



**Special Educational Needs and Disability (SEND) Information Report**

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# **Special Educational Needs and Disability (SEND) Information Report**

## **Introduction**

This SEND Information report has been written in line with current practice at the Heartlands High School autism Provision which will be renamed The Grove in September 2018. For the purpose of this report, we will refer to "The Grove".

## **Current Context:**

Heartlands High School Autism provision has 30 students between the ages of 11-16 years. All have a primary diagnosis of complex autism. Over 90% of our learners have additional needs outlined within their EHCPs which include social communication difficulties, speech and language difficulties, sensory processing difficulties, developmental delay, ADHD and difficulties around SEMH.

## **Admissions**

The Grove school provides places for young people aged 5-19 who have been diagnosed with mild to complex autism and also some places to young people aged 7-19 diagnosed with high functioning autism. Many students have co-morbid diagnoses such as speech, language and social communication difficulties, ADHD, motor co-ordination problems, SEMH, SpLD, physical disabilities,, mild visual impairment, and mild auditory impairment.

All students have an Education Health Care Plan (EHCP) or, until 2018, an LA statutory statement of SEN. The school forms part of the Haringey Local Offer. For a child to be admitted to the school their needs should fall in line with the admissions criteria and the Local Authority is required to name the school on the child's EHCP (or statement). The school does not admit students who do not have an EHCP. For more information you can visit the Haringey Local Offer at: <http://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/send-policies>

## **SECTION 1**

### **Support for Learners.**

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education;

- 1. Communication and interaction; e.g. autism, speech & language difficulties
- 2. Cognition and Learning; e.g. dyslexia, dyspraxia
- 3. Social, mental and emotional health; e.g. ADHD
- 4. Sensory or Physical; e.g. sensory processing, HI, VI

If a student has SEND, then their needs will fit into one or more of these categories.

The support we give to our students is tailored to meet their needs through the training of staff and by creating a low arousal autism friendly environment and autism friendly structures in which they can learn. Staff's skills, knowledge and understanding is a focus of the school's CPD programme and ensures inclusive practice wherever possible.

We ensure there is staff knowledge of the following systems and that this is transferred into their practice:

- PECS (Picture Exchange Communication System) or SVN Communication (Subject, Verb, Noun)
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration (SI) and Sensory Programmes
- SCERTS (Social Communication, Educational Regulation, Transactional Support)

- Makaton signing and symbols
- Intensive Interaction
- Team Teach (De-escalation and Physical Intervention)
- Differentiation of the National Curriculum and its assessment
- Mentoring
- Augmentative and Alternative Communication (AAC)

Each student has a personalised learning plan (PLP) which outlines their current educational and personal targets. Some students, who require them have a detailed positive behaviour support plan (BSP), a personal handling plan (PHP), and a health care plan.

The school ensures the availability of sufficient suitable teaching and personal support with a widespread awareness amongst staff of the particular needs of our students. Emphasis is on ensuring an understanding of their needs and identifying strategies for implementation to support them within the classrooms and beyond. A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

Structure provides stability, predictability and security. For many of our students, these are crucial elements to ensuring they are ready and able to learn. The way in which students' days are structured and organised depend on their individual needs but is always achieved through; timetabling, rewards, exercise, schedules, reflection, curriculum support, intervention, and other means.

"Movement, sensory and learning breaks" are available throughout the school day. We promote exercise as a key feature in enhancing attention and concentration, and its benefits in contributing to health and well-being.

Transition times are an essential part of our planning. We explicitly teach all our students how to manage these times and how to prepare for changes including planned vs unplanned changes and welcomed and less welcomed changes. Transitions into school, within school and beyond school are identified within our transitions policy.

### **Augmentative and alternative communication (AAC)**

Part of supporting our students is to address their individual needs regarding AAC. We take an approach to identifying a student's AAC requirements using the following criteria;

- **No-tech** communication (or "unaided communication") may include; body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing.
- **Low-tech** communication systems (or "aided communication") may include: pen and paper to write messages or draw; alphabet and word boards; communication charts or books with pictures, photos and symbols; objects of reference.
- **High-tech** communication systems (or "aided communication") may include; simple buttons or pages that speak when touched, to very sophisticated systems. Some high-tech communication systems are based on familiar equipment such as mobile devices, tablets and laptops, others use equipment specially designed to support communication.

Communication assessments are completed with the support from the SALT and be identified within each student's personal pen portrait which forms part of the PLP.

### **Literacy and numeracy provision**

It is not uncommon for young people, particularly with high functioning autism to have comorbid diagnosis of SpLD which most commonly include; Dyslexia, Dyspraxia, and Dyscalculia. For this reason our delivery takes the form of a multi-sensory approach.

Students with specific learning difficulties are provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this includes differentiated materials and tasks to suit their particular learning profile.

It is recognised that good progress in literacy and numeracy skills is often linked to structured, systematic teaching programmes that occur regularly and frequently, and often involve a multi-sensory approach; these may be delivered individually or within small groups. The teacher's responsibility is to focus on facilitating access to the curriculum. With advice from the Trust's mainstream SENCo, students are provided with teaching, as appropriate, to help develop their reading, writing spelling and numerical skills.

Literacy interventions support students to develop decoding strategies for reading, phonological awareness, sight words, comprehension and extended writing skills.

Students have access to a wide range of software programmes to enhance their learning such as read to text software. Some students are supported to learn keyboard touch typing, spelling, reading, planning and presentation skills

Numeracy support focuses on specific difficulties with mathematical problems, recall of number facts, sequencing and worded mathematical problems. The use of some software programmes help to enhance student's learning.

Specialist teaching is linked with core curriculum class work. Learning support is provided on a one to one basis, small groups, or within the classroom depending on the individual need.

Dyslexic students may, where appropriate, follow a tailored made curriculum taking external exams; on subjects that give them a greater opportunity for success.

All students are assessed on entry to the school and suitable interventions and programmes mapped out. For those students who develop difficulties whilst at the school, they will be part of the intervention programmes link to progression maps.

All students who qualify have full assessments for access testing and arrangements for all external exams applied for. The school is able to facilitate these by drawing on the skills within the Trust's secondary mainstream school.

### **ICT to improve learning**

Students with autism are traditionally comfortable using technology and therefore we build on this natural motivation whilst remaining mindful of over reliance.

We see technology as an integrated part of our daily curriculum delivery. When thinking about the use of technology we do not see this exclusively as computing. We aim to teach our students how to access and become familiar with a range of technologies that support not only their academic learning but also enhance their independence. Examples may be using digital cameras, using recording and sound devices, electrical equipment around the home, digital calculators, ticket machines in train stations and so on.

In a more traditional sense, we improve learning through the use of Interactive Whiteboards within classrooms and access to a range of devices such as computers, tablets and handheld devices to enhance and reinforce learning. The internet is a powerful learning tool and using this appropriately and safely features as an integral part of learning.

Students with high functioning autism have access to Chromebook computers, these are used and integrated across the school curriculum as a tool to facilitate learning. Homework and collaborative working is facilitated through the Google Classroom suit in addition to more traditional styles. Any augmentative and additional communication aids (AAC) or IT equipment that individual students may need to facilitate their learning is assessed on joining the school such as voice to text software.

### **Provision for G&T, EAL and LAC**

If a student demonstrates a particular aptitude within an area of learning, this is identified within their PLP. As an all age school, we are able to extend the learning for G&T primary children using our specialist teachers. For secondary students, the school is able to draw on the expertise and subject specialisms provided through the Heartlands Trust secondary school to enable these individuals to be given the additional support they require.

For students who have English as an additional language there are various routes available to support their language development. For students with complex needs, language enrichment is supported through the daily communication work that is undertaken within the classroom. Additional language groups facilitate their understanding. For students with EAL, there is access to the Trust's EAL team who can offer support and advice on programmes to ensure quick acquisition of language supported by nominated staff within the school. Regular reviews ensure the student is on track and quickly able to join the appropriate academic levels.

In instances of Looked After Children we focus on working within a team of multi-professionals to ensure the student is supported across the school day and beyond. As the student will already have an EHCP there will be a detailed plan in place to support their placement. The school works closely with the Local Authority and the services employed to ensure there is a consistent and sound understanding of the student's needs ensuring effective advocacy at all times.

### **Provision mapping**

Paragraph 6.76 of the Special Educational Needs and Disability (SEND) Code of Practice supports provision maps as an efficient way of showing the provision the school makes which is additional to and different from that which is offered through the school's curriculum. They provide

- An overview of the programmes and interventions used with different groups of students
- A basis for monitoring the levels of intervention

Through effective provision mapping of interventions and services offered to our students we are able to accurately assess the impact each of the initiatives on the individual's progress. This enables us to tailor them in ways that are meaningful and successful to the learning.

Provision mapping is used to ensure the outcomes within student's EHCP are being met effectively and help us to measure their impact as part of the EHCP review process.

## **SECTION 2**

### **Specialist Support**

The school has its own Band 4 therapy assistants and commissions its MDT to support work done within classes. We view therapy as being as integrated as possible throughout the school day. By having access to multidisciplinary teams we are able to provide high quality training to staff in current approaches and offer support to ensure the successful implementation of programmes.

### **Occupational therapy**

A variety of occupational therapy approaches are used to promote the foundation or the continued development of essential life skills. Students that benefit from O.T. are those with developmental disabilities, individuals with autism, learning disabilities, ADHD, sensory processing disorders, dysgraphia,

OCD, and others. The DCM-5 recognises sensory difficulties as a feature of Autism, for this reason we ensure there is adequate provision within the school to meet this need.

Assessments form the most fundamental part of any therapy, therefore the first and most critical step is assessing the student to find underlying reasons for any difficulties. Based on the results, student's strengths and difficulties are identified and individual goals are set that form part of their personal programme. To accomplish these goals students are supported via direct or indirect OT.

The occupational therapy programmes may consist of one, or a combination of;

**Individual Occupational Therapy** which is required for some students and is done on an individual basis. This addresses specific motor coordination, sensory, and emotional difficulties as they relate to self-regulation, executive functioning, fine motor skills, and visual motor skills. These are required for performing numerous functions of daily living such as handwriting, dressing, tying shoelaces, attending academic lessons, cooking, etc.

**Group therapy / Relaxation sessions / multidisciplinary therapy** provides work on specific sensory, social and coordination goals, including handwriting and fine motor skills. There are ongoing reviews, consultation, and intervention for OT objectives. Relevant data from performance in all areas of the program is reviewed half termly by the OT, and personal intervention plans devised and updated with staff.

Selected students identified for support and development may need assistance in following areas:

- Regulation of emotions and attention
- Modulation of anxiety
- Fine motor skills and perceptual skills (to write, type and and manipulate using hands)
- Gross motor skills (running, jumping, kicking, throwing)
- Motor planning ability (to arrive at a point at the same time as a football in order to kick it, to sense how hard to press when writing, to move food around in their mouth to chew and eat neatly)
- Support with eating habits
- The ability to move across the midline with eyes, arms and legs to enable reading, writing and physical activity)
- Improving Sensory processing and filtering
- Developing age appropriate social skills
- Strengthen trunk stability (required to sit for learning)

### **Speech and language therapy**

We recognise that young people with autism have a difficulty with language and communication skills, including social communication. This is recognised within the DSM-5 diagnosis. The role of a speech and language therapist is to promote the speech, language and communication development of our students, ensuring that each student achieves their full communicative potential.

The ability to use language and communicate with others differs from individual to individual, so there is an emphasis on ensuring effective individual communication systems. It is essential that students with difficulties are not left to struggle. Helping to communicate more effectively, in turn, helps to facilitate progress, not only at school, but also in the community.

Assessment is an integral aspect of practice and supports teaching and learning. A speech, language and communication profile is created through informal and formal assessments, these identify strengths and needs of each student.

Programmes are written to address areas of difficulty such as;

- Understanding of language
- Expression of language
- Grammar
- Semantics

- High-level language skills such as sequencing and word finding
- Attention and listening skills
- Auditory short-term memory
- Play skills
- Social use of language
- Speech

The speech and language therapist works alongside classroom staff to provide one-to-one advice and support with approaches being integrated into the classroom. Due to the diagnostic nature of Speech and Language therapy, progress and targets are regularly reviewed and targets incorporated into personal programmes.

Autism-specific frameworks such as SCERTS is used consistently to promote opportunities for developing communication through use of visual and transactional supports that have independence and emotional regulation as key aims.

### **Social, Emotional and Mental health**

The National Autistic Society states “Even though mental illness can be more common for people with autism than in the general population, the mental health of people on the spectrum is often overlooked.”

