



Charles Darwin School

Aspire - Endeavour - Achieve

- History of strong academic performance
- Excellent pupil progress
- Excellent A Level and GCSE outcomes



Information Booklet 2020 Entry

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Charles Darwin School

Operated by the Charles Darwin Academy Trust

Headteacher: Sunil Chotai, BSc



September 2019

Dear Parents,

Choosing a secondary school is perhaps the most important educational decision a family has to make. As a parent you will want the very best for your child and you will be looking for a school where he or she will experience success, be happy and fulfilled. I am confident that at Charles Darwin we provide an excellent educational experience for all our students. We believe in making the most of every ability and talent.

Examination success is very important to us. Over the years the school has consistently achieved very good examination results at both GCSE and A Level, our students regularly achieve well above the national average with a high proportion of students making better than expected progress. This year our headline figures were:

English & Maths (9-4 in both subjects)	68%
English (9-4)	81%
Maths (9-4)	72%
Science (A*-C at least 2 sciences)	61%

At A Level and equivalent attainment and progress was excellent with:

20% at A*-A
40% at A*-B
79% at A*-C
98% at A*-E

We aim to build on this success year-on-year; we have the very highest aspirations regarding academic performance for all our students. However, there is no substitute for visiting the school itself and therefore I would like to invite you and your family to our Open Morning and Open Week Tours.

Open Morning will take place on **Saturday, 28 September from 9.30am – 12.30pm**. On that morning the teaching staff will be available and ready to answer questions. There will be displays of pupils' work and children in different year groups will be taking part in a variety of activities. We had large numbers of parents last year and we anticipate even more this year. I will be speaking about the school at 9.30 and 11.15 in the main Hall and will be happy to take any general questions.

We also offer the opportunity for parents to see the school in action with our **Open Week Tours**. Guided tours will take place from **Tuesday 01 October to Friday 04 October**. Tours commence at 8.40am and I am available to talk to families and answer questions. Families may, of course, visit the school at any other time and should telephone the school so that we can arrange for a "guide".

I look forward to meeting you. In the meantime if you have any questions, please do not hesitate to telephone Julie Hodgkinson on 01959 578806.

Yours sincerely,

Sunil Chotai
Headteacher

Board of Governors

Wef September 2019

Governors	Mrs. D. Bray Ash	01/09/19 - 31/08/2023
	Cllr. M. Botting	01/01/18 - 31/12/2021
	Mr. T. Coop (parent)	04/12/18 - 03/12/2022
	Mr. I. Turner (Chair)	24/05/16 - 23/05/2020
	Mrs. S. Wade	21/02/18 - 20/02/2022
	Mrs T. Warne	23/09/19 - 22/09/2023
	Mrs. S. Wilson (parent)	29/01/19 - 28/01/2023
	Vacancy x 2	
Staff Governors	Mr. R. Baker	01/09/19 - 31/08/2023
	Miss G. Currie	01/09/19 - 31/08/2023
Headteacher	Mr. S. Chotai	(ex officio)
Clerk	Mrs. J. A. Hodgkinson	

Senior Staff at Charles Darwin School

Mr S. Chotai

Mr M. Boyden
Mrs L. Rees

Mr J. Burtonshaw
Mr R. Jones
Mrs R. Kearney
Ms L. Kelly
Mr J. Simpson

Mr D. Desai
Mrs G. Jones
Ms Z. Partridge
Mrs S. Pitt

Headteacher

Deputy Headteacher
Deputy Headteacher

Assistant Headteacher
Assistant Headteacher
Assistant Headteacher / Head of Sixth Form
Associate Leader
Assistant Headteacher

Lead Practitioner / Mathematics
Lead Practitioner / Science
Lead Practitioner / Geography
Lead Practitioner / English

Heads of Faculty

Mr R. Baker
Miss W. Case
Mr A. Doig
Ms M. Edwards
Miss G. Currie
Mrs E. Kaye-Chubb
Ms A. Roberts
Mr D. Watson

Design and Technology
Physical Education
Science
IT and Computer Science
Expressive Arts
Modern Languages
English
Mathematics

Heads of Department

Miss C. Abbotts
Mr S. Archer
Mr A. Chubb
Miss G. Currie
Mr S. Culver
Miss N. Doughty
Miss V. Mace
Mr I. Manchester
Ms Z. Partridge
Dr R. Piercy
Miss L. Swinscoe
Mrs A. Woodcock

Dance
Media
Photography
Drama
Biology
Art & Textiles
Music
Business Studies
Geography
Chemistry
History
SENCO

Achievement Co-ordinators

Mrs S. Wheeler
Mr G. Woods
Miss N. Dobney
Mr D. Lamb
Mrs N. Tsang

Year 7
Year 8
Year 9
Year 10
Year 11

Sixth Form

Mrs R. Kearney
Mrs L. Furness
Mr R. Goss

Head of Sixth Form
Head of Y12
Head of Y13

Personnel & Administration Manager

Mrs J. Hodgkinson

Term Dates 2019/20

Autumn 2019	Monday 2nd September – Friday 18th October <i>Half Term Monday 21st – Friday 25th October</i> Monday 28th October – Thursday 19th December
Spring 2020	Monday 6th January – Friday 14th February <i>Half Term Monday 17th – Friday 21st February</i> Monday 24th February – Friday 3rd April
Summer 2020	Monday 20th April – Friday 22nd May <i>(Bank holiday Friday 8th May)</i> <i>Half Term Monday 25th – Friday 29th May</i> Monday 1st June – Tuesday 21st July

Note:

Good Friday – 10th April 2020

Easter Monday – 13th April 2020

INSET Days:

Monday 2nd September 2019

Friday 18th October 2019

Monday 28th October 2019

Monday 20th July 2020

Tuesday 21st July 2020

School Day 2019/20

Prompt arrival: Pupils should arrive at school by 8:15 a.m.

School Canteen (breakfast service) open to students from 7:45 a.m.

Registration	08:30
Tutorial/Assembly	08:35
Period 1	08:50
Period 2	09:40
Break	10:30
Period 3	10:50
Period 4	11:40
Lunch	12:30
Registration	13:10
Period 5	13:20
Period 6	14:10
END OF DAY	15:00

General School Information

Charles Darwin School is a highly successful co-educational comprehensive school for students aged 11-18 which has been serving the local community since 1973. It is one of two schools operated by Charles Darwin Academy Trust; the other school is Biggin Hill Primary School.

The school became an Academy in April 2011 and has a history of being oversubscribed. Set in the heart of the green belt and on the edge of Biggin Hill, the school is surrounded by open spaces. All playing fields are on site with open fields and woods on three boundaries. The school has extensive sports and community facilities which include floodlit tennis courts, a multi-gym and a floodlit 3G pitch. The school hall doubles as a theatre and the school stages many productions there; students also enjoy the benefits of a dance studio and a professional recording studio.

The school is highly successful; in the last Ofsted inspection (January 2018) the school was judged to be "Good". The letter following this inspection highlighted the school's many strengths and strong features. Examination performance is very good, value added has been good and has shown a good improvement. The Sixth Form is good overall.

The school is very popular and has grown in size considerably over the years. Last year it had 1293 students on roll including the Sixth Form.

At the heart of the school are its distinctive ethos and a shared vision which are supported by the staff, students, parents and governors. This ethos and vision have helped to create a very strong caring and cohesive community based on the enduring values of high achievement, friendship, respect and compassion for others. This philosophy is supported and evidenced by the excellent relationships which exist between the staff and the students. The school enjoys a low staff turnover and is able to attract and retain well qualified and committed specialist teachers and staff.

Our Values and Expectations

We believe our success with our students is in part based upon our own shared values. We are committed to providing a first class education for all students whatever their ability or background. We nurture the all-round development of each individual so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

The key values upon which we build and sustain our work are focused on our school strapline of:

Aspire - Endeavour - Achieve

Aspire

We expect all our pupils to strive for the highest possible standards in all areas of their work. We expect a belief that with hard work, a positive attitude and determination we can achieve almost anything.

