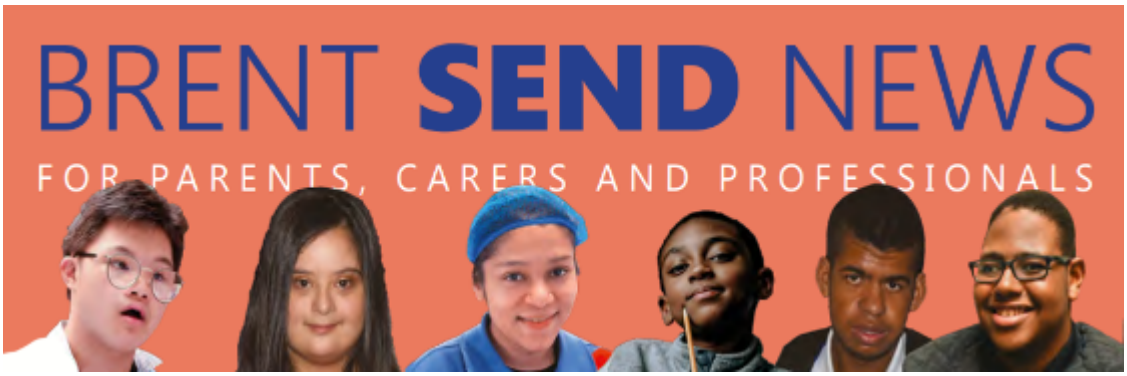
www.brent.gov.uk/localoffer Issue 15, October 2025



THE AUTUMN EDITION

Welcome to the first edition of the SEND Newsletter for the 2025/26 school year. We hope you have settled well into the new academic year. In this newsletter we will be celebrating progress, sharing stories and shining a spotlight on the incredible work happening across our community in Brent to support children and young people with SEND. We begin with an inspiring interview with Dr Jack Cranston, who has recently achieved his doctorate in Educational Psychology. Jack reflects on his academic journey, the evolving landscape of inclusive education, and what his new role means for Brent's schools and families.

We're excited to announce the Inclusion team is growing! We're pleased to welcome new colleagues, including Justine Beadle, SEND Advisory Teacher as well as our new trainee educational psychologists Shreena Pandya and Georgie Walker and assistant educational psychologists Hannah Markham and Sofia Dimasi, who will help strengthen our ability to provide tailored support and guidance across the borough. These new colleagues bring a wealth of experience and passion to our shared mission.

In our resident spotlight, we feature a young Brent local who shares their lived experience of neurodiversity, helping to raise awareness and celebrate the richness of diverse minds. Their

story offers a powerful reminder of the importance of listening to lived experiences and creating spaces where every voice is valued.

October is 'ADHD Awareness' month, and we're taking the opportunity to highlight resources, challenge stigma and give readers a chance to interpret their understanding of ADHD through various media portals. Whether you do not have a wealth of knowledge about ADHD, or are looking to deepen your understanding, we hope this focus offers something meaningful.

We also shine a light on the Brent Outreach Autism Team (BOAT) provision, with updates including a visit to the Centre for ADHD and Autism Support, guidance on setting up a workstation in school, and a reminder about the family drop-in sessions—safe spaces for connection and support.

Creative opportunities take centre stage with the launch of new theatre sessions tailored for SEND learners, offering inclusive access to performance and self-expression. Fresh Arts have organised these sessions to offer a chance for young people to explore performance, build confidence, and express themselves in a supportive environment.

Finally, we round off with a look ahead to half-term. We've got a fantastic lineup of activities for families to enjoy. From a Halloween-themed event at Brent Cross to a joyful Ravers Dance Party for young children, and a Sports barrier-breaking Programme at Moberly Centre - fun, inclusive, and open to all.



We hope you find inspiration, information, and a sense of community from the newsletter. Thank you for being a part of our SEND community.

Warm Regards



Shirley Parks
Director of Education, Partnerships and Strategy

STAFF INTERVIEW OF THE MONTH

In an era where inclusive education and mental well-being are increasingly recognised as foundational to student success, the role of the educational psychologist has become both complex and much needed.

Having recently attained a doctorate in educational psychology, Dr. Jack Cranston, talks about his work with children, families, and educational institutions.

In this interview, we explore his path to doctoral study, the motivations that shaped his career, and the evolving responsibilities of educational psychologists in today's landscape. Read further to gain insight!



What inspired you to pursue a doctorate in Educational Psychology?
Before starting my doctorate, I worked as a secondary school teacher. I initially trained as a history teacher and later held several middle leadership roles, including Head of Year and Assistant SENCO. I've always been deeply interested in the education system, both in terms of its broader structures but also how psychological principles can support young people's learning and wellbeing. Although I genuinely enjoyed teaching and still miss aspects of it, I realised that I wasn't drawn to pursuing senior leadership positions but did want to continue developing my skills and gain experience across different educational contexts. It was during my time in pastoral and SEN roles that I first met a couple of

different Educational Psychologists who were linked to the school. At the time, I admittedly didn't know much about the profession, but our conversations sparked a real interest, and I thought that the role seemed to align well with both my skillset and my professional interests. I decided to complete a Psychology conversion master's degree alongside teaching and the following year I was fortunate to be offered a place on the professional doctorate programme at the UCL Institute of Education.

