



Deptford Green School

2025-2026 SEND Information Report

March 2026

1.a. Identification of needs

- Before a pupil transitions to Deptford Green School, we gather information during the transition meetings with key primary school staff.
- We also gather information directly from the parents/carers during a pre-booked transition meeting. These meetings take place with members of the Senior Leadership Team, the SENDCo, the Head of Inclusion and other key members of staff.
- We transfer data from primary school to secondary school as the student moves.
- When invited, there are Review Meetings for students with Education, Health Care Plans (EHCPs). This helps the Head of Inclusion, the SENDCo and the Resource Base Lead gather information in preparation for transition.

Once you are at Deptford Green School we identify need/s by:

- Using Key Stage 2 baseline assessments, New Group Reading test and MIDYIS scores.
 - Other screeners include CATS, Lucid Exact and a Dyslexia Screener.
- Using data to identify SEND or to inform provision.
- Using data captures throughout the year, which are reviewed by all staff.
- Using Inclusion meetings where the Head of Year, the Head of Inclusion, the Pastoral Leader, Attendance and Safeguarding Officers and other staff review students' progress and identify underperformance and/or other challenges causing barriers to learning.
- SEND staff assess, plan, do and review, in line with the SEND Code of Practice expectations.
- Bringing in external professionals to further assess and give recommendations for appropriate provision and intervention forms part of our Wave of Intervention model.

1b. How do we involve parents in planning for those needs?

- For students with an EHCP, we meet with parents/carers at annual reviews and at other points in the year where and when appropriate.
- Parents and carers of students with an EHCP are invited to a Year 7 Settling in Evening to discuss any concerns and or achievements. All Year 7 students are invited to a Meet the Tutor meeting in the autumn term.

1c. Specialist Provision

- Our Resource Base is a fully integrated part of the school where guidance and support is given to our dyslexic students (from Year 8 -11) enabling them to become independent and confident learners. Students enter the base by means of referral from Lewisham Council. In September 2020, the designation of the resource base has changed to an Autism Resource Base. The current criteria for entry is explained below:
 - Children must be of secondary school age up to the age of 16.
 - Children accessing the Resource Base will have an EHCP or be undergoing a formal assessment under the 1996 Education Act
 - Children wishing to attend the Resource Base must have Autism as their primary need.
 - In addition, they may have other associated difficulties which include; dyspraxia, dyscalculia, language difficulties
 - ADHD and ASD can occur alongside Severe Dyslexia
- The children will be cognitively able and working at levels of a year 5 student or above/young people working at age expected levels or no more than one year behind.
- The young person will have the ability to access learning within a mainstream setting for at least 50% of the time. After we have understood the profile of the student's ability to access mainstream lessons, especially for those students with a spiky profile, we will apply flexibility according to the student's needs. Students will attend the Resource Base for intervention, receive an age-related type profile and individualised timetable – accessing 50% of the timetable.
- The Resource Base will be suitable for students where it has been demonstrated that they continue to require a high level of support to regulate their emotional responses and manage the sensory environment of school, as well as the demands of the curriculum.
- The Resource Base will be suitable for students who need a social thinking and doing curriculum that will support their ability to learn in a mainstream classroom alongside mainstream peers.
- The Inclusion and Resource Base offer a club each lunchtime for students with additional needs. This supports communication development and peer interaction alongside study support.
- Specific considerations are taken for SEND students to access support during the Y9 Pathways process. Some students may be encouraged to complete qualifications under the King's Trust curriculum offer. Additional bespoke support may also be integrated into a student's timetable. This would include Key Worker Support, Study Support, additional literacy support, nurture groups (for Year 7 transition).
- A number of Service Level Agreements are held by the school which offer both staff and students additional support. These SLA's include: Drumbeat (ASD), EP, SALT, Lewisham Inclusion Outreach and Place2be. Place2be is now a full-time service that covers Year 7 to 11. The school also employs a full-time mentor to support students with SEMH.

2a. Support

Who in the school will monitor my son/daughter?