Endeavour

We believe that hard work and persistence leads to achievement and success. We recognise the importance of attitude as well as aptitude.

Achievement

Our belief is that achievement results from reaching for the highest possible standards – it comes in many forms. Examination success is important to us but we also value and foster a range of other achievements. Participation in extra-curricular activities in sport, school productions, charity fundraising are all achievements that give us pride.

In addition to these three key attributes we promote and value the following:

Teamwork

We consider that effective teamwork amongst all staff and students brings the best out of individuals and sparks off imaginative thinking. We expect people to work together and co-operate.

Respect

We expect people to take full account of other people's views and feelings. Considerate behaviour, trust, courtesy and co-operation are all elements of this key value.

Self-Reliance and Discipline

We consider that an educated person can think for themselves and act in a moral way. We expect students to learn to take more responsibility for their own learning as they grow older.

We expect parents and those in the wider school community to promote and reinforce these values.

Admissions

The school has close links with local primary schools and children attending these schools have priority under criteria (iv) of our Admissions Policy. However, the numbers attending these schools are very small and due to our geographical location we offer places to children living outside the London Borough of Bromley.

Curriculum

We believe in a broad balanced curriculum, appropriate to the needs of individual students and designed to ensure maximum development of the intellectual, physical and practical potential of all students.

Key Stage 3 (Years 7-8)

In the first few weeks of Year 7 most teaching takes place in mixed ability tutor groups to allow students to settle into their new school. After this short period, setting or banding by ability takes place in most subjects to help us ensure that teaching is pitched at appropriate levels to provide sufficient challenge without inhibiting.

Key Stage 4 (Years 9-11)

Students at Charles Darwin begin their GCSE studies in Year 9 and at Key Stage 4 (Years 9, 10 and 11) all students study the core subjects of English, Mathematics and Science. In addition, students study other subjects carefully selected from groups of options. Parents, students, subject teachers and form tutors discuss the available option choices and decide upon one of three pathways so that students maintain a breadth of study, deepen their knowledge in those subjects in which they have the most interest and aptitude without endangering their future career prospects. We offer a full range of GCSE courses. At this stage, GCSE classes are taught in a variety of groupings, mixed ability, ability sets or ability bands. In this way we ensure that the most able are fully extended and those that need extra support are given the extra provision they need. The most able would be expected to gain nine or ten high grades in the GCSE examinations and our results are regularly amongst the best in the Borough.

Sixth Form

Our Sixth Form provision is of the highest quality, it provides a curriculum suited to the needs of all levels of students.

Physical Education

Physical Education is compulsory for all and covers a wide range of sports as well as health related fitness.

Curriculum Resources

The school is well equipped with the latest ICT facilities, several computer rooms, a wireless network of laptop computers, a music technology room, recording studio, laser cutting equipment, 3D printer and many other facilities to support students' learning. The school places a high priority on using new technology to enhance the quality of education on offer.

Examinations

All students sit formal examinations every year. Our policy is to enter all students for external examinations e.g. GCSE, A Level etc.

Careers Education

Careers education falls within Work Related Learning and Enterprise Education. As such it encompasses a wide range of activities from guided decision making to mock interviews and work experience as appropriate. We also support student careers planning with a specialist software programme.

Religious Education and Worship

We believe in setting clear moral guidelines for pupil behaviour. All students take part in regular Assemblies of a broadly Christian character. Parents whose religious beliefs so require may withdraw their children from Assemblies. To do this, parents should write to the Headteacher giving their reasons for requesting withdrawal. All students study Citizenship and Religious Education unless withdrawal is specifically requested by a parent.

Extra-Curricular

The commitment of staff and students to the ethos of the school is illustrated by the wide range of activities which we undertake.

- Sport (representative teams in all major sports, purpose built facilities include gymnasium, sports hall, dance studio, fitness room and a 3G all-weather pitch)
- Music (instrumental tuition; music recitals, music groups, orchestra and choir)
- Drama (productions every year)
- School clubs – Art, Computers, Choir, Drama, Sport and many more
- Visits and exchanges to France, Germany and a variety of destinations both in this country and abroad
- Residential field study visits
- Curriculum Enrichment Days when students can pursue a variety of curriculum linked activities
- Charity events
- Business and community links
- Inter-House Competitions

Homework

Homework is essential for academic success. It provides students with the opportunity to consolidate or extend work covered in lessons and to develop good study habits. Homework may take a variety of forms such as writing, reading and research. Students in the Sixth Form also have private study periods.

Homework is set and displayed using the “Show My Homework” web-based facility, this enables more effective and efficient homework administration.

Discipline

We demand high standards of discipline. We require students to be hard working, self-disciplined and well-mannered at all times. Our approach to discipline is based upon encouragement of good behaviour through praise and reward but is backed up by clear and firm sanctions for those whose behaviour fails to meet our standards.

Charles Darwin is a school where lessons are orderly and students are well behaved around school. **We consider the disruption of lessons and poor behaviour to be serious offences, to be dealt with quickly and firmly. We shall not hesitate to exclude students from school where this action is appropriate.** We will, of course, involve parents fully in such circumstances.

Pastoral Care

Each student belongs to a tutor group whose Form Tutor provides students with daily advice, support and guidance. The school operates a year based system with Achievement Co-ordinators having overall responsibility for the academic progress and welfare of students. The school has a House system for competitions and sporting activities.

Potential High Achievers

Students who show a marked aptitude in any area: academic, sporting or cultural, are offered opportunities through our extra-curricular enrichment programme. In addition, every Faculty provides enhancing and enrichment tasks to extend learning as part of the taught curriculum.

The pastoral teams encourage leadership and communication skills through student involvement in assemblies and representatives on the Year and School Councils. Please ask Heads of Faculty for more details of what is on offer.

Students with Learning Difficulties

Students with learning difficulties are catered for by appropriate assistance, either by extra support teachers in named lessons or by small group withdrawal. At all times parents are advised closely about their child's progress.

Students with Special Needs

Students with special needs other than learning difficulties, such as physical or emotional problems, are catered for on an individual basis. Special Needs is the responsibility of a senior member of staff who works with a team of teachers.

Attendance and Punctuality

We believe that attendance and punctuality are vital to pupil success and we expect a minimum of 95% attendance from all our students. Good attendance and punctuality are rewarded. We always investigate lateness and absence and work closely with our Educational Welfare Officer. We discourage families from taking holidays during term time.

Healthy Eating

We have a commitment to healthy eating and wish to ensure that we supply healthy food and drink whilst delivering positive nutritional education, promoting the health and well-being of students, staff and visitors to our school. Food plays a key role in the education of our students and is covered in the formal curriculum through Food Technology, PHSE tutorial programmes, Science and Physical Education.

The school adheres closely to the suggestions made by the Schools Food Trust and, with the exception of the Sixth Form, does not allow students off site at lunch or break times.

We recognise that a constant supply of water can have a positive effect upon the health and well-being of staff and students. Students are encouraged to drink water throughout the day and this can be purchased from vending machines or bottles can be filled from the water fountain in the school canteen.

The school meal facility is provided by Independent Catering Ltd. who operate a biometric cashless catering system.

Nut Free Policy

Although we recognise that this cannot be guaranteed in a school of this size, Charles Darwin School aims to be a Nut Free School. The school aims to protect children and adults who have allergies to certain foods, yet also help them to take responsibility as to what foods they can eat and to be aware of where they may be put at risk.

