

Kilburn Grange School Special Educational Needs and Disabilities (SEND) Local Offer and Information Report

Our Vision: At Kilburn Grange School, our aim is to grow hearts and minds to learn, enjoy and succeed.



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Name of SEND Co-ordinator (SENDCo):	Miss Sarah Storey
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Type of school:	Free School

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The Special Educational Needs and Disability Code of Practice (Jan. 2015)

What does the DfE (2015) state that a SEND is?

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she
 - Has a significantly greater difficulty in learning than the majority of others of the same age
 - 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

The Kilburn Grange School Commitment

What we aim to do:

At **Kilburn Grange School**, we endeavour to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' what is provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice:

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

Our school mainly works in partnership with Brent Local Authority. However, we do work with other local authorities such as, the borough of Camden and the City of Westminster.

To understand what we mean by the term 'local offer' please visit a 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/>

Kilburn Grange School Special Educational Needs and Disabilities (SEND) Local Offer and Information Report

1. Identifying a pupil's special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Kilburn Grange School is a fully inclusive school, which ensures that all pupils achieve their 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 we 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.

We aim:

- To identify and provide for pupils who have SEN and/or a disability
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with pupils, parents and external professionals, such as, health and social care professionals and with the SEND Inclusion team at the Local Authority (LA)
- To provide support and advice for all staff working with special educational needs pupils
- To create an environment that meets the special educational needs of each pupil so that they can engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions is provided so that full inclusion in all school activities is achievable
- To carry out regular audits of the roles and responsibilities of all staff when supporting a pupil with SEND
- To make reasonable adjustments to enable all pupils full access to all elements of the school curriculum
- To provide or source training for TAs/LSAs, so that their personal skills and the support they offer is tailored to individual pupil needs
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To use the 'Graduated Approach' (**Assess, Plan, Do, Review**) to quickly identify needs in order to source strategies or support for individual pupils.

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1. Identifying a pupil's special educational needs and disabilities (SEND)

b. How does the school know if a child/ young person has special educational need and disabilities? How is a decision made about the support a child may need?

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 pupil's individual needs.

This is underpinned by a '**Graduated Approach**' which is explained in our SEND policy or through this useful Brent website:

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

Identification can occur in the following ways, which are not offered as an exhaustive list:

- Information gained from the child's pre-school or previous setting
- Parental concerns
- Classroom observations made by the teacher, Special Educational Needs and Disability Co-ordinator (SENDCo), Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA)
- School Assessments
- Individual assessments carried out by the Class Teacher, a trained Teacher Assistant or the SENDCo e.g., NTS standardised tests in KS1 & 2, PUMA and PiRA standardised assessments at the end of EYFS
- Assessments carried out by outside agencies where relevant
- Information from the school's data tracking systems

During the identification process, we may seek external professional input and advice to ensure that a holistic approach is taken for each pupil with a special educational need.

We believe that a pupil has special educational need/s if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty, disability or has a significantly greater difficulty in learning than the majority of others of the same age

It is important to remember that all pupils are different and make progress at different rates based on a wide variety of factors that affect their learning and progress. Each pupil will learn in different ways and have different learning styles, which staff at Kilburn Grange always take into account and respond to. This is done through meticulous planning and the selection of teaching styles that we adopt. Pupils that are progressing slowly or are having a particular difficulty in one or more areas of their learning maybe offered extra support; to help them achieve to their full potential. It is crucial to understand that, even if a pupil is making slower progress than you would expect or that your child requires additional support, it does not necessarily mean that your child has special educational needs. The Special Educational Needs (SEN) Code of Practice (2015); for 0 to 25 years old (Statutory Guidance for organisations who work with and support children and young people with SEN), is the document that gives guidance on increasing options and improving provision for children and young people with Special Educational Needs.

Kilburn Grange School also recognises that high achieving children are also considered as having a 'special educational need' and provision will be made for these pupils accordingly, in order to meet their individual needs.

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1. Identifying a pupil's special educational needs and disabilities (SEND)

c. What should I do if I think my child/young person may have special educational needs/disabilities?

