

Charles Darwin School SEND Information Report

Meeting the needs of pupils with Special Educational Needs and Disabilities

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. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Charles Darwin School is an inclusive school and may offer the range of provision below to support children with communication and interaction; cognition and learning difficulties; social, emotional and mental health problems or sensory or physical needs. This would include, but not be limited to, students with specific learning difficulties [SPLD]; moderate learning difficulties [MLD]; speech, language and communication needs [SLCN]; autism spectrum disorder [ASD]; social, emotional and mental health difficulties [SEMH]; vision impairment [VI]; hearing impairment [HI] and physical disabilities [PD]. The School has an experienced Learning Development team, led by the SENCO.

On the Year 6 induction day in July all pupils sit Cognitive Ability Tests (CATs) either in the main hall or a smaller room for the most vulnerable. This helps us understand each student's cognitive ability profile. All students are also screened for reading comprehension, spelling and maths ability when they first join the school in Year 7. As these are all 'standardised' tests access arrangements are limited to Practical Assistant, HI and VI support; it is important for us to understand what each pupil can achieve unaided to understand where support may be required. These results are explained and shared with staff. Students who are identified as having below average standard scores may then be assessed in more depth. Students identified as having more complex needs or who have identified/diagnosed potential barriers to their learning are placed on our Inclusion Register and staff work in the 'assess, plan, do review' format to meet their needs. Parents are informed by letter if their child is on the Inclusion Register, or if their child is moved off the Register – the letter reiterates contact details should the parents prefer a meeting to discuss anything.

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

This SEN Information Report should be read alongside our SEND Policy which explains in more detail the School's Graduated Response to SEND as specified in the 2014 SEND Code of Practice. This report has been produced through a consultation process with our key stakeholders including pupils, parents/carers, staff and governors. Focus groups considered presentation, completeness of information and accessibility. The process of review is undertaken annually.

The school day runs from 8.15 a.m. ready for an 8.30 a.m. start to 3.00 p.m. The day is split into six fifty minute lessons with a 20 minute morning break and a 40 minute lunch break. We run a 1-week timetable. Average class size is 25-30 pupils in Key Stage 3 & 4; but often smaller in Key Stage 5. Classes are in ability sets for some subjects and mixed ability for others; this varies for different year groups.

Our SEN Information Report follows, divided into a series of questions with responses to help explain the SEN provision available for students at Charles Darwin School:

Who should I contact to discuss the concerns or needs of my child?	
Subject Teacher	<p>He / she is responsible for: Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy.</p> <p>If you have concerns about your child you should speak to your child's subject teacher / form tutor first. You may then be directed to the SENCO</p>
Special Educational Needs Coordinator (SENCO) Mrs A Woodcock Email: AWo@cdarwin.com	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school's SEND policy • Ensuring that parents are: <ul style="list-style-type: none"> - Involved in supporting their child's learning and access - Kept informed about the range and level of support offered to their child - Included in reviewing how their child is doing - Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of the school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>At Charles Darwin we do not have an Assistant or Deputy SENCO.</p>
Head teacher: Mr S Chotai Email: jho@cdarwin.com	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND
SEN Governor: Mrs S Wilson Email: enquiries@cdarwin.com	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.
<p>How does the School know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p> <p>How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p> <p>How is the decision made about what type and how much support my child/young person will receive?</p>	
<p>Ongoing monitoring takes place by pupils' teachers to identify those who are not making progress or who have behaviour needs of different types which are affecting their ability to engage in learning activities. This process begins from when the pupils are in Year 6 and continues throughout their school career at Darwin.</p>	

Information is shared routinely with parents in termly reports and at Parent's Evenings throughout the year, as diarised on the website and in The Link weekly parental newsletter, or by email or phone if concerns occur at other times. Parents are able to meet with the SENCO without appointment for a brief discussion any Tuesday morning from 8.15 a.m. to 8.40 a.m. at our SEND Drop-In Clinic; but meetings can be easily booked with any relevant member of staff and all staff are readily contactable via phone or email by using their 3 letter staff mnemonic, which can be found on pupil's timetables, followed by @cdarwin.com or by asking at the school's main reception.

After discussions with key staff and parents, additional support provision may be put into place to provide enhanced resources or targeted support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in our provision map or by the Achievement Co-ordinator in behaviour support programmes. In consultation, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. 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 teaching assistant (LSA) support may be allocated. 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.