To assist us with this we therefore request that the following is not brought into school:

- Packs of nuts
- Peanut butter sandwiches
- Fruit and cereal bars that contain nuts
- Chocolate bars or sweets that contain nuts
- Cakes made with nuts

Partnership with Parents

We believe that parents are important contributors to the education of their children. In practice this is reflected through:

- Our constantly updated website
- Daily contact via the Planner
- Weekly information through the parents' bulletin – "The Link"
- Parents' evenings where students' work is discussed with individual subject teachers
- Work Reviews - students and families are interviewed by a member of staff to monitor progress and set targets for future achievement
- A "settling in" evening when parents of new Year 7 students meet the Form Tutor
- GCSE and Post-16 Information Evenings

As part of our commitment to parents, the Headteacher sets aside time each week to make himself available without an appointment.

Friends of Charles Darwin

Every parent is automatically a member of the Friends of Charles Darwin School. The Friends help and support the school in a variety of ways. Fund-raising activities have enabled the school to provide extra equipment and resources so that students can enjoy the best education possible.

Community

We have excellent links with our local Primary Schools with staff from Charles Darwin regularly visiting and supporting teaching in our local primary schools. Our community service programme for Sixth Formers further extends our community links.

The school is also a focus for use by local and community groups. The school operates the Darwin Leisure Centre for local community usage; a facility that is much in demand from local sporting and leisure groups.

Safeguarding of Young People

Charles Darwin School is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff and volunteers to share this commitment.

September 2019

Transition Programme

At Charles Darwin we are proud of the transition programme that has been established to ensure students make the best possible start to life in Year 7. We understand that choosing a secondary school is one of the most important and difficult decisions to make and therefore our transition programme starts when students are in Year 5. The Year 7 Achievement Team consists of an Achievement Coordinator and a Transition Manager.

Year 5 and 6 Master Classes

Master classes have been running at Charles Darwin School for many years and provide students in Years 5 and 6 with enrichment opportunities in a variety of subjects. Staff at Charles Darwin School liaise with primary colleagues to devise a programme where students are invited to participate in a course of lessons in a range of subject areas including:

English
Maths
Biology
Chemistry
Physics
French
ICT
Technology
PE
Dance
Humanities

These activities provide opportunities for students to be exposed to a range of subjects and enrichment activities. It is also another important opportunity for students to get a feel for secondary school life whilst meeting and engaging with learners from other primary schools. These activities take place throughout the year in three-week blocks and are usually project-based to support the learning up to Key Stage 2 and provide a platform for inspiration and discovery to Key Stage 3 and beyond. Master classes take place on a Wednesday afternoon from 3.45 - 5.00 p.m. Details are made available through Year 5 and 6 teachers at the Primary Schools.

Year 6 in to 7 Induction Evening and Interviews

Once a place at Charles Darwin School has been confirmed, students and parents are invited to an induction evening where they are given more detailed information about the school. Parents are addressed by the Headteacher whilst the students are spoken to by the Year 7 Achievement Team. Students are given information about life as a Year 7 student and have the chance to speak to current Year 7 students and teachers.

Parents and students are then invited to an induction interview with a member of the Senior Team or Year 7 Achievement Team. This provides an opportunity for students to give us a little more information about themselves as well as collecting important details about the first week, purchasing stationery and uniform and registering for the biometric payment system operated in the school canteen.

Year 6 Singles Day

Moving to a secondary school with over 1250 students can be a daunting prospect. Charles Darwin School welcomes students from in excess of 30 feeder primary schools and there may be only one or two students coming to us from the smaller village schools. In order to support the transition process and help improve confidence by making friends with students in similar circumstances, during the summer term we invite students to spend the day with us so that they can experience a day in the life of a Year 7 student. This means that come September every new Year 7 student should see a familiar face on their first day.

Continued...

Year 6 and 7 Disco

In July we hold our annual Year 6 and 7 disco. This provides an opportunity for the two year groups to mix and for Year 6 students to have fun, meet others in their new year group and ask current Year 7 students about their experiences of their first year at secondary school.

Transition Visits

During the summer term members of the Year 7 Achievement Team visit Primary Schools to speak to the students and Year 6 teachers. This gives us invaluable information about their academic progress, subject strengths and interests which will aid their transition. It also enables us to gather information about the group of students coming to us which assists us when creating their form groups for September.

Moving On To Darwin (MOTD)

Moving On To Darwin is Charles Darwin School's summer transition club. The week-long club provides an opportunity for 80 students to take part in a range of fun activities during the first week of the summer holidays. The activities are mostly school-based and are run by Charles Darwin teachers, many of whom will be teaching the students in September. The main aims of the club are for students to have fun, make friends and to feel comfortable within their new school environment. Activities may include Cooking, Art, ICT, Languages, team building and sports.

Ready to Learn Induction

The first two weeks of term in September aim to deliver a comprehensive induction period for students, enabling them to make the transition from primary school student to secondary school learner. During this period the students follow an adapted timetable to cover the basic expectations we have of Charles Darwin School students. Testing across a range of subjects, study skills and guest speakers all feature as part of the induction. Orientation, classroom entry, movement between classrooms, organisation of student planners and exercise books are some of the expectations covered by staff and prefect students. Visitors to school include Transport for London (covering safe independent travel) and the police who highlight the importance of the safe use of Social Media and the internet.

Bespoke Transition Programmes

We understand that some students may find the transition harder than their peers. This could be due to personal circumstances, medical and educational needs or just personality. We aim to ensure that all students transfer with confidence and to this end we can offer bespoke transition programmes if there is a need to do so. If you have a child that you feel would benefit from this then please contact your child's primary school SENCO who can contact us.

For further information about our transition programme please contact a member of the Year 7 Achievement Team:

Sarah Wheeler – Year 7 Achievement Coordinator – sw@cdarwin.com

James Bidwell – Year 6/7 Transition Manager – jbi@cdarwin.com

Admission Arrangements for 2020/21

1. Admission Numbers

- 1.1 The published admission number for September 2020 will be:
- Years 7 – 11: 224
- 1.2 The published admission number is inclusive of students with a Statement of Special Educational Needs or Education, Health and Care (EHC) Plan that are admitted to the School pursuant to the School being named in their Statement or EHC Plan. Children with a full Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHC) are dealt with under a separate process by the Special Educational Needs team.
- 1.3 Children directed via the Fair Access Protocol will take precedence over any child already on the school waiting list and this includes admitting children over the published admission number.

2. Application Procedures

- 2.1 Each year, the Local Authority will publish the date by which applications for admission at the start of the following school year must be received. Applications for the new Year 7 intake must be made in accordance with Local Authority admission arrangements and must be via the Common Application Form provided and administered by the Local Authority. The School will comply with the locally agreed application procedures and timetables.

3. Over subscription

- 3.1 If the number of applications exceeds the number of places, places will be allocated according to the following criteria, listed in order of priority:

(i) Children Looked After (CLA)

[A child looked after is a child who is:

(a) in the care of a local authority or being provided with accommodation by a local authority in the exercise of their social services functions. These children must still be "CLA" when the child starts school unless (b) applies.

(b) or a child who was previously looked after by an English or Welsh local authority and immediately after being looked after became subject to an adoption, residence or special guardianship order. This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002.]

(ii) Sibling – children who have a brother or sister at the school at the beginning of their first term

[Sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case the child must be registered as living in the same family unit at the same address]. The elder sibling must still be on roll at the school when the younger child starts school. Sibling applications will only be accepted for siblings of pupils in Years 7 to 10, siblings of pupils in Year 11 whose parents have confirmed their commitment to the pupil continuing into Year 12 (written confirmation will be required) and siblings of Year 12 pupils who are attending a 2 year course.

[A "Parent" is any person who has parental responsibility or care of the child.]

