

CHISLEHURST SCHOOL FOR GIRLS

SEND Information Report 2026-27

Meeting the Needs of Students with Special Educational Needs and Disabilities (SEND)

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, 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).

Chislehurst School for Girls (CHSFG) is an inclusive school and as such offers a variety of provisions to support young people with communication and interaction; cognition and learning difficulties; social, mental and emotional health problems and sensory or physical needs. The School has an experienced SEND team, led by the SENCo. Students are screened for dyslexia, reading comprehension, spelling, numeracy and for their cognitive ability for any new students arriving. These results are then analysed and shared with relevant staff.

Some students identified as having below average standardised scores may then be assessed in more depth. Students identified as having more complex needs or who already have identified/ diagnosed / potential barriers to their learning are placed on our SEND register and staff work using the 'assess, plan, do, review' format to meet their needs; the graduated approach. Parents are informed if their child is on our SEND register and similarly if they are removed from the register. The letter will confirm the contact details for the SENCo, should parents/carers wish to arrange a meeting to discuss their child.

The range of support deployed is tailored to individual needs following thorough assessment by internal or external agencies. It is designed to support students become independent, resilient learners.

The SEND Co-ordinator (SENCo) at CHSFG is Ms R Gale, supported by the Deputy SENCo Ms L Hilderly, overseen by Ms A Hodgson, Assistant Headteacher. The Assistant SENCo, responsible for the day-to-day operation of The Lighthouse is Ms C Artry. The school has a team of 2 Higher Level Teaching Assistants (English and Maths), and teaching assistants with a wide variety of specialisms and experience. The SEND Governor is Mr A Thompson.

The SEND Information Report should be read alongside our SEND Policy, which explains in more detail the School's graduated approach to SEND, as set out in the 2014 SEND Code of Practice.

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

This report has been created using feedback from children, young people, parents, carers and staff.

We would like all stakeholders to contribute to the development of this report and the support we are able to provide at Chislehurst School for Girls. If you would like to make a suggestion for inclusion in the next published report please email us directly SEND@chsfg.lumero.org and we will get back to you as soon as possible to ensure your opinion is heard.

The report below has been divided into a number of questions with responses to help explain the SEND provision available for students at Chislehurst School for Girls.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

FORM TUTOR / SUBJECT TEACHER

is responsible for:

- Adapting and refining the curriculum/PHSE content to respond to the strengths and needs of all students.
- Checking on the progress of your child and identifying, planning and delivery of any additional support at classroom level.
- Contributing to devising Pupil Passports to indicate identified barriers to learning, in order to prioritise and focus on the next steps required for your child to make progress.

Applying the school's SEND policy.

If you have concerns about your child you should speak to your child's subject teacher/tutor first. They will be able to direct you to the best person to assist, which could be the Head of Faculty, the Head of Year, Director of Studies, the SENCo, Deputy SENCo or Assistant SENCo.

SEND TEAM & KEY STAFF

Special Educational Needs Coordinator (SENCo)

Ms R Gale

Email: SEND@chsfg.lumero.org

Deputy SENCo

Ms L Hilderly

Email: SEND@chsfg.lumero.org

Assistant Headteacher

Ms A Hodgson

Email: SEND@chsfg.lumero.org

Assistant SENCo

Ms C Artry

Email: SEND@chsfg.lumero.org

Designated Safeguarding Lead

Ms L Gulczynski

Email:

safeguarding@chsfg.lumero.org

Lead First Aider/Medical Needs

Mrs T Axford

Email: office@chsfg.lumero.org

Headteacher:

Ms M French

Email: office@chsfg.lumero.org

SEND Governor:

Mr A Thompson

Email: office@chsfg.lumero.org

They are responsible for

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
 - 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, including devising and reviewing the Pupil Passports.
 - Consulted about planning any transition to a new class, subject, or school to ensure a successful transition.
 - Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any barriers.
 - Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

She is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for students with SEND

He is responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for students with SEND across the school.

Assessment, Planning and Review:

How does the school know if children/ young people need extra support and what should I do if I think my child may have special educational needs?