Formal reviews are held as required. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested; including, with parental consultation, contacting the Local Authority ISAT team (Inclusion Support Advisory Team) for their advice on early support and intervention. Additional funding is available for children who meet the criteria. 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. For those with the highest level of need it may be appropriate to request an Education Health & Care Plan (EHCP) needs assessment from the pupil's home Local Authority. Further details about this process will be explained in the LA's Local Offer. For pupils not resident in Bromley, arrangements in place in their home local authority will be followed.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include for example, additional time, rest breaks or the use of a scribe or word processor; for external examinations the evidence we supply must meet the strict rules of the exam board for that exam season (Joint Council for Qualifications). The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

How will School staff support my child/young person?

How will the curriculum be matched to my child's/young person's needs?

How are the School's resources allocated and matched to children's/young people's special educational needs?

Teachers are well-skilled at adapting 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 groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

We review the needs of the learners within the School and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the School receives may go towards funding training so that in-house provision is more targeted at needs. The SENCO has regular meetings with members of the Senior Leadership Team and Heads of Core Faculties as part of rigorous reviewing of how provision is delivered as part of our quality assurance processes.

Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. This cycle of monitoring and reviewing helps us regularly refine and adapt the intervention packages we employ to support our young people.

Access to learning and the curriculum

Access to Learning Support staff (LSA) is available according to identified need

- In core subjects
- In practical subjects
- For break-out groups under teacher direction

Strategies/programmes to support speech and language where recommended by a clinical decision

- Speech and language therapist advice disseminated to teaching staff
- Specific differentiation or modification of resources

Strategies to support/develop literacy including reading

- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- Access to a specialist dyslexia style structured programme

Strategies to support/develop numeracy

- Small group short intervention programmes
- Ability setting

Provision to facilitate/support access to the curriculum

- Multi-sensory teaching practices
- Differentiated resources as required
- Dissemination of specific advice and strategies to staff
- Outside agency support for parents, staff and/or pupils

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Homework club
- Range of alternative ways to record learning for example writing frames, picture diaries etc. as appropriate to task and course requirements

Access to exams via “reasonable adjustments” for all SEND students (in line with the Equality Act 2010 and JCQ guidelines)

Access Arrangements (AA) available for external exams are as specified in the JCQ handbook and can only be provided if JCQ criteria are met. There are a number of regularly used AA but each case is individual and other more bespoke AA are available if needed.

Internal exams from year 7 will also need to have these AA available if a student would be at a substantial disadvantage to their non-SEND peers without e.g. the use of a reader for a student with visual impairments;

use of a Practical Assistant for a student with a physical disability. JCQ guidelines will always be applied to ensure the integrity of the assessment.

Pupils identified from Year 7 onwards through

- External medical/professional evidence or diagnoses
- screening assessments
- Observations by subject teachers of classwork and/or internal exam outcomes
- Year 9 summer term onwards testing by JCQ–AA approved examiner for any pupils not yet with approved AA
- KS5 re-assessment to ascertain if AA still required
- Exams officer to apply via AA on-line or for bespoke arrangements via JCQ

Staff informed of Access Needs

- Paperwork collected and collated to compile AA list which is then available to all staff
- Physical Access needs also considered e.g. small room; access to rest area; ready access to toilet facilities; access to quick exit route in case of emergency (either on ground floor or roomed by Evac-chair stairwell)
- During exams all AA clearly supplied to invigilating and supporting staff
- Training on SEND issues of candidates within annual invigilator training
- Annual refresher training for staff implementing Access Arrangements in the exams

Parents and pupils informed of Access Arrangements

- Letters sent by Exams Officer to confirm AA
- Timetable of exams and rooms sent home
- Pupils able to see AA for each exam on their colour-coded exam seat cards
- Information not shared on large student seating plans to help to preserve dignity and confidentiality

Support at Key Stage 5 (Sixth Form)

When students with known SEND progress from KS4 into KS5 the type and nature of support provision will alter. Their barriers to learning remain, but the focus of support shifts to enabling a growing level of independence and development of greater self-support strategies to enable them to access the curriculum or practical support they need for their KS5 education and also to have the confidence and self-reliance they will need to manage either in the work-place or in post-18 education.

A plan will be developed in close consultation with the student, their family and the individual subject teachers to ensure an effective bespoke programme of support is in place. This generally includes very little in-class LSA support, but a range of support available in Study-Periods. Each case is very different and individual packages are designed and adapted to meet needs through the course of study.

