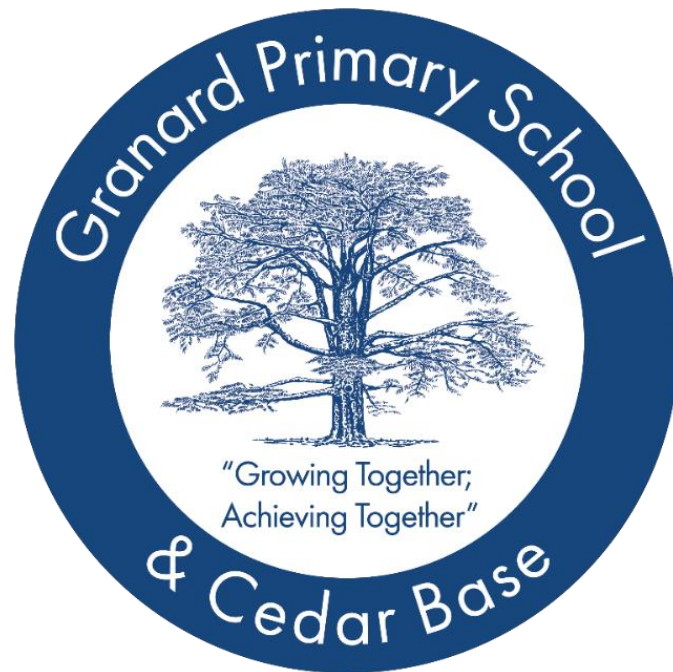


Granard Primary School



Special Educational Needs and Disability (SEND) Policy

March 2026
Review Due: March 2027

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1. Introduction

Granard is a mainstream multi-cultural inclusive school in the heart of an estate in Roehampton; we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (CoP).

Granard Primary School and Cedar Base has three named SENCOs: Monika Zielinska-Pietruszka, Ros Pointer and Lisa O'Reilly. Jennifer Asah is our named Governor responsible for SEND. Together they ensure that the Special Education Needs and Disability Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015) (CoP), the Local Authority and other policies current within the school. Please see Appendix 1 for details of our SEND Team.

This policy should also be read in conjunction with the ASD policy, which further supports those children who attend our Cedar Base.

2. What are Special Educational Needs?

According to the Code, a child has Special Educational Needs/Disability (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them due to:

- a significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The definition of disability in the Equality Act states children with a physical or mental impairment that has a 'substantial' and 'long term' (more than 12 months) negative effect on their ability to do normal daily activities, and this includes children with asthma, diabetes, epilepsy and cancer. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

There are four broad areas of need:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties
Sensory and/or Physical Needs

3. Aims and Objectives

Our Special Educational Needs and Disability (SEND) policy aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.
- All school staff have a responsibility for pupils with SEND in their class. They deliver ‘high-quality teaching’ through creating an inclusive classroom, with adaptation and personalisation to meet need.
- Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP).
- Adults in school show a positive and sensitive attitude towards all pupils; while support is deployed to meet individual needs, the skills to develop independence are also fostered.
- All staff are encouraged to attend and engage in training that helps them to acquire the skills and expertise to identify children’s individual needs and the adaptations and/or adjustments that may be required to ensure all pupils can access their learning.
- At Granard we endeavour to actively remove any barriers to learning that children with SEND may experience or encounter. If barriers cannot be removed, efforts will be made to provide reasonable adjustments and adaptations, allowing the child to have equal access to learning

This policy was developed in conjunction with the following legislation:

- **SEND Code of Practice 2014**
- **The Equality Act 2010**
- **Children and Families Act 2014**

This policy works in conjunction with our SEN Information Report (on school website).