How will both the school and I know how my child is doing and how will you help me to support my child's learning needs?

How is the decision made about what type of support and how much support a child will receive?

Ongoing monitoring takes place by class teachers, Heads of Faculties and The Guidance Team to identify students who are not making progress or who have behaviour barriers which are affecting their ability to engage in learning. This process begins with aptitude screening in Year 6 or at their starting point in the School and continues throughout their time at CHSFG.

Information

After discussions with key staff and parents, additional support may be put into place for the student, which may be targeted small group and/or individual support to help overcome any barriers for the individual student.

The Deputy SENCo or Assistant SENCo may provide support in The Lighthouse. In some cases, Teaching Assistant support may be allocated via the Assistant SENCo. 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.

Additional support is then documented in a provision map. In consultation with the SENCo, Deputy SENCo, Assistant SENCo, Head of Faculty, Guidance Team and parents, short term targets may be agreed which prioritise key areas of support which are measured at regular intervals. Where external agencies are involved, their advice and recommendations are included in these support programmes. The actions agreed will take into account each student's strengths as well as their barriers, taking into account the views of the student.

If your child is continuing to have significant challenges, further external expertise may be requested. Additional funding may be available dependent on the support required. This will be determined by the Local Authority ISAT team (Inclusion Support Advisory Team) for their advice and support to quickly provide the appropriate strands of intervention. If the school feels that a student needs particular additional support, the school may need to apply for additional funding, this is linked to the Local Authority banded funding criteria. As part of this process, the school may arrange for an Educational Psychologist to assess the student if necessary. Further details about this process will be explained in the Local Authority Local Offer. For students not resident in Bromley, the process will be followed in accordance with their Local Authority.

Students' individual needs are outlined in SEND Pupil Passports and shared with teachers through Class Charts. Pupil Passports and EHCP review meetings are offered at least three times per year for our students with identified SEND needs. Parents, relevant external agencies and when appropriate, students are invited to this review. The impact of support offered is considered along with the progress towards the targets which are set both academically and socially.

Curriculum and Teaching Methods (including groupings and interventions)

How will School staff support my child?

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

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

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class, known as Quality First Teaching (QFT). Teachers plan using the Pupil Passports, which identify barriers and strategies to enable the student to access their learning. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Teaching classes are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Teaching assistants are used as directed by the SENCo, Deputy SENCo and deployed by the Assistant SENCo to help groups and individual students reach the long-term goal of developing their independent learning skills.

We review the needs of the learners within the School and put in place the most appropriate provision to be able to cater for every student's needs. Some of the School funding can contribute towards staff training. The Quality First Teaching of our SEND students is monitored through our Teaching & Learning Programme.

Decisions are made as to whether specific interventions are proving to be effective in relation to time, resources and impact on outcomes. The cycle of monitoring and reviewing helps us to refine and adapt the intervention offered to support our students. All interventions and their impacts are reviewed through our ADPR termly cycles.

Access to learning and the curriculum

Access to Teaching Assistants is available according to the need identified:

- In all subject areas
- For group work
- Continuous programmes of literacy and numeracy interventions
- EAL support

Strategies/programmes to support speech and language

- Speech & Language Therapist advice circulated to and implemented by teaching and support staff as appropriate
- Differentiation or modification of resources as needed
- Referrals to NHS Speech and Language are made when appropriate

Strategies to support/develop literacy including reading

- Small group intervention lessons
- Access to Lexia Phonics and reading programmes as necessary
- Focused reading lessons, with some group or paired reading
- All lessons in the school start with 5 minutes silent reading.
- Access to Sparx reader

Strategies to support/develop numeracy:

- Small group intervention lessons
- Access to numeracy software as necessary
- Ability setting from year 8
- Access to Sparx Maths, both at school and at home for all students

Provision to facilitate/support access to the curriculum

- Resources are scaffolded as required
- Some small group/ individual support lessons depending on subject and level of need
- External agency support for parents, staff and students
- Dissemination of professionals' advice and strategies to all staff through the Pupil Passports

Strategies/support to develop independent learning

- Access to students work outside of school via ClassCharts
- Library Homework Club
- Small group study skill sessions
- Access to the Study Room at break and lunch

