

DARRICK WOOD SCHOOL

SEN INFORMATION REPORT

Reviewed: November 2025

Agreed: November 2025

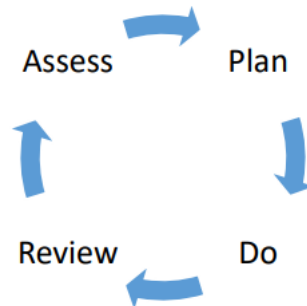
Next Review Due: November 2026

Person responsible: Mr J Eynon

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.

- Plan Review Do Assess - If your child is not making the expected progress, the Learning Support Faculty may become involved to assist the subject teacher with further strategies.

Overview of the Learning Support Faculty

The Learning Support Faculty is line managed by Mr J Eynon, Deputy Head Teacher.

The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Mr J Johnson who can be contacted at the School – please telephone the School Office on 01689 850271 or email j.johnson@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.

Deputy SENCO – Mrs A Guest

a.guest@darrickwood.bromley.sch.uk

Deputy SENCO – Mrs C O'Doherty

c.odoherty@darrickwood.bromley.sch.uk

Post-16 SEN Coordinator and Head of Alternative Pathways - Mrs S Anderton

s.anderton@darrickwood.bromley.sch.uk)

Access Coordinator - Ms C Lenane

c.lenane@darrickwood.bromley.sch.uk

The Faculty has its own dedicated administrative support. Within the Faculty there are also staff who work as Deputy SENCOs, Assistant SENCO, Senior Support Coordinator, G1 and G2 Leads, ELSAs, Higher Level Teaching Assistants, and a trained CLA mentor. We have an academic workspace and a respite space for students with SEN, for students in KS3 and KS4. Our Post 16 cohort receive 1:1 tutorial sessions from the Post-16 LSAs. The Faculty's HTLAs and LSAs run interventions for literacy, maths, dyslexia support, social skills, touch typing, handwriting, and iPad and technology training. The School also employs a part-time specialist SpLD teacher. The NHS provide Speech and Language Therapy. The Learning Support Faculty has its own offices, dedicated classroom space, and resources.

The designated SEN Governor is Dr K Telford (k.telford@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).

Social Emotional and Mental Health

This includes and Attention Deficit and Hyperactivity Disorder (ADHD), 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 September 2025, we have 139 pupils with an EHCP including 18 in the Deaf Centre. A further 268 receive some form of SEN support.

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 FIP 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, an EHCNA will be submitted or a FIP request 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 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 for reading (comprehension and inference skills), numeracy, touch typing, social skills, handwriting and iPad and technology training.
- Specialist multisensory programmes.
- A literacy programme has been developed across the School which includes a range of reading and writing skills.
- Reading intervention for Years 7 to 10 (at present, supported by our use of Lexia).
- SpLD Tuition.
- SaLT (Speech and Language Therapy).
- Study Skills for KS4.
- Literacy Groups for Years 8, 9.
- Specialist homework club for KS3.
- SLT Reading Lead to enhance whole-school focus in this area.

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 in liaison with the Mathematics Faculty

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 ELSAs: 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.
- Pre-school respite space.
- Sensory space.

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 Department.
- 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 for emotionally based school avoidance (EBSA)

- To assist with the return to school, by forming a plan, working alongside pastoral leaders, and informing teaching staff of difficulties.
- Providing a key adult to check in with.
- Reviewing timetable to look at triggers points, using a rag rating system, and possibly making short-term, time limited, reasonable adjustments.
- Explore external services support with parents / carers, such as Bromley Wellbeing service.

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 agreeance with a DHT 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, handwriting and iPad and technology training are also available during 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 school day is currently from 8.35am to 3.10pm. Break time is after Period 2 (10.55am) for 20 minutes and lunch time is after Period 4 (1.15pm) for 45 minutes. 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. Each class can have 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 setting, which is also subject and year group dependent. Subjects such as English, Mathematics and Science tend to set at present. Humanities subjects teach in mixed ability groups. Most other subjects teach in tutor groups in Key Stage 3.

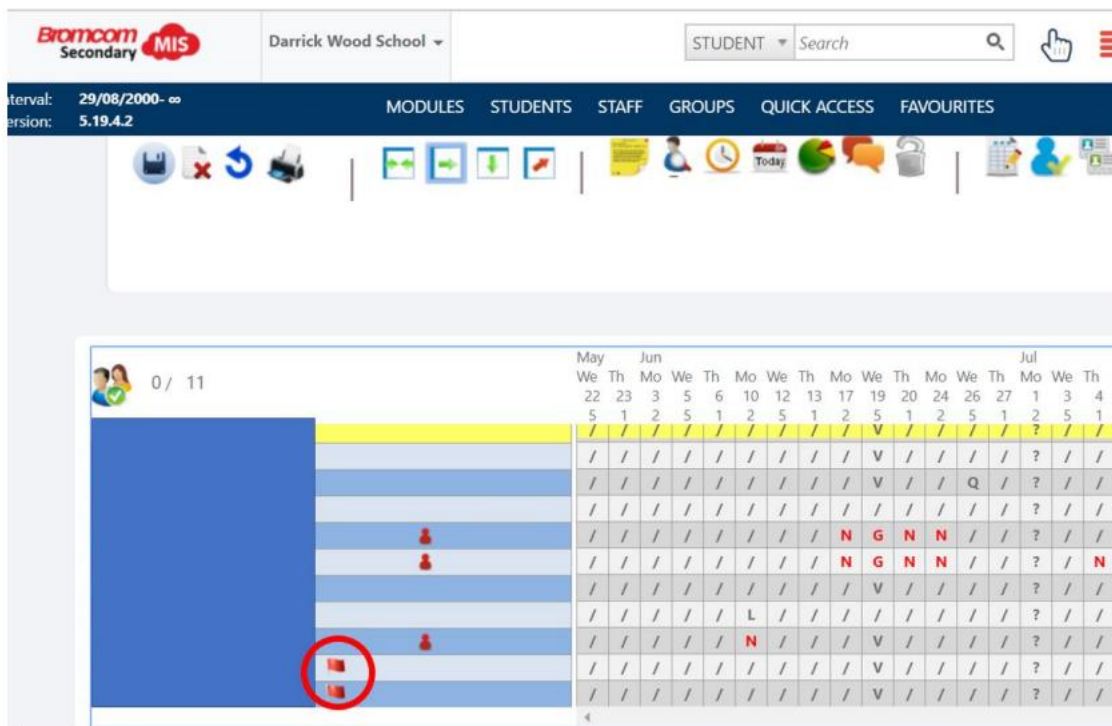
Please see the Learning Support Framework below.

This is how Darrick Wood School offers a tiered response approach to pupils with SEND.

| The Learning Support Framework | | | | |
|--|--|---|---|--|
| This framework demonstrates how we meet the needs of all pupils in the school via the graduated approach. This framework links to the SEN systems in school. It is how we monitor, identify and provide support to all children in the school. | | | | |
| | Who are our pupils? | How do we meet needs? | Who supports children in school? | How do we know who these pupils are? |
| Tier 5 - Specialist input EHCP / PRA and vulnerable children (CLA) | EHCP – marked as E on the SEND register. CLA / post adopted – Children Looked After. FIP – Funded Inclusion Plan, funded for a year from LA. | Commissioned services Specialist teaching staff and alternative pathway Specialist support staff | SaLT ; SpLD tutor; EP; Sensory Service; Social Eyes; Counselling; LSA; HLTA Teachers, Pastoral Leaders and SLT | These pupils have sometimes been diagnosed or registered disabled, or seen as vulnerable, often with a level of external support. They have been through a process of assessment via the Local Authority to judge whether they are in a higher category of need within any school. |
| Tier 4 - Application for specialist funding / support | K coded children. Identified as needing more than a targeted approach. | Commissioned services Specialist teaching staff and alternative pathway Specialist support staff | SaLT ; SpLD tutor; EP; Sensory Service; Social Eyes; Counselling; LSA; HLTA Teachers, Pastoral Leaders and SLT | These pupils have sometimes been diagnosed or registered disabled, or seen as vulnerable, often with a level of external support. They are starting / going the process of LA assessment. |
| Tier 3 - Targeted input. Identified students (K) | Additional needs, known as K on the SEND register with access to appropriate interventions, and Pupil Profile produced for teaching staff. | Commissioned services Specialist teaching: Literacy and ASDAN; alternative pathway; Specialist support staff | CLA and Year 7 transition Mentor ELSAs SaLT / Interventions; HLTA; LSAs | We support the needs of a child via graduated approach. Areas of need stated in the EHCP: Cognition and Learning; SEMH; Communication and Interaction and Sensory / Medical needs. Interventions and mapping are on ‘Interventions’ in Bromcom. |
| Tier 2 Early intervention SEND monitoring | Under investigation of graduated approach. Marked as SEND monitoring and Pupil Profile produced for teaching staff. | Use of the Tier system to help identify need. To decide what level of intervention / adjustment needs to be made. | Tutors Pastoral Leaders SEN Team | Early identification comes via AC/AAC. The Hubs will feedback findings and further adjustments can be taken in a gradual manner. Multi-disciplinary meetings termly to look at pupils. |
| Tier 1 Universal offer | All students | All students | All students | All students |

Strategies will be offered to children on a personal basis, such as time out stamps and access to G1 or G2, dependent on the need presented by the child in the short, medium or long term.

Pupil SEND information is shared 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.



Please see, below, an example of the documentation shared with staff on SEND pupils:

| Learning Support Faculty - Student Profile for <u>XXX</u> | |
|--|---|
| Student ID: XXX Tutor Group: XXX | |
| <p>IMPORTANT: This profile is for your guidance. It is not an exhaustive list of strategies. The data for some pupils is updated with reports from external agencies/professionals at any time during the year. This may not be reflected immediately in this profile. Please read the uploaded documents in Bromcom. For additional QFT Strategies related to diagnosis please read the 'QFT TOP TIPS FOR TEACHERS' document located in the 'SEN Shared' area.</p> | |
| <p><u>Special Educational Need/s:</u></p> <p>From EHCP Document DATE:</p> <p>Communication and Interaction:</p> <ul style="list-style-type: none"> XXX has ASD diagnosis. Social communication difficulties. Anxiety. <p>RISK ASSESSMENT FOR SCHOOL TRIPS.</p> | <p>SEND Level: E</p> <p>PRA (Pupil Resource Agreement): No</p> <p><u>For information:</u> EAL: False FSM: No PP: No LAC: No Ethnicity: WBRI Medical Conditions (always check with Medical Room staff): Autism/ASD: See Notes: See Notes: Uses ear defenders.</p> |

Likes and Aspirations:

- Pokémon
- Playing computer games

Strategies related to child:

- Simple step by step instructions
- Be aware of emotional triggers (eg literature where animals die).
- Poor fine motor ability and this affects his overall writing ability.
- Teachers/Support Staff to check that XXX has understood the task for the lesson and knows what to do.
- Position XXX with a clear view of you and the board/central learning area at all times.
- Give XXX time to process information before being asked to respond.
- Use chunking method.
- Reduce background noise.
- Ensure you have XXX's attention by using his name before speaking to him.
- Use of visuals to support XXX's attention and listening - for example task planners/organisers, so that XXX can keep track of what he needs to do and has a clear end goal. A visual prompt in each lesson to remind XXX of the strategies to use.
- Ensure clear start and end to tasks so that XXX is aware of how long he is expected to focus for (this can be supported with timers),
- Be aware that facial expressions and gestures may be misinterpreted - you may need to state how you or someone else is feeling.
- Allow movement breaks when XXX's attention levels are dropping for example handing out books, drink of water, short walk,
- Support XXX's understanding of metaphors and idioms and consider that he may take things literally.

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. Please check with your primary school 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 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](#)

The Local Offer provide information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational needs or disabilities. If you are unable to find what you are looking for, please email localoffer@bromley.gov.uk.

Bromley Mencap

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

Sensory Support Service

[Sensory support hearing impairment - Special educational needs \(SEN\) advisory service \(bromley.gov.uk\)](#)

Bromley Wellbeing and Bromley Y – mental health support

[Home - Bromley Well](#)

[Bromley Y Home Page \(bromley-y.org\)](#)

Bromley Young Carers

[Young carers - Bromley Well](#)

The Information, Advice and Support Service (IASS - previously known as Parent Partnership)

[Bromley IASS — Bromley Information, Advice and Support Service \(IASS\)](#)

Education Welfare Service

[School attendance \(bromley.gov.uk\)](#)

Bromley Parent Voice

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

The DfE Code of Practice

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Complaints - Our complaints policy can be found here:

[Complaints-Policy-Darrick-Wood-School.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.