

CHISLEHURST SCHOOL FOR GIRLS

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. All students are screened for dyslexia, reading comprehension, spelling, numeracy and for their cognitive ability at the start of year 7. 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 list and staff work using the 'assess, plan, do, review' format to meet their needs. Parents will be informed if their child is on our SEND list and similarly if they are removed from that list. The letter will reiterate the contact details for the SEND team, should parents/carers prefer to arrange a meeting to discuss their child.

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

The SEN Co-ordinator (SENCo) at CHSFG is Mrs A Hodgson, she is also the Assistant Headteacher for Guidance, Inclusion and Safeguarding.. The SEND Manager, responsible for the day to day operation of the department is Ms C Staples. The school currently has 3 Higher Level Teaching Assistants (one in English and two in Maths) and 9 teaching assistants with a wide variety of specialisms and experience. The SEND Governor is Mrs Sheryl Orchard.

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

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

We would like everyone to have a say in developing this report for the future and looking at 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.co.uk 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

He / she is responsible for:

- Adapting and refining the curriculum/PSD content to respond to 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 Profiles 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 Year Coordinator, Director of Studies or the SEND Manager.

SEND TEAM

Special Educational Needs Coordinator (SENCO)

Mrs A Hodgson

Email: SEND@chsfg.co.uk**OR**

SEND Manager

Ms C Staples

Email: SEND@chsfg.co.uk

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 Profiles.
 - Consulted about planning successful movement (transition) to a new class or school.
 - Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
 - Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Headmistress:

Mrs M French

Email: office@chsfg.co.uk

She is responsible for:

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

SEND Governor:

Mrs S Orchard

Email: office@chsfg.co.uk

She is responsible for:

- Supporting school to evaluate and develop 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 help 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 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 needs which are affecting their ability to engage in learning activities. This process begins with aptitude testing in Year 6 and continues throughout their time at CHSFG.

Information

After discussions with key staff and parents, additional support may be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties, as appropriate to need.

In some cases Teaching Assistant support may be allocated via the SEND Manager. 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 or for some students, a Pupil Support Agreement. In consultation with the SENCO, SEND Manager, Head of Faculty, Guidance Team and parents, short term targets may be agreed which prioritise key areas of concern 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 student's strengths as well as their difficulties and the views of the student.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding may be available dependent on the provision 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 child needs particular additional support they may put a Pupil Support Agreement in place detailing the type of support offered and its duration. If a child has more significant difficulties 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 will arrange for an Educational Psychologist to assess them and if necessary a Pupil Resource Agreement will be drawn up. Further details about this process will be explained in the Local Authority Local Offer. For students not resident in Bromley, arrangements in place in the home Local Authority will be followed.

Formal Pupil Profile and EHCP / PRA 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 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.

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This may include additional time, rest breaks or the use of a scribe or word processor. For Public Examinations the evidence we supply must meet the strict rules of each exam board for that exam season as published by the Joint Council for Qualifications (JCQ). The SEND Manager will inform you 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.

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 well skilled at adapting teaching to meet the diverse range of needs in each class. Planning using the Pupil Profiles, takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students 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, via the SEND Manager, to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

We review the needs of the learners within the School and try to put the most appropriate provision in place in order to be able to cater for every student's needs. Some of the funding the School receives may go towards training so that the staff are better able to provide targeted support. The SENCo is part of the school's Senior Leadership Team and as such had an overview of how SEND provision is delivered as part of Quality First Teaching.

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.

Access to learning and the curriculum

Access to learning support staff is available according to the need identified

- In all subject areas
- For group work
- Continuous programmes of literacy and numeracy interventions
- EAL support sessions (withdrawal from part of lessons.)

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

Strategies to support/develop literacy including reading

- Literacy Enhancement Groups in years 7 & 8
- Small group intervention lessons
- Access to Lexia Phonics, Spellzone, IDL (Indirect Dyslexia Learning) and reading programmes as necessary
- Focused reading lessons, with some group or paired reading
- HLTA in English
- All lessons in the school start with 5 minutes silent reading.

Strategies to support/develop numeracy

- Curriculum Enhancement Groups in years 7 & 8
- Small group intervention lessons
- Ability setting from year 7
- Access to Mathswatch and My Maths both at school and at home for all students
- HLTA's in maths

Provision to facilitate/support access to the curriculum

- Differentiated resources 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 Profiles

Strategies/support to develop independent learning

- Planners to record homework and deadlines
- Access to students work outside of school via the school VLE (virtual learning environment)
- Homework Club
- Small group study skill sessions
- Insight Learning Portal

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 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.'
- KS5 reassessment to ascertain if the criteria for AA at this level is still met
- SEND Manager to apply 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 eg small room; access to rest area; access to toilet facilities; quick exit route in case of emergencies.
- For exams, the SEND manager 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.
- Training provided for invigilators on the SEND issues of candidates (within the annual invigilator training).

