PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Learning Enrichment SEND Policy (Senior School)

Putney High School Policy

Learning Enrichment SEND Policy

Senior School

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Learning Enrichment SEND Policy

(Senior School)

Statement of Values

Putney High School is an inclusive learning community where students are supported to work through challenges in learning, enabling all students to achieve their potential, feel valued and enjoy school. Fostering a sense of inclusion benefits all students and prepares them to become compassionate leaders in their future careers.

The underlying principle of our provision is that all pupils can be supported to participate in the full range of school life and activities, and to develop their own unique strengths, values and capabilities. This principle is a core part of Putney High School and the GDST's values.

Our school is committed to creating a strengths-based, positive learning environment which promotes 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
- Junior School Learning Enrichment SEND Policy

This policy and the school's Special Educational Needs and Disabilities (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 SENCo and Head, informed by consultation with other staff, parents and pupils. Next review: September 2026

Aims and Objectives

The aims of this policy are that:

- The school will include and value each individual and their differences
- The school will ensure it is accessible, and no pupil will be discriminated against
- Pupils with SEND/ALN are supported to engage in school activities alongside pupils who do not have SEND/ALN
- All pupils will have their needs identified 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 school activities, such as the curriculum and the PSHE programme, and their relationships with pupils, parents, other staff and members of the wider community. This includes actively challenging barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils presenting with areas of concern
- Ensuring all pupils with SEND/ALN are able to access the curriculum through adaptive teaching practices and differentiated learning opportunities. This includes extra support or additional resources where appropriate to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop holistically 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 external specialists and 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 (SENDCo)

The SENDCo at Putney High School is Monique Langley-Freeman

The SENDCo 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 other staff in the learning support team
- Managing the budget and other resources
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points
- Tracking and monitoring pupil progress
- Advising and supporting non specialist staff, and contributing to INSET
- Managing the access arrangements process and data
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment
- 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 SLT to advise on policy development and relevant aspects of whole school planning.

The Role of the Learning Enrichment Department

The Learning Enrichment department consists of two Teachers, one Teaching Assistant and the Head of Learning Enrichment (SENCo). The Learning Enrichment department supports SEND and monitored pupils by developing strategies that meet their specific needs, delivering study skills based on Science of Learning, and offering year group specific workshops covering key areas of their learning, e.g., memory and revision strategies, spelling strategies, organisation and essay writing skills.

The Learning Enrichment uses a tiered approach to supporting students, as seen in the diagram below.

Tier 1: The Learning Enrichment Department supports and monitors whole-school systems and adaptive teaching approaches to ensure that every student has proactive access to support.

Tier 2: All provision in tier 1, plus access to workshops, group sessions, progress checks and short-term 1:1 interventions as needed.

Tier 3: All provision in tiers 1 and 2, in addition to regular 1:1 meetings and the development of individual learning plans (reviewed termly). Individual learning plans are driven by student voice and self-selected goals, with input from family and teaching staff.

Pupils in Years 7, 8 & 9 may be withdrawn from lessons for 1:1 teaching or small group sessions from the Learning Enrichment teachers. Pupils in Years 10 & 11 will be offered

lessons at lunchtime or – on occasion – short sessions of up to 25 minutes during lessons. Pupils in Years 12 & 13 will be offered lessons in their free periods.

The Learning Enrichment department reviews the SEND register on a termly basis, to ensure it reflects the needs and provision of pupils. Any changes, including SEND status or tier are made as the result of liaising with pupils, Heads of the Year, Heads of Key Stage, Heads of Department, teachers and families, with the aim of ensuring appropriate provision to raise student outcomes.