Access to learning and the curriculum - Our school day

The School follows a two-week timetable with weekly year group briefings, regular assemblies to raise whole school awareness of current issues as well as celebrating students' successes. Each day begins with a thirty-minute Tutor registration session followed by 5 one-hour lessons. Details of how the school day is set out for KS3, KS4 and KSS can be found here: [The School Day - Chislehurst School for Girls](#)

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

Tests and Examinations: Access Arrangements

For some students' additional arrangements and adjustments can be made to enable them to fully access a range of assessments. This may include additional time, rest breaks or the use of a word processor. For Public Examinations, evidence supplied must meet the strict rules of each exam board for that exam season as published by the Joint Council for Qualifications (JCQ). The SENCo/Deputy SENCo will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the JCQ can be accepted for access arrangements for public examinations. It is not a requirement for your child to be on the SEND register to receive access arrangements. This process includes gaining feedback from your child's teachers and relevant professionals.

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

Internal exams from Year 7 will also have AA's available if a student would be at a substantial disadvantage to their non-SEND peers without it e.g. the use of a practical assistant for a student with a physical disability. JCQ guidelines will normally be applied from Year 7 to ensure the integrity of our AA process.

Students are identified in Years 7 - 9 through a variety of processes:

- External medical/ professional evidence or diagnoses
- Screening assessments performed by the School
- Observations by subject teachers of classwork and/or internal exam outcomes

From the Summer Term of Year 9 onwards:

- Testing by a JCQ approved AA examiner for any students with the required evidence and 'History of Need.'
- KSS reassessment to ascertain if the criteria for AA at this level is still met
- SENCo/Deputy SENCo applies for AA online, via JCQ for bespoke arrangements where necessary.

Staff informed of the need for AA's

- Paperwork completed and collated to compile the AA list, which is available to all staff
- Physical Access also needs to be considered e.g. small room; access to rest area; access to toilet facilities; quick exit route in case of emergencies.
- For exams, the SENCo/Deputy SENCo will provide the Exams Officer with an up-to-date list of AA's that have been approved.
- Exams Officer will ensure that invigilators and supporting staff are supplied with details of all AA's for that exam.

Parents and students informed of Access Arrangements:

- Letter sent out by the SENCo to confirm AA
- Timetable of exams sent home
- Information is not shared on large seating plans to ensure confidentiality

Partnerships to aid inclusion

Liaison/communication with Professionals/Parents/Carers, attendance at meetings and preparation of report:

- Regular meetings as required
- SENCo and/or Deputy SENCo available at all parents' meetings
- Referrals to outside agencies as required
- Range of external agencies attend school at regular intervals to see specific students, e.g. school nurse, sensory support team

Access to medical interventions:

- Medical needs communicated with staff via the Medical Alert Handbook and where required, an additional Individual Health Care Plans
- School Nurse available by arrangement with the lead first aider.
- Referrals to CAMHS
- Referrals to Paediatricians
- Referral via pastoral team/safeguarding team to the Bromley Wellbeing service.

Increasing accessibility - getting around

Access strategies/programmes to support occupational/physiotherapy needs:

- Advice of professionals disseminated
- Use of specialist equipment as recommended by the above professionals
- Modified curriculum where recommended by professionals e.g. modified PE

Access to modified equipment and IT

- Specialist equipment as recommended/ required on an individual basis

What support will there be for my child's overall wellbeing?

Within the School there is a strong Pastoral Team to support students, led by a Director of Studies for each Key Stage as well as a Head of Year. They are supported by a Transition Team at the start of Year 7 and Pastoral Support Officers. In addition, we have a School Nurse to look after students with other health and medical issues and signposting students to services within school and externally where additional support is required.

We have a range of School Policies which can be accessed on our website www.chsfg.co.uk under our School/Policies which offers more in-depth information as to how we support our students' overall well-being. Included in these are our Anti-Bullying Policy; Behaviour Management Policy; Child Protection Policy; Medical Needs Policy and Supporting Literacy & Numeracy Across the Curriculum Policy amongst many others.

