

# GRIFFIN PRIMARY SCHOOL



Griffin SENDCo - Nicolle Atkin

Reviewed - September 2021

## Griffin Primary School

### SEND & Inclusion POLICY

#### 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 a common entitlement to a broad and balanced academic and social curriculum, which is made accessible to them, and that all students are fully included in all aspects of school life.

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 engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs or disabilities (SEND)
- those who are working at greater depth (GDS)
- those who are looked after by the local authority (LAC)
- others such as those who are sick; those who are young carers or those who are in families under stress
- any learners who are at risk of disaffection and exclusion

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.

We recognise that students learn at different rates and that there are many factors affecting achievement and progress, including ability, social and emotional wellbeing, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 students, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The development and monitoring of the school's work on Inclusion will be undertaken by the Leadership Group (LG), SENCO and the Trust.

### **Inclusion Principles**

- Staff at Griffin Primary School value all students equally
- Within the school, staff and students will be constantly involved in the best ways to support all student's needs within the school. There is flexibility in approach in order to find the best placement for each student.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support students identified with additional needs, where appropriate, will be part of this process.
- In half termly data capture meetings or data analysis with class teachers, LG and the SENCO, groups of learners including boys and girls, ethnicity, Pupil Premium students, SEND are identified, and data is analysed to ensure we are tracking patterns, trends and individual cohort needs in order to reflect and forward plan to ensure effective progress for all students.
- Where appropriate, links with partner special schools or settings are made so that students may be included into mainstream school on full or part-time basis. Liaison and planning between both schools will take place to ensure continuity and match to needs. Review meetings will take place to ensure that the most appropriate provision is being made for the student.

### **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, disapplication is very rare, 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, outdoor learning and Inside Out Fridays.
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 life 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 where they can receive additional 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, and 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. Our approach to inclusion is not one which identifies a problem with the student, but one which identifies 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 effectively across the school.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students receiving SEND support, some of whom may have an Education, Health and Care plan, known as an EHC plan.
- 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 for students with special educational needs.

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

1. The school has an assigned Senco 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, this will be agreed with the SENCO and Leadership Group via an identification process. 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 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.

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 usual additional 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 attend termly student progress meetings with staff, LG & Governors to evaluate progress made by students with SEND and monitor effectiveness of interventions.

6. The SENCO monitors planning for SEND and supports year group teams with curriculum planning, in collaboration with LG.

7. The SENCO, together with the Headteacher and LG, 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 LG, 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 LG 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**

At Griffin we liaise with specialist providers within the LA including the Primary student Referral Unit who are able to provide specialist support and exemplary practice. The SENCO works in liaison with the PRU and we access outreach support to help us make better provision for students with SEND. Other agencies that work within the school include; Wandsworth Educational Psychologists, Speech and Language therapists, Garratt Park Advisory Service.

The SENCO manages and provides specialist teaching for groups of students within the school through interventions and support in classrooms.

**Hillary Reyes** is a dedicated SEND Lead Teaching Assistant who works with students identified as needing SEND support, particularly in the Nurture Group and students who display social, emotional and mental health difficulties. (Monday, Tuesday)

**Angie Famiyeh** is a dedicated SEND advisory leader who works with students in the Nurture Group and students with communication and interaction needs.

## **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.

This year's waves of intervention 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 LG, 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

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

and 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**

### **Differentiated Curriculum Provision**

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.

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 longer term 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 LG. 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 judgment about whether or not the student's needs can continue to be met from the resources normally available to the school. This judgment 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 short-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 LG 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.

### **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 LG 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

### **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 will be made by the class teacher to meet all parents/carers whose students are being recorded as having additional needs. The SENCO will attend this meeting, if the school or the parent thinks this is appropriate.
- 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. All SEND support plans and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Regular curriculum workshops are offered for parents/carers to attend.
- 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.

#### **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. Where 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. The school is built on mostly one level, however 4 classrooms in Key Stage 2 are situated on the first 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.
- 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.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the students they are supporting, and will

encourage peer tutoring and collaborative learning.

- A creative and thematic approach to the curriculum is in place and is differentiated to include appropriate learning outcomes for all students.
- 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.

### **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.
- When there are two nursery and two reception classes; students are allocated to each class by age and gender to ensure that there is parity between both classes. Students identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- There are 39 full time equivalent places. 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 also have daily SMSC and PATHS throughout the school.
- 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 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. Members of staff from across the school also attend and disseminate training in extending our GDS students in reading, writing and maths.

Our leaders work with staff to develop their understanding of ways to challenge those students working at greater depth and to provide opportunities for all students to work at greater depth where appropriate, for example by using brainteasers in Maths.

### **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 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. All targets aim towards increasing the number of students, including those with additional needs, who achieve either EXP at the appropriate Key Stage, and become more ambitious from year to year.

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 Executive Head) in writing or any other accessible format in line with the School's Complaint Policy. This is available on request from the school office.

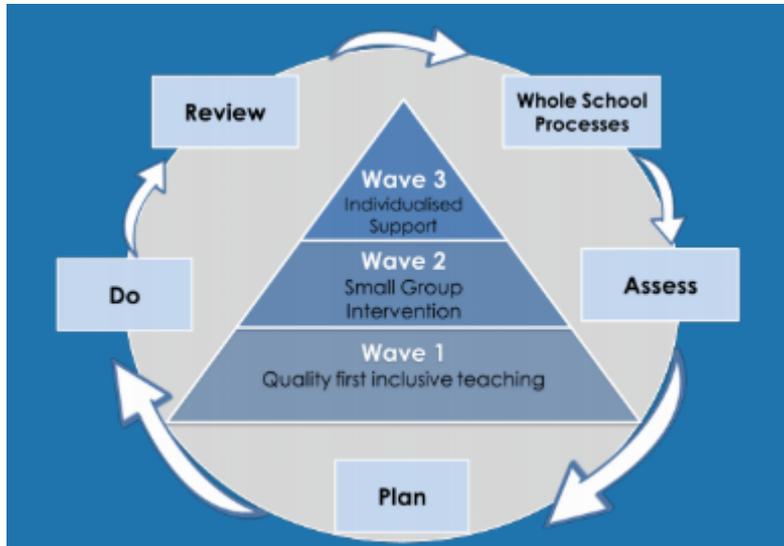
The information in this policy is taken from:

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 ODJ 0845  
 60 222 60

**Appendix 1: Waves of Intervention for SEND at Griffin Primary School**



| Broad area of need            | Wave 1   | Wave 2   | Wave 3  |
|-------------------------------|--|--|---|
| Communication and Interaction | Visual communication resources e.g. visual timetables, visual checklists, pictures, Communicate 2 Print, Visual resources e.g. numicon, sound mats, word walls, vocabulary mats, EYFS/ Yr 1 ELKLAN approach to communication and language, talking for learning opportunities, mixed ability groupings, Makaton<br>EYFS/ KS1 colourful semantics | Little Listeners (EYFS/ KS1)<br>Explore and talk (EYFS)<br>Bucket time<br>Blank level question interventions - targeted groups<br>Colourful Semantics groups<br>KS1 language group | Speech and language therapists (Wandsworth/ Lambeth)<br>Garratt Park Advisory Service (students diagnosed with ASD)<br>Early Years Advisory Team (under 5s) |
| Cognition and learning        | Work planned appropriate for their   | Phonics/ writing/ maths groups - planned by  | Educational Psychologist: working   |

|                                     |   |   |   |
|-------------------------------------|---|---|---|
|                                     | ability, mixed ability groups, concrete and visual resources e.g. numicon, cubes, sound mats, word walls, vocabulary mats, numberlines, videos, photos as evidence, VAK approach to learning, dyslexia/ dyscalculia classroom | class teacher<br>1:1 support or small group focus groups<br>Maths and English groups - pre-teaching, same day interventions<br>Working memory games<br>Precision teaching<br>Nessy<br>Paired reading  | with parents, teachers and students<br>Garratt Park Advisory Service: ASD specialists<br>1:1 Individualised plan of support<br>Education, Health and Care plan<br>Moderate Learning Difficulty Outreach Service (MLD)           |
| Social, emotional and mental health | PATHS, SMSC, Zones of regulation, Whole school traffic light system, emotion cards, safe spaces, emotion diaries, worry boxes, own work stations (where appropriate)  | Nurture Group, Social groups run by Hillary (Lead SEMH TA)<br>1:1 social group work led by TA<br>Talkabout groups: Self esteem, Social communication, Friendship, Zones of regulation targeted groups | Educational Psychologist: working with parents, teachers and students<br>Social Services/THRIVE for parents<br>Garratt Park Advisory Service: ASD specialists<br>CAMHS<br>CAHM's trailbalzer<br>Education, Health and Care plan |
| Physical/ sensory                   | Visuals, specialist resources recommended by outside agencies e.g. air cushions, writing slants, fidget toys, pencil grips, walker, hearing aids, sensory experiences/ play   | Fine motor skills groups (Lambeth OT programme)<br>Gross motor skills groups (Lambeth OT programme)<br>1:1 support for specific needs<br>Lunchtime and playtime support<br>Sensory room               | Occupational Therapy<br>Visual/ hearing impairment support<br>Garratt Park Advisory service (ASD)<br><br>Education Health and Care plan   |

Go to [Provision maps 2021-22](#) for a comprehensive list for each broad area of need, including English and Maths.