PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Junior School Learning Enrichment SEND Policy

Putney High School Policy

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Junior School Learning Enrichment SEND Policy

Statement of Values

An inclusive learning community where barriers to learning are removed not only enables girls with special needs and disabilities to reach their full potential, achieve their personal best, make progress, feel valued and enjoy school, but also fosters a sense of inclusion, benefiting all girls and preparing them to become compassionate leaders in their future careers. Consciousness of others' strengths and limitations, as well as sharing responsibility for removing barriers to participation, prepares girls for the role of empathetic leaders.

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Putney High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- Putney High School Access Arrangements Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Putney High School's Admissions Policies
- GDST Exclusion Policy
- Putney High School Safeguarding and Child Protection Policy
- Putney High School Behaviour Policy
- Putney High School Anti-Bullying Policy
- Senior School Learning Enrichment SEND Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required (i.e. in the case of pupils with statements/EHC Plans), the school will have due regard to the Code.

The policy will be reviewed every year by the Head of Learning Enrichment and Head, informed by consultation with other staff, parents and pupils.

Aims and Objectives

The aims of this policy are that:

- The school will accept and value each individual and their differences, and will ensure it is accessible and no pupil will be discriminated against
- Children and young people with SEND/ALN will engage in school activities alongside pupils who do not have SEND/ALN
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensuring all pupils with SEND/ALN can access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving pupils actively in the decision-making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual pupils

Implementation

1. Roles and Responsibilities

The Role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The Role of the Head of Learning Enrichment

The Head of Learning Enrichment is responsible for the day to day implementation of the SEND policy, and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing the budget and other resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Advising and supporting class and subject teachers, including working collaboratively with class teachers to plan, implement and review individual learning support plans (ILSPs) for children who require them.
- Tracking and monitoring pupil progress;
- Advising and supporting non-specialist staff, and contributing to INSET;
- Working with parents;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head and JSLT to advise on policy development and relevant aspects of whole school planning.

The Role of Subject Coordinators

Subject leaders are expected to oversee, and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND/ALN and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND/ALN

- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/ALN in their subject area

The Role of other Teaching and Support Staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/ALN
- Being aware of which pupils in the school have SEND/ALN
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them as practitioners responsible and accountable for the progress and development of the pupils in their class, planning for and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review
- Working with the Head of Learning Enrichment to plan, deliver and review ILSPs for individual pupils as required.
- Assessing and monitoring the progress of pupils with SEND/ALN and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the Head of Learning Enrichment about support and progress

Communication and Coordination

The school will inform parents about upcoming Learning Enrichment events and support available. The Head of Learning Enrichment is available to meet parents during Progress Review evenings to discuss support for their child. Meetings can also be arranged when there is a concern about progress of a pupil with SEND, teachers or parents are concerned that a pupil may have a SEND that has not been previously diagnosed or there is a concern with regards to progress and/or attainment even in the absence of a SEND or suspected SEND. Parents are encouraged to contact the Head of Learning Enrichment with any queries or suggestions.

2. Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion, or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy can be found on the school's website.

Admissions Arrangements

Putney High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the Head of Learning Enrichment at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

The school may charge for certain forms of additional provision for pupils with SEN. Further information on charges can be obtained from the school on request.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Pupils with an EHC Plan/statement

The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan. The suitability of the placement will be reviewed at least annually through the Annual Review procedure. A request for a change of placement will be made to the LA if it is substantiated that the school can no longer meet the pupil's needs.

3. Identification and Assessment

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Putney High School is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Additional Learning Needs (ALN) is the designation used by the school for pupils who do not have SEN as defined by the act but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN/ALN either throughout or at any time during their school career and may have SEN/ALN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

The Four Areas of Need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi--sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Routes to identification and assessment

Identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The Junior School uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents, any previous school, and use of the admission questionnaire.
- Teacher observations in the course of teaching and regular classroom assessments in literacy and numeracy skills [unit tests];
- Baseline assessment results, PIPS;
- EYFS profiles, ePIPS, CDS Assessments Package (includes CAT4), Quest tests and GL Progress tests. Formal assessment and tracking;
- Information provided by any previous school, including Nursery School;
- Entrance Assessment to the school;
- Concerns raised directly with the Head of Learning Enrichment;
- (additional screening tests may be carried out with an individual, including Dyscalculia screening tests and the Dyslexia Portfolio Test);
- Independent work produced by the pupil;
- Classroom observations;
- Observations of behavioural, emotional and social development;

- Information from parents;
- Information from a recognised professional.
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the class or subject teacher will work with the Head of Learning Enrichment to assess the pupil.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the Head of Learning Enrichment if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties and involve pastoral staff and the Head of Learning Enrichment as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support

  Where a pupil is identified as having SEN/ALN, parents will be notified.

