



SYDENHAM SCHOOL
SEND Information Report

Type of school:	Mainstream Secondary
Specialist provision on site	None
Date agreed by Governors	June 2021

1. Introduction

Sydenham is an inclusive school with the aim of providing high quality teaching in all lessons for all students. We expect a high standard of teaching and learning, geared towards enabling all students to access a broad and rich curriculum. The curriculum is carefully tailored to meet the learning needs of children and young people with Special Educational Needs and Disabilities (SEND) to ensure that they are able to reach their full potential.

We believe that children and young people achieve their best if they feel safe, healthy, confident and happy, therefore we do our best to support all our students to develop positive self-esteem and personal fulfilment.

What are special educational needs (SEN) or a disability? At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

2. Aims

The aims of our provision and practice in regards to students with special educational needs and/or disability are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carer and student views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3. THE KINDS OF SEND THAT ARE PROVIDED FOR AT SYDENHAM SCHOOL

There are four broad areas of need that we generally plan and provide support for across the school. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Broad areas of need:

- **Communication and Interaction** - Autistic Spectrum Disorder (ASD), Asperger’s syndrome, selective mutism, Speech Language and Communication Needs (SLCN)
- **Cognition and learning** - Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD), dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health** – Anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are

medically unexplained, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder etc.

- **Sensory and/or physical needs** - visual impairment (VI), hearing impairment (HI), multi-sensory impairment, a physical disability (PD) requiring additional ongoing support and equipment to access all the opportunities available to their peers.

4. PEOPLE WHO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES WITH LEARNING IN THIS SCHOOL

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs and Disabilities (SEND)</p>	<p>The SENCo (Special Educational Needs Coordinator) – Ms Henry</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure that all students receive a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ Involved in supporting your child's learning. ○ Kept informed about the support your child is getting. ○ Involved in reviewing how they are doing ○ Part of planning ahead for them ○ Liaising with all the other people who may be coming into school to help support your child's learning ○ Updating the school's SEND register (a system for ensuring that all SEND needs of students in this school are known) and making sure there are excellent records of your child's progress and needs ○ Providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in this school. ○ Providing or organising training for staff to support children and young people with SEN ○ Seeking the support of external agencies for specialist expertise in the various SEND needs

	Year Learning Coordinators (YLCs) and Curriculum Leaders (CLs)	<p>are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school’s SEND and Teaching and Learning Policy is followed in their classrooms and for all the students they teach with SEND.
	The Headteacher	<p>is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes support for students with SEND. • Delegating responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child’s needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
	The Governor for SEND	<p>is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made available for any student who attends the school who has SEND • Reporting regularly to the relevant committees about SEND

5. OUR POLICIES FOR IDENTIFYING CHILDREN AND YOUNG PEOPLE WITH SEN AND ASSESSING THEIR NEEDS

When a student transfers to Sydenham School having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none">• When a teacher or a parent has raised concerns about a student's progress and following this, the targeted teaching has not met the student's needs, the teacher must raise this with the SENCo.• At Sydenham School there are regular meetings between the SENCo, the Speech Therapist, the Inclusion Lead and the TAs to ensure all students are making good progress. This is another way in which your child may be identified as not making as much progress as they could be.• If your child, following support and possibly screening for needs, is then identified as still not making progress, the school will set up a meeting to discuss this with you in more detail;<ul style="list-style-type: none">○ To listen to any concerns you may have○ To plan any additional support your child may need to receive○ To discuss with you any referrals to external professionals to support your child's learning.○ To agree the best way forward for your child
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6. OUR ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN AND INVOLVING THEM AND THEIR CHILDREN IN THEIR CHILD'S EDUCATION AND PROGRESS

In deciding whether to make special educational provision, the staff and SENCo at Sydenham School will consider all of the information gathered from within the school about the student's progress and the levels of expected progress. This process of information gathering will include an early discussion with the student and their parents to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

<p>When will I meet staff?</p>	<p>At Sydenham School reports are sent home each track point (the number of tracks varies according to the year group) so that you can review your child's progress. You will meet staff at:</p> <ul style="list-style-type: none"> • Parent evenings • Parent events and talks at various points across the year including SEN coffee mornings. • Annual review meeting for students with an Education Health Care plan (EHCP) or Statement • Team Around the Child (TAC) meetings or outside agency meetings • All staff are available to meet with parents as necessary
<p>How can I let the school know that I am concerned about my child's progress or think that they may have special educational needs?</p>	<p>If you have concerns about your child's progress or learning you should speak to your child's tutor, subject teacher, subject leader/curriculum leader, and/or Year Learning Coordinator initially, but if after this, you feel:</p> <ul style="list-style-type: none"> • Your child is still not making progress, your child may need further referral to the SENCo. The SENCo is available to meet with parents to discuss their child and any potential barriers to learning— she is also available via phone and email. • If following discussion you feel that your concerns are not being acted upon and your child is still not making progress, you should speak with the Head Teacher or the school SEND Governor.
<p>How will my child be involved in sharing their views about their education?</p>	<p>All students have a form tutor who sees them daily and is happy to support with any worries or concerns your child might have by managing the issues themselves, or by passing them onto relevant staff to make contact with the student. In addition:</p> <ul style="list-style-type: none"> • Students are invited to join all meetings with their parents at school • Students have access to the Inclusion faculty before school, break, lunch or after school where they can seek advice and support, if necessary, the issues can then be referred on to any relevant staff including the SENCo. • Student voice is sought at the end of each intervention to ensure that the result has been positive for them and to suggest improvements to the provision. • Student voice is sought for annual reviews and PEP meetings. • Students are consulted when a SEND Profile is being written to share strategies with staff or an Individual Education Plan (IEP)

