



Policy for:

Special Educational Needs

Date Written: July 2015

Date Reviewed: March 2022

Next Review Date: March 2025

Governor Responsible for: Mr R Curry

Headteacher: Mrs Penny Derries

Special Educational Needs Policy

The Grove School

Rationale: - to ensure that all our practice reflects the new legislation that is statutory with regard to the 2014 'Special educational needs and disability code of practice 0 to 25.'

1. Aims

- The Governing Body and teaching staff are committed to ensuring that appropriate provision is made for every child/young person on our school roll, all of whom have special educational needs.
- The Staff and governors have ensured that all pupils have an Education, Health and Care Plan to replace the previous Statement of Special Educational Needs and that these plans are in line with statutory guidelines.
- Staff and governors are aware of the importance of identifying and providing for pupils who have special educational needs, ensuring that all planning reflects the needs of every individual child/young person.
- Headteacher, Mrs Penny Derries, staff and governors will monitor and review our provision report annually to parents on the policy and effectiveness of the school's practice for pupils who have special educational needs.
- Staff will ensure that pupils with special educational needs join in the activities of the school, regardless of their needs when the activities are accessible and appropriate. All activities are personalised to meet the specific needs of individual children/young people for example some children/young people enjoy hydrotherapy whilst others use the local swimming pool. The safety and well-being of every child/young person guides all decisions made, the only reason that a child may not participate in a specific activity is if they are distressed by doing so and if so equally desirable activities will be provided.

Responsible Persons: -

The 'responsible person' for SEN is Mrs Penny Derries.

The person responsible for co-ordinating the day to day provision of education for all pupils within school is Mrs Penny Derries (SENCO) REF Code 5.3.2 Primary, 6.3.2 Secondary.

2. Admission and Inclusion

- All the teachers and support staff are teachers of children/young people with Special Educational Needs and Disabilities. The Grove School provides a 'whole school approach' for all our learners based upon all staff consistently following models of good practice. All staff are committed to identifying and providing for the needs of all children/young people in a wholly inclusive environment. Inclusion is central to our practice, ethos and culture.
- The school prioritises an equal opportunities policy to ensure that every child/young person benefits from the same rights and opportunities.

3. Specialist Provision: -

- The Grove school is a Special School for children/young people from 2-19 years of age with Complex Needs, currently we are a 50 placement school. Places in the

school are provided for those pupils with an EHC Plan, the decision regarding these placements is made by Northumberland Local Authority, EHCP Panel, not by the school.

- The school provides facilities that are all specially adapted for the children/young people that we support, these include hygiene rooms, hoists, soft play, sensory rooms, sensory garden a hydrotherapy pool and a fully accessible site including outdoor play areas.
- School staff have extensive training and an enriched expertise based upon a wealth of knowledge and experience and a comprehensive programme of Continuing Professional Development covering both mandatory training such as Safeguarding and Health and Safety and additional training opportunities. Specific courses have accreditation, based upon portfolios of evidence of practice, several staff have been accredited as HLTA - Higher Level Teaching Assistant and ELSA - Emotional Literacy Support Assistant and are Elkan communication practitioners. Additionally many courses such as the Portage three day course support setting specific, measurable, achievable, realistic and timely (SMART) targets and how to step and scaffold learning. On an ongoing basis training focusses upon: personalising learning; effective teaching and learning strategies; curriculum planning to engage and motivate learners; communication skills including augmented alternative communication; PECS - Picture Exchange Communication System; Interpreted Intentionality; Makaton signs and symbols; sensory curriculum methodology; disordered development and understanding specific conditions such as the Autistic Spectrum and Attention Deficit Hyperactivity Disorder.

4. Objectives and Guidelines: -

Access to the Curriculum -

- The National Curriculum guides us to ensure our termly themes reflect the knowledge of skills required by learners are up to date and they challenge each individual learner.
- School draws upon external advice and guidance when required and works closely with multi-professional colleagues to ensure that all learners are supported to make progress and achieve.
- Staff keep records of all learner's special educational needs and the support that has been put in place, these records are part of the Annual Review process and ensure that planning is reflective of learner's individual targets to ensure that progress is ongoing.
- There are flexible groupings to support learning at a level appropriate to the learner's developmental needs rather than their chronological age. These groupings are flexible both within class groups and across the whole school with learning needs being met in individual, small group or whole class contexts.
- Learners follow personalised curriculum pathways that are differentiated according to their potential, progress and ability level. The Grove Curriculum aims to meet the needs of all learners by providing different pathways for progression and personal learning and ensuring all children in the school have equal opportunities and equal access to a breadth of not only knowledge and skills, but life skills.

- Schemes of work for learners are used appropriately but are from different sources at different times, within class and year groups reflect cohesive whole school approach to teaching and learning and take into account the needs of all learners.
- Curriculum tasks and activities are broken down into a small series of small achievable steps and we scaffolded with appropriate levels of support for all learners in school.

Assessment (see our Assessment policy for more details)

- Records are developed through use of baseline assessments and then continuous assessment by staff supporting the learner or by standardised tests of educational achievement administered by staff in class. Assessments allow the learner to show what they know, understand and can do, as well as being diagnostic identifying learning needs in specific areas.
- Records are developed through a process of continuous assessment by class staff, these records are updated at specific times of the year and are discussed with the Senior Leadership team. Areas requiring further development are identified and contribute to the School Improvement Plan.
- The progress of the learner is reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews are held yearly in line with the school planning and assessment cycle.

Resources

Each pupil is allocated 'Top-up' funding at a level agreed by the SEN panel, which depends upon their individual needs and disabilities, this funding supports pupil's learning within the context of a Special School specialist resources including staffing. All pupils who attend The Grove School currently have an Education, Health and Care Plan. Base funding for fifty places is the school's delegated budget share. Pupils on assessment places are funded in accordance with Northumberland local Authority's policy on the provision of assessment places.

Liaison

- Parents are always consulted and involved with the decision to refer to an external agency.
- Regular liaison is maintained with the following external personnel and agencies: -
 - Northumberland Local Authority SEN Support Services
 - Local Inclusion Support Team
 - Social Care
 - Hearing Impairment Team
 - Visual Impairment Team
 - Speech and Language Therapy Team
 - Consultant Paediatrician
 - Consultant Psychiatrist
 - Community Nurse
 - Physiotherapist
 - Occupational Therapist
 - Education Welfare Service
 - Portage
 - Early Years Team

- Employment and Skills
- Children and Young People's Service
- NHS Person Centred Planners

Arrangement for the Treatment of Complaints

Please see the school's complaints policy. In the first instance complaints should be discussed with the headteacher who will strive to support parents to find a solution, if further discussion is necessary parents should discuss their complaint with the Chair of governors Mr Bob Curry.

Staff Development

Continuing Professional Development training needs are identified by the headteacher and appraisal team leads as part of the appraisal process in consultation with staff and are incorporated into a staff development plan.

All staff are supported, to attend training, this includes support staff, which is reflective of the school's inclusive ethos and ensures that all staff are supported and trained to ensure that all pupils receive the very best support, in all areas of need including learning and progress, health and medical and personal care, at all times.

Working with Parents

- The school actively seeks the involvement of parents in the education, well-being and care of their child. It is recognised by the school that the support and encouragement of parents is a crucial factor in achieving success.
- Parents are kept informed about the progress their child is making in accordance with the recommendations outlined in the Code of Practice and school are happy to arrange additional meetings when requested for these. Individual Education Plans contain a depth of assessment information, parents review these at home with their child once a year following annual meetings and may request to review these as frequently as they wish. Communications between parents and school are supported through twice daily contact with parents who bring their child to school, through regular phone calls, home to school diaries, headteacher letters/newsletters and our open door policy. School regularly forwards details to parents from other sources including courses being run specifically to support parents, organisations who can provide specialist information and resources and fun events for families. Additionally a list of useful contact websites is listed on the school's website.

Pupil Participation

School strives, as far as is possible given the cognitive development of a child/young person, to fully involve all individuals in decisions related to their learning and progress, well-being, health and care.

School prioritises support for children and young people to develop their thinking, judgment and decision making skills enabling each individual to participate as fully as possible within the Person Centred Planning process.

Additionally school supports children and young people to develop their social conversational skills, ability to compromise within a group decision making process, to accept others points of view whilst not being unduly influenced and to speak up for right over wrong. The School Council is an active contributor to school life which has a meaningful role with real responsibilities. The

schools Spiritual, Moral, Social and Cultural (SMSC) policy further details relative areas of pupil participation in school life through their learning and progress within SMSC.

Evaluating Success

1. Pupil awareness of their targets and achievements
2. Consultation with parents
3. Staff awareness of individual pupil need
4. Learning and progress of pupils including English, Maths and all subject areas as well as PHSE and Citizenship and SMSC
5. Improved behaviour of pupils where this is appropriate
6. Pupil attendance
7. The school meeting the statutory requirements of the SEN Code of Practice

This policy will be reviewed in March 2025

Written by Mrs Penny Derries, Headteacher

Ratified by the Governing body

SEND named Governor Mr Bob Curry