



Grove School Special Educational Needs Information (Local Offer)

'Enjoy, learn, achieve'



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 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 (www.mycareinbirmingham.org.uk)

COVID 19

For further reference regarding temporary changes to SEND legislation during the period of COVID 19 please refer to Annex B:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B>

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 have a 'whole school' approach to Special Educational Needs and Disabilities (SEND)

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 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 SEN Lead Teachers they should contact the school PA, Mrs M Murphy on 0121 464 4669 to arrange an appointment.

Lead staff supporting pupils with Special Educational Needs

Miss C Dowell – SENCO

Miss Dowell can be contacted by telephoning school on 0121 464 4669 or by email c.dowell@grove.bham.sch.uk

Mrs E Gallagher –YGL for Nursery
Mrs C Willoughby – YGL for Reception
Mrs J Basnett – AHT for lower KS 2
Ms J Baker – DHT

Does the school have a nominated governor for SEND?

The school has a nominated governor for SEND – Mr Stephen Theaker

If parents have a concern or complaint they should follow the procedures contained in the Complaints Policy:

[http://web.grove.bham.sch.uk/media/upload/files/Complaints-procedures-October-2019-\(1\)\(1\).pdf](http://web.grove.bham.sch.uk/media/upload/files/Complaints-procedures-October-2019-(1)(1).pdf)

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 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
- track and monitor attendance
- track and monitor exclusions

How will school monitor if your child is making progress?

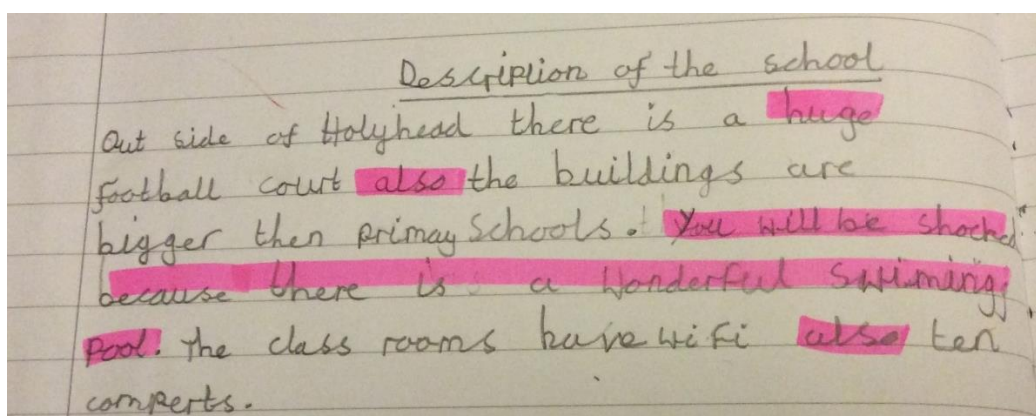
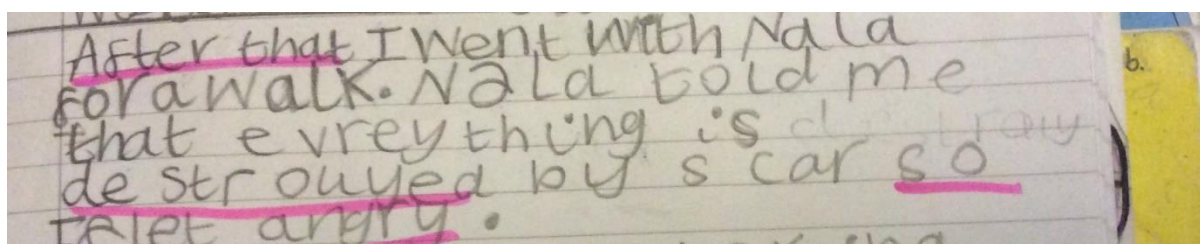
The progress and attainment of every child is monitored every half - term through pupil progress meetings, through learning walks and lesson observations where the progress of pupils with SEND is a key line of enquiry and through conversations with pupils.

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 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.



How will school support my child?