- The Head of Inclusion will coordinate the upkeep and day to day running of the SEND register.
- All staff have a responsibility for the teaching, monitoring and evaluation of progress of all students in their care. Quality First Teaching is the first principle of the SEND Code of Practice and we have adopted a whole school approach to ensure that adaptive teaching strategies are used across the curriculum.
- Students with EHCPs will also be monitored by the Inclusion team and the SLT (Senior Leadership Team) link for Inclusion.
- A team of SEND support staff, including Learning Support Assistants, are deployed in different roles. Central to their deployment is the breaking down of barriers to learning and support for SEND students in order that they reach their full potential.

2b. How are decisions made about the type and amount of provision a young person will need?

- Decisions are based on quality evidence the school has collected, both data evidence and evidence gathered from talking to professionals and key school staff involved in teaching that student.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student.
- The amount of provision is decided in line with the needs of the student. This could be a short-term programme of work, such as a half term of input on a specific area of need, or longer term in-class support.
- Any intervention will be monitored throughout to ascertain its effectiveness and the progress of the student.
- Review points will be determined according to need. They will be overseen and directed by the relevant person responsible for monitoring and supporting the student.

Who will oversee and plan the education programme?

Heads of Department and classroom teachers.

Who will be working with my child and how often?

It would be the Form Teacher, Classroom Teacher, Head of Department and SEND team depending on need.

How does the school know their arrangements are effective?

If the student is happy, secure and is reaching or exceeding their potential. We evaluate this through monitoring progress data and student effort grades via the reporting cycle. We also listen to our students when they reflect on their learning.

Who will make the decisions and on what basis?

It is a combination of Classroom Teachers, the Head of Inclusion and the member of the Senior Leadership Team responsible for Inclusion.

How does the school judge whether the support has had an effective impact?

Regular reviews of interventions and TA support, progress reviews, parent and student voice.

3. Curriculum

- All students have an entitlement to study a broad, balanced and full curriculum.
- The school carefully considers the pathway or options for every student transitioning to Key Stage 4. This process is completed and conducted when the student is in Year 9, with parent/s/carers, the student and a member of the year team or SLT.
- The school fully consults with parents/carers at the time of making Key Stage 4 option choices and offers a range of subjects to meet student needs.
- Quality first teaching (QFT) is the responsibility of all teachers and learning should be adapted according to students needs and informed by data and information on each student. QFT should include subject teachers planning for and delivering learning using different styles of teaching and to meet individual student needs through a range of adaptive teaching strategies.
- Students are placed in sets in Maths, Science and English and are taught in mixed ability classes for the rest of their subjects.
- The King's Trust Curriculum is offered to a small number of students where it is deemed that a slightly reduced number of options is appropriate.

4. Accessibility

- Deptford Green School opened on its current site in September 2012 and is fully wheelchair accessible. It is a modern facility which incorporates good quality access to all areas of the school for staff and students with disabilities. This is under constant review.
- Disabled toilets are available. There is also a disabled changing and shower room next to the Sports Hall.
- Communication with parents whose first language is not English can be supported on request.
- Parents/ carers whose first language is British Sign Language (BSL) are contacted via e-mail or by text.
- The school operates a student information management system called SIMS. The school also uses Class Charts. These systems allow parents/carers to monitor daily achievements, behaviours, attendance and tracking reports at relevant milestones.

5. Parental Involvement

- There is daily monitoring of attendance, rewards and behaviour through SIMS, which may lead to early contact with parents/ carers from staff.
- The school monitors progress through a cycle of assessment, reviewing data and interventions, in line with the SEND Code of Practices Assess, Plan, Do, Review model.
- School reports are sent to all parents/ carers through data capture points 3 times a year.
- Opportunities to meet with teachers at parent's evenings are as follows:
 - Year 7 - has 2 parent's evenings per academic year, one with a tutor focus and one with an academic focus
 - Year 8 - has 1 parent's evening and 1 pathways/options evening per academic year
 - Year 9 - has 1 parent's evening and 1 pathways/options evening per academic year
 - Year 10 - has 1 parent's evening per academic year
 - Year 11 – has 1 parent's evenings per academic year
- There are also opportunities to attend revision evenings for students and parents in both Year 10 and Year 11.
- Students with an EHCP will also have regular progress conversations as well as regular contact from the student's LSA or the person monitoring the student.

6. Overall Well-being

- All students belong to a tutor group and year group.
- Each year group is led by a Head of Year (HoY) and is supported by a team of tutors and a Pastoral Leader.
- The HoY has overall charge of the year group and, in particular, we promote a student approach to learning.
- Form tutors meet with students each morning and look after both their well-being and progress. Tutor time has planned learning throughout the year.
- 'Student Voice' forms an integral part of the decision-making process within the school.
- Pastoral Leaders and various other staff support students who are having difficulties which may be interfering with their learning and progress in the school.
- The Pastoral Leader for each year group monitors daily attendance and safeguarding and addresses with parents/carers and Heads of Year any issues of concern.
- Deptford Green School has a policy which covers the support of students with medical conditions.
- First Aiders are trained to support students with medical conditions. Where necessary, staff will administer medication provided by parents. Student medication is kept in a secure facility which can be accessed by key members of staff. Contact regarding medication can be made via the Student Services.

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

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student fulfils their potential.

This is best summarised in the following list:

Specific Learning Difficulties Team	Mentoring services
In House Careers Advisor – CIAG	Educational Psychologist
Designated Safeguarding Team.	Attendance and Welfare Service – Early Help, MASH (Multi Agency Safeguarding Hub)
SALT (Speech and Language Therapist)	Lewisham Outreach Inclusion Service
Place2Be (on-site counselling service)	Drumbeat (ASD Outreach)
MHST (Mental Health Support Team)	CAMHS (Child and Adolescence Mental Health Service)

The school also has access to Specialist Services on request from the Local Authority and other agencies that may offer the school advice and support strategies.

Physiotherapists
Occupational therapists
Hearing Impaired Service
Visually Impaired Service
Therapeutic Service (Roundabout Drama Therapy)
YOT (Youth Offending Team)
Young Carers

8. Staff Training Priorities within the School

Deptford Green School values staff training and ensures that full staff Continuing Professional Development (CPD) is in place as well as those for individual staff where appropriate. The school timetable is structured to ensure that all teachers and support staff receive regular training from both internal and external deliveries.

Inclusion Briefings take place on a weekly basis, this might include a Team Around the Child (TAC) meeting, but will essentially focus on all children that fall under inclusion.

Annual Safeguarding training is mandatory for all staff. The DSL and specific colleagues receive further, appropriate training.

9. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

- Deptford Green School is a fully inclusive school and we encourage all students join in with their peers in their chosen activity. Support may be required in order for all students to access these activities, such as extra staffing, deployment of specialist staff, and/or equipment.
- We ensure that students with SEND can participate in the same activities as their peers without barriers. This includes physical activities and school trips. Staff liaise closely to make appropriate arrangements where needed. For example, when planning a theatre trip, we consider the needs of students with physical disabilities, including those who use wheelchairs, to ensure the activity is accessible and inclusive for everyone.
- Staff who are arranging an off-site visit will discuss with parents/carers and the Inclusion team, the requirements needed and the suitability of any visit which the school is putting on.
- The school will not prevent any student from participating in an activity outside of the school due to their special educational need and/or disability as long as the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2010).
- A member of the school staff oversees the planning of all visits to ensure students are safe and included where possible.

10. How is Transition planned and managed by the School?

Transition from Primary to Secondary School.

- A Transition team made up of the Head of Year and Pastoral Leader is led by a designated member of the Senior Leadership Team. The Head of Inclusion and SENDCo are also part of the transition process.
- Parents/carers and students in Year 5 and 6 are invited to visit the school in the early autumn term, as part of our Open Season events.
- After the Transition team have received the names of the students who have been successful in acquiring a place at Deptford Green School from the Local Authority, primary school visits are conducted where primary school staff members are able to share key information with the school team.
- The SENDCo and SEND Administrator, will collate any SEND information and where appropriate the SENDCo will meet with Year 6 staff members from our feeder primary schools.
- The SENDCo is involved in more in-depth information sharing of information for all Year 6 students who have an EHCP. The school is also represented at the Local Authority SEND information sharing day.
- Depending on circumstances, some EHCP students who will be accessing the resource base may experience an 'early visit', usually with a parent or Year 6 teacher, to Deptford Green School. This will be arranged by the Resource Base Lead and the SEND Administrator.

- The Pastoral team is advised through data on the student information sheets, who may not make a smooth transition due to social and emotional needs. They then make appointments as necessary to go into the primary school before the transition period.