(iii) Children of Staff at the School

Charles Darwin School may give priority in the oversubscription criteria to children of staff directly employed at the school in either or both of the following circumstances:

Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

(iv) Children who at the time of application are attending one of the following primary schools:

Biggin Hill Primary School
Chelsfield Primary School
Churchill C of E Primary School
Cudham C of E Primary School
Downe Primary School
Fairchildes Primary School
Farnborough Primary School
Green Street Green Primary School
Oaklands Primary Academy
Pratts Bottom Primary School
Tatsfield Primary School
The Highway Primary School
Tubbenden Primary School
Warren Road Primary School

(v) All other applicants

In the event of oversubscription in any category the basis of selection shall be proximity of home in relation to the school as measured in a straight line from the front door of home to the front door of the school.

[Distance will be measured (in a straight line) from the front door of the child's home address (including flats) to the main entrance of the school building, using the Local Authority's computerised measuring system that identifies the unique national grid reference (Easting and Northing) for the property. Those living closer to the school receiving the higher priority. The furthest distance reached is checked to confirm it is unique. Where the next applicant measures the same the system will go to further decimal places within a measurement to qualify who is nearer. Where applications are received from flats that have the same "easting and northing" measurements, places will be allocated by door number; the lower the number the higher the priority. If there are two identical distance measurements for different addresses of separate applicants, the tiebreak will be alphabetical.]

["Home" being where the child normally resides as their only or principal residence]. Addresses involved in child minding (professional or relatives) will not be considered. Parents will be asked to provide documentary evidence to confirm an address and parental responsibility. Change of parental responsibility, unless exceptional circumstances through a court order, will not be accepted during the co-ordinated admission process.

It is expected that the applicant and pupil will still be resident at the same address when the child starts school unless exceptional circumstances apply. Permanent address does not include short-term rental or lease of a year or less. Charles Darwin School is willing to accept leases from parents of new Year 7 students that are significantly over one year in length. Documentary proof may be required. Places may be withdrawn if address details do not match the information given on the application form.

- 3.2 Any child not offered a place has the statutory right of appeal to an Independent Appeal Panel. The Independent Appeal Panel will be determined by the Governing Body on an annual basis and will, usually, consist of two lay members and one person from the community, independent of the school. The decision of the Independent Appeal Panel will be binding on the Governors and the parents. Full details of the Appeals process are available from the Clerk to Governors c/o the school.
- 3.3 Students not allocated a place will automatically be placed on a waiting list held in criterion order. The waiting list will be maintained throughout the academic year.
- 3.4 Late applications during transfer from Year 6 to Year 7 will be dealt with as outlined in the co-ordinated scheme for Bromley.

4. In-Year Admissions Years 8 - 11

- 4.1 Whenever an application is received for a student to join a year group at a time other than when joining Year 7, the child's position on the Local Authority waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. Parents have a statutory right of appeal.

5. Proof of Residence

- 5.1 Original proof of residence must be submitted if requested. Advice will be sought from the Local Authority as to acceptable documentation.

6. Admission of children outside their normal age group

- 6.1 The school will consider applications outside of the child's normal age group on an individual basis taking into account any information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. Parents wishing to apply for a place outside of the normal age groups should contact the Headteacher in writing in the first instance.

7. Admission to Year 12

- 7.1 The capacity for Year 12 students is 155 places. Places will be automatically offered to current Charles Darwin students who wish to continue to the Sixth Form who meet the general Sixth Form entry requirements of at least five 9–5 grades in separate subjects at GCSE (including English Language and/or English Literature and Mathematics at grade 5 and above), or equivalent under the new GCSE framework - these students do not need to complete an application form.
- 7.2 There will be a minimum of 25 places available for external candidates. Where the number of students in Charles Darwin taking up a place in Year 12 falls below the usual figure additional places will be offered to external candidates up to the planned Year 12 capacity of 155. Students must satisfy the general Sixth Form entry requirement of at least five 9 – 5 grades in separate subjects at GCSE (including English Language and/or English Literature and Mathematics at grade 5 and above), or equivalent under the new GCSE framework.

- 7.3 Some of the courses offered may require a higher GCSE grade in a particular subject or subjects. This will be shown in the Sixth Form Prospectus which lists entry criteria for individual courses. Students studying other qualification should contact the school for guidance.
- 7.4 Students wishing to complete GCSE resits in Mathematics and English will need a minimum of grade 4 together with at least four 9 – 5 grades at GCSE in other subjects (or equivalent under the new GCSE framework).
- 7.5 In the event of over subscription, the criteria set out in 3 above (admission criteria for Year 7) will apply.
- 7.6 Students and their parents have a statutory right of appeal against the decision to refuse them admission to the Sixth Form. Those wishing to appeal should register their intention to do so, by sending a letter addressed to the school c/o the Clerk to the Independent Appeals Panel within 30 days of the GCSE results day.

Agreed by the Charles Darwin School Governing Body on 3rd December 2018 and formally approved by the CDAT Board on 8th February 2019.

Physical Education

Physical Education

Charles Darwin School has a proud tradition of physical education and sport and boasts outstanding indoor and outdoor facilities to promote activities for its students. There is an extensive range of intra and inter school sports which is fast gaining the school a reputation for sporting excellence. The PE department has high expectations and standards for every student and aims to develop the skills, techniques and tactical knowledge required for them to become outstanding sports performers.

Our aims:

1. To provide opportunities for all students to participate in a competitive and varied sports programme in the Autumn, Spring and Summer terms.
2. To maximise the potential of our most talented youngsters by providing regular opportunities for organised and structured coaching programmes geared towards raising achievement.
3. To encourage and promote positive attitudes amongst all students towards physical activity and the pursuit of an active lifestyle.
4. To provide opportunities for students to develop tactics, techniques and skills as well as an understanding of the rules for a range of activities.
5. To develop personal and inter-personal skills through competition in a manner which serves to underline the need for discipline, safety and consideration for others.

Students participate in two lessons a week of Physical Education in Key Stages 3 and 4 with an opportunity to play competitive sport in Key Stage 5.

Key Stage 3 (Years 7-9) sports are highlighted below:

Boys	Girls
Football	Football
Rugby	Rugby
Table Tennis	Netball
Badminton	Table Tennis
Gymnastics	Badminton
Cricket	Trampolining
Athletics	Gymnastics
Tennis	Dance
Basketball	Basketball
Cross country	Short Tennis
Health Related Fitness	Cricket
Softball	Rounders
	Stoolball
	Health Related Fitness

The KS4 core curriculum offers a range of on-site activities with a wide range of choice for all our students.

On-site
Football
Rugby
Table tennis
Trampolining
Badminton
Basketball
Tennis
Athletics
Ultimate frisbee
Short tennis
American Football
Fitness Suite
Netball

Examination subjects in PE include GCSE PE and the BTEC level 2 Award; these are offered as options to students. In KS5 students are offered A level PE or the BTEC National Level 3 in Sport. The Higher Sports Leaders Award is also a popular course giving vocational experience to potential coaches and leaders. We have strong links with our feeder primary schools and have a strong presence at Festivals and school PE lessons with our HSLA students.

Extra curricular sport is extensive and varied. The school participates in a range of sports at a competitive level, entering District, County and National Cups. We also run an annual netball tour where our teams compete against other schools and clubs in Shropshire. We currently compete in football, rugby, gymnastics, trampolining, netball, basketball, athletics, rounders and cricket.

Charles Darwin School has many successes especially in football and rugby where our teams regularly feature as District and County Cup winners. Students are regularly selected to represent Bromley District and Kent County Associations and the school boasts a tradition of National representatives and champions across a range of sports. We have many club links which allows external coaches to work with the students in sports which we do not always offer on the curriculum, for example Petts Wood Ladies Football Club, Boxing4Schools, Revolve Trampolining Club, Cudham Cricket Club and Parkhouse Rugby Club.

Excellence in sport is promoted and rewarded in our high profile and prestigious annual Sports Awards evening run by the PE department in July.

Sport for all is a high priority and students participate in a range of inter-form sports competitions during curriculum time; this involves a range of sports offered in the KS3 curriculum. Sports Day, the culmination of the inter tutor competition, is one of the major events incorporated into this week. Participation, opportunity and enjoyment are the most important aspects which are celebrated in National Sports Week.

