

Kilburn Grange School
Special Education Needs and Disability
Information Report
September 2018



Kilburn
Grange School
LEARN ENJOY SUCCEED

Kilburn Grange School Aims

Our Vision

At Kilburn Grange School we put all of the children at the heart of everything we do whilst providing a first class education so that the pupils can learn, enjoy and succeed.

Our Commitment

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 and we promote an inclusive ethos across the school 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 or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them. Tolerance, courtesy, understanding and compassion are hard-wired to our ethos.

We believe that inclusion is directly related to diversity and equality which we promote for all pupils in our care, irrespective of their gender, age ethnicity, social background, religion, sexual identity, physical ability, educational need and attainment. At Kilburn Grange School, all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can learn, enjoy and succeed flourishing in a safe environment. We are committed to raising achievement by removing barriers to learning and ensuring that curriculum planning and assessment for our pupils takes account of the type and extent of the need experienced by the pupil.

Kilburn Grange School Aims

The school aims to give every pupil, including those with Special Educational Needs and Disability (SEND), equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for pupils with SEND, we:

- Identify pupils with special educational needs and disabilities (SEND) and ensure that their learning needs are met
- ensure that pupils with SEND can enjoy full access to the building, our curriculum, and activities in school
- ensure that all learners including pupils with SEND make the best possible progress
- ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- ensure that learners express their views and are fully involved in decisions which affect their education
- promote effective partnership and involve outside agencies when appropriate

Our Inclusion Leader

At Kilburn Grange School, our **Special Education Needs and Disability Co-ordinator (SENDco)/Inclusion Leader** is currently Amy Holmes. Her contact details are: Phone: 0207 504 0547 or e-mail: info@kilburngrangeschool.org.uk

She is responsible for overseeing the Special Education Needs and Disability Policy and coordination of specific provision made to support individual children with SEND. Her role is to liaise with staff to monitor pupils' progress and plan further interventions where progress is slower or much faster than expected, as well as with parents/carers to keep them informed about current provision and discuss their concerns. She will also collaborate with external agencies and specialists in order to provide more specialist advice as and when needed.

Identification and Assessment

Understanding SEND

Pupils are all different and make progress at different rates based on a wide variety of factors that affect their learning and progress. They all learn in different ways and have different learning styles, which staff at Kilburn Grange School take into account and adapt their teaching styles accordingly. Pupils who are progressing slowly or are having a particular difficulty in one or more areas of their learning, may be offered extra support to help them achieve their full potential. It is crucial to understand that, even if a child is making slower progress than expected or that a child requires additional support, it does not necessarily mean that a child has special educational needs.

The Special Educational Needs and Disability (SEND) Code of Practice; for 0 to 25 years old (Statutory Guidance for organisations who work with and support children and young people with SEN) gives guidance on working with children and young people who have special educational needs.

This definition appears on page 4 of the document:

***xi** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

***xii** 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, or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions*

***xiii** For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post -16 institutions or by relevant early years providers.*

For a child under two years of age, special educational provision means educational provision of any kind.

***xiv** A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xii above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

Four Main Areas of Need

The SEND Code of Practice 0-25 outlines four main areas of need:

Area of Need	Definition
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Behaviour, emotional and social development needs	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI,) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Identification and Assessment

A child's special educational needs may have been identified before they arrive at Kilburn Grange School, or may be identified once they arrive, often by class teachers or parents. We recognise that you, as the child's parent/carer, have the best understanding of your child's needs and will involve you every step of the way. Identification of special educational needs is part of the continuous cycle of assessment. To help identify children who may have special educational needs, the school measures children's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment;
- the results of baseline assessments and subsequent monitoring of progress;
- progress and performance against the level descriptors within the Early Years Outcomes/National Curriculum at the end of a key stage; and
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests.

There are three ways we may identify if a child may have special educational needs:

1. Transition of SEND status from previous school/nursery

When it has been established that a child has SEND before they start Kilburn Grange School, we aim to collaborate closely with all people involved: pupil, parents, class teachers, SENDco, speech and language therapist, etc. in order to ensure smooth transition. We use the information about the SEND to strive for the best provision.

