

Special Educational Needs & Disability Policy

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Borden Grammar School

Special Educational Needs & Disability Policy

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Special Educational Needs and Disability Policy

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, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies- Accessibility Policy, Admissions Policy, Anti-Bullying Policy, Attendance Policy and Behaviour Policy. This policy was developed with the input of staff, parents/carers, representatives from the governing body and the parent teachers association.

Definition of SEN

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.

Definition of disability

A child or young person has a disability under the Equality Act (2010) that is '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 child or young person requires special educational provision, they will also be covered by the SEN definition.

1. The kinds of special educational need for which provision is made at the school

At Borden Grammar School we endeavour to make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, autism, Asperger's syndrome, Attention deficit Hyperactivity Disorder, Attention Deficit Disorder, sensory and physical needs and social, emotional and mental health needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan (EHC) with the following kinds of special educational need: Visual Impairment and Physical Impairment. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the policy for identification and assessment of pupils with SEN

At Borden Grammar School we take into consideration information from other sources regarding potential Special Educational Needs; this may include medical, psychological or specialist diagnostic assessments from previous schools or information from parents/carers.

As a school, we monitor the progress of all pupils four times a year to review their academic progress, issuing progress reports at regular intervals throughout the academic year alongside parental consultation evenings.

Where progress is not sufficient, even if special educational need has not been

identified, we put in place extra support to enable the pupil to catch up. Examples of which are literacy, emotional, social and organisational support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Borden Grammar School we are experienced in using the following assessment tools: Lucid Exact and the Comprehensive Test of Phonological Processing (CTOPP-2). Additionally, we have access to external advisors who are able to use specialist assessment tools as required.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers and pupils, through an SEN support plan which is reviewed regularly and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified. We will ensure that teachers and support staff who work with the pupil are aware of the support to be provided, teaching approaches to be used and progress monitored.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a. how the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- a. Is significantly slower than that of their peers starting from the same baseline
- b. Fails to match or better the child's previous rate of progress
- c. Fails to close the attainment gap between rate of progress
- d. Widens the attainment gap

For pupils with or without an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b. the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of literacy skills and phonological processing. By using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

3c. the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Borden Grammar School the quality of teaching is judged to be good (see Ofsted Report Nov 2016). We follow the Mainstream Core Standards advice developed by KCC to ensure that our teaching conforms to best practice:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

3d. how the school adapts the curriculum and learning environment for pupils with special educational needs

At Borden Grammar School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility planning: renewing of visibility strips on internal stairs, renewal of marking in designated disabled staff car park spaces, high backed stools in Labs 1, 2, 3 and 4 and Art Rooms 1 and 2, all classrooms have

contrasting tables (grey) and chairs (blue) and any new classroom furniture will be of these contrasting colours, replacement windows in main building with roller blinds fitted in key classrooms and consideration for the next leased minibus to include disabled access (lease expires 2019).

3e. additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional or different teaching strategies for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide resources for pupils with high needs, and above that high needs funding amount the Local Authority should provide top up to the school.

3f. how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

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

3g. support that is available for improving the emotional and social development of pupils with special educational needs

At Borden Grammar School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, Integrated Learning Programme, form time and indirectly with the conversations adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to school welfare officer to work with both pupil and family; mentor time with staff member, sixth former or peer mentor; access to the school nurse; external referral to CAMHS; time-out space for pupil to use when upset or agitated; small group support in building a bridge between home and school life etc; other individual support as required.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4. The name and contact details of the SEN Co-ordinator

The SENCO at Borden Grammar School is Natalie Zarzycki, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications:

BSc Psychology

Specialist Assessor holding a Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A).

Natalie Zarzycki is available on 01795 424192 or can be contacted at

nzarzycki@bordengrammar.kent.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have had awareness training in supporting pupils with special educational needs, such as; strategies for removing barriers to participation, working with pupils who have physical, visual and hearing impairments, modification and inclusion training, inclusion and provision to support pupils with medical conditions, precision teaching interventions for pupils with dyslexia and Child Protection training.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are MIDAS Centre at Meadowfield, the Educational Psychologist Service and KCC etc. The cost of training is covered by the notional SEN funding.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavour to purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

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. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded,

tracked, evaluated and shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents and pupils will be actively supported to contribute to assessment, planning and review throughout the year.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Borden Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO, Head of Year, Head of School, Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of Local Inclusion Forum (LIFT) for access to specialist teaching and learning service.
- Referral to Early Help and Preventative Services via the Kent Family Support Framework.
- Referral to Specialist Community Public Health Service via the Single Point of Access.
- Referral to Child and Adolescent Mental Health Services (CAMHS).
- A Service Level Agreement with Educational Psychology service for 3 days per year.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 413000

Office: 03000 412412

Address: Shepway Centre, Oxford Road, Maidstone. ME15 8AW

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Borden Grammar School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer process as seamless as possible. The SENCo attends year 6 Annual Review meetings when invited for transferee pupils with Education, Health and Care plans in order to facilitate transition planning.

Additional visits and meetings are arranged as necessary in order for all pupils with SEN to make a smooth transition and every new pupil is visited in the primary setting by a member of the Borden Grammar School staff.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCo and support team are involved in post 16/18 planning and universities/work placements are liaised with to ensure needs are catered for. Each student is encouraged to access the relevant university support services on arrival and provide consent for them to contact the school, so that we can assist in providing evidence of need for ongoing provision of support.

13. Information on where the local authority's local offer is published

The local authority's local offer is published on

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

Parents/carers without internet access should make an appointment with the SENCo for support to gain the information they require.

Approved by the Governing Body: 9.1.18

Next Review on: January 2021