Grove School Special Educational Needs Information Report

‘Enjoy, learn, achieve’



Grove School is a fully inclusive school where all pupils are valued and supported to achieve their full potential. We work closely with families and external professionals to ensure children with SEND receive the support they need to thrive.

1. What do we want to achieve?

At Grove School we are committed to ensuring that all children develop as independent thinkers and learners and reach their full potential. We have a 'whole school' approach to Special Educational Needs and Disabilities (SEND)

We believe:

1. All teachers are teachers of pupils with SEND
2. All children with SEND deserve a level of resourcing appropriate to meet their needs
3. All children are entitled to a broad and balanced curriculum, which is relevant to their experiences and needs and demonstrates progress and coherence
4. All children have the capacity to learn and make progress.
5. We will ensure that every child is treated as special and unique, feels secure and is kept safe regardless of their age, gender, ethnicity, attainment or background.
6. Parents and carers are valued partners in learning and are actively involved in supporting every child's success

2. How does the school know if a child needs additional support?

We consider a child to have a Special Educational Need and will place them on our SEND register if:

* A child requires SEND Support that is additional to, or different from, that normally available through high quality teaching

* A child has significantly greater difficulty in learning than their peers

* A child is consistently making less than expected progress, given their age and individual circumstances

* A child has a social, emotional and mental health (SEMH) difficulty that prevents him / her from fully accessing the curriculum

* A child has a physical or sensory difficulty

* A child has a medical condition that has a significant impact on their ability to access the curriculum, attend school or may impair their development.

The school implements Birmingham City Council's Ordinarily Available Provision guidance to ensure support is provided at the earliest opportunity and that children receive appropriate provision before consideration of specialist assessment.

3. How Grove School identifies special educational needs in the four areas of SEND:

Grove School follows the graduated approach outlined in the SEND Code of Practice through an Assess, Plan, Do, Review cycle:

* Assess: Needs are identified through assessment, observation, discussion with parents and advice from professionals.

* Plan: Outcomes, support and interventions are agreed with pupils and parents.

* Do: Support is implemented by class teachers with appropriate specialist input.

* Review: Progress is reviewed regularly and provision adapted as required.

Area of need: Physical

When children join Grove in EYFS any physical needs are identified through the induction meeting or when external agencies contact the school directly prior to the child starting school.

When children join Grove in KS1 and KS2 they attend an induction meeting with admin. Admin then inform the SENCO that the pupil has physical needs and the SENCO then contacts the appropriate external agencies prior to the pupil joining the school. The SENCO also arranges an additional meeting with the child's parents.

Area of need: Speech, Language and Communication

All children in EYFS are assessed on their speaking, listening and understanding using the WELCOMM assessment toolkit. This enables staff to evaluate pupil's language and to identify any pupils with language delay. If a pupil is identified as amber or red on the assessment they will require intervention sessions.

Children in KS1 and KS2 are identified as having SLCN needs through NHS SALT assessments, through language link assessments and through moderation meetings when staff identify pupils are not meeting the expected Age Related Expectations. Staff also use the speaking and listening continuum from Pupil and School Support to assess SLCN needs for children.

Area of need: Cognition and Learning

Children in EYFS are identified as having cognition and learning needs through the reception baseline assessment in conjunction with the EYFS Development Matters Curriculum Framework and through moderation meetings when staff identify pupils who are not meeting a good level of development.

Children in KS1 and KS2 are identified as having cognition and learning needs through moderation meetings when staff identify pupils who are not meeting the expected Age Related Expectations in reading, writing and maths. Staff use the Age Related Expectations documents for phonics, reading and maths along with maths club badge results. Staff also use the continuums for reading, writing and maths. To assess pupils' needs in reading the SENCO uses the Diagnostic Reading Analysis. To assess pupils' needs in maths, staff use the Sandwell maths assessment.

Area of need: Social, Emotional and Mental Health

School uses the Social, Emotional and Mental Health (SEMH) Profile screening toolkit to identify pupils with SEMH. This is completed by the class teacher in conjunction with the SENCO and Year Group Leader.

The SENCO and Assistant Head Teachers analyse behaviour incidents on CPOMS along with ABC logs to identify patterns in behaviours and to implement support when needed. The behaviour target card system allows staff to monitor and analyse behaviours.

