


Deptford Green

SEND Policy

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Committee	Full Governing Body
Date Agreed	March 2026
Review Date	March 2027
Approved by Chair of Governors	

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY 2026-2027

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1. Rationale

At Deptford Green School, we recognise, promote and ensure that teaching staff understand that they are all teachers of students with special educational needs (SEND) and they are also accountable for all students' progress and attainment, including those children with SEND. We are committed to ensuring that the necessary provision is made for all students and all teachers are involved in high quality training to ensure they meet the needs of all learners and uphold the expectations laid out within the SEND Code of Practice (2015):

All children and young people are entitled to good quality education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

All children are entitled to an education that will enable them to develop to their full potential physically, intellectually, creatively, emotionally and socially. To do this, we recognise that all students have needs, which the school strives to meet and support. The school will raise the aspirations of and expectations for all students. The school will raise aspirations and expectations for all students, focusing on impact and outcomes rather than simply the number of hours of provision or support offered.

2. Policy Development

This policy has been developed by Natasha Cameron Head of Inclusion, Emily Stanghon Deputy Head and the school's SENDCo Karen Swanson. It has been approved by the school governors and should be read in conjunction with the SEND Information Report, that is published on the website. The SEND Information Report provides a detailed insight into the specific mechanisms to support young people with SEND at Deptford Green School. This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- [Equality Act 2010: advice for schools DfE \(2013\)](#)
- [SEND code of practice: 0 to 25 years \(2015\)](#)
- [The Children and Families Act \(2014\)](#)
- [The SEND Regulations \(2014\)](#)
- [Keeping Children Safe in Education \(2015\)](#)
- [Safeguarding Policy](#)
- [Attendance Policy](#)
- [Supporting Students with Medical Condition Policy](#)
- [Accessibility Plan](#)
- [Teachers' Standards \(2012\)](#)

3. Aims

The school ensures that students achieve their full potential by having:

- A clear expectation that adaptive teaching principles are implemented across the curriculum, ensuring that all students have access to appropriate learning experiences that meet their needs.
- Disabled access and making reasonable adjustments.
- Strong whole school policies relating to behaviour, assessment, equal opportunities and language and learning.
- A clear expectation of behaviour.
- A pastoral system to support all students and parents or carers.

Aims:

1. To work with primary schools to identify year 6 students with special educational needs. To support these students through their transition to Deptford Green by working with them, their parents/carers/families, teachers and other professionals.
2. To identify students with special educational needs and additional needs and provide effective provision and support as early as possible.
3. Ensure that a whole school approach demonstrates an understanding of the importance of identifying and providing for students with SEND, and vulnerable or disadvantaged students, to remove barriers to their learning and personal development.
4. To work within the guidance provided in the 2015 SEND Code of Practice.
5. To operate a whole student, whole school approach to the management, identification and provision of support for special educational needs.
6. To provide a Special Educational Needs Co-ordinator (SENDCo) who will implement the SEND policy and ensure staff have the training and tools to implement support and provision.
7. To provide support, training and advice for all staff working with students with special educational needs and disabilities.
8. To ensure students, parents/carers, families and schoolwork together to plan, review and make decisions for students with SEND.
9. To ensure that SEND and inclusive practice is positively valued by all members of the Deptford Green School community.
10. To ensure that all students with SEND have access to a broad and balanced curriculum.
11. To ensure that students with SEND are fully included within all areas of school life to ensure that they make academic progress and are socially and emotionally equipped to manage daily challenges, build positive relationships and make informed life choices.

4. Identification of SEND

Defining special educational needs

Students are regarded as having special educational needs if they have significantly greater difficulties in learning than most children in their age group. This may be because of a cognitive or learning difficulty, social, emotional or mental health difficulty or physical or sensory difficulty.

The SEND code or practice (2015) states that:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

(b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(SEND Code of Practice: 0 to 25 years, 2015)

We are committed to the process of identifying students with special educational needs before they join Deptford Green School; we work closely with primary school leads, other professionals, children and their parents/carers to ensure that early assessments of needs are made. We also believe strongly in student and parent/carer voice to ensure that we have the right information so that the best provision, intervention and support can be put in place as early as possible.

To identify and provide for the students with special educational needs there are procedures, in line with the SEND Code of Practice, for all staff to follow that includes an initial referral procedure to the Inclusion team for students who have not previously been identified as SEND. The Inclusion team works together with all relevant staff and outside agencies to ensure that students are provided with additional support for themselves, their families and their teachers.

Deptford Green’s Admissions policy follows the guidance set out by Lewisham Local Authority’s Admission Policy for Community Schools. If a student is physically disabled or has a mobility issue, the school will complete a risk assessment where appropriate. The school will ensure that the student is enabled through whatever means to engage fully in all aspects of school life. Please see our [Accessibility Policy](#).

5. Categorising of SEND

Students with special educational needs and or disability are categorised under one of the four following areas of need as set out in the SEND code of practice (2015):

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or might not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall into this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties. • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example, challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. • A physical impairment. <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

It is often the case that students with special educational needs present with a primary need under one of the above categories, and some young people have a variety of needs. The level of support provided for children attending Deptford Green is dependent upon the following categories:

Monitoring

Some students might have an identified special educational need and/or disability. Those who do not, may present as having an additional need that requires a level of understanding from staff so that their needs are met through effective quality first adaptive teaching strategies. This is an offer that is available to all students, but they do not necessarily have any direct input from the SENDCo/Inclusion team. Students without a diagnosed need will be monitored to ensure that they are making adequate progress. Any decisions (such as escalating their level of support up to SEND Support) made about these students are shared with their teachers and staff who work closely with them, as well as their parents or carers.

SEND Support

The SENDCo will identify appropriate provisions and support for students accessing SEND Support. This is provision above and beyond quality first teaching. This may include speech and language therapy, study support, group and/or individual intervention, specific needs-led teacher training, examinations dispensation and provisions for curriculum changes.

Student Passports

Student passports are essential documents that provide a comprehensive overview of a student's individual needs. At Deptford Green, they are used by teachers to ensure a clear understanding of each student's requirements and to inform appropriate strategies for support within the classroom. These documents are developed collaboratively with the student and their parent / carer, and are informed by recommendations from relevant professional reports. Where a student does not have a formal diagnosis, the passport will outline the observed or emerging needs that the student may be presenting with, ensuring that appropriate support can still be planned and implemented.

Provision and Progress

Provisions and student progress are reviewed; review meetings are held with students and their parents or carers to establish the progress made towards achieving their targets. All this

information is collated and fed into the updating of their student passports where and when necessary, as well as sharing relevant updated information with staff.

Students with an Education, Health and Care Plan (EHCP)

Students with an EHCP receive tailored support that is specifically set out in Section F of their EHCP. The school also complies with the local authority timeline of reviews for those students with an EHCP. All additional resources provided to support the students' needs are reviewed regularly. We ask relevant teaching and support staff to take part in the review process by completing a round robin which covers a range of areas relating to a child's progress and development: behaviour, attitude to learning, social skills and independent learning. Students provide their views about school and the support they receive, by completing a student views document. Parents/carers and the student's experiences are included throughout the review process; appropriate outside agencies and organisations are also included in the review process. Reviews of students in year 9 and 11 also include high quality CEIAG (Career, Education, Information Advice & Guidance). Parents are informed of their child's progress at least three times a year.

Autism Resource Base Provision

The resource base at Deptford Green constitutes part of the Local Authority's provision for Students with special educational needs and disabilities (SEND). Each resource base in the borough has been developed to cater for an agreed range of SEND. The resource base at Deptford Green is designated to support students with a primary diagnosis of autism.

The resource base exists to create an inclusive, supportive environment that enables Students with an autism diagnosis to thrive within the wider school community. Its purpose is to help these Students access mainstream learning, while also strengthening collaboration between specialist staff and the rest of the school. By sharing expertise, raising awareness of autism, and modelling effective practice, the resource base contributes to a more informed, inclusive approach across the whole school and with professionals throughout Lewisham.

Autism Resource Base Access Criteria:

1. Students must have a primary diagnosis of autism.
2. Students must have an Education, Health and Care Plan (EHCP).
3. If a student does not have a Lewisham Education Health and Care Plan, their Local Authority must consult directly with Lewisham Local Authority (SEND team).
A confirmed consultation place must be agreed by Lewisham Local Authority (SEND team).
4. Students will present with the ability to independently participate in mainstream lessons and activities in groups of up to 28 students.
5. They will be independently working at no more than 2 years below age related expectations (in both English and maths).
6. They will present with the ability to independently navigate a school environment in line with the school code of conduct and values e.g. playground, self-care skills, toileting, managing unstructured times etc.
7. If / when in Key Stage 4, students must be able to access a GCSE curriculum and exams to a degree of independence in line with exam access arrangements.