Partnerships to aid inclusion

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required with appropriate members of staff / family / professionals
- SENCO available at all parent's evenings without appointment and via weekly Drop-in clinic
- Referrals to outside agencies as required
- Speech and Language Therapist advice for specific individual pupils
- Range of external agencies attend school at regular intervals to see specific pupils e.g. sensory support, school nurse, Educational Psychologist

Access to medical interventions

- Use of Individual Care Plans
- Provision of Medical/Toilet Pass in specific agreed cases to allow swift, unobtrusive exit from class during lesson time – all staff are aware of the distinctive Pass cards
- School Student Services Assistant [Family and Health] available
- Referral to Community Paediatrician

- Referral to CAMHS
- Referral via pastoral team to Bromley Y and associated agencies via Bromley Well-being service or other Local Authority equivalents

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated
- Use of recommended equipment
- Modified curriculum where recommended by professionals e.g. modified PE
- Evac-Chairs available on each floor to aid safe evacuation for those with severe mobility issues

Access to modified equipment and ITC

- Specialist equipment as required on an individual basis

What support will there be for my child's/young person's overall well-being?

Within school there is a strong Pastoral Team to support pupils led by an Achievement Coordinator for each Year group, supported by Transition Managers in Year 7 and Pastoral Managers in Years 8-11. In addition we have a Student Services Assistant (Family & Health) to look after students with Health & Medical needs and a Student Support Advisor who runs programmes for students with emotional & minor mental health needs.

We have a range of School Policies which can be accessed on our website www.cdarwin.com under key information/policies which offer more in-depth information on how we support our students' overall well-being. These include our Anti-bullying Policy; Behaviour Management Policy; Safeguarding Children & Young People Policy; Social, Moral and Cultural Policy and Supporting Pupils with Medical Conditions Policy amongst others.

At Darwin we unfortunately do **not** have a dedicated break-out/safe-space area for students whose SEND condition means they may regularly require respite from class or overwhelming social situations to recoup & regain emotional equilibrium.

Various Pastoral Support Interventions are in place to help students:

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

- Small group or individual programmes with Student Support Advisor
- Daily Break / Lunch-time club
- Mentoring
- Regular celebration of success opportunities

Mentoring activities

- Nurture chats by LD staff
- Pastoral Support mentoring
- Good-note reports
- Teacher mentors
- Peer mentors

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Mindfulness group programme at lunch-time
- Reduced or modified timetable
- Student Support Advisor programmes
- Regular contact and liaison with parents

Strategies to support / modify behaviour

- School sanctions and reward system as set out in School behaviour Policy
- PSP report process - a graduated response to support

- Mentoring

Support/supervision at unstructured times of the day including personal care

- Break-time safe-haven
- Lunch-club safe-haven
- Trained staff supervising during break periods
- Care plans for pupils with medical needs

Planning, assessment, evaluation and next steps

- 3 x termly CAPP data gathering, reporting and analysis
- Provision map

What specialist services and expertise are available at or accessed by the School?

A range of external services are routinely accessed by the School as required.

Agency	Description of Support
Inclusion Support Service including <ul style="list-style-type: none"> • Educational Psychology Service Our attached Educational Psychologist is: Mr Tom Richardson <ul style="list-style-type: none"> • SEN/ISAT Team • Sensory Support Service 	<ul style="list-style-type: none"> • May undertake observation or formal/informal assessment to inform whether application for additional external support or diagnosis is deemed appropriate • Provide advice and strategies to use in school and at home • May provide training for staff in school • May assist school with accessing or sourcing specialist resources or equipment
Speech and Language Therapy Service	Eldred Drive Clinic Eldred Drive, Orpington BR5 4PE Tel: 01689 837005
Occupational / Physiotherapy	E mail: bro-pct.childrensotservice@nhs.net E mail: childrensphysiotherapyservice@bromleypct.nhs.uk
Paediatric Services	Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
CAMHS (Child and Adolescent Mental Health Service)	Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
Bromley Social Services	Bromley Civic Centre, Stockwell Close, Bromley, Kent BR1 3UH Phone: 0208 461 7373
Bromley Community Well-Being Service for Children & Young People	Telephone 020 3770 8848 Fax 020 3121 3005
Parent Partnership Service:	Information, Advice and Support Service [IASS] and Bromley Parent Voice Offer impartial, confidential information advice and support for parents/carers of children with SEN and with the move from pre-school to primary school and from primary to secondary school.

	http://www.bromley.gov.uk/parentpartnership http://www.bromleyparentvoice.org.uk
Educational Professional responsible for children who are looked after	Oversees and monitors provision for children who are in the care of the Local Authority Helen Priest, Head Teacher, Bromley Virtual School Tel: 020 8461 7723 E-mail: helen.priest@bromley.gov.uk
Voluntary agencies	Bromley Parent Voice Mobile: 07803 287838 (monitored daily) Telephone: 0208 776 3170 (limited access) http://www.bromleyparentvoice.org.uk

What training are the staff supporting young people with SEND had or having?