2. Informed by parents/carers

When the concern about special educational needs is raised by parents/carers we apply a graduated approach to identify SEN (see the next bullet point).

3. Identification by the School

When our staff are concerned about the progress in a particular area of child's development, we deploy a graduated approach to identify of special educational needs. Based on regular observations, assessment and tracking of all pupils by class teachers, we try to identify pupils who are making less than the expected progress despite Quality First Teaching. There may also be concerns regarding emotional well-being or behaviour. This happens in pupil progress meetings that are held half-termly in order to discuss the pupils' progress with the class teacher, LSAs, SENDco and the head teacher.

Following the meeting the class teacher then completes the initial concerns record and meets with the parents/carers/child (if appropriate), records agreed actions and completes the notes of initial concerns meeting. After mutual agreement, the class teacher sets out specific outcomes and plans for Quality First Teaching and extra support and other strategies targeted at areas of weakness.

This is followed by a review when we re-asses the child's progress. If the child responded well to additional provision and showed good progress, we return to regular tracking. If the child made some progress we repeat the cycle once more. If the child makes less than expected progress towards agreed outcomes despite Quality First Teaching targeted at areas of weakness, we communicate this with parents/cares and the SENDco. This is followed by further assessment carried out by the class teacher and the SENDco in order to provide clearer understanding of the child's needs and decision whether the child has a learning difficulty which requires SEN provision.

Only then the SEN support begins and the child is recorded on the school's SEN register and the parents are informed. Once the child's needs have been identified the parents then work closely with the SENDco and the class teacher to plan the next steps and provision needed which is recorded on the SEN support record. The agreed provision is then reviewed each term and the next set of action is agreed. In some cases we may seek specialised support based on parental consent.

Partnerships

Working with Parents

We strongly believe that the success of our pupils depends on a close collaboration and partnership between parents/carers, your child and the school. We involve parents/carers in all decisions with regards to your child's support. We like to establish an effective way to communicate with parents/carers, not only through face to face meetings, but also through regular emails and phone conversations.

There are many opportunities for parents to meet teachers at Kilburn Grange School to build relationships and exchange information. Staff will meet parents before their child starts at Kilburn Grange through home visits, and transition visits to the previous school (if possible). Kilburn Grange School hosts a number of parents' information and training events throughout the academic year. Parents and carers will be informed of their child's progress, involved in target setting and be provided with opportunities to support their child's learning throughout the year in a variety of ways. These include:

- Informal meetings or phone conversations with teachers;
- Meetings with SENDco or senior leaders;
- Formal parents'/carers consultation evenings three times a year;
- Come Learn with Me sessions, which take place on a termly basis.
- Parent workshops take place across the school year, run by senior leaders and class teachers. These include workshops on reading, mathematics and phonics.
- Special curriculum events take place throughout the year such as World Book Day.
- An annual end of school year report which includes detailed feedback on their child's progress and next steps.
- Regular website updates, letters, fortnightly newsletters and personalised emails.
- Individualised support for home learning, personal targets/next steps and specific strategies to be used at home to ensure the continuity of learning.
- Inclusion sessions for all parents/carers not only those of children with SEND.
- My Personal Plan meetings and plan, for children with SEND;
- Annual Review meetings, for children with an Education, Care and Health Plan; and
- Multi-agency meetings or TAC (team around the child) meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist, Social Services.

If there is a concern about a pupil, the SENDco and class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child. At each stage of the staged approach, parents are involved in planning how to meet the child's needs.

If you are worried about your child's progress or that your child might have special needs you should, in the first instance discuss this with their class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss further with the SENDco. Alternatively, any parents are welcome to make an appointment to meet with the SENDco, Helen Khinich. We will ask you to complete a concern form to help us gain a better understanding about your concerns. We aim to collaborate with you as parents and carers to achieve a joint decision on what would be the best approach for your child and agree on ways to achieve the desired outcomes.

Working with Pupils

At Kilburn Grange School we aim to consult and involve pupils in their learning when appropriate by:

- Explaining carefully and sensitively why they are receiving support and determining what they themselves would like to improve and achieve in their learning.
- The class teacher, SENDco and Learning Support Assistant discusses with the child what the targets/next steps and outcomes are and what it means for them.
- Liaising with parents/carers in order to encourage particular activities to take place at home while emphasising the importance of working together with their child in a happy and fun environment at home.
- Encouraging pupils to be fully involved in the process of support by the class teacher, SENDco, Learning Support Assistants and others involved by asking questions, seeking clarification, assessing own learning against targets/next steps and developing independence.

A Graduated Approach

Quality First Teaching

At Kilburn Grange School, we are passionate about providing excellent provision for all our pupils. Pupils learn in many different ways and all pupils find strengths and difficulties with learning. At Kilburn Grange School, we celebrate these differences and provide opportunities for all pupils to succeed. The curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge pupils who are high achieving. Quality First Teaching provides high quality provision with an emphasis on differentiation in order to provide the appropriate support and challenge based on pupils' needs and abilities.

Teachers use a range of resources, technology, strategies, organisation (i.e. small group work/learning teaching assistant support) and teaching styles to meet the needs of all pupils in their class. This is called Quality First Teaching. Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every pupil. This is provided by a four stage cycle: assess, plan, do and review.

Assessment

At Kilburn Grange School, we use pupil assessment data collected half termly to inform provision at all levels. The data is used to inform in depth in half termly pupil progress meetings, where the class and individual attainment and progress are discussed in great detail among class teachers, learning support assistants, the SENDco and the head teacher. These pupil progress meetings help establish concrete next steps for underperforming or coasting pupils as well as the pupils with SEN and give opportunities to discuss Quality First Teaching and additional support on pupils' performance. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs. Assessment results are moderated internally (at school), across the Bellevue Place Education Trust and within Brent, to ensure the accuracy of the assessment.

A thorough assessment system means that pupils' needs are quickly identified and addressed accordingly. We use well-developed systems for ongoing observations and collation of information for personal learning journeys, which result in a wide range of evidence across all areas of learning and insightful information. Daily observations and quality adult-child interactions allow the teachers to be highly aware of the needs of each pupil in their class. Pupils identified with additional needs are assessed and staff resources are deployed appropriately to support those making less than expected progress as well as pupils with SEN.

In early years, the developmental journal is used to assess pupils with complex needs and are therefore not following the usual pattern of development across the Early Years Outcomes. To review the progress of pupils with SEN the class teachers will discuss progress with parents/carers at the SEN review. Pupils with Educational Health Care Plans (EHCP) and Statements (until converted to EHCPs) will have three reviews a year (each term), as well as the Annual Review (every 6 months for pupils under 5 and once a year for pupils over 5), which will be reported to the Local Authority.

Tracking Progress

The progress of all pupils is closely tracked and carefully monitored regularly throughout the school year. Any pupils (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place using our waves of provision and are tracked using the whole school provision map. This is a graduated approach to supporting pupil's learning and progress. Any interventions which are carried out to support a pupil are carefully tracked and monitored to ensure that they are having a positive impact. Interventions may include one-to-one phonics tutoring, language groups or nurture groups and will happen in addition to lessons taught in class. Interventions or targets/next steps may have been set with support from external agencies.

Regular reports are provided to governors and the Bellevue Place Education Trust who oversee the progress of all pupils including those with Education Health and Care Plans.

Education, Health and Care Plan Process

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty or interventions, it may be that the pupil has SEN.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. Advice and support will be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician. The Local Authority then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan, the needs, targets/next steps and the provision to support the pupil are clearly outlined.

External support services play an important part in helping Kilburn Grange School identify, assess and provide appropriate provision for pupils with SEN. Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

Provision

All pupils in the school with Special Educational Needs will benefit from:

- Early Identification of their needs, beginning at home visits and continuing as the pupil's learning journey at Kilburn Grange School unfolds;
- An on-going dialogue between staff at the school and involving the pupil and their parents to identify needs as they develop through a pupil's career at the school;
- Access to specialist support where needed, including Educational Psychologists, Speech and Language Therapists and other specialist provision if required; and
- Other additional support, including from a teacher or teaching assistant, or in the form of additional time or resources, to enable the pupil to realise their potential and make progress.

