



Griffin Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Academic Year 2026–2027

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

1. Our approach to SEND and inclusion

At Griffin Primary School, we are committed to ensuring that every child feels safe, valued, understood and able to participate fully in school life.

We recognise that children learn, communicate and experience the world in different ways. Our approach is inclusive and neurodiversity-affirming. We seek to understand each child's individual strengths and needs and adapt the environment, curriculum and support around the child wherever possible.

We believe that inclusion does not mean that every child must access learning in exactly the same way. For some pupils, successful inclusion means learning alongside their peers with appropriate adaptations. For others, it may involve accessing a smaller, quieter or more highly structured environment for part or all of their school day.

Our aim is for pupils with SEND to:

- feel safe, happy and understood;
- develop positive relationships and a sense of belonging;
- communicate their needs, choices and ideas;
- develop independence;
- access an ambitious and meaningful curriculum;
- make progress from their individual starting points;
- work towards the outcomes identified in their SEND Support Plan or Education, Health and Care Plan (EHCP); and
- be prepared successfully for their next stage of education.

2. What is SEND?

We comply with the Government's [Special Educational Needs and Disability Code of Practice 2014](#). The Code of Practice outlines the key ways students should be supported in class, along with expected equality duties shown in our [Griffin Primary School SEND and Inclusion Policy 2026-27](#)

Special Educational Needs and Disability Code of Practice 2014:

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health
- Sensory and physical needs.

A child of compulsory school age or a young person has a learning difficulty or disability if she or he:

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

These areas often overlap. We therefore focus on understanding the whole child rather than simply placing a child within a category or diagnosis. A diagnosis is not required for a child to receive SEND support.

3. How do we identify children who may have SEND?

Early identification is important. Class teachers continually monitor children's learning, development, wellbeing and participation.

A concern may be identified through:

- teacher observation and assessment;
- progress and attainment information;
- EYFS assessment;
- communication and language screening such as WellComm;
- phonics and reading assessment;
- observations of communication, interaction and play;
- emotional regulation, sensory or behavioural needs;
- attendance patterns;
- information from previous settings;
- discussions with parents/carers;
- the child's own views;
- advice from external professionals.

Where a child is not making expected progress, we consider possible barriers to learning and what adaptations or additional provision may be needed. Teachers complete an initial concern form to flag concerns to the SENCO, a team around the child meeting is held along with parents to discuss next steps. We recognise that SEND does not always present through disruptive or highly visible behaviour. Some children may mask their difficulties, become withdrawn or anxious, experience sensory or social overwhelm, or find attending school increasingly difficult.

4. What should I do if I think my child has SEND?

Parents and carers know their children extremely well and we value their views. If you have concerns, your child's class teacher should usually be your first point of contact. The class teacher may then involve the SENDCo or Assistant SENDCo.

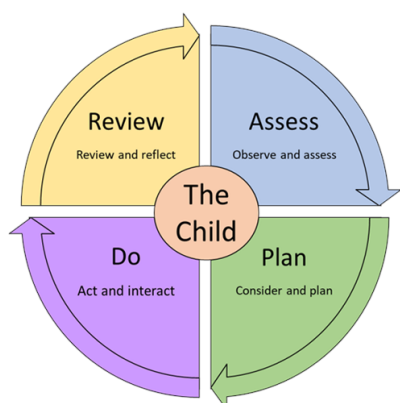
We will discuss:

- your concerns;
- your child's strengths;
- what we are seeing in school;
- your child's views where appropriate;
- assessment information;
- strategies already being used; and
- what additional support or assessment may be helpful.

We aim to work collaboratively with families rather than making decisions about children without involving their parents or carers.

5. Our graduated approach: Assess, Plan, Do, Review

We use Provision Map to create SEN Support plans and monitor interventions and provisions on a 6 weekly cycle of Assess, Plan, Do, Review. Parents can log in to Provision Map to see the interventions and targets their child is working towards.



6. Quality First Teaching and our universal offer

High-quality inclusive classroom teaching is the starting point for all pupils. We follow the Wandsworth Ordinarily Available Provisions document: [Ordinarily Available Provision - Parent and carers guide | Wandsworth | Services for Schools](#)

Depending on individual need, adaptations may include:

- visual timetables and now-and-next boards;
- reduced or simplified language;
- modelling and repetition;
- pre-teaching vocabulary;
- additional processing time;
- breaking learning into smaller steps;
- practical and multi-sensory learning;
- alternative methods of recording;
- adapted resources;
- movement or sensory breaks;
- predictable routines;
- reduced visual or auditory distractions;
- access to quieter learning spaces;
- communication supports;
- adult scaffolding;
- targeted phonics, literacy or maths teaching;
- support with emotional regulation.

Adaptations are based on individual need and are regularly reviewed.

7. Targeted SEND Support

Some children require additional provision beyond universal classroom support. These children will be added to our SEND register and receive a half termly SEN support plan with SMART targets on Provision Map.

This may include:

- individual or small-group communication work;
- Speech and Language Therapy programmes;
- targeted phonics including Little Wandle Rapid Catch Up and Fluency Program;
- reading and literacy intervention;
- maths intervention;
- fine and gross motor programmes;
- sensory programmes;
- attention and listening activities;
- Bucket Time/Attention Autism approaches where appropriate;
- emotional literacy and regulation work;
- PATHS;
- social communication support;
- visual communication strategies;
- transition programmes;
- individualised learning programmes.

The provision offered to an individual pupil will depend on their assessed needs.

Targeted Plus Support

Some children require specialist support to meet their needs. We may seek involvement from external professionals such as:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Literacy and Numeracy Specialists
- Unlocking Potential Play Therapy
- Victoria Drive Pupil Referral Unit
- Wandsworth Autism Advisory Service

A request for an Educational Health Care Plan may be made if your child needs support that does not fall within our ordinarily available provision.

8. Specialist Nursery Provision

Griffin Primary School provides a specialist early years offer for nursery-aged children with significant communication, interaction and/or emerging SEND. Children are offered 15 hours of specialist nursery provision per week, usually through a morning or afternoon place. Places are funded through Wandsworth Local Authority and allocated through the relevant Early Years Inclusion process.

Our specialist nursery provides:

- a calm, low-arousal environment;
- a high adult-to-child ratio;
- individualised communication support;
- sensory and regulation support;
- learning through play and exploration;
- opportunities for Forest School and outdoor learning;
- a language-rich curriculum;
- targeted work towards individual outcomes;
- access to appropriate mainstream experiences;
- close partnership with parents and professionals.

Our aim is to provide early intervention at an important stage of a child's development. We work with families and professionals to consider the child's longer-term needs. This may include supporting transition into mainstream provision, a resource base or specialist provision and, where appropriate, contributing to the Education, Health and Care Needs Assessment process.

9. Reception Resource Base

Our Reception Resource Base provides a specialist environment for children with EHCPs who require additional support to access their Reception education. The provision offers a smaller, calm and low-arousal learning environment with a high level of adult support. Children work towards their individual EHCP outcomes alongside an appropriately adapted EYFS curriculum. Assessment and curriculum planning may be supported through the Cherry Garden approach where this is appropriate to the child's developmental level.

Provision may include:

- communication and interaction programmes;
- Speech and Language Therapy targets;
- sensory and regulation support;
- attention and engagement activities;
- early literacy and phonics;
- early mathematical development;
- play and social interaction;
- independence and self-care;
- physical development;
- individual EHCP outcomes.

Being part of Griffin Primary School means children can access mainstream peers, facilities and activities where this is appropriate and beneficial. This might include Forest School, outdoor learning, assemblies, celebrations, play opportunities or selected curriculum experiences. Integration is individually planned rather than being based on a one-size-fits-all expectation.

10. The Whale Room – KS1 and KS2 Enhanced Provision

The Whale Room is Griffin's enhanced provision for pupils in Key Stages 1 and 2 who require more targeted and individualised support.

Pupils accessing the Whale Room may have EHCPs and significant communication, interaction, sensory, regulation or learning needs.

The Whale Room provides a smaller and more predictable environment in which pupils can work on their individual targets.

Provision may include:

- individualised teaching;
- communication and language programmes;
- Speech and Language Therapy targets;
- targeted phonics;
- literacy and numeracy;
- sensory regulation;
- emotional regulation;
- social communication;
- independence;
- EHCP outcomes.

Where appropriate, pupils also access their mainstream class and wider school experiences.

The amount of time spent within the Whale Room is determined by individual need and is regularly reviewed.

Our goal is not simply to locate children in a separate space. The provision enables children to receive targeted teaching and intervention while remaining members of the wider Griffin school community.

11. Supporting communication differences

Communication is a fundamental part of safeguarding, learning and belonging.

Some pupils at Griffin may be pre-verbal, use limited spoken language, use echolalia, communicate through behaviour or require alternative ways of expressing themselves.

Staff therefore consider each child's individual communication profile.

Strategies may include:

- objects and photographs;
- symbols and visual supports;
- visual timetables;
- now-and-next boards;
- choice boards;
- gestures;
- modelling language;
- simplified language;
- additional processing time;
- communication systems recommended by Speech and Language Therapists.

We recognise all purposeful communication and do not assume that spoken language is the only meaningful form of communication.

12. Supporting sensory and regulation needs

We understand that a child must feel sufficiently safe and regulated in order to learn.

For some pupils, sensory processing differences can make busy school environments difficult to manage.

Support may include:

- low-arousal spaces;
- sensory or movement breaks;
- reduced environmental demands;
- predictable routines;
- access to regulation resources;
- quiet spaces;
- adapted seating;
- reduced noise or visual stimulation;
- individual sensory programmes following professional advice.

We seek to understand what a child's behaviour may be communicating rather than viewing behaviour simply as deliberate non-compliance.

13. Supporting social, emotional and mental health

Griffin promotes positive emotional wellbeing throughout the school.

Our approaches may include:

- PATHS;
- Emotion Coaching;
- trauma-informed practice;
- trusted adult relationships;
- emotional literacy work;
- regulation strategies;
- adapted transitions;
- targeted individual or group support;
- referrals to appropriate services.

Where a pupil's emotional wellbeing is significantly affecting their education, we work closely with the pupil, family and relevant professionals.

14. SEND and attendance

We recognise that poor attendance can sometimes be linked to unmet or emerging SEND.

Children with SEND may experience barriers including:

- anxiety;
- sensory overwhelm;
- communication difficulties;
- difficulty with transitions;
- emotional regulation needs;
- medical or physical needs;
- difficulties coping with the demands of the school environment.

We work with families to understand the reasons behind absence rather than looking only at attendance figures.

Where SEND is contributing to attendance difficulties, we consider reasonable adjustments and appropriate support and may seek advice from external professionals or other services. Our aim is to support children to access education safely and successfully while maintaining high expectations for attendance.

15. Education, Health and Care Plans (EHCPs)

Some children require provision beyond what can reasonably be provided through SEN Support. In these circumstances, an Education, Health and Care Needs Assessment may be considered. Parents can request an assessment directly from the Local Authority. The school can also make a request and will usually work closely with families throughout the process.

Where a pupil has an EHCP, Griffin:

- ensures staff understand the child's needs;
- delivers the educational provision specified in the plan;
- works towards identified outcomes;
- monitors progress;
- works with parents and professionals;
- reviews provision as needs change; and
- participates in the statutory Annual Review process.

EHCP provision is personalised to the individual child.

16. How do we assess progress?

Progress for children with SEND is not measured solely through age-related academic outcomes.

Depending on the child, we may consider progress in:

- communication;
- engagement;
- interaction;
- reading;
- writing;
- mathematics;
- emotional regulation;
- independence;
- physical development;
- sensory regulation;
- attendance;
- confidence;
- relationships;
- EHCP outcomes.

We use the most appropriate assessment tools for the individual pupil. Within EYFS and our specialist provision, this may include the EYFS framework and appropriate developmental assessment tools such as Cherry Garden or the Engagement Model.

17. Working with external professionals

Where additional specialist advice is required, Griffin works with relevant services.

These may include:

- Speech and Language Therapy;
- Educational Psychology;
- Occupational Therapy;
- Physiotherapy;
- Wandsworth Autism Advisory services;
- Child and Adolescent Mental Health Services (CAMHS);
- Early Help;
- social care;
- school nursing and medical professionals;
- sensory impairment services;
- other specialist education services.

Referrals are based on individual need and the criteria of the relevant service.

We seek parental involvement and consent where this is required.

18. Working with parents and carers

We consider parents and carers essential partners.

Families may be involved through:

- meetings with class teachers;
- SEND Support reviews;
- EHCP Annual Reviews;
- transition meetings;
- meetings with the SENDCo;
- communication with specialist provision staff;
- Tapestry within appropriate EYFS provision;
- meetings with external professionals;
- parent workshops and training.

We also provide half-termly SEND parent coffee mornings.

These provide opportunities for families to:

- meet other parents and carers;
- share experiences;
- learn about SEND;
- access training and advice;
- meet professionals;
- learn about local services and support.

Where families require wider support, we can discuss referrals to Early Help or support from our in-house family support provision, including help to access appropriate services and benefits.

19. How do we involve children in decisions?

Pupil voice is important to us.

We recognise that children communicate their views in different ways.

Depending on the individual child, we may gather their views through:

- conversation;
- drawings;
- photographs;
- symbols;
- choices;
- observations;
- communication systems;
- discussion with trusted adults;
- noticing what children seek out or avoid.

Children should not be excluded from decisions simply because they communicate differently.

20. Safeguarding pupils with SEND

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

Some pupils may find it difficult to:

- recognise unsafe situations;
- understand social boundaries;
- communicate that something has happened;
- identify or name emotions;
- report concerns verbally;
- distinguish between appropriate and inappropriate behaviour.

Staff remain alert to changes in behaviour, communication, regulation, attendance or presentation that could indicate a safeguarding concern.

For pupils who are pre-verbal or communicate differently, staff develop an understanding of the child's usual communication and behaviour so that significant changes can be identified.

We work closely with parents, carers and relevant professionals while always following statutory safeguarding procedures.

A child's SEND must never be used to automatically explain away a potential safeguarding indicator.

21. How are pupils with SEND included in wider school life?

Pupils with SEND are members of the whole Griffin community.

We seek to ensure access to:

- school trips;
- Forest School;
- PE and sport;
- assemblies;
- performances;
- clubs;
- celebrations;
- enrichment opportunities;
- playground and social experiences.

Reasonable adjustments and additional staffing are considered where necessary.

Risk assessments are used where appropriate to enable participation safely rather than automatically excluding pupils because of their needs.

22. Transition

Transitions can be particularly significant for pupils with SEND.

We plan additional support where appropriate for:

- starting nursery;
- starting Reception;
- moving from nursery to Reception;
- moving between year groups;
- moving between mainstream and enhanced provision;
- changing schools;
- transition to secondary school;
- transition into specialist provision.

Support may include:

- additional visits;
- photographs;
- visual transition materials;
- social stories;
- meetings with new staff;
- parent meetings;
- information sharing between professionals;
- visits from receiving staff;
- individual transition plans.

For pupils with EHCPs, transition planning forms an important part of the Annual Review process.

23. Staff expertise and training

All staff share responsibility for the inclusion of pupils with SEND. The SENDCo and Assistant SENDCo provide leadership, advice and support to teachers and support staff.

Training is planned according to the needs of pupils within the school and may include:

- autism and neurodiversity;
- communication and language;
- Speech and Language Therapy programmes;
- sensory processing;
- emotional regulation;
- safeguarding pupils with SEND;
- phonics intervention;
- positive behaviour support;
- Emotion Coaching;
- trauma-informed approaches;
- medical or physical needs;
- individual specialist programmes.

We also seek advice and training from external professionals where appropriate.

24. How do we support families beyond the classroom?

SEND can affect the whole family, and families may sometimes require support beyond education. We can help parents to identify appropriate sources of support and, where appropriate, make referrals to services such as Early Help, The Education Wellbeing Service or our in house Unlocking Potential family support.

Support may include accessing advice around:

- benefits such as Disability Living Allowance;
- housing;
- behaviour at home;
- accessing local SEND services;
- referrals to health or specialist services.

We recognise the importance of professionals working together rather than expecting families to navigate complex systems alone.

25. Accessibility

Griffin Primary School is committed to improving access to education for disabled pupils. Reasonable adjustments are considered according to individual need. Parents who would like to discuss accessibility for their child should contact the SENDCo.

Further information can be found within the school's Accessibility and Equality information.

26. Who is responsible for SEND at Griffin?

Role	Responsibility	Contact
Class Teacher <i>If you have concerns about your child, you should speak to your child's class teacher first.</i>	Adapting teaching to meet individual needs, monitoring progress, planning targeted SEND support, and working closely with families and professionals.	Speak to your child's teacher at pick up time or arrange a meeting through the office.
Support Staff	Supporting inclusive practice by providing targeted support, adapting approaches and helping all pupils access learning, participate and make progress.	Contact your child's class teacher.
Assistant Principal for Inclusion/SENDco Miss Cooper	Coordinating high-quality SEND provision, working with families and external professionals, managing referrals and EHCP processes, and supporting staff through specialist advice and training.	scooper@griffinprimary.org 0207 622 5087
Assistant SENDco and Enhanced Provision Teacher Miss White	Supporting the SENCO and leading the day-to-day delivery of high-quality, personalised support within the school's enhanced provision.	0207 622 5087
Designated Safeguarding Leads and Senior Leadership team Mr Taylor, Miss Robson, Miss Cooper	The DSL and Deputy DSLs lead on child protection concerns, working with children and families to provide support and guidance around safeguarding, attendance, behaviour, housing, benefits and wider family needs.	dsl@griffinprimary.org

Partnerships with External Agencies *What support from outside does the school use to support my child?*

Agency	Description of support
Educational Psychology Service	The EP assigned to the school is Iesha Ginn
School Nurse	Students are referred to the school service or parents/ carers can request involvement
Speech & Language Therapy Service	The Wandsworth SaLT therapist is The Lambeth SaLT therapist is Emma Morris Students are referred to this service following concerns raised by parents/staff or through the Wellcom Screener which takes place in EYFS
Victoria Drive Pupil Referral Unit Headteacher	Supporting children with SEMH needs or MLD
Wandsworth ASD Advisory Service (WAAS)	Students are referred to this service as needed
Occupational Therapy / Physiotherapy	Students are referred to this service as needed
CAMHS (Child & Adolescent Mental Health Services) and Under 5 CAMHS	Students are referred to this service as needed
Paediatric services	Students are referred to this service as needed
Wandsworth Hearing Impaired Support Service	Students are referred to this service as needed
Wandsworth Visually Impaired Support Service	Students are referred to this service as needed
Virtual School (students Looked After Education Support Service)	The role of the team is to raise educational attainment and offer targeted support to students looked after by the council.
Unlocking Potential Service	Therapy Team Manager is Miriam Catley

27. What if I have a concern or complaint?

We encourage parents to raise concerns early so that we can work together to resolve them.

Parents should usually speak first to:

The class teacher

If further support is required:

The SENDCo

If concerns remain:

The Headteacher

Formal complaints can be made through Griffin Primary School's Complaints Policy

Parents may also seek independent SEND information, advice and support.

28. Wandsworth SEND Local Offer

Wandsworth's SEND Local Offer provides information about education, health, social care, activities and support available for children and young people with SEND and their families.

Families can find information about:

- Early Years SEND;
- education;
- EHCPs;
- health and therapies;
- parent and carer support;
- leisure and activities;
- preparing for adulthood;
- short breaks;
- travel and transport;
- local SEND services.

Wandsworth SEND Local Offer: [Wandsworth SEND Local Offer](#)

Families can access the Local Offer through the Wandsworth Family Information Service website.

29. Independent advice for families

- [Wandsworth Information Advice and Support Service \(WIASS\)](#) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. You can email wiaass@wandsworth.gov.uk or telephone 020 8871 8065 (24 hour confidential answer machine or 020 8871 5237, term time only, Monday 10am to 1pm, Wednesday 1.30pm to 4.30pm or Friday 10am to 1pm).
- The SEND parent carers group works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit the <https://sites.google.com/sendpcwandsworth.org.uk/helpcentre> website
- More information about Wandsworth's SEND local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the [Wandsworth Local Offer](#) website. THRIVE Wandsworth's helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email thrivewandsworth@richmondandwandsworth.gov.uk
- If you are a Lambeth resident you can access the [Lambeth Local offer](#). The Lambeth Information and Advice support service ([LIASS](#)) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND.

Our commitment

At Griffin Primary School, our aim is not simply for children with SEND to be present in our school. We want them to belong, participate, communicate, learn and thrive.

We recognise that achieving this may look different for every child.

Through strong relationships with families, high-quality teaching, specialist provision, early intervention and partnership with external professionals, we aim to ensure that each child receives the support they need to make meaningful progress and be ready for their next stage of education.