

### My child has accessed interventions, based on their needs, and is still not making progress:

If your child has accessed interventions through the use of the graduated approach and is still not making progress, a meeting will be held with you the parent/carer, the child's class teacher and the school SENDco. During this meeting the school team will discuss with you other options that may be available to support your child. It may be decided that your child requires a more specialist approach. This can be obtained through an application for an Education, Health and Care Plan.

### What is an Education, Health and Care Plan (EHCP)?

The Children and Families Act, puts children and young people at the centre of the assessment and planning process so that outcomes are co-produced with parents/carers and/or with young children/people themselves. Education, health and care (EHC) plans are a legal document that outlines the support a child or young person will receive in order to meet their needs. The focus is very much on what is important for children and young person - and how they can gain the specialist support in order to prepare them for life beyond the education system.

### Information contained in an Education, Health and Care Plan

The information contained in an Education, Health and Care Plan covers a child or young person's education, health and care needs, their desired outcomes, and the range of multi-disciplinary support that will be provided to help them achieve their outcomes and aspirations. Often the Local Authority provides the school with a budget in order for us to support your child with their needs. This budget may be used to employ a specialist one-to-one adult to work with your child while they attend a mainstream school, such as Kilburn Grange School.

Our Assistant Headteacher  
& School SENDco, Miss Sarah Storey,  
Co-ordinates the SEND provision  
across the school.  
Contact number: 0207 504 0547



### The Education, Health and Care Plan means joined-up care

The Local Authority is responsible for making sure services across the three areas (Education, Health and Social Care) are brought together and that the plan is co-ordinated between those services and the family. Joint assessments will help parents and young people to 'tell their story' only once and will focus on the outcomes that children and young people can achieve as well as identifying the support needed to do this.

### Individual Education Plans

If your child has an individual educational need and/or an EHCP you will be invited into school to meet with the school SENDco and other supporting staff to discuss specific termly targets for your child. It is really important that you attend these meetings, as no one knows your child as well as you do! We value your input in your child's education and also know that the best outcomes for children are always achieved when the parents/carers, pupils and school staff work together in partnership.

### Annual Reviews

If your child is awarded an Education, Health and Care plan, then an annual review of your child's support and needs will be held yearly. All professionals, parents/carers, school staff and the child are involved in this process. This review is to discuss the child's progress and needs, the child's opinions and new targets that may need to be set in order for your child to continue to progress. During this meeting we will review the child's progress against their long-term goals/targets, for example, whether they will achieve the desired outcomes outlined in their EHCP, by the end of primary school, secondary school or college. It may also be decided in this meeting that your child may no longer require an EHCP and the allocated funding.

If you think your child has a  
Special Educational Need, please  
arrange a meeting with your  
child's class teacher or the school  
SENDco who will discuss any  
concerns that you may have.



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## Parent Information Leaflet



## Special Educational Needs and Disabilities at Kilburn Grange School

### Our Inclusive School:

Kilburn Grange School is a fully inclusive school, which ensures that all pupils achieve to their full potential; personally, socially, emotionally and academically in all areas of the curriculum. We promote an inclusive ethos across the school and within our community. We are committed to providing a high-quality education and believe that all children, including those identified as having a special educational need/s or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them.



### Quality first teaching for all:

Every child is different and will learn and explore the world in different ways and at different times. Some children may find aspects of their learning challenging and may require support in order to help them to achieve and thrive. At Kilburn Grange School, we ensure that all children experience 'quality first teaching' in order for them to make good progress and thrive.

However, we do recognise that some children require something above and beyond quality first teaching and therefore a more tailored approach maybe adopted through the use of an intervention; to meet your child's needs. These children may need extra or different help from that given to other children in the same class or the same age.

Many children require additional intervention at some point in their school career. This does not necessarily mean that they have a SEND but your child may need short term support or intervention to help them overcome a particular barrier.

### So, what is a Special Educational Need and Disability?

Children with a Special Education Need have learning difficulties or disabilities that make it much harder for them to learn in the way other children might do, at a similar age. If your child is identified as having SEND, they are given additional support under the category of SEND support.

### Children with SEN may need extra help because of a range of needs:

At Kilburn Grange School, we endeavour to provide a good quality provision for children with special educational needs. This provision is 'additional to and different from' what is provided within a differentiated curriculum. The provision is tailored for the child's need and responds to the four areas identified in the new Code of Practice that a child may need support in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Our school mainly works in partnership with Brent Local Authority. Please view the local offer on the Brent website for further information:

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/about-the-local-offer/>

However, we do work with other local authorities such as, the borough of Camden and the City of Westminster.

### How will the school inform me that my child has a Special Educational Need?

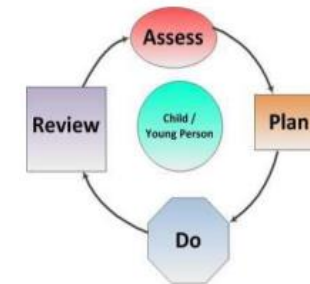
If your child does have a particular need, their class teacher will invite you into school for a meeting to discuss your child's progress. This may/may not include the school SENDco. During this meeting, your child's needs/progress will be discussed and strategies will be decided in order to support your child's future learning and progress. This will be monitored by the school SENDco and child's class teacher for normally a period of 6 weeks.

### The Importance of Early Intervention:

We recognise and understand the importance of early identification for pupils that have a special educational need as this helps us to adapt and create a provision that is tailored and inclusive for the pupil. This is underpinned by a 'Graduated Approach.'

### The Graduated Approach:

A Graduated Approach is a 4-part cycle (**Assess, Plan, Do, Review**) which allows decisions and actions to be reviewed and refined as understanding of the learners needs and what supports them in making good progress and securing good outcomes.



The Graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

- All children / young people can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is not SEND provision - differentiated learning opportunities should be given to all learners;
- Provision for a child / young person with SEND should match the nature of their needs;
- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved. Quality First Teaching ensures that the learning needs of all children are met by schools and settings.



**Special Educational Needs and Disability is a whole school responsibility. Every teacher is responsible and accountable for all pupils in their class wherever or whomever the pupils are working with.**