Caring for Our Pupils

We put the happiness and well-being of our pupils at the heart of everything we do. Kilburn Grange School seeks every opportunity to make our pupils' experiences as rich and exciting as possible and to extend their social, emotional, moral, spiritual and cultural development. We offer breakfast club, a wide range of after school clubs and after care provision to support pupil's emotional well-being as well. All staff have safeguarding training to ensure the understanding and importance of supporting pupil's well-being. The Head Teacher is the designated Safeguarding Officer and keeps all staff up to date with statutory requirements and ensures that these are followed.

Kilburn Grange School believes it is vitally important to promote a positive, caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others. We believe that the most effective way of promoting positive behaviour is to encourage pupil's good behaviour by operating a system of rewards and praise. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- Warm relationships
- A stimulating and tolerant environment
- Positive role modelling
- Doing what is right

We strongly believe reward systems which recognise all forms of social, academic and non-academic achievement and efforts. The rewards are awarded fairly and consistently and are related to positive behaviour. For more details regarding positive rewards see the School's Behaviour Policy. Within each classroom pupils understand expectations and reward systems related to individual and whole class achievements, including achievement certificates. There is visual support in the classrooms in the Kilburn Grange behaviour chart.

The school values help to develop a pupil's character and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum, behaviour for learning systems, assemblies and communication strategy. Our school values are an acronym and spells out our only school rule W.E. C.A.R.E. Our school values are:

Wonder
Enjoy
Collaborate
Aspire
Reflect
Endeavour

We want all pupils to have the confidence to speak out if there are any concerns about the behaviour of others, perceived bullying and harassment and these are systematically investigated by staff. We look for ways to help pupils to be confident and independent learners. High emphasis is placed on PSED/PSCHE sessions where the pupils are being taught about the importance to express their views and feelings. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with pupils and provide opportunities to develop understanding, empathy and self-esteem. We involve parents in our approach to preventing or addressing bullying behaviour. More information can be found in our Anti Bullying Policy.

During a pupil's academic journey, they may be unfortunate enough to experience emotional difficulties (such as bereavement or parental separation). Kilburn Grange School will endeavour to support the pupil's needs. This may include support such as counselling or drama/art therapy. Some pupils will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Such strategies are most effective when parents/carers are involved in the planning and decision making stages. Support systems may include:

- Increased communication between home and school;
- Individual Behaviour Plans (IBPs);
- Additional support from the class teacher, learning teaching assistants and SENDco;
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour; and
- Referral to outside agencies such as Educational Psychologist, Child and Adolescent Mental Health Services, Behaviour Specialists etc.

Medical Needs

Kilburn Grange School has a designated school nurse that can be consulted if there are concerns around a pupil's health. The school nurse carries out routine health checks as well as consulting with parents in order to write health care plans and train staff to support pupils with severe medical needs. Whenever required Kilburn Grange School liaises with medical professionals and staff receive training on specific medical needs as these arise. Important information detailing a pupil's ongoing medical conditions and for example the required medication needed, is circulated to all staff, provided permission is given by parents and carers. Medications such as asthma inhalers, are held safely in the school's office and there is a member of staff responsible for administering the medicine. Administration staff are made aware of the doses and the frequency of medication. Staff ensure that all medications are taken on trips out of school. We only administer medicine that have been prescribed by a doctor. We also have designated paediatric trained first aiders and they maintain their knowledge of first aid through training, which runs on a three year cycle.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All teaching staff ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. The majority of pupils with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. This includes:

- Providing suitable learning challenges;
- Providing suitable learning environments;
- Meeting the pupils diverse learning needs; and
- Removing barriers to learning.

At Kilburn Grange School we aim to provide a learning environment and curriculum that is accessible to all. To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, Kilburn Grange School keeps up to date records in an Accessibility Plan. Our school building is physically accessible to all pupils, parents/carers and staff with disabilities. For more information, please refer to the Accessibility Plan.

SEND Training and Resources

Kilburn Grange School aims to meet the needs of all pupils and ensure the provision is appropriate. The leadership team at Kilburn Grange School strongly believes in the importance of training and continuous professional development. Staff are encouraged to attend training sessions that help them to support all pupils including those with SEND. Staff are also encouraged to visit other schools to observe good practice.