Parents and students informed of Access Arrangements:

- Letter sent out by SEND Manager 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 Professional/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required
- SEND Manager available at all parent's 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:

- Use of Individual Health Care Plans and the Medical Alert Handbook
- School Nurse available 2 days per week from Greenwich Oxleas Trust
- Referrals to CAMHS
- Referrals to Paediatricians
- Referral via pastoral 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 Year Coordinator for each year. They are supported by a Transition Manager at the start of year 7 and Deputy Year Coordinators for each year. In addition we have a School Nurse to look after students with other health and medical issues and a Family Liaison Officer who runs programmes for students with emotional needs.

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; SMSC (Social, Moral and Cultural) Policy; Medical Needs Policy and Supporting Literacy & Numeracy Across the Curriculum Policy amongst many others.

Various Pastoral Support Interventions are in place to help students:

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

- Quiet rooms available during lunchtime
- Lunchtime and after school clubs and activities
- Mentoring
- Social Space Room available before school as well as every break and lunchtime
- Social Skills Group
- Regular assemblies to celebrate success and achievements
- Insight Learning Portal
- Triage for emotional needs
- Support from the Family Liaison Officer
- In school counselling and referrals to external agencies e.g. CAMHS and Bromley Wellbeing Service

Mentoring activities

- Informal discussions with Social Space staff at lunchtime
- Pastoral mentoring from Form Tutors
- Additional support available from Year Coordinators and Directors of Study
- Peer mentoring programme
- Senior mentors
- Attendance mentoring

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

- Transition support, visits and events
- Reduced or modified timetable
- 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 cards
- Restorative Justice & mediation to resolve peer difficulties
- Family Liaison Officer
- Mindfulness sessions

Strategies to support / modify behaviour

- Merits and sanctions as laid out in the School Behaviour Policy
- Pastoral Report system
- Use of Restorative Justice and mediation techniques

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

- Social Space during break and lunchtime
- Trained staff supervising break
- Quiet rooms
- Learning Resource Centre

Planning, assessment, evaluation and next steps

- Bench mark testing during year 6 and before entry to year 7, updated when necessary
- Regular assessments and continual monitoring of student progress by pastoral teams, subject teachers, Heads of Faculties and the SEND team.
- Provision Mapping to show SEND support across the school

Personal and medical care

- School nurse employed 1 day per week
- 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 at or accessed by 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 to write the School's Medical Alert Handbook
- Pastoral 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
- Access to whole staff training as required via school nurse
- Bromley School Nursing: Termly review meetings
- Oxleas Greenwich School Nursing Service
- CAMHS
- Bromley Wellbeing
- Bromley Inclusion Support Advisory Team (ISAT)
- LB Bromley SENCo Forums
- LB Bromley Emotional Health Forum

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

- Regular tutor/ subject teacher meetings as required
- SENCO / SEND Manager available at parents evening and to review Pupil Profiles
- Referrals to outside agencies when needed
- Sensory Support (for visual and hearing impairments) Educational Psychologist, School Nurse and Social Communications Difficulties Professionals attend the school when required to see specific students
- 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 etc.

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: Miss Keira Farrelly</p> <ul style="list-style-type: none"> • Inclusion Support Advisory Team (ISAT) • Sensory Support Service 	<ul style="list-style-type: none"> • 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. <p>LB Bromley has a dedicated team of specialist teachers available to advise SENCo's and review individual cases.</p> <p>Available to provide advice and access to additional services. Visit the school regularly to support students with hearing or visual difficulties.</p>
<p>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:</p>	
School Nurse	Celine Cook, CHSFG
Speech and Language Therapy	Phoenix Children's Resource Centre
Occupational / physiotherapy	40 Masons Hill,
CAMHS (Child and Adolescent Mental Health Service)	Bromley, BR2 9HS
Paediatric Services	020 8466 9988
Social Services	Bromley Social Services Bromley Civic Centre, Stockwell Close, Bromley, BR1 3UH
<p>Information Advice and Support Service</p> <p>Tel: 020 8461 7630</p>	<p>Offers impartial, confidential information, advice and support for parents or carers of children with SEND.</p> <p>iass@bromley.gov.uk</p>
<p>Educational Professional responsible for children who are looked after: Mrs L Buteux – Designated teacher for LAC students and Assistant Safeguarding Lead</p>	<p>Oversees and monitors provision for children who are in the care of the Local Authority</p>

<p>Voluntary agencies</p> <ul style="list-style-type: none"> Bromley Parent Voice Tel: 020 8776 3170 Email: info@bromleyparentvoice.org.uk MENCAP Tel: 020 8466 0790 Sarah.jefferies@bromleymencap.org Bromley Wellbeing Tel: 020 3770 8848 e-mail: info@bromleywellbeingcyp.org 	<p>The school may refer students and families to these as required</p> <p>Working in partnership to give parents and carers a voice. http://www.bromleyparentvoice.org.uk/index.php/2012-08-25-23-52-42/our-mission</p> <p>MENCAP are specialists in Autistic Spectrum Conditions and provide practical and emotional support to both people with the condition and their carers and families. http://www.bromleymencap.org.uk</p> <p>Bromley Wellbeing is a local agency offering free, confidential counselling to young people between the ages of 11-23 years. http://www.bromleywellbeingcyp.org/</p>
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What training are the staff supporting children and 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 SEND.