A. HOW CAN MY CHILD GET HELP IN SCHOOL?

Students in school will receive support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service etc.
- Staff who visit from outside agencies such as Occupational Health etc.

	Types of support provided and the relevant stage of the Code of Practice (the document that schools use to plan their SEND input) when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEND in this school?	Class teacher input via high quality inclusive classroom teaching	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all students in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in lessons. This may involve using more personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCo or external professionals) to support your child to learn. • Ensuring that your child, whatever their SEN or disability is enabled to engage in activities available with children and young people in the school who do not have SEN. 	All students in school should be getting this as part of high quality classroom practice when needed.

	Provision to support access to the curriculum and independent learning	<ul style="list-style-type: none"> • Contact with Primary schools and previous schools to share information • Sharing information at Secondary Transfer day • Induction programme to support successful in-year admissions • Setting aspirational targets and continuous review of progress • Regular reviews of progress to feed into Parents' Evenings 	
	Access to a supportive environment	<p>Based on individual needs or disability, we can offer a range of resources including access to:</p> <ul style="list-style-type: none"> • Information Communication Technology • Visual Aids • Adaptive equipment • Mentoring 	
	Strategies to support/develop literacy	<p>We offer a range of interventions that are additional to and different from our high quality teaching, based on individual assessment of needs such as:</p> <ul style="list-style-type: none"> • Phonics and literacy interventions • Dyslexia friendly strategies and resources • Key word lists • Writing frames 	
	Strategies to support/develop numeracy	<p>We offer a range of targeted interventions that are additional to and different from our high quality teaching, based on individual assessment of needs such as:</p> <ul style="list-style-type: none"> • Specific Maths programmes e.g. My Maths • Numeracy intervention 	

	<p>Strategies to support positive behaviours/social skills/emotional development</p>	<p>We provide a consistent whole-school implementation of the school's bullying and behaviour policies</p> <ul style="list-style-type: none"> • Pastoral Support Plans • Restorative Justice Approaches • Peer mentoring <p>Interventions:</p> <ul style="list-style-type: none"> • Emotional literacy group • Behaviour for Learning group • Anxiety group • Resilience group • 'Step by Step' and lunch club provide opportunities for students to be listened to. • Form tutors and YLCs are also available to take measures to prevent and act on any bullying • Learning mentors • Referral to external professionals e.g. New Woodlands Outreach Team, Educational Psychologists, Child and Adolescent Mental Health Service, Specific Learning Difficulties Team, Autism Outreach Team, Compass 	
	<p>Specific group work within a smaller group of students. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or as an intervention group. • Run by a member of staff who has had training to run these groups 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some additional support to help her make the best possible progress. • A teacher, Teaching Assistant or outside professional may run small group sessions either in a small group or within the classroom setting. 	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Students will be on the SEND register as 'SEN Support', which means they have been identified by the class teacher or SENCo as needing some additional support in school.</p>

B. OUR ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE IN MOVING BETWEEN PHASES OF EDUCATION AND IN PREPARING FOR ADULTHOOD.

At Sydenham School we recognise that some students need preparing for the transition into each new year group, but the majority of students need to have support with transition from year 6 into year 7, from Key Stage3 (KS3) to KS4 (year 8 to 9) and from year 11 into sixth form/F.E/apprenticeships.

