

# DARRICK WOOD SCHOOL SEN INFORMATION REPORT

**Reviewed:** November 2021

**Agreed:** November 2021

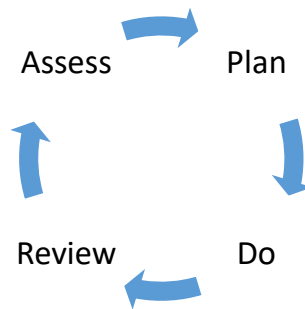
**Next Review Due:** November 2022

**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](mailto: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.

Mrs S Anderton ([s.anderton@darrickwood.bromley.sch.uk](mailto: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 Hub Leader and Coordinator, Higher Level Teaching Assistants, a Post-16 Learning Support Assistant, Speech and Language Learning Support Assistant, generalist Learning Support Assistants, a trained mentor and ELSAs (Emotional Literacy Support Assistants). The Faculty has Intervention Champions who run morning interventions for reading, maths, touch typing, Wordshark, handwriting and iPad and technology training. The School also employs a part-time specialist SpLD teacher and commissions Speech and Language Therapy for two days per week. The Learning Support Faculty has its own offices, dedicated classroom space and resources.

The designated SEN Governor is Mrs K Morris ([k.morris@darrickwood.bromley.sch.uk](mailto: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 2021, we have 81 pupils with an EHCP including 20 in the Deaf Centre. A further 259 receive some form of SEN support and 9 have 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 Bromcom.

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:**

- Pupils are issued with a planner with their timetable and can use it to organise their day. Parents have free access to the pupil's planner are welcome to make comments in it, if required.
- Online setting of homework (via Microsoft Teams) 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 morning programmes for reading (comprehension and inference skills), touch typing, wordshark, handwriting and iPad and technology training.
- Specialist multisensory programmes.
- A literacy programme has been developed across the School which includes a range of subject specific literacy mats.
- Reading mornings Years 7 to 10.
- SpLD Tuition.
- SaLT (speech and language therapy).
- Study Skills KS4.
- Literacy Groups Years 8, 9, and ASDAN Years 10 and 11.

### **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.
- Numeracy groups for Years 8, 9 and 10.
- Small group intervention morning programmes for maths Years 7, 8, 9, 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 via the Hub areas: Lunch Time Social Skills framed by: Art, Film, Lego and Football and drop in during morning, break and lunch times (safe haven) sessions.
- Mentoring system.
- Sixth Form buddy system.
- ELSA and transition groups for Years 7 and 8.
- Breakfast club
- Sensory area in Hub.
- Access to specialist supervised classrooms (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.
- ELSA transition groups are to help children with self-esteem and settling back into school.

**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:**

- School staff including the SENCO, Achievement Coordinator and Assistant 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.
- Information will be made available for parents and pupils, such as when the orientation days will take place; an information / transition pack with a social story included; key staff booklet; map. In exceptional circumstances, and in line with the EHCP and discussions with SENCO and in agreement with DHT Pastoral and HT, a phased return can be organised.
- Pupils included on transition days, will be in a transition group with the ELSA or SENCO during the year to assist with 'settling.' Transition pupils are decided by the Primary SENCO team.
- Interventions for reading, maths, touch typing, Wordshark, handwriting and iPad and technology training. are also available in the registration time.

**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.

**The School Day**

The usual school day is currently 8.35am to 3.00pm. Both break and lunch are currently 30 minutes each and they are at different times for Year 7 and 8, and 9, 10 and 11. There are 25 hours of learning in a week and five hours of learning in a day. Some lessons are on a two week rotation, for example PSHE and IT/Computing.

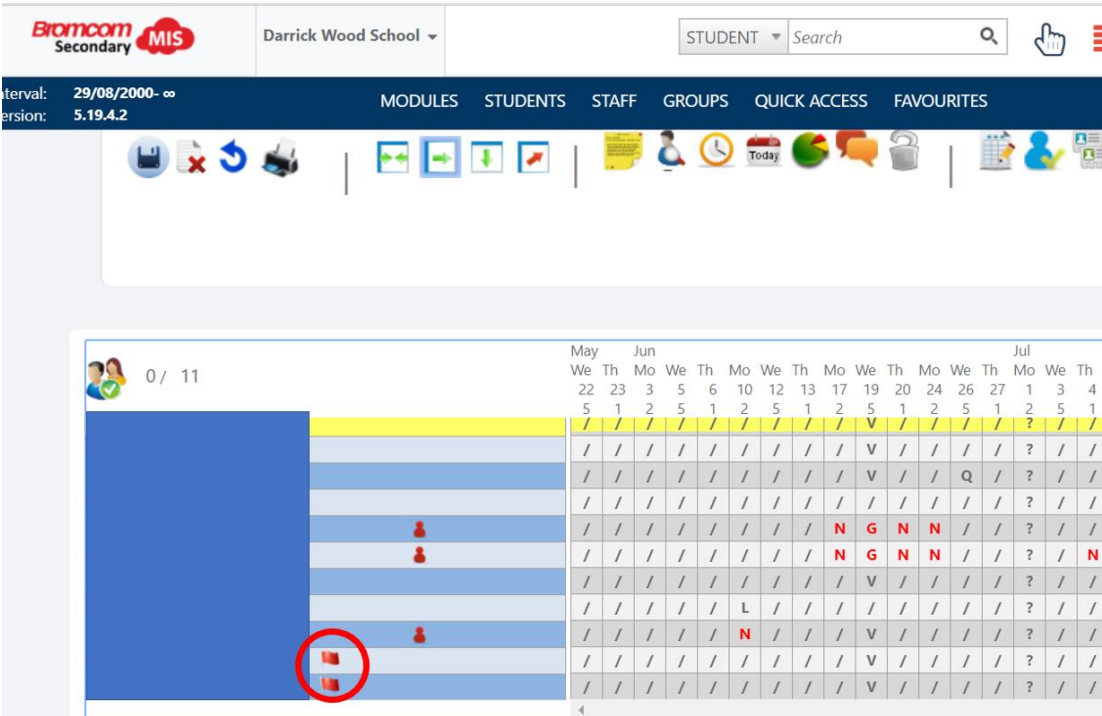
In each class there are up to 32 children. Our smaller classes tend to be at least 15 children in size. The school has a mixture of mixed ability and broad streaming and setting, also subject and year group dependent. Subjects such as English, Mathematics and Science tend to set. Humanities subjects teach in mixed ability groups initially before there is some setting. Most other subjects teach in tutor groups in Key Stage 3.

Please see the Learning Support Framework below. This is how Darrick Wood School offers a tiered response approach to pupils with SEND.

 <b>LEARNING SUPPORT FRAMEWORK</b> <i>This framework is to demonstrate how we meet the needs of all pupils in the school via the graduated approach. The framework links to the SEN systems; how we highlight and act upon identified children.</i>				
<b>HOW DARRICK WOOD OFFERS SUPPORT IN ALL AREAS OF LEARNING</b>				
Who are our pupils?	How do we meet needs?	Who supports children in school?	How do we know who these pupils are?	
<b>Tier 3</b> High level needs Specialist input	<b>EHCP / PRA</b> funded students	<b>Commissioned services</b> Specialist teaching staff Specialist support staff Differentiated pathways	<b>Educational Psychologist</b> SpLD tuition Counselling SaLT Social Eyes Learning Hubs / sensory areas OT, PT, Sensory Service (via LBB)	These pupils are diagnosed or registered disabled, often with a level of external agency support. They have been through the process of assessment via Bromley LEA and have been judged as having a higher category of need within school.
<b>Tier 2</b> Identified needs Targeted input	<b>Additional</b> needs known as K on the Register of Need - access to SEN	<b>PASTORAL SEN ROLES</b> Learning Hub Lead / Learning Hub Coordinator HLTA for ASDAN with teaching responsibilities CLA/ Year 7 transition mentor  CHAMPION LSAs SaLT / ELSA / Interventions	<b>Health and wellbeing</b> identified needs – in school support from therapy services or SEN support champions	We try to identify what the need of a child are in line with the areas of need stated in the EHCP: Cognition and learning SEMH Vulnerable students (LAC) Communication and learning
<b>Tier 1</b> All students Universal input	All students	All students	All students	All students

Strategies will be offered to children on a personal basis, such as time out stamps, access to the Learning Hubs, dependent on the need presented by the child in the short, medium or long term.

Pupil SEND information is on Bromcom, and teaching staff only need click the red flag and a pupil profile will appear with details of needs. The advice and strategies will be specific to the child, fed into from external agency advice, as well as specific to the diagnosis of the child.



The screenshot shows the Bromcom MIS interface for Darrick Wood School. At the top, there is a search bar for 'STUDENT' and navigation tabs for 'MODULES', 'STUDENTS', 'STAFF', 'GROUPS', 'QUICK ACCESS', and 'FAVOURITES'. Below the navigation is a toolbar with various icons. The main area displays a calendar for May, June, and July. A red flag icon is circled in the bottom left corner of the calendar view, indicating a pupil profile that can be accessed.



SEN Status: E PRA: Yes Monitoring: Yes Medical Conditions: {none}  
Need:  
SEMH Social, Emotional and Mental Health  
SLCN Speech, Language and Communication Needs

[Redacted]

Concentration and processing time.

Likes and Aspirations: Cheerful and sociable. Enjoys reading, Art, PE and sport

Please refer to: [QFT TOP TIPS FOR TEACHERS JUL 2019.docx](#)

QFT Strategies related to diagnosis:

QFT Strategies related to child: • Clear routines and expectations are made explicit

- Differentiated curriculum
- Simplify use of language
- Clear concise instructions both in verbal and written form
- Check lists – break down tasks into small steps and place them in a sequence. She may be able to work on this with a buddy
- Bite-sized chunks of information
- Checking her understanding
- Repeating instructions as she has difficulty with recall
- Using multi-sensory forms of communication
- Word banks
- Instructions should contain words she knows
- She has a weak vocabulary. A Vocabulary book – useful spellings on white boards and cards with meanings that have been explained to her

- Highlight and explain new topic vocabulary
- Difficulties to infer information or to recognise information that has not been made explicit
- Make the reasoning process more concrete using a 'guided questions list' with visual cues that aid the reasoning process
- Make abstract concepts more meaningful by using known information to teach the concept
- Time to process verbal information presented in manageable quantities, and thinking time before making a response
- Use positive affirmations to build up her sense of self and purpose
- Will benefit from being taught emotional literacy using visual cues, and emotion thermometers or a traffic light system
- Practise matching an emotion with an appropriate facial expression
- Encourage Megan to undertake tasks herself eg. recording homework. Allow opportunities for her to discuss homework tasks to clarify her understanding
- Peer support should be utilised as much as possible. Allow her to sit beside a friend whom she is able to discuss the work with
- Provide specific and appropriate praise for her efforts and participation in class

Additional Notes:

[Redacted]

Special Exam Arrangements: No Lift Pass: No Lunch Pass: No Time Out Pass: No Toilet Pass: No EAL: FSM: No PP: Yes LAC: Yes Ethnicity: MOTH

Please see 'Documents' in [Bromcom](#) for uploaded reports containing more detailed information about the pupil.

## Travel

We are lucky that many of our children are able to walk to school. Some will need to take transport. If your child has an EHCP, you can apply for support from [sentransport@bromley.gov.uk](mailto:sentransport@bromley.gov.uk). Please check with your primary or the Darrick Wood SENCo for further details.

## 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.

## **Partnership with Bromley Local Authority**

Darrick Wood is very proud to work and serve the local community of Bromley. As a single trust, comprehensive Academy, we work with the LA to provide the best service to the children and families that we work with. You will find all the information for SEND and other areas at Bromley's Local Offer:

[Children and young adults with disabilities and learning needs | London Borough of Bromley](#)

### **Educational Psychology Service**

[https://www.bromley.gov.uk/info/7/psychology\\_psychiatry\\_or\\_social\\_work\\_services/49/educational\\_psychology](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](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](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](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](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.