The Role of Heads of the Year/Heads of Key Stage/Heads of Department/Subject Coordinators

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

- Ensuring the curriculum is accessible and free from discrimination or bias, and that schemes of work include adjustments for SEND/ALN
- Utilise the graduated approach of assess-plan-do-review to ensure that appropriate provision is in place for the SEND pupils
- Ensuring opportunities are open equally to pupils with and without SEND/ALN
- Using Quality First procedures (classroom observation, work scrutiny etc.) to ensure adaptive teaching strategies are 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
- Ensuring inclusion is a regular item on department/subject meeting agendas

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 by referring to the SEND register, pupil passports and individual learning plans (where relevant)
- Personalising their approach using methods of adaptive teaching recommended by the Learning Enrichment Department to support students to access and engage in learning. This includes planning and delivering an individualised programme using individual learning plans if needed

- Assessing, monitoring, and recording the progress of pupils with SEND/ALN. This includes supporting the Learning Enrichment department to review targets in individual learning plans
- Referring any students who may have unrecognised SEND/ALN needs using the Learning Enrichment referral form and liaising with the SENCo about support and progress
- Developing constructive relationships with parents and including their voice, where appropriate.

Communication and Coordination

A biannual letter is sent to all parents to inform them about upcoming Learning Enrichment events and support available. Parents are encouraged to contact the Head of Learning Enrichment with any queries or suggestions. The Head of Learning Enrichment is available to meet with parents to discuss support for pupils. Meetings can also be arranged when there is a concern about the progress of a pupil with SEND or where teachers are concerned that a pupil may have a SEND concern that has not been previously diagnosed. 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 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 SENCo 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 SEND. 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 in line with JCQ guidelines (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 candidate and the 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.

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 or Disabilities (SEND) 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

Additional Learning Needs (ALN) is the designation used by the school for pupils who do not have SEND 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 SEND/ALN or both. Not every pupil with SEND will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

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

Slow progress and low attainment do not necessarily mean that a child has SEND/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 are 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

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.

Children and young people with autistic spectrum disorder (ASD), including Asperger's Syndrome and Autism, 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

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.

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

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 unhelpful or challenging behaviours. 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 hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

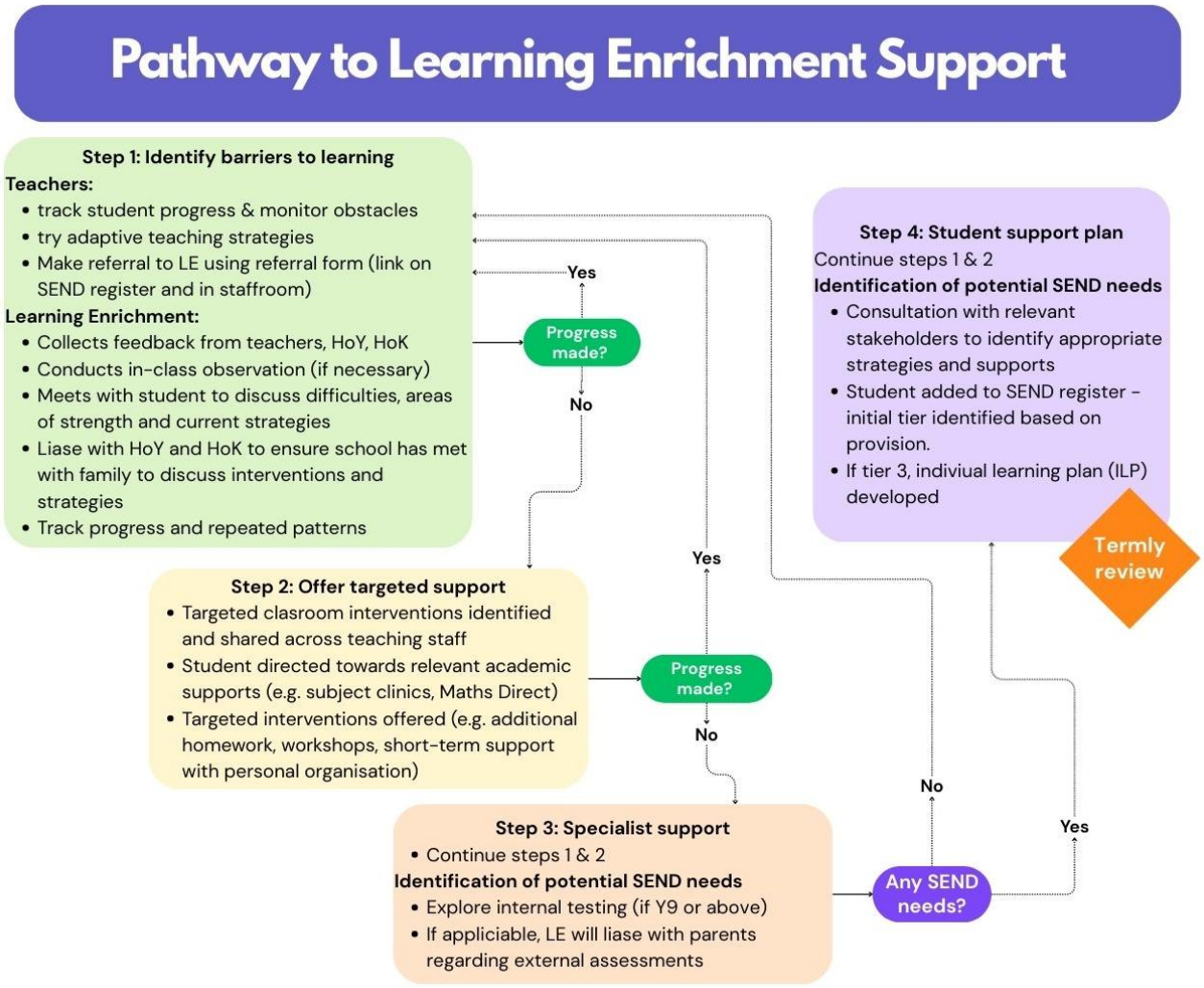
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision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

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 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

Graduated approach to identify and meet the needs of the pupils.



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 school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents, any previous school information, and use of the admission questionnaire.
- Identification through data tracking and screening: Lucid Exact screening in Year 7 and SWIFT in Year 9 and further screening of individual pupils' speed of processing, reading and/or handwriting if a concern arises at any point during their time at Putney High School.

- 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 (see figure above) to personalising learning to target areas of weakness. Where progress continues to be less than expected the class or subject teacher will work with the SENCo to assess the pupil.
- School staff are required to fill in the Learning Enrichment referral form that will aid in assessing the needs of the pupils. Following the referral, concerned teaching staff will be requested to provide further information by providing their feedback or assessing the needs of the pupils. When required, the Learning Enrichment department will ask relevant staff members to provide further evidence of pupil barriers and impact of adaptive strategies or accommodations.
- 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 SENCo 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. The SENDCo liaises regularly with the Designated Safeguarding Lead, Heads of Year and Heads of Key stage through weekly BRAG meetings, however, all staff should be alert to changes in attitude and behaviour which may indicate such difficulties and involve pastoral staff and the SENCo 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 SEND, parents will be notified.

4. Provision

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

The first level of support for pupils experiencing difficulties takes a graduated approach (see figure above) in the form of a four-part cycle in which the class or subject teacher assesses the pupil's needs drawing on a range of evidence, plans appropriate adaptive teaching strategies or interventions, enacts these consistently and reviews the outcome.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEND/ALN. SEND training is part of

the school's induction and appraisal procedures, and the SENCo is regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be found on SharePoint in the Learning Enrichment section as well as the Learning Enrichment Teams channel on Online Staffroom.

Following cycles of the graduated approach, if a pupil is not able to make expected progress, the SENCo will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The SENCo will determine a personalised programme for the individual pupil, which may involve:

- Further differentiation in the classroom, supported and directed by the SENCo
- Individualised outcomes-focused target setting
- Access to specific resources – equipment, software programmes etc.
- Additional specialist teaching
- Pastoral support
- Referral to external specialists

Provision will be made in consultation with the pupil, teachers and parents, and progress will be reviewed regularly in order to inform future support

The provision will be encapsulated in the SEND and ALN register which will be reviewed on termly basis by the SENDCo.

