

AIMS

Our SEND information report aims to:

- Explain how The Grove School supports students with special educational needs and disabilities (SEND).
- Introduce readers to the professionals involved who support students with SEND at The Grove School.

RATIONALE

A child or young person (CYP) has a SEND need if they have a learning difference or disability which requires special educational provision to be made for them which 'is different to or additional to that normally available to pupils of the same age' (SEND Code of Practice). A child of school age has a learning difficulty if he or she has either;

'Significantly greater difficulty in learning than the majority of other students the same age'.

'A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

At The Grove School, we understand that all CYP's are unique and may have a range of learning needs. CYP's will receive an inclusive education that is broad and balanced, which is planned and delivered by staff who are trained in their specialism to;

Meet at least their expected progress

Grow into confident and resilient young adults

Go on to meaningful post-16 destinations, whether that is college, university or employment/training.

TRUST VISION: ACHIEVEMENT THROUGH CARING

The Marches Academy Trust supports all the schools in the Trust to live and breathe the values of 'Achievement through Caring'. The Grove School provides bespoke support for our students to support them to reach their full potential by fostering a culture of resilience and independence.

Our commitments to our students with SEND are:

- All teachers are teachers of SEND
- Adaptive teaching strategies are used to meet the different needs of students in lessons
- Families, school and students work together to plan Student Passports which are used by teachers when planning and delivering lessons

As a school community we value:

- Each other, ourselves and our differences
- Kindness, honesty and respect

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- Section 19 of [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCos) and the SEN information report.

WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A student has SEND where their learning difficulty or disability calls for special educational provision. Defined in the SEND Code of Practice as 'provision that is different from or additional to that normally available to students of the same age.'

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies students' SEND in four broad areas of need:

- **Communication and Interaction** – Speech, Language & Communication/ ASD.
- **Cognition and Learning** –Moderate Learning Difficulty and SPLD such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** – Mental health difficulties, anxiety disorder, ADHD.
- **Sensory and/or Physical** – Visual/hearing impairment, physical difficulties.

KEY PEOPLE RELATING TO THIS POLICY-

Roles and responsibilities

- Mr. Mitchell Allsopp - Headteacher
- Mrs. A Roberts – Assistant Headteacher responsible for Safeguarding, SENDCo, Designated Teacher for Children Looked After and Mental Health
- Mrs. Allison Stevenson - Deputy Director of SEND
- Mr. Joel Vacara – Access Arrangement Coordinator

Contact:

Please do not hesitate to contact us should you wish to discuss your child's individual circumstances.

- Assistant Headteacher and SENDCo and DT for P/CLA: amy.roberts@gro.mmat.co.uk
- Deputy Director of SEND: Allison.Stevenson@gro.mmat.co.uk
- Access Arrangement Coordinator: joel.vacara@gro.mmat.co.uk
- Main School Telephone number: 01630 652121
- Website: [Home - Grove School and Sixth Form \(groveschoolmarketdrayton.co.uk\)](http://Home - Grove School and Sixth Form (groveschoolmarketdrayton.co.uk))

The SENDCo is responsible for:

- The SENDCO has an important role to play with the Headteacher and Assistant Headteacher in determining the strategic overview of SEND policy and provision in the school.

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- Day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND needs, including those who have Education Health and Care Plans (EHCP).
- Provides professional guidance to colleagues and will work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Advise on the graduated approach to providing SEND support and the Universal Offer.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND needs up to date and shares with staff.
- Providing specialist support for teachers and support staff in the school so they can help students with SEND to make the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.

