

2017

Grove Information Report



GROVE
SCHOOL & COLLEGE
A mind set to succeed

THE GROVE SCHOOL

Author: Jan Jones & Amy Chevin

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GROVE SEND INFORMATION REPORT 2017

Purpose

The Grove SEND Information Report should be read alongside the Grove Local Offer and other school policies including SEND, Behaviour, Bullying and Single Equalities policy which will give more detailed information

GROVE SCHOOL

Rationale

Grove is an 11-19 comprehensive school with approximately 900 students. Grove's Support for Learning Faculty (SEND) supports students within the mainstream setting with a variety of different and individual needs. Principally these needs can be categorised by the Code of Practice 2014:

- Communication and Interaction – Speech, Language & Communication/ASD/Dyslexia
- Cognition and Learning – SpLD (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

Our school motto 'A mind set to succeed' reflects our belief that we want everyone in our school to 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 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 Grove:

- 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 sit Hodder/Access test
- Students entering mid academic year – students will arrive with school data and will sit Hodder/Access test
- All students undergo ongoing assessment through their class teacher and the whole school termly monitoring process. Under performance identified by Progress Leaders and through Raising Achievement Meetings
- Termly Inclusion Meetings are held to identify issues relating to social, emotional and mental health concerns, relationships and self-esteem
- 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 will actively employ intervention strategies within the classroom ensuring 'quality first teaching' to aim to support the vast number of students
- School works closely/liaises as necessary with any external agencies involved with our students
- Student Progress is reviewed termly by Progress Leaders and Faculty Directors and SEND Faculty are informed of students not making adequate progress and possible reasons, including SEND
- Parents and students are encouraged to discuss any concerns with:

Mrs J Jones – SEND Faculty Director (email janet.jones@groveschool.net)

Miss A Chevin – Assistant Head for Safeguarding and Well-being

Mrs S Taylor - Head teacher

Mrs D Hanney - SEND Governor

Telephone Number: 01630 652121

Shropshire Local Authority: <https://www.shropshire.gov.uk/education-and-learning?and%5596%5596/>

Arrangements for working with parents

- Meet with parents 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
- Pupil Centred Plans/Pupil Profiles drawn up termly – parents will be included in their child's profile

- Regular contact via email /telephone
- Parents are invited to attend SENS Meetings and Annual Review of EHCP's.
- The school SEND policy and Information Report is published on the website
- The Annual SEND Report to Governors is published on the website
- School Local Offer and link to the Local Authority Local Offer is published on the website
- We seek 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 Parents Consultation
- Monitoring Reports
- Data Analysis via Data Collection Points
- Parents will be involved in the development and reviews of their child's Personal Centred Plan
- Parents are invited to Annual Reviews of students with EHCP's
- Parental views and permission gained to enable contact with external agency for support/up to date advice

Arrangements for working with students

- We ask for their feedback for Annual Review of EHCP's
- Students will be included in the development of Pupil Centred Plans
- Break/Lunchtime Support with Learning Support Advisor support
- Through Social Stories
- Use of keyworkers
- Student's views are sought on their progress prior to an /EHCP Review
- Students are involved in target setting through the Tutor Review process every term via structured conversations
- Student's views are sought with regard to referrals to external agencies where practicable
- Students are invited to join EHCP Reviews
- Students are spoken to directly if parents have expressed concerns/difficulties regarding either learning or social development
- Students involved in the development and review of their own PCP
- CEIAG 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 'Grove Local Offer' and are broken down into the four broad areas of Special Educational Need as identified in the Code of Practice 2014

Communication and interaction

a) Speech, Language & Communication needs

How we identify needs

- Pupil information for Year 6 students from primary schools
- Concerns expressed by parents
- 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 Service

b) Autistic Spectrum Disorder/Condition

How we identify needs

- Information from Year 6 meetings with primary schools
- Concerns expressed by parents
- Concerns expressed by staff
- Learning Support Register

How we assess

- Involvement of Woodlands Outreach Service
- Involvement of CAMHS
- Involvement Amica SALT
- Involvement of Autism West Midlands
- Completion of Webstar/CAF

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

- Pupil information for Year 6 students from primary schools
- Concerns expressed by parents
- 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 SENS and EHCP Review process to review progress
- We receive reports from Speech & Language Service

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

How we identify needs

- Pupil information from Year 6
- Parental concerns
- Learning Support Advisory Teacher Reports (LSAT)
- Teacher/Learning Support Advisor/staff concerns
- Private reports

How we assess

- Through LASS Screen
- Through LSAT
- Through Educational Psychologist
- Through private reports

How we review progress

- Through Whole School Monitoring process
- Through SENS and EHCP Reviews
- Through updated reading age assessments and spelling tests
- Use of Ruth Miskin literacy programme