We are proud as a department to be able to offer as much as we do; we boast a highly professional and enthusiastic team supporting and teaching the students on a daily basis. If you would like to see the PE department in action please contact Miss Case, Head of Physical Education, for a tour of our department.

Entitlement Statements for Careers Education, Information, Advice and Guidance, Enterprise and Work-Related Learning

Charles Darwin School is committed to:

- encouraging all students to consider their career through school and beyond, from Year 8, through well-structured tutor programmes
- ensuring that all students are knowledgeable about and effective at using the resources available to them in the careers library, on the School website and on-line, as well as providing up to date information about courses and events that are taking place locally and nationally
- encouraging all students to develop decision making skills
- providing experience of the world of work through various activities such as Enrichment days and Business initiatives
- developing a careers programme which meets the needs of undecided students
- equipping all students for independent learning and lifelong learning
- providing students with impartial and independent careers advice and guidance
- taking part in events such Skills London to provide our students with the information they need to build a personal career plan
- preparing students for university and the world of work by providing interview practice and support with writing personal statements and CVs
- encouraging parents and carers to access and use information about labour markets and future study options to inform and help support their children

By the end of Year 9 students will:

- be able to use and have regular access to the careers information held within the library and internet sites –Kudos and icloud
- know how to make decisions about choices of GCSE subjects
- begin to recognise skills and strengths and the possible careers in which these would be of benefit, as well as the attributes employers would look for
- receive careers advice and support via staff such as Form Tutors and careers advisers
- learn about financial capability, routes from 16, self-employment and voluntary work
- be asked about their views and what they know, understand and can do in relation to career learning
- have accessed and used information about careers paths and the labour market to inform their own decision on study options
- participate in at least one meaningful encounter with an employer

By the end of Year 11 students will:

- be given the opportunity to visit careers conventions
- have met with our independent careers adviser as part of a group and/or as an individual, to discuss future plans
- have knowledge of a wide range of further and higher education, training and career opportunities
- take part in enterprise challenges and competitions and charity fundraising events helping to develop skills in leadership, problem solving and team work, as well as developing enterprise and financial capabilities
- have opportunities for recording and evaluating their own achievements
- be asked about their views and what they know, understand and can do in relation to career learning
- take part in mock interviews designed to prepare students in writing CVs and letters of interest as well as speak to employers
- had an introduction to sixth form life at Charles Darwin through conversations with current sixth form students

By the end of post-16 students will:

- have had the opportunity to take part in a Higher Education, UCAS convention day
- have received information about and had the opportunity to attend university/college open days
- have received information about alternatives to HE such as advanced apprenticeships and employment options
- have had the opportunity to spend a week (or more for primary teaching and medicine) in Year 12 on work experience
- have had the opportunity for individual careers advice and guidance discussion with our independent Careers Adviser
- have had the opportunity to experience interview technique
- have accessed computer based information about Higher Education and the world of work
- have access to information on how to apply for bursary's or Gap Year placements
- have been briefed on student finance
- have been given the opportunity to take part in Horizon activities to enhance key skills and employability in the future
- have been given guidance and support to help write a personal statement especially for the UCAS application process
- have been given guidance on writing a letter of application for content and accuracy
- have been given guidance on completing handwritten applications through self-evaluation
- have been given the opportunity to complete on-line 'springboard' careers guidance
- have been encouraged to update CVs
- have been required to complete an hour of voluntary work in the community on a regular basis to improve work-skills
- have been given a variety of tutorials to expand and explore future career opportunities
- have had opportunities to develop enterprise and financial capability
- be asked about their views and what they know, understand and can do in relation to career learning

Pupils with Special Educational Needs and Disability

Charles Darwin School's current Special Educational Needs and Disability Policy follows the guidelines set down in the 2014 Code of Practice, and covers inclusion, definition of SEND objectives, identification and assessment of pupils with SEND, provision and resources, monitoring and review process, requests for statutory assessment, Education Health and Care Plans/Pupil Resource Agreement Review procedure, working with parents, involving pupils, working with external agencies, complaints procedure and staff development. A copy of the full Policy may be viewed at the school or on the school website; along with our SEN Information Report.

The school has continued to identify and monitor pupils with SEND by the use of nationally standardised testing. We continue to develop extensive contact with external support agencies to further support and assist in the welfare and education of pupils with Special Educational Needs and Disabilities. We have had extensive contact with all outside agencies who are involved in the welfare and education of pupils with Special Educational Needs and Disabilities.

Faculty Statement

The Learning Development Faculty is committed to promoting:

- Equal access to a balanced and appropriate curriculum for pupils of all abilities.
- A caring and supportive environment where all pupils are encouraged to reach their full potential.
- The value of the individual within the school community.

Aims

- To ensure that all pupils have access to an appropriate broad and balanced curriculum
- To encourage every pupil to make the progress necessary to reach their potential.
- To ensure a whole school response to the current Code of Practice for Special Educational Needs.
- To foster positive, working relationships with parents/carers in meeting the needs of their children.
- To make available appropriate resources for pupils with Special Educational Needs.
- To ensure a high quality of specialist support staff.
- To ensure that all staff are aware of their responsibilities to cater for pupils of all abilities as documented in the Code of Practice.
- To promote the skills and support necessary to enable staff to cater for pupils of all abilities.
- To ensure that there is a system of identifying, monitoring and assessment of pupil progress, which is appropriate to pupils with Special Educational Needs and Disabilities and that all staff are aware of the procedures.

The school has a Learning Development Faculty that assists with making appropriate arrangements for the admission of pupils who have SEND. Information is gathered from feeder schools and other appropriate agencies to help with the transition from primary to secondary schools.

The school operates an equal opportunities policy that seeks to ensure that all pupils and staff are treated fairly. Staff are given training and information relating to pupils with disabilities so that their needs can be met within a mainstream environment.

The school has carried out some adaptations to help improve access to the site: these have included putting in ramps and installing a lift. External agencies have also been involved in the process of modifying the building so that it is more accessible to disabled pupils. This included a site audit by the Kent Association for the Blind.

The school has a Special Educational Needs Policy which is reviewed annually. Changes to the policy are discussed with the Governor who has responsibility for pupils with special needs. The policy is made available to the parents and carers of prospective pupils.

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 8.15a.m. for an 8.30a.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?

<p>Subject Teacher</p>	<p>He / she is responsible for:</p> <p>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.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p> <p>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>
<p>Special Educational Needs Coordinator (SENCO) Mrs A Woodcock Email: AWo@cdarwin.com</p>	<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>
<p>Head Teacher: Mr S Chotai Email: jho@cdarwin.com</p>	<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
<p>SEN Governor: Mrs S Wilson Email: enquiries@cdarwin.com</p>	<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.

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?

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?

How is the decision made about what type and how much support my child/young person will receive?

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.

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 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 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 eg, 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

Partnerships to aid inclusion

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

- Regular meetings as required
- SENCO available at all parent's evenings
- 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 for example sensory support, school nurse, communication team educational psychology

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
<p>Inclusion Support Service including:</p> <ul style="list-style-type: none"> • Educational Psychology Service <p>Our attached Educational Psychologist is: Mr Tom Richardson</p> <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	<p>Eldred Drive Clinic Eldred Drive, Orpington, BR5 4PE</p> <p>Phone: 01689 837005</p>
Occupational/Physiotherapy	<p>Email: bro-pct.childrensotservice@nhs.net Email: childrensphysiotherapyservice@bromleypct.nhs.uk</p>
Paediatric Services	<p>Phoenix Children's Resource Centre 40, Masons Hill, Bromley, BR2 9HS</p> <p>Phone: 0208 466 9988</p>
CAMHS (Child and Adolescent Mental Health Service)	<p>Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill Bromley, BR2 9HS</p> <p>Phone: 0208 466 9988</p>
Bromley Social Services	<p>Bromley Civic Centre, Stockwell Close, Bromley, Kent BR1 3UH</p> <p>Phone: 0208 461 7373</p>
Bromley Community Well-Being Service for Children & Young People	<p>Phone: 0203 770 8848 Fax: 0203 121 3005</p>

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 Phone: 020 8461 7723 Email: helen.priest@bromley.gov.uk
Voluntary agencies	Bromley Parent Voice Mobile: 07803 287838 (monitored daily) Phone: 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 a 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

Sixth Form Courses

Creating Successful Independent Learners

All major A Levels are now reformed which means many of the subjects on offer are now two year courses. However, Charles Darwin School continues to offer inclusive programmes of study to Sixth Formers with a variety of courses:

- L2 (GCSE) resits in English Language, Mathematics
- L3 (GCE/A Levels, Applied General, Technicals and BTECS) one and two year courses. Both GCE A levels and BTEC qualifications equally provide UCAS points for entry into university, and equally provide access to college, advanced apprenticeships and many professions.
- The major change to A Levels is that they will be assessed by examination at the end of the two year course and vocational courses have a compulsory examination core element.

Courses on offer for 2020 entry in the Sixth Form at A Level/Level 3 include:

Applied Science (Applied General)	Geography
Art	German
Biology	Government and Politics
Business Studies	Health and Social Care (Cambridge Technical)
Chemistry	History
Computer Science	IT (BTEC)
Core Mathematics (<i>one year course only, equating to an AS</i>)	Mathematics
Dance	Music
Digital Media (Cambridge Technical)	Music Technology
Drama	Photography
English Literature	Physics
Extended Project Qualification- (<i>Equating to an AS</i>)	Physical Education
Film Studies	Sociology
Finance	Sports Studies (BTEC)
French	Textiles
Further Mathematics	

Students wishing to follow Level 3 courses should have obtained a minimum of five GCSE subjects in five separate areas, ideally including English and Maths, at Grade 4 or above and have good attendance and effort grades throughout Year 11. Five or six fifty-minute periods are generally allocated to each subject per week in Year 12 and Year 13.

The Sixth Form at Charles Darwin aims to prepare students with key skills and life skills in addition to academic success. Consequently we guarantee to ensure that all students have access to a range of opportunities to broaden their skills, knowledge and experience and to enable them to prepare for their future with purpose and confidence.

Other Sixth Form Lessons and Activities

As well as subject lessons, all students have one tutorial period a week. Sixth Form students are expected to complete an hour's voluntary service per week and a work placement at the end of Year 12. They can also take part in competitive team sports on a weekly basis or independent recreation by arrangement.

Tutorial Periods and Assemblies

These cover all aspects of career development, preparation for Further and Higher Education as well as support for those seeking Apprenticeships and Employment. The tutorial programme also covers a range of SMSC studies as well as promoting an awareness of Health and Wellbeing. As a result students develop their knowledge and understanding of the wider world and are better equipped to take their place as adult members of society. All pupils participate in assemblies and debates to enhance public speaking and a 'Horizons' week which focuses on personal and employability skills.

Code of Conduct 2019

"Charles Darwin School expects high standards of self-discipline, co-operation and respect, enabling everyone to achieve their full potential."

The Code of Conduct is based on respect and good behaviour:

RESPECT

For yourself

- using your time wisely
- setting yourself high standards for work and behaviour
- developing good Homework and study habits
- taking care and pride in your own appearance

For others

- by listening to them
- by speaking to them as you would like to be spoken to
- by treating them with consideration and care
- by working quietly and not disrupting others

For the school environment

- by keeping it tidy of litter and graffiti free
- by eating and drinking in the designated areas only
- by not smoking anywhere in the school or grounds

BEHAVIOUR

To and in lessons

- Always arrive on time to lessons
- Wait outside the classroom until the teacher tells you to enter
- Make sure that you have everything you need for the lesson
- Use lesson time to listen and work
- Follow the instructions of all members of staff without argument
- Always leave the classrooms tidy - ready for the next lesson

Around school

- Always wear full school uniform
 - Move around the school in a quiet and orderly manner
 - Keep to the left in corridors and on stairs
 - Always walk, do not run or push into other people
 - Always put your litter in the bins provided
 - Matches, lighters, cigarettes, e-cigarettes (vaping), etc., are not allowed in school
 - Asking to borrow money can be extortion. If you have forgotten your dinner money see your Pastoral Manager of Achievement Co-ordinator
 - Illegal substances and alcohol are not allowed anywhere. **Do not** bring them on to school premises or accept them from anyone else
- If you feel you are being bullied, or see anyone else being bullied - tell a teacher**

At break or lunchtime

- Eat and drink in the designated areas only
- Line up quietly in lunch queues - being polite to all staff and pupils
- Do not take food or drinks without paying for them. This is theft and will be treated as such
- Sit down in the designated areas to eat
- Talk quietly - do not shout across the designated areas
- Clear away all your rubbish before leaving the designated areas
- Play sensibly outside - do not fight or upset other pupils

To and from school

- Remain in full school uniform until you get home
- Never smoke in school uniform
- Show consideration and manners to other travellers and pedestrians
- Pay attention to Road Safety - we do not want any accidents

ATTENDANCE AND PUNCTUALITY

A good attendance record is essential if you are going to be able to achieve your full potential at school.

- Always attend school unless you are **GENUINELY ILL**.
- Always get permission to stay at home from a parent or carer.
- Get your parent or carer to telephone school before 9:30am on every day of your illness and to let your tutor know why you are away.
- The school has a truancy call system which is sent to parents if a child is absent from morning registration without notification.
- If you have to leave the premises for any reason, you must have a signed note from home and you **MUST** sign out at Student Services.
- All medical and dental appointments should be arranged outside school time. If unavoidable, appointment should be made in the afternoon.
- Always be on time for school - you should be in school for **8.15am**. and outside your form room by **8.25am**.
- If you arrive after 8.30am. you must sign in at Student Services, if you haven't been asked to sign in at the gate. If you are late for the morning, a phone call must be made explaining your absence.
- If you are absent from school without permission or a covering letter - this will be identified as truancy and will appear as such on your records.
- **No holidays will be authorised for any year group.**
- Every situation in which you are late will be recorded. Two lates in a half term and you will receive a Whole School Detention.
- If you arrive after 9:30am you will receive a Senior Staff Detention.
- You may have to make up time in detention or be put onto a punctuality report.

School Uniform

Pupils are expected to be clean, neat and tidy and to take a pride in their appearance. Individual fashion statements, such as extreme hairstyles, e.g. Mohican haircuts or colours, i.e. red, blue, etc. are not permitted. Tramlines or other shaved shapes in the hair and 'bar codes' in eyebrows are also not permitted. Decorative attachments should not be worn in hair.

All items must be clearly marked with the pupil's name.

Do not wear

- Jewellery (watches permitted)
- Make-up (Year 10/11s may wear discreet make-up but fake tan is not acceptable in any year group)
- Nail varnish
- Coats and other outdoor clothing (inside school building)
- Sweatshirts with or without hoods
- False eyelashes or false nails / nail extensions
- Bandanas, hoods, caps or hats

You will be asked to remove all of the above as part of our uniform policy.

In order to develop a sense of loyalty to the community of which they are members, pupils are expected to wear full school uniform to and from school.

The school uniform and PE kit are supplied by Oz Schoolwear. If students are not in full uniform, they will work in Isolation until the correct uniform is brought into them.

Girls – Compulsory Uniform

- Navy blue school blazer*
- House school badge for blazer*
- Navy blue V-neck school jumper with red school logo or navy blue sleeveless jumper with red school logo*
- Navy blue (Charles Darwin style) school skirt*
- Plain white open necked blouse (reverse style collar)
- Plain white short socks or plain black tights (no pattern)
- Standard low-heeled black shoes leather or leather-look (NOT boots, trainers or trainer-style shoes or canvas shoes). The same shoes should not be worn to school and used for PE.
- Plain black or navy blue outside coat.