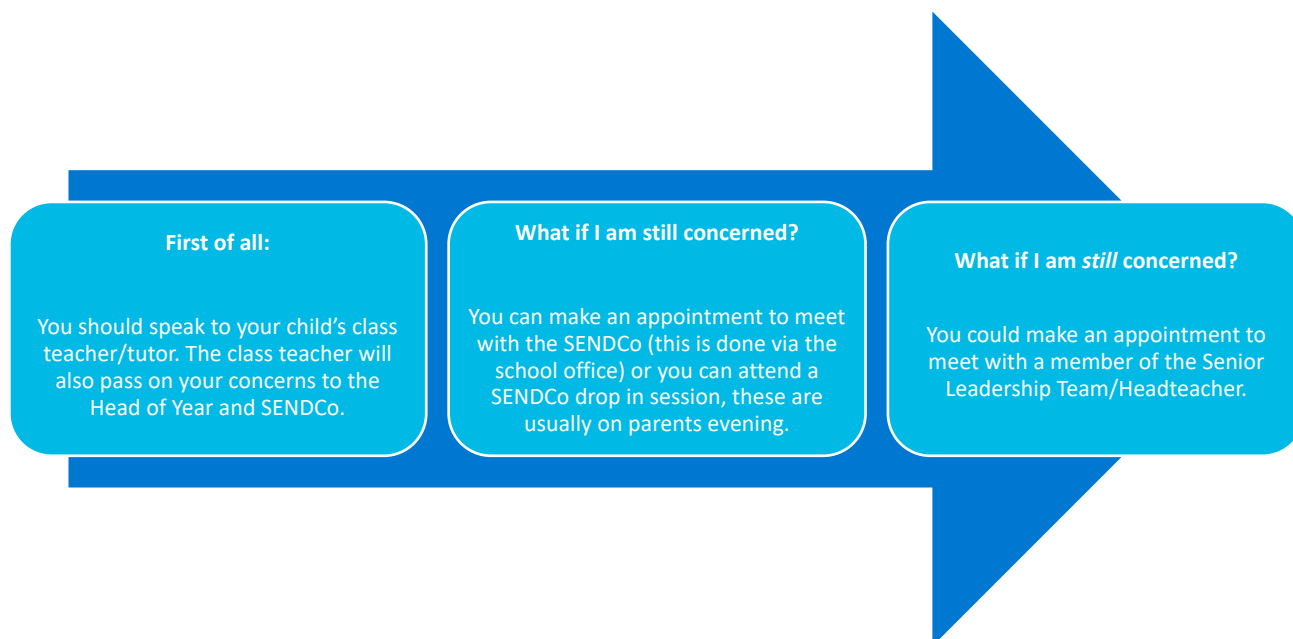
Headteacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for student with SEND.
- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Have overall responsibility for the provision and progress of learners with SEND.
- Support the school SENDCo in terms of budgeting the SEND provisions.

Each Subject Teacher is responsible for:

- Knowing the individual SEND needs of students in their class by accessing the information and guidance available on Arbour and in the SEND zone and be able to use and evaluate distinctive teaching approaches to engage and support them. We are not asking staff to be experts of SEND, we are asking staff to be experts of the students they work with.
- The progress and development of every student in their class.
- Set high expectations which inspire, motivate and challenge pupils
- Adapt teaching to respond to the strengths and needs of all pupils, know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Working with students support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Raising concerns for a child with possible SEND needs, with The SENDCo and identifying, planning and delivering any additional help they may need.
- Ensuring that the school's SEND Policy is followed.
- Implementing recommendations from outside agencies.

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?



WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR STUDENT WITH SEND AT THE GROVE?

The Grove is a 11-19 comprehensive school with approximately 850 students.

We support students within the mainstream setting with a variety of individual needs.

Principally these needs are categorised by the Code of Practice as:

- **Communication and Interaction** – Speech, Language & Communication/ ASD.
- **Cognition and Learning** –Moderate Learning Difficulty and SPLD such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** – Mental health difficulties, anxiety disorder, problems of mood, ADHD.
- **Sensory and/or Physical** – Visual/hearing impairment, physical difficulties.

IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEND

- Information from previous school, parents/carers, students and outside professionals will be used to identify specific learning needs.
- Students entering the school in Year 7 will complete a literacy screening assessment and KAT4 testing.
- Students entering mid academic year – students will arrive with school data and will complete a literacy screening assessment.
- All students undergo ongoing progress assessment through their class teacher and the whole school termly monitoring process.

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- The Grove School will assess internally (and, if necessary) with the support of external agencies, when parents raise concerns regarding their child's learning and/or social wellbeing.
- Staff will actively employ a range of strategies within the classroom ensuring 'quality first teaching' to aim to support the needs of students in their lessons.
- School works closely with any external agencies, as necessary, where they are involved with our students.
- Student progress is reviewed termly by Directors of Faculty (DOF) and teachers. If there are any key concerns the FD may liaise with the SEND Faculty to discuss exploring possible barriers to learning.
- Parents/carers and students can discuss any SEND concerns with the SENDCo.

