

# grove school

part of the **Marches** Academy Trust

## THE GROVE SCHOOL SEND INFORMATION REPORT 2020-21 (Special Educational Needs and Disability)

Key people relating to this policy -

**Mrs Sonia Taylor** - Headteacher

**Mrs A Roberts** – Assistant Head for Safeguarding and Wellbeing

**Mrs Gwen Nutting** - Director of Inclusion. SENCo and DT for LAC

**Mrs Allison Stevenson** - Deputy Director of SEND

### **Address**

The Grove School

Newcastle Road,

Market Drayton.

Shropshire.

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**Telephone number:** 01630 652121

### **Shropshire SEND Local Offer:**

<https://www.shropshire.gov.uk/the-send-local-offer/>

This document has been written in compliance with the SEND Code of Practice: 0-25years  
(Most recent update 2020)

## THE GROVE SCHOOL

### **Rationale**

What do we mean by Special Educational Needs? At The Grove School we understand that all children are different and that all have a range of learning needs. Children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of their potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Our basic philosophy regarding students with SEN are:

- To create independence where support was once necessary.
- That all teachers have shared responsibility to teach students with SEN.
- The use of a relevant and differentiated curriculum will ensure that all students have the opportunity to progress and achieve success.
- Parents and students should be involved in a working partnership with the school.

The Grove School is part of The Marches Academy Trust.

We are a 11-19 comprehensive school with approximately 800 students.

We support students within the mainstream setting with a variety of individual needs. Principally these needs can be categorised by the Code of Practice (most recent update) 2020:

- **Communication and Interaction** – Speech, Language & Communication/ ASD/ Dyslexia.
- **Cognition and Learning** – Specific Learning Difficulty and learning *significantly* below their peers.
- **Social, Emotional and Mental Health** – Social awareness, anxiety disorder, problems of mood, ADHD.
- **Sensory and/or Physical** – Visual/hearing impairment, physical difficulties.

The Marches Academy Trust vision of '***Achievement through Caring***' and our school motto '***A mind set to succeed***' reflects our belief that we want everyone in our school to succeed and reach their full potential.

As a school community we value:

- Each other, ourselves and our differences.
- Kindness, honesty and respect.
- Hard work and determination to be the best that we can be.
- Independent learning, organisation and self-reliance.
- Courtesy and good manners.

As a school we aim to:

- be a school where *everybody* feels safe and happy.
- be a school where students work hard to achieve their maximum potential.
- deliver high quality teaching and learning that is valued and enjoyed.
- monitor and assess progress regularly to improve performance and produce a positive culture of high achievement and celebration.
- offer students activities and opportunities that develop a sense of self-worth, healthy wellbeing, enjoyment and belonging.

## Identification and Assessment of students with SEND

Criteria for identification and assessment at The Grove School:

- 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.

- 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. Under performance is identified by teachers, Faculty Directors, Head of year and through Raising Achievement Meetings.
- Termly 'Inclusion Meetings' are held to identify issues relating to progress and behaviour issues.
- The 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 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 where they are involved with our students.
- Student progress is reviewed termly by Faculty Directors (FD), Head of Year 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 are encouraged to discuss any concerns with:

**Mrs G Nutting** – Director of Inclusion, SENCo and DT for LAC.

- [gwen.nutting@groveschool.net](mailto:gwen.nutting@groveschool.net)

**Mrs A Stevenson** –Assistant SENCo - [allison.stevenson@groveschool.net](mailto:allison.stevenson@groveschool.net)

**Mrs A Roberts** – Assistant Headteacher for Safeguarding and Wellbeing.

[amy.roberts@groveschool.net](mailto:amy.roberts@groveschool.net)

**Mrs S Taylor** - Headteacher via school reception.

Telephone Number: 01630 652121

Shropshire Local Authority: <https://www.shropshire.gov.uk/the-send-local-offer/>

Arrangements for working with parents:

- Meet with parents/carers in Years 5 and 6 prior to school placement as necessary.
- Attend Year 6 Annual Review of EHCP and arrange extra parental visit in Year 6.
- Faculty open for Year 6 Open Evening.
- Student Passports drawn up termly – parents/carers voice can be included in their child's profile.
- Regular contact via email /telephone/Arbor.
- Parents/carers are invited to attend meetings and Annual Review of EHCP's.
- The school SEND policy and Information Report is published on the website.
- School Local Offer and link to the Local Authority Local Offer is published on the website.
- We write for parental feedback in the Autumn term of Year 7 for their views on transition and ask for any suggestions to develop/improve our system.
- Annual Progress Day.
- Monitoring Reports.
- Data Analysis via Data Collection Points.

- Parents/carers will be involved in the development and reviews of their child's SEND/LAC single page passport.
- Parental views and permission gained to enable contact with external agency for support/up to date advice.

