


SEND Policy

<b>SLT</b>	E Stanghon and N Cameron
<b>Committee</b>	Full Governing Body
<b>Date Agreed</b>	Spring 2022
<b>Review Date</b>	Spring 2023
<b>Approved by Chair of Governors</b>	

# SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY 2022

Documents referred to through this policy include

The Children and Families Act 2014

SEND Code of Practice 2015

The Equality Act 2010

Our 'Supporting Students with Medical Conditions' policy can be [found here](#)

## Special Educational Needs Policy

All students are entitled to an education that will enable them to develop to their full potential physically, intellectually creatively, emotionally and socially. In order to do this, we recognise that all students have particular needs, which the school strives to meet and support. The school will raise the aspirations of and expectations for all students and not simply focus on hours of provision or support.

**The school ensures that pupils achieve their full potential by having:**

- Differentiation of work across the curriculum
- 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 pupils and parents

Pupils are regarded as having special educational needs if they have significantly greater difficulties in learning than the majority of 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.

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

The school recognises that every teacher is a teacher of every child or young person including those with SEND. All teachers are involved in high quality training to ensure they are able to meet the needs of all learners.

### **The Inclusion Team**

The Inclusion team is led by Natasha Cameron (Head of Inclusion). Emily Stanghon line manages Natasha Cameron, is an Assistant Head, Safeguarding Lead and leads on behaviour and pastoral care.

The Inclusion team consists of:

1. Ruth Alexander – Special Educational Needs and Disabilities Co-ordinator (SENDCo)
2. Luis Fabian Almeida – EAL Co-ordinator
3. Bridget Gilchrist – Head of the Autism Resource Base
4. Lailah Mohammed – LSA/The Sanctuary

5. Lavern Smith – Lead LSA
6. 11 Learning Support Assistants – 3 of whom are Ruth Miskin trained

**The Inclusion team aims to:**

- Implement the Code of Practice (2014) in the identification and assessment of special educational needs
- Provide INSET and training on special educational needs to all staff
- Advise staff and parents on individual pupils
- Make specific provision for pupils with special educational needs
- Maintain a register of pupils with Special Educational Needs
- Write pupil 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/differentiation of materials
- Work closely with the parents of pupils with SENDCo, 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, LESOCO, IAG and the Lewisham local authority’s speech and language team
- Assess and apply for special dispensations in public examinations – exam concessions
- Keep detailed records and complete paperwork as legally required by the LEA and have that available if and when a pupil transfers

**OBJECTIVES**

1. To work with primary schools to identify year 6 students with special education needs. To support these students through their transition to Deptford Green by working with them, their parents and teachers.
2. To identify and provide for pupils who have special educational needs and additional needs.
3. To work within the guidance provided in the 2014 SEND Code of Practice.
4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

5. To provide a Special Educational Needs Co-ordinator (SENDCo) who will implement the SEND policy.
6. To provide support and advice for all staff working with students with special educational needs.

The support timetable will be reviewed and changed regularly in order to ensure the full national curriculum remains on offer. A detailed SEND register is kept to show which stage each pupil is at: E – EHCP, K – SEND Support or M – Monitoring.

### **The Code of Practice:**

#### **A Graduated Approach to SEN Support**

Quality first teaching is led by the classroom subject teacher. The teacher has the highest expectations for every student. The teaching is planned to ensure progress is supported and made. The teacher uses different methodologies to ensure every learner is engaged. The teacher will use specific strategies provided by the SENDCo to support students with SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils 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 pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special needs most frequently encountered.

Through the cause for concern inclusion process, the teacher and SENDCo consider all of the information gathered from within the school, about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

#### **Identified SEND Needs and Categories:**

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

#### **SEN Support**

The SENDCo will identify appropriate provisions and support to students placed on the SEN register for SEND support. This is provision above and beyond Quality First Teaching. This may include speech and language therapy, study support, group intervention, specific needs led teacher training, examinations dispensation and provisions for curriculum changes, SEND lunchtime club offer, autism outreach, review of additional adult/deployment of LSAs.

Provisions and student progress is reviewed regularly. Review meetings are held with students and their parents to establish the progress made towards achieving their targets. 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. We also ask students to provide their views about school by completing a pupil view document. All of this information is collated and fed into the updating of their passports as well as sharing relevant updated information with staff.

### **Students with an EHCP**

The school complies with the local authority timeline of reviews for those students with an EHCP. Any and all additional resources provided to support the students' needs are reviewed regularly. The students' progress is included in the review. Parents and the student's experiences are included in the review. Appropriate outside agencies and organisations are also included in the review process. Reviews of students in year 9 and 11 also include high quality ICEIAG (Career, Career, Education, Information Advice & Guidance). Parents are informed of their child's progress at least three times a year.

Deptford Green's Admissions policy follows that set out by Lewisham Local Authority's Admission Policy for Community Schools. We do not discriminate against any admission request through student need or disability.

If a student is physically disabled or who 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.

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.

**Governors** - Governors are regularly informed of developments regarding special educational needs.

### **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-withspecial-educational-needs-or-disabilities.aspx>

Lewisham Children Services – Kaleidoscope

[Kaleidoscope | Children First Lewisham](#)

Southwark Council – SEND Link

[Children with disabilities - Southwark Council](#)