Optional Uniform for Girls

- Dark grey (Charles Darwin style) fitted trousers* (to be worn with black tights or plain black socks). One set style only. No other style/colour will be accepted.

Boys – Compulsory Uniform

- Navy blue school blazer*
- House school badge for blazer and a House tie*
- Navy blue V-neck school jumper with red school logo or Navy blue sleeveless jumper with red school logo*
- Charcoal trousers*
- Plain white shirt with collar
- Plain black or navy blue socks
- Standard black shoes, leather or leather-look (NOT boots, trainers or trainer-style shoes or canvas shoes). The same shoes should not be worn to school and used for PE.
- Plain black or navy blue outside coat.

***indicates available only from Oz SchoolWear**

Oz SchoolWear
6 Chatsworth Parade
Queensway, Petts Wood
Orpington
Kent BR5 1DF

Telephone: 01689 824767
Email: info@ozschoolwear.co.uk
Online Store: www.ozschoolwear.co.uk

Oz SchoolWear opening times are 9:30am-5:00pm, Monday to Saturday. Uniform can also be purchased online or by phone and be posted home (at a cost of £4.25) or delivered to school on Thursday lunchtimes. Pupils or parents can then collect after school (up to 3.30pm). Selected items of uniform can be ordered/purchased from Main Reception during the term (ties, blazer badges PE socks).

If you are in any doubt about details of the Uniform Policy, please contact the school rather than rely on assurances from students which may be incorrect.

Home-School Partnership


Student Name:

1. The School


The School will undertake to:

- Care for your child's safety and happiness.
- Ensure that your child achieves his or her full potential, as a valued member of the school community.
- Provide a balanced curriculum and meet individual needs.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters (e.g. through The Link), and your child's progress in particular.
- Be open and welcoming and offer opportunities for you to become involved in the daily life of the school.

Signature(s)



Headteacher



Chair of Governors

2. The Parents/Guardians

I/we shall undertake to:

- Fully support the school's policies and guidelines for behaviour.
- See that my/our child goes to school regularly, on time, properly equipped and in the correct uniform.
- Ensure that my/our child eats breakfast in preparation for school.
- Let the school know about any concerns or problems that might affect my/our child's work or behaviour.
- Support your child's learning by not taking family holidays during term time.
- Support my/our child in homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about my/our child's progress.
- Be involved in my/our child's life at the school.
- Encourage and support my/our child with reading at home.

Signature(s)

3. The Pupil

I shall undertake to:

- Attend school regularly and on time.
- Bring all the equipment I need every day and take good care of it.
- Wear the school uniform and be tidy in appearance.
- Complete all my classwork and homework.
- Be polite and helpful to others.
- Help to keep the school free from litter and graffiti.
- Respect all school property.
- Behave appropriately at all times, including to and from school.
- Attend all sanctions, if set.
- Ensure my behaviour does not affect the learning of others.

Signature:

Date:

Attendance

507 applications for 224 places were received for the 2019/20 Year 7 intake. Four appeals were lodged. Appeals hearings were held for all three, none were upheld.

The total number of registered pupils of compulsory school age on roll for at least one session during the reporting period up to and including 21st June 2019 was 1099.

At Charles Darwin we rigorously investigate all unauthorised absence. Attendance is closely monitored, policies reviewed and we reward pupils who achieve 100% attendance.

The attendance figures for 2018/19 as at the week ending 24th May 2019 were as follows:

Authorised Absence	2.70%
Unauthorised Absence	2.00%
Overall Attendance	95.30%

Charging Policy

The basic principle underlying the provisions of the Education Reform Act is that education provided wholly or mainly during school hours is free.

Charging is permitted for the following activities:

- (a) The full costs of board and lodging on residential visits.
- (b) The full costs associated with individual tuition in the playing of a musical instrument, whether in or out of school time. Exceptions are pupils pursuing GCSE or Advanced Level Music courses. Some financial support for these students may be available through the school fund.
- (c) The full costs of activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties related to the National Curriculum or to Religious Education.
- (d) Examination re-take fees.

Voluntary Contributions

From time to time the school may seek voluntary contributions from parents for some activities and materials that otherwise may not be possible to provide. Such activities may include:

- Exceptional additional revision support outside of normal school hours – weekends and school holidays.

Equipment issued on loan to students

The school will normally require student to pay for any items not returned to the school or any that are broken whilst in the care of the student.

Pupil Premium

For pupils for whom the school is in receipt of the Pupil Premium the school may use some of the pupil's grant to offset the costs associated with the above activities.

*Reviewed by Finance and Audit Committee
on 25th June 2018*

Achievement & Attainment Tables 2019

The following tables show subject by subject the achievement of pupils at GCSE/Vocational and post – 16.

- Table 1 Summary of GCSE (including GCSE short course) / BTEC / National equivalent results achieved by pupils at the end of Key Stage 4
- Table 2 Latest available results for GCSE equivalent achieved by pupils at the end of Key Stage 4
- Table 3 Latest available vocational qualification results achieved by pupils at the end of Key Stage 4
- Table 4a Latest available GCE/A2/ National/BTEC examination results achieved by pupils aged 17 and 18 at the end of their second year of study
- Table 4b ALPS Rating, a measure of value-added at KS5

KEY:

Note: This is a summary of results only. The full set of results in new prescribed DfES format with LEA and National comparisons will be available in January. Please apply to the School Administration Officer.

Table 1

	2018 National	2019 School
4 or Above in English & Maths	64%	68%
5 or Above in English & Maths	43%	42%
Attainment 8*	46.4	45.4
Progress 8*	-0.03	TBC
EBACC APS**	4.03	3.97

**Attainment 8 and Progress 8 are two new performance measures introduced by the government from 2016. Attainment 8 shows the grade that, on average, students achieved across a range of approved subjects. Progress 8 shows the progress made on average by students across the same range of subjects. This is expressed as part of a grade.*

*** Ebacc APS. This is the average points score of pupils over the following subject areas: English, Maths, Sciences, a Language, and either History or Geography. The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications.*

Table 2

2019 ACHIEVEMENT & ATTAINMENT TABLES

GCSE results achieved by pupils. Subject by Subject

No. of pupils in the cohort

204

No. of pupils in the cohort not entered for GCSEs

0

Subject GCSE	No. of Entries	9	8	7	6	5	4	3	2	1
Art & Design	21	-	-	-	1	7	5	8	-	-
Biology	26	3	4	7	7	4	1	-	-	-
Business Studies	41	1	2	1	9	8	8	8	3	-
Chemistry	26	3	4	8	5	6	-	-	-	-
Computer Science	24	-	1	-	4	5	4	7	3	-
Dance (Expressive Arts)	9	2	-	-	2	1	2	2	-	-
Drama Performing Arts	38	2	4	1	5	7	10	7	2	-
DT : Product Design	23	-	-	3	4	9	5	-	1	-
English	203	3	5	8	29	53	50	39	13	2
English Literature	202	3	6	15	27	43	50	28	15	8
Film Studies	16	1	-	1	3	3	4	1	4	-
French	45	-	1	5	7	11	12	8	1	-
Geography	73	2	1	6	13	13	8	16	4	8
German	52	-	2	1	6	8	13	18	2	2
History	116	2	4	14	11	20	20	25	11	7
Mathematics	203	1	10	25	19	46	46	32	15	7
Music	11	1	2	2	2	2	1	1	-	-
Physical Education	46	1	3	1	8	9	9	13	2	-
Physics	26	5	10	7	3	1	-	-	-	-
Polish	1	-	1	-	-	-	-	-	-	-
Textiles	19	1	-	3	4	4	6	1	-	-