#### Arrangements for working with students:

- Student feedback for Annual Review of EHCP's
- Students included in the development of student Passports.
- Students can access the SEND Hub before and after school and for break and lunchtime support.
- SEND Hub for all SEND students from 8am until 4pm offering opportunities for support in areas of need or difficulties.
- Social Stories.
- Speech and Language therapist.
- Use of keyworkers.
- Students are involved in target setting through the Tutor Review process via structured conversations.
- Student's views are sought with regard to referrals to external agencies, if required.
- Students are invited to join EHCP Reviews.
- Meet with students to discuss any parental concerns/difficulties regarding either learning or social development.
- Careers advice and guidance in preparing for adulthood.

#### Arrangements for assessing and reviewing children's progress towards outcomes:

The following arrangements for assessing and reviewing children's progress towards individual outcomes are clearly identified in the 'The Grove School Local Offer' and are broken down into the four broad areas of Special Educational Need as identified in the Code of Practice (2020 update).

#### **Communication and interaction**

- a) Speech, Language & Communication needs.

##### *How we identify needs*

- Student information for Year 6 students from primary schools.
- Concerns expressed by parents/carers.
- Concerns expressed by staff involvement of specialist outside agencies such as Speech & Language Therapy Team.

##### *How we assess and review progress*

- Progress reviewed through Whole School Monitoring.
- Use of EHCP Review process to review progress.
- We receive reports from Speech & Language Therapist.

## b) Autistic Spectrum Disorder/Condition

### *How we identify needs*

- Information from Year 6 meetings with primary schools.
- Concerns expressed by parents/carers.
- Concerns expressed by staff.
- Learning Support Register.
- Discussion with Local Authority SEND team.
- Discussion with Early Help.
- SaLT assessment.

### *How we assess*

- Involvement of Woodlands Outreach Service.
- Involvement of Early Help, Bee U.
- Involvement Amica SaLT.
- Involvement of Autism West Midlands.
- Support from Educational Psychologist.
- Involvement of Spectra.
- Completion of Webstar/Early Help.

### *How we review progress*

- Use of EHCP review to review progress.
- Progress reviewed through school monitoring.
- Updated Speech and Language report.

## **Cognition and Learning**

### a) General/Moderate Learning Difficulties

#### *How we identify needs*

- Student information for Year 6 students from primary schools.
- Concerns expressed by parents/carers.
- Concerns expressed by staff.
- Barriers to learning testing.
- Involvement of specialist outside agencies such as Speech & Language Therapist.
- Educational screening.

#### *How we assess and review progress*

- Progress reviewed through Whole School Monitoring.
- Use of SENS and EHCP Review process to review progress.
- Reports from Speech & Language Therapist.

### b) Specific Learning Difficulties i.e., Dyslexia/Dyscalculia

*How we identify needs*

- Student information from Year 6.
- Parental concerns.
- Teacher/SENCo concerns.
- Private reports.

*How we assess*

- Through Barriers to Learning screening.
- Through Educational Psychologist.
- Through private reports.

*How we review progress*

- Through whole school monitoring process.
- Through SENS and EHCP Reviews.
- Through updated standardised assessments.

**Social, Emotional and Mental Health**

*How we identify needs*

- Information from Year 6 meetings with primary schools.
- Concerns expressed by parents/carers.
- Concerns expressed by staff.
- Students identified by School Counsellor.
- Through Webstar/Early Help process.
- Through contact by Bee U.
- Through contact by Safeguarding.
- Through contact by Early Help Team.
- Concerns expressed by external agencies including Compass, FPOC, Strengthening Families.

*How we assess*

- Through Bee U.
- Through School Counsellor.
- Through Webstar/Early Help process.

*How we review progress*

- Updated reports from Bee U
- Early Help Meetings/Webstar Review meetings.
- Head of Year review

## **Sensory and/or Physical Difficulties**

### a) Hearing Impaired

#### *How we identify needs*

- Student information from Year 6
- Liaison with the Sensory Inclusion Service
- Information from GPs
- Information from parents/carers
- Information from hospital
- Staff concerns

#### *How we assess*

- Through Sensory Inclusion Service
- Through GP
- Through hospital

#### *How we review progress*

- Updated reports from Sensory Inclusion Service
- Updated reports from hospital/GP

### b) Visually Impaired

#### *How we identify needs*

- Student information from Year 6
- Liaison with the Sensory Inclusion Service
- Information from GPs/hospital
- Information from parents/carers
- Staff concerns

#### *How we assess*

- Through Sensory Inclusion Service
- Through GP/hospital

#### *How we review progress*

- Updated reports from Sensory Inclusion Service
- Updated reports from hospital/GP

### c) Physical Difficulties

#### *How we identify needs*

- Student information from Year 6
- Information from GPs/hospital

- Information from parents/carers
- Staff concerns
- Occupational Therapy/Physiotherapy reports

*How we assess*

- Through GP/hospital

*How we review progress*

- Updated reports from hospital/ GP
- Engagement in appropriate activities
- Meetings to update care plans.