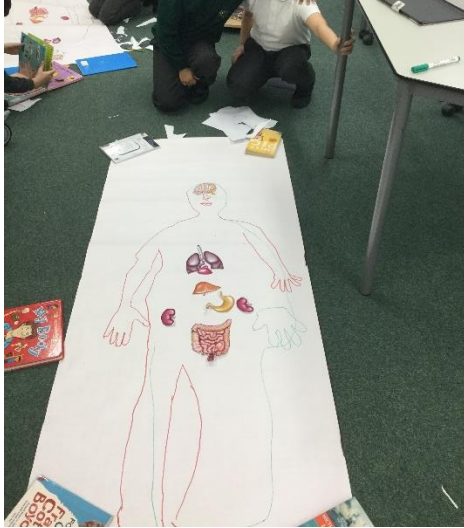
Quality first teaching

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.



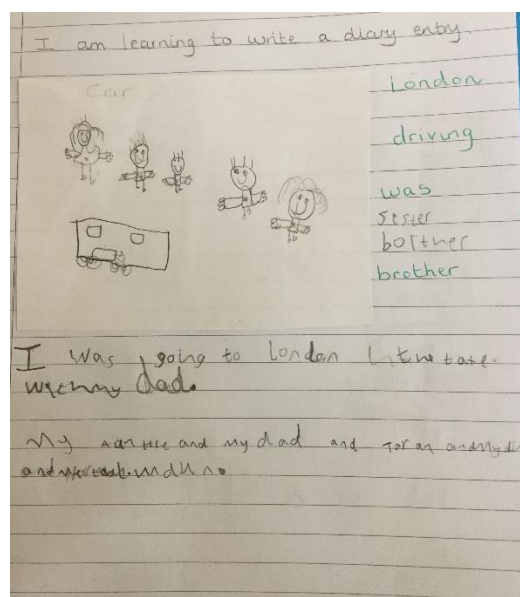
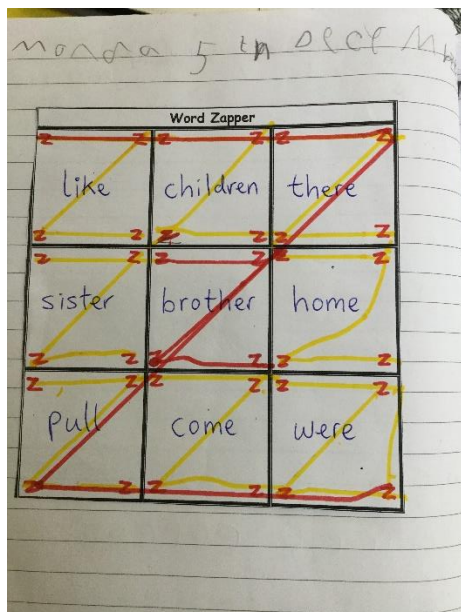
Small group intervention

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, 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 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.

How will I know if my child is making progress?

- We hold parents consultation sessions every term where we review your child's progress and set targets.
- We hold annual review meetings for parents of children with an Education Health and 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.
- Children self assess their learning against their individual targets and meet termly to set new individual targets together.

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.

Grove School [Redacted]'s Autumn Term ISP Targets	
Reading: *I can order 5 or more key events from a story I have read.	6/9 3/12
*I can answer retrieval questions in different ways (matching, true/false, tick one, find and copy).	6/9 12/11 4/10 12/12
*I can read words where ch is sounded differently e.g chef, chemist.	15/10 11/12 7/11
Writing: *I can use full stops and capital letters correctly in my writing.	6/9 14/9 19/12 12/10 20/11
*I can edit my writing to check that it makes sense.	11/9 12/10 20/11 14/9 9/11 19/12