<p>What support is available to support with the transition from primary to secondary school?</p>	<ul style="list-style-type: none"> • Year 6-7 – Secondary School Transfer information sharing day attended by the SENCo to record information which is shared about the children with SEND. • A coffee morning for parents of all new year 7 students with vulnerabilities • Meetings with the SENCo, primary school SENCo, parents and outside agencies to share transition information. • An invitation for very vulnerable year 6 students with their TA to attend a morning of activities to familiarise themselves with the school • The SEN staff read the SEND files which are sent by the primary schools at the start of year 7 to ensure we are aware of student needs.
<p>What support is available to support with the transition from one year group to the next in school?</p>	<p>When moving up year groups in school:</p> <ul style="list-style-type: none"> ○ Information about your child will be shared with new teachers ○ your child will be supported by the Inclusion staff including the SENCo, Form Tutors and Year Learning Coordinators.
<p>What support is available to support with the transition from year 8 to 9?</p>	<ul style="list-style-type: none"> • KS3-4 Students and their parents are supported at an options evening and in the lead up by the SEND staff, SENCo in making the choices as to which options pathway would best suit them and their aspirations. • Information about your child will be shared with new teachers • Your child will be supported by the Inclusion staff, Form Tutors and Year Learning Coordinators.
<p>How will we support your child when they are leaving this school or moving to sixth form?</p>	<p>We recognise that “moving on” can be difficult for a student with SEND and so take steps to ensure that any transition is as smooth as possible.</p> <p>Planning for Sixth form/F.E/Apprenticeships Transfer - Transition Plans are drawn up in accordance to parental, student and staff views, this is an important aspect of the year 9, 10 and 11 annual reviews.</p> <ul style="list-style-type: none"> • In Year 11: <ul style="list-style-type: none"> ○ Your child will meet with our careers advisor, to create a plan for their Post 16 education. ○ The SENCo and careers advisor will support you and your child on finding the most suitable college or school. ○ Where appropriate, the SENCo/careers advisor will arrange visits to new schools/colleges for your child.

C. OUR APPROACH TO TEACHING CHILDREN AND YOUNG PEOPLE WITH SEN

Types of support provided and the relevant stage of the Code of Practice (the document that schools use to plan their SEND input) when receiving this input	What would this mean for your child?	Who can get this kind of support?
<p><i>Stage of SEND Code of Practice:</i> K – SEN Support, which means a student has been identified by the SENCo as needing some additional specialist support in school in the classroom or intervention group, using differentiated resources.</p> <p>The school will apply a graduated approach to needs using a cycle of ‘assess, plan, do, review’ and where necessary escalating interventions, assessment and referral. Each student will have a guidance document called a ‘SEND profile’ or IEP (Individual Education Plan) this may have been informed by support from a trained specialist e.g.</p> <ul style="list-style-type: none"> • ASD Outreach Team • Sensory Service • Occupational Health • Educational Psychologist • Speech & Language Therapist • Specific Learning Difficulties Team 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher or SENCo (or you may have raised worries) as needing more specialist input instead of or in addition to outstanding classroom teaching. • We may decide to screen your child to discount any specific needs (screeners are not formal assessments for a diagnosis, they are our internal measure of potential needs). If we identify a potential need, we will inform you of the results and discuss possible ways forward. • You will be invited to attend a meeting to discuss your child’s progress and contribute to planning possible ways forward. • You may be asked to give permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself in understanding your child’s particular needs and be able to support them better in school. • The specialist professional will work with your child to understand your child’s needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support her better. ○ Using their specific expertise to support the setting of specialised targets and strategies for teachers to implement. ○ A group run by school staff under the guidance of the external professional. ○ A group or individual work with an external professional. • The school may suggest that your child needs some individual support in school and how the support could be used, the discussion will incorporate what strategies might be best to put in place. 	<p>Students with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.</p>

<p>EHC Plan - This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be wholly provided by the budget available in the school.</p> <p>Your child may also need specialist support in school from a professional external to the school. This may be from:</p> <ul style="list-style-type: none"> • The ASD Outreach team • Sensory Team • Occupational Health Service etc. 	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more details about this in the Lewisham Local Offer http://www.lewishamlocaloffer.org.uk/#/ • After the request has been made and the school have sent in their response to the Local Authority (with a lot of information about your child - the various interventions and external agency support, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork submitted), appear complex enough to warrant a statutory assessment. If this is the case they will consult you and ask a series of professionals to assess your child and submit a report outlining your child's needs. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education, Health and Care plan. If this is not the case, they will ask the school to continue with intervention at the level of SEN support and will set up a meeting to review the support for your child to ensure they make as much progress as possible. • The EHC plan will outline the funding level from the Local Authority and equivalence in terms of the number of hours of individual/small group support your child needs. It will suggest how the support should be used and what strategies need to be implemented. It will also outline long and short-term goals for your child. • An additional adult may be used to support your child with in-class learning, run individual programmes or run small groups which include your child. 	<p>Students whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong impacting on the child's learning and progress
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The school's budget, received from Lewisham LA, includes money for supporting students with SEND. • The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school. • The Headteacher and the SENCo discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ The students getting extra support already ○ The students needing extra support ○ The students who have been identified as not making as much progress as would be expected and decide what resources or training and support are needed. • All resources/training and support are reviewed regularly and changes made as necessary. 	