CONSULTING AND WORKING WITH PARENTS

- We believe that parent/carer involvement and support is vital to the success of the education of the student, especially those with SEND. It is vital that everyone develops a good understanding how to support areas of strength and difficulty at home and at school.
- We encourage contact with parents/carers in Years 5/6 prior to school placement, as necessary.
- Attend Year 6 Annual Review of EHCP and arrange extra parental visit in Year 6.
- SEND department is open for Year 6 Open Evening.
- Student SEND information– parents/carers voice can be included in their child's profile.
- Regular contact via email /telephone when appropriate and necessary.
- Parents/carers are invited to attend Annual Review of EHCP's.
- The school SEND policy and Information Report and link to the Local Authority Local Offer is published on the website.
- We write for SEND parental voice in the Autumn Term of Year 7.
- Access arrangements shared with form tutors and parents in writing confirming final arrangements.

All parents are encouraged to attend Progress Day, as well as meet the SEND team. During the SEND meetings your child's SEND profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your child both at home and in school.

ARRANGEMENTS FOR WORKING WITH STUDENTS

- We value the opinion of all our students and allow regular opportunities for students to discuss their learning. Students participate where possible in setting targets.
- Individual profile updates and target setting with SEND students.
- Student feedback sought for Annual Review of EHCP's and students invited.
- Students can access The Hub before or after school, for break and lunchtime, as necessary.

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- Work with Access Leaders, where appropriate for SEND students, as necessary.
- Various intervention programmes and support available.
- Speech and Language therapist.
- Students' views are sought with regard to referrals to external agencies, if required.
- Meet with students to discuss any parental concerns/difficulties regarding either learning, social development or access arrangements.
- Access arrangements shared with form tutors and discussed with students throughout the year and at progress day with parents.
- Careers advice and guidance in preparing for adulthood.

ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS

We follow the graduated approach and the assess, plan, do, review cycle as identified in the SEND Code of Practice. The class or subject teacher will work with the SENDCo to identify or highlight individual needs.

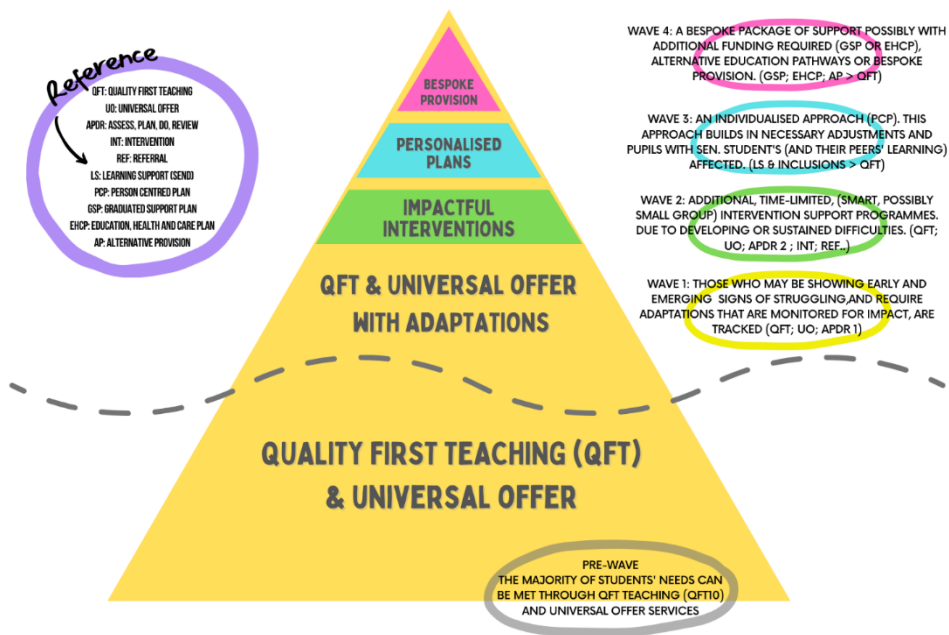
This will draw on:

- Teacher assessment and knowledge of the student.
- Ongoing knowledge and assessment of progress, attainment and behaviour.
- Other teacher assessment, as appropriate.
- Student's development and progress in comparison to their peers and national data.
- The views and experience of parents.
- Student's own views.
- Advice from external support services, if relevant.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR STUDENT WITH SEND AT THE GROVE?