Assessment

Class teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress, given their age and individual circumstances, the first response is to differentiate learning in order to support any specific area of weakness. Where progress continues to be less than expected, the class teacher will work with the Head of Learning Enrichment to assess the pupil's possible learning need. Specific support will be discussed, and parents will be informed. Individual exploratory assessments may be discussed with parents and parental permission will be sought for their child to be seen by the Head of Learning Enrichment.

The Junior School recognises that parents and pupils have a unique perspective on their learning. Class teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the differentiated approach, moving to further involvement with the Head of Learning Enrichment if difficulties persist.

It is possible that Emotional, Social and Mental Health Difficulties are identified and addressed through the school's pastoral system - class teachers, deputy head pastoral, school nurse and school counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties and involve pastoral staff and the Head of

Learning Enrichment as appropriate. Where difficulties persist, the school will consider whether the pupil might have SEND and/or requires additional support.

The Head of Learning Enrichment may recommend that some pupils causing concern be referred for an assessment by an external professional such as an Educational Psychologist, an Occupational Therapist, a Speech and Language Therapist or a Paediatrician/Clinical Neurologist. Parents arrange and meet the cost of private assessments. Class/subject teachers and the Head of Learning Enrichment will support this process by completing any requested paperwork and liaising with all external professionals. It is expected that parents will discuss any referrals with the Head of Learning Enrichment before starting any assessment procedures. The school is able to make referrals to NHS services with the consent of parents.

4. Provision

Putney High Junior School works on the principle that adaptive, high quality teaching is an expectation for all pupils, including those with SEND and ALN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The school makes provision for support through:

- A safe and stimulating learning environment;
- Integration into the full range of school life and activities, making reasonable adjustments where possible;
- Facilities, fixtures and fittings, resources and equipment that improve access for disabled pupils or those with SEND;
- The school provides staff training to ensure teachers and support staff have the knowledge and skills to provide for their pupils with SEND and ALN and the Head of Learning Enrichment is regularly available to provide advice and training;
- The Head of Learning Enrichment works closely with all staff to ensure they are aware of those pupils who are on the SEND or ALN register(s) and that they keep abreast of any changes about these pupils' needs;
- Registers for SEND pupils and for ALN pupils are available within the Junior Staff Shared Area of the school network and are updated at least termly, sooner if new information is identified.
- Teachers are required to consider appropriate differentiation strategies that take account of these pupils' needs so that they can achieve and make progress. This is the first step in taking a graduated response to pupils who have or may have SEND. The approach consists of a four-part cycle of assessing pupils' needs, planning appropriate

differentiation, putting this into practice and reviewing the outcomes. (Assess, Plan, Do, Review)

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- The Head of Learning Enrichment works with teachers to ensure appropriate strategies are in place. Summary descriptions of an individual's Special Need are recorded on the SEND and ALN Registers and updated regularly, recognising that pupils' needs change over time. Specific strategies for support are recorded on the Learning Support Register and, in some cases, within an ILSP and/or an individual Pupil Passport;
- The Head of Learning Enrichment evaluates the support offered by teachers in the classroom through classroom observations, feedback from girls and parents, as well as pupils' progress data. Further advice will be given by the Head of Learning Enrichment where necessary;
- All interventions have a baseline assessment, clear targets and a review date. They are clear in their purpose to meet a specific need and support an individual pupil's progress;
- For some pupils it is appropriate for them to touch type some of their work, as opposed to handwriting and the school is supportive of them doing so. The option to touch type can only be granted by the Head of Learning Enrichment and is usually upon the recommendation of an external therapist such as an Educational Psychologist or Occupational Therapist. Agreement from parents is sought and the pupil is required to learn to touch type. The Head of Learning Enrichment maintains a list of situations which can be used as evidence to support a pupil being given permission to touch type;
- Some individual support for pupils with SEND and ALN is available in school from the Head of Learning Enrichment or other members of the Learning Enrichment department team, within the constraints of available resources. Individual support is evaluated on a case-by-case basis and whether to be in the best interests of each pupil
- There is no additional charge for SEND support or in-house screening;
- A decision may be taken with the teacher, Head of Learning Enrichment and in consultation with parents to request support from external services. This could be triggered because despite receiving additional support, insufficient progress with that difficulty has been made. External specialists may provide additional specialist assessment to measure a pupil`s progress and offer advice on new and appropriate targets for the pupil`s learning and accompanying strategies for teaching approaches and resources. The delivery of the new reasonable adjustments continues to be the

