

2017

# The Grove School SEND Local Offer



GROVE  
SCHOOL & COLLEGE  
*A mind set to succeed*

THE GROVE SCHOOL

Author: Jan Jones & Amy Chevin

## 1. Outline

### 1. Purpose

- 1.1 The Grove is an 11-18 comprehensive school. It is committed to providing an appropriate and high quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They should be equally valued and fully included in all aspects of school life. We strive to eliminate prejudice and discrimination; we aim to develop an environment where all students can flourish and feel safe.
- 1.2 We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all students with a personalised approach to meet their individual needs.
- 1.3 This policy should be read alongside:
  - Single Equalities and Policy Accessibility Plan.
  - Special Educational Needs and Disability Policy.
  - Medical Policy.
  - Child Protection Policy.
- 1.4 Parents are encouraged to discuss any concerns with the Tutor, Subject Teacher, Pastoral Support Assistant, Progress Leader, SEN Faculty, Head Teacher or Governor; as appropriate.

### 2. Rationale

- 2.1 The Grove is committed to inclusion; it aims to remove barriers to learning. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which will take account of their varied life experiences and needs.

### 3. Aims

- 3.1 The Grove endeavours to use the cycle of 'assess, plan, do and review' to ensure that students make adequate progress in the four key areas specified in the SEND Code of Practice:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, mental and emotional health
  4. Sensory and/or physical development
- 3.2 The school has identified 56 students with SEND – which is updated termly. In 2016/2017 we have 36 students with a Statement / ECHP and 20 SENS students – this was reviewed September 2016/2017 (35 Shropshire students and 1 Staffordshire). In addition to this we also identify students who have some additional needs but their needs can be met in the classroom by 'first quality teaching.'
- 3.3 The support for the Learning Support Faculty includes: SENCo/SEND Faculty Director, Assistant SEND Faculty Director and 12 Learning Support Advisors (LSAs).
- 3.4 The school accesses a wide range of external services for additional advice and support, for example: School Counsellor, SALT, CAMHS, Educational Psychologist and Sensory Inclusion Services.

## 2. Approaches

### 1. Shropshire Local Authority Offer

- 1.1 The local authority Local Offer can be found at <https://shropshirelocal-offer.org> where information can be found relating to groups/activities/organisations and services to support families in Shropshire

### 2. The Grove's Local Offer

- 2.1 How we consult with parents and carers of children with Special Educational Needs:

- Annual Review/Educational Health and Care Plan– Interim Reviews
- Monitoring – levels and progress. Interim reports sent to parents/carers, subject reports
- Pupil Voice – voice of the learner questionnaires
- Progress Leaders/Key Workers/Learning Support Advisors (LSAs)/Tutors/Subject Teachers/Faculty Directors
- Letters/email/telephone
- SEN Policy - Governor Reports
- Parents' Evenings
- Transition Meetings – Year 6/7
- Attend Year 5/6 Review Meetings
- SENS termly meetings

- 2.3 How we consult with our students with Special Educational Needs:

- Annual Reviews – Interim Reviews – Personal Centre Planning Profiles (PCPs)
- Monitoring – levels and progress.
- Interim reports - Subject Reports
- Pupil Voice – voice of the learner questionnaires
- Tutors
- Key Workers/LSAs/Tutors/Subject Teachers/Faculty Directors
- Parents' Evenings

- 2.4 How we support our students at times of transition:

- Transition Programme during summer term for Year 5 and Year 6 students. Also, additional visits for targeted students
- Open evenings KS2 - KS3 and KS4 - KS5

- Options Evening KS3 to KS4
- Attending Annual Reviews at Primary Schools
- Invitation to events at school throughout the year
- Language lessons delivered at primary schools by secondary school teachers
- Year 5 and 6 Open Evening
- Primary Liaison – Year 7 Progress Leader and SENCo meet with Primary school to collate information
- Parents invitation to visit school with their child
- Staff training – outside agencies to advise staff
- Woodlands Outreach/Spectra to support ASD students via a transition programme
- IAG Advice for KS3 - KS5

2.5 How we adapt our curriculum and learning environment to include students with Special Educational Needs (the support afforded SEN students is dependent on the need identified):

- KS3 SEN Teacher for English, maths and science
- IDL Cloud software to help develop literacy skills
- Read Write /Text Help software
- Specialist Specific Learning Difficulties (SpDL) intervention
- Social Skills intervention
- Speech and Language Therapy (SALT)
- Access arrangements for examinations: KS4 - KS5
- Chromebooks/Read and Write Texthelp – iPads for identified students
- Modified Timetable
- Students with physical difficulties (P.D.), visually impaired (V.I.), hearing impaired (H.I.) – seek outside agency advice and adhere to recommendations
- Settings of groups and differentiated lessons which may include: multi-sensory approach, visual prompts
- In class support and/or small group work
- Work experience: KS4
- Organised and supported visits to further education
- Outside agency advice e.g. SALT, Woodlands, Educational Psychologist
- Individual Learning Centre (ILC)
- After school sessions available in some subject areas
- Afterschool clubs
- Lunchtime clubs – managed by staff
- Pastoral Support Assistants
- Literacy Support - following reading and spelling assessments

### 3. The Grove's provision for students with SEND

#### 1. Communication and Interaction

##### 1.1 Speech, Language and Communication Needs

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Primary liaison – Year 7 Progress Leader and SENCo meet with primary teachers/Head Teacher/SENCo</li> <li>• Teacher referral – concerns with progress/ attitude etc.</li> <li>• Parent referral – concerns with progress/ attitude etc.</li> <li>• SALT referral and regular reviews until discharge</li> <li>• Annual Meeting - Interim Review</li> <li>• Target Review</li> <li>• Progress Check</li> </ul>	<ul style="list-style-type: none"> <li>• Visual resources</li> <li>• Overlearning/Pre-tutoring</li> <li>• Vocabulary banks</li> <li>• LSA support such as visual prompts/word banks</li> <li>• We model good speech/language</li> <li>• We can break down information into smaller 'bite-size' pieces</li> <li>• Display vocabulary around the school</li> <li>• Staff advised via Learning Support Register</li> </ul>	<ul style="list-style-type: none"> <li>• SALT programme – delivered weekly following guidance from SALT report</li> <li>• Use of Social Stories</li> <li>• Advice is sent home to parents</li> <li>• Lunchtime clubs</li> <li>• Access Arrangements</li> </ul>

## 2. Autistic Spectrum Disorder/Condition

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Information from Year 6 meetings with primary schools</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Identified on SEN List and SEN Register</li> </ul> <p><i>How we assess via outside agencies:</i></p> <ul style="list-style-type: none"> <li>• Woodlands Outreach and Spectra</li> <li>• Involvement of CAMHS</li> <li>• Involvement of Severdale Outreach</li> <li>• Involvement of Autism West Midlands</li> <li>• Completion of EHAF</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Use of Annual Review to review progress</li> <li>• Progress reviewed through School Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Raise staff awareness via Learning Support Register</li> <li>• Staff training</li> <li>• Strategies booklet issued to staff</li> <li>• Learning environment of student considered i.e. seating position in classroom</li> <li>• Support in the accurate recording of homework</li> <li>• Ensure engagement in PE lessons. Particularly around team sports through “buddying” up and positive reinforcement</li> <li>• We try to provide support in lessons where greater movement around the classroom is needed i.e. Drama/ Design Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Try to prepare students in advance of any changes to their routine</li> <li>• Use of Social Stories in school</li> <li>• Social Skills sessions</li> <li>• Self-esteem groups</li> <li>• Use of Individual Learning Centre &amp; M15 during breaks and lunchtimes for emotional/social support</li> <li>• Grove Mentoring Programme</li> <li>• Woodlands Autism Outreach Service for advice</li> <li>• CAMHS for advice</li> <li>• Specific strategies for each student shared with staff</li> <li>• Access Arrangements</li> </ul>

## 2. Cognition and Learning

### 2.1 General and Moderate Learning Difficulties

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Pupil information from Year 6</li> <li>• All students are tested upon entry through the completion a reading and spelling test</li> <li>• Completion of Hodder/Access assessments for all students</li> <li>• Staff concerns</li> <li>• Parental concerns</li> <li>• Educational Psychology Service</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through whole school monitoring system</li> <li>• Through termly/half termly reading tests for those involved in small group withdrawal</li> <li>• Spelling and reading ages for Annual Reviews</li> <li>• Termly targets</li> <li>• Educational Psychology reports</li> </ul>	<ul style="list-style-type: none"> <li>• Students are set appropriately (grouped in either mixed or ability specific set, based on students' needs)</li> <li>• Work is differentiated according to the needs of the student</li> <li>• Identified students receive an additional English lesson - some study one Modern Foreign Language, not two</li> <li>• Teaching includes a variety of teaching styles – visual, auditory, kinaesthetic etc.</li> <li>• Specific programme to develop phonic and numeracy skills</li> <li>• Small group work to develop peer learning</li> <li>• Use of ICT where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Identified on SEN Register</li> <li>• Termly targets</li> <li>• Small group literacy/numeracy and handwriting programmes</li> <li>• Some general in-class support</li> <li>• Use of Individual Learning Centre or M15 during break and lunchtimes - particularly in respect to help with homework</li> <li>• Work broken down into manageable pieces</li> <li>• Staff check for understanding</li> <li>• Students given extra time to process information</li> <li>• Access arrangements</li> </ul>



## 2.2 Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Pupil information from Year 6</li> <li>• Parental concerns</li> <li>• Outside agency reports</li> <li>• Teacher/LSA/staff concerns</li> <li>• Reading and spelling test</li> <li>• Handwriting test</li> <li>• Comprehension test</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through LASS Screen (Lucid Assessment System for Schools)</li> <li>• Through Educational Psychologist</li> <li>• Through private reports</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Through whole school monitoring process</li> <li>• Through Annual Reviews</li> <li>• Through updated reading age assessments and spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard and computer background colour changed</li> <li>• Use of coloured paper when there are handouts in class</li> <li>• Scribing and reading in lessons</li> <li>• Staff asked to mark work sometimes for 'content' and not spelling</li> <li>• Staff to provide handouts rather than extensive copying from the board</li> <li>• Use of Netbooks or Chrome Books for identified students</li> <li>• Work broken down into manageable pieces</li> <li>• Students given extra time to process information</li> </ul>	<ul style="list-style-type: none"> <li>• Identified on SEN Register</li> <li>• Termly targets</li> <li>• Small group literacy/numeracy withdrawal</li> <li>• Use of coloured overlays</li> <li>• Referral to Sensory Inclusion Service for Orthoptic assessment where appropriate</li> <li>• Access arrangements</li> <li>• Staff receive Dyslexia Strategy Sheets</li> <li>• Handwriting programme</li> <li>• Referral to Occupational Therapy where appropriate</li> <li>• PE staff made aware of Dyspraxic difficulties</li> </ul>

### 3. Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>Needs might be identified via one of the following:</i></p> <ul style="list-style-type: none"> <li>• Information from Year 6 meetings with Primary Schools</li> <li>• Concerns raised through conversations with students either by the student or the listening member of staff</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Students identified by the Pastoral Support Assistants</li> <li>• In the Inclusion Meeting discussions held half-termly</li> <li>• Through EHAF process</li> <li>• Through contact by CAMHS</li> <li>• Through contact by Safeguarding</li> <li>• Through contact by Early Help Team</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through Pastoral Support Assistants, Inclusions or School Counsellor</li> <li>• Through CAMHS</li> <li>• Through EHAF/CAF</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Updated reports from CAMHS</li> <li>• Through discussion with the student</li> <li>• Through discussion with parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Inform staff of any issues that may impact on the learning of the students</li> <li>• 'Time Out' cards</li> <li>• Temporarily reduce timetables through the use of Individual Learning Centre</li> <li>• Break and lunchtime support</li> <li>• Learning Mentors</li> <li>• Sensitive seating arrangements</li> <li>• Modified timetable – Personalised Learning Plan</li> <li>• Changes of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Individual Learning Centre during breaks and lunchtimes for social and emotional support</li> <li>• Self-esteem groups</li> <li>• Grove Mentoring Programme</li> <li>• Pastoral Team Support</li> <li>• Social Stories</li> <li>• Tutor</li> <li>• Progress Leader</li> <li>• Keyworkers</li> <li>• School Counsellor</li> <li>• Referrals to external agencies</li> </ul>

## 4. Sensory and/or physical

### 4.1 Hearing Impaired

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Pupil information from Year 6</li> <li>• Liaison with Sensory Inclusion Service (SIS)</li> <li>• Information from General Practitioner (GP)</li> <li>• Information from parents</li> <li>• Information from hospital</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through Sensory Inclusion Service</li> <li>• Through GP</li> <li>• Through hospital</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Updated reports from Sensory Inclusion Service</li> <li>• Updated reports from hospital/GP</li> </ul>	<ul style="list-style-type: none"> <li>• Careful seating within classroom</li> <li>• Student seated away from sources of background noise</li> <li>• Ensure involvement, particularly with group work, to avoid isolation</li> <li>• Teachers wear transmitter as appropriate</li> <li>• Check for understanding</li> <li>• Vocabulary lists kept in exercise books (particularly for those students who have experienced language delay as part of their hearing impairment)</li> <li>• Audio work (i.e. in modern foreign languages) is done in a separate room</li> <li>• LSAs repeat information as and when required</li> <li>• LSAs make notes to allow students to listen to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Identified on SEN Register</li> <li>• Sessions with the Teacher of the Deaf</li> <li>• Risk Assessments completed</li> <li>• Examinations Access Arrangements</li> <li>• Following regular assessments by Teacher of the Deaf, any updated information is sent to teaching staff</li> </ul>

## 4.2 Visually Impaired

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Pupil information from Year 6</li> <li>• Liaison with Sensory Inclusion Services (SIS)</li> <li>• Information from General Practitioner (GPs)</li> <li>• Information from parents</li> <li>• Information from School Nurse</li> <li>• Information from hospital</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through SIS</li> <li>• Through GP</li> <li>• Through hospital</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Updated reports from Sensory Inclusion Service</li> <li>• Updated reports from hospital/GP</li> </ul>	<ul style="list-style-type: none"> <li>• Materials prepared in a clear N12 with possibly N14 if visual functioning lessens</li> <li>• Front central seating in class to gain maximum access to board/whiteboard</li> <li>• Glare in class should be kept to a minimum</li> </ul>	<ul style="list-style-type: none"> <li>• Identified on Learning Support Register</li> <li>• Sessions with Sensory Inclusion</li> <li>• Risk Assessments done</li> <li>• Examinations - Access Arrangements</li> <li>• Following regular assessments by Sensory Inclusion, any updated information is sent to teaching staff</li> </ul>

### 4.3 Physical Difficulties

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> <li>• Pupil information from Year 6</li> <li>• Information from GPs/hospital</li> <li>• Information from parents</li> <li>• Staff concerns</li> </ul> <p><i>How we assess</i></p> <ul style="list-style-type: none"> <li>• Through GP/hospital</li> <li>• Outside agency advice e.g. Mobility Officer</li> </ul> <p><i>How we review progress</i></p> <ul style="list-style-type: none"> <li>• Updated reports from hospital/GP</li> <li>• Engagement in appropriate activities</li> </ul>	<ul style="list-style-type: none"> <li>• Work sent home to enable students to keep up if they are away from school for lengthy periods of time</li> <li>• Inform staff of any impact the physical difficulty may have on learning</li> <li>• Use of Individual Learning Centre</li> <li>• Break and lunchtime support</li> <li>• Use of Netbooks</li> <li>• PE curriculum modified as appropriate to enable inclusion</li> <li>• Escort provided for movement around school to accessible lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Identified on Learning Support Register</li> <li>• All staff sent strategies on how best to support student in class</li> <li>• Flexible in leaving lessons a few minutes earlier to navigate corridors</li> <li>• Risk assessment completed by Lead First Aider and Business Manager</li> </ul>

## 4. Monitoring, Evaluation and Development

1. How we ensure access to our facilities for all of our pupils:
  - 1.1 The Grove endeavours to make reasonable adjustments, both in learning and physical environment, to ensure access to our facilities for all students. We have an Accessibility Plan which is reviewed and updated to prepare a strategic overview for the development of the school environment.
  
2. What activities are available to our pupils with Special Educational Needs, in addition to the curriculum:
  - Use of Individual Learning Centre and M15 during break and lunchtimes for social/emotional/homework support
  - Lunchtime/Afterschool clubs
  - Students have complete access to our Activity Days
  - SEN students can access all school trips
  - LSA's support extra-curricular activities
  - Theatre visits
  - Sporting trips
  - All students complete Work Experience in year 10
  - KS4 additional college visits
  
3. What support is available for our pupils with Special Educational Needs:
  - KS3/4 - ILC Learning Support Department
  - Small group literacy/numeracy withdrawal
  - Social Story work
  - Use of netbooks in lessons for identified students
  - Use of Individual Learning Centre and M15 during break and lunchtimes for social/emotional/homework support
  - LSAs are available every break and lunchtime
  - Support in tutor time where appropriate
  - Support in assemblies
  - Support in examinations/controlled assessments (reader/scribe/extra time)
  - Grove Mentoring Programme
  - Scribing/reading in lessons
  - Dyslexia handout
  - LSAs
  - Help students record homework
  - Visual timetables are sent home to support organisation of bag for school

4. **What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively:**

- The SEN Code of Practice 2014
- Autism/ASD training
- Selective Mutism
- Specific Learning Difficulties
- Visual Impairment
- Hearing Impairment
- Working with EAL students
- ASD transition
- Synthetic Phonic teaching – Ruth Miskin ‘Freshstart’ programme
- ‘How teachers can work effectively with LSAs
- SALT
- Neurodiversity
- TEEP
- Working with SEN students – from an SEN teacher perspective

5. **How we obtain the services, provision and equipment required by our pupils with Special Educational Needs:**

The Grove uses service-specific referral systems to access a range of support including:

- Educational Psychologist
- Private Dyslexia Assessor
- Barnardos
- Divert
- Targeted Youth Support
- EnHance
- Sensory Inclusion Service – visually and hearing impaired students
- TMBSS
- Occupational Therapy Service
- Speech Language Service
- CAMHS
- Education Access Service
- Autism West Midlands
- Shropshire Youth
- Woodlands Outreach/Spectra
- Education Welfare Officer
- Looked After Children Team
- Multi-Cultural Service
- Community School Nurse

**6. How we involve parents and carers in the assessment and review process:**

- Parents are sent a copy of student's targets together with a parental feedback slip
- Parents are invited to Annual Reviews of Statemented/EHCP students
- Parental views and permission gained to enable contact with external agencies for support/up to date advice

**7. How we involve our pupils with Special Educational Needs in the assessment and review process:**

- Students' views are sought on their progress to an Annual Review
- Students are involved in target setting
- Students' views are sought with regard to referrals to external agencies where practicable
- Students are invited to join Annual Reviews
- Students are spoken to directly if parents have expressed concerns/difficulties regarding either learning or social development

**8. How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process:**

- Through the Annual Review process we obtain parental/student feedback
- Parental feedback from Interim Reviews
- Removal of students from SEN list as making 'adequate progress'
- Staff feedback
- Pupil progress monitored across the school KS3/4/5 every term and report sent home
- GCSE results –including 4 levels and more of progress in English and Maths
- Ofsted feedback

**9. If you have any questions, concerns, complaints or compliments about our provision for pupils with Special Educational Needs**

9.1 The Grove encourages parents to contact the school if they have any concerns or queries. This may be done through the student's:

- Tutors for general day to day matters
- Subject Teachers for subject-specific concerns
- Progress Leaders for general progress concerns over a number of subjects
- Pastoral Support Assistants for pastoral and social concerns

9.2 If the queries relate specifically to special educational needs, contact is actively encouraged with the Learning Support Department directly via telephone, email or letter. The main points of contact are:



- Mrs. J Jones - SEN Faculty Director ([janet.jones@groveschool.net](mailto:janet.jones@groveschool.net))
- Mrs. A Stevenson - SEN Deputy Faculty Director ([allison.stevenson@groveschool.net](mailto:allison.stevenson@groveschool.net))
- Miss A Chevin – Assistant Head ([amy.chevin@groveschool.net](mailto:amy.chevin@groveschool.net))

9.3 As a school we will always endeavour to do all that we can to work in partnership with students and parents/carers to resolve any issues that may arise. Should you feel that your concern cannot be resolved satisfactorily please follow the school's Complaint Procedure Policy.

**Signed:**

**Date:** February 2017

**Review date:** February 2019