Various Pastoral Support Interventions are put in place to help students:

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

- Lunchtime and after school clubs and activities
- Academic and Social Mentoring
- The Lighthouse is available before school, break, lunchtime and after school
- Social Skills Group
- Regular assemblies to celebrate success and achievements
- Referral and "triage" process for young people experiencing concerns with social, emotional and mental health
- In school counselling and referrals to external agencies e.g. CAMHS and Bromley Wellbeing Service

Mentoring Activities

- Informal support available through discussions with the Assistant SENCo, Teaching Assistant and Social Space staff at break and lunchtime
- Pastoral mentoring from Form Tutors
- Additional support available from the Pastoral Support Team, Heads of Year and Directors of Study
- Academic tutoring programme
- Attendance mentoring
- Support from the Safeguarding Team

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

- Support with transition from Years 6 to 7, 9 to 10, and 11 to Sixth Form to include careers advice
- Personalised timetable if required to support students with SEND
- Regular contact and liaison with parents as necessary
- Counsellors available in school for students and use of referrals to external facilitators
- Use of Time Out / Exit Cards
- Restorative Justice & mediation to resolve peer difficulties

Strategies to support / modify behaviour

- Behaviour and Achievement Points on Class Charts as set out in the School Behaviour Policy
- Head of Year and Director of Studies report
- Use of Restorative Justice and mediation techniques

Support/supervision before school/break/lunch/after school

- Learning Resource Centre
- The Lighthouse

Personal and medical care

- On-site hygiene suite
- School nurse appointments
- I.H.C.P's and the Medical Alert Handbook for students with medical needs
- Personal Emergency Evacuation Plans for students with mobility difficulties
- Designated Student Reception with first aider

Partnerships with External Agencies

What specialist services and expertise are available to the School?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Access to Medical Interventions
- Referrals by the school to local paediatric or therapy services where available
- CAMHS referrals
- Use of Individual Health Care Plans and the School's Medical Alert Handbook
- Pastoral team/Safeguarding team referrals to Bromley Wellbeing or similar agencies in other boroughs
- Whole staff or specific group training on certain medical conditions/ administration of particular medications
- Bromley School Nursing: Termly review meetings and medicals related to Child Protection
- Oxleas Greenwich School Nursing Service
- Bromley Inclusion Support Advisory Team (ISAT)
- LB Bromley SENCO Forums

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

- Tutor/ subject teacher meetings as required
- SENCo/Deputy SENCo/Assistant SENCo available at parents' evening and to review Pupil Passports
- Referrals to outside agencies when needed
- Sensory Support for visual and hearing impairments, Educational Psychologist, School Nurse and Social Communications Difficulties Professionals who attend the school when required
- Use of CAF and Team around the Child meetings to access and coordinate "Early Help"
- Multi-agency working with social services and other agencies such as the youth policing team, multi-agency safeguarding hub

Agency	Description of Support
Inclusion Support Service including: • Educational Psychology Service Our attached Educational Psychologist is: Ms Lauren Dawkins • Inclusion Support Advisory Team (ISAT) • Sensory Support Service	May undertake observations and assessments of students with identified difficulties in order to advise us about the best strategies to help them progress. • Provide advice and strategies to use in school and at home • May provide training for staff in school • May assist the school in sourcing specialist resources or equipment • They also write the Pupil resource agreements for LB Bromley. LB Bromley has a dedicated team of specialist teachers available to advise SENCo 's and review individual cases. Available to provide advice and access to additional services. Visit the school regularly to support students with hearing or visual difficulties.

The school may refer to the following services as required and will then implement recommendations following specialist assessment.