Who are the other people providing services to students with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> ○ Learning Mentors ○ Teaching Assistants & Higher-level Teaching Assistants ○ Welfare and Attendance Coordinator ○ Speech and Language Therapist ○ New Woodlands Outreach support ○ Educational Psychology Service ○ Specific Learning Difficulties Team ○ ASD Outreach
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ○ Sensory Teachers Team for students with visual or hearing needs ○ Children's Social Care ○ The Virtual School for Looked after Children can provide a range of tailored support
	C. Provided and paid for by the Health Service but	<ul style="list-style-type: none"> ○ School Nurse ○ Occupational Therapy
How are the teachers in the school supported to work with students with SEND and what training do they have?	<ul style="list-style-type: none"> ● The SENCo's job is to support the teachers in planning for students with SEND. ● The school has a training plan for all staff to improve the teaching and learning of all students including those with SEND. ● Individual teachers and support staff attend training courses as and when required. 	
How will the teaching be adapted for my child with SEND?	<ul style="list-style-type: none"> ● Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure your child's needs are met. ● Support staff support children's learning in the classroom where necessary. ● Specific resources and strategies will be used to support your child individually and/or in small groups. ● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	

<p>How will we measure the progress of your child in school?</p>	<p>At Sydenham School teachers are continually assessing the progress of students in their subject areas through discussion, questioning, observing and marking classwork and homework. Their assessments inform their planning and delivery to ensure high quality teaching and full access to the curriculum for all students. Exams and tests provide additional formal assessment. Progress is monitored through:</p> <ul style="list-style-type: none"> • Predicting outcomes based on baseline assessments which take place in lessons at the start of Year 7 • Reviewing the track grades for all students. • Discussions at parents' evenings between staff, students and parents • Regular meetings and reviews with outside agencies, the parent and the child • Annual review meeting for students with an EHCP or Statement • Meetings where any needs for targeted intervention are discussed with students, parents and key staff. • Students at the SEN Code of Practice stage of 'SEN Support' will have a SEND profile and/or an IEP which will be reviewed and the plan revised. • The SENCo will also check that your child is making good progress with any individual intervention and in any group they take part in. We use a range of evaluations to assess progress in literacy, numeracy, dyslexia, speech and language, social and emotional difficulties.
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<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's tutor, teachers and Year Learning Coordinator regularly, so we know what they are doing at home and we can tell you what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and at school and can share what is working in both places. • The SENCo is available to meet with you to discuss your child's progress or and any concerns or worries you may have. • All information from outside professionals will be discussed with you, with the professional, or where this is not possible, based on the report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • SEND Profiles and IEPs will be reviewed with your child, including parents/carers where possible and any updates will be sent to you. • Homework will be adjusted as necessary to meet your child's individual needs. • Sydenham School's website also has a lot of useful information for parents it includes links to websites and resources that we have found useful in supporting parents to help their child. In addition, we have a weekly newsletter.
<p>How have we made Sydenham accessible to</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all students regardless of their needs as some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all of the

students with SEND and other needs?	<p>opportunities and activities (including outside the classroom and school trips) available to their peers.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. • The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. • As required by the Equality Act 2010, our school makes reasonable adjustments to ensure equal opportunity for all of our students. This includes provision of auxiliary aids and services. • Arrangements are put in place to support children and young people who are looked after by the local authority and have SEN. We work closely with the relevant local authority Virtual Schools to ensure that the students' full range of often complex needs are addressed and supported. • We provide support with homework clubs and access to reading at lunchtime, before and after school. • Key words and literacy resources are used across the school to support learning.
How accessible is the school environment?	<ul style="list-style-type: none"> • Disabled parking is available. • We have two lifts to ensure the site is accessible to all. • We have several dedicated disabled toilets to ensure accessibility for students and visitors with a disability. • A medical room has been provided in order to enable a safe place for insulin testing/injections. • The school site is fully accessible and we ensure that there are no unnecessary bars to any aspect of the curriculum or learning due to any special educational need or disability.

- **For additional information about the support available to children with SEND in Lewisham, please access the following Local Offer link:**
[http:// http://www.lewishamlocaloffer.org.uk/#/](http://www.lewishamlocaloffer.org.uk/#/)
- **The school's SEN policy is available through Sydenham School's website:**
<https://resources.finalsite.net/images/v1582538492/sydenhamlewishamschuk/dbscrjxdsxkj64xxehg/SENDPOLICY-SYDENHAMSCH2019-20.pdf>
- **Contacts within the school for situations where young people or parents have concerns:**
Ms Sarah Henry – SENCo – s.henry@sydenam.lewisham.sch.uk
Or telephone the school on 020 8699 6731
- Support services for parents of pupils with SEN include: (Schedule 1: Point 8)
 - Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities/social-care-and-support/support-groups-for-families-and-carers-of-children-with-send>
 - For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/london-mediation>
 - Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and->

[disability](#)

- The information in this school's offer is correct at the time of publication and will be subject to change.