

	The Gregg Schools Trust Proprietor of The Gregg Schools	Document Owner: SENCo
	Special Educational Needs and Disabilities (SEND) Policy	Updated: April 2026
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Reviewed and ratified by: Education and Safeguarding Committee	Date of Approval: 28 th April 2026	
Review frequency: 2 years <i>(or as necessary in line with updates or incidents)</i>	Date of next review: April 2028 <i>(or as necessary in line with updates or incidents)</i>	

The Gregg Schools Trust ("The Trust") is the parent company of The Gregg Schools, and for the purposes of the Independent Schools Standards Regulations (ISSRs) is identified as the Proprietor.

From the date of this policy until 31st August 2026, the Trust operated two schools:

- The Gregg Preparatory School in Winn Road, Southampton - a co-educational day school and pre-school for 4 to 11 year olds.
- The Gregg School at Townhill Park House, Townhill Park, Southampton - a co-educational day school for 11 to 16 year olds. This school is situated in buildings and grounds owned by the Trust.

From 1st September 2026, the two schools will merge onto the Townhill Park House site and the Winn Road building will close. As such, a material change will take place.

The Gregg School ('the School') will become an all-through school, providing high quality education for students aged 4 to 16 years.

This policy and procedure is applicable to all members of staff at both schools through until 31 August 2026, and continues to be applicable to all staff at the all-through school from 01 September 2026.

Statement

The Trust is committed to providing a successful education for all children who attend its school. As an Independent School we are not bound by the same statutory duties as Local Authority maintained schools, such as producing a SEN Information Report or providing provision as part of any local offers for SEN.

Every child, including those with special educational needs and disabilities (SEND), are given equal opportunities to fulfil their academic and personal potential. All children are valued members of the community within the Trust.

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This policy serves to meet the requirements of; The Education Act (2011), The Equality Act (2010), The Disability Discrimination Act (2005) and The Send Code of Practice (2014).

Children with SEND who are offered a place could have difficulties in one or more of the following areas:

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

This policy should be viewed in conjunction with our Admissions Policy (Section 4 & Appendix C), Behaviour and Discipline Policy (which includes guidance on Physical Intervention) and in some cases our EHC & EAL Policy.

Aims:

The aims of this policy are:

- To ensure that every child with SEND has the opportunity to access the whole school curriculum.
- To work in partnership with each child's key stakeholder(s).
- To carry out screening on all children at the earliest opportunity to determine those who may be at risk of having underlying, undiagnosed SEND needs.
- To ensure that all school staff are aware of each child's needs.
- To provide appropriate support and/or intervention, relevant to individual children's needs
- To maintain and regularly review the outcomes identified in a child's Education Health and Care Plan (EHCP).
- To ensure accurate records are kept of all children's SEND needs in accordance with the Trust's GDPR policy.
- To ensure SEND information is shared with the relevant staff for the child's next phase of education.
- To ensure that appropriate access arrangements for examinations are in place for all children.
- To ensure that no child is discriminated against in any area of school life on the basis of their SEND needs.

Implementation:

The Trust uses the SEND code of Practice (2014) as guidance by assessing and providing support for children's special educational needs. We strive to constantly improve the quality of teaching and learning. We recognise that all teachers are teachers of SEN and have a responsibility to educate all children in their classes. All teachers are required to consider a number of strategies to use in their learning environment, and choose from a range of differentiated activities. The Trust recognise that children all face their own individual challenges and will use a range of background information in order to create a Student Passport, which gives clear guidance to all staff in how to support the individual child.

All teachers and support staff will be given the opportunity to receive in-service training in identifying and supporting children with SEND. Teachers monitor the progress of individual children and seek guidance from the SENCo to ensure appropriate differentiation is taking place.

Children will then be closely monitored to determine whether or not further intervention is required. If further intervention is required, the next step would be to liaise with key stakeholders and outline a plan for support. Interventions are regularly reviewed to establishing their effectiveness and any adjustments can then be made. After the review the SENCo may seek specialist expertise to help guide the implementation of support in school.

Co-ordination of the Trust's Special Educational Needs provision

The SENCo is Mr Lloyd Hendon-John. The SENCo is responsible for the following:

- Overseeing the day-to-day operation of the Trust's SEND policy.
- Liaising with and advising colleagues.
- Managing teams of support staff.
- Co-ordinating provision for children with EHCP's.
- Co-ordinating EAL provision.
- Co-ordinating provision for children with disabilities.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff and sourcing relevant external training where appropriate.
- Liaising with external agencies including Educational Psychologists services, medical professionals, Social Services, CAMHS, Local Authority Specialist Advisory Services, the school medical officer, Speech and Therapists, Occupational Therapists and Voluntary Organisations.
- Liaising with the Governors and SEN Link Governor.
- To organise any additional Examination Access Arrangements.

Facilities and Resources

Where the SENCo has arranged interventions for children, these may take place in the library, classroom, computer suite or in the Student Support Department.

Children have access to a variety of resources to support their learning including:

- Laptops
- Computers
- Microsoft and other accessibility tools
- Touch typing programmes
- Interactive whiteboards
- Cameras
- Scanning Pens
- Coloured Overlays/paper
- SEN themed resources
- Nessy
- Lexia Reading and Lexia Strategies

- Lexplore Reading software
- Non-teaching staff
- ELSA trained staff.

The Trust recognises there may be occasions where the available facilities and resources are not sufficient to meet the needs being presented by a child. In these cases the SENCo will discuss alternative arrangements with families in order to get the best outcomes for the child.

The role played by parents of children with SEND:

The Trust will ensure that parents and children are involved in decisions which will directly impact the SEND provision that should be made for the child in question. The Trust recognises that parents often hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the children and their parents will be heard and taken into consideration when planning to meet their needs.

In the first instance, any concerns should be raised with the child's class teacher or tutor.

The overriding aim is to have a productive partnership with parents, where they, the SENCo and the staff can work together to help to provide a supportive and inclusive environment.

To ensure this happens:

- The SENCo ensures that staff make the parents aware of their concerns and any support or intervention that is being given to their child.
- Parents are encouraged to contact the SENCo, via the class teacher or form tutor, if they have concerns they wish to discuss.
- Parents and children are invited to contribute to the Annual Review process for EHC Plans.
- All contact with parents, in relation to the child's SEND is recorded.

Evaluating the success of our SEND Policy

In evaluating the success of this policy, the Trust will consider the views of;

- Staff
- Parents
- Children
- External professionals
- Children's progress will provide evidence for the success of the SEND policy and this will be analysed carefully through consideration of each child's success through formal examinations
- Success in classroom activities & sessions
- Use of standardised tests
- Evidence generated from meetings
- Formal reports
- Children's books and folders

How the Governors evaluate the success of the SEND policy

The Governors will:

- Use provision mapping (audit of need and planning for support).
- Review the SEND policy on a biennial basis
- Use whole school examination targets/results.

The Governors will monitor the work of the SENCo through;

- Considering Headteacher reports that reflect the activities of the SENCo and any current issues
- Considering reports from the SENCo
- Feedback from any recent inspections
- Having regular discussions with the SENCo through the SEN link Governor.
- Inviting the SENCo to attend meetings at regular intervals to report in person to the wider governing body.

Complaints Procedure

Any complaints should in the first instance be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Board of Trustees.