Support is provided along a graduated pathway at The Grove whereby the majority of students' needs are met through the Universal Offer, including Quality First Teaching. Where a students' needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the student in the best way possible to meet their needs, e.g. specific, low-level intervention, high-level intervention or a more extensive provision, possibly, via bespoke provision offer (Graduated Support Plan or Education, Health and Care Plan)

The following arrangements are a guide for assessing and reviewing children's progress towards individual outcomes and are broken down into the four broad areas of Special Educational Need as identified in the SEND Code of Practice.



Area of need	How we identify needs	How we assess	How we review progress
Communication and interaction			
a) SLCN	Student information from primary schools. Concerns expressed by parents/carers/ staff/ specialist external agencies.	Assessment from external agencies, as necessary. APDR process.	Progress reviewed through Whole School Monitoring and external agency
b) ASD	Above and guide parents to Autism West Midlands with Local Authority SEND team. Discussion with Early Help. CAMHs(BeeU) referral.	Involvement of Woodlands Outreach Service/Early Help, Bee U/ Amica SALT. Involvement of Autism West Midlands/Spectra. Possible support from Educational Psychologist, as necessary. Completion of Webstar/Early Help.	Use of APDR/ EHCP Review process. reports from specialist outside agencies.
Cognition and Learning			
a) General/ Moderate Learning Difficulties	Student information from primary schools. Concerns expressed by parents/carers/ staff/ specialist external agencies.	Progress through Whole School Monitoring. Educational screening. Reports from Speech & Language	Progress reviewed through Whole School Monitoring. Use of APDR and/or EHCP Review process to review progress. Reports from Speech & Language Therapist.

b) Specific Learning Difficulties i.e., Dyslexia/ Dyspraxia/ Dyscalculia	As above	Through Barriers to Learning/ IDL screening. Educational Psychologist, if necessary. Through private reports.	As above.
Social, Emotional and Mental Health	As above, including students identified by school counsellor. Early help process/Contact by BeeU/ Beam/ Safeguarding/ FSW/external agencies.	Through Bee U/ School Counsellor/ Webstar/Early Help process.	Updated reports from Bee U / Early Help Meetings/Webstar Review meetings. Head of Year review
Sensory and/or Physical Difficulties			
a) Hearing Impaired	Student information from Year 6 Liaison with the Sensory Inclusion Service Information from GPs Information from parents/carers Information from hospital. Staff concerns	Sensory Inclusion Service GP hospital	Updated reports from Sensory Inclusion Service/ hospital/GP.
b) Visually Impaired	As above	As above	As above
c) Physical Difficulties	Student information from Year 6 Liaison with the Occupational health/ physiotherapy Information from GPs/hospital. Information from parents/carers. Staff concerns	Through GP/hospital/school nurse	Updated reports from hospital/ GP. Parental/school nurse/ specialist meets to update care plans.

STUDENT SUPPORT - MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

We are happy to offer extra support for students who may find transition between education phases challenging, whether from primary to secondary school or secondary to college, on a needs basis.

This could include:

- arranging visits to the school/college prior to entry
- meetings with primary school teachers/SENDCO/external agencies where appropriate to gather/share information
- meetings with parent/carers to reassure and discuss specific needs
- providing photographs/virtual tour of the school
- identifying where the student may feel anxious
- adjusting groups to ensure friendship support can be maintained
- providing an agreed buddy
- specific and relevant information and guidance available to all teaching staff

We work with the local authority to complete EHCP reviews in good time to allow information sharing between school and a student's next setting, with updated information.

We will agree with parents and students which information will be shared as part of this.

- Careers Advisor support in school
- Discussions with student/parent/local authority during the Year 11 EHCP review

HOW IS EXTRA SUPPORT ALLOCATED TO STUDENTS?

- The SENDCo decides on the provision for SEND in consultation with the Headteacher and Local Governing Body, taking into account the students already receiving support and the students needing extra support.
- If appropriate, students may also be part of targeted intervention groups to address needs.
- All resources and support is reviewed regularly, and changes made as needed

WHAT TRAINING DO STAFF HAVE, TO HELP MEET THE NEEDS OF A STUDENT WITH SEND?