responsibility of the class teacher and specialist teachers in the Junior School in collaboration with the Head of Learning Enrichment.

- The Head of Learning Enrichment fosters effective relationships with support services and external professionals and/or agencies.

Provision for pupils with EHC Plans/Statements

Provision for pupils with EHC Plans/Statements will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

Record keeping

The Head of Learning Enrichment maintains registers of pupils identified as having SEND and ALN. In addition, the Learning Support Register is also used to maintain a list of pupils who may be causing concern. These registers are regularly updated and are available to staff on the school network.

The Learning Support Register contains details of individual pupil's areas of strength and difficulties and strategies that are additional to, or different from, those provided as part of the normal differentiated classroom curriculum to support a pupil's needs. In collaboration with class teachers, it is the responsibility of the Head of Learning Enrichment to maintain the Learning Support Register and to disseminate information to teachers. Pupil who require more individualised support will have an Individual Learning Support Plan (ILSP). These will be written in collaboration with class/subject teachers, pupils, parents and the Head of Learning Enrichment. It is the responsibility of class teachers and the Head of Learning Enrichment to maintain individual plans. It is the responsibility of the Head of Learning Enrichment to ensure that these are shared with parents and all relevant staff.

Relevant information from parent and teacher meetings is recorded on CPOMS which are updated by the Head of Learning Enrichment.

Confidential records are stored securely in accordance with data protection regulations.

Provision for disabilities

The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

Evaluating the success of provision

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of the SEN/ALN cohort in comparison to the cohort as a whole
- Periodic consultation with pupil and parent focus groups
- The outcomes of external inspection

English as an additional language

The school recognizes that most EAL pupils make expected progress in both English language acquisition and the curriculum. Limited English proficiency should not be regarded as a Special Educational Need. However, EAL pupils may have or develop SEN, and these needs must be assessed and addressed alongside their language development. Identifying and assessing SEN for children whose first language is not English requires particular care. The school will carefully consider all aspects of a pupil's performance across the curriculum to establish whether a lack of progress is due to limitations in their command of English or if it arises from an underlying SEN or disability.

The school will take necessary steps to ensure procedures for communicating with parents are inclusive for families unfamiliar with English. Translators, interpreters, or translated documentation will be arranged where possible for parent-teacher meetings, SEN reviews, and admissions processes.

5. SEND, Pastoral Care and Safeguarding

Pupils with SEND are statistically more vulnerable to peer-on-peer and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND require understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account.

Working with pupils and parents

Pupils

At Putney High School, our ethos, organisation and culture support pupil participation, and encourages pupils to take responsibility for their own learning. We promote student voice through the Student Council, adopt student-centred pedagogies such as assessment for learning, and encourage the use of pupil feedback in staff performance management.

We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, Head of Learning Enrichment, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website and parents are welcome to comment on SEND/ALN provision at any time
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally
- The school seeks to engage parents of pupils with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- Parents of pupils identified as having SEN will be informed immediately
- Decisions regarding provision, monitoring and review will be made in consultation with parents – as a minimum, parents of pupils with SEN/ALN will be invited to a meeting with teachers and the Head of Learning Enrichment once a year to discuss provision and progress – although informal contact is likely to be more frequent than this.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure.

6. Links beyond the School

Putney High School is committed to work in partnership with external services to ensure the best outcomes for pupils with SEND. For pupils with an EHC Plan/statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The school also works with a range of local therapists, specialists and voluntary organisations.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found at

https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2

Putney High School also has established links with other schools and institutions for the purpose of sharing good practice. This includes the GDST SEN network, Connections in Mind, Fairley House School, various SEND focus groups and UCL IoE.