Typical areas of mental health we commonly see in people with autism are;

- **Anxiety disorders** are common amongst people with autism. Approximately 40% will suffer from one anxiety disorder at any time, compared with up to 15% in the general population. Linked to this can be depression.
- **Obsessive Compulsive Disorder** is an anxiety disorder. OCD occurs in about 2-3% of people who don't have autism and is more common in people with the condition. OCD can be distressing, exhausting and can get in the way of everyday life for the person who has it and their families. There are two main parts to OCD: obsessions (thoughts) and compulsions (behaviours). OCD can be overlooked in people with autism as it may be mistaken for repetitive behaviour.
- **Depression** are feelings that last for more than a few weeks and get in the way of day-to-day functioning. Approximately 20% of the population will experience a period of depression but it is even more common in people with autism. All people with depression may have difficulty sharing their thoughts and feelings. But because people with autism can have difficulty labelling their feelings, it can be especially hard to communicate symptoms or concerns.

We work closely with the LA Educational Psychologists and CAMHS teams to ensure appropriate packages of support are implemented for students who require it. Where possible, provision will be within the school setting to ensure a consistent approach.

Social Communication and Emotional Regulation form part of our SCERTS planning and every students has targets identified on their PLP. Additional intervention groups such as social skills and clubs are run where the need is identified.

## **SECTION 3 APPROACHES**

### **A graduated approach to SEN support**

The needs of the individual student are provided for through initial assessment, based on the priority, long-term goals identified on the EHCP. A Personalised Learning Plan (PLP) is written for each student and reviewed termly. In every case targets are derived from the objectives outlined in the EHCP.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff. High

quality teaching, differentiated for individual students, is the first step in responding to our learner's SEN. The Grove regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of autism and other SEN encountered at the school.

### **Learning Environment**

The school strives to provide an autism friendly, total communication environment.

The School has a duty under the SEN Code of Practice (2014) to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling
- Homework
- Interaction with peers
- Assessment
- School discipline
- Exclusion/suspension procedures
- Preparation of students for their next phase of education

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

### **Curriculum Access**

At The Grove, all students have an entitlement to have their special educational needs fully met.

All students receive a broad balanced and relevant education following the National Curriculum, in instances this may be modified to meet each student's individual need. Every student's contribution to our school is valued and the diversity of culture, religion and intellectual style is welcomed.

We recognise that the needs of individual children are different and this demands flexibility of provision.

To ensure that we are able to meet the needs of all students we aim to provide a creative and effective provision, by working in close consultation with parents, carers, class teachers, social services and health.

We include work with children and young people themselves through a person centred planning process to establish an education plan which outlines individual targets and takes account of their strengths, needs and interests.

### **Staff duty to meet children's SEN and Promote Inclusion**

All staff must ensure all students receive effective support and their entitlement to full access to the curriculum. The Grove staff are skilled, with expertise in working with students with special educational needs and autism, and have a duty to promote inclusive practice wherever possible. We do this through curriculum and enrichment activities and provide experiences for our students within our school, within other settings such as college and our partner mainstream schools. When required they can be called upon share best practice and support our mainstream school colleagues in particular, across our Trust.

### **Target Setting - Short Term and Towards Adulthood.**

At The Grove we believe that all students can learn and should have access to a broad, balanced and relevant curriculum, designed to meet their individual needs, which enables them to be included successfully in a learning process leading to educational progress and the development of independence, life and social skills.

All students have a PLP which is at the heart of their learning pathway and identify;

- The short-term SMART targets set for the child.
- The strategies and resources to be used.

- A review which monitors progress and helps to set new targets
- When the plan is to be reviewed.

Written and evaluated by the class team and wider professionals targets in the PLP include;

- EHCP objectives
- Academic targets in core curriculum areas
- SCERTS targets
- Life Skills towards adulthood targets
- positive behaviour support

All targets are shared with students and their parents/carers at regular intervals through Pupil Progress Meetings and Parent consultations once at term. Class teachers ensure that student targets are communicated to other staff across the school.

### **Pen Portraits**

Pen portraits are a person centred overview of a student and form part of the PLP.

They include:

- Information about what the student likes
- Information about what the student does not like
- What the student needs help with
- What makes the student feel calmer
- Key methods of communication

### **Behaviour Support Plans (BSP)**

At The Grove we recognise that behaviour is not a special educational need, however, many of our students present with needing support to regulate their behaviour. Where necessary, students have a positive behaviour support plan (PBSP) that outlines strategies for that individual so they are supported in a consistent and coordinated approach by all staff working with them. When devising a PBSP, all staff involved with the student including outside agencies and parents contribute to the writing of the plan which is then shared with all relevant persons. For those students who required additional plans such as risk assessments and a personal handling plan, these will accompany the PBSP. All such plans and documents form part of the student's PLP.

### **Monitoring Progress and Intervention**

The head of school monitors progress termly through the collection of academic data, this data is evaluated and verified during the pupil progress meetings. It is here that any short falls in progress are identified and staff plan out and map out appropriate intervention plans.

The Grove does have a therapy referral process, whereby staff can refer students with particular needs to the multi-disciplinary team of therapists. This includes SALT, OT, and therapy for emotional well-being.

### **Supporting students at school with medical conditions**

The Grove recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

For further information about how we support students with medical conditions, please refer to the First Aid, Health and Safety and medications policy.

## **SECTION 3**

### **SUPPORTING STUDENTS AND FAMILIES & MEASURING OUTCOMES**

#### **Professional Support**

Our professional multi-disciplinary team includes speech and language therapy, occupational therapy and

psychotherapy. Visiting professionals linked with the school include educational psychologists, CAMHS, advisory teachers and social care teams amongst other professionals.

### **Views of Parents and Carers**

As a school we believe that parents / carers have a vital role in supporting their children's education so that it is important that the views of parents / carers are taken into account and the wishes of the students are listened to. Communication is facilitated through the home school book, newsletters, parent liaison team, home visits, termly meetings, open door policy, parent training sessions and email correspondence with teachers.

Parents and carers are expected to support strategies and practice with a heavy emphasis on partnership working, a home school agreement supports this. We attempt to resolve any worries and concerns immediately and initially via the class teacher and parent/carer.

*If in circumstances where there is any claim for unlawful discrimination (under SENDA) it must come from the parent or carer not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance policy. However, parents and carers do have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.*

### **Annual Reviews**

All EHCP (or statements) must be reviewed at least annually with the parents or carers, the student, the LA and the school. All professionals involved are invited to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the document. The annual review takes a person centred approach and focuses on aspirations and achievements as well as on any difficulties that need to be resolved. The school is responsible for the co-ordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review.

Long term objectives that are outlined within the EHCP are reviewed with input from all persons and professionals working with the child.

Prior to the review the follow documents are completed:

- The school annual report
- Any data information relevant to the student
- The schools' contribution document
- The parent / carer contribution document
- The student's contribution document
- Therapy reports or other professional reports
- For year 9 and above; a transition towards adulthood document

The school will complete the annual review paperwork and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting. Proposed amendments will be included within this.

**EHCP transfer (up to 2018)** In accordance with the 2014 SEN Code of Practice, The Grove will be working with the LA to ensure the transfer of all students with a statement to the EHCP plan by 2018.

The Grove recognises successful transition into our school. We ensure every student has a personalised learning plan drawn up to reflect their needs, this involves a range of internal and external professionals in liaisons with families.

### **Transitions**

We have a transition policy that highlights the processes and procedures to guide transitions both into school, within school and from school to College and other educational establishments. At minimum we provide:

- Prior to admissions we nominate a key person to lead the process

- A series of transitions are arranged to the student's current setting where observations and meetings take place to gather as much information as possible.
  - We will meet with any involved professionals
  - Where possible we will attend the student's annual review
  - A transition plan will be put together to reflect the individual's needs
- 
- Prior to students moving to a new class, families will meet the new class teacher
  - Time will be allocated in school for a teacher handover
  - New staff working with the student will meet with the current class team
  - The student will be provided with the support mechanisms to make the transition easier, such as a social story.
  - A transition plan will identify when the student will visit their new class in the summer term so they are prepared for September.
  - From year 9 there will be careers advice offered and support offered about "next steps"

For our Post 16 students, we offer a curriculum that focuses on developing life skills and becoming independent, gaining skills towards adulthood. This is supported through accessing the local community, college and work experience. Transition is discussed with the student and the families about destinations and next steps.

### **Exams**

The school uses the Trust's exams officer based at Heartlands school, access arrangements for individual students are arranged through Heartlands school in line with their policy.

The Grove has a legal duty under the Equal Opportunities Act to anticipate the needs of disabled and SEN students and to make all reasonable adjustments to meet their needs. The Grove also has a duty to promote equality of opportunity and to assess the impact of all of its activities on disabled people, including all aspects of teaching and assessment.

Any accessibility difficulties experienced by individual disabled students will need to be taken into account and an alternative to the assessment provided where necessary.

Some candidates may be granted additional time to complete an assessment, and the facility to operate an assessment for a single person in an alternative room may be required. Students and staff will be made aware of who has what access arrangements prior to the exams taking place. The Grove will ensure that sufficient work stations are available, including at least one spare room in case of emergency.

## **SECTION 4**

### **MONITORING AND EVALUATING SUCCESS**

The Grove regularly and carefully monitors the success of the provision offered to its students. We sample parent and carer views at regular points during the year, as well as at the annual review and we invite students to do the same. SLT have an open door policy to students and ask them to give us feedback through the student council. We also invite students to make comments (anonymously if they choose) about any school related issues.

A regular quality assurance cycle gives us an active process of continual review and helps us understand what needs to improve so that we can ensure equal access for all (see appendix 2). From our feedback and evaluation processes we plan staff training and intervention accordingly.

### **Training and Resources**

Every member of staff is trained to a core standard so they are able to support our students effectively. These are outlined in section 1 of this document.

In order to maintain and develop the quality of our provision and teaching so that it continually responds to the strengths and needs of all students, all staff are encouraged to undertake training and development, both onsite and offsite. We plan for staff training needs through the performance management process, as well as through teaching observations and school quality assurance. Regular training sessions as well as INSET days are set aside for training. We also have a comprehensive induction program for new teachers that explains aspects of autism and SEN teaching and learning. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the key staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Class sizes are small, typically between 6-8 students in a class with one teacher and 2-3 learning support assistants.

Specialist equipment and resources are tailored to meet the needs of each individual and are outlined within their PLP. For example a Proloquo2 device to support communication.

## **SECTION 5**

### **COMPLAINTS AND SUPPORT SERVICES**

The Trust has a robust complaints system which The Grove adopts. We ensure this system is robust and deals effectively with issues raised by parents and carers. Complaints can be made to the Head of School, in the first instance, either by writing or emailing to the main school address.

Parents and carers can contact the Special Educational Needs and Disability Advice and Support Service (SENDIASS) at Haringey Markfield for support in this process.

Haringey SEND Information and Advice Support Service: 020 8802 2111

Family Support Team: 020 3667 5233; email: [familyadmin@markfield.org.uk](mailto:familyadmin@markfield.org.uk)

## **APPENDICES**

### ***Appendix 1***

#### **Definitions of special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

## Appendix 2

### Equality of Access for ALL Document

Information in Classrooms		
<ul style="list-style-type: none"> <li>• Student PLP Folders</li> <li>• Student Targets</li> <li>• Communication Walls</li> </ul>		
ALL students at Heartlands at ALL will have at all times access to Whole Class Strategies and Provision.	SOME students at Heartlands will have Additional Integrated Support.	A FEW students at Heartlands will have Individualised and Personalised Programmes.
<p><b>Environment</b> Clutter free, low arousal Structured and predictable Timetables Now and Next Boards</p> <p><b>Communication</b> Access to total communication SALT universal input Signing Communication wall Visual &amp; Symbol supports Identification on PLP</p> <p><b>Positive Behaviour Support</b> Positive reinforcement Access to rewards systems Identification on PLP School rules Structured and routine systems</p> <p><b>Curriculum Access</b> Structured Teaching using the TEACCH approach</p> <p><b>Semi Formal:</b> Access to curriculum links in medium term planning <b>Formal:</b> Structured teaching and learning Targets identified on PLP Thematic learning Life Skills learning towards adulthood Knowledge and application of skills Enrichment via clubs</p> <p><b>Physical / Sensory</b> Access to sporting activities OT Universal support Sensory profiling Access to sensory box</p> <p><b>Resources</b> Skilled support from well trained support staff Visuals Calm rooms and sensory rooms</p>	<p><b>Environment</b> Use of shared workstations</p> <p><b>Communication</b> Individual communication systems SVN Communication Individual task boards Attention Autism Colourful Semantics SmILE Therapy Lego Therapy VERVE Therapy Talking Mats Social Skills Intervention Groups</p> <p><b>Positive Behaviour Support</b> Positive BSP Intervention supports such as break cards or 5-point scale. Home Visit or support from pastoral team.</p> <p><b>Curriculum Access</b> 1:1 support for PLP Targets Academic intervention groups In task schedules Sensory interventions such as movement breaks and sensory circuits. Inclusive lessons with mainstream peers</p> <p><b>Physical / Sensory</b> OT Indirect support Quiet areas for de-escalation Sensory Programmes Additional movement breaks or heavy workouts built into learning time Specific equipment such as weighted jacket</p> <p><b>Resources</b> Technology curriculum access equipment with specific Apps 1:1 staff support to enable access</p>	<p><b>Environment</b> Individualised work stations</p> <p><b>Communication</b> SALT direct input Personalised communication programme Intensive Interaction PECS</p> <p><b>Positive Behaviour Support</b> Data and evidence analysis feeding into BSP Regular discussions with staff Block of home liaison support offered Individualised support programme monitored regularly and shared with staff</p> <p><b>Curriculum Access</b> Personalised Learning programme</p> <p><b>Physical / Sensory</b> OT direct input Targeted sensory programmes</p> <p><b>Resources</b> Individualised communication aids Specific equipment required</p> <p><b>Safeguarding and Well-Being</b> TAC or TAF support SPA</p> <p><b>Assessment</b> Individual tracking for academic, personal and emotional development reviewed with forward planning. Sharing of information by all staff MDT input with therapy support across the day.</p> <p><b>Risk Management</b> Physical intervention plans (PIP)</p>

<p><i>Schedules</i></p> <p><b>Safeguarding and Well-Being</b>  <i>Identification on PLP</i>  <i>Staff training</i>  <i>PHSE teaching embedded covering staying safe</i>  <i>Support adjusted to level of need</i>  <i>Consistent approaches to address student understanding</i>  <i>Well-being week</i>  <i>Targeted approaches to emotional regulation</i>  <i>Training for parents</i></p> <p><b>Assessment</b>  <i>Regular evaluation of learning through data and PLP</i>  <i>Termly parent consultations</i>  <i>Pupil progress meetings</i></p> <p><b>Risk Management</b>  <i>Education visits an curriculum risk assessments</i>  <i>Whole school risk assessments</i></p> <p><b>Medical</b>  <i>Access to school nurse and sexual health clinic</i></p>	<p><b>Safeguarding and Well-Being</b>  <i>MyConcern tracking</i>  <i>CAMHS referrals</i>  <i>EP Support</i></p> <p><b>Assessment</b>  <i>Intervention tracking</i>  <i>Therapy Tracking integrated into daily learning</i>  <i>SCERTS assessment and tracking</i></p> <p><b>Risk Management</b>  <i>Visit risk assessments</i>  <i>Focuses discussion with staff teams</i></p> <p><b>Medical</b>  <i>Access to school nurse</i></p>	<p><i>Additional staff allocations</i>  <i>Individual risk assessment</i>  <i>Involvement of EP or CAMHS</i>  <i>Training for staff</i></p> <p><b>Medical</b>  <i>Access to trained nurse to manage care plans</i>  <i>Emergency medication available and trained staff to administer</i></p>
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### Appendix 3

<b>THSL ABILITY TO MEET NEEDS NOW AND IN THE FUTURE</b>			
<b>ACCESSIBILITY STRATEGY AND PLAN</b>			
<b>Disability</b>	<b>Current capability</b>	<b>Action required/Summary</b>	<b>Completion date</b>
All SEN	Class teachers are aware of how to raise specific concerns. Admissions of new students through taster sessions, liaison with families and professionals and records checking identifies needs. Induction package for new staff.	On-going training for staff in understanding and accommodating a range of difficulties as a result of autism and related SEN	Continual In line with School calendar, performance management, school evaluation and changing needs of students.
Autism	Highly skilled staff with a strong understanding of the field of autism. Recognised through accreditation through Autism accreditation.	A continuous drive to be innovative in practice and approaches in the field of autism research and development.	On-going
ADHD Dyslexia, Dyscalculia Dyspraxia OCD etc	Specialist staff support the teaching and learning of this group of learners	To maintain professional development for staff and to keep up to date with current practice, theories and understanding. Develop training inlines with individual needs of students.	On-going training for all staff
Hearing impairment	No specific BSL. Some staff are able to use makaton and PECS.	On admission the school, agreed provision of an LSA who may sign for the child. Hearing enhancement equipment would need to be purchased and training for specific staff would be needed. Links with Blanche Nevile School for support.	As required
Vision impairment	None. For parents and carers who require enlarged print, the school can provide this.	For mild vision disability the school may be able to