



All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be 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.

Darrick Wood School is an inclusive school and may offer the following range of provision to support children with:

- Autistic Spectrum Disorder (ASD)/Social Communication Difficulties (SCD)
- Social Emotional and mental health (SEMH)
- Cognition and Learning
- Specific learning difficulties (SpLD)
- Speech, language or communication need (SLCN)
- Sensory impairment

The range of support deployed will be tailored to individual needs following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance:

Who should you contact to discuss the concerns or needs of your child?

Form Tutor

The Form Tutor is responsible for:

- The Form Tutor is the first point of contact for any query relating to your child. The Form Tutor will liaise with relevant staff regarding the concern.
- Form Tutors are ideally placed to monitor the general progress of your child and to intervene and offer guidance in instances of underachievement. They contribute with colleagues to devising the personalised learning programme.
- He or she is responsible for the wellbeing and is the first source of care for your child.

Subject Teacher

The subject teacher is responsible for:

- Adapting and refining the curriculum to respond to the identified strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivering the curriculum using appropriate strategies.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- If your child is not making the expected progress, the Support Department may become involved to assist the subject teacher with further strategies.

Special Educational Needs Co-ordinator (SENCO)

Mrs Lancaster

J. Lancaster: j.lancaster@darrickwood.bromley.sch.uk

The SENCOs are responsible for:

- Co-ordinating provision for children with SEND.
- Developing and implementing the Schools SEND Policy.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Ensuring that parents are:
 - Involved in supporting their child's learning.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is doing.

Access Co-ordinator

Mrs Anderton

S. Anderton: s.anderton@darrickwood.bromley.sch.uk

The responsibility of the Access Co-ordinator is to organise assessment and implementation of the Special Examination Arrangements for External examinations.

Head Teacher

Dr M Airey

e-mail: office@darrickwood.bromley.sch.uk

The Head Teacher is responsible for:

The day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEN Governor

Mrs Morris

e-mail: kath.morris1@ntlworld.com

The SEN Governor is responsible for:

Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.

Assessment, Planning and Review

How can you find out about how well your child is doing?

All students will receive progress reports at regular intervals that include both effort grades and attainment grades. Twice a year, pupils will meet with their Form Tutor to discuss effort and progress and any possible barriers to learning on Academic Tutoring Day.

For those pupils who are not meeting their target grades, or making sufficient progress additional support will be put into place to provide enhanced resources and targeted support to help overcome any difficulties. The views of the pupil will be given consideration at this stage.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. In some cases, a Learning Support Assistant may be allocated to support an individual pupil or to be a general support to the class. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Annual Review meetings are held where parents, relevant external agencies and pupils are invited. The outcomes of these meetings will be formally recorded.

If your child continues to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria and can be accessed through the banded funding from the LA. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For particular pupils additional arrangements can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Through Quality First Teaching our teachers are well skilled at adapting their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help both groups and individual pupils developing independent learning skills. Monitoring takes place to ensure all pupils make progress and not become too dependent on adult support.

Intervention

Strategies/support to develop independent learning:

- A school planner is used in order to organise the pupil's school day and to record homework. Parents have free access to the pupil's planner and are welcomed to make comments in it, if required.
- On-line setting of homework (DWSharePoint) is continually developing to benefit pupils and inform parents of set tasks.
- Behavioural issues, targets and attainment data are recorded in order to keep the parents/carers informed of progress.
- Mentoring by peers, support staff or teaching staff seeks to provide additional strategies, if required.

Strategies to support/develop literacy:

- Small group intervention programmes with minimum disruption of the timetable, including Reading Handwriting and spelling as appropriate.
- Specialist multisensory programme.
- Social skills groups are delivered as appropriate.
- Mentoring system.
- Sixth Form buddy system.
- Homework Club.
- A literacy programme has been developed across the school which include a range of subject specific literacy mats.

Strategies to support/develop numeracy:

- Software programmes are used to support development of numeracy skills within the mainstream Mathematics curriculum.
- Mathematical cross-curricular links are encouraged.

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem:

- Much of this is delivered through Quality First Teaching supported by our Pastoral Team.
- Specific interventions offered to those students with significant need for support or personal development include: Lunch Time Social Skills Club, Art Clubs, drop in (safe haven) sessions, Chess Club and Homework Club.

Mentoring activities:

- Students with significant challenges due to SEND have access to mentoring.

Strategies to support / modify behaviour:

- There is close liaison between the Pastoral Team and The Support Department.
- Staff awareness of vulnerable pupils.
- Where appropriate advice from External agencies is sought.

Support/supervision at unstructured times of the day:

- Support is provided as appropriate, the emphasis is always placed on independent learning and self-help skills.
- Pupils with specific physical or sensory impairment have their needs met as appropriate.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Health care plans are in place. The Borough Nurse is instrumental in providing these.
- Risk Assessments are reviewed as appropriate.
- Special arrangements are in place for fire drills/disaster incidents.
- Special modifications are in place taking into account what is reasonable.

Access to modified equipment and IT is available in specific circumstances.

Transition

How will the school help your child move to a different school/college?

In year 6-7 transition:

- The SENCO and possibly the Achievement coordinator will attend the Primary/Secondary meetings to discuss specific needs of your child.
- All children attend an Induction day.

When moving to another school:

- We will liaise with School SENCO and share information about special arrangements and support that has been made.
- We will ensure that all records are passed on as soon as possible.

Staffing Expertise

How skilled are staff in meeting the needs of your child?

- An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their Quality First Teaching and support of children with SEND. Recent training has covered:
 - Changes to the SEND provision as a result of the new Code of Practice which came into effect from 1st September 2014.
 - An ongoing programme designed to enhance skills of all teaching staff and support staff.
 - Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

We also have staff with specialised expertise and SEN qualifications.

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are met. These include:

- School may refer as required and implement recommendations following specialist assessment.
- Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports.

Educational Psychology Service

e-mail: eps.admin@bromley.gov.uk

Tel: 020 8313 4141

Fax: 020 8313 4145

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Social Communication Difficulties Support Services:

e-mail: iss@bromley.gov.uk

Tel: 020 8461 7519

Fax: 020 8313 4145

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Sensory Support Service

e-mail: sensory.support@bromley.gov.uk

Tel: 01689 889850 (Hearing), 01689 889856 (Vision)

Fax: 01689 889866

Griffins, Lovibonds Avenue, Orpington, BR6 8ER

CAMHS (Child and Adolescent Mental Health Service)

The Information, Advice and Support Service

(IASS - formerly Parent Partnership) offers information, advice and support, for parents and carers

e-mail: parentpartnership@bromley.gov.uk

Tel: 01689 881024

Blenheim Children and Family Centre, Blenheim Road, Orpington, BR6 9BH

Education Welfare Service

e-mail: education.welfare@bromley.gov.uk

Tel: 020 8313 4151

Fax: 020 8313 4145

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Bromley Parent Voice

Tel: 0208 315 4749 (Monday-Tuesday) and 0208 776 3170 (Wednesday-Friday)

<http://www.bromleyparentvoice.org.uk>

Burgess Autistic Trust

Tel: 0208 464 2897

e-mail: info@burgessautistictrust.org.uk

<http://www.burgessautistictrust.org.uk>

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Bromley Local Authority Local Offer <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx#.VOtms-9yZwE>

The DfE Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>