What was the most challenging part of the journey, and how did you overcome it?
One of the biggest challenges during the doctorate was balancing the academic demands with the practical work on placement. I started my placement in Brent as a Trainee Education Psychologist in September 2023, and from the outset it was a very busy period of my life. The workload intensified particularly in Years 2 and 3 of the doctorate, when my thesis writing coincided with increasing placement responsibilities and the desire to maintain some semblance of a social life. Completing my thesis alongside day-to-day work at Brent meant quite a lot of work outside of regular hours and occasionally during weekends. I found that being strict with my time was essential and working early in the mornings rather than late into the evenings helped me stay more productive. Time management and adaptability were key, especially during certain pinch points where I had multiple deadlines for both university and placement. Learning to juggle these competing demands taught me a lot about prioritisation and the resilience which is required to fulfil the EP role.

Were there any pivotal moments or people who influenced your path?
During my time in teaching, I had the privilege of working alongside some incredibly hard-working and charismatic people, many of whom I have remained close friends with. Their dedication and passion for education inspired me to remain in the sector and continue exploring ways to make a meaningful impact. As I mentioned earlier, meeting Educational Psychologists while working as a teacher was a turning point. Those initial conversations sparked my curiosity about the profession and planted the seed for a possible career change. Later, as a Trainee Educational Psychologist in Brent, I was fortunate to have a fantastic supervisor and to be part of a very supportive and welcoming team. The guidance and encouragement of the Brent Educational Psychology Service played a significant role in shaping my development and reaffirming that I had found the right path which is why I applied for a qualified position in the service.

What are some key findings or insights from your doctorate that you think could benefit the team or wider education practice?
So for my thesis I undertook a piece of exploratory qualitative research which sought to investigate parental engagement and home-school collaboration in relation to school-based support for adolescent mental health and wellbeing in secondary schools. I interviewed 23 participants in total, 15 parents and 8 members of secondary school staff. Bringing together parent and staff perspectives revealed some important areas of alignment, as well as points of disconnect. Both groups strongly agreed that schools play a key role in identifying and supporting adolescent mental health needs, though parents emphasised that schools should not be solely responsible. There was also shared concern about the barriers to effective collaboration, particularly around communication. Parents described the mental health and wellbeing information they received from schools as either inadequate or overwhelming, while staff struggled with knowing how best to engage families due both the cultural differ as well as shifting stigmas. Both groups

acknowledged that time, workload, and resource constraints often hinder proactive engagement. Importantly, both staff and parents recognised the tension between academic pressures and student wellbeing, highlighting the need for a more balanced and holistic approach. Where perspectives diverged, this often related to parental awareness and engagement. Parents expressed a lack of clarity about what support is available and how they could be involved, while staff tended to assume that information was being received and that parental 'buy-in' was sufficient which may reflect differing assumptions about what constitutes meaningful parental engagement. Despite these challenges, both groups expressed a clear desire for stronger, trust-based partnerships though they acknowledged that systemic limitations often prevent this from being fully realised.

I feel that the findings of my research underscore the importance of parents and school staff working as partners in supporting adolescent mental health. Parents expressed a strong willingness to help but often lacked clarity on how to engage meaningfully with school-based interventions. Schools can address this by offering clear, accessible pathways for involvement, such as co-developed wellbeing plans, information sessions, and regular two-way communication. For staff, this means moving beyond transactional or crisis-driven contact toward a culture of partnership, where parental insight is genuinely valued. Both parents and educators bring complementary expertise and recognising this dual knowledge is essential for creating more responsive, joined-up support. Importantly, this kind of collaboration can't rest on individuals alone; it requires systemic commitment from school leaders as part of a whole-school approach.

I presented these findings to the EPS team in the summer and we reflected that EPs are well positioned to strengthen collaboration between schools and families by supporting the design of co-produced interventions that centre parental voice. We also discussed the role we have in supporting the development of whole-school strategies, like advocating for routine parental involvement in intervention planning and target setting, supporting staff wellbeing, and promoting relational trust through joint consultation work. Finally, EPs can also help build parental self-efficacy through psychoeducation and by amplifying the perspectives of the young person and parents in the decision-making process.

How do you plan to apply your learning in your current role?
Although I've just completed a three-year doctorate, I still feel like there's a great deal of learning ahead! Each new case I'm allocated, particularly those involving unfamiliar areas of SEND, offers an opportunity to deepen my understanding and broaden my experience. Currently I'm focused on consolidating the knowledge I've gained while remaining open and curious as I work with different children and navigate a wide range of themes. I think that maintaining a mindset of continuous learning will be key to my development as an Educational Psychologist and ensure that I am able to provide the best possible support to the young people, families, and school staff that I work with.