Grove School [Redacted] - Targets	
Reading: *I can summarise the key points on the page of a text that I have read.	24/9 10/10/12 6/11 1/10 15/11
*I can order 4 or more key events from a story I have read.	20/9 10/10/10 3/10
*I can answer retrieval questions in different ways (matching, true/false, tick one, find and copy).	6/9 3/10 19/9 14/11
Writing: *I can write a sentence which includes the conjunctions 'and' and 'because'.	11/9 - because topic 25/9 and 14/9 - when 1/10 7/11 10/11 19/9 - then 5/10 9/11 14/11
*I can use the past tense correctly in my writing.	1/10 16/11 9/11 16/11 12/11 7/11 14/11 19/12
*I can use capital letters at the start of a sentence and full stops at the end.	lots of evidence throughout September - all books 16/11 1/10 12/11 16/11 7/11 9/11 14/11
Mathematics: *I can order numbers to 1,000.	12/9 14/9 5/10 13/9 18/9 22/10
*I can quickly recall my 3 and 4 times tables.	
I can subtract numbers up to three digits using decomposition.	6/9 12/9 14/9 28/9 1/10 11/9 25/9 19/11 21/9 6/12

Support for Pupils with SEND

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:

	Cognition and Learning
Nursery	<p><u>WELLCOM</u></p> <p>WELLCOM is a speech and language toolkit for screening pupils in the Early Years. It enables staff to evaluate pupil's language and to identify any pupils with language delay. All pupils in Nursery are assessed on their speaking, listening and understanding against their correct age banding in the assessment pack during the Autumn Term. If a pupil is identified as amber or red on the assessment they will require intervention sessions. The assessment tool guides the adult to the correct starting point in the intervention programme for each pupil. The intervention sessions are delivered 1:1 or in small groups depending on the target the pupil is working on. Targets are linked to developing the pupils' conceptual vocabulary and word understanding. The beginning of the programme focusses on single word vocabulary and works up to speaking, listening and understanding using up to 3 words. During the intervention sessions the pupils take part in a range of practical activities and games to develop their vocabulary. Staff use the focus of the intervention sessions to lead their questioning throughout the day. Targets are displayed in the classroom to refer to throughout the day e.g. The target 'We are working on the preposition under' would be displayed in the classroom. Staff would then use this target and would ask pupils to put a toy under a box during continuous provision. All resources are stored in the WELLCOM bag. Pupils who are involved in the WELLCOM intervention sessions are reassessed termly.</p> <p><u>Colourful Semantics</u></p> <p>Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in nursery focus on 'who, what and where' questions. The symbols are used along with props and resources during small group interventions. These question words are reinforced using the colour coded card symbols through story time, mat and chat sessions and throughout continuous provision.</p>
Reception	<p><u>WELLCOM</u></p> <p>WELLCOM is a speech and language toolkit for screening pupils in the Early Years. It enables staff to evaluate pupil's language and to identify any pupils with language delay. All new to Grove pupils in Reception are assessed on their speaking, listening and understanding against their correct age banding in the assessment pack during the Autumn Term. If a pupil is identified as amber or red on the assessment they will require intervention sessions. The assessment tool guides the adult</p>

to the correct starting point in the intervention programme for each pupil. The intervention sessions are delivered 1:1 or in small groups depending on the target the pupil is working on. Targets are linked to developing the pupils' conceptual vocabulary and word understanding. The beginning of the programme focusses on single word vocabulary and works up to speaking, listening and understanding in full sentences. During the intervention sessions the pupils take part in a range of practical activities and games to develop their vocabulary. Staff use the focus of the intervention sessions to lead their questioning throughout the day. Targets are displayed in the classroom to refer to throughout the day e.g. The target 'We are working on the preposition under' would be displayed in the classroom. Staff would then use this target and would ask pupils to put a toy under a box during continuous provision. All resources are stored in the WELLCOM bag. Pupils who are involved in the WELLCOM intervention sessions are reassessed termly.

Precision teaching

Precision teaching in a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop grapheme and word recognition. Pupils are assessed prior to starting the programme using the phonic placement tests and high frequency word lists. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions. Pupils take their key graphemes and words home to practise.

Colourful Semantics

Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in Reception focus on 'who, what and where' questions. The symbols are used along with props and resources during small group interventions. These question words are reinforced using the colour coded card symbols through story time, mat and chat sessions and throughout continuous provision.

