



**Grove
Educational**

Grove School

**School Special
Needs**

Information (Local Offer)

February 2017

' Enjoy, learn, achieve'

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

The Equality Act, 2010

Section 69 of the Children and Families Act, 2014 (SEN information)

The Special Educational Needs and Disability Regulations, 2014

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

The Birmingham Local Offer (mycareinbirmingham.org.uk)

Grove school has approximately 25% of pupils identified as having Special Educational Needs. We are a fully inclusive school; many agency professionals working with our team have acknowledged the inclusive ethos of the school. Staff strive to ensure all learners meet with the highest possible level of success.

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 believe:

1. All teachers are teachers of pupils with Special Educational Needs
2. All children with Special Educational Needs 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.

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

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 conforms to the regulations that are set out in that Act and 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 (brother or sister who will still be in attendance in September 2016).
3. **Distance** (children who live nearest the school measured in a straight line).

Children with a statement of Educational needs (EHCP)

Children with an Education Health and Care Plan (EHCP)/statement of special educational needs (SEN)

Any child with an Education, Health and Care Plan/ statement of special educational needs is required to be admitted to the school that is named in their plan/statement. This gives any such child overall priority for admission to the named school. This is not an oversubscription criterion.

What are the school's arrangements for access for pupils with Special Educational Needs?

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 school's Accessibility plan (July 2016) notes the following:

The school has adequate alternative access for a wheelchair user if they were required to attend meetings or events in school. The building is a grade 2 listed building and therefore no major building works would be able to be carried out without permission from Birmingham City Council. The school can only plan accessibility in any new future projects.

The Accessibility Plan was reviewed by Education Safety Services in January 2016. See www.grove.bham.sch.uk/parents/school_policies/accessibility_plan

What should I do if I think my child has Special Educational Needs?

If you think your child may have additional needs and you wish to discuss your child's needs you should arrange to meet with your child's class teacher in the first instance. If parents wish to meet with any of the SEND Lead Teachers they should contact the school on 0121 464 4669 to arrange an appointment.

Lead staff supporting pupils with Special Educational Needs

Ms J Baker - School Lead for SEND

Miss E Gallagher - Lead for EYFS SEND

Mrs S Coker and Miss A Bains - Lead for KS 1 SEND

Mrs N Warburton - Lead for Lower KS 2 SEND

Miss I Hines - Lead for Upper KS 2 SEND

Miss M Daly - Pastoral Assistant Head

Miss J Williams - Behaviour Support Manager

How do school know if a child needs additional support?

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

- A child is assessed as requiring universal support, targeted support or specialist support
- 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 an emotional, social or behavioural 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.

Early identification

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 health 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 against National Curriculum age related expectations
- track and monitor progress
- carry out observations if a child has emotional and/or behavioural needs
- assess a pupil's needs using specific screening tools
- request assessment of learning, language development, behavioural/emotional needs from specialist services
- 5. track and monitor attendance
- track and monitor exclusions

How will school monitor if your child is making progress?

The progress and attainment of every child is monitored every half - 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 support 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 who will support with this process.

How will school support my child?

Quality first teaching

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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 differentiated to meet the needs of all learners.

Small group intervention

Children are taught in a small group with peers who are at a similar place in learning. The intervention may be led by a teacher or teaching assistant and will have been planned with specific learning objectives in mind. Progress will be monitored against the learning objective and pupils have the opportunity to reflect and self-assess using individual support plan targets.

One to one work.

This is when a child works with a teacher or teaching assistant on a specific learning objective. Progress against the objective will be assessed and pupils given the opportunity to self- review.

What types of SEND does the school support?

Cognition and learning - How your child thinks, learns and understands the world

Communication and interaction - How your child talks to, listens, responds, plays and learns with other children and adults

Social, emotional and mental health difficulties - How your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine

Sensory and/or physical needs - How your child responds to their environment and learning using their senses and any diagnosed medical issues

Pupils with Special Educational Needs are supported by:

- Targeted intervention/group work
- 1:1 individual support

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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.

How will I know if my child is making progress?

We hold parent's consultation sessions every term where we review progress and target set.

We hold annual review meetings for parents of children with an Education Care Plan.

For some pupils we hold transition meetings (into Foundation Stage, Key Stage One and Two and into Key Stage 3).

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.

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.

What if my child has a medical need?

If your child has a medical need they will have a medical care plan. For pupils who have a significant medical need these care plans will have been developed with the School Nurse service and/or other healthcare providers. School has a generic asthma care plan which has been agreed with the School Nurse team for asthma. Parents are invited, on an annual basis to update, with staff, these plans if the medical need differs. Pupils with a medical need take part in all lessons, events in school and educational and residential visits. The school takes note of ' Supporting Pupils at School with Medical Conditions, DFE, April 2014' and has a policy dedicated to this;

[www.grove.bham.sch.uk/parents/schoolpolicies/supporting children with medical needs](http://www.grove.bham.sch.uk/parents/schoolpolicies/supporting%20children%20with%20medical%20needs).

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 Schools. School does not make medical diagnoses however we can refer to agencies who will support with this process.

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 their first weeks or after in school
- arrange review meetings with parents

How will you help me to support my child's learning and development?

We will invite you to transition workshops and parental workshops. We may visit you and your child at home prior to your child starting school. We will work with the previous setting for your child. We will share targets and ideas for you to work on at home.

We can arrange for you to meet with agency professionals who are working with your child.

Specialists who work at Grove School to provide support for pupils

If we assess your child has more significant needs and would benefit from specialist support we will talk to you and make referrals to other agencies.

Agency or service	Who they work with
Educational Psychology Service (EPS)	Children with more significant and complex learning needs. Provide staff with advice on teaching strategies, resources and training
Pupil and School Support (PSS)	Provide staff with advice on teaching strategies and resources, individual and whole school training. PSS support pupils who have difficulties in language, literacy and mathematics. PSS will assess individual pupils who are making limited progress.
Speech and Language Therapy (NHS)	SALT work with pupils referred by school or their GP who have specific language, speech or communication needs. They provide advice for school on programmes to carry out with pupils.
West Midlands Speech and Language Therapy Service.	School refer to this service. The therapist may assess a child. The therapist trains staff and supports school in implementing programmes for groups or individual children.
Communication and Autism Team	This service works with children who have a diagnosis of autism. The service will observe and work with pupils in school and provide advice for staff to support pupils.
10 Sensory Support Service	This agency works with pupils with visual or hearing impairment. They provide school with advice regarding
Visual	

Hearing	resources and strategies to support children with sensory impairment.
Physical Difficulties Support Service	This agency work with children with gross motor skill difficulties. They provide school with advice regarding resources and strategies to support children with physical difficulties.
Health Care Professionals Health visitors School nurse Child Development Centre Occupational therapist	The school nurse provides support and advice for staff working with pupils with health needs.
Forward Thinking Birmingham	Referrals can be made to FTB for pupils with specific mental health and emotional issues
City of Birmingham School	COB work with pupils with emotional and behavioural needs. They provide advice and support for staff working with such pupils.

Does the school have a nominated governor for SEND?

The nominated governor is:

Dr Sir D. Winkley

If parents have a concern or complaint they should follow the procedures contained in the Complaints Policy, www.grove.bham.sch.uk/parents/school_policies/complaints and parent partnership policy.

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.

Pupils who are supported by a school behaviour card at yellow, green or purple level or who are supported by a Pastoral Support Plan will not be invited to attend educational visits, residential visits or extra - curricular activities.

How will we support your child through transition?

Before your child starts at our school:

- Visit to existing setting or home visit where relevant and appropriate
- Transition days and induction days arranged to meet your child's needs

When they are moving to a new school:

- Additional visits to the new school for children with specific needs
- Contacting key staff at receiving school.
- Reviews centred on the needs of your child involving yourself, staff and relevant agencies when appropriate (Person Centred Review).
- All relevant documentation about your child shared with new setting.

When children are moving into the next class:

- Your child's new teacher will be informed of your child's likes, dislikes and what works best for them using a One Page Profile.

How is my child involved in their own education?

Children are involved in self-assessment of their work, they review progress at Individual Support Plan review meetings, attend parents evening meetings, some pupils will attend person centred reviews and all pupils are encouraged to speak to members of staff if they have a concern or are worried about anything.

In Key Stage Two children have copies of their Individual Support Plan targets in lessons and are encouraged to review their progress and identify the evidence in pupil books.

How can parents/carers find Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's Local offer at mycareinbirmingham.org.uk

You may wish to contact Parent Partnership who can provide support for parents who have children with SEN. Their contact details are:

SEND information

Advice and Support Service

The POD

28 Oliver Street

Nechells

Birmingham

B7 4NX

0121 303 5004

The SENAR officer for Grove School, is Jazz Styles. She can be contacted on:

Telephone: 0121 464 4489

Address for Postage SENAR:

SEN Assessment & Review (LC)

PO Box 16289

Birmingham

B2 2XN

Useful websites:

[mycareinbirmingham](#)

[autismeducationtrust.org.uk](#)

[autismeducationtrust.org.uk/resources](#)

[aetraininghubs.org.uk/national-autism-standards/](#)