



GRAVENEY SCHOOL

SEND POLICY 2026-27

To be read in conjunction with;

- Equalities policy
- Accessibility Plan
- Exams Policy
- Exams Access Policy

SEND POLICY	
DATE REVIEWED	May 2026
Next review	May 2027
AUTHOR	SRC/NKA

Special Educational Needs & Disability Policy

Policy Intent:

The aim of the SEND Policy at Graveney School is to set out the ethos of an inclusive school, and SEND Department, that puts students with SEND at its very centre. We strive to meet all statutory responsibilities outlined in the SEND Code of Practice and other related legislation. We are currently reviewing the proposals contained in the government's White Paper 'Every Child Achieving and Thriving' and the linked SEND consultation. We welcome the focus on a single inclusive education system which is a principle that has underpinned provision at Graveney for many years. As the White Paper progresses through the parliamentary processes, new arrangements for working with children with SEND will be required of all schools and our policy framework and organisational practices will need further review in the light of the new guidance that will emerge. Whilst awaiting that guidance, this document will continue to provide the framework for our SEND provision.

This policy is a key document to support inclusive practice in the school allowing our students to achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy is updated on a yearly basis and is available on the school's website. This policy outlines how we will ensure that;

- provision for students with SEND remains an integral part of the whole school provision.
- we meet the needs of every student with Special Educational Needs in this school, identifying the needs of students early on after their transition to Secondary school, in order to support academic progress in a safe and positive learning environment.
- students with SEND can engage successfully in all school activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have access to the curriculum and wider school learning environment.
- we work in close partnership with parents/carers, neighbouring local authorities and other key agencies so that the needs and strengths of each student with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing all provision. This school believes that parents have a vital role in supporting their child's education and working in partnership with the school.
- there is a high level of staff expertise to meet students' needs through universal and targeted training and continued professional development. This ensures that staff understand that students with SEND (in addition to their learning needs) may experience difficulties with social interaction, empathy with others, or understanding the consequence of their actions. Teachers should be able to respond to and identify all areas of vulnerability in SEND students.
- we allow opportunities to develop self confidence and self-esteem and promote independence and resilience in students with SEND so that they are well prepared for the transition to adulthood.
- we provide every student with a broad balanced curriculum.
- we provide a safe positive and supportive learning environment.

Policy implementation:

- We maintain close links with Primary Schools, especially with regards transition to Secondary School.
- The SENDCo (Special Educational Needs and Disabilities Co-ordinator) attends Y6 transition meeting for parents with children with Educational Health Care Plans (EHCP).
- We use Primary/Secondary transfer procedures to establish as much detail as possible about the needs and abilities of students receiving SEND Support.
- The above information is used, in combination with, assessment data from the Wandsworth Test and primary schools predicted SATs results to decide which classes students with SEND should be placed in.
- We identify SEND needs in students in Y7 and when any additional concerns arise at any stage, staff alert the SENDCo via the school's SEND referral procedure.
- We ensure that procedures are in place to make all relevant teachers aware of all SEND students entering the school. When additional or subsequent needs arise, the HOY Head of Key Stage and relevant teaching staff are made aware.
- We advise on appropriate resources to be used both within and outside Graveney.
- We use the results of internal examinations and assessments to identify students who are not making the expected rate of progress.
- We encourage students with SEND to be as fully integrated as possible into School life.
- We access a range of external agencies in supporting students with SEND.

Admission Arrangements:

- The school's admission arrangements are set out in the school prospectus. The school will exercise its equalities duties diligently to ensure that students with SEND are not disadvantaged. The Code of Practice requires a school to admit all students who have an EHCP where it has been requested by the Local Authority to do so. The LA must comply with parental requests to name a school in an EHCP unless:
 - *It would be unsuitable for the age, ability, aptitude or SEND of the student*
- Or
- *The attendance of, or the inclusion of the student would be incompatible with the efficient education of others at the school or the efficient use of resources.*
- The LA will work closely with the school so that any decisions on placement for a student with a Statement or EHCP reflect the individual circumstances of each student and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Wandsworth Special Schools. The SENDCo in collaboration with parents/carers, the Local Authority and other key agencies will ensure appropriate provision is in place to support students with SEND entering the school.

Identifying Special Educational Needs

The school uses the definition of SEND and disability as set out in the SEND Code of Practice

2015. We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight students who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

Review of skills and attainment when students join the school, taking into account,

- information from any previous settings or agencies as appropriate

- Regular tracking of all students to monitor rates of progress and attainment
- Concerns raised directly by parents/carers, teaching staff or other agencies
- As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a student may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances and economic disadvantage
- Gaps in learning
- Health (including mental health) concerns

The school acknowledges that consideration of these factors will be particularly important when a student is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a student requires additional SEND support the SENDCo and other relevant staff will review current arrangements to meet the student's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. They will adopt the Assess, Plan, Do, Review model outlined below. The class/form teacher will liaise regularly with the student's parents/carers, the student, other key staff and their Head of Year and SENDCo during this process. Careful records will be kept to document the support offered and the impact of it.

Meeting the needs of students with SEND.

When it is evident that a student will require higher levels and more tailored support than is available from quality first teaching we will offer **SEND Support** (and their SEND status will be updated on Arbor). This will become apparent if the support offered through the class/form teacher's Assess, Plan, Do, Review cycle(s) has not addressed the issue or if a more serious issue arises. The Head of Year will be responsible for the completion of a SEND Referral form that will gather information from all of the student's subject teachers and be submitted to the SENDCo.

If a student is referred through our internal processes for an assessment, we will contact parents/carers and work with them should this then lead to a need for provision beyond quality first teaching.

The Graduated Response.

ASSESS:

All year 7 pupils are screened for gaps in their phonics knowledge (Little Wandle phonics screening) with further diagnostic testing to identify students who are withdrawn from lessons for 3 intervention sessions a week. We also use Star Reader to assess the reading age of all y7 students and Reading Plus to benchmark Endeavour students.

Once identified as requiring additional SEND support a more detailed assessment of the student's needs will be carried out. This may include discussions with parents/carers and, when appropriate, the student. It may draw on assessments and reports from external agencies involved with the student. SEND staff may also carry out more diagnostic

assessments of needs in key areas of difficulties.

Each student's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual student will overlap across one or more of these areas of need or that needs may change over time. This comprehensive assessment will give a detailed picture of each student's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a student plan to show the support that will be offered. The plan will:

- Be SMART and outcome focused, with the desired benefit or difference from any intervention clearly described. This will also support the evaluation of any impact of any provision.
- Have strategy documents attached which include personal targets for all students with EHC Plans.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. This will include successful strategies already in place being shared widely across the staff team.
- Include, where appropriate, liaison between key workers and families.
- Give details of the role and input of external agencies when they are involved with a student.
- Be recorded on pen portraits
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

DO:

Class/subject teachers, with the support of Learning Support staff and SENDCo, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

- There is a key worker who is a member of the SEND department for each student with an EHC Plan. The key worker has responsibility for coordinating provision for these students, in liaison with the SENDCo other staff and external agencies. The key worker will have a strong knowledge of the student and how to support their needs.
- Some students are placed in the Endeavour Class which has a higher teacher to student ratio. In addition, this class benefits from some double staffing and additional support.
- Other students with EHC Plans have needs which are best met in other classes and receive some support in class and weekly contact with their key worker.

- Students at SEND support receive a variety of provision. This includes targeted support in class and short courses aimed at improving spelling, reading, handwriting, revision and study skills and literacy as well as group work to improve social skills and behaviour set up via some of the external agencies working with the school.
- This focus on supporting students to achieve highly continues in this manner through Years 8 and 9. At Key Stage 4, those students for whom the full range of GCSEs is not appropriate have personalised timetables. This allows for extra Maths and English support to be given. Students have access to learning support. They also have access to a school-based Careers officer to help plan for smooth transition into post-16 education and adulthood.
- Some students require particular exam access arrangements for example extra time, quiet space, use of word processor or reader/scribe. This provision is reassessed in Y9 in line with the regulations for public exams where detailed and objective assessment is completed by the school's specialist assessor. See also the Exam Access Policy.

IMPACT

Student progress is reviewed and evaluated through tracking, and this allows us to gauge the effectiveness of support so that we can plan for future support on an individualised basis.

Students with SEND are expected to make progress against curriculum levels, gain GCSE results and go on to study either A' levels, BTEC courses or level 2 qualifications beyond the age of sixteen in education or the workplace. In addition, students with SEND are encouraged to make a positive contribution to the wider life of the school and often achieve significant success. The Department reports on developments to the Governors' Curriculum Committee which has a responsibility for monitoring the progress and provision for students with SEND. The SEND department works with all staff in the school to train and share good practice and ensure it is implemented throughout the school.

At EHCP Annual Reviews, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Students' response to the support and view of their progress where this is applicable
- Views of parents/carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents/carers, the SENDCo will make a referral to specialist agencies.

A full list of external agencies the school uses to support the progress and welfare of students can be found on page 8 of this Policy.

All staff can access:

- The Graveney school SEND policy.
- The SEND register.
- The exams access database
- Information on individual student's special educational needs and strategies on SIMs.
- Practical advice, teaching strategies and possible interventions for a wide range of special educational needs and disabilities.
- SEND INSED both whole school and in smaller sessions
- Up to date legislation for SEND.

- Department SEND representative attend regular meetings where advice on meeting the needs of particular groups of students or individuals is available and good practice is shared. Such meetings include a review of student wellbeing in the context of the indicators of vulnerability which can be found in the Child Protection procedures.
- The SENDCo who works closely with the Heads of the English and Maths departments to plan provision for students who are making slower than average progress.
- Information about the learning support teachers working with subject specialists to plan and deliver small group or in-class support and interventions.

Removal from the SEND list:

If a student makes good progress and achieves the outcomes set they may no longer require additional SEND support and their name will be removed from the register. Progress will continue to be monitored regularly as part of the ongoing tracking for all students.

In exceptional circumstances where all the above provision has been put in place a student with an EHCP who cannot access the broad and balanced curriculum on offer at Graveney School, an Emergency Interim Review will be arranged with a representative from the student's own Local Authority and strategies will be discussed. Once strategies have been implemented and in the event that there is still no progress made, it may be decided that this represents a 'placement breakdown' and the local authority will seek to find a more suitable educational setting for the child.

Education Health and Care Plans:

The additional needs of most of the students with SEND at Graveney School will be met by interventions and resources from the school.

In a few cases the students with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents/carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

Full details of the process for requesting an EHC Plan can be found on the Wandsworth SEND offer (Family Information Service) website. Or if you would prefer you can call the SENDCo at Graveney School who can guide you on the EHCP process.

The EHC Plan will be reviewed annually (and the associated strategies will be reviewed termly). Any additional support offered will be reviewed and modified termly, taking into account the views and contributions of parents/carers, the student and any external agencies.

Meeting the needs of students with medical conditions

The school adheres to the standards set out in the Department for Education's 'Supporting students at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, dated December 2015.

Where a student with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Staff who have responsibility to support a student with

medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about fulfilling their duties.

Roles and Responsibilities

Information on roles and responsibilities within the SEND Department, and the wider Inclusion Team can be found in the Graveney School Information Report on the School's website.

The SENDCo

The SENDCo has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of the School's Higher Level Teaching Assistants, Teaching Assistants and SEND teacher. The SENDCo provides guidance and support to staff in relation to meeting the needs of students with SEND. The SENDCo has a key role in developing positive partnerships with parents/carers and other external agencies in order to fully address the needs and support progress for students with SEND. The SENDCo will also take a key role in supporting the transition of students with SEND to different settings.

The Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND. The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that students with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside students with no SEND. The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents/carers and students are fully considered.

The lead governor for SEND at Graveney School is Ms Sally Hyder.

The lead governor will meet regularly with the SENDCO to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

Working with external agencies.

- The SEND Department works with a range of external professionals who provide advice, assessment information, training and resources. We have a designated Educational Psychologist and also currently buy in to the top-up programme so that we can access additional advice and support. The EP may work with individuals, small group of students, their parents and teachers. Advice and training may be given to school staff. An EP will contribute to the EHCP process where necessary including assessing individual students and/or completing diagnoses on learning needs.
- The Wandsworth Hearing Impairment and Visual Impairment services regularly come into the school to monitor and advise on relevant students to ensure that they are fully accessing the curriculum.

- The Wandsworth Autism Advisory Service offers support to families and young people and advice for the department. We also facilitate 1:1 sessions for some students.
- St Georges Speech and Language Therapy Service offer direct work with individual students or groups of students, who have speech, language and communication difficulties - including a Social Skills groups. They also provide training for staff.
- The ADHD Specialist Service based at St Georges Hospital, works in liaison with us to advise and support students with ADHD/ADD.
- We work closely with CAMHs (Child and Adolescent Mental Health Service) to ensure students are diagnosed, assessed and supported with their diagnoses.
- We also work closely with hospitals and other specialist services to ensure students with physical difficulties have as fuller access to the curriculum as possible.
- Wandsworth and neighbouring borough's Social Services, School Nurse and Educational Welfare services are also agencies we regularly liaise with and we work closely with the school's own Education Welfare Officer.
- Further details on any of the above services are available on request.

Complaints

In the first instance, if a parent or carer has any concerns or complaints regarding the welfare of their child, an appointment can be made with the SENDCo and/or the Head of Inclusion, who has responsibility for SEND and inclusion matters. Parents can also be assigned to Wandsworth Information and Advice Service (WIAS) for impartial advice. If the complaint cannot be resolved through this informal route, it will be escalated using the school's policy on dealing with complaints (Your suggestions and Complaints) which can be found on the school website.

Monitoring and review

This implementation of this policy will also be specifically monitored by The Governors' Curriculum Committees

The policy itself will be reviewed by the SENDCo, Senior Leadership Team and the Governors' Curriculum Committee.

Glossary:

SENDCo	Is the person at a school who oversees making sure that students who have special educational needs or disabilities get the support they need. All maintained mainstream schools have to have a SENDCo
Key Worker	Is a member of staff allocated as a point of contact for students with an EHCP. They meet with the student regularly and liaise with families, staff and external agencies where necessary.
EHCP	Education, Health and Care Plan; a legal document which describes the needs a child or young person has and the help that they will be given to meet them.
IHC	Individual Health Care plan

Intervention	Support or an activity which is put in place as part of the graduated approach. It could take place inside or outside of the classroom.
SALT	Speech and Language therapist
EP	Educational psychologist
ADHD/ADD	Attention deficit hyperactivity disorder/Attention Deficit Disorder