The SENDco holds induction sessions with all teaching assistants to share information about any pupils with SEND that they will be supporting alongside the class teacher and explains the provision put in place. This is followed by regular review meetings. All staff are encouraged to seek support and advice when needed.

We adapt our support and training schedule to meet the needs of the individual pupils in the school at any given time. All staff delivering interventions are appropriately trained. Sometimes, this support or training might involve other professionals

such as speech and language therapists or attending courses. If additional training is required, the SENDco will contact the appropriate body to deliver the training.

Allocation of Resources

The kinds of SEN for which provision is made at the school is likely to change over time. As we are a brand new school with a small cohort of our first pupils, our provision is limited.

In addition to the resources that all pupils use, there are special resources for SEND provision provided at Kilburn Grange School:

- We have a full time SENDco;
- Using specialist intervention programmes within the waves of provision;
- Seeking support and involvement from BPET and outside agencies including the services offered at Brent;
- Some pupils with an Education Health Care Plan may receive support from a Learning Support Assistant and/or support teacher.

Kilburn Grange School SEN resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school. Kilburn Grange School only purchases quality, evidenced based resources to support our pupils. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings. Parents and carers will always be consulted before a pupil is included in any intervention that requires them to be taught outside of the classroom for short periods of time.

Additional Enrichment

Kilburn Grange School is fully inclusive and as such strive to ensure all pupils receive a broad and balanced curriculum. As part of this pupils have access to out of school educational visits, sports competitions, residential visits, specialist enrichment teachers, breakfast club and after school clubs.

Kilburn Grange School ensures that all pupils have access to extra-curricular activities regardless of SEND requirements. All pupils including pupils with SEND are included and we provide any support required for their full participation. The school uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that pupils with SEND are fully included in all extra-curricular activities such as trips and special visitors. Parents/carers are consulted on any special provision required to enable their children to participate in such activities. Prior to any extra-curricular activity, the risk assessment is shared and discussed in detail with all adults involved in the activity.

At Kilburn Grange School, we also offer breakfast club and a number of after school extra-curricular activities in the form of after-school clubs and wrap around care from 3:30 until 6pm. We advise for pupils with SEND who are new to school to settle in first and start clubs as they are ready.

Further Support

Preparing for Next Steps

We want our pupils to experience a smooth transition throughout their learning to ensure that they continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The pupils and parents are actively involved in the process and their perceptions about transition are valued.

Throughout their academic journey, pupils will make several transitions; these include moving from a Nursery/preschool or a home environment, to a new class, to a new key stage and to secondary school. It may also include moving to/from a specialist provision school or a new school. We recognise that transition is an important time for all pupils, but especially so for a pupil with SEND. These changes are imminent and Kilburn Grange School employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

- Home visits;
- Visits from/to new settings with familiar staff (whenever possible);
- Collection of information from prior school such as profile/exercise books, transition and any other relevant reports;
- Child-friendly transition booklets to give pupils a clear image of the upcoming changes;
- Class handover meetings;
- Visiting new class and meeting new teachers for following school year (transition and swap days);
- Individual profiles for pupils with an Education, Health and Care Plan;
- Transition meetings with parents/carers, class teachers, Learning Teaching Assistants, Special Education Lead and all other professionals involved in the transition process.

When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

Additional Support and Training for Parents

The collaborative planning and target setting systems that are in place at Kilburn Grange School for pupils with SEND, means that parents/carers are consistently involved and supported in order to help children reach their targets/next steps. Parents/carers are commonly supported in school via needs that arise due to target setting or multi-agency planning meetings. Kilburn Grange School will then aim to support the family with a focus on meeting the child and family-centred objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

You can also find more information on the London Borough of Brent Local Offer here: <https://brent.gov.uk/localoffer>
The London Borough of Brent offer various support for parents. You can find out more about services such as the Brent Parent Carer Forum in the Brent Local Offer.

Complaints

If you have any questions, concerns or complaints, please discuss these with the class teacher or the SENDco. If you are not satisfied that your concerns have been addressed, speak to the Head teacher. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures, found in our Complaints Policy, available on our school website here: <http://www.kilburngrangeschool.org.uk/>

We regularly review and make changes to what we offer and keep this information as up to date as possible.