



Deptford Green

SEND Policy

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Committee	Full Governing Body
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SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY 2025-2026

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Special Educational Needs Policy

1. Rationale

At Deptford Green School, we recognise, promote and ensure that all 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 are able to 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. 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.

2. Policy development

This policy has been developed by Ms Natasha Cameron, Ms Emily Stanghon 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](#)
- [Supporting Students with Medical Condition Policy](#)
- [Accessibility Plan](#)
- [Teachers' Standards \(2012\)](#)

3. Aims

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

- Differentiation of work across the curriculum, ensuring that all students have access to an appropriate 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.

Aims:

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/carers/families, teachers and other professionals.
2. To identify pupils 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 2014 SEND Code of Practice.
5. To operate a whole pupil, 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.
8. To ensure pupils, parents/carers, families and school work 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, balanced and curriculum. (We think this should just focus on broad and balanced. We have learners learning at year 1 level when they are in year 11 and they do not have the opportunity to sit functional English and Maths).

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

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.

The SEND code of 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 he or she;

- Has a significantly greater difficulty in learning than the majority of others of the same Age.
- Has 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.

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 that includes an initial referral procedure to the Inclusion team for pupils who have not previously been identified as SEND. 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.

Deptford Green’s Admissions policy follows the guidance 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 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.

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, mental and emotional health.
- Sensory and/or physical.

It is often the case that students with special educational needs present with a primary need under one of the above categories however, we are seeing an influx of young people with more than one diagnosis; these young people are usually referred to as “co-occurring” or “comorbidity.” The level of support provided for children attending Deptford Green is dependent upon the following categories:

Monitoring

These students do not have an identified special educational need and/or disability however, they 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 differentiated 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. The student will continue to 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 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/inclusive 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 or carers 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

Students with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an ‘individualised’ model of support. In addition to

mainstream levels of support, students with an EHCP and a diagnosis of autism 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/carers 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.

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 Pupil Passport/Profile and other key documents. 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 share with key staff.

All students on the SEND register will have a Pupil Passport in place.

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.

The Inclusion team consists of:

1. Karen Swanson – Special Educational Needs and Disabilities Co-ordinator (SENDCo). recent addition

2. Damilola Yusuf – SEND/Inclusion Administrator. (added)
3. Rebecca Landon – Head of the Autism Resource Base/Resource Base Lead.
4. Lavern Smith – Lead LSA (mainstream).
5. Keana Brown – Lead LSA (resource base).
6. An additional 12 Learning Support Assistants, who work with resource base and mainstream students.

The Inclusion team aims to:

- Implement the Code of Practice (2014) 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 pupils.
- Make specific provision for pupils with special educational needs.
- Regularly review the support timetable.
- 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.

The Code of Practice:

A Graduated Approach to SEN 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 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 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.

At Deptford Green we hold regular Inclusion Panel meetings for each year group, consisting of the Head of Year, Pastoral Lead, Head of Inclusion, SENDCo, Attendance and Welfare Office and Safeguarding Leads. Through the cause for concern inclusion process, the panel considers 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.

9. Provision

At Deptford Green, we do our very best to meet the needs of students with SEND by exhausting all of the resources we have access to. If we are struggling to meet the needs of any of our students, we will always obtain further guidance and support from the Local Authority, other professional and outside agencies. Provision for students with SEND is additional to or different from the mainstream curriculum in a variety of ways and may be implemented by providing:

- Differentiated learning materials or specialist equipment.
- Resource Base provision for students attached to our Resource Base, with a primary diagnosis of autism.
- Learning Support Assistants (LSAs) within classes.
- Place2Be counselling.
- MHST (Mental Health Support Team).
- Outreach Inclusion Service - Lewisham behaviour service.
- Pastoral Leaders.
- Lead LSAs.
- Attendance and Safeguarding Officers.

- Speech and Language Therapists - children need to meet the threshold for a referral.
- Educational Psychologists - children need to meet the threshold for a referral
- Specialist teaching/support from the Specific Learning Difficulties team.
- Individual/small group intervention.
- Positive Behaviour Support Plans.
- Pastoral Support Plans.
- Literacy interventions.
- Drama therapy.
- Outside agency mentoring.

10. Monitoring arrangements

The SENDCo and Head of the Resource Base work closely with the Head of Inclusion, to quality assure SEND provision and the successful implementation of the SEND policy. This will be done using a number of methods such as:

- Learning Walks, Drop-ins and Enquiry Walks.
- 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 ensure that this policy is reviewed and updated accordingly as and 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.

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-with-special-educational-needs-or-disabilities.aspx>

Lewisham Children Services – Kaleidoscope

[Kaleidoscope | Children First Lewisham](#)