Subject GCSE	No. of Entries	9-9	9-8	8-8	7-7	7-6	6-6	6-5	5-5	5-4
Science Double	176	-	1	1	1	5	12	14	21	21
		4-4	4-3	3-3	3-2	2-2	2-1	1-1		
		22	28	13	14	10	5	4		

Subject GCSE	No. of Entries	A*	A	B	C	D	E	F	G
Further Mathematics	6	1	1	2	2	-	-	-	-
LIBF – Certificate in Financial Education L2	18	1	9	5	3	-	-	-	-

Table 3

2019 ACHIEVEMENT & ATTAINMENT TABLES						
Vocational Qualification Results achieved by pupils Subject by Subject.						
Subject	No. of Entries	Distinction *	Distinction	Merit	Pass Level 2	Pass Level 1
Art & Design BTEC Level 1/2	16	-	-	3	6	5
Certificate in Media Studies Level 1/2	62	8	22	20	5	7
Enterprise & Marketing CNAT Level 1/2	33	-	1	1	8	18
Information Technology CNAT Level 1/2	50	-	2	4	8	29
Music Level 1/2 1 st Award BTEC	15	3	2	4	4	2
Sports Studies Level 1/2 1 st Award BTEC	15	-	1	4	7	3

Table 4a

2019 ACHIEVEMENT & ATTAINMENT TABLES					
A2 Examination results achieved by pupils at the end of their 2 nd year of study.					
Total no of pupils in Year 13:				77	
Subject	No. of Entries	A* - B	A* - C	A* - E	
Art & Design	5	3	4	5	
Biology	10	1	4	9	
Chemistry	8	1	6	8	
Computer Studies	3	1	2	3	
Dance	4	3	4	4	
Drama	4	3	3	4	
English Literature	13	6	11	13	
Film Studies	5	1	4	5	
Financial Studies	21	11	18	21	
Further Mathematics	3	2	3	3	
Geography	3	1	1	3	
Government & Politics	5	3	3	5	
History	11	5	9	11	
Mathematics	10	5	9	10	
Music Technology	1	-	1	1	
Photography	16	5	15	16	
Physical Education	4	3	3	4	
Physics	4	3	3	4	
Sociology	11	3	9	11	
Textiles	7	4	6	6	
National / BTEC Examination results achieved by pupils at the end of their 2 nd year of study					
Subject	No of En-tries	Distinction *	Distinc-tion	Merit	Pass
Applied Business Studies (Extended Certificate)	17	-	7	6	1
Applied Science (Extended Certificate)	9	-	-	1	6
Digital Media (Extended Certificate)	5	1	1	3	-
Health & Social Care (Extended Certificate)	10	-	3	7	-
Information Technology	5	-	1	1	3
Sport (equivalent to 3 A Levels)	22	2	7	13	-

Table 4b

2019 ACHIEVEMENT & ATTAINMENT TABLES			
Charles Darwin School ALPS Rating			
Year	2017	2018	2019
Rating	4	5	5 (tbc)

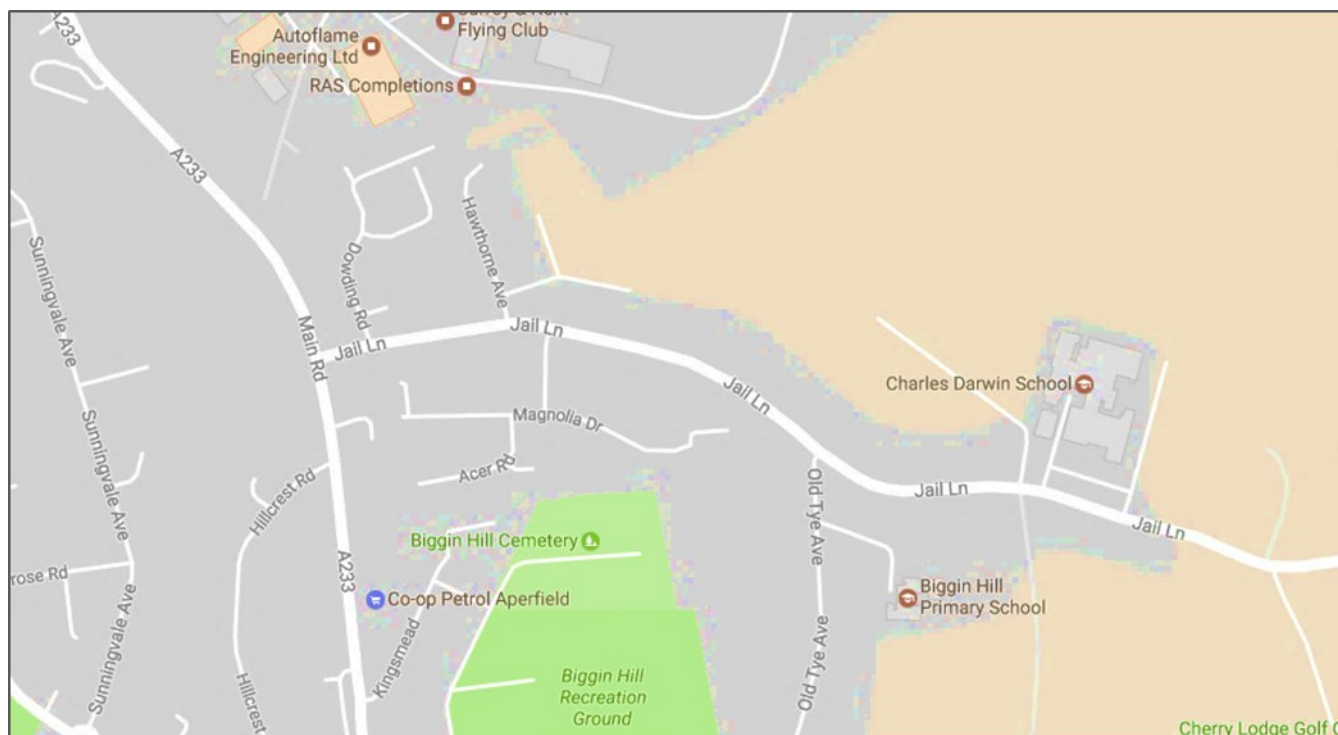
ALPs rating is a measure of value-added at KS5 that compares schools across the country. It measures how the school has performed, using GCSE results as a base line to project to A Level.

The rating is on a nine point scale where a rating of 1 means outstanding value-added and 9 means very poor value-added.

Overall A Level and equivalents grades are as follows:

Overall % A* - A	20%
% A* - B	54%
% A* - C	84%
% A* - E	97%

How to find us...



Bus routes to/from Biggin Hill

- 664** New Addington to Charles Darwin School via Addington Interchange / Coney Hall / Keston Church
<https://tfl.gov.uk/bus/route/664>
- 684** Orpington to Charles Darwin School via Orpington Hospital / PRU / Keston Mark / Leaves Green
<https://tfl.gov.uk/bus/route/684>
- R2** Petts Wood to Biggin Hill Valley via Orpington / Keston Church / Biggin Hill
<https://tfl.gov.uk/bus/route/r2>
- R8** Orpington to Biggin Hill via Farnborough Hill / Downe (passes school)
<https://tfl.gov.uk/bus/route/r8>
- 246** Bromley North to Westerham Green via Hayes / Coney Hall / Keston / Biggin Hill
<https://tfl.gov.uk/bus/route/246>
- 464** New Addington to Tatsfield via Saltbox Hill / Biggin Hill
<https://tfl.gov.uk/bus/route/464>
- 320** Catford Bridge to Biggin Hill Valley via Bromley / Bromley Common / Keston Church
<https://tfl.gov.uk/bus/route/320>
- 695** Westerham to Oxted via Biggin Hill and Tatsfield (limited service, school days only)
<http://www.southdownpsv.co.uk/ops/pdf/695>



Charles Darwin School

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