What do you think are the biggest barriers to inclusive education today?
I would say that a major barrier to inclusion is the pressure schools are under to meet academic targets whilst also managing children with a wide range of needs with quite limited resources at their disposal. That was actually a theme that arose in a lot of my interviews with parents and staff members during my thesis research. I also think that the definitional ambiguity of the term can serve as a barrier to its effective implementation. So, as a former teacher and current EP I believe that we have a moral responsibility to

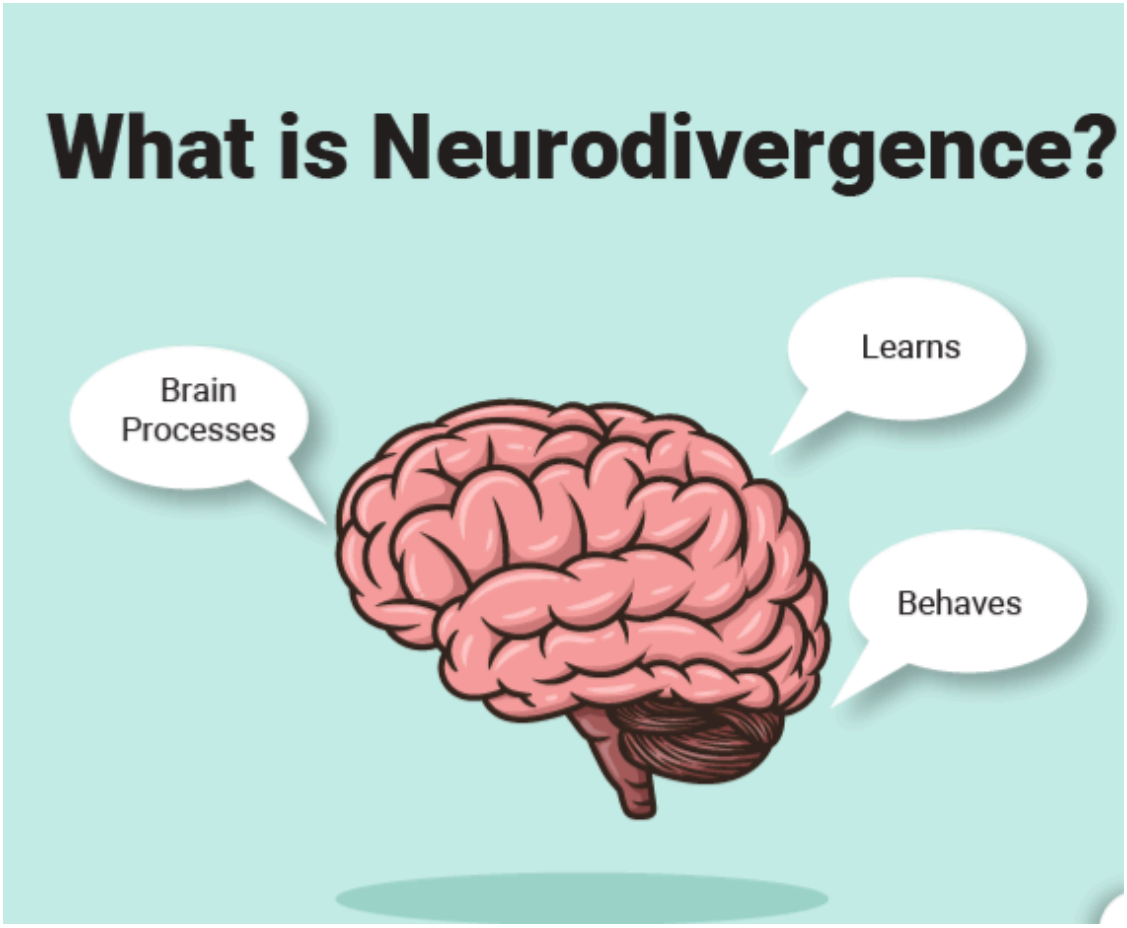
promote inclusion education in schools but unfortunately the concept of inclusion can still be hard to pin down and operationalise. For example, some practices that a school may deem to be inclusive may end up being exclusionary if they are being applied in a rigid, 'one size fits all' manner. Inclusion is about reacting to all individuals in an individual way to support participation, both in school and society more broadly. We're currently waiting for the publication of the Department for Education's white paper in October, and I remain optimistic that the new guidelines may signal a shift toward more equitable support for schools. But of course, the success of any initiatives or recommendations which are outlined in that white paper will depend heavily on sustained funding, training, and a genuine commitment to inclusion at all levels of the system.