Dependant on the borough of the family's residence or GP, but for LB Bromley these are:

School Nurse	Priscilla Chambers (Greenwich NHS)
Speech and Language Therapy	Phoenix Children's Resource Centre 40 Masons Hill, Bromley, BR2 9HS 020 8466 9988
Occupational / physiotherapy	
CAMHS (Child and Adolescent Mental Health Service)	
Paediatric Services	
Social Services	Bromley Social Services Bromley Civic Centre Stockwell Close Bromley BRI 3UH
Information Advice and Support Service	Offers impartial, confidential information, advice and support for parents or carers of children with SEND. Parental support - London Borough of Bromley Email: iass@bromley.gov.uk Tel: 020 8461 7630
Educational Professional responsible for children who are looked after: Ms E Mensah- Designated teacher for CLA's	Oversees and monitors provision for children who are in the care of the Local Authority

Voluntary Agencies	The school may refer students and families to these as required
Bromley Parent Voice Tel: 020 8776 3170 Email: info@bromleyparentvoice.org.uk	Working in partnership to give parents and carers a voice. www.bromleyparentvoice.org.uk
Bromley MENCAP Tel: 020 8466 0790 Email: Sarah.jefferies@bromleymencap.org	MENCAP are specialists in Autistic Spectrum Conditions and provide practical and emotional support to both people with the condition and their carers and families. www.bromleymencap.org.uk
Bromley Y / Bromley Wellbeing Service Tel: 020 3770 8848 Email: info@bromleywellbeingcyp.org	Bromley Y/Bromley Wellbeing Service promotes the emotional wellbeing and mental health of children, young people and families by enabling change, fostering resilience and helping them build healthy relationships. www.bromleywellbeingcyp.org

What staff training/CPD is provided to support our SEND students?

A CPD 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 SEND.

Our SENCo/Deputy SENCo and Assistant SENCo actively engage with a variety of opportunities to share best practice and keep informed of current local and national initiatives and policy to support students with SEND.

The school will seek advice and guidance from local special schools to review, evaluate and develop provision for students with the most complex needs as required.

The school has staff with specialised expertise and / or qualifications in school including:

Autism Accredited Teaching Assistants

Accredited training for students with Visual Impairments and/or Hearing Impairments

Dyslexia/Dyscalculia

ELSA (Emotional Literacy Support Assistant)

First aid

Restorative Justice

Counselling

Mindfulness

ASD/ADHD Training

How will my child be included in all extra-curricular activities?

All staff at CHSFG are committed to inclusion and all attempts to remove any barriers are made. We make reasonable adjustments to support all learners to participate in the wide range of opportunities available to students, providing additional support.

The school is committed to ensuring all students can access the range of opportunities available. Where necessary, external advice will be sought to ensure the appropriate Risk Assessment is carried out in relation to the individual's needs at the venue.

Parents and Carers are always encouraged to be included in these discussions to ensure the best possible outcomes for all students.

How accessible is the School environment?

The main building at CHSFG was built in 1931 and is arranged over two floors. There is one small lift in this building, available for one wheelchair user/ student with mobility needs at a time. It is situated at the far end of the building, by the LRC. There is also an accessible toilet by the lift. The school has installed a permanent ramp to allow wheelchair users easy access to the hall. We have a hygiene suite next to the gym which consists of a wet room and hoist to give full access to all basic needs and to aid with physiotherapy sessions for specific students.

There are additional buildings as follows:

The North block houses our Science, Technology and Expressive Arts provision. There is level access to this building via the Terrace. There is currently no lift to the music rooms, which are situated on the second floor. There are further single story buildings that form part of our North block with ground level access. There is a disabled toilet in the Technology building.

The East block houses the Maths faculty and the canteen. Although there are two floors and no lift, there is ground level access entry to all entrances of this building. There is a disabled toilet in this building.

The South block is a group of three buildings. Two of the buildings house the English Faculty one of the buildings houses the Sixth Form. There is ground level access to all 3 buildings. In addition the Sixth Form has ramp access and a disabled toilet.

The site is risk assessed by the Visual Impairment Service and their recommendations have been implemented.

There are visitor parking bays at the front of the School that can be booked for disabled visitors and some in the staff car park for when the School holds Open Events. After 9:30 and before 2pm it is possible to park on the zig-zag lines outside the school.

Further site developments are underway in a constant drive to continually develop accessibility. Further details can be found in the School's Accessibility Policy, which is on the School website. When site developments occur, accessibility is always considered as a priority.

Transition

How will the School prepare and support my child for each stage of transition of their school life.