**Expertise and training of staff to support children as young people with SEND at The Grove School**

The Grove School recognises the importance of ongoing, up to date and relevant training for both teaching and support staff.

Training is provided both in-house, utilising and sharing our own areas of expertise and good practice within the classroom and through accessing external experts or specialist advice, support and training as necessary. Examples of training teachers and support staff have had the opportunity to engage with are:

- The new SEND Code of Practice
- Autism (Autism West Midlands)
- ADHD (Autism West Midlands)
- Specific Learning difficulties (Educational Psychology Service)
- Dyspraxia/DCD (Occupational Therapy Service)
- Visual Impairment (Sensory Inclusion Service)
- Hearing Impairment (Sensory Inclusion Service)
- Working with EAL students (Multi Cultural Service)
- Targeted Youth Service
- Bereavement (School Counsellor)
- Emotional wellbeing (School Counsellor)
- Emotional Regulation (SALT)
- Social Stories (SALT)
- ASD transition (Woodlands Autism Outreach)
- Safeguarding/Child Protection (Local Authority)
- How teachers can work effectively with an Access Leaders
- Targeted Mental Health Programme for Schools (TAMHS)
- Differentiation in the classroom (staff)
- Access Arrangements
- Attachment training (Educational Psychology)
- Anaphylaxis and asthma training.



Training for all staff is ongoing and is delivered by external agencies or via in school Inset or twilight sessions.

#### Evaluating the effectiveness of SEND provision:

- All student progress and attainment is monitored through a whole school monitoring system.
- Any concerns are raised in termly Inclusion meetings between Head of Year, Faculty Directors and the Senco.
- Where students are identified as possibly having SEND or requiring SEND Support, we further review 'Barriers to Learning' and student progress. Termly 'Student passport reviews' with students, focus on the successes, areas for development and a targeted action plan for moving forwards.
- 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 'Triple A' pathway that can assist some students who need some extra help at KS4. (further information available on request)

#### How children with and without SEND engage in activities together:

- All children with and without SEND needs have a wide range of opportunities available to them via the curriculum, through after school activities and on residential visits. These activities are available to all students and if necessary reasonable adjustments can be made (in discussion with the student and/or the parent/carer) to support inclusion, where required.
- We encourage all students to work together, recognising individual strengths and understanding that they need to work collaboratively to help and support each other's successes.

#### Support for improving emotional and social development including children with SEND:

- The SEND and Inclusion Faculty work closely with Heads of Year and tutors to meet the emotional and social development of all students.
- Access Leaders (AL's) support students with EHCP's and SENs students across the year group, building relationships with parents and an understanding of the strengths and barriers to learning of students. AL also deliver interventions to support progress academically and holistically.
- Students can access the weekly school CHAT Service with the 'school nurse' for a confidential conversation regarding any health/wellbeing issues. Access Leaders can support SEND students in these sessions if requested.
- Attitude to learning (ATL) leaders provide 'No worries' and anger management intervention. They offer further pastoral support, mentoring and coaching with students.
- All students can access their Head of Year to discuss any concerns of a pastoral nature. The Grove School employ a school counsellor and ELSA (emotional literacy support assistant) who students can be referred to for social and emotional support.
- 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 choose to have their lunch in this area. There is opportunity for interaction between staff and students as well as involvement in clubs and activities.
- All students are made aware of key adults they can speak to. (Tutor/Head of Year/SENCo/Access Leaders) or indeed ANY member of staff who they are comfortable

speaking to. A number of SEND students and all LAC (Looked After Children) have identified key workers.

#### 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 Counsellor
- ENHANCE
- Targeted Youth Service
- Bee-u (CAMHs)
- Autism West Midlands
- Early Help Team/COMPASS
- Family Information Service
- Kudos
- Child in Need Team
- Diabetic and Epilepsy Nurse
- Young Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- Multi-Cultural Service

## Reasonable adjustments

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.

## Complaints

We hope we can work together and that complaints don't arise, however, if a parent has a complaint or concern, the first step is to contact the SENCo, Mrs Nutting to discuss and try and resolve the matter. If this cannot be resolved, parents should contact Mrs Roberts (Assistant Headteacher), in writing to formalise their complaint or concern.

## Please contact us

Please do not hesitate to contact us should you wish to discuss your child's individual circumstances. We know that every child is unique and positive relationships with parents and carers is key to ensuring the best support possible for our students at The Grove School.

Director of Inclusion. SENCo and DT for LAC: [gwen.nutting@groveschool.net](mailto:gwen.nutting@groveschool.net)

Deputy Director of SEND: [allison.stevenson@groveschool.net](mailto:allison.stevenson@groveschool.net)

**Main School Telephone number:** 01630 652121

Website: [www.grove-school.co.uk](http://www.grove-school.co.uk)

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