Lovely Listeners

Lovely listeners is a small group attention and listening intervention programme which takes place once a week. Pupils are identified by West Midlands Speech and Language Team in conjunction with Year Group Leaders. During the sessions staff work through four stages of development to support pupils with listening and attention. The focus of the sessions is to be able to sit on a chair for up to 15 minutes and complete a range of activities. The activities which are practical and engaging include singing, turn taking games, messy play and stimulating activities. Pupils take it in turns to take part in activities and are invited

	to do so by the lead teacher. Correct use of language is always modelled to pupils throughout the sessions to develop sentence structure.
Year 1	<p><u>Colourful Semantics</u> Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in Year 1 focus on 'who, what, where and when' questions. The symbols are used along with props and resources during small group interventions to create sentences which are grammatically correct in their structure. Pupils record these sentences in their literacy books. These sessions take place once a week for up to 20 minutes. The question words and sentence structure are reinforced using the colour coded card symbols through story time and literacy sessions.</p> <p><u>Language for Thinking</u> Language for thinking is a small group speaking and listening intervention which takes place once a week for up to 30 minutes. During the sessions a picture is shared with the pupils and a story linked to the picture is read alongside this. The teacher asks questions to develop the pupils' understanding. The questions increase in complexity from Level A to Level C. Following the group discussion pupils complete a written activity to demonstrate their understanding. Some pupils may share this answer verbally which is then scribed by the teacher.</p> <p><u>Precision teaching</u> Precision teaching is a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop word recognition including reading and spelling and can also be used to support the recall of mathematical facts for example shape names and number facts. Pupils are assessed prior to starting the programme using the high frequency word lists and placement tests. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions.</p>
Year 2	<p><u>Colourful Semantics</u> Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in Year 2 focus on 'who, what, where and when' questions. The symbols are used along with props and resources during small group interventions to create sentences which are grammatically correct in their structure. Pupils record these sentences in their literacy books. These sessions take place once a week for up to 20 minutes. The question words and sentence structure are reinforced using the colour coded card symbols through story time and literacy sessions.</p>

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Year 3	<p><u>Language for Thinking</u> Language for thinking is a small group speaking and listening intervention which takes place once a week for up to 30 minutes. During the sessions a picture is shared with the pupils and a story linked to the picture is read alongside this. The teacher asks questions to develop the pupils' understanding. The questions increase in complexity from Level A to Level C. Following the group discussion pupils complete a written activity to demonstrate their understanding.</p> <p><u>Colourful Semantics</u> Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in Year 3 focus on 'what and how' questions. The symbols are used along with props and resources during small group interventions to create sentences which are grammatically correct in their structure. Pupils record these sentences in their literacy books. These sessions take place once a week for up to 20 minutes. The question words and sentence structure are reinforced using the colour coded card symbols through literacy sessions.</p> <p><u>Phonics Champions</u> Phonics Champions is a small group intervention which takes place three times a week. Pupils who are new to English in KS2 or did not pass their phonics screening assessment at the end of Year 2 are</p>

	<p>included in this group. The pupils are grouped according to their phonics phase and sessions follow the four-part lesson structure. Staff use the Jolly Phonics scheme to support pupils with learning new sounds. In addition, Alien Adventure books are read with pupils during the sessions. These books are carefully matched to the phase and sounds the pupils are working on in each session.</p> <p><u>Precision teaching</u></p> <p>Precision teaching in a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop word recognition including reading and spelling and can also be used to support the recall of mathematical facts for example shape names and number facts. Pupils are assessed prior to starting the programme using the high frequency word lists and placement tests. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions.</p> <p><u>Reading Aloud</u></p> <p>Reading Aloud is a small group intervention which takes place on a Thursday afternoon. The text which is used is the same as the one used in the following whole class Reading Explorer session. During the session the pupils listen to an audio reading of the text and discuss this with the teacher. Teachers then use the questions in the book provided to support the pupils with their understanding of the text and focus on retrieval questions. Pupils then complete the first part of the written activity from the book which is linked to the text they have heard. Following this, pupils listen to the audio recording a second time and then complete more advanced questions on the second part of the written activity. These often focus on inferences. Pupils then listen to the audio recording a third time and use this opportunity to discuss and check their answers with the adult.</p>
Year 4	<p><u>Phonics Champions</u></p> <p>Phonics Champions is a small group intervention which takes place three times a week. Pupils who are new to English in KS2 or did not pass their phonics screening assessment at the end of Year 3 are included in this group. The pupils are grouped according to their phonics phase and sessions follow the four-part lesson structure. Staff use the Jolly Phonics scheme to support pupils with learning new sounds. In addition, Alien Adventure books are read with pupils during the sessions. These books are carefully matched to the phase and sounds the pupils are working on in each session.</p>

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Super Speakers

Super Speakers is a small group speaking and listening intervention programme which takes place weekly and lasts for up to 20 minutes. Pupils are identified by West Midlands Speech and Language Team in conjunction with Year Group Leaders. During the sessions staff use resources such as Language for Thinking and Chatterbox to provide the pupils with a stimulus to discuss as a group. Staff model correct use of language and support pupils with developing their spoken sentence structure. In addition to this staff use Word Magic Mats to develop pupils' vocabulary banks and retention of new vocabulary.

Colourful Semantics

Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in Year 4 focus on 'how' questions. The symbols are used along with props and resources during small group intervention sessions. The question words and sentence structure are reinforced using the colour coded card symbols through literacy sessions.

<p>Year 5</p>	<p><u>ZAP Spellings</u> ZAP Spellings is a 1:1 intervention which takes place three times a week. Zap Spellings is used to develop pupils' spelling of high frequency words. Pupils are assessed prior to starting the programme using the high frequency word lists and nine target spelling words are identified. Sessions last up to 15 minutes and comprise of a teaching session and a spelling assessment. During the teaching session direct instruction and spelling games are used to reinforce learning. The nine words are set out in a three by three grid. Each word must be spelt correctly five times before it is zapped from the spelling board. Once a word has been zapped from the spelling board it is no longer included in the direct teaching or session spelling assessment. When all words have been zapped from the board the pupil is tested on all nine words once more. If all nine words are spelt correctly one final time the whole board has been completed and the teacher will begin a new board with the pupil.</p> <p><u>Super Speakers</u> Super Speakers is a small group speaking and listening intervention programme which takes place weekly and lasts for up to 20 minutes. Pupils are identified by West Midlands Speech and Language Team in conjunction with Year Group Leaders. During the sessions staff use resources such as Language for Thinking and Chatterbox to provide the pupils with a stimulus to discuss as a group. Staff model correct use of language and support pupils with developing their spoken sentence structure. In addition to this staff use Word Magic Mats to develop pupils' vocabulary banks and retention of new vocabulary.</p> <p><u>Phonics Champions</u> Phonics champions is a small group intervention which takes place three times a week. Pupils who are new to English in KS2 or did not pass their phonics screening assessment at the end of Year 4 are included in this group. The pupils are grouped according to their phonics phase and sessions follow the four-part lesson structure. Staff use the Jolly Phonics scheme to support pupils with learning new sounds. In addition, Alien Adventure books are read with pupils during the sessions. These books are carefully matched to the phase and sounds the pupils are working on in each session.</p> <p><u>Reading Aloud</u> Reading Aloud is a small group intervention which takes place on a Thursday afternoon. The text which is used is the same as the one used in the following whole class Reading Explorer session. During the session the pupils listen to an audio reading of the text and discuss this with the teacher. Teachers then use the questions in the book provided to support the pupils with their understanding of the text and focus on retrieval questions. Pupils then complete the first part of the written activity from the book which is linked to the text they have heard. Following this, pupils listen to the audio recording a second time and then complete more advanced questions on the second part of the</p>
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	<p>written activity. These often focus on inferences. Pupils then listen to the audio recording a third time and use this opportunity to discuss and check their answers with the adult.</p> <p><u>Precision teaching</u></p> <p>Precision teaching in a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop word recognition including reading and spelling and can also be used to support the recall of mathematical facts for example shape names and number facts. Pupils are assessed prior to starting the programme using the high frequency word lists and placement tests. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions.</p>
Year 6	<p><u>Adventurers</u></p> <p>Adventurers is a small group intervention which takes place daily for up to 1 hour. The sessions focus on acquiring mastery in the core mathematics and reading skills. During reading sessions the Navigator Max reading scheme is used to develop pupils' ability to read fluently, retell a story and really understand the events which take place. The teacher focuses on asking retrieval questions and the pupils are supported with answering these questions when they are presented in a variety of different ways. During maths sessions the learning focuses on developing the pupils' mastery of place value, addition, subtraction, multiplication and division. During the sessions staff use concrete resources and diagrams to support pupils with their mathematical understanding.</p> <p><u>ZAP Spellings</u></p> <p>ZAP Spellings is a 1:1 intervention which takes place three times a week. Zap Spellings is used to develop pupils' spelling of high frequency words. Pupils are assessed prior to starting the programme using the high frequency word lists and nine target spelling words are identified. Sessions last up to 15 minutes and comprise of a teaching session and a spelling assessment. During the teaching session direct instruction and spelling games are used to reinforce learning. The nine words are set out in a three by three grid. Each word must be spelt correctly five times before it is zapped from the spelling board. Once a word has been zapped from the spelling board it is no longer included in the direct teaching or session spelling assessment. When all words have been zapped from the board the pupil is tested on all nine words once more. If all nine words are spelt correctly one final time the whole board has been completed and the teacher will begin a new board with the pupil.</p>

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Phonics Champions

Phonics champions is a small group intervention which takes place three times a week. Pupils who are new to English in KS2 or did not pass their phonics screening assessment at the end of Year 5 are included in this group. The pupils are grouped according to their phonics phase and sessions follow the four-part lesson structure. Staff use the Jolly Phonics scheme to support pupils with learning new sounds. In addition, Alien Adventure books are read with pupils during the sessions. These books are carefully matched to the phase and sounds the pupils are working on in each session.

Reading Aloud

Reading Aloud is a small group intervention which takes place on a Thursday afternoon. The text which is used is the same as the one used in the following whole class Reading Explorer session. During the session the pupils listen to an audio reading of the text and discuss this with the teacher. Teachers then use the questions in the book provided to support the pupils with their understanding of the text and focus on retrieval questions. Pupils then complete the first part of the written activity from the book which is linked to the text they have heard. Following this, pupils listen to the audio recording a second time and then complete more advanced questions on the second part of the written activity. These often focus on inferences. Pupils then listen to the audio recording a third time and use this opportunity to discuss and check their answers with the adult.

Precision teaching

Precision teaching is a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop word recognition including reading and spelling and can also be used to support the recall of mathematical facts for example shape names and number facts. Pupils are assessed prior to starting the programme using the high frequency word lists and placement tests. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The

	same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions.
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Behavioural, Emotional, Social and mental health

Social stories

Social stories are created by the class teacher and SENCO for individual pupils to support them with understanding school routines and expectations. These include photographs of routines and Communication in Print symbols which are used as visual cues. Social stories are used to support pupils with changes in routines including: at key transition points, for swimming lessons and prior to attending trips.

Communication in Print symbols

Communication in Print symbols are used as visual cues and reminders to support pupils with following day to day routines. Staff in EYFS and those working with pupils with special educational needs in KS1 and 2 have a set of these cards on a lanyard to use with pupils throughout the school day.

Visual timetables

Visual timetables are used in all classrooms to support pupils with understanding and following school routines. The symbols are uniform across school and are created using Communication in Print. Visual timetables are displayed at the front of each class. Once a lesson or activity has been completed it is removed from the visual timetable.

1:1 work using TEECH trays

Pupils who use this system are identified by the Educational Psychologist, Communication and Autism team and the school SENCO. Pupils have their own set of up to six draws which are numbered and have the pupils photograph on. Pupil's work is split up into manageable chunks and each section of work is placed in trays 1, 3 and 5. Break activities are placed in trays 2, 4 and 6. The break activities consist of fine motor activities, sensory activities or are based on a pupil's special interest. The activity in tray 6 develops the pupil's turn taking and social skills for example a turn taking game.

Individual learning spaces

Pupils who use this system are identified by the Educational Psychologist, Communication and Autism team and the school SENCO. The individual learning space allows pupils access to low arousal learning spaces in order for them to focus on their learning activities. Individual learning spaces are set up to meet the individual pupil's needs and have the required resources available at all times.

Now and next boards

Now and next boards are used to support pupils with understanding and following the routines of the school day and to support pupils with concentrating on learning activities for short periods of time. The symbols are uniform across school and are created using Communication in Print.

Regular sensory breaks

Regular sensory breaks are used for pupils who have been identified by the school SENCO as needing the additional support in class. Pupils use a timer, the length of which is agreed individually for each pupil. During a sensory break a pupil may require access to a low arousal environment and specialist resources which are personal to the pupil.

Emotion Coaching

Emotion coaching is used to support pupils with recognising and understanding their current emotional state. There are Four steps of emotion coaching which includes: Recognise the pupil's feelings; name the feeling or emotion; set limits if needed; and problem solve together. Emotion coaching is used by all staff to support pupils on a day to day basis.

Emotion cards

Emotion cards are used with pupils to support them with identifying feelings and emotions. Photographs of children displaying emotions are shown and pupils use these to aid discussions regarding different feelings and emotions they may be experiencing

Traffic light emotion charts

Traffic light emotion charts are used as visual cues for pupils who have been identified by the school SENCO as needing the additional support in class. These traffic light charts are displayed discretely in the classroom to support pupils with managing their emotions. Initially pupils are supported by a teacher to move their name when they are displaying differing levels of emotion. As pupils become more self-aware of their emotions they use the traffic light chart independently to inform their class teacher of the changes in their emotions. This is used to allow the pupil to inform their teacher if and when they need support. The reasons for the change in emotion is discussed at a later point with the pupil.

Ear defenders

Ear defenders are used to support pupils to focus on their work and to manage their sensory needs in class. Ear defenders are available within the classroom for identified pupils to select to use themselves when needed.

Movement boards

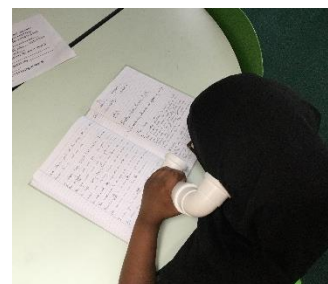
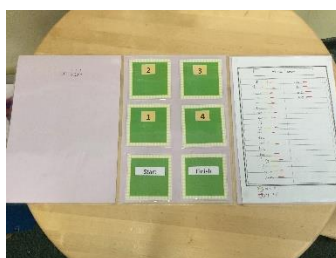
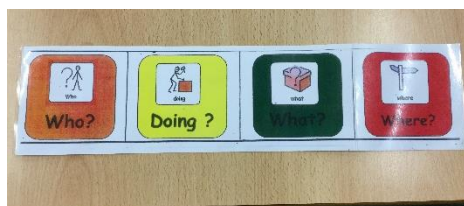
Movement boards are used to support pupils to focus on their work and to manage their sensory needs in class. Movement boards are available within the classroom for identified pupils to select to use themselves when needed.

Whisper phones

Whisper phones are available to support pupils who are reluctant speakers. Pupils can whisper into the phone for they key adult to hear them. In addition, whisper phones are used by pupils to edit their writing. Whisper phones are available in all classes for pupils to use as and when they are required.

Adaptations to the curriculum and Learning Environment

All children with SEN are differentiated for in every lesson. Children with more significant needs may require their own individualised curriculum. Children may require individual learning spaces, writing slops, ear defenders, sensory breaks, learning privacy screens, TEECH trays, visual timetables, now and next boards, precision teaching, Zap spellings, timers or whisper phones to support their learning.