What advice would you give to someone considering a doctorate in this field?
I feel incredibly privileged to have had the opportunity to pursue a doctorate in Educational Psychology and find working in support of children, families, and schools incredibly fulfilling. But that's not to say it isn't a challenging profession. Before applying it's essential to be sure this is the right path for you because it's not an easy journey. A professional doctorate in Educational Psychology is the required route to qualification in the UK. It's funded for home students but is highly competitive and many applicants have had to apply numerous times before successfully getting a place. Most of my peers on the course had significant experience working in education settings before applying. If you're exploring the profession, I'd recommend looking at the resources on the Association of Educational Psychologists (AEP) website and attending online events as well as university open days. I would also say it's a good idea to reach out to Educational Psychologists, most of whom are very approachable and happy to talk about their experience and offer advice. There are quite a few EPs who use social media platforms like LinkedIn and will share insights and support around applications. Finally, I would say that it's also important to consider the financial commitment of the training. Depending on your previous role, the bursary offered during training may not match your previous salary, so planning ahead is crucial.

Looking back, is there anything you would have done differently?
What helped me reach the end of my training was staying organised… though not perfectly all the time! If I could do anything differently, I would have probably tried to be a little kinder to myself. The pressures of placement, combined with academic demands, often pushed me toward perfectionism as a result I would say that my prioritisation of tasks wasn't always spot-on, but that's part of the learning process. The academic and placement elements of the doctorate often blurred together, so staying adaptable and accepting that things won't always align perfectly was important too. I think it probably comes back to what I was saying earlier about being adaptable and embracing the unpredictability of the role.

What are your aims in the next year for you and the Education Psychology team?
Having just qualified, my main aim this year is to continue consolidating and developing my practice. I'm focused on strengthening my skills across the core areas of educational psychology which include consultation, assessment, intervention, training, and research. Alongside my statutory assessment work and my role as a link EP to 8 Brent schools, I'll be leading the training for the new cohort of Emotional Literacy Support Assistants (ELSAs) which I'm really excited about. Now that I am a full-time Brent employee, I am also keen to collaborate more closely with colleagues across the wider Inclusion Service

wherever possible. As for the Educational Psychology Service, we've been gradually expanding over the past couple of years, which has been fantastic. The growth of the team is crucial as it helps to ensure that we have the capacity to meet our statutory responsibilities while also delivering a diverse range of project work. Importantly, it also means that more Brent schools can benefit from having a dedicated link Educational Psychologist who can provide early intervention support before difficulties become too entrenched and deliver more systemic work that can impact a greater number of staff and young people than we can through individual case work.



PROFILE ON BEING NEURODIVERGENT

Hi, I'm **Leaa**, and I'm a neurodivergent teenager. Living with a disability means I experience the world in ways that aren't always typical—but that doesn't make them wrong. It's taken time to understand myself, but I've learned that my differences are part of my strength.

Through this article, I want to share what it's like to live with a neurodiverse condition—the challenges, the victories, and why inclusion matters. My story is just one of many, but I hope it helps others feel seen, heard, and valued.

1. What is Neurodiversity?

Being neurodivergent in our world, is a challenge. Coming from me, struggling with my ADHD and other things has most definitely been a struggle. Being neurodivergent is such a broad term to group such unique individuals, yet to me, labels don't truly represent people. My message is to help you accept being deemed as neurodivergent doesn't define you – it helps to sometimes understand your behaviour with a little more clarity. Remember your diagnosis on paper, should never limit your dreams and ambitions in life.

2. Your strengths

Being neurodivergent is hard. Whether it be 20 years ago, or 2025, there will always constantly be challenges which act as obstacles in your daily life. Despite all the emotional and physical challenges, there are many positives. Whether it be thinking deeply, or viewing the world distinctly, perhaps through a creative or logical lens. Being neurodivergent depending on your diagnosis is your weapon, so learn over time to accept it, because it will never limit you.

3. School and Friendships

One of the hardest aspects when being neurodivergent is the ability to manage, maintain and gain friendships. Sometimes we struggle to 'fit in', emotionally affecting us in different ways. Sometimes we NEED to be left alone, and others we crave to be constantly around people. Over the years, I have learnt that friendships are hard – sometimes they can drain and sometimes they can feel like the masking is essentially losing yourself. However, sometimes taking breaks and finding people with similar interests, by joining different groups and taking upon new opportunities can provide different pockets of friendships for all your different moods. The key is not to put pressure on yourself, and eventually, you will get to a point where you feel somewhat stable.

4. Stereotypes

In society, there are huge stigmas when it comes to being neurodivergent. Despite more and more people getting diagnosed, there still continues to be ignorance depending on your own diagnosis – my own experience of this meant keeping my diagnosis a secret from everyone, which ultimately is unhelpful. If you feel you are not comfortable with everyone knowing, respect your boundary and keep it a secret until you are ready; there is no pressure. However, it is helpful sometimes to share it to those who are close to you, such as teachers or friends to allow them to gain insight into you and ways to support you. Stereotypes don't define you – but education and allowing people to learn what it really means to be neurodivergent can help change that, one step at a time.

5. Why It Matters

Neurodiversity is a celebration of different innovative ideas – our minds our wired up in ways which help fuel new creative ideas. Millions of people are neurodivergent, and their collective collaboration helps create the future events, ideas, products of tomorrow…. By reaching out to people and signing up for events you are passionate about can help fuel your creativity, for a cause. For example, my work at Brent Youth Parliament, a safe space

for ALL to collectively collaborate as a community. Whether that be through media, or debate, BYP allows all children and young people to share their ideas of how they want their community to be run whilst creating a widespread impact. If you are interested, please reach out and come along to our monthly sessions – all are welcome! Remember, never let being neurodivergent stop you in life from aiming high.

As Leea mentioned to get in contact with her about Neurodiversity, Brent Youth Parliament or anything that you can relate to in this article, you can get in contact at BYP@brent.gov.uk and mark the email for Leea's attention.

ADHD AWARENESS MONTH THE MANY FACES OF ADHD

ADHD Awareness Month, observed every October, aims to increase public understanding of Attention Deficit Hyperactivity Disorder (ADHD), reduce stigma, and promote better support for those affected. Through education, myth-busting, and advocacy, the campaign highlights the complexity of ADHD, encourages acceptance of neurodiversity, and pushes for improved systems in schools, workplaces, and communities. Participation includes learning from trusted sources, sharing accurate information, engaging in open discussions, and supporting initiatives that foster inclusion and access to resources.

The ADHD Awareness Month coalition is collaborating globally to spread accurate information about ADHD and its treatments. The 2025 theme, **"The Many Faces of ADHD!"**, celebrates the diversity within the ADHD community. Everyone is encouraged to raise awareness by sharing educational resources,stories, artwork, memes, or participating in the Video Contest to inspire and inform others.

For further details you can join the mailing list to get more updates and news

UPDATE FROM BOAT

CLAIRE AND CASS

Claire Nanungi from the STAR (Supporting the Assessment Route) team recently attended a Professional Connect Forum at the CASS. Claire found the session provided her with practical strategies to support a family in crisis. The CEO, Kay has shared that “at CASS, we are committed to supporting professionals across NW London through our Professional Forums and a wide range of training opportunities. In addition to our forums, CASS offers a variety of services for professionals, including our ‘Autism in Context’ webinar series, designed to help professionals better support ADHD and autistic people to access their services. If you’d like to find out more, please visit our website, follow us on our socials @adhdandautismsupport, or sign up to our mailing list.” More information can be found here: https://adhdandautism.org/

For further interest. please see the revised workshops from The Centre for ADHD & Autism Support for parents / carers and professionals. The offer is comprehensive and beneficial for families both waiting assessment and those with a diagnosis.

Please follow the link for more workshop details - Centre for ADHD & Autism Support Events - 16 Upcoming Activities and Tickets | Eventbrite

BOAT TRAINING SESSION

This September, BOAT delivered a training session on setting up and using workstations for learners at a Brent primary school. After the session, Alice from BOAT visited a classroom to have a look at the workstation the teacher had prepared for one of her students. Such thought and care had gone into organising the workstation, located close to an emotional regulation station to allow the student a space within the classroom in which he could work independently, with a peer and as a part of the whole class. His daily timetable was prepared, his personalised activities were organised, and his rewards and motivators had been carefully selected. It was lovely to see the diligence, work and thought that had been put into making sure that all students in the class could feel included to allow them to get off to the best possible start.





STAR SESSIONS

Don't forget about drop-in sessions at the Family Wellbeing Centre. It's an opportunity to discuss any concerns and receive confidential support for your child

Willow - Barnhill Road, Wembley, HA9 9DF
Tuesday 10th February 2026 at 12pm-2pm
Tuesday 21st April 2026 at 12pm-2pm

Three Trees - Tiverton Road, Kensal Rise, NW10 3HL
Tuesday 21st October 2025 at 10am - 12pm
Tuesday 24th February 2026 at 10am - 12pm
Tuesday 28th April 2026 at 10am - 12pm

Alperton, Alperton Community School, Ealing Road, Wembley, HA0 4PW
Friday 13th March 2026 at 10am-12pm
Friday 19th June 2026 at 10am-12pm

St Raphael's, Rainsborough Close, St Raphael's Estate, NW10 0TS
Tuesday 18th November 2025 at 10am - 12pm
Tuesday 17th March 2026 at 10am - 12pm
Tuesday 19th May 2026 at 10am - 12pm

Church Lane, Fryent Primary School, Church Lane, Kingsbury, NW9 8JD

Tuesday 4th November 2025 at 10am-12pm
Tuesday 12th May 2026 at 10am-12pm
Tuesday 7th July 2026 at 10am-12pm

Granville Plus, 78 Granville Road, Kilburn, NW6 5RA
Monday 24th November 2025 at 10am - 12pm
Monday 18th May 2026 at 10am –12pm
Monday 20th July 2026 at 10am - 12pm