The Grove recognises the importance of relevant training for both teaching and support staff via in school Inset or twilight sessions. Training is ongoing, utilising and sharing our own areas of expertise and good practice within the classroom or through accessing external specialist advice, as necessary.

Examples of training staff have had the opportunity to engage with are:

- Access Arrangements
- Adaptive Teaching and Chunking
- Anaphylaxis and asthma training
- Attachment Level 1 / Level 2
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Bereavement
- Child Sexual Exploitation (CSE) Pathway
- Diabetes
- Emotional wellbeing and regulation
- Mental Health First Aid
- Phonics – Freshstart
- Safeguarding Children and Child Protection training
- Specific Learning Difficulties (SpLD) Dyslexia/Dyspraxia

- Speech and language interventions
- Universal offer and quality first teaching (QFT10 principles)
- Tourettes
- Visual/Hearing Impairment (Sensory Inclusion Service)
- Visual Stress.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR YOUNG PEOPLE WITH SEND?

- All student progress and attainment is monitored through a whole school monitoring system.
- Currently there are three main dates throughout the year where data is collected.
- Concerns may be raised from the Head of Year, Directors of Faculty and the SENDCo.
- Where students are identified as possibly having SEND or requiring SEND Support, we further review barriers to learning alongside student progress.
- Termly 'profile reviews' with students, focus on successes, areas for development and a targeted action plan to support progress.
- Parents/carers voice is also important to inform the assess/plan/do/ review process.
- SEND students, in the vast majority of cases, complete full options at GCSE. There is a supported 'AAA' pathway that can assist some students who need some extra help at KS4.
- Targeted interventions are put into place for students who are not making expected progress, these are tracked and analysed to evaluate the impact.

ENABLING STUDENTS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND?

All children with and without SEND have a wide range of opportunities they can engage in via the whole school broad and balanced curriculum offer, by joining extra-curricular activities and through residential visits.

Activities are available to all students and if necessary, reasonable adjustments to itineraries or activities can be made (in discussion with either the student directly and/or the parents/carers) as required.

We encourage all students to recognise individual strengths and differences and also understand that they need to work collaboratively to help and support each other.

Additional measures based on areas of need:

- Quality first teaching. Class teachers plan adaptive lessons taking into account the needs of all students in their class, including those with SEND.
- Adjustments to materials for example, colour of paper, font size
- Additional resources or supportive equipment e.g., pencil grips, fidget toy.
- Availability of ramps for wheelchair access and other disabilities.

- Additional bespoke timetable adjustments to support needs, where necessary.

SUPPORT FOR IMPROVING SOCIAL AND EMOTIONAL DEVELOPMENT.

The wellbeing of all our students is paramount.

Our PSHE curriculum supports the needs of all students including those with SEND.

Our Anti-Bullying policy outlines the school's approach to all instances of bullying. All students are educated about bullying and how to prevent it.

All students can access their Head of Year (HOY) and from tutor to discuss concerns of a pastoral nature.

All students are made aware of key trusted adults they can speak to. (Tutor/Head of Year/SENDCo/ Wellbeing Leaders, Access Leaders) or indeed ANY member of staff who they are comfortable speaking to.

The SEND and Wellbeing team work closely with the Pastoral team to meet the social and emotional needs of all students, including those with SEND.

Students can access the weekly school CHAT Service with the 'school nurse' for a confidential conversation regarding health/wellbeing issues.

Access Leaders (AL's) support students with EHCP's and SENs students, when required, building relationships with parents and an understanding of their strengths and barriers to learning.

AL's also deliver interventions to support progress academically and holistically.

Attitude to Learning (ATL) leaders provide 'No Worries' and anger management interventions.

The Grove School employ a school counsellor and ELSA (emotional literacy support assistant) who students can be referred to, via their HOY, for social and emotional support, including recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement.

The Hub is the Learning Support area which is open and staffed from 8am-4pm including break and lunch time. Some of our more vulnerable students access this area.

Children who are Looked After or Previously Looked After have a P/CLA mentor and/or key worker they can access.

INVOLVEMENT OF EXTERNAL AGENCIES TO SUPPORT SEND STUDENTS AND THEIR FAMILIES.

We access a wide variety of services to support all aspects of development for SEND students.