Please see a copy of the Service Level Agreement for the resource base at Deptford green: [Deptford Green-Autism Resource Base SLA - July 2025 - July 2026.docx](#)

6. The Link Between Special Educational Needs and Disability

The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. For the purposes of this policy, it is necessary to highlight that this definition includes long term health conditions such as asthma, epilepsy, cancer, diabetes, and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

7. The School Focused Plan

When a student is identified as having a special educational need, a member of the SEND team, such as the SENDCo, will communicate those needs to the relevant members of staff through the sharing of the student passport. Some students with special educational needs may not require a passport, however, when one is put in place, the School Focused Plan will include the following:

- The student’s SEND need/s.
- The student’s strengths, needs and aspirations.
- Things that the student would like their teacher to know about them and their difficulties.
- Strategies and support needs for individual students.
- Relevant EHCP outcomes (if the student has an EHCP).
- Strategies suggested by key professionals are also shared with key staff.

8. Roles and Responsibilities

The Inclusion team is led by Natasha Cameron (Head of Inclusion). Emily Stanghon line manages Natasha Cameron, and is the Deputy Headteacher, Safeguarding Lead and the lead for behaviour and pastoral care. Emily Stanghon also line manages Karen Swanson, the SENDCo and Head of Student Support.

The Inclusion team consists of:

1. Natasha Cameron – Head of Inclusion.
2. Karen Swanson – Special Educational Needs and Disabilities Co-ordinator (SENDCo)/Head of Student Support.
3. Damilola Yusuf – SEND/Inclusion Administrator.
4. Two Lead Learning Support Assistants: Lavern Smith and Keana Brown.
5. We have a further 10 Learning Support Assistants.

8.1 The Inclusion Team has a duty to:

- Implement the Code of Practice 2015 in the identification and assessment of special educational needs, as well as a graduated response that uses the Assess, Plan, Do, Review approach to ensure the best outcomes for all student with SEND.
- Provide bespoke INSET/training on special educational needs to relevant staff.
- Advise staff and parents on individual students.
- Make specific provision for students with special educational needs.
- Regularly review the support timetable.
- Maintain a register of students with Special Educational Needs.
- Write student profiles and set and monitor targets for students with EHCPs and students on SEND Support where and when necessary.
- Attend meetings of inclusion professionals and SENDCos, organised by the local authority.
- Assist mainstream staff in the preparation of adaptive teaching materials.
- Work closely with the parents of students with SEND, including parent drop-ins, coffee mornings and workshops.
- Liaise with external agencies e.g. the educational psychologist, school link nurse and social workers. Lewisham's SEND team, Kaleidoscope Children's Centre and CAMHS (child and adolescent mental health) teams, child guidance clinics, social services, support centres, Lewisham College IAG and the Lewisham local authority's speech and language team.
- Assess and apply for special dispensations in public examinations-access arrangements in line with JCQ guidelines.
- Keep detailed records and complete paperwork as legally required by the Local Authority and have that available when a student transfers.

8.2 The Governing Body

The Governing Board is responsible for making sure that Deptford Green School will:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer.
- Do all that it can to make sure that every student with SEND gets the support they need.
- Assist and encourage students with SEND to engage in the activities the school has to offer, alongside students who do not have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Have arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.

- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND Policy, in a SEND Information Report.
- Publish information about the arrangements for:
 - the admission of disabled children.
 - the steps taken to prevent disabled children being treated less favourably than others.
 - the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Have a suitably qualified person in place, designated as SENDCo for the school and that the key responsibilities of the role are set out and monitored effectively.
- Determine the SENDCo's approach to using resources to support the progress of students with SEND.
- Provide independent careers advice for all students from Year 8 until Year 11.

8.3 The SEND Link Governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

8.4 The Headteacher

The Headteacher will:

- Work with Governors, the SENDCo and Head of Inclusion to determine the strategic development of the SEND Policy and provision within the school.
- Work with the SENDCo and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the Local Authority to support individual students.
- Make sure that the SENDCo has the time and resources necessary to perform their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the Local Authority when a student needs an EHCNA (Educational Health Care Needs Assessment), or when an EHCP needs an early review.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

8.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated and adapted to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND Information Report.
- Communicating with parents/carers regularly to:
 - Set clear outcomes for students, discuss these with parents and carers, and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent/carer, the student and the school.

8.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and make decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the students' progress.

The school will take account of the views of the parents or carers in any decisions made about the student.

8.7 The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.

- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The student's views will be taken into account when making decisions that affect them, wherever possible.

The Code of Practice:

A Graduated Approach to SEND Support

At Deptford Green, quality first teaching is led by the classroom subject teacher, and we ensure that they have the highest expectations for every student, regardless of their prior attainment. It is important that teaching is planned to ensure progress is supported and made, and the teacher uses different methodologies and strategies to ensure every learner is engaged, and specific strategies are provided by the SENDCo to support students with SEND.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff. High quality teaching, adaptive for individual students, is the first step in responding to students who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching. School leaders regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the special needs most frequently encountered. In addition, regular temperature checks by Heads of Departments and the Senior Leadership Team, ensure that class teachers are adhering to expectations in line with our adaptive teaching principles.

At Deptford Green we hold regular Inclusion Panel meetings, consisting of the Head of Year, Pastoral Lead, Head of Inclusion, SENDCo, Attendance and Welfare Officer and Safeguarding Leads. Through the cause for concern inclusion process, the panel considers all the information gathered from within the school, about the student's progress, alongside data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

9. Provision

At Deptford Green, we do our very best to meet the needs of students with SEND in line with The SEND Code of practice (2015). When needs of any of our students cannot be met, we will always obtain further guidance and support from the Local Authority, other professional and outside agencies. When provision for students with SEND is additional or different from the mainstream curriculum, we may put in place the following:

- Adaptative teaching strategies, materials or specialist equipment, specific to a particular student and their needs.

- Learning Support Assistants (LSAs) to support specific students within some/all of their lessons.
- Lead LSAs support.
- Place2Be counselling.
- MHST (Mental Health Support Team).
- OIS (Outreach Inclusion Service).
- Speech and Language Therapy – children need to meet the threshold for a referral.
- Educational Psychologist support – children need to meet the threshold for a referral
- Specialist teaching/support from the Specific Learning Difficulties team.
- Individual/small group intervention.
- Positive Behaviour
- Pastoral Support Plans.
- Literacy interventions.
- Outside agency mentoring.

10. Monitoring Arrangements

The SENDCo and the Head of Inclusion will work closely together to quality assure SEND provision and the successful implementation of the SEND policy. This will be done using several methods such as:

- Learning Walks, Enquiry Walks and Temperature Checks.
- Audits of staff knowledge and skills in relation to SEND.
- Data drop analysis of the progress of students with SEND.
- Working closely with Curriculum Leads.

The Head of Inclusion will work closely with the SEND Governor link and all members of the SEND/Inclusion team, *to review policy and propose amendments* when required. In addition, Governors will be regularly informed of developments regarding special educational needs.

This policy is written in conjunction with the accessibility plan of the school, in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](#). The equal opportunities and accessibility policy is a statutory policy listed through the school website.

11.Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as for all other students and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

How the school supports students who are absent from school due to their SEND is set out in our attendance policy.

12.Safeguarding

We recognise that students with SEND may face additional safeguarding challenges. Children with learning difficulties and/or disabilities can be more vulnerable to abuse, neglect, and exploitation than their peers. We are also aware that additional barriers can exist when identifying safeguarding concerns in this group, including communication difficulties and assumptions about behaviour or disability.

Details of the support we provide to help students with SEND, including measures to reduce communication barriers and ensure their voices are heard, can be found in our Safeguarding and Child Protection Policy.

Helpful Links

SEND Code of Practice

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Lewisham Council SEND Link

[Lewisham Council - Our SEND Partnership Strategy 2020–2023](#)

Lewisham Council Social Care Link

<http://www.lewisham.gov.uk/myservices/socialcare/children/Pages/Support-for-children-withspecialhttp://www.lewisham.gov.uk/myservices/socialcare/children/Pages/Support-for-children-with-special-educational-needs-or-disabilities.aspxeducational-needs-or-disabilities.aspx>

Lewisham Children Services – Kaleidoscope

[Kaleidoscope | Children First Lewisham](#)

Southwark Council – SEND Link

[Children with disabilities - Southwark Council](#)