Our SENCO and SEND Manager actively engage with local opportunities to share best practice and keep abreast 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.

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

Accredited Training for Students with Autism
 Accredited Teaching Assistants and HLTA's
 Accredited training for students with Visual Impairments
 ELSA (Emotional Literacy Support Assistant)
 First aid
 Restorative Approaches
 Counselling
 Mindfulness

How will my child be included in activities outside the classroom, including School trips?

CHSFG has a whole school approach to Inclusion to support all learners engaging in activities together. Any barriers to engagement are reviewed by the school 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. sports clubs, dance, choirs – a current list of these is available on the school website.

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

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, at the far end of the building. There is level access to this building by the lift. There is a disabled toilet in this building.

There are further buildings around the school site added at different times:

The North block houses our Science, Technology and Expressive Arts provision. There is level access to this building via the Terrace. There is no lift to the music rooms, which are upstairs. There are further single story buildings that form part of our North block with level access.

The East block is home to the maths faculty and the canteen. Although there are two floors and no lift, there is level access entry to all entrances of this building.

The South block is a group of three buildings that are home to the English Faculty and our Post 16 students. There is level access to these buildings. There is a disabled toilet in the South block.

There are interactive whiteboards in every classroom.

The site has been risk assessed by the Visual Impairment Service and the recommendations have been implemented for resolving potential trip hazards e.g. yellow and black strips marking the edges of steps and windows that are on the ground floor, where our students walk.

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 details can be found in the School's Accessibility Policy and Plan, which is on the School website.

Transition

How will the School prepare and support my child to join the school, to transfer to a new School or College or the next stage of their Education and life?

The Induction process is very important to us and we have a dedicated Transition Manager who works 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.

We work hard to strengthen our long established links with local primary Schools. The School understands the impact that the transition process has on each student and believes that the induction process can affect the success of the individual student.

The School also has dedicated staff with responsibility for induction to the Sixth Form.

Children and young people with SEND 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
- We will ensure that all records are passed on as soon as possible

In year 6-7 transition

The Transition manager/SENCo/ SEND Manager will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

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 SEND Manager provides additional support to particularly vulnerable students starting at CHSFG by offering them a personalised transition programme.

The School also holds ‘Summer School’ sessions in the first week of the summer holidays, to give all students a further opportunity to spend time on the site and make new friends.

When moving classes/forms/years in school

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

To aid continuity as a student progresses through school, form tutors, where possible, remain with their group from Year 7 to Year 11.

Directors of Study and Year Coordinators meet regularly with their tutor teams and move with their students from Year 7 to Year 11. There is a separate team of tutors that support our post 16 students.

Transition Post 16

The School holds meetings and interviews to discuss the next stage of a student’s development. Guidance on where to go for advice is given so that each stakeholder can take an active part in preparing for the next stage of their life, be it in education, training or employment. All students on the SEND register are offered an additional 1:1 interview with an external facilitator

Careers talks are given so that learners can make informed choices about what they might like to do in their future.

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

At CHSFG we firmly believe that taking the views of the young people into account is an essential part of providing successful support. It promotes the development of independence for life both within the School and for their future.

All students have opportunities to reflect on their work when they receive their reports and during F.I.T. (Focussed Improvement Time) lessons. They consider what went well and what they can do to improve their work. SEND students are offered support with this where needed, from their teacher, tutor or a familiar TA in the classroom.

All students are encouraged to attend Parent's evenings with parents and carers in order to listen to the feedback given by their teachers. SEND students also have three opportunities per year to meet with the SEND team to discuss their current learning needs and make changes to their Pupil Profile. Tutors will assist students with SEND at their KS3/4 option choice interviews and they can also request a meeting with the DoS / YC /SEND Manager to discuss the learning pathway they have been allocated if they feel it is inappropriate for them.

Students with Statements of SEND / 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 sought away from the meeting with a safe, familiar adult.

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 before any decisions are made.

All students within the School are involved in electing form representatives to the Student Council. These groups have real influence within the School, having provided input on decisions about: the new behaviour policy; corridor code of conduct; rewards system amongst other things.

How are parents / carers involved in the School? How can I become involved?

Parents are a valued part of the team working within the School to help our students. There are a range of informal meetings throughout each year when parents and carers are invited into the School to meet with staff to discuss educational matters; but parents are welcome to contact the School Office or any relevant member of staff if they have a concern about any matter.

The School often seeks parents' opinions on aspects of school life, particularly at Open Events and Parents Evenings. Feedback from this has influenced many decisions e.g. the decision about the two week half-term break in the Autumn Term.

Parents are kept in touch with events and activities within the school via parent mail and the CHSFG website.

It is our intention to involve parents in the compilation of future SEND Info reports.

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 you should contact the SEND Manager, SENCO or the Headteacher.

Finally, if the complaint is still not resolved you should use the School Complaints Procedure which can be found on the school website: http://www.chislehurstschoolforgirls.co.uk/uploads/document/2_584_chsfg-complaints-procedure-2018.pdf (tba once 20-21 document available)

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) :

http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass

Bromley Mencap:

<http://www.bromleymencap.org.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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)