4. Our approach to SEND support

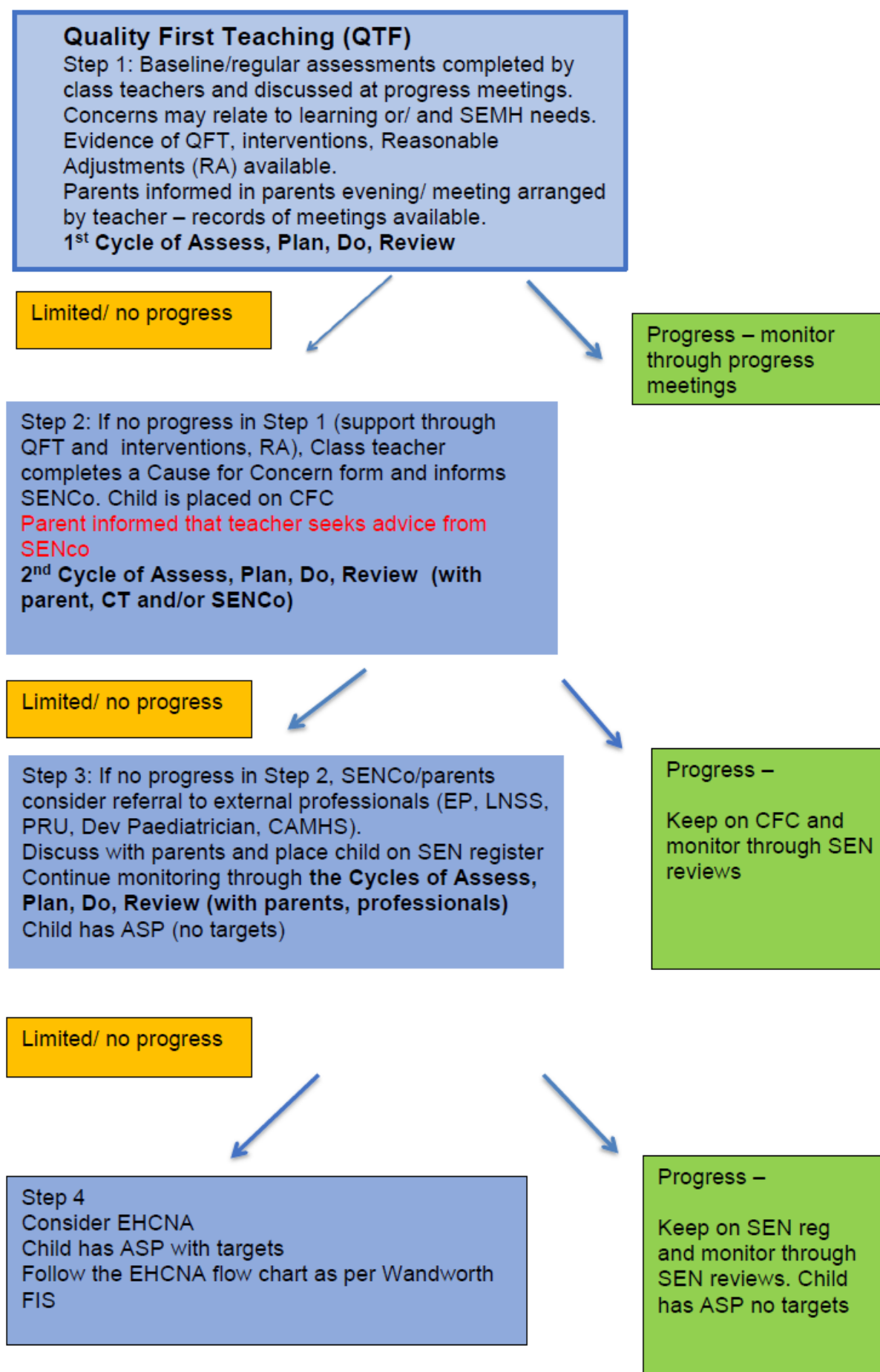
Identification

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to enable children to fulfil their potential.

Needs may be identified through the following:

- Whole school tracking data
- Teacher assessments and tests
- Concerns raised by class teaching staff
- Concerns raised by parents
- Concerns raised by child
- Information received from pre-school settings and from previous schools if pupils transfer
- Information received from other services (e.g. health care)

Additional support process KS1 and KS2



Provision

Universal Provision:

- High quality learning underpinned through the provision of high-quality teaching; both formal and informal.
- Formal teaching and learning that is differentiated and adapted to enable and meet the needs of the vast majority of children to make good or better progress, including those with and without SEND.
- On-going and timely assessments which inform any further provision needed.

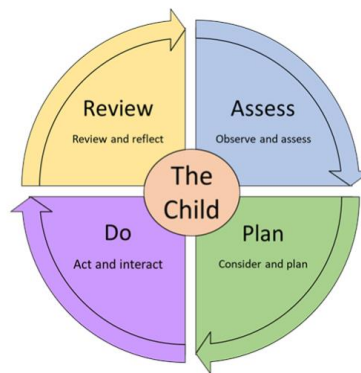
Targeted Provision:

- Additional to or different from universal
- Provided to learners with SEN support needs and who may have an IPM in place.
- Provision where progress is monitored by the Assessment Lead, SENCo, class teacher and the adult leading the intervention. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support.

Specialist provision:

- Specific targeted provision for individuals.
- These children may have more complex or profound level of need that requires the support from external professionals. We will then incorporate appropriate advice and recommendations into any plans for the child.

We follow the 'Assess, Plan, Do, Review' cycle to ensure children's progress is continually monitored and strategies/interventions and plans are adapted accordingly.