Fawood, 35 Fawood Avenue, NW10 8GP
Friday 16th January 2026 at 12pm-2pm
Friday 22nd May 2026 at 12pm-2pm

Preston Park, College Road, Wembley, HA9 8RJ
Tuesday 16th December 2025 at 10am-12pm
Tuesday 14th April 2026 at 10am-12pm
Tuesday 23rd June 2026 at 10am-12pm

FRESH ARTS

THEATRE FOR SEND CHILDREN

We would love to let your families know about a new club at Fresh Arts: Brent for learners with SEND and their families, This is a Musical Theatre Club for SEND learners on Mondays from 5.15pm-6pm in our Fresh Arts Wembley Park location, 1 Humphry Repton Lane HA9 0GL.

Each week your children will have the chance to work with professional theatre artists to sing, dance and act. This club is specifically tailored to SEND learners, incorporating sensory learning, music and movement in a safe, fun environment. They will be focussing on a specific musical each term, and will explore the story through visual and

sensory play and imaginative drama, music and movement activities. At Fresh Arts they understand that each learner is different, and we aim to adapt our SEND sessions to engage all learners. They will also provide breakout spaces and art activities for learners to engage with if they need a break from main session. If carers can stay during the sessions to be involved in the lesson and help support learners as they engage with the program, that would be great.

The classes are usually oversubscribed and have waiting lists so if you would like to book, please use the link below as places are given on a first come first serve basis.
Mondays, Family SEND Musical Theatre (6-10 years old)
Family Musical Theatre Club for SEND Learners | Pebble

1 session = £6.00 and block booking of 8 sessions = £48.00. (Can choose the first session as a free trial which = £42.00)

If your family is in receipt of income related benefits, you can be offered subsidised places. Please email if this relates to you.

If you have any questions or queries, please do let us know by emailing or calling our office team - 0203 904 1113 and admin@fresharts.co



ORAL HEALTH FOCUS GROUP

Photo credit from the World Health Organisation (WHO)

Brent Council Launches Oral Health Focus Groups to Support Local Families

Brent's Public Health Team is launching a series of focus groups aimed at better understanding the challenges families face in maintaining their children's oral health and accessing dental care. The initiative is part of a broader effort to improve dental health

outcomes across the borough, particularly among communities that may face additional barriers to care.
The project will engage three key groups of parents:

- Families of children with Special Educational Needs and Disabilities (SEND)
- Syrian families living in Brent
- Families residing in the Harlesden area

Each focus group will provide a safe and welcoming space for parents to share their experiences, concerns, and suggestions. Participants will receive a £25 voucher as a token of appreciation for their time, and refreshments will be provided during the sessions. The insights gathered will help shape future public health strategies and ensure that services are more inclusive, accessible, and responsive to the needs of Brent's diverse communities.

Residents interested in taking part can email PublicHealthBrent@brent.gov.uk or scan the below code



SatH
Community Sports
& Wellbeing Charity
Connect. Grow. Thrive.

ACTIVITIES FOR OCTOBER HALFTERM

FREE COMMUNITY EVENTS

Half-Term Events in Brent Cross Town

26 October 2024 - 03 November 2024

This autumn, Brent Cross Town is set to come alive with a dynamic programme of free events designed to engage families, children, and adults alike.

During the upcoming half-term break, visitors can look forward to an exciting mix of activities including skateboarding sessions with Keep Rolling, baseball workshops led by The 108, family-friendly cinema screenings, and hands-on arts and crafts. A returning favourite—the climbing wall—will also be back to challenge and delight thrill-seekers of all ages.

Sport at the Heart is a social inclusion charity that uses opportunities such as sports, physical activity, creative arts, play and wellbeing initiatives to improve the lives of people in the community.
A selection of activities currently available to attend at the **Roundwood Community Centre, 49 Longstone Avenue, NW10 3UN**;

Lego Club
Ages: 8+
Time: 4-5:30pm every Monday

Build, create and collaborate on challenges and models.

Womens & Girls Fitness Classes
Ages: 14

For adults, the focus shifts to wellbeing, with calming yoga classes and immersive sound bath experiences hosted in the serene setting of the Visitor Pavilion.

Adding a seasonal twist, the Halloween trail promises spooky fun throughout October and into the first weekend of November—perfect for those brave enough to explore its eerie surprises.

While all events are free to attend, some require advance booking due to limited capacity. Full details of events are available in below weblink. Additionally, Our Yard will host a ticketed Halloween Trick or Treat Rave 'n Play event, offering a lively celebration for families looking to extend the festive fun.
Half-Term Events in Brent Cross Town - Brent Cross Town

Holiday Swimming for Children at Vale Farm Sports Centre

On between Monday October 27th to Friday October 31st

Brent Council has launched the *Kids Swim Free* initiative at Vale Farm Sports Centre. This community-focused programme offers complimentary swimming sessions to all children aged 16 and under during school holidays.