The Sensory Screening Toolkit and Attachment Disorder Checklist is completed by the class teacher in conjunction with the SENCO. This is then shared with agency professionals and the correct support is identified for each child.

4. How will the school know if my child is making progress?

The progress and attainment of every child is monitored every term through pupil progress meetings, through learning walks and lesson observations where the progress of pupils with SEND is a key line of enquiry and through conversations with pupils.

If a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will be placed on the Special Educational Needs register and interventions and support put in place to support the child.

Less than expected progress can be defined as progress which:

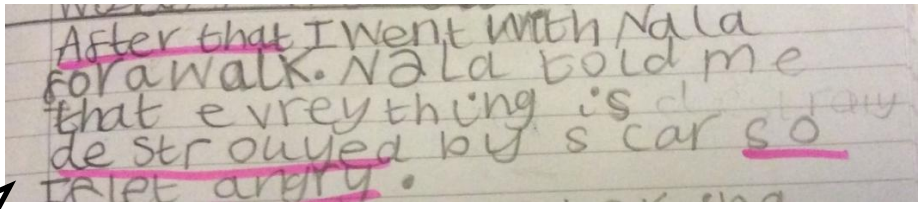
* Is significantly slower than that of their peers starting from the same baseline

* Fails to match the child's previous rate of progress

* Fails to close the attainment gap between the child and their peers

A child may also be identified as having additional needs when an outside agency or health professional informs us of a new diagnosis or a development in a child's condition where the child will need alternative provision, additional support or adaptations to the curriculum in order to access education at Grove School. School does not make medical diagnoses however; we can refer to agencies that will support with this process.

Example of in year progress



Grove School works in a number of ways and with a range of agencies to identify and support pupils with needs. These include:

For pupils in Early Years Foundation Stage:

- play and stay sessions in nursery
- visits to pre-school settings
- work with pre-school Educational Psychology department
- work with the Child Development Centre including liaison with speech therapists, occupational therapists
- work with health care professionals and Family Support Workers
- home-school visits

For school aged pupils we:

- observe in their previous school/setting
- meet with previous teachers
- meet with parents
- track and monitor progress
- carry out observations if a child has social, emotional and mental health (SEMH) needs
- assess a pupil's needs using specific screening tools
- request assessment of learning, language development, social, emotional and mental health (SEMH) needs from specialist services
- track and monitor attendance
- track and monitor suspensions and exclusions

5. How will school support my child?

At Grove we support all pupils through quality first teaching. All staff use marking, observational assessments and summative assessments to make formative assessments of each child's progress. Planning is adapted to meet the needs of all learners.

Pupils with Special Educational needs are also supported by:

- Targeted group work
- 1:1 individual support

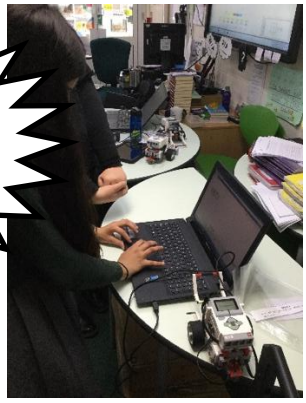
Your child may work with external agency professionals in school. You will be made aware of this; school will share a referral with you.

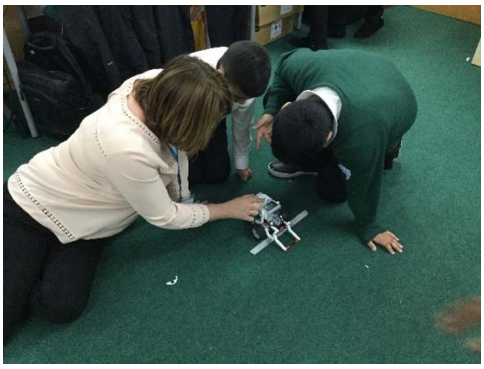
If appropriate your child will be supported with special resources and equipment.





