



Griffin Primary School

SEND and Inclusion Policy

2026-27

Date	Revised amendment details	By whom
September 2026	Implemented by school	Inclusion Lead
	Reviewed	
	Reviewed & Updated	

1. Our Vision for SEND and Inclusion

At Griffin Primary School, we are committed to providing an inclusive, nurturing and ambitious education in which every child is valued, understood and supported to thrive.

We recognise and celebrate neurodiversity and understand that children learn, communicate, regulate and interact in different ways. Our approach is centred on understanding the whole child and identifying the adaptations, provision and support required to enable them to participate meaningfully in school life.

We believe that inclusion means adapting the environment, curriculum and teaching to meet the needs of children rather than expecting children to fit a single model of learning.

Our aim is for pupils with SEND to:

- feel safe, valued and understood;
- experience a strong sense of belonging within the Griffin community;
- have their individual communication, sensory, physical and learning needs recognised;
- access an ambitious, broad and meaningful curriculum;
- develop communication, independence and self-regulation;
- make progress from their individual starting points;
- work towards meaningful individual and EHCP outcomes;
- participate alongside their peers wherever this is appropriate and beneficial; and
- be well prepared for their next stage of education.

2. Aims of this Policy

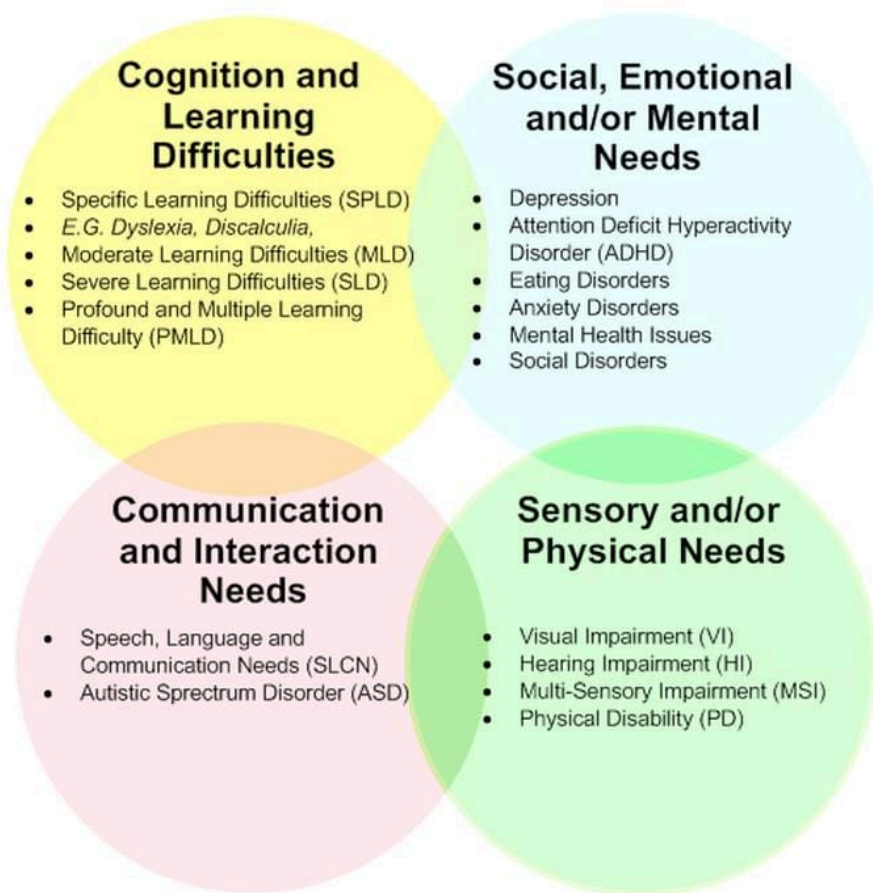
This policy sets out how Griffin Primary School identifies, assesses and meets the needs of pupils with special educational needs and/or disabilities.

We aim to:

- identify additional needs as early as possible;
- provide high-quality teaching that is responsive to individual needs;
- use a graduated approach of **Assess, Plan, Do and Review**;
- make reasonable adjustments to remove barriers to learning and participation;
- provide appropriate targeted and specialist interventions;
- ensure pupils with SEND have access to the full life of the school;
- work collaboratively with children, parents/carers and professionals;
- ensure children's views and preferred methods of communication inform decisions about their provision;
- support staff through training, advice and modelling of inclusive practice;
- ensure effective transition between classes, key stages and educational settings; and
- monitor the effectiveness and impact of SEND provision.

3. Definition of Special Educational Needs

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice identifies four broad areas of need:



We recognise that these categories can overlap. Griffin considers the whole child and their specific barriers, rather than a diagnosis or category of need in isolation.

4. Identifying SEND

Early identification is central to our approach.

Teachers are responsible for monitoring the progress, development and wellbeing of all pupils in their class. Where a child is making less than expected progress, experiencing barriers to participation or presenting with developmental differences, staff will consider what additional support may be required.

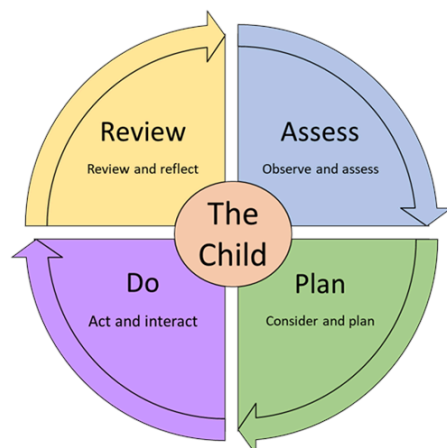
This may include consideration of:

- attainment and rate of progress;
- communication and language;
- interaction and relationships;
- emotional regulation and wellbeing;
- attention and engagement;
- sensory processing;
- attendance;
- information from previous settings;
- parent/carer concerns;
- pupil views;
- observations from school staff; and
- advice from external professionals.

A child does not require a formal diagnosis before SEN support can be put in place.

5. Graduated Approach – Assess, Plan, Do, Review

Griffin follows the graduated approach to SEND.



Parents/carers are involved throughout this process.

6. Ordinarily Available Provision

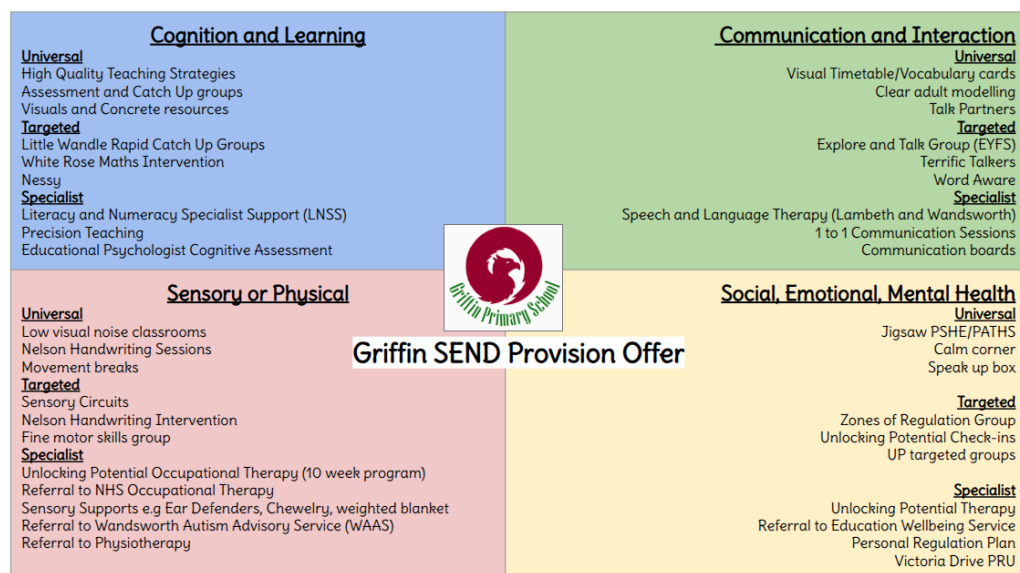
High-quality teaching is the first response to pupils who have or may have SEND. We adopt the Wandsworth Ordinarily Available Provision Document: [Wandsworth OAP](#)

Teachers make reasonable adaptations according to the needs of their pupils. These may include:

- visual timetables;
- first/then or now-and-next supports;
- simplified and chunked instructions;
- additional processing time;
- concrete and practical resources;
- adapted recording methods;
- movement and sensory breaks;
- alternative communication methods;
- carefully structured routines;
- individual or small-group interventions;
- targeted phonics, communication or language work; and
- access to calm or low-arousal spaces.

We have high expectations for pupils with SEND while recognising that successful outcomes and routes to those outcomes will differ between children.

We have created our own summary of our Griffin SEND Provision following the Graduated Approach:



7. Griffin's Enhanced SEND Provision

Griffin Primary School has developed enhanced provision to support pupils whose needs require a level of adaptation and targeted support beyond that ordinarily available within their mainstream classroom. Our enhanced provision is part of our whole-school inclusive approach. Placement within enhanced provision does not remove a child's membership of the wider Griffin community.

EYFS Enhanced Provision – Specialist Nursery Offer

Our specialist nursery provision supports children aged **3–4 years** with significant communication, interaction and emerging special educational needs. Children access **15 hours of enhanced provision each week**, delivered through morning or afternoon sessions. The provision is designed to provide early intervention for children who may find a mainstream nursery environment difficult to access or who require a higher level of specialist support.

Children benefit from:

- a calm, low-arousal environment;
- a high level of adult support;
- communication and language intervention;
- visual and alternative communication approaches;
- sensory regulation opportunities;
- structured routines;
- learning through play and exploration;
- access to outdoor and Forest School experiences;
- opportunities for interaction and integration with mainstream peers where appropriate.

Staff work closely with parents/carers and relevant professionals to understand each child's developmental profile and plan appropriate next steps. Where appropriate, this may include supporting families and professionals to consider whether an **Education, Health and Care Needs Assessment (EHCNA)** is required and what type of provision may best meet the child's needs as they move towards Reception.

Reception Enhanced Provision

Our Reception enhanced provision supports children with **Education, Health and Care Plans (EHCPs)** whose needs require access to a more specialist, highly supported and **low-arousal environment** for some or all of their school day. Children remain part of the Griffin Reception community while receiving provision matched to their individual EHCP outcomes and developmental needs.

Provision may include:

- individualised communication and language support;
- a low-arousal learning environment;
- high levels of adult support;
- visual and AAC communication systems;
- sensory regulation;
- structured play;
- support with independence and self-care;
- targeted Speech and Language Therapy programmes;
- Occupational Therapy recommendations;
- personalised EHCP provision; and
- carefully planned opportunities to learn and play alongside mainstream peers.

The curriculum remains rooted in the **Early Years Foundation Stage**, but learning is adapted to each child's developmental starting point. Where appropriate, developmental assessment frameworks may be used alongside the EYFS to recognise smaller but significant steps of progress. Integration into mainstream provision is planned according to the individual child, rather than through a fixed expectation that all children access the same sessions.

9. Whale Room Enhanced Provision – KS1 and KS2

The Whale Room provides enhanced SEND provision for identified pupils in Key Stage 1 and Key Stage 2. It is designed primarily for pupils with autism, communication and interaction differences, or other SEND who remain able to engage with targeted learning but require more individualised support than can consistently be provided within the mainstream classroom.

Pupils accessing the Whale Room remain members of their mainstream classes.

The provision provides a calm, structured environment in which pupils can access:

- targeted 1:1 and small-group learning;
- focused work towards individual EHCP outcomes;
- Speech and Language Therapy programmes;
- targeted phonics and literacy intervention;
- communication and interaction support;
- sensory and emotional regulation;
- pre-teaching and consolidation of classroom learning;
- visual and communication supports;
- support to develop independence;
- personalised learning at the pupil's appropriate developmental level; and
- preparation for successful participation within their mainstream class.

Access to the Whale Room is needs-led rather than diagnosis-led.

The amount of time a pupil spends within the provision will depend upon their individual needs, EHCP provision and current outcomes.

Where appropriate, pupils may access targeted provision within the Whale Room for part of the day and participate within their mainstream class for other curriculum areas, social opportunities and wider school experiences.

The aim of the Whale Room is not to separate pupils from mainstream education. It provides the additional structure, teaching and regulation support required to enable pupils to participate successfully in the wider life of the school.

Provision is regularly reviewed to ensure it remains appropriate.

10. Education, Health and Care Plans

Some pupils require provision beyond SEN Support and may require an Education, Health and Care Needs Assessment. Where school considers that an EHC Needs Assessment may be necessary, the SENCO will work collaboratively with parents/carers, the child where appropriate, school staff, the Local Authority and relevant professionals.

For pupils with an EHCP, Griffin will:

- have regard to the outcomes and provision specified within the plan;
- plan provision to support progress towards EHCP outcomes;
- maintain appropriate records of provision;
- involve pupils and parents/carers in reviewing progress;
- liaise with relevant professionals; and
- participate in and coordinate Annual Reviews in accordance with statutory requirements.

EHCP targets should inform everyday provision and teaching rather than exist separately from the child's educational experience.

11. Working with Parents and Carers

Parents and carers are essential partners in SEND provision.

We recognise that families know their children extremely well and may provide important information about communication, behaviour, sensory needs, development and wellbeing.

We aim to develop open and respectful relationships with families through:

- regular communication with teachers;
- SEND review meetings;
- EHCP Annual Reviews;
- parent meetings and workshops;
- SEND parent coffee mornings;
- transition meetings;
- sharing strategies between home and school; and
- signposting or referrals to additional family support where appropriate.

Where families require wider support, the school may work with or refer to appropriate Early Help, our Unlocking Potential family support, health, social care or voluntary services.

12. Working with External Professionals

Where appropriate, Griffin seeks specialist advice to understand and meet children's needs.

This may include working with:

- Speech and Language Therapists;
- Occupational Therapists;
- Educational Psychologists;
- specialist teachers and advisory services;
- Early Years SEND professionals;
- health professionals;
- CAMHS and other mental health services;
- social care;
- Early Help;
- Local Authority SEND services; and
- other relevant professionals.

Recommendations are incorporated into classroom practice, individual plans, interventions and EHCP provision where appropriate.

13. Pupil Voice and Communication

Pupils with SEND have the right to be involved in decisions about their education. We recognise that pupil voice does not depend upon a child's ability to communicate verbally. Children may express their views through:

- speech;
- AAC;
- symbols and pictures;
- signing;
- objects of reference;
- choice-making;
- gesture;
- observation;
- play;
- communication supported by adults who know the child well.

Staff adapt pupil voice activities so that children with communication differences can participate meaningfully.

14. SEND and Safeguarding

Children with SEND may experience additional safeguarding vulnerabilities, particularly where they have communication or understanding differences.

A child's SEND must never be used to explain away a possible safeguarding concern.

Staff are alert to changes in behaviour, communication, emotional regulation, attendance, eating, toileting, sleep, relationships or presentation.

For pupils who are pre-verbal or communicate differently, staff recognise that distress or disclosure may be communicated through behaviour, AAC, symbols, signing, gesture, play or changes from the child's usual presentation.

The SENCO/Inclusion Lead and Designated Safeguarding Lead work closely together where concerns involve pupils with SEND.

15. SEND and Attendance

Griffin recognises that pupils with SEND can experience additional barriers to regular school attendance.

These may include:

- anxiety;
- sensory overload;
- communication difficulties;
- difficulties with transitions;
- medical needs;
- emotional regulation difficulties;
- unmet educational needs; or
- emotionally based school avoidance.

Attendance difficulties are considered within the context of the whole child.

Where concerns arise, the SENCO/Inclusion Lead, DSL, attendance team, class staff and parents/carers work together to understand the barriers and identify appropriate support.

Reasonable adjustments may include adapted transitions, visual preparation, regulation support, trusted-adult support, environmental adaptations or carefully planned reintegration.

Persistent absence is monitored carefully and appropriate external support is sought where necessary.

16. Supporting Transitions

Transitions can present particular challenges for pupils with SEND.

Enhanced transition arrangements may include:

- additional visits;
- photographs or transition books;
- visual information;
- meetings with new staff;
- parent/carer meetings;
- information sharing between professionals;
- visits to new classrooms or settings;
- gradual transitions where appropriate; and
- additional support when moving between phases of education.

For children within our specialist nursery provision, transition planning begins early so that families and professionals can consider the most appropriate Reception provision.

For Year 6 pupils with SEND, the school works closely with receiving secondary schools to support a planned and informed transition.

17. Staff Roles and Responsibilities

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils receiving additional SEND support.

They are responsible for:

- providing high-quality adaptive teaching;
- identifying emerging needs;
- implementing agreed provision;
- working with support staff;
- monitoring progress;
- communicating with parents/carers; and
- contributing to SEND and EHCP reviews.

SENCO / Inclusion Lead

The SENCO/Inclusion Lead (Miss Cooper) is responsible for coordinating SEND provision across the school.

Responsibilities include:

- overseeing identification of SEND;
- coordinating SEN Support;
- monitoring the quality and impact of provision;
- overseeing enhanced provision;
- supporting and advising staff;
- liaising with parents and external professionals;
- coordinating EHC Needs Assessment requests and Annual Reviews;
- supporting transition;
- contributing to staff training;
- maintaining appropriate SEND records; and
- advising school leaders and governors on SEND provision and development.

Assistant SENCO

- Supports the SENCO with the day-to-day coordination and monitoring of the enhanced provision.
- Helps ensure EHCP outcomes, individual targets and specialist recommendations are translated into appropriate provision.
- Supports staff with strategies, adaptations, visuals, communication approaches and sensory support.
- Monitors pupils' progress, engagement and provision, identifying where approaches may need adapting.
- Liaises with the class teacher, SENCO, parents and relevant external professionals.
- Supports reviews, transition planning and SEND documentation, including gathering evidence of progress.
- Helps ensure the provision remains inclusive, safe, low-arousal and responsive to individual needs.

Support Staff

Support staff work under the direction of teachers and relevant leaders to implement agreed provision. Support should promote children's communication, participation and independence rather than create unnecessary adult dependency.

Senior Leadership Team

Senior leaders (Mr Taylor, Miss Robson, Miss Cooper) ensure that SEND is integral to school improvement, curriculum development, safeguarding, attendance and staff professional development.

The Elliott Foundation Academy Trust

Governors maintain strategic oversight of SEND provision and hold leaders to account for the quality and impact of provision for pupils with SEND.

18. Staff Training

Griffin is committed to developing staff knowledge and confidence in supporting SEND.

Training may include:

- autism and neurodiversity;
- speech, language and communication;
- AAC and visual communication;
- sensory processing;
- emotional regulation;
- adaptive teaching;
- phonics and literacy intervention;
- intimate care;
- safeguarding pupils with SEND;
- positive behaviour support;
- trauma-informed practice, Berry Street Education Model;
- specific medical or physical needs; and
- implementation of specialist professional recommendations.

Training is informed by the needs of pupils currently attending the school

19. Monitoring Progress and Impact

The progress of pupils with SEND is monitored through appropriate school assessment systems alongside individual SEND and EHCP outcomes. For pupils working significantly below age-related expectations, assessment should recognise meaningful progress from individual starting points.

Leaders evaluate not only academic attainment but also progress in areas such as:

- communication and interaction;
- independence;
- engagement;
- emotional regulation;
- social development;
- physical and sensory development;
- attendance;
- participation; and
- preparation for the next stage of education.

Enhanced provision is reviewed regularly to ensure that it remains purposeful and that pupils continue to receive the right support in the right environment. For pupils working below key stage, we use Cherry Gardens assessment model or pre-key stage assessments.

20. Equality and Inclusion

Pupils with SEND are entitled to participate fully in school life.

Reasonable adjustments are made to enable access to:

- the curriculum;
- educational visits;
- assemblies;
- clubs;
- performances;
- Forest School;
- PE and sport;
- enrichment opportunities; and
- wider school events.

Adjustments are based on individual need and appropriate risk assessment rather than assumptions about what pupils with SEND can or cannot do.

21. Complaints

Parents/carers who have concerns about their child's SEND provision are encouraged initially to speak with the class teacher and/or SENCO/Inclusion Lead.

Where concerns cannot be resolved informally, parents may use the school's complaints procedure. We aim to work collaboratively with families to address concerns as early as possible.

22. Monitoring and Review of this Policy

The SENCO/Inclusion Lead and Senior Leadership Team will monitor the implementation of this policy.

The policy will normally be reviewed annually, or earlier where there are significant changes to legislation, statutory guidance or the school's SEND provision.

The school's **SEND Information Report** provides further information for families about the implementation of SEND provision at Griffin Primary School and should be read alongside this policy.

Key Legislation and Guidance

This policy should be read alongside:

- Children and Families Act 2014;
- SEND Code of Practice: 0–25 years;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Early Years Foundation Stage statutory framework;
- Keeping Children Safe in Education;
- Supporting Pupils at School with Medical Conditions;
- Working Together to Improve School Attendance;
- Griffin Primary School Safeguarding and Child Protection Policy;
- Griffin Primary School Accessibility Plan;
- Griffin Primary School Behaviour Policy;
- Griffin Primary School Attendance Policy; and
- Griffin Primary School SEND Information Report.