Dedicated free hourly swim sessions are available Monday to Friday (excluding bank holidays) throughout designated school holiday periods between 11am to 4pm.

Time: 5:30-6:30pm every Monday

Move your body, boost your energy, and improve your well-being in a women-only environment.

Girls Link up Youth Night & Junior Girls Link up Youth Night
Ages: 8-11
Time: 5:30-7pm
Senior Ages 12-18 & 18-25:
Drop in from 5:30pm-8:30pm
Every Thursday

A safe space just for girls and young women.to participate in activities: sports, dance, arts, games and support with job searching & mentoring is available.

Teens Youth Club
Ages: 11-18
Time: 6-8pm every Wednesday & Friday

A variety of activities for young people to be involved in including Arts, Multi-sports, Table tennis and Playstation 5.
Light snacks provided.

Please register before signing up to sessions over on the website:
https://sportattheheart.org/

To find out more contact hello@sportattheheart.org or *@sportattheheart* on Instagram and *@teamsath* on Tik Tok

For a full schedule of activities visit https://sportattheheart.org/whats-on/

Autism-Friendly morning at The Library at Willesden Green

Brent Council are holding a relaxed morning at The Library at Willesden Green, specially designed for our friends with autism!

Date and time: Wed, 29 Oct 2025 09:30 - 10:30am

Location: The Library at Willesden Green, 95 High Road London NW10 2SF

This is an Autism-Friendly morning held in a quiet space for children aged 3 -15 years with their siblings, parents and carers to take part in a Nigerian traditional textiles-inspired craft activity, borrow books and explore the museum.

Please book a free ticket for each person coming in your group(for each of the brothers, sisters and parents/carers) via Eventbrite
Autism-Friendly morning at The Library at Willesden Green

There are accessible toilets on all floors and a quieter room available.

This is a tailored, welcoming and inclusive space for individuals with autism to enjoy the building with ttrained staff on hand to provide a supportive environment.

Everyone who books tickets for this special early opening will receive a visual story a week in advance to provide an idea of what to expect on arrival so ensure you add the email address museum.archives@brent.gov.uk to your contacts.

If you have any questions about this event, please contact Jana Cameron, Learning Officer at Brent Museum and Archives on 020 8937 3603 or 07909 007 182 or at jana.cameron@brent.gov.uk

PRICED EVENTS





Bubble Planet
22 Fulton Road, Wembley HA9 0TF



Disability Sports Coach

Voyage through a fun-filled world of bubbles in the interactive, multisensory experience Bubble Planet.
All ages welcome and children under the age of 4 can visit free and children under the age of 14 must be accompanied by an adult.

Open all days apart from Tuesday
Duration: approx. 60-90 minutes
Cost: starting from £13.90 for children and £17.90 for adults.
People with disabilities can pay a reduced price and the accompanying carer is entitled to free admission.
Accessibility: The venue is wheelchair accessible, though some areas have stairs that may limit full accessibility

To learn more about the exhibit and to book, in the first instance, visit
https://wembleypark.com/attractions/bubble-planet-london/

Middlesex FA Pan Disability League

Similar to the JustPlay initiative, the Turn Up & Play Centres provide casual football sessions to people with a disability, impairment or long-term health condition that simply want to play football. There's no commitment and sessions are aimed at being fun, engaging and sociable

There has never been a better time to get involved and play football, whatever your ability level.

There are now more opportunities than ever to play football if you have a disability.

Middlesex FA believe in flexible, inclusive and accessible playing opportunities for everyone, and are committed to delivering a range of opportunities for players with a disability to access football at various levels across the county.

Willesden Sports Centre, Donnington Road, London, NW10 3QX

A vibrant multi-sports club based at Willesden Sports Centre. which provides sport and physical opportunity activities for disabled people. On offer are the below sessions;

Club Brent

This a 2 hour multi-sports session covering a host of sports that can be adapted to all abilities.
Ages: 8 years and over
Price: £4 per session
Saturdays (term-time only) at 2-4pm
For further details visit
https://disabilitysportscoach.org.uk/get-active/community-clubs/club-brent/

Girls Club

This is an inclusive movement club for disabled girls to get active
Welcome girls from 11 up to 25
FREE
Saturday(during school term) at 4.15-5.15pm
To check availability visit
Free weekly sports activities for disabled girls Tickets, Multiple Dates | Eventbrite



Access to find out about the various schemes available



Snow White and the 7 Dwarfs with British Sign Language Interpreter Early Bird Tickets

The Brent Deaf and Hearing Support Service are delighted to bring you a message from Emma, The Chameleons BSL Signer!