We have a dedicated Transition Team who work throughout the year to provide opportunities for our future students to visit the School site to ensure a smooth transition that will make them feel welcomed and a part of the wider School community.

The school commits to holding a separate 'relaxed' open event with 1:1 adult support for any families who require it, including BSL interpreter and further sensory adaptations in place.

The SENCo meets with Primary SENCos to ensure a smooth transition for each student. The SENCo and Deputy SENCo also meets with parents at the Year 7 transition and Year 9 transition event to support their GCSE options.

The School also has dedicated staff with responsibility for induction to the Sixth Form. All parents, carers and students discuss SEND requirements with staff at the point of enrolment. The school proactively requests student files for new to school students from their outgoing school.

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 from the new school.

The SENCo / Deputy SENCo / Assistant SENCo will provide additional support to particularly vulnerable students starting at CHSFG by offering them a personalised transition programme.

As part of the transition, the School also holds 'Summer School' sessions in the first week of the summer holidays for all new Year 7 pupils to give all students a further opportunity to spend time on the site and make new friends.

Transition Post 16

The School provides a 1:1 meeting for all Year 11 students to provide advice on their Post 16 choices. In Year 10, all students have a 1:1 meeting with an external careers advisor to support their career choices.

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

SEND students are supported and encouraged to discuss the provision of their education with relevant staff.

All students are given the opportunity to reflect on how to improve their work. SEND students are offered additional support when receiving feedback from assessments, where necessary.

All students also attend their annual Parents' Evening with parents and carers. The SENCo/Deputy SENCo attends all Parent's Evenings to provide specialist advice.

The pupil passport sets out the particular strategies needed to support each SEND student, and students and families are given regular opportunities to contribute to this document.

Students with Education, Health and Care Plans play an important part in the Annual Review Process, with students invited to attend the meeting where possible, and if not, their views are listened to and collected in advance.

For any student with physical, medical, or sensory needs, it is vital that the practical assistance provided is in agreement with the child following the advice of external professionals and family. The child's views will always be considered in this process.

How are parents/ carers involved in the life of the school?

Parents are a valued part of the school community.

The School regularly seeks parental feedback on aspects of school life, for example at transition.

Communication with parents occurs via School Gateway.

The school has a Parent and Friends Association (PFA) and parents and carers make valuable contributions to school events: [Parents' & Friends' Association - Chislehurst School for Girls](#).

We continue to seek parents and carers' views in the compilation of this report.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

We always seek to resolve parental concerns swiftly and sensitively. If there is an issue parents/ carers should contact the class teacher or Head of Year in the first instance.

If the complaint is not resolved, then parents/carers should contact the Assistant Headteacher as previously listed.

Please see the school's Complaints Policy for more information regarding making a complaint: [School Policies](#)

This policy links to the following school policies and documents:

Accessibility Policy

Admissions Policy

Behaviour Policy

Equality Diversity Policy

Child Protection Policy

Teaching, Learning & Marking Policy

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

The Local Authority Local Offer: <https://www.bromley.gov.uk/LocalOffer>

Information, Advice and Support Group (IASS)

IASS offers free, impartial information, advice and support for young people with special educational needs and their families

Blenheim Children and Family Centre, Blenheim Road, Orpington, BR6 9BH

Email: iass@bromley.gov.uk

Tel: 01689 881024

Bromley Children Project

https://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project

Central Library, High Street, Bromley, BR1 1EX

Email: bcpadmin@bromley.gov.uk

Tel: 020 8461 7259

Bromley Parent Voice (BPV)

Website: www.bromleyparentvoice.org.uk

Email: info@bromleyparentvoice.org.uk

Telephone or Text: 07803 287838

Bromley Y

Wellbeing referrals can be made direct to Bromley Y

<https://bromley-y.org/refer-now.html>

ACE Education Advice & Training

ACE Education continues the work of The Advisory Centre for Education

<http://www.ace-ed.org.uk>

Dyslexia Association of Bexley Bromley Greenwich and Lewisham

<http://dyslexiawise.co.uk/>

Email: info@dyslexiawise.co.uk

The DfE SEND Code of Practice:

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