Transition from Secondary School to College or Training Provider:

- We have close links with all of the college providers in the area.
- We employ a dedicated CIAG Careers Officer, who meets with all students over time. This person puts a plan in place, advises on which colleges provide which courses and support to ensure applications are completed. Students are monitored to ensure all our leavers have a pathway into college, apprenticeship or other training providers.
- Work Experience is available in Year 10 for all students.
- For students with an EHCP, a representative or case worker from their Local Authority may attend Annual Reviews from Year 10. This is to ensure a transition plan is in place and the college or provider is able to meet the student's needs.
- The Head of Inclusion, the SENDCo and the Head of the Resource Base will work with EHCP students and their parents/carers to ensure that any specialist provision is in place at the student's chosen Post 16 provision once the decision has been made.
- Deptford Green School regularly invites college representatives into school to meet with and talk to the students about what their college provides. Support and advice is also provided via the Careers strand of the PHSE programme.

11a. How are the School resources allocated and matched to the young person's special educational needs?

- All resources are allocated to students and matched using the extensive data that the school holds about each student.
- Advice regarding funding comes from a student's EHCP and responses come from baseline assessments and student and parent voice/input, educational psychologist advice, professionals working with hearing and visually impaired, students and those , speech and language and health.
- Referrals from the Pastoral team and teachers - Cause for Concern' forms enable allocation to the specific additional support available.

11b. How is the SEND budget allocated?

At Deptford Green School all students follow a broad and balanced curriculum in mainstream lessons. Students within the resource base and other students with specific identified needs may also have withdrawal lessons or additional programmes of support. This ensures their access and enjoyment of the school curriculum. The school has a number of different SEND provisions and interventions which are matched to the young person's special educational needs and financed through the SEND budget.

These include:

SEND support team – Deptford Green School has a SEND team who support the students in mainstream lessons and in small groups.

Smaller group teaching – in some areas, mainly English and maths, the groups are smaller in numbers so that the teacher can better meet the needs of SEND children.

Literacy – a booster group for reading and spelling in Key Stage 3.

Access Arrangements - for SEND students who meet the criteria with regard to external examinations.

Specialist teacher - for access arrangements assessments, literacy and numeracy assessments and advice.

SEND specific resources - used with small groups and individuals.

SEND homework clubs - offering a safe haven for our more vulnerable SEND students and helping them with organisational issues.

Specific reading books made available in the library - to encourage reading for our students with Dyslexia and our students with English as an Additional Language.

Laptops for SEND students - to enable them to access resources in lessons and help with handwriting and confidence issues or for medical reasons such as hypermobility.

12. What should I do if I have a complaint about my child's SEN support?

[Complaints Policy & Procedure Jun 25 - Jun 27.pdf](#)

A concern or complaint can be made by email or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so. Initial concerns should be raised with either the form tutor, class teacher, Head of Inclusion, SENDCO, Head of Year or Pastoral Leader. If the issue remains unresolved, the next step is to escalate to Headteacher. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Contact details of the disagreement resolution and mediation services for the London Borough of Lewisham:

[Kids SENDIASS](#)

Telephone number: 0203 319 2163

Email address for advice and support: Lewisham@kids.org.uk

Kids Mediation Services

Telephone number: 03330 062 835

Email address: senmediation@kids.org.uk

13. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lewisham, Southwark, Greenwich Local Authority's local offer.

Lewisham Local Offer

<https://lewisham.gov.uk/myservices/children-and-young-people-service/local-offer>

Southwark Local Offer

<https://www.southwark.gov.uk/children-and-families/activities-children-and-young-people/send-local-offer>

Royal Borough of Greenwich Local Offer

send.localoffer@royalgreenwich.gov.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

14. Glossary

- **Access arrangements** - special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** - child and adolescent mental health services
- **Differentiation** - when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** - target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that schools must follow to support children with SEND
- **SEN information report** - a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** - special educational provision which meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, schools or institutions or life stages

Further information

Form Tutors would be the first point of call who should deal with SEND issues. They might then involve the Hoy and Pastoral team. The Head of Inclusion may then be involved.

Depending on circumstance or need, some outside agencies such as Specialist teaching service, Hearing and visual impaired services, CAHMs could be involved with your child's education (for an extensive list see the Specialist Services section).