SEND INFORMATION REPORT – 2026/2027

At Deptford Park School, we provide high quality, enriching education for all our children. We believe that learning should be fun! For this purpose we aim to offer our children a broad, balanced and relevant curriculum. Alongside this we provide additional and different provision in order to support children with SEND (Special Educational Needs and Disabilities). Our SEND Leader coordinates liaison with external professionals, ensuring appropriate support and interventions are implemented and reviewed.

All interventions and provisions are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and remove any barriers to learning. We believe that continuing professional development is vital to the growth of our schools and the individuals in it. Whole school training opportunities can be realised through avenues such as peer coaching, mentoring, and in house workshops. Our staff are also offered the opportunity to request training tailored to their personal need.

In order to foster a culture of lifelong learning, curiosity and independent living skills in all our learners, we may run alongside our universal curriculum, the following additional and different support for children with SEND.

All Lewisham schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Deptford Park Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Class Teacher	Is responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. • Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
SEND Leader Alison MacGreggor	Applying the school's SEN Policy. If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to a SEND Leader. They are responsible for: • Coordinating the day to day provision of education for children with SEND and developing the school's SEND policy • Ensuring that parents are: - Involved in supporting their child's learning and access - Kept informed about the range and level of support offered to their child - Consulted about planning successful movement (transition) to a new class or school - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Head Teacher Cat Washbrook	Has overall responsibility for : • The day to day management of all aspects of the school, including provision made for pupils with SEND.
SEN Governors	Is responsible for: • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussion with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and /or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration.

This additional support is documented in either an individual provision map, Education Health and Care Health Plan (EHC plan) or Behaviour Support Plan. In consultation with the SEND Leader and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take in to account each pupil's strengths as well as their difficulties.

In some cases Teaching Assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Formal review meetings are held annually. Parents, relevant external agencies and when appropriate, pupils are invited to review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding may be available dependent on the provision required. Further details about this process will be explained in the Local Authority Local Offer.

Tests and Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SEND Leader will inform you about eligibility and applications for these arrangements.

How we identify individual special educational learning needs

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.
- If you tell us you think your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEND this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help we will contact the specialist SEND team.

How we involve children and their parents/carers in identifying SEN and planning to meet them

- We are a child and family centred school, so you will be involved in all decision making about your child's support.
- When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we may take this into account and work with you so that we are all helping your child in the same way to make progress.
- The Local Authority writes the Individual Education Health and Care Plan. We will review them yearly.

How we adapt the curriculum so that we meet SEND

- All our staff are trained to adapt lessons to children's needs so that every child is able to learn at their own pace and in their own way. We may make or provide any additional resources required.
- We use additional materials/interventions for reading; year 1 & 2 reading programmes - Letters & Sounds, Year 5 &6 accelerated reading programme, Discrete Phonics, Sounds –Write, Philosophy for children for personal, social and health education.

How we assess pupil progress towards the outcomes we have targeted for children. How we review this progress so that children stay on track to make at least good progress.

- We use termly staff meetings to moderate writing throughout the school and to check our judgements are correct for children at all ability levels.
- We use trackers to check that progress is good in Reading, Writing and Numeracy.
- We check how well a child understands and makes progress in each lesson through on going assessments and evaluations.
- Our Leadership Team monitor the progress of all children every half term at Pupil Progress meetings. We discuss what we are doing to make sure they make good progress including those with SEND.
- Termly parent evenings are held for all pupils. Reviews take place at this time for pupils with SEND. Pupils with EHC plans will have a formal Annual Review of their progress.

What equipment or resources we use to give extra support

- We use workstations; visual timetables and cues; various ICT Programmes and countdown timers for children who need it.
- We deliver speech & Language programmes provided by the Speech Therapy Service.
- We have ASD support resources
- We have Occupational Therapy resources.
- We use iPad Apps for children with communication difficulties as well as other ICT equipment and programmes to support specific needs.
- We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Any specific physical requirements will be assessed individually and equipment may be provided to meet those needs with the help of Local Authority SEND services.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaborative

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties.
- We get support from other Local Authority services, Inclusion team SEN Specialists, Educational Psychologists, Speech Therapy and CAMHS as well as working collaboratively with other Lewisham schools.
- We get support from Occupational Therapy (OT) for children who need assessment for special seating or other specific needs.

- We review all targets set at IEP meetings together with the parent and child. We agree what everyone will do to make teaching more effective to support the learning. New targets will be discussed and a date set to review how well the child is doing, if the targets are making a difference

and what we do next. This information is recorded to ensure accountability.

Extra-curricular activities available for children with SEN

- We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- We have a breakfast club in school. Any child can access this.
- We have regular educational visits as well as people coming into school to support different topic areas. We have at least 1 class trip per term. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

How we support children in their transition into our school and when they leave us

- Children entering Deptford Park School nursery (which is currently suspended) will have a home visit prior to them starting school. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- When children leave Deptford Park School to go to secondary school, meetings are arranged between the schools. SEND leaders from each school discuss arrangements for pupils on EHC plan
- In-year transition is supported with extra visits to the new class.

How additional funding works

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs are severe.
- If the assessment of a child's needs identifies exceptional issues then there may be additional funding allocated. Parents will have a say in how this is used to meet their child's SEN. You will be informed if your child is eligible for an EHC plan. This must be used to fund the agreed plan.

Where children can get extra support

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.

• In school, our SEND Leaders will follow up your concerns and make sure your views are taken into account. •
What to do if you are not satisfied with a decision or what is happening (for parents)
• Your first point of contact is always the person responsible – this may be the class teacher; SEND Leader, or a member of the Leadership Team. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher. At Deptford Park we do everything we can to resolve particular issues. In the unlikely event that we are not able to resolve the issue the school has a complaint procedure which you can access via the school office.