Social, Mental and Emotional Health

How we identify needs

- Information from Year 6 meetings with primary schools
- Concerns expressed by parents
- Concerns expressed by staff
- Students identified by School Counsellor
- Students identified by Pastoral Team
- Through Webstar/CAF process
- Through contact by CAMHS
- Through contact by Safeguarding
- Through contact by Early Help Team

How we assess

- Through School Nurse
- Through CAMHS
- Through School Counsellor
- Through Pastoral Team
- Through Webstar/CAF process

How we review progress

- Updated reports from CAMHS
- TAC Meetings/Webstar Review meetings

Sensory and/or Physical Difficulties

a) Hearing Impaired

How we identify needs

- Pupil information from Year 6
- Liaison with the Sensory Inclusion Service
- Information from GPs
- Information from parents
- Information from School Nurse
- Information from hospital
- Staff concerns
- Information from Sensory Inclusion Service

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

- Pupil information from Year 6
- Liaison with the Sensory Inclusion Service
- Information from GPs
- Information from parents
- Information from School Nurse
- 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

c) Physical Difficulties

How we identify needs

- Pupil information from Year 6
- Information from GPs
- Information from parents
- Information from School Nurse
- Information from hospital
- Staff concerns
- Occupational Therapy/Physiotherapy reports

How we assess

- Through GP
- Through 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 Grove

Grove 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 2014 (J Jones)
- Autism (Autism West Midlands / A Coleman)
- ADHD (Autism West Midlands / A Coleman)
- Specific Learning difficulties (Educational Psychology Service/J Jones)
- Dyspraxia/DCD (Occupational Therapy Service)
- Visual Impairment (Sensory Inclusion Service)
- Hearing Impairment (Sensory Inclusion Service)
- Working with EAL students (Multi Cultural Service)
- Working with Downs Syndrome students (Educational Psychology Service)
- Targeted Youth Service
- Bereavement (School Counsellor)
- Anger Management (School Counsellor)
- Social Stories (SALT)
- ASD transition (Woodlands Autism Outreach)
- Safeguarding/Child Protection (Local Authority/A Chevin)
- How teachers can work effectively with a LSA's (A Stevenson)
- Targeted Mental Health Programme for Schools (TAMHS)
- Differentiation in the classroom (staff)

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

Evaluating the effectiveness of SEND provision

- All student's progress and attainment is monitored through the whole school monitoring system.
- In addition, every Faculty has a SEND representative who attends termly SEND raising standard meetings. During these meetings specific responsibilities for monitoring SEND student progress are discussed and appropriate interventions to meet individual needs.
- Where students are identified as having SEND or requiring SEND Support the Support for Learning Faculty also reviews academic progress as well as having discussions during Pupil Centred Plan reviews with students and parents - focusing on the successes and areas for development.
- The Ruth Miskin intervention groups delivered by SENDCo are assessed termly to ensure the students are making progress on the programme to improve individual reading ages.
- SEND students in the vast majority of cases complete full options at GCSE - the intended outcome being that all our students achieve or maybe even exceed their 'stretch target grade'.

How children with and without SEND engage in activities together

- All children with and without SEN have a wide range of opportunities they can engage in via the curriculum, through after school activities and residential visits – these 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 parent) as required.
- We encourage all students to work together, recognising the individual strengths of each other and understanding that they need to work collaboratively to help and support each other.

Support for improving emotional and social development including children with SEND

- The Learning Support Faculty work closely with the pastoral team to meet the emotional and social development of all students including those with SEND.
- Students can access the weekly school CHAT Service with a member of the safeguarding team for a confidential conversation regarding any health/wellbeing issues but LSAs can support SEND students in these sessions if the student would like them to be involved.

- All students can access the Pastoral Managers to discuss any concerns of a pastoral nature and we also employ a school counsellor which students can be referred to or they can refer themselves for sessions.
- The Student Support Zone and M15 is open and staffed during break and lunch time – some of our more vulnerable students with SEND choose to have their lunch in this area or join a LSA in the main canteen – interaction between staff and students at these times is an important aspect of the Centre.
- All students are made aware of key people (Tutor/Student Support/Support for Learning or ANY member of staff) to whom they can report any concerns - this includes any issues raised around bullying – a number of SEND students and all the 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
- Learning Support Advisory Team
- Private Dyslexia Assessor
- ENHANCE
- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing impaired students
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS
- Autism West Midlands
- Family Information Service
- School Counsellor

- Shropshire Youth (Shropshire Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Young Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- Multi-Cultural Service
- School Nurse

Please do not hesitate to contact Grove and the Learning Support Faculty should you wish to discuss your child's individual circumstances – every child is unique, as are their needs, they will be treated as such at Grove.

Main School: office@groveschool.net

Website: www.groveschool.co.uk

SENCo: janet.jones@groveschool.net

School Address: Grove School, Newcastle Road, Market Drayton. Shropshire. TF9 1HF

Telephone number: 01630 652121

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