Watch as she explains how excited she is about this year's show and then book to join us for a fun and magical way to bring in the festive season.
https://drive.google.com/file/d/1cG8Rb9JyNtjV-eSsVsEOIxj6nplcAJ1o/view?usp=sharing

Emma will be signing along to two performances at the Church of the Ascension Hall, The Avenue, Wembley, HA9 9QL:

- Fri, Dec 12th @ 7PM
- Sat, Dec 13th @ 2PM

Raver Tots @ Boxpark, Olympic Way, Wembley, HA9 0JT

Sunday 26th October, 11am - 2pm

Get ready to move, groove, and rave with the whole family - Raver Tots is landing at Boxpark Wembley, and it's set to be an unforgettable experience for all ages!

This high-energy indoor dance party blends the best of house, garage, and drum and bass with a vibrant festival atmosphere that's perfect for kids and adults alike. Expect a spectacular effects show featuring dazzling dancers, live performers, cold pyro, bubbles, multi-coloured lasers, and lighting that will light up the room.

Parents can enjoy the licensed bar, while little ones soak up the excitement in a safe,

Tickets start at £12.50 Concessions and £14.50 Standard whilst the Early Bird offer is in place.

Book today at https://www.thechameleons.co.uk/tickets/

If you want to be sure to have the best view of the signer, why not email boxoffice@thechameleons.co.uk

inclusive environment designed for families to rave together.

Tickets sell out fast, so book early to avoid disappointment!





ACCESSIBLE CINEMA

Cineworld Cinema Wembley Blvd, Wembley, HA9 0FD

Cineworld Wembley host autism friendly screenings on the first Sunday of the month.

The screenings feature adjustments to create a sensory-friendly environment, including reduced sound levels, dimmed lighting, no ads or trailers and the freedom to move around or make noise without judgement for a neuro-diverse audience.

The Lexi Cinema 194b, Chamberlayne Rd, London NW10 3JU

The Lexi cinema offers relaxed and accessible screenings of films. for cinema goers who are deaf, visually impaired, use a wheelchair and are Autistic

Carers who accompany people with access needs can attend for free and can book online with a CEA Card

For further details visit The Lexi Cinema | WhatsOn

The Kiln Theatre 269 Kilburn High Road, London, UK, NW6 7JR

Offers various "SEND" (Special Educational Needs and Disabilities) sessions, primarily focused on creative engagement and development for young people.

The program aims to boost creativity, confidence, and engagement in arts and culture through drama-based activities.

The Kiln also offers a wide range of plays and opportunities to go

For more information and to book tickets visit Cinema Listings For London - Wembley
Showtimes & Tickets at London - Wembley | Cineworld Cinemas

backstage which is entertaining for all in the family so see below on how to access it;
Access | Kiln Theatre

CLUBS AT SPORTS CENTRES



London Knights Basketball Club
Jubilee Community Leisure Centre
W10 4NW Aged 11 - 19

For parents looking to keep their children active, confident, and positively engaged, LKBC offers a refreshing approach. As a non-profit organisation, LKBC is passionate about making basketball accessible and enjoyable for young people of all backgrounds.

More than just a game, LKBC's sessions are designed to support children's physical fitness, develop their basketball skills, and encourage positive discipline. Whether your child is new to the sport or already bouncing with energy on the court, LKBC creates a safe and supportive space where they can learn, grow, and thrive.

Kids Fest at Holiday HQ: A Colourful Celebration for Children Aged 5–11
October 27th - 31st
8:30am - 5:30pm

Holiday HQ's **Kids Fest** brings together creativity, energy, and festive fun in a vibrant camp experience for children aged 4–11. From mural making and campout quests to spooky surprises and sports under the big top, each day offers fresh adventures designed to keep kids active, engaged, and smiling.

Parents also benefit from festive cheer, with every booking entering a draw to win a **£250 Smyths Toys Gift Card**—just in time for Christmas. It's holiday fun for children, and seasonal support for families.

For details of the schedule visit below
Our schedule | London Knights Basketball Club | Powered by ClassForKids

Spaces are limited so - secure your child's place today.

Centres local to Brent are Moberly Sports Centre (£36.65 for session) in Kensal Green & Willesden Sports Centre (£47.80 for session)

See what's on offer **and** Book Now

The Sport for Confidence Programme at Moberly Centre
Moberly Sports Centre, 25 Chamberlayne Road, Westminster, NW10 3NB
Cost - £3.45 per person per session. You can pay at the front desk upon arrival by card.
Please note that Moberly Sports Centre is a CASHLESS venue.
Delivery Days - Monday's and Tuesday's

This is an initiative for teenagers mainly 18+ who face barriers to participation by undertaking inclusive sport and physical activity opportunities by using practical support to facilitate recovery eventually helping them to overcome their barriers. Young people with learning disabilities, mental health issues, dementia, autism, physical impairment or disability are welcome.

At Moberly Sports Centre there are a range of different opportunities available including Supported Gym, Boccia, Circuits and Swimming. If you are new to Sport for Confidence and want to self refer, or make a referral on behalf of someone else, please **click here**

Brent Preparing for Adulthood

Brent Civic Centre, Engineers Way, Wembley Park, Wembley, HA9 0FJ