Sydenham School
SEND Policy

Ratified by:	Full Governing Body	**Date**: November 2026
Last reviewed on:	November 2026	
N**ext reviewed on**:	November 2027	

Headteacher: Emma Wijnberg

Key SEND Personnel:

Academic year	Designated Senior Lead	CL for Inclusion	SENCo	SEND Governor	Chair of Governors
2025/26	Lucy Hehir	Alice Fullilove	Alice Fullilove	Matthew Wingate	Pat Cullen
Contact Tel	020-8699-6731 Ext 456	020-8699-6731 Ext 450	020-8699-6731 Ext 450		

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Set out the vision, values and broader aims of the school for students with SEND.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy should be read in conjunction with the following school policies: Accessibility Plan, Equality Policy, Behaviour Policy, Homework Policy, Complaints Policy and the Safeguarding and Child Protection Policy.

3. Definitions

3.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	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 do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
AREA OF NEED	
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 The Curriculum Leader for Inclusion and our SENCO is Alice Fullilove a.fullilove@sydenham.sydenham.lewisham.sch.uk 0208699 6731 ext. 450 and they will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Work with the Forest Hill SENCO to ensure information is shared regarding KS5 SEND students, so their needs are met. Ensure all KS5 students have entitled access arrangements for both internal and external examinations
- Work with the Exams officer to ensure the relevant Access Arrangements are in place for students with SEND

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, 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 headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate wth the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher, SENCO and Designated Senior Lead to determine the strategic development of the SEN policy and provision in the school

4.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to 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 notional SEND budget and any additional funding allocated by the LA to support individual students

4.5 Class teachers

Each class teacher is responsible for:

- Knowing who the students with SEND are in their classes, reading the information provided about these students and applying the recommended strategies in their lessons
- Ensuring that every student in their class, including those with SEND can make progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. The kinds of special educational need for which provision is made at the school

As an inclusive school, at Sydenham we make provision for every kind of frequently occurring Special Educational Need and Disability with or without an Education, Health and Care Plan, for instance Cognition and Learning, Speech Language and Communication Needs, Sensory and/or Physical needs and Social Emotional and Mental Health needs (see Appendix 1 for more detail on the areas of need). There are specific Special Educational Needs and Disabilities which do not occur as frequently as others which staff are less familiar with, so we always provide advice and when necessary, training, to ensure that any specific needs can be understood and met by staff.

The school endeavours to meet the needs of students with an Education, Health and Care Plan. Decisions on the admission of students with an Education or Health and Care plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

6. Our approach to SEND support

6.1 Information about the policy for identification and assessment of students with SEND

At Sydenham School we adopt a graduated approach to supporting students with SEND.

- We review the academic progress of students at each progress point throughout the year; where progress is not sufficient, even if special educational needs have not been identified, we will enable the student/s to catch up. This is delivered via high-quality teaching, differentiated for individual students, in the first instance.

- After each reporting progress point, teachers will discuss within their faculties the progress of students who are not achieving their targets and in class interventions will be initiated and monitored. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

- If appropriate, a teacher will submit the SEND concern form

- The inclusion team will review the students' files and might relevant external agencies for update if necessary

- The inclusion team will then complete lesson observations to monitor the student.

- If the lesson observations show no or minor SEND concerns, then strategies will be shared with teaching staff and the student will be monitored.

- If the lesson observations indicate a possible undiagnosed SEND need, then a screening test will be carried out for the student.

- *N.B: Screeners are **not** diagnostic; a diagnosis requires external professional formal assessment.*

- If the screening tests show no SEND concerns, then strategies will be shared with teaching staff and the student will be monitored.

- If the screening tests indicate a possible undiagnosed SEND need, then a referral will be made to the Local Authority/other relevant external organisations for a professional formal assessment

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

6.2. **Consulting and involving students and parents**

All parents of students at Sydenham School are invited to discuss the progress of their child at the appropriate parents' evenings throughout the year and receive progress reports during the year. In addition, we are happy to arrange meetings outside of these times.

If following any implementation of additional SEND provision, improvements in progress are not seen, we will contact parents to discuss the way forward and review the SEND profile or Learning Passport, this may also include referral for external reviews/assessments. The resulting outcomes of any reviews/assessments will help us to better address the student's needs.

When a student has been identified as needing 'SEND support', the student will be consulted about and involved in the arrangements made for them. Student voice is also taken into account when evaluating the effectiveness of provision. Parents are likely to play a more significant role at the start of a student's time at Sydenham School with the young person taking increased responsibility, contributing more and acting with greater independence in later years.

6.3. The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Bromcom, and will be made accessible to staff in a Learning Passport.

Parents will be aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and that of their peers • Widens the attainment gap

6.3. Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

7. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavour to purchase it using the SEND funding, or through a loan. For highly specialist communication equipment the school will seek the advice of the Local Authority.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review meeting, which, wherever possible will also include other agencies involved with the student. All information will be made accessible for parents.

8. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo or the Designated Senior Lead in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

We encourage parents to discuss their concerns with the SENCo or the Designated Senior Lead to resolve the issue before making a formal complaint to the Chair of Governors.

There are some circumstances, usually for children who have an EHC Plan, where there is a statutory right for parents to appeal against a decision by the Local Authority. Complaints which fall within this category cannot be investigated by the school.

9. The school's arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living

The SENCO, Inclusion Faculty and the pastoral teams liaise closely with staff within the Primary Schools to ensure that appropriate provision for students is in place when students arrive into KS3. This is to ensure that the students experience a smooth and seamless transition into Secondary School. Draft learning passports created for the students with the highest level of need before students arrive and reviewed within the first term. We run a transition day for the whole cohort in

July, we also run an additional Transition Day for some students with SEND to support with their transition into KS3.

In Year 9, in the lead up to the transition to KS4 in Year 10, the SENCO ensures that all students with SEND and parents are supported where necessary, in their choices of courses.

At KS4 the SENCO and the Inclusion Team work closely with many students and families to ensure they are informed of the local Post 16 provisions available to them. The SENCO can support with arranging visits for SEND students to further education establishments so that they are able to familiarise themselves with the environment and the courses on offer.

The SENCO ensures that all key information is passed on, where possible, to the students' Post 16 destinations, organising transition meetings with key staff, if necessary.

10. Information on where the local authority's local offer is published.

The Local Authority's local offer is published on their website: Lewisham Council - Lewisham SEND Local Offer

Parents without internet access can make an appointment with the SENCo for support to gain the information they require.

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community

  Comments and feedback from students and their parents

12.2 Monitoring the policy

This policy will be reviewed by the designated Senior Leader, the SENCO and Curriculum Leader for Inclusion **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

This policy links to the following documents

- SEN Information Report
- The Local Offer
- Behaviour Policy

- Anti-Bullying Policy
- Equality Information and Objectives
- Supporting students with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Exams Policy