At Kilburn Grange School, we respect and welcome parental involvement in their child's educational. Parents are their child's first teacher and nobody knows your child as well as you do. We strive to work with all parents so that we can help each child on their educational journey. As a school, we seek to gain as much information as possible about the child from their parents/carers.

All discussions and concerns are dealt with sensitively and in a non-judgemental manner. Our aim is to work in partnership with parents but also offer them support and guidance, as we recognise that sometimes it is difficult to acknowledge that your child may learn a little differently or at a different rate from other pupils. We ask that parents make an active contribution to their child's education; this may include parents attending meetings or external appointments linked to their child's needs. We also endeavour to have all pupils themselves contribute and be involved in the assessment of their own needs.

As a school, we will communicate with parents regularly, to ensure that they are informed and fully involved in all stages of their child's assessment. Records of all communications with parents, notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality and to adhere to GDPR guidelines.

Should a parent have any concerns about their child they should raise these first with the child's class teacher, who may then suggest that you meet with the school's SENDCo (Ms Sarah Storey).

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We adapt and modify our teaching and learning styles to meet the needs of individual learners- we ensure that different approaches to learning such as visual, aural and kinaesthetic methods are incorporated into lessons and all interventions. Through Quality First Teaching, we tailor learning so that every child can learn and make progress at their own pace adopting their own learning style.

Some of the main strategies that we use:

- Provide pupils with a broad, balanced curriculum and specially differentiated learning to cater for pupils' needs
- We use a range of supportive resources and technology that allows a pupil to access the curriculum at their level
- We provide a stimulating and appropriate environment based on the needs of the pupil
- We make adaptations to the classroom, teaching resources and in some cases classroom furniture/layout, to ensure that learning is accessible and in line with the pupil's need.
- We carefully select, recruit and deploy support staff that complement the needs of the pupil

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- We provide training whether internally or externally to ensure that support staff have the appropriate skills to support individual pupils
- We create actions plans and targets based on external professional advice and guidance
- We deliver in class interventions that are overseen and supported by class teachers and the school's SENDCo

*This list is not exhaustive, as each pupil will require a very individual and tailored approach.

2. What support does the school provide for children and young people with SEND?

b. How is the decision made about what type and how much support my child/young person will receive?

Progress for all pupils, including those with SEND, is tracked every term. Pupil Progress Meetings (PPM) are held with the school SENDCo and the class teacher to discuss booster groups or other appropriate interventions that need to be put in place to address any gaps in a pupil's learning. All staff across the school are trained in the 'Narrowing the Gap' intervention which itself has been devised and tailored for the individual pupil. The school SENDCo monitors this closely and reviews and adapts interventions based on the child's needs and/or progress.

We work with the individual pupil, the pupil's class teacher and TA/LSA, and parents/carers to decide on the appropriate support. We may create a One Page Profile, an IEP or provide SMART targets for the pupil.

We work with families to decide on the appropriate level of support for individual learners. Children with a high level of additional support may have an IEP which is informed by external professionals and reviewed three times a year with parents and the pupils themselves.

c. How will I (the parent) be involved in the planning for and supporting my child/young person's learning?

All parents are invited to parent/teacher consultation meetings- 3 times during the academic year. However, if a child has a special educational need the school's SENDCo will invite the parent/carer to termly meetings to discuss progress and targets all of which are recorded on an IEP. If a child has an Educational Health Care Plan (EHCP) an annual review will be held, this is chaired and coordinated by the school SENDCo.

d. How will the pupil be involved in his/her own learning and decisions made about his/her learning?

Children are invited to be involved in identifying their personal strengths and areas to develop. All targets are always devised, explained and reviewed with the pupil. The pupil's age, ability and level of understanding are always considered during this process. Where a pupil is non-verbal or struggles to verbally communicate, the school's SENDCo will use a variety of strategies to ascertain the pupil's views and opinions, such as, using picture prompts, simple key words or Makaton actions.

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3. A pupil's progress

a. How do you check and review my child/young person's progress?

The Senior Leadership Team (SLT) will establish the extent to which standards (measured by e.g., SATs, standardised assessments etc.) have improved across groups of pupils that have been identified as having SEN by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEN provision
- noting how well pupils with SEN have access to the whole curriculum of the school
- observing an increase in independence of individual pupils with SEN
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensure that annual reviews are held for pupils with EHCP plans
- monitoring interventions and their effectiveness

b. How do you involve my child/young person and parents in those reviews?

Children and their parents/carers are both invited to attend and make contributions in advance of the review. Other professionals are invited to attend as appropriate and the both the family and professionals will be given a written record of the meeting. Personal Education Plans (PEPs) for looked after children are reviewed at the Annual Review and a representative from the Virtual School would be invited to attend.

c. How do you know if the provision for children and young people with SEND at Kilburn Grange School is working?

Our SEND provision is monitored regularly both internally and externally. Progress and attainment for SEN children is reviewed and updated termly with SLT. Interventions and booster groups are monitored regularly by the SENDCo. Programmes are modified as and when necessary to ensure the highest possible outcomes for pupils.

d. What else will the SLT do to ensure that my child is getting to correct support that enables them to make progress?

The SLT is committed to raising standards for all pupils including those that have a special educational need and/or disability. They do this by:

- ensuring that external professionals have access to the school and a suitable work space when working with SEND pupils
- ensuring the most effective deployment of resources compliments the need of the pupil
- holding teachers, support staff and the school's SENDCo to account for the progress/attainment of SEND pupils
- ensuring that SEND pupils have an ambitious but achievable curriculum and targets

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4. Support for the well-being and mental health of our pupils

a. What support is available to promote my child/young person's mental health and emotional and social development?

We understand that a happy child is a child that is likely to thrive and achieve. A pupil's wellbeing and mental health is very important to the staff and community of Kilburn Grange School. We understand that there may be special circumstances that impinge on a child's well-being and mental health. As a result, a pupil may need some emotional support; this could require a long-term or short-term intervention. If a pupil is identified as needing some well-being or mental health support the school SENDCo will liaise with parents/carers and if required external agencies to provide the most suitable support for the pupil. The SENDCo may suggest a referral to CAMHs (Child and Adolescent Mental Health Services) where specialist professionals can provide a more tailored support for your child.

As a school, we encourage parents to contact us to discuss any concerns linked to changes in their child's behaviour, mental health and well-being. No concern/worry is too small for us to discuss and offer support in. We will always discuss matters sensitively and objectively to ensure that the needs of the pupil are being addressed. We often engage the pupil in this process, as it is paramount that they share their wants, views and opinions. We acknowledge that in a fast-moving world, children will have different needs at different periods of their life. At Kilburn Grange we run a Nurture Group that supports various children when they encounter a difficult period or if they require a little emotional support and guidance. The Nurture Group has a triaged system, to ensure that the pupils with the most significant well-being/ mental health need are seen at the most crucial time. Class teachers, support staff and parents can refer a child after a meeting with the school SENDCo. This vital support is planned and overseen by the school's SENDCo and implemented by an experienced and very nurturing Teaching Assistant. It is hoped that in the future, if capacity grows, that pupils themselves can self-refer through the school's self-referral service that the school SENDCo hopes to out roll.

5. Transitions

a. How will you help and prepare my child to join/leave your school?

Transition for any pupil, at any time can cause anxiety and confusion. Whether a pupil is joining or leaving Kilburn Grange School our aim is to always provide a smooth and seamless transition between settings. This is vitally important for pupils with a SEN need or disability as consistency is comforting for these pupils. The school's SENDCo coordinates all transitions for pupils that have been identified with an SEN or disability for pupils that may require SEND support. We adopt various methods to support transition at various stages/levels for a pupil with SEND.

When a pupil is joining the school, the school's SENDCo will:

- visit the pupil in his/her previous setting (whenever possible)
- coordinate a 'meet and greet' day for the pupil
- provided with a transition booklet (if required)

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- contact the pupil's previous setting to gather key information that will be used to make relevant adaptations so that the child's personal need/s will be met
- meet with the parents, pupil and class teacher to discuss transition
- provide a 'count down' calendar for the pupil's start date at Kilburn Grange School (if required)
- liaise with any professionals already involved in the pupil to ensure that the pupil's need is considered during the transition
- inform and liaise with the school's SLT if special arrangements are needed to be made for the pupil's transition
- ensure that the pupil's class teacher and any supporting staff are aware of the pupil's needs
- ensure that any supporting staff working with the newly enrolled pupil will be informed of their individual needs
- seek external advice and guidance from professionals (if needed) on the pupil's transition

When a pupil leaves the school, the SENDCo will:

- contact the new school in order to share information held on the pupil and his/her needs
- forward all relevant documents relating to the pupil's needs to the new school
- help to assemble, with the new school's input, a transition booklet
- meet or discuss with the pupil and their needs with the receiving school's SENDCo
- seek external advice and guidance from professionals (if needed) on the pupil's transition

b. Preparing a pupil for their next class, within our school setting?

As pupils grow and progress, they will also encounter new classrooms, teachers and support staff. The school prepares all pupils for this internal transition through careful and tailored preparation.

The school's SENDCo and sometimes the pupil's current class teacher will coordinate this transition by:

- allowing the pupil to explore their new environment before their transition day
- meeting with parents and carers to discuss any concerns or worries linked to the pupil's transition
- providing the child with a transition booklet
- scheduling key times where the pupil can meet with their new teacher and support staff
- discussing the transition with the pupil
- scheduling a 'hand over' meeting for the pupil's current teacher and the receiving teacher
- seeking external advice and guidance from professionals (if needed) on the pupil's transition

*In some cases, a more differentiated approach might be taken such as a reduced timetable or a period of time in both classrooms.

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6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found at the end of this document)

Is Kilburn Grange School wheelchair accessible?

Yes

Have adaptations been made to the visual environment?

Yes. We have software that enables pupil's to have mirrored on an iPad what is displayed on the teacher's interactive whiteboard.

Have adaptations been made to the auditory environment?

No adaptations have been made to the auditory environment, as we do not currently have a need for this currently. However, we are happy to make adaptations and modifications should the need arise.

What changing & toilet facilities does the school have for children and young people with SEND?

We have toilets situated on every floor of the building and a shower and washroom located on the top floor of the building. We have also installed some handrails in some toilets according to particular pupil's need.

Do you have disabled car parking for parents?

No, we have no car park.

b. What if my child requires specialist care and equipment?

Each pupil's case, needs and individual requirements will be considered case by case.

c. How will my child/young person be included in activities outside the classroom, including physical activities, school clubs and school trips?

We will ensure that all reason adjustments are made to ensure that inclusive provision is offered to all pupils with a SEND so that they can access extra-curricular activities.

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7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We endeavour to match your child's needs with the particular skillset that we currently have in our support staffing team. However, If we identify skills/training that a TA/LSA may require in order to support your child, the school's SENDCo will coordinate the relevant training to ensure that the staff member has the appropriate skillset to support your child. During the academic year, the school's SENDCo provides relevant internal training for support staff and teaching assistants to ensure that understand and are familiar with the latest practice and pedagogy linked to our SEND provision and need.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Kilburn Grange works with a variety of external professional to support varying needs. We work closely with two boroughs, the boroughs of Brent and Camden. We have in the past worked with the borough of Westminster and ensure that we utilise all of the services that are at our disposal. Such services may include: SALT (speech and language therapist), BOAT (Brent Outreach Autistic Team), SENDIASS- Camden, CAMHS (Child and Adolescent Mental Health Services).

c. Who should I contact to find out about support/advice for my child?

If you are concerned about your child and believe that your child may have a special, educational need and/or disability you could speak to:

- Your child's class teacher
- The school's SENDCo
- A health visitor or medical professional such as your child's G.P.
- Your local authority's special educational needs department:
 - Brent SEND Information, Advice and Support Service <https://www.brent.gov.uk/sendias>
 - Camden SEND Information, Advice and Support Service <https://www.camden.gov.uk/special-educational-needs>

8. Policies

a. Is Kilburn Grange School aware of the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes. We have an Equality Policy and Equality Objectives that are published yearly on our school website.

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9. Other SEND Documents/websites to visit for further information

a. What other documents/information could I read as a parent to help me understand SEND and the SEND provision at Kilburn Grange School?

The Kilburn Grange School Accessibility Plan and the Special Educational Needs Policy:

<https://www.kilburngrangeschool.org.uk/send/>

The Special educational needs and disability code of practice: 0 to 25 years:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Brent's SEND Local Offer: <https://www.brent.gov.uk/localoffer>

9. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

As a school, we advise that you contact the school in the first instance, to discuss your complaint with a member of our SLT (Senior Leadership Team) Our SLT: Ms Helen Khinich (Headteacher), Ms Sarah Storey (Deputy Headteacher). If you feel that your complaint needs to be escalated after speaking to a member of SLT please follow our complaints procedure and policy that is available on the school website:

<https://www.kilburngrangeschool.org.uk/school-policies/>

11. Glossary/ jargon buster

Brent's Special Educational Needs and Disabilities (SEND) jargon buster

Additionally Resourced Provision (ARP): Additionally funded provision for particular types of special educational needs in mainstream schools, e.g. for children with hearing impairment, physical disability, or visual impairment.

ADHD: Attention Deficit Hyperactivity Disorder

ALP: Alternative Learning Provision

Annual Review: The review of a child or young person's education, health and care (EHC) plan EHC plan which the local authority must make as a minimum every 12 months.

ASD: Autistic Spectrum Disorder

Assessment: A formal process which involves collecting information from as many people as possible who have detailed knowledge about your child to help build a picture of their abilities, difficulties, behaviour and any special educational needs. An assessment may lead to an education, health and care (EHC) plan being issued.

BSL: British Sign Language

Child and Adolescent Mental Health Service (CAMHS): CAMHS promote the mental health and psychological wellbeing of children and young people and provide high quality, multidisciplinary mental health services to ensure effective assessment, treatment and support, for children, young people and their families.

Code of Practice: This is a national guide that goes to schools and local authorities from the Department for Education to outline the help they can give to children with special educational needs and disabilities (SEND). Schools, local authorities and health services must refer to the code of practice when they are involved with a child with SEND.

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Challenging behaviour: Challenging behaviour is a term that is used to describe particularly 'difficult' or 'problematic' behaviour, which is experienced as challenging by parents and others who care for and support these individuals. Challenging behaviour is more common in individuals with learning disabilities than in those without; approximately ten percent of children with learning disabilities exhibit severely challenging behaviour. Those with physical, emotional, social and communication difficulties may also show behaviour that is worrying, difficult or challenging. A person's underlying medical and/or psychiatric condition, age, social experiences, adverse life events and a range of other factors can affect the type of behaviour.

Differentiated Curriculum: A curriculum that is specially adapted to meet the special educational needs of individual children.

EAL: English as an Additional Language

Educational Psychologist (EP): An educational psychologist is employed by the local authority. They play an important role in assessing your child's educational needs and will give advice to schools to help them meet those needs.

Education, Health and Care (EHC) Needs Assessment: Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn. It is sometimes called a statutory assessment. You can find out more in the SEND Code of Practice sections 9.45 – 9.52.

Education, Health and Care (EHC) plan: An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.

ELSA: Emotional Literacy Support Assistant

EYFS: Early years Foundation Stage

First Tier Tribunal (SEND): The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.

Free Schools: Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community.

Graduated Approach: The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:

- Assess
- Plan
- Do
- Review

You can find out more about the graduated approach in the SEND code of Practice sections 6.44 to 6.56.

Gross Motor Skills: These are skills that develop through using the large muscles of the body in a coordinated and controlled way. Movements of the whole arms, the legs and the trunk are all gross motor movements.

HI: Hearing Impairment or hearing loss occurs when a person loses part or all of their ability to hear. Other terms that are used to refer to hearing impairment are deaf and hard of hearing.

IEP: Individual Education Plan

Inclusion: The principle of Inclusion is that children with special educational needs and disabilities have the right to be educated in mainstream schools alongside other children from their community, rather than being educated in special schools.

Learning Disability: A Learning Disability is a reduced intellectual ability and difficulty with everyday activities, which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.

The level of support someone needs depends on the individual. For example, someone with a mild learning disability may only need support with things like getting a job. However, someone with a severe or profound learning disability may need fulltime care and support with every aspect of their life – they may also have physical disabilities.

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People with certain specific conditions can have a learning disability too. For example, people with Down's syndrome and some people with autism have a learning disability. With the right medical, psychological, educational and social support most people with a learning disability can lead independent lives.

Learning Support Assistant (LSA): A Learning Support Assistant (LSA), often referred to as a Teaching Assistant (TA), is provided to support teachers and pupils in the classroom. LSAs/TAs work in mainstream primary and secondary schools and special schools.

Local Authority: A Local Authority is an organisation that is officially responsible for all the public services and facilities in a particular area.

NVC: Non-Verbal Communication

OT: Occupational Therapist

PECs: Picture Exchange Communication System

PSHE: Personal, Social, Health and Economic Education

QFT: Quality First Teaching

Reasonable Adjustments: Reasonable Adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).

SEN Tribunal (SENDIST): An independent body that hears appeals against decisions made by the local authority on EHC plans.

SEND Code of Practice: This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEND.

SEN Information Report: All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date. The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.

SEN Support: Every child with special educational needs should have SEN support. This means help that is additional to or different from the support given to most of the other children of the same age. The purpose of SEN support is to help children and young people achieve the outcomes or learning objectives set out for them by the school in conjunction with parents and pupils themselves. SEN Support replaces Early Years Action/Action Plus and School Action/Action Plus.

SEND Tribunal: See First Tier Tribunal (SEND)

Severe Learning difficulties (SLD): People with severe learning difficulties (SLD) tend to have significant restrictions in relation to their cognitive and/or intellectual capacities. These can co-exist with physical, sensory, social and / or emotional difficulties thus making it difficult for a pupil with SLD to follow the school curriculum without substantial support. As a result, they will have difficulties with learning skills and applying them to differing context. Pupils with SLD may also use symbols, or signing such as Makaton to help with communication.

Special Educational Needs and Disability Co-ordinator (SENDCo): A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.

Special School: Special schools provide an education for children with a special educational need or disability. They are for children whose needs cannot be met within a mainstream setting, and whose parents or carers have agreed to, or requested, a special school placement.

SALT: A Speech and Language Therapist (SALT) person who helps children and young people who have language difficulties or speech problems.

SEAL: Social and Emotional Aspects of Learning

Silver Seal: An early intervention for children who need additional support in developing their social, emotional and behavioural skills

SEMH: Social, Emotional and Mental Health

SENAP: Special Educational Needs Advisory Panel

SEND: Special Educational Needs and Disabilities

Kilburn Grange School Special Educational Needs and Disabilities (SEND) Local Offer and Information Report

Speech, Language and Communication Needs (SLCN): Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop these skills. SLCN is the umbrella term most commonly used to describe these difficulties. Children with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different.

SLD: Severe Learning Difficulties

SMART: Specific, measurable, Achievable, Relevant, Timebound (relating to targets)

Statutory Guidance:

Teaching Assistants (TAs): Teaching Assistants work under the direction of teachers and are appointed to provide additional help in the classroom for a child or a group of children with identified special educational needs.

TAF: Team Around the Family

ToD: Teacher of the Deaf

Transition Plan: A plan drawn up at the annual review of an EHC plan when a child reaches Year 9 (13 or 14 years old). The plan sets out the support and provision that will be needed by the child as they make the transition into adult life.

Visual Impairment (VI): Visual impairment is when a person has sight loss that cannot be corrected using glasses or contact lenses. There are two main categories of visual impairment:

- Being partially sighted or sight impaired – where the level of sight loss is moderate.
- Severe sight impairment (blindness) – where the level of sight loss is so severe that activities that rely on eyesight become impossible.