These services include:

- Educational Psychologist
- Speech, Language & Communication Service
- Sensory Inclusion Service – visually and hearing-impaired students.
- Occupational Therapy Service

- School Nurse team.

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- Bee-u (CAMHs)
- Spectra
- Autism West Midlands
- Early Help Team/COMPASS
- Family Information Service
- Stepping Stones
- Child in Need Team
- Diabetic Specialist Nurse
- Young Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams (Virtual School)
- Social Care Services

Reasonable adjustments are made to ensure that both the curriculum and learning environment are suitable for children with SEND needs. For further information see the school accessibility policy.

CoP 6.21 – Behaviour Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, school will support assessment to determine whether there are any underlying factors that we can support.

COMMUNICATION/ CONCERNS/ COMPLIMENTS

Please do not hesitate to get in touch to discuss your child's individual learning needs, transition visits or any concerns you may have.

First point of contact for subject concerns would be Director of Faculty.

For Pastoral issues would be Head of Year or Form Tutor.

For SEND issues please call the school office to arrange an appointment with The SENDCo, Mrs Amy Roberts

Appointments with the Headteacher Mr Mitchell Allsopp can also be made via the school office.

Main School Telephone number: 01630 652121

Website: www.groveschoolmarketdrayton.co.uk

SEND LOCAL AUTHORITY –LOCAL OFFER

www.shropshire.gov.uk/the-send-local-offer/

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Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

Provision Map

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Cognition and Learning</u>	<ul style="list-style-type: none"> • Quality first teaching • Adaptive teaching linked to need • Flexible teaching arrangements e.g., seating. • Coloured/grey paper • Broad and balanced curriculum • Different learning styles • Access arrangements for exams and assessments. • Time out passes. 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class support for English and Maths to focus on basic skills. • Multi-sensory activities e.g., visuals to support memory • Extra 'thinking time' to organise thoughts and complete work • Additional reading opportunities • Additional use of ICT (information communication technology) • Visual timetables • Activities to develop memory skills • Use of resources to focus concentration e.g., fidget toys • Small group teaching for phonics • Intervention groups e.g., narrative/ memory/social skills. • Support from Access Leader • Educational Psychologist, where needed for complex needs. • ASD Outreach service • Spectra support

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
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Communication and Interaction

- | | |
|---|--|
| <ul style="list-style-type: none">• Quality first teaching• Adaptive teaching strategies linked to need• Flexible teaching arrangements e.g., seating.• Coloured/grey paper• Broad and balanced curriculum• Different learning styles• Access arrangements for exams and assessments.• High focus on speaking and listening activities | <ul style="list-style-type: none">• Visual timetables• Multi-sensory activities• Peer support to model language• In class support for speech and language activities.• Additional use of ICT• Intervention groups e.g., social skills and conversation.• Hub support• Individual support from Speech and Language Therapist• Educational Psychologist, where needed for complex needs. |
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	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Social, Emotional and Mental Health</u>	<ul style="list-style-type: none"> • Quality first teaching • Adaptive teaching strategies linked to need • Flexible teaching arrangements e.g., seating. • Broad and balanced curriculum • Different learning styles • Access arrangements for exams and assessments. • Whole school behaviour policy – rewards and sanctions • Whole school and class rules • Focused PSHE curriculum • Praise rewards. • Time out passes. 	<ul style="list-style-type: none"> • Focused teaching strategies and adaptive teaching. • Visual timetables • Small group social time • Access to quiet 'time out' space • Social stories and comic strip activities • Key worker check in. • Hub support • Intervention groups e.g., ELSA, No Worries, Zones of Regulation, social skills group, Talkabout for teenagers. • Individual support from SALT, BeeU, Spectra, Educational Psychologist, where needed for complex needs, Woodlands, Spectra.

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Sensory and Physical</u>	<ul style="list-style-type: none"> • Quality first teaching • Adaptive teaching strategies linked to need • Flexible teaching arrangements e.g., seating. • Broad and balanced curriculum • Different learning styles • Access arrangements for exams and assessments. • Time out passes. • PE/ PSHE curriculum • After school sports clubs 	<ul style="list-style-type: none"> • Focused teaching strategies and adaptive teaching. • Visual timetables • Use of resources such as, different paper types, larger fonts, alternative PE equipment • Additional use of ICT, assistive technology, typing skills. • Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy.