

# SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



Chalkhill Primary School

## Special Educational Needs and Disabilities Information Report 2019-2020

*Learning together to aspire and achieve*

At Chalkhill Primary School we aim to provide a safe, secure and healthy environment where all children, including those with special educational needs and disabilities (SEND) are encouraged to be independent learners and thinkers.

Through quality teaching and high expectations, we provide opportunities for all our children to access an enriched and creative curriculum.

We strive to help all our children

- achieve their best,
- become confident individuals living fulfilling lives
- and make a successful transition into adulthood whether into employment, further or higher education or training

## About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs.

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is November 2020.

If you need any more information, please see our SEN Policy or contact

Marie Campbell on 020 8904 4508

## Frequently Asked Questions

### 1. What kinds of Special Educational Needs (SEN) does the school cater for?

Chalkhill is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is not currently fully accessible to pupils with mobility difficulties.}
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a coordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

### 2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEN is built into the school's approach to monitoring the progress of all pupils.

- **Assess**

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified

we will work closely with the family and outside agencies to make sure we know as much as possible about the child before they start at the school.

Class teachers assess each child's progress and attainment daily using Assessment for Learning strategies and a summative assessment is carried out half termly.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality first teaching in place. Making high quality first teaching available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

- **Plan**

Interventions and or support are put in place and impact is measured.

Where children continue to fall behind or are making inadequate progress from their starting points despite being given additional support, the SENCO and class teacher will meet with parents and outside professionals may be contacted to provide specialist support if parents agree to the referral.

- **Do**

The class teacher writes an Individual Education Plan(IEP) in consultation with parents, the child and the SENCO.

Specialist strategies (e.g. Speech & Language, Educational Psychologist, Occupational Therapy, advice from Brent Outreach Autism Team (B.O.A.T.) are included in the IEP.

Teachers, teaching assistants and learning support assistants will deliver the interventions and or provide support. The class teacher and SENCO will monitor the impact of this 'additional and different' provision.

This School Support will be recorded on the school's information system (SIMS)

- **Review**

The effectiveness of the support and the impact on the child's progress is reviewed at least half termly. The views of the child and parents are considered in the analysis of the child's needs.

The SENCO supports the class teacher in further assessment of the child's particular strengths and areas for development.

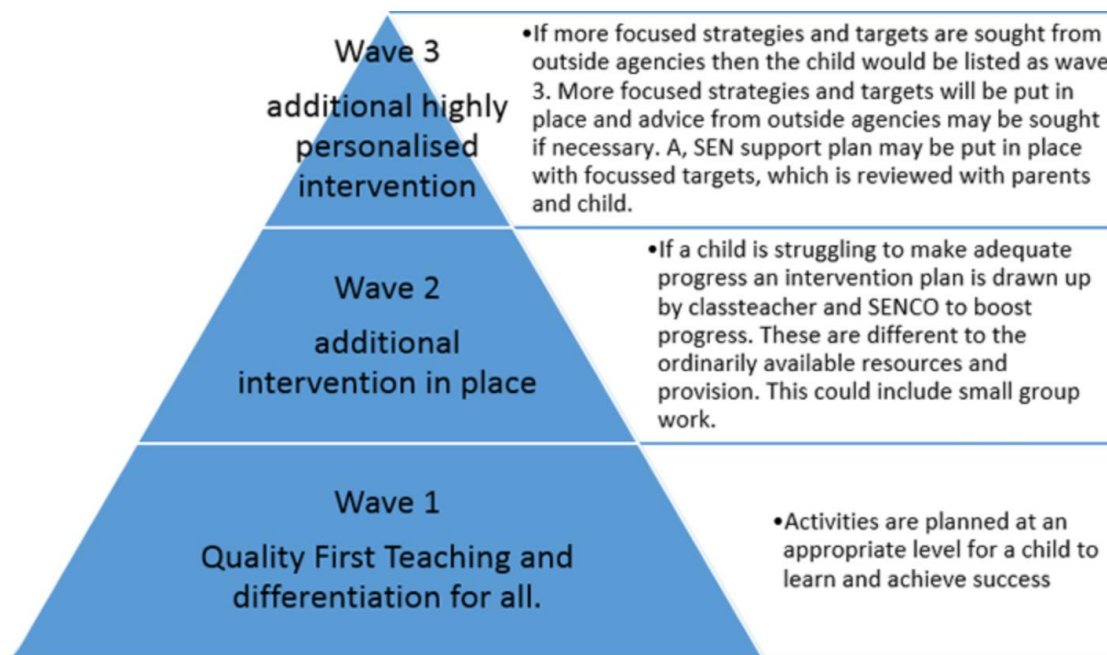
### **3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?**

Most of our pupils with SEN have their needs met through high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the

support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing an Individual Education Plan(IEP)



### **Education Health and Care Plan (EHCP)**

Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment.

The process for requesting an EHCP assessment in Brent can be found on the Council's Local Offer website. <http://www.brent.gov.uk/localoffer>.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them. An example can be obtained from the SENCO.

### **4.How does the school evaluate the effectiveness of its provision for SEN?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services

are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the Headteacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

### **5.What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?**

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. Parent Consultation evenings are held in the Autumn and Spring terms. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEN support, we provide feedback to parents more regularly. When necessary, we use home school books or speak to the parents after school to give daily feedback on how a child has been at school that day. We also contact parents by phone where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some pupils with SEND may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENCO. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress in developing social need so as to be fully integrated into school or make a successful transition to secondary school.

### **6.What is the school's approach to teaching pupils with SEN?**

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the

information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND will be able to study the full national curriculum along with their peers

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Learning Support Assistants, Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

## **7. How does the school adapt the curriculum and learning environment for pupils with SEND?**

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what children might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners.

For example, we might need to:

- provide visual resources to support learning
- install a wheelchair ramp
- rearrange the layout of the classroom
- ensure that classrooms are adapted for hearing impaired children
- create a quiet area in the school
- buy specialist ICT software
- identify appropriate ancillary resources including: slanted writing boards, weighted blankets, 'wobble' cushions, sensory tent & equipment, tripod grip pens and pencils
- allow children to have 'rest' and/or movement breaks

In considering what adaptations, we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

A copy of the school's Equality duty is available on request.

## **8. What additional support for learning is available to pupils with SEN?**

The school organises the additional support for learning into 3 different levels (also called waves). **Wave 1** (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3 (Specialist):** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for pupils with SEND to be able to access exams, when needed. (rest breaks, additional time, use of a scribe)

We are able to support the administration of medication if it is recommended by health professionals

### **9.What extra-curricular activities are available for pupils with SEN?**

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 8am – 8:55am
- After school enrichment clubs including sports, arts and music activities

The list of after school clubs for each term will be sent home and parents can then decide which club they would like to apply for.

We try to make sure that all pupils with SEND can engage in these activities of the school alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips including residential trips We will involve parents of pupils with SEND in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

### **10.What support is available for improving the emotional and social development of pupils with SEN?**

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible for them to talk about concerns or problems in a safe environment.

Place2Be is an integral part of our school, providing one to one counselling for the most vulnerable children and offering a Place2Talk for up to 30 children per week.

Place2Debate gives boys from Year 5 the opportunity to discuss topics such as bullying, gangs and other topical issues.

The school will keep in close contact with parents about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have Blue Caps and lunchtime clubs to support all children in building friendships. We also have Place2talk at lunchtimes for children to talk about they have about any aspect of their school or home life. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.

Staff have received Mindfulness and Mental Health Awareness training and our Parent Support Advisor is a trained Youth Mental Health First Aider.

We have a Welfare Assistant and named staff who are trained to administer any medicines your child may need.

We have clear policies on good behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

Anti-bullying ambassadors, Blue Caps and Etiquette Inspectors offer support to their peers particularly at break and lunch times.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school e.g. CAMHS, Brent Inclusion Support team), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information, please see our Good Behaviour policy available on the website.

### **11. Who is the Special Educational Needs Coordinator (SENCO) and how do I contact them?**

Our SENCO is a qualified teacher working at the school who has responsibility for SEND. She works closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Marie Campbell (SENCO)  
Email: [admin@chalkhill.brent.sch.uk](mailto:admin@chalkhill.brent.sch.uk)  
Phone: 020 8904 4508

Mrs Campbell is in school Monday – Thursday. You can request a meeting with her by email or phone.

### **12. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?**

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

#### **Training Received:**

First Aid (including paediatric first aid)



## **English**

Letters and Sounds (phonics), Reading Recovery, Pirate Crew Writing, Inference Training

## **Maths**

Numbers Count, First Class at Number, Talk for Maths

## **Speech & Language Therapy Training**

Communication Keys, Colourful Semantics, Word Awareness, Talk Boost + TA training to deliver specific therapies to individual children

## **Brent Outreach Autism Team (BOAT)**

Class teacher and TA training to deliver specific therapies to individual children

SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school.

This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the School Nursing Team

## **13. What equipment and facilities are available to support pupils with SEN?**

All areas of the school building are currently not accessible to wheelchair users. There is planned building work (to be completed 2019-2020 academic year) which includes the installation of lifts so that all areas will be accessible.

Equipment available in our school to all children at any time needed:

- Audio books for group readers
- Communication books (for home and school)
- Devices SEN software - Communication in Print to produce printed matter with visual prompts
- Access to Place2Talk, SENCO, Parent Support Advisor for 'mentoring' support
- Behaviour Tracking charts
- Incentive charts (class dojo)

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

We have purchased specialist equipment tailored for individuals including:

- Weighted blankets
- Move and sit cushion
- Specialist hand writing equipment
- Special scissors
- Sensory resources
- Special cutlery
- Coloured overlays
- Speech & language resources
- 'Bucket Time' resources

## **14. What are the arrangements for consulting and involving parents of children with SEN in their child's education?**

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents' evenings
- during discussions with Marie Campbell – SENCO or other professionals commenting and contributing to assessment, planning and reviews
- Parents are welcomed to observe /work with their children in school

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Family Learning sessions e.g. Stay & Play in Early Years, Y1 phonics, KS1 SATs preparation
- If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents, a Parent Support Advisor (Ms Anthony) and a Parent Governor (Ms Harghandiwal) who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with her please contact the SENCO.

### **15.What are the arrangements for consulting and involving pupils with SEN in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication.

This may include:

- providing them with relevant information in accessible formats
- using 'access arrangements' for SATs
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Pupil voice surveys
- Place2Debate

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these.

### **16. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO (Mrs Campbell)
- The Head Teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN governor will then refer to the complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things are not going well.

Further information on local support for families of pupils with SEN can be found in the Local Offer.

Brent SEND Information, Advice and Support Service

Contact number: 020 8937 3434

Email: [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk)

Website: <http://www.brent.gov.uk/sendias>

### **17. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers – Hearing Impairment, Visual Impairment, complex needs, specific learning difficulties

- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Brent Outreach Autism Team (BOAT)

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes
- get more specialised advice e.g. advice on hearing or visual impairment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

### 18. What local support is there for the parents of pupils with SEN?

In school Mrs Campbell (SENCO) and Ms Anthony (Parent Support Advisor –PSA) are available to offer support to parents.

Information about local support is located here: <http://www.brent.gov.uk/localoffer>

### 19. What are the school’s arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

#### Transition guide table:

	Additional arrangements for children with SEND
In to Nursery / Reception	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Home visit Brent’s Early Years Inclusion Team</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan drawn up with parent/carer and child (where possible) (could include managed visits, pictures or transition book or video, social stories about ‘moving on’)</li> </ul>
When moving classes in school	<ul style="list-style-type: none"> <li>• Transition/handover meetings are held in school with the new class teacher and the current class teacher</li> <li>• Transition mornings are spent in the new classroom with new teacher</li> <li>• Parent and Learning Support Assistant work with child to prepare for the next class through:</li> <li>• Transition books, visual supports and additional visits to the new classroom</li> <li>• Transition books will be taken home over the holidays</li> </ul>
Primary to secondary transition	<p>For children with EHCPs</p> <ul style="list-style-type: none"> <li>• Year 5 Annual Review planning meeting will be held</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 6 Annual Review – SENCO, form tutor from secondary school will be invited to the review</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more</li> </ul> <p>For children at School Support</p> <ul style="list-style-type: none"> <li>• SENCO will be contacted to discuss strategies and support that have worked for the child</li> <li>• IEPs and records of achievement/need will be shared</li> </ul> <p>Swift transfer of records</p>
When moving to another school	<p>We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</p> <ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting if necessary</li> <li>• Transition plan (as above)</li> </ul>

## 20. Where can I find more information about SEND services in Brent and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The school cooperates with the Local Authority to:

- Make families aware of the kind of support available to them and where to find the Local Offer
- Help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and
- Consult children and young people and their families directly in preparing and reviewing the Local Offer
- Keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Brent Local Offer: <http://www.brent.gov.uk/localoffer>

**This report will be reviewed in September 2020**