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, December 2015' and has a policy dedicated to this:

<http://web.grove.bham.sch.uk/media/upload/files/Supporting-Children-with-Medical-Conditions--Policy-updated-autumn-2018.pdf>







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

 <p>What people like about me</p>	 <p>What I can do well</p>	 <p>What is important to me now</p>
 <p>What is important to me in the future</p>	 <p>How best to communicate with me</p>	 <p>How best to support me</p>

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.

Who should I contact?

Roles and responsibilities Who should I contact to discuss the concerns or needs of my child?	
Teaching Assistants/ Higher level Teaching Assistants	He/she is responsible for: <ul style="list-style-type: none">• Support the activities of individuals or groups within a class• Contribute to Individual Education Plans• Support pupil learning• Contribute to the review of Provision Plans based on formative assessment• Promote pupils' social and emotional development• 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• Support the maintenance of pupils' safety and security
Class teacher	He/she is responsible for: <ul style="list-style-type: none">• 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 <p>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.</p>
Year Group Leader	He/she is responsible for: <ul style="list-style-type: none">• Quality assures the impact of curricular programmes and intervention programmes for SEND children

	<ul style="list-style-type: none"> • 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 examinations • Work collaboratively with other professional agencies to support the learning, pastoral and emotional needs of children.
Lead Teachers	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Lead and manage 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 • Use assessment data to inform School Improvement Planning with regard to SEND • Quality assure teaching and assessment of SEND pupils • Analysis of data • Ensure staff use SEND data effectively for planning, differentiation and intervention purposes • Monitoring impact of intervention programmes • Monitoring pupil progress on SEND • Quality assure individual learning programmes • Training for support and teaching staff • Leads EHCP review meetings • Leads Person Centred Review meetings • Ensure appropriate access arrangements are made for internal assessments and examinations • Lead 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
Headteacher: Mrs P Matty	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND
SEND Governor: Mr K Arshad	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

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.
Specialist Support Service (Children with communication difficulties/autism)	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.
Sensory Support Service Visual Hearing	This agency works with pupils with visual or hearing impairment. They provide school with advice regarding 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	COBS work with pupils with emotional and behavioural needs. They provide advice and support for staff working with such pupils.

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 2019).
3. Distance (children who live nearest the school measured in a straight line).

Children with an Education Health and Care Plan (EHCP)

Any child with an Education, Health and Care Plan (EHCP) is required to be admitted to the school that is named in their plan. 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 (September 2019) notes the following:

The school has adequate alternative access for a wheelchair user if they were required to attend meetings or events at 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. School can only plan suitable accessibility in any new future projects.

The Accessibility Plan was reviewed by Education Safety Services in January 2016 and in October 2018 by Mark Checkley, Safety Adviser, Education Safety Services.

Recommendations made have been implemented. See

<http://web.grove.bham.sch.uk/media/upload/files/Accessibility-Plan-autumn-2019.pdf>

Agency professionals review and contribute to all CRISPS which are then submitted to SENAR.

School can apply for Exceptional Special Needs Funding (ESN) to support children with more significant needs. This is submitted to SENAR who will decide whether to grant the funding.

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 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

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

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.

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

The SENAR Principal Officer for Grove School, is Winnie Adams Bell. 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:

<http://web.grove.bham.sch.uk/support-for-parents-of-children-with-special-educational-needs-virtual-education>

www.mycareinbirmingham.org.uk

www.autismeducationtrust.org.uk

www.autismeducationtrust.org.uk/resources

www.aettraininghubs.org.uk/national-autism-standards/

<http://web.grove.bham.sch.uk/media/upload/files/BCC Children with Disabilities and SEND Plan on page A3.pdf>

<https://www.tinabryson.com/news/coronavirus-talking-points-for-parents-amp-teachers-with-the-whole-brain-child-approach>

<https://www.bbc.co.uk/bitesize/articles/zh9v382>

Policies to Support pupils with SEND

Anti-bullying policy

Attendance policy

Late collection policy

Special Education Needs and Disabilities policy

Accessibility policy

Citizenship policy

Safeguarding policy

Behaviour policy