Interventions and support in action











Some interventions currently used at Grove School include:

Speech Language and Communication/ Cognition and Learning

- WELCOMM (EYFS)
- Speech Link (KS1/2)
- Colourful Semantics
- Precision teaching
- ZAP Spellings
- Lovely Listeners/ Super Speakers (small group listening and attention sessions)
- Phonics Champions (small group or 1:1 phonics catch up)
- Rainbow Room (Lower School)
- Attention bucket activities
- Writing slopes
- Talking pegs

Social, Emotional and Mental Health (SEMH)

- Emotion Coaching
- Social Stories
- Visual Symbols
- Picture Exchange
- Emotion cards
- Visual timetables
- Now and Next boards
- When and Then boards
- 1:1 work using TEACCH trays
- Individual learning spaces
- Regular sensory breaks
- Traffic light emotion charts
- Zones of regulation charts
- Ear defenders
- Movement boards
- Whisper phones

6. How will my child be included in extra-curricular learning?

Pupils are not excluded from lunchtime clubs, after school clubs, representing the school at events, educational visits and residential visits due to their special educational needs. Where a child has a particular need staff will meet with parents to discuss and risk assess e.g a residential visit.





If a child is being supported by a school target card or a Pastoral Support Plan, decisions regarding participation in educational visits, residential visits and extra-curricular activities will be made on an individual basis, taking account of the pupil's behaviour, safety considerations and any risk assessments that may be required.

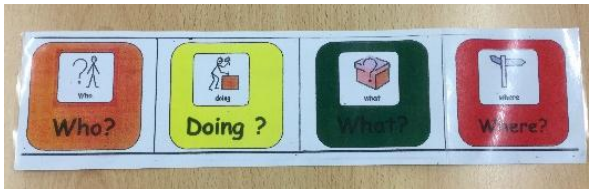
If a child is unable to attend a visit because of their behaviour, alternative ways of achieving the same learning outcomes should be considered.

7. Adaptations to the curriculum and learning environment for children with more significant learning needs

Children with more significant needs may require an individualised curriculum.

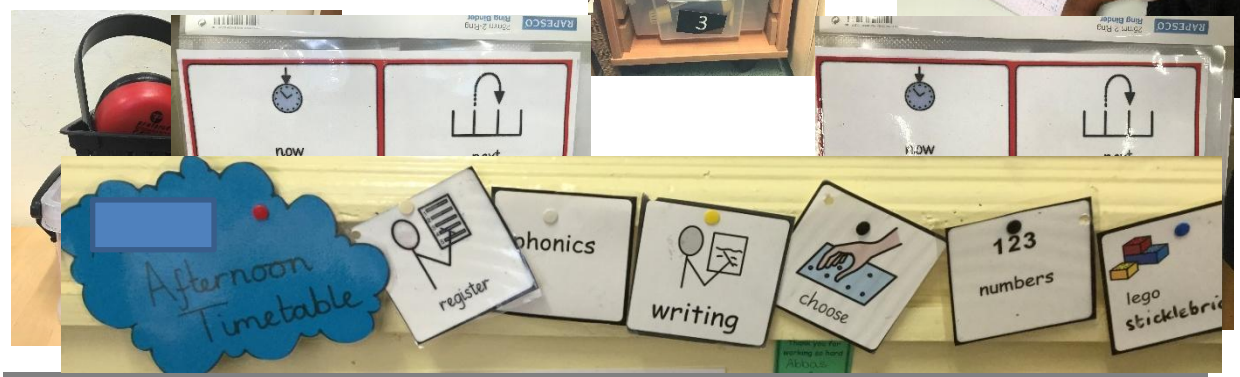
They may also benefit from specialist resources such as:

- individual learning spaces
- writing slopes
- ear defenders
- sensory breaks
- learning privacy screens
- TEACCH trays
- visual timetables
- now and next boards
- Precision teaching
- timers
- whisper phones
- talking tins and talking pegs
- specialist sensory equipment recommended by professionals e.g. a weighted blanket, movement toys or a weighted backpack









8. How will I know if my child is making progress towards their targets?

- We hold SEND parents workshops and consultation sessions once a term where we share strategies you can use to support your child at home, review your child's progress and set new targets.
- We hold annual review meetings for parents of children with an Education, Health and Care Plan (EHCP) or funded SEND Support Plan.
- We hold transition meetings (into Foundation Stage, Key Stage One and Two and into Key Stage 3) for pupils as required.
- We may invite you to engage in parent partnership courses and training.
- We run a range of parental workshops such as stay and play sessions in Foundation Stage, language workshops in Foundation Stage and Inspire workshops in nursery – year 6 to which you will be invited.
- We hold Person Centred Reviews for parents and pupils who may need additional support when transferring to the next year group.
- We can arrange for you to meet with agency professionals who are working with your child.

Parents are encouraged to participate in the decision making processes and contribute to the assessment of their child's needs, the review and transition process.





9. How will the school support transition?

The school recognises that transfer to a new school can be a challenging experience especially for pupils with special educational needs. To support this process Grove School:

- carry out home visits
- carry out observations of pupils in their pre-school or school setting
- meet with school/nursery staff who work with your child
- invite the parent and child into school to find out more about them
- request school records/previous setting records
- arrange a buddy for your child who will support them during their first weeks in school
- arrange review meetings with parents



10. Staff roles and responsibilities/ Who should I contact?

If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with an Assistant Head Teacher or the SENCO.

Miss C Dowell holds the National Award for Co-ordination of SEND and is the Deputy Head Teacher and SENCO. Miss Dowell can be contacted by telephoning school on 0121 464 4669 or by email: c.dowell@grove.bham.sch.uk

Teaching Assistants are responsible for:

- Supporting the activities of individuals or groups within a class
- Contributing to Individual Education Plans
- Supporting pupil learning
- Contributing to the review of Provision Plans based on formative assessment
- Promoting pupils' social and emotional development
- Contributing to the health and well-being of pupils
- Supporting children with specific needs
- Observing and reporting on pupil progress
- Contributing to the planning and evaluation of learning activities
- Supporting the maintenance of pupils' safety and security

Class teachers are responsible for:

- High quality planning, preparation, delivery and assessment of work of SEND children to include targeted intervention sessions
- Communicating pupil progress with pupils and parents
- Creating Individual Support Plans and One Page Profiles
- Reviewing Individual Support Plans
- Updating Provision Plans termly based on formative and summative assessment
- Undertaking and implementing continued professional development with regard to SEND

Year Group Leaders and Assistant Head Teachers are responsible for:

- Quality assuring the impact of curricular programmes and intervention programmes for SEND children
- Quality assuring Provision Plans to ensure all pupils with SEND and those falling behind are identified for regular interventions, either group or 1:1
- Monitoring and track the progress of pupils with SEND
- Providing ongoing support and training for staff in the year group
- Quality assuring Individual Support Plans and reviews

- Contributing to annual reviews of Education, Health and Care Plans (EHCPs)
- Carrying out appropriate access arrangements for internal assessments and examinations
- Working collaboratively with other professional agencies to support the learning, pastoral and emotional needs of children.

The SENCO and Senior Leaders are responsible for:

- Leading and managing the key priority area of SEND and pastoral care as agreed with the head teacher
- Deployment of staff for SEND
- Liaison with agencies for SEND
- Using assessment data to inform School Improvement Planning with regard to SEND
- Quality assuring teaching and assessment of SEND pupils
- Analysis of data
- Ensuring staff use SEND data effectively for planning, differentiation and intervention purposes
- Monitoring impact of intervention programmes
- Monitoring pupil progress on SEND
- Quality assuring individual learning programmes
- Training for support and teaching staff
- Leading EHCP review meetings
- Leading Person Centred Review meetings
- Ensuring appropriate access arrangements are made for internal assessments and examinations
- Leading the inclusion agenda with assistant head teachers and year group leaders, ensuring all staff have the skills and resources to support SEND pupils including those who are disadvantaged

The head teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.

11. Does the school have a nominated governor for SEND?

The school has a nominated governor for SEND – Mrs N Akhtar

The SEND Governor is responsible for:

- Supporting the school to evaluate and develop the quality and impact of its provision for pupils with SEND across the school.

12. Specialists who work at Grove School to provide support for pupils

At Grove School, we pride ourselves on our strong partnerships with a range of external agencies. These partnerships help us to identify, assess and meet the needs of pupils with SEND and ensure that appropriate support is provided.

Below is a list of the professional agencies that may work with Grove School:

Agency	Service Provided
Educational Psychology Service	Assessment, consultation and advice to support pupils' learning, development and wellbeing
Language, Learning and Strategic Support (LLSS) Team	Language, learning and cognition support, including assessment and consultation
Communication and Autism Team	Autism and communication support, assessment and specialist advice
City of Birmingham Schools Outreach Team	Behaviour, inclusion and pastoral support
School Nursing Team	Medical support and advice for pupils with health needs
NHS Speech and Language Therapy Service	Speech, language and communication assessment and intervention

For further information about the support available from external agencies, or for current contact details, parents and carers should contact Miss C Dowell (SENCO).

13. What are the school's admission arrangements for pupils with Special Educational Needs or disabilities?

Disability is defined by The Equality Act 2010 and is included in the Special Educational Needs Code of Practice, 2014 as:

'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

At Grove School we aim to reduce, and where possible, eliminate barriers to accessing the curriculum and to full participation in the school community.

The governing body of Grove School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. The school's admissions arrangements conform to the regulations that are set out in that Act and are also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

Aims and objectives

- We are an inclusive school and welcome children from all backgrounds and abilities.
- All applications will be treated on merit and in a sensitive manner.
- The only restriction we place on entry is that of number.
- Our pupil admission number (PAN) in each year group is 90.
- If the number of children applying for entry exceeds the places available, we enforce the procedure set out below in order to determine whether a child is accepted or not.

It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.

Admission Criteria

1. **Looked after** or **previously looked after** children.

2. **Siblings** who currently attend Grove School.

3. **Distance** (children who live nearest the school measured in a straight line).

Children with an Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan will be admitted where Grove School is named in Section I of the Plan. The school works closely with the Local Authority to support successful placement and transition arrangements.

The School's Accessibility Plan

At Grove School we aim to reduce, and where possible, eliminate barriers to accessing the curriculum and to full participation in the school community.

The school's Accessibility Plan is reviewed regularly and is available on the school website. Reasonable adjustments are made where appropriate to support pupils with disabilities to access the curriculum, school environment and wider school life.

14. How can parents/carers find Birmingham Local Authority's Local Offer for SEND?

You can find the Birmingham Local Authority's Local offer at https://www.localofferbirmingham.co.uk/

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

More information can be found at https://www.birminghamsendiass.co.uk/

The SENDIASS team is available from 8:45am to 5pm, Monday to Friday.

Address: PO Box, 16270, Birmingham B2 2HN

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

Families requiring support regarding Education, Health and Care Plans can contact Birmingham SENAR through the Local Authority and request to speak with the Principal Officer for Grove School.

15. Useful websites and resources

Grove School Website SEND Page: https://groveschool.web02.juniperwebsites.co.uk/page/?title=Special+Educational+Needs&pid=17

Birmingham Local Offer: https://www.localofferbirmingham.co.uk/

Birmingham SENDIASS: https://www.birminghamsendiass.co.uk/

Autism Education Trust: www.autismeducationtrust.org.uk and www.autismeducationtrust.org.uk/resources

Speech and Language UK: https://speechandlanguage.org.uk/help-for-families/

Occupational Therapy: https://www.bhamcommunity.nhs.uk/paediatric-occupational-therapy

BBC Bitesize SEND Support: https://www.bbc.co.uk/bitesize/articles/zh9v382

EasyPeasy Parenting App: https://easypeasyapp.com/

16. Policies that Support Pupils with SEND

Anti-bullying policy

Attendance policy

Late collection policy

Special Educational Needs and Disabilities Policy

Accessibility policy

Citizenship policy

Safeguarding policy

Behaviour policy

Admissions policy

English policy

Maths policy

Internet Safety policy

Educational Visits policy

17. What should I do if I have concerns about SEND provision?

Parents who have concerns about SEND provision should initially discuss the matter with their child's class teacher. If concerns remain, parents should contact the SENCO and then the Headteacher. Further information can be found in the school's Complaints Policy.

Information about disagreement resolution and mediation services is available through Birmingham SENDIASS.

18. References

The Grove School offer has been compiled with reference to the following:

*Section 69(2) of the Children and Families Act 2014, which includes: the arrangements for the admission of disabled pupils

*The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

*The facilities you provide to help disabled pupils to access the school

*The accessibility plan you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

*The Equality Act, 2010

*The Special Educational Needs and Disability Regulations, 2014

*The Special Educational Needs Code of Practice: 0-25, 2014

*The Birmingham Local Offer (https://www.localofferbirmingham.co.uk/)

*Keeping Children Safe in Education, 2026

*The following school policies: admissions; safeguarding; behaviour; English; maths, internet safety, educational visits, attendance, late collection, accessibility, citizenship and anti-bullying.