An ongoing programme of training is in place to provide teachers and support staff with the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Dyslexia Friendly classroom
- Differentiation strategies
- Behaviour/emotional management strategies

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.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Accredited Training for Pupils with Autism

Specialist dyslexic teaching

Restorative Approaches

Counselling

Accredited training for pupils with speech, language and communication difficulties

How will my child/young person be included in activities outside the classroom including School trips?

Charles Darwin school has a whole school approach to Inclusion which supports all learners engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can, where possible, join in with activities regardless of their needs, including participating in the wide range of extra-curricular clubs and activities available to all students e.g. various sports clubs, chess club, creative writing club, computer clubs, reading club, choirs – a current list of these is available from main reception and on the website.

To support students' inclusion on external trips if it is necessary, additional staff, with a knowledge of the specific student's needs, accompany the student. Where necessary, external advice will be sought to ensure an appropriate Risk Assessment has been carried out of the individual's needs at the venue/activity.

Parents / Carers will always be welcomed and included in discussions to ensure the best possible outcomes for the students.

How accessible is the School environment?

The main part of Charles Darwin School was built in 1974 and is a large one site building ranging over three floors. There is level access around the site, although the site is on sloping ground. There is one small lift (room for a single

wheelchair user at a time) at one end of the building; investigations into modernizing this or installing a further lift to improve access showed that this is not a feasible proposition given the constraints of the building.

One wing of the school is only readily accessible via stairs, for those using wheelchairs or who find stairs difficult, access here is by going through a classroom and the staff-room.

Charles Darwin School has recently had an upgrade to the Accessible Toilet facilities and now has a wet room with Clos-O-mat toilet on the ground floor at one end of the building; an Accessible Toilet adjacent to the main student toilets, as well as an additional Accessible Toilet adjacent to the Changing rooms in PE.

We have Interactive Whiteboards in six classrooms.

The site has been risk assessed by the Visual Impairment Service and the recommendations implemented for resolving potential trip hazards e.g. yellow paint demarcating edges of steps and railings.

There is a disabled parking bay at the front of the School and another at the rear by the sports centre.

For students with specific mobility issues families would need to contact the SEN Transport Department of their home LA; the school does not run a bespoke transport service.

Further details are included in our Accessibility Plan, which can be found on the School website.

How will the School prepare and support my child to join the School, transfer to a new School/college or the next stage of education and life?

Induction is important to us and we invest time in welcoming all our students in a way to ensure a smooth transition that makes them feel a part of our School. We work well with our partner Schools and have clear and established links with local Colleges and primary Schools. The School strongly believes the impact of the induction process significantly affects the success of the individual student. The School has dedicated staff with responsibility for induction in Years 7 and 12/13. For students with SEND issues the SENCO will play a key role alongside the appropriate Head of Year.

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

School records are passed on as soon as possible.

When moving classes / forms / years in school:

Detailed information on all pupils is available to all staff electronically on our secure “shared area” and discussion and sharing is an integral part of transition between classes/years.

In October of Year 7 there is an extra parents evening – our “Settling in Tea” – where families can meet their child’s form tutor for a short interview to see how things are going in the early weeks. The Head of Year and SENCO are also available without appointment for brief meetings & discussion. This has always proved a good opportunity to for Form-Tutors and parents get to know each other and begin the process of building effective relationships to work together.

To aid continuity as pupils progress through school form tutors where possible remain with their group from Year 7 to 11.

Achievement Co-ordinators meet weekly with their tutor teams and also take their teams and the students from Year 8 to 11. The Year 7 team do not move ‘up’ with the students so that continuity is maintained with our feeder schools.

In year 6-7 transition

The SENCO attends the Bromley Primary/Secondary Transition Day meeting to discuss specific needs of your child with their Primary teachers and understand the nature and level of support which has had the most impact. Further information is shared between the Primary School and the Year 7 team at transition meetings.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits to Darwin from the new school by the professionals involved and parents/carers.

There are opportunities for all pupils to visit Charles Darwin School during Year 6 in our standard transition package and personalised transition programmes are organised for particularly vulnerable pupils & their families by individual arrangement with the SENCO and school. These extra transition visits take place normally in the latter part of the Summer Term of year 6, but can begin as early as year 5 in specific circumstances of especially complex or severe need.