Evaluating the Impact of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and children throughout the year using different systems such as:

- Termly SEN reviews
- Recording feedback from parents and agencies in review meetings
- Pupil voice
- Termly progress/tracking meetings
- Ongoing school assessments
- Pupil passports
- Liaison with external agencies, such as Occupational Therapists and Speech and Language Therapists

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

5. Role of SENCO

The SENCo is responsible for:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for and managing the support for the children with SEND.
- Supporting and advising colleagues.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Liaising with external agencies and other support agencies.
- Monitoring and evaluating the special educational needs provision including the Additional Support Plans (ASPs) and reporting to the governing body.
- Sharing good practice and expertise amongst other staff and contributing to their professional development.
- Working in partnership with our base.
- Ensuring that the SENCo is up to date with legislations and continuing their professional development.

6. Education Health Care Plan (EHCP)

For a child who is not making satisfactory progress, despite a period of SEN support and in agreement with the parents/carers and external agencies, the school may request the Local Authority to make a statutory assessment – Education Health Care Needs Assessment (EHCNA) – in order to determine whether an Education Health Care Plan (EHCP) is needed. Parents can also request an EHC needs assessment.

If the Local Authority agrees to conduct an EHC needs assessment it will include the parents in the assessment from the start and make them aware of opportunities to offer views and information. If it decides not to conduct an assessment it will give parents the right to appeal that decision.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

When the Local Authority does issue an EHC plan, it will notify the child's parents and give the reasons for its decision and the final plan will be issued. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. EHCPs are forward looking documents that outline the provision required to meet assessed needs to support the child.

7. Working in Partnership with Parents

- At Granard, we recognise that parents know their children best. Parents are always welcomed and their views are respected.
- The parents of all children at Granard are invited to consultations three times a year with their class teachers and receive an annual report once a year.
- Parents of children identified as having SEND will have an allocated time alongside a parents' evening to further support and progress.
- In addition, we hold parent workshops, coffee mornings and parent support workshops to share information, strategies and advice with parents. We strongly encourage attendance to empower parents to effectively support their children at home.
- Parents are welcome to make an appointment to meet with the class teacher and SENCos at any time.
- We value the input that parents bring to both the school and more specifically to the SEN meetings. We promote a positive home school partnership where parents, teachers and pupils see themselves as part of a virtuous circle supporting the child. We recognise the importance of consistency between home and at school to facilitate positive outcomes for children.

8. Pupils' voice

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible. There are various ways for this information to be obtained, such as verbally or through the use of visuals.

9. Links to Support Services

More information about the Local Offer of Services for children and young people with SEND in Wandsworth can be found on the Family Information website at www.wandsworth.gov.uk/localoffer and via our school website at <https://www.granardprimary.co.uk/sen/>.

Reviewed: March 2026

Review Due: March 2027

Approved by: Governor:

Name: Date:

Headteacher:

Name: Date:

SEND and Family Support Staff Meet the Team



Mrs M Zielinska-Pietruszka
SENCO



Mrs L O'Reilly
SENCO and
Cedar Base Lead



Miss R Pointer
SENCO



Miss C Partridge
Family Liaison Officer



Mrs A Ovakimian
LSU and Base Teacher



Mr A Innes
LSU Lead

Outside Agencies

The following educational, medical and social support services are currently available to the school:

Educational Psychologist: The school has an attached Educational Psychologist, who acts on behalf of the London Borough of Wandsworth to assess children and offer advice.

Wandsworth Sensory Support Service: visits school and offers advice to teachers. The children with sensory needs are assessed and recommendations are given to the teachers for the benefit of the children.

Behaviour and Learning Support Service: support referred children who have a learning difficulty which can impact on their behaviour (and vice versa). They offer support in their school base twice a week, or a peripatetic service for the younger children.

Speech and Language Therapy Service: an identified Speech and Language Therapist works either termly or half-termly with children who have been identified and assessed as having speech and language difficulties.

Occupational Therapy: referrals can be made following concerns for children with continuing motor skills/co-ordination difficulties. The children can be seen either at Queen Mary's Hospital or at school.

Voluntary Reading Helpers: volunteer readers work in different classes and hear three children read twice a week.

Education Welfare Service: we work closely with the Education Welfare Officer to monitor attendance and punctuality of the children.

CAMHs (Child and Adolescent Mental Health Services): children are referred following concerns over emotional and behavioural development.

Community Development Paediatrician: referrals are made when the school/parents continue to be concerned regarding a child's development.

School Nurse: liaises with school regularly to discuss cases.

Children's Special Services: working with referred families who require extra support when there are concerns over the child/children's welfare.