

DARRICK WOOD SCHOOL SEN INFORMATION REPORT

Reviewed: November 2019

Agreed: November 2019

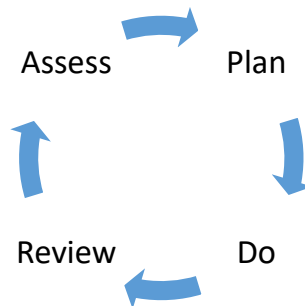
Next Review Due: November 2020

Person responsible: Ms C Wilson-Hooper

Introduction

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.

Underpinning all our provision in school is the **graduated approach** cycle of:



Darrick Wood is an inclusive school and all teachers are responsible for every child in their care, including those with special educational needs. The expectation is that all teachers will use Quality First Teaching strategies to meet the needs of children in the classroom.

Information and Guidance

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

Form Tutor

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.
- Is 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.
- 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.

Overview of the Learning Support Faculty

The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Mrs V. Hodgson who can be contacted at the School – please telephone the School Office on 01689 850271 or email v.hodgson@darrickwood.bromley.sch.uk.

The SENCO is responsible for:

- Co-ordinating provision for children with SEND.
- Developing and implementing the School's 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.

The Learning Support Faculty is line managed by Ms C Wilson-Hooper, Deputy Head Teacher, who is also the School's Designated Safeguarding Lead and the Designated Person for Children Looked After.

Mrs S Anderton (s.anderton@darrickwood.bromley.sch.uk) coordinates access arrangements for examinations and the Faculty has its own dedicated administrative support. Within the Faculty there are also staff who work as Learning Support Assistants, a trained mentor and ELSA (Emotional Literacy Support Assistant). The School also employs a part-time specialist SpLD teacher. The Learning Support Faculty has its own offices and dedicated classroom space and resources.

The designated SEN Governor is Mrs K Morris (k.morris@darrickwood.bromley.sch.uk). 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.

Special Educational Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Cognition and Learning

This includes both Specific Learning difficulties (for example, dyslexia and dyspraxia), processing difficulties and generalised (sometimes complex) learning difficulties.

Communication and Interaction

This includes Speech, Language and Communication Needs (SLCN) as well as Autistic Spectrum Disorder (ASD) and Attention Deficit and Hyperactivity Disorder (ADHD).

Social Emotional and Mental Health

This includes severe anxiety, depression, mental health conditions and Obsessive Compulsive Disorder (OCD) as well as gender identity.

Sensory and Physical

This includes physical disability and health needs, cerebral palsy and hearing and visual impairment. In line with the SEND Code of Practice, Darrick Wood School offers a range of provision to support pupils and students who have special educational needs in these categories. 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.

Further information in the School's SEND Policy can be found on the website.

As of November 2019, we have 51 pupils with an EHCP including 20 in the Deaf Centre. A further 271 receive some form of SEN Support including 8 with Pupil Resource Agreements.

Assessment, Planning and Review

Parents/carers are provided with regular information about how pupils are progressing across all their subjects. This includes attainment data sent home in reports and information on engagement with learning which is available through ClassCharts.

For those pupils who are not meeting their target grades, or making sufficient progress, additional support will be arranged 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 pupils can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Annual Review meetings for pupils with an EHCP and PRA reviews are also held annually 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 Local Authority. 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)

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.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

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. Parents have free access to the pupil's planner are welcome to make comments in it, if required.
- Online setting of homework (via BROMCOM) is used 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.
- Homework Club is a specific intervention to enhance assisted independent study.

Strategies to support/develop literacy:

- Small group intervention programmes with minimum disruption of the timetable, including reading, *comprehension*, handwriting and spelling as appropriate.
- Specialist multisensory programme.
- A literacy programme has been developed across the School which include a range of subject specific literacy mats.
- Reading mornings Years 7 to 10.
- SpLD Tuition.
- Study Skills KS4.
- Literacy Groups Years 8, 9 and 10.

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.
- HLTA for numeracy embedded in Year 7 curriculum.
- Numeracy groups for Years 8, 9 and 10.

Strategies to develop 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 during morning, break and lunch times (safe haven) sessions.
- Mentoring system.
- Sixth Form buddy system.
- ELSA.
- Sensory room.
- Access to SU2 (safe haven).

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 teams and the Support Faculty.
- Staff awareness of vulnerable pupils.
- Where appropriate advice from External agencies is sought.
- Social skills groups are delivered as appropriate.
- SALT/LSA and Words First Therapy.

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.

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

- Health care plans are in place. The School Nurse Service and other health services are 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****In Year 6 to Year 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. We run additional induction days for specific pupils with identified special educational needs or requirements.

When moving to another school:

- We will liaise with the School's 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.

In Year admissions

- Pupils and parents complete a questionnaire about previous learning experiences and any other relevant information.

Staffing Expertise

Darrick Wood School is committed to continually developing the knowledge and skills of all staff to effectively meet the needs of all pupils. This is done through:

- 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 speech and language needs, SEMH, dyslexia and ASD.
- 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.

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

https://www.bromley.gov.uk/info/7/psychology_psychiatry_or_social_work_services/49/educational_psychology

Bromley Mencap

<https://www.bromleymencap.org.uk/>

Sensory Support Service

https://www.bromley.gov.uk/info/10122/disabled_children_and_young_people/53/support_for_children_with_additional_needs_or_disabilities/5

Bromley Wellbeing

<https://www.bromleywellbeingcyp.org/>

The Information, Advice and Support Service

https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass

Education Welfare Service

https://www.bromley.gov.uk/info/35/school_attendance/20/school_attendance

Bromley Parent Voice

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

Further information about support and services for pupils and their families can be found in:

The Bromley Local Authority Local Offer

<https://bromley.mylifeportal.co.uk/localoffer>

The DfE Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Complaints

Our complaints policy can be found here:

<http://www.darrickwood.bromley.sch.uk/documents/About/Policies/Complaints.pdf>

Please note that appeals and complaints about decisions taken by the Local Authority should be made to that body. The School's complaints procedure cannot be accessed to resolve such complaints.