The transition package for all Year 6 pupils includes a Ready To Learn programme for the first two weeks of the Autumn Term where lessons are focused on learning about the site, school rules and expectations and also includes assemblies from external groups to promote safety when coming to school or using social media etc. (e.g. London Transport and the Community Police Team often come in). The programme includes introductions to key staff and students being taken from lesson to lesson for the first week so they quickly become familiar with routes around the building.

In addition for pupils who are coming as ‘singletons’ from their feeder Primary school (we usually have pupils coming from over 30 Primary Schools) they are individually invited to a Singles taster day in the last weeks of the Summer Term of their Year 6. This invitation is within the induction paperwork of the individual. For any pupils invited who have a high level of SEND need, support would be discussed and appropriate provision put in place. This may be their own TA accompanying from their Primary School if this was felt most suitable.

There is also a very popular 2-3 day Summer School available on a strictly first-come-first-served which runs in the first week of the Summer holidays between Year 6 and 7. Details are sent out to new parents in their induction paperwork.

Transition Post-16

School holds meetings to discuss the next stage of the young person's development. Guidance and signposting for advice is given so that each stakeholder can take an active part in preparing for the next stage of education, training or employment.

Careers talks are given to learners so that they can make informed choices about what they would like to do in the future. Every student also has a series of personalised Careers Interviews from our Careers advisor who is also available at Key Stage 4 Parent’s Evenings for appointments.

How are young people with SEND consulted about & involved in their education?

At Charles Darwin we believe taking into account the views of young people with SEND is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

All students have timetabled opportunities to reflect on their Progress data in termly reports and set their own targets considering what went well and what they can do to improve further. SEND students are given additional support with this, if needed, by their Form tutor or a familiar LSA.

All students are always encouraged to attend Parent’s Evening interviews but also other meetings & discussions. For our students with SEND these opportunities are with appropriate members of staff who understand their needs better for example the individual interviews at Year 7 induction and the individual interviews to help make option

choices at KS3/4 transition are scheduled with the SENCO and discussion with the SENCO is possible at all Parent's Evenings without appointment.

Students with Education Health & Care Plans or Pupil Resource Agreements play an integral part in their Annual Review meetings with students coming to the meeting in all cases unless parents request that they do not; in these cases their views are sought away from the meeting with a safe familiar adult (usually one of the LSAs who works with them).

For students with physical, medical or sensory needs it is paramount that the practical assistance provided is in agreement with the young person following the advice of any external experts and the family. The young person's views will always be considered before any decisions are made.

For any student who needs educational support within lessons it is always better to 'take the learner with you' when working to support – so discussions to involve them with any planned intervention and the style of provision put in place is an essential integral part of our daily practice at all levels.

All students within the school are involved in electing form representatives to the Student Voice and the Student Council. These are groups within the school which have real influence, having informed whole school decisions on such things as changes to the School Uniform; the canteen service and the facilities available in the outside spaces around the school.

How are parents involved in the School? How can I be involved?

Parents are a valued part of the team working with the School to help our young people. There are a range of formal meetings throughout the year when parents are invited into school to meet with staff to discuss educational matters; but parents are welcome at any time to contact the school if they have a concern on any matter.

The head teacher has a weekly drop-in time from 3.00pm to 4.00pm on Wednesday afternoons when parents can meet without appointment; similarly Learning Development have a weekly SEND Drop-In Clinic on Tuesday mornings from 8.10-8.40 a.m. – just ask at Reception.

The School often seeks parents' opinions on different aspects of school life and feedback from this has influenced many decisions e.g. the School uniform supplier; the catering service in the Canteen. Parent Views on specific issues are also collected at most Parents Evenings by one of the School Governors and the school uses an external provider to canvass staff, pupil and parental opinion via a comprehensive wide-ranging questionnaire every 2-3 years. A summary of the results of this are made available to parents.

Parents are kept in touch with events and activities within school via the weekly newsletter, The Link.

There is a very active Friends of Charles Darwin School group who can be contacted via Friendschair@cdarwin.com

Who you need to contact if you have query, any feedback or complaint relating to your child:

In the first instance the student's form tutor or subject teacher. If the situation is not resolved then to their Achievement Co-ordinator or the SENCO and if necessary the Senior Leadership Team via enquiries@cdarwin.com

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

The Local Authority Local Offer: <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Bromley Parent Voice: <http://www.bromleyparentvoice.org.uk>

Information, Advice and Support Service [IASS] : <http://www.bromley.gov.uk/parentpartnership>

The DfE Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf