



Grove School

Special Educational Needs Policy

November 2018

Mission statement:

“Enjoy, learn, achieve”

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The SEND Policy and School Information for SEND 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 pupil
- * 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 (mycareinbirmingham.org.uk)

1. Our philosophy:

' Enjoy, learn, achieve'

At Grove 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.

2. The Special Educational Needs team at Grove

Ms J Baker – school lead for SEND (Special Educational Needs Co-ordinator)
Ms Baker can be contacted by telephoning school on 0121 464 4669 or by email j.baker@grove.bham.sch.uk
Miss C Dowell – SENCO

Miss J Williams – Behaviour Support Manager

If parents wish to discuss their child's needs they should arrange to meet with the child's class teacher in the first instance.

The school has a nominated governor for SEND – Dr Sir David Winkley.

If a parent has a concern they should refer to the school website for details of the Complaints and Parent Partnership Policy, www.grove.bham.sch.uk/parents/school_policies/ complaints and parental partnership policy.

3. Definition of SEN:

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEN:

- a. Communication and interaction
- b. Cognition and learning
- c. Social, emotional and mental health
- d. Physical and sensory

Cognition and learning – How a child thinks, learns and understands the world
Communication and interaction – How a child talks to, listens, responds, plays and learns with other children and adults

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

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

4. Identification of Special Educational Needs

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.

School based monitoring

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

5. Partnership with Parents

Grove school recognises the key role parents play and the in-depth knowledge they have of their child. School staff will arrange to meet parents if they assess a child is experiencing difficulties. Progress and attainment are shared and discussed at Parental Consultations once a term.

Partnership with parents is supported through:

1. Parents consultation sessions every term
2. SEND review and target setting meetings every term
3. Annual review meetings for parents of children with an Education Health Care Plan/ Statement of Special Educational Need
4. Transition meetings (into Foundation Stage, Key Stage One and Two and into Key Stage 3)
5. Invites to engage in parent partnership courses and training
6. Stay and play sessions in Foundation Stage
7. Language workshops in Foundation Stage
8. Inspire workshops in nursery – year 6
9. Pupil centred reviews

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

6. Responsibilities of staff

Lead staff

Ms J Baker – lead SENCO
Miss C Dowell - SENCO
Mrs E Gallagher – AHT EYFS
Miss A Bains – AHT KS 1 for KS 1
Miss I Hines – AHT for lower KS 2
Mrs J Basnett – AHT for upper KS 2
Miss J Williams – Behaviour Support Manager

Responsibilities include:

- Deployment of staff for SEND
- Liaison with agencies for SEND
- Use assessment data to inform School Improvement Planning with regard to SEND
- Quality assure teaching and assessment of SEND pupils
- Analysis of data
- Monitoring impact of intervention programmes
- Monitoring pupil progress on SEND
- Quality assure individual learning programmes
- Training for support and teaching staff
- Leads EHC/Statement review meetings
- Leads Person Centred Review meetings
- Ensure appropriate access arrangements are made for internal assessments and GCSE examinations

Year Group Leader

- Quality assures the impact of curricular programmes and intervention programmes for SEND children
- Quality assures Provision Plans to ensure all pupils with SEND and those falling behind are identified for regular interventions, either group or 1:1
- Monitor and tracks progress of SEND children
- Provides ongoing support and training for staff in the year group
- Quality assures Individual Support Plans and reviews
- Contributes to annual review of Education Health Care Plans
- Carry out appropriate access arrangements for internal assessments and GCSE examinations

Class Teachers/ Unqualified Teachers

- High quality planning, preparation, delivery and assessment of work of SEND children to include targeted intervention sessions
- Communicate pupil progress with pupils and parents
- Create Individual Support Plans and One Page Profiles
- Review Individual Support Plans
- Update Provision Plans termly based on formative and summative assessment
- Undertake and implement continued professional development with regard to SEND

Teaching Assistants/ Higher level Teaching Assistants

- Support the activities of individuals or groups within a class
- Contribute to Individual Support Plans
- Support pupil learning
- Contribute to the review of Provision Plans based on formative assessment
- Contribute to the health and well being of pupils
- Support children with specific needs
- Observe and report on pupil progress
- Contribute to the planning and evaluation of learning activities

Lunchtime Supervisors

- To be conversant with and apply the school's behaviour policy
- To follow the specific behaviour programmes for children as directed by the class teacher
- To be conversant with and implement strategies included on One Page Profiles

7. Provision and support for pupils with SEND

Individual Support Plans

When a pupil is identified as having additional needs the class teacher and support staff will develop an Individual Support Plan. Children with cognition and learning difficulties have targets set which are used in lessons and intervention sessions. Targets set are selected to close gaps in skills and learning. A pupil and their parent has the opportunity to review progress against the support plan targets once a term. Parents and pupils are encouraged to make a comment about progress and sign the Individual Support Plan.

Social, emotional and behavioural profiles and One Page Profiles.

Pupils who have a social, emotional or behavioural need will have an Emotional, Behavioural Profile completed by staff who work with them. This identifies types of behaviours and assists staff in developing a One Page Profile to support the pupil. A One Page Profile details a child likes and dislikes, what they find difficult, how best to support them and specific strategies in place. A One Page Profile is developed by school staff with parents.

At Grove the one page profile and individual support plan and review are contained within one A5 document. A copy of this document is held in the pupil's SEND file in the classroom. A copy is also on the school shared area. Parents are provided with a copy of this document each term.

Pupils have copies of their learning targets in class. These are referred to in short term planning, lessons and pupils self-assess against these targets. Marking of pupil work is used to review progress towards targets.

The Individual Support Plans for each child do not detail the how, when and who. This information is contained within a class provision plan.

Provision plans

A class teacher develops and revises a Provision Plan each term with their year group leader based on formative and summative assessment and with advice and support from external agencies. A Provision Plan includes: the full name of the child, the class, the teacher and support staff, the area of need (primary and secondary), the frequency of intervention, whether it is small group or 1:1, recommendations from agency professionals and the particular programme used to support a child's needs.

Medical Care Plans

Pupils with a medical need will have a 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. The school nurse visits school on a regular basis, dates can be found on the school website. Parents can telephone school to make an appointment to meet with the nurse.

Education, Health Care Plans

The Local Offer sets out services available for children and young people with special educational needs and abilities from birth to age 25 and their families. The majority of children and young people with SEND will have their support needs met through the Local Offer without the need for an EHC Plan.

However, for some children and young people, an Education, Health and Care Plan may be necessary.

Children who are diagnosed with disabilities who have an Education, Health and Care Plan (or are in the process of) and/or are in receipt of Disability Living Allowance, are likely to meet the criteria to be offered a fulltime place at Grove School.

A request for Education, Health and Care Assessment is made via a coordinated, family centred, multi-agency approach (key working). The family and professionals involved with the child or young person will be asked for information. A decision will be made by a group of people from education, health and social care about whether the child or young person is eligible for an EHC Plan and the sort of provision and resources that are likely to be required.

The EHC Plan will be reviewed at least annually to maintain its relevance to the child/young person's individual situation. In certain cases it may be reviewed more frequently, if required.

8. Pastoral Support Plans

WHAT IS A PASTORAL SUPPORT PLAN (PSP)?

A Pastoral Support Plan (PSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.

When a PSP is thought to be required a PSP meeting should be held during the normal school day. The teachers and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs are usually reviewed every 4 weeks and usually run for approximately 16 weeks. The period of time may be extended to support children further.

WHO NEEDS A PASTORAL SUPPORT PLAN (PSP)?

A PSP may be necessary if a child's behaviour at school means that they have been permanently excluded or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

WHAT IS THE PURPOSE OF A PASTORAL SUPPORT PLAN (PSP)?

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

9. Interventions to support teaching and learning

Pupils with SEND will be educated with their class. Within the school timetable a child or group of children may be taught in an alternative teaching space in school. Individual Support Plans are used in lessons to differentiate learning for SEND pupils. In addition to this school may use specific learning programmes to support pupils. These are some of the interventions that may be used with learners:

* Language groups to develop expressive and receptive language

- * Specific language and/or speech programmes as advised by Speech Therapists
- * Barrier Games
- * Pre-tutoring
- * Precision Teaching, Direct Instruction
- * Social Skills groups
- * Now and then symbols
- * Attention and listening programme
- * Social stories
- * Comic strip conversations
- * Visual timetables
- * Zap spellings
- * Colourful Semantics
- * TEECH programme
- * Rigby reading and mathematics schemes

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to bespoke in house CPD opportunities, provision of books or leaflets and guidance towards useful websites.

Staff are also given the opportunity to develop their skills by working with outside agencies for either individual, paired, year group, phase or whole school training opportunities.

10. Adaptations to the Learning environment

We aim to be as accessible as possible. Physical adaptations to the physical environment are made, as appropriate, to accommodate pupils with physical or sensory difficulties. We use the recommendations from agency professionals to modify learning spaces and resources.

The school has an accessibility plan;
www.grove@bham.sch.uk/parents/schoolpolicies/accessibility plan.

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 has been reviewed in October 2018 by Mark Checkley, Safety Adviser, Education Safety Services. Recommendations made have been implemented.

These include:

External areas of the school:-

All external areas of the school are suitably accessed via ramps/flat surfaces offering all users adequate provision for access around the site. However presently, the sand pit play area is not accessible to children with potentially mobility impairment issues (although no children at the school have such a physical condition presently). As & when required, would suggest the purchase & use of a temporary ramp for such access when required.

External access to the Main School Office:-

Access to the office from outside is presently available by use of a step, located at the external door. This presently does not conform to the requirements of the Equality Act, 2010, as regards the provision of suitable access to all visitors to the school office. A temporary ramp would assist greatly here & would negate the need for any potential changes to this entrance, as this building is Grade 11 Listed.

Emergency Escape Route/Fire Exit – (Year 3 corridor):-

Immediately outside of the Fire Exit double doors is a set of 3 steps leading down to the ground, which is not visible from the inside, but however, does have the potential for trips, as there is no prior warning of what is beyond the Fire Exit doors. Therefore, a suggestion is to display a sign suitably worded on or around these doors.

11. Access to extra- curricular activities

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 or extra – curricular activities.

Access to public examinations and tests

The school makes appropriate and reasonable adjustments for those pupils with a need or disability; this includes application for additional time in tests and public examinations and ensuring those pupils with a need or disability have equal access to examinations and tests.

12. Partnership with external agencies

Agency	Contact
Educational Psychology Service	Dr Hannah Cochrane Access To Education Oakhill Centre Oakhill Close Harborne Birmingham B17 8BB Tel: 0121 303 8288
Pupil and School Support Service	<i>Sue Smith</i> <i>Pupil and School Support</i> <i>Children and Young People Directorate</i> <i>Birmingham City Council</i> <i>Vauxhall Gardens</i> <i>Barrack Street</i> <i>Birmingham</i> <i>B7 4HA</i> Mobile: 07860 90448
City of Birmingham School	Ms Gaynor Price City of Birmingham School Outreach Team 07825318117
Specialist Support Service (Children with communication difficulties/autism)	Ms Catherine Mohan Autism Advisory Practitioner Children and Young People. Communication & Autism Team, Access to Education. Thornbury Centre, Thornbury Rd, Birchfield, Birmingham, West Midlands, B20 3DE Office Tel: 0121 303 1792 Mobile: 07703373016

Outreach Wilson Stuart School	<p>Wilson Stuart School PDS</p> <p>Tel: 0121 373 4475</p> <p>Email: s.paddock@wilsonst.bham.sch.uk</p> <p>Website: www.wilsonstuart.co.uk</p>
SENAR (Special Educational Needs Assessment Service)	<p>Guy Riches – Principal Officer, SENAR</p> <p>Special Educational Needs Assessment & Review (SENAR) Children, Young People & Families Directorate</p> <p>Telephone: 0121 464 4489</p> <p>Address for Postage SENAR: SEN Assessment & Review (LC) PO Box 16289 Birmingham B2 2XN</p>
Education Transport	Marie Healey 303 2450
Speech and Language Therapy Service NHS	Raman Kaur 507 9500
WMSLTS	Farah Hawa farahhawa@wmspeechtherapy.co.uk
Child Development Centre	Janet Jones Danielle Cawdell (Speech and Language) 0121 507 9500 Bachus Road, Winson Green, Birmingham
Looked After Children	Carla Osborne 464 4145
Visiting Teacher Service	303 1744

13. The Birmingham Local Offer

A link to the Birmingham Local Offer can be found on the school website.

14. Information for parents

SEN Assessment and Review Service

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

- Lancaster Circus
PO Box 16289
Birmingham
B2 2XN
- **Telephone:** 0121 303 5004
- **Email:** sendiass@birmingham.gov.uk

15. More information

Communication and Autism

We work closely with the Child Development centre and the Communication and Autism Team to help parents and families understand autism. Our key worker from the CAT team is always keen to support parents and can signpost to many helpful organisations.

Links

autismeducationtrust.org.uk

autismeducationtrust.org.uk/resources

aetraininghubs.org.uk/national-autism-standards/

16. Admission arrangements for pupils with SEND

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.

This policy is reviewed on an annual basis.