Public Examinations and Access Arrangements

- It is important to note that not all students with SEND/ALN are eligible for access arrangements within exams. Recommendations for exam access arrangements will be based on the current JCQ criteria. The SENCo will liaise with parents, staff members, pupils and the Exams Officer as to appropriate arrangements.
- The process for access arrangements for public examinations (i.e. GCSEs and A-Levels) begins at year 9. Any access arrangements awarded before Year 9 are subject to review and do not automatically transfer to public examinations. Students, particularly those whose needs align with an SpLD, may require a full reassessment of need in accordance with JCQ requirements.
- Access arrangements are reviewed between GCSEs and A-Levels and are not carried over automatically. Students and families will be notified of any changes to access arrangements.
- Parents have the right to seek a diagnostic assessment for their child. However, a privately commissioned assessment cannot be used to award access arrangements in isolation. External assessors must have a thorough and up to date understanding of the JCQ regulations.
- For pupils seeking accommodations on medical grounds, parents are required to provide a recent medical consultant's letter for medical condition or diagnosis.

- Teachers will supply the SENCo with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be established. Where a student has been awarded extra time, they will provide evidence of the student's use (via exam and test scripts), as well as comments on how the additional time impacted the pupil's results.
- Pupils requiring the use of a word processor in public examinations must demonstrate that this is their normal way of working in lessons and the school must hold evidence demonstrating the reasons for the award of the use of a word processor. Pupils must regularly practice using a word processor without spelling and grammar checks enabled.
- Pupils in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on needs basis, subject by subject whilst in KS3

More detailed information can be found in the school's Access Arrangements Policy #355.

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 SENCo maintains registers of pupils identified as having SEN and ALN. These lists are regularly updated and available to staff.

Records are kept on all pupils on the SEN/ALN registers and on SharePoint and Learning Enrichment Teams channel and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents
- Pupil profile (Edukey) and any individual learning plans
- Educational psychologist reports and summaries
- Learning plan for the student
- Pupils being referred or monitored for SEND concerns

Relevant information is made available to staff via SEND/ALN registers available on the SIMS and the Learning Enrichment Teams channel on the Online Staff Room.

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 both qualitatively and quantitatively.

Qualitative data will be gathered through pupil and parent view on the success of the provision and providing high-quality outcomes for the pupils.

Quantitative data will be used to evaluate the progress of the SEND pupils in comparison to the rest of the school cohort.

The following measures will be utilised to analyse the success of the provision regularly:

- Regular review of the progress and achievement of the SEN/ALN cohort in comparison to the cohort as a whole, following reporting cycles
- Periodic consultation with pupil and parent focus groups
- The outcomes of external inspection
- Regular meetings with each Head of the Year, Head of Key Stage, Head of Departments and relevant staff members.
- Capturing pupil voice through intervention sessions.

The Learning Enrichment team will ensure that they are aware of SEND updates and government policies. They will seek to inform and improve their practice using recent research, feedback from the parents, pupils and teachers.

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. The SENCo will work holistically with the Pastoral Team, DSL, Heads of Year, and other staff with pastoral responsibilities. This will be facilitated through weekly BRAG meetings and additional communications as needed.

The Learning Enrichment team will work alongside the Pastoral team to enhance their emotional resilience and social skills through small group interventions targeted to support specific pupils or groups.

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, SENCos, 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 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 SEND will be informed immediately
- Decisions regarding provision, monitoring and review will be made in consultation with parents. Parents of pupils with SEN/ALN will be invited to a meeting with teachers and the SENCO during Progress Evenings at least once a year to discuss provision and progress – although informal contact is likely to be more frequent than this

Complaints

The school aims to work, 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 working 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, SEND specialists and external 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;jsessionid=CDA19C835EB7E0BFF114F98A149FAFA7?newfamilychannel=2

Putney High School also has established links with other schools and institutions for the purpose of sharing good practice. This includes the GDST SEND network, Connections in Mind foundation, Fairley House School, Bloomfield Learning Centre, the Linden Lodge and UCL IoE.

Related policies and other documents

- Access Arrangement Policy
- Accessibility Plan
- Accessibility Policy
- Admissions Policy
- Entrance Exams SEND Policy