

# GRIFFIN PRIMARY SCHOOL



Griffin SENCo - Sheri Cooper

Reviewed - April 2026

**Griffin Primary School**

## **SEND & Inclusion POLICY**

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

### **Rationale:**

Griffin Primary School is committed to providing an engaging and high quality education to all students at our school. We believe that all students, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum, which is made accessible to them, and that all students are included in aspects of school life - if appropriate for them to do so.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe. Griffin Primary School is committed to inclusion for all. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to work in collaboration with parents, children and wider professionals to support all children to be able to learn at Griffin.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, need, attainment and background.

We are aware of potentially vulnerable groups which include:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families or in kinship agreements
- Pupils who have social care involvement or have previously had social care involvement
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

### **Inclusion Principles**

- We firmly believe in a trauma informed approach, prioritising relationships and meeting our children with PACE (playfulness, acceptance, curiosity and empathy).
- Staff at Griffin Primary School value all students equally, our broad curriculum teaches children to respect and celebrate differences. We ensure our curriculum and key texts reflect the diversity of our children.
- Within the school, pupil and parent voice is highly valued and considered when considering the appropriate support in school. We aim to work in partnership to provide a positive learning experience at Griffin.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Adaptations to the classroom or curriculum are made according to the child's needs. We follow "The Ordinarily Available Provisions" document created by Wandsworth to provide inclusive strategies for all children. A wide range of interventions are offered as part of our 'Wave 2' of provision, to ensure children can work closely on their targets.
- External services and professionals may be drawn upon to advise teachers and parents how to adapt learning to meet the needs of pupils.

### **Inclusion Objectives**

1. To ensure equality of opportunity for all, and to eliminate prejudice and discrimination against race, gender, ethnicity, religion, vulnerable students and students with special

educational needs.

2. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum\* for all, through differentiated planning and provision by class teachers and support staff as appropriate.  
(\*Except where disapplication, arising from an Education Health and Care plan occurs and we aim to offer the full curriculum to all of our students.)
4. To ensure the curriculum that we offer reflects diversity and represents all groups of students that attend our school and within the community and the wider world.
5. To offer a creative curriculum, accessible and engaging for all, including forest schools.
6. To instil a culture of questioning and challenge within our school, where students feel safe to discuss their views, whilst respecting others and recognising inequality and injustice within the school, local community and the wider world and being enthused to make change where change is needed.
7. To enable students to move on from us well equipped in the basic skills of English and maths, social independence and self help skills to meet the demands of secondary school and in preparation for adulthood.
8. To actively involve parents/carers at every stage in plans to meet their student's additional needs and offer support for families or signpost agency support.
9. To actively involve the students themselves in planning and in any decision making that affects them.

### **Special Education Needs and Disability (SEND)**

At Griffin we aim to identify additional needs as they arise, as early as possible, in order to provide teaching and learning contexts which enable every student to achieve their full potential. We view the inclusion of students identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We take a 'person centred' approach to Inclusion, identifying what additional provision we need to make for specific students in order for them to achieve success and prepare for adulthood.

#### **SEND objectives**

- To ensure the revised SEND Code of Practice July 2014 and guidance are implemented consistently and effectively across the school.
- To provide universal support to ensure all children learn in an inclusive environment, to implement targeted groups for children that need some additional support and to refer for specialised support if appropriate. Including the application of an Education, Health and Care plan, known as an EHCP, where appropriate.
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- To respond to the needs of our cohort; as a school, within year groups and for individual students to ensure good outcomes and progress for students with special educational needs.

### **Arrangements for coordinating SEND provision**

1. The school has an assigned SENCO and Principal for inclusion, Miss Cooper, who is employed to ensure that SEND provision across the school is managed and coordinated effectively.
2. When a class teacher identifies that a student may have SEND, in the first instance they will discuss with parents and make SENCO aware. An initial concern form is completed by the teacher or staff member flagging the concern. An observation of the pupil in class will be carried out. Interventions may be put in place and reviewed as part of the six week cycle. Where this is agreed, the student will be placed on the Special Educational Needs Register. The SENCO manages and updates the SEND register regularly.
3. Every student on the SEND register will have half termly SEND support plans which are devised by their class teachers. Targets arising from SEND support plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, targeted support. Support Plans are created on the program 'Provision Map' which teachers can log in and view.
4. The SENCO will apply for, attain, monitor and review the Education Health and Care Plans of students who require additional provision, where support is required beyond what is expected within the ordinarily available provision available. Education Health and Care plans will be reviewed annually and where necessary, reviews will be held more frequently than once a year.
5. The SENCO is to monitor progress and attainment alongside teachers and support staff. Interventions are evaluated regularly to ensure the right support is in place.
6. The SENCO monitors planning for SEND and supports year group teams with curriculum planning, in collaboration with the SLT.
7. The SENCO, together with the Headteacher and SLT, monitors the quality and effectiveness of provision for students with SEND through classroom observation, book looks, monitoring of student progress data and SEND support plans across the school.
8. The SENCO collaborates and works with subject leaders to ensure that the curriculum is suitable and engaging for all learners, particularly students with special educational needs
9. SEND support and provision is primarily delivered by class teachers through differentiated teaching methods and quality first teaching. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCO and SLT, in line with current student needs, educational initiatives, national curriculum, and the budget. Additional support for students with an EHC plan is funded through individual allocations from the LA.
10. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning for students with SEND.

11. The SENCO and SLT ensure that regular and effective CPD (Continuous Professional Development) is provided for all staff in order to develop their pedagogy and practice, including teaching and planning for students with special educational needs (SEND)

### **Specialised Provision**

We draw on the expertise of wider professionals where needed. Some external agencies we work with to support our SEND pupils include:

- Speech and Language Service
- Occupational Therapy
- Unlocking Potential
- Wandsworth Autism Advisory Service (WAAS)
- Victoria Drive PRU
- Education Wellbeing Service
- Educational Psychologist
- Hearing Impairment Service

### **Allocation of Resources to and amongst students**

Each year, we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

The support available at Griffin is attached to this policy as Appendix 1.

### **Identification of students with SEND**

The school's system ensures that quality first teaching is at the heart of its provision. Therefore, teachers regularly observe, assess and record the progress of **all** students and in discussion with the SENCO and the SLT, this information is used to identify those who are not progressing satisfactorily. We define 'satisfactorily', in agreement with the SEND Code of Practice July 2014 as those students whose progress is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap
- Has a physical or neurological difficulty that means they require something **additional to** or **different from** their peers.

Based on the school's observations and assessment data which is likely to include reference to information provided by:

- Baseline assessment results
- Progress measured against age related expectations including in the EYFS
- Standardised screening and assessment tools
- Observations of social, emotional and mental health development
- An Education Health and Care plan and the intended outcomes within it
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Following a discussion between the class teacher, SENCO and the student's

parent/carer, the student may be recorded as needing SEND support. This would mean the student may have a learning difficulty or disability which requires special educational provision, namely provision different from or additional to that normally available to students of the same age.

## **SEND Support – A Graduated Approach**

### **Universal Support**

In order to make progress, a student may only require further differentiation of the class teacher's planning. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

### **Targeted Support**

There may be times where a group of students access learning outside of the classroom with a different adult to their class teacher for short but regular periods of time. There are likely to be two groups of students who access these groups:

1. Students who have needs similar to other students with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Students whom we consider to have more significant or complex needs that are likely to result in an application for further professional advice, or those who may have significant social, emotional and mental health needs, where accessing the mainstream class full time, is difficult for them to manage.

Both groups of students will have provision for their common needs in a small group, as well as some individualised support for their more unique needs which may include different learning materials or specialist equipment. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a TA, or a SEND advisory leader, in or out of the class. Where needs are similar, it is appropriate to support these students within a group, focussing on the common needs.

### **Specialist Services**

Where a period of differentiated curriculum support has not resulted in the student making satisfactory progress OR where the nature or level of a student's needs are unlikely to be met by only that approach, then the school will involve a specialist service, for example a speech and language therapist, an educational psychologist and/or an occupational therapist. At all times the student's parent/carer will be involved in the process and the decision making. If permission for a referral is required it will always be sought. A variety of support can be offered by external services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the student.

If a student is receiving support from a specialist service then their class teacher, supported by the SENCO, will write a SEND support plan based on the targets set. Whenever possible, the student will be involved in the target setting and all adults working with the student will be made aware of these targets. The specialist services will contribute to the planning, monitoring and reviewing of the student's progress in relation to any targets they have set.

Monitoring of progress towards targets will take place, alongside those individualised

targets set for every student in the core subjects. Reviews will be at least on a termly basis with the class teacher and the SENCO, as well as at student progress meetings involving SLT. The SENCO will take the lead in any further assessment of the student, planning future interventions in discussion with colleagues, monitoring and reviewing the action taken. In addition identifying and putting into place any staff training requirements.

The SEND support plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three individual targets that match the student's needs and have been shared with the student and the parents/carers.

### **School request for a statutory assessment**

For a student who is not making satisfactory progress, despite a period of SEND support and in agreement with the parents/carers, the school may apply to the LA to make a statutory assessment in order to determine whether it is necessary to request an EHC plan (Education Health and Care Plan).

The school is required to submit evidence to the LA whose Moderation of Assessments Panel makes a judgement about whether or not the student's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current criteria for making a statutory assessment. Evidence submitted may include:

- SEND support plans for the student
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- Current levels of attainment in English and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents/carers and of the student
- involvement of other professionals such as health, social services or education welfare service.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

### **Education, Health Care assessment**

Following on from a successful request to the local authority, an EHC plan will be written. There are statutory guidelines as to what information must be recorded in the plan and a prime focus on setting ambitious outcomes for the student. All students with an EHC plan will have long term outcomes set for them that have been established after consultation with parents, the student and include outcomes identified in the EHC plan. These outcomes will be reflected in the SEND support plan and be implemented, at least in part and as far as possible, in the classroom setting. The delivery of the interventions recorded in the SEND support plan will continue to be the responsibility of the class teacher, although specific interventions which take place outside the classroom will be managed by the class teacher and overseen by the SENCO. Progress of students with an EHC plan will be evaluated termly during student progress meetings.

Students who have an EHC plan will have a review six monthly in EYFS and in Years 1 to 6,

annually. The review will be chaired by the SENCO, to consider the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the student.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the student will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of students with EHC plans, to allow the receiving school to plan appropriate SEND support to start at the beginning of the new school year and enable the student and the parents to be reassured that an effective and supportive transfer will occur.

### **The School's Arrangements for SEND and Inclusion CPD**

- The SENCO attends regular Wandsworth forums to keep updated on the developments within Special Needs Education and Inclusion nationally, and in particular, within the borough of Wandsworth.
- Meeting additional needs and inclusion issues are identified as targets in the School Development plan. In-Service training and individual professional development is arranged in order to develop staff skills and knowledge.
- In-house additional needs and inclusion training is decided upon by the SLT and is provided through staff meetings by the SENCO or external agencies.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual student or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training is provided where this is appropriate.
- Support is offered from the Academy Trust through training opportunities with other academy schools and a dedicated Trust SEN support team.

### **The use made of teachers and facilities from outside the school, including support services.**

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO and the SLT as to the purpose of each visit.
- The SENCO liaises with the Inclusion & SEND Team at the LA regularly to provide specific information, access resources and provide in-service training.
- Specialist, direct teaching from this service may be used, where we do not have the necessary in-house expertise - for example, in relation to students with autistic spectrum disorders, or significant SEMH difficulties.
- The SENCO and LG liaise frequently with a number of other outside agencies, for

example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Educational Psychologists
9. Wandsworth Autism Advisory Service (WAAS)

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support students identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- An appointment can be made to discuss children's needs with the SENCO and class teacher. Any reports from external agencies will be shared with parents.
- We make sure that all parents/carers are given information to support them in understanding their child's SEND
- At review meetings with parents/carers we always make sure that the student's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- SEND support plan targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. Parents have logins for Provision Map which details support plans and provisions. Parents can add comments.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers should contact the class teacher in the first instance, and if unresolved, the SENCO. If the matter remains unresolved, complaints should be pursued following the School's Complaints Policy.
- Parent coffee mornings are held regularly and include workshops from the Education Wellbeing Service and Wandsworth's Local Offer.

### **Links with other schools/transfer arrangements**

- Meetings are carried out by the Nursery staff, prior to a student's starting date. The

Nursery intake is staggered to enable teachers to begin building up caring and trusting relationships with the students. When necessary teachers will liaise with staff from partner nursery schools prior to students starting school. Concerns about particular needs will be brought to the attention of the SENCO and where necessary a further meeting will be arranged.

- In KS1 and KS2 class teachers of students joining from other schools will receive information from the previous school; if there is an SEND need, the SENCO will telephone to further discuss the student's needs. When students are transferring from Griffin Primary School to new schools, the SENCO will provide information directly to the new school to give details of particular needs and additional provision made by the school in writing prior to the student leaving. The SENCO will discuss these students with other schools on request. See also above transfer arrangements for students with an EHC plan in Year 5.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO/LG and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting Education Welfare Officer as appropriate. Class teachers will alert the DSL's if there is a concern they would like discussed.
- There are, on occasion, voluntary organisations supporting SEND. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice boards and in the main Entrance area.

### **Access arrangements**

#### **Access to the Environment**

- Griffin is a single site, one form entry school, with an Early Years Foundation Stage Unit (Nursery and Reception), Key Stage 1 and Key Stage 2. All classrooms are situated on the main floor. Entrance to the building is through the main school Reception area. Access for students in the Early Years Foundation Stage and Key Stage 1 is directly from the area outside their respective classrooms. Classes in Key Stage 2 are accessed via the KS2 corridor through the Key Stage 2 playground. Wheelchair access is available from the Key Stage 2 playground.
- Pupils in EYFS, Year 1, Year 2 and Year 3 are dropped to their classroom from the main gate entrance to the school (on Stewarts Road). Pupils in Year 4, Year 5 and Year 6 enter through the gate to the side of the school.
- There are currently no shower facilities. Laundry facilities are available in the nursery and in the Staff Room. There is currently one accessible toilet for students or adults in the nursery area.
- Students requiring equipment due to an impairment will be assessed in order to gain the support that they require.

- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all students have access to a balanced and broadly based curriculum, and that the Curriculum programmes of study are flexible enough to meet every student's needs. (No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion and progress.)
- Griffin lessons will include; retrieval practice, use of visuals, talk partners and different levels of questioning.
- Teachers will support SEND pupils through direct modelling, adaptation of learning, scaffolding and additional adult support.
- All children will access a broad and balanced curriculum and have the opportunity to thrive in curriculum subjects.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT, where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any students.
- Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

### **Access to Information**

- We adapt printed materials so that students with literacy difficulties can access them, or ensure access by pairing students/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately.
- We adopt a dyslexia friendly approach to the learning environment and resources, including a dyslexia friendly font and dyslexia friendly background colours on teaching slides.

- We use visual resources to support pupils with literacy difficulties or English as an additional language.

### **Admission arrangements**

- Students with additional educational needs are considered for admission to the school on exactly the same basis as for students without additional educational needs. Meetings with the SENCO may be required before admission to ensure provisions can be made for the pupil.
- All nursery places will be on a part-time basis for the first week during a settling in period. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of students with a Statement or an EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Listening to students identified with additional needs**

- We encourage the inclusion of all students in our Student Voice groups and other consultation groups. We use zones of regulation to help children identify how they are feeling and why.
- We aim to include students in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- Staff have on-going CPD opportunities on issues relating to SEND

### **Working with disabled parents/carers**

- We recognise that there will be disabled parents/carers of students within the school and we work to try to ensure they are fully included in parents/ carers activities through making appropriate arrangements.

### **Disability equality and trips or out of school activities**

- We try to make all trips inclusive by planning in advance and using accessible places. However, a meeting may be held where a student has significant SEND difficulties to discuss how the activity can be adapted to be able to meet their needs successfully. The only time a student may not be able to attend a school trip is if their behaviour at the time is deemed unsafe and they are a risk to themselves or others if they were to attend.
- All students are welcome at our afterschool activities. However, a meeting may be held where a student has significant SEND difficulties to discuss whether the activity is suitable or how the activity can be adapted to be able to meet their needs successfully.

## **Greater Depth Provision**

Our greater depth students (GDS) are identified in Reading, Writing and Maths. Teachers are given guidelines to identify those students who are achieving at a rate significantly above their peers and are accessing the curriculum at greater depth.

## **Evaluating the success of the School's Inclusion Policy**

- Every year, we conduct an audit of the students we have on the SEND register.
- We also analyse the data we have on the percentage of our students with SEND. We do this to measure the amount of progress students have made over the year, and also at the end of each Key Stage. We do this in order to improve our provision for SEND and make plans for the year ahead to:
  - Reduce the percentage of students with low attainment,
  - Increase the percentage of students recorded as having special educational needs attaining EXP (Expected standards) at the end of KS1 and at the end of KS2
  - Reduce behaviour incidents and exclusions

## **We analyse our school data in the following ways:**

- Comparing our data to similar schools, schools within the LA and nationally
- Analysing the percentage of students with SEND who have poor attendance so we can take appropriate action to improve
- Analysing major behaviour incidents and exclusions (including lunchtime exclusions) to help us plan our provision map.
- We report progress against these targets to the Lead Governor, who reviews the details of SEND provision and of the Accessibility Plan, along with the information required by the Equalities Act 2010.
- The SENCO will provide information to the governing body as to the numbers of students receiving SEND support as well as any students for whom an EHC plan has been requested. The SENCO will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEND and Inclusion is a standing agenda item at the School/ Trust meetings and which are then discussed as necessary.
- The SENCO will meet with the Executive Head and Trust to discuss Inclusion and current SEND concerns.
- Individual targets for students with additional needs will be reviewed through SEND support plan targets, and a summary of the outcomes arising from these targets will be reviewed with the Executive Head & Trust.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all students takes place daily, half-termly and within each Key Stage. Percentage targets for progress and attainment are built into the annual teacher performance management cycle and are also built into the School Improvement Plan. These include targets set for students to achieve EXP (levels expected at the end of Key Stage 1 and the end of Key Stage 2). Teachers also set

individual forecasts for students on a yearly basis which are reviewed termly through student progress meetings. .

The policy itself will be reviewed annually by the LG and shared with the Trust.

### **Dealing with complaints**

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent/ carer can submit a formal complaint to the Deputy Head (copying the Principal) in writing or any other accessible format in line with the School's Complaint Policy. This is available on request from the school office.


The information in this policy is taken from:

Special Educational Needs Code of Practice Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support students and young people who have special educational needs or disabilities

January 2015. Reference: DFE-00205-2013

DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ 0845 60 222 60

## Appendix 1: Graduated Approach at Griffin Primary School

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<p><b>Universal</b> High Quality Teaching Strategies Assessment and Catch Up groups Visuals and Concrete resources</p> <p><b>Targeted</b> Little Wandle Rapid Catch Up Groups White Rose Maths Intervention Nessy</p> <p><b>Specialised</b> Literacy and Numeracy Specialist Support (LNSS) Precision Teaching Educational Psychologist Cognitive Assessment</p>	<p><b>Universal</b> Visual Timetable/Vocabulary cards Clear adult modelling Talk Partners</p> <p><b>Targeted</b> Explore and Talk Group (EYFS) Terrific Talkers Word Aware</p> <p><b>Specialised</b> Speech and Language Therapy (Lambeth and Wandsworth) 1 to 1 Communication Sessions Communication boards</p>		
<b>Griffin SEND Support Overview</b>			
<u>Sensory or Physical</u>	<u>Social, Emotional, Mental Health</u>		
<p><b>Universal</b> Low visual noise classrooms Nelson Handwriting Sessions Movement breaks</p> <p><b>Targeted</b> Sensory Circuits Nelson Handwriting Intervention Fine motor skills group</p> <p><b>Specialised</b> Unlocking Potential Occupational Therapy (10 week program) Referral to NHS Occupational Therapy Sensory Supports e.g Ear Defenders, Chewelry, weighted blanket Referral to Wandsworth Autism Advisory Service (WAAS)</p>	<p><b>Universal</b> Zones of Regulation Check Ins Jigsaw PSHE Mindfulness PATHS</p> <p><b>Targeted</b> Zones of Regulation Group Drama Therapy Group Unlocking Potential Check-ins</p> <p><b>Specialised</b> Unlocking Potential Talking Therapy Referral to Education Wellbeing Service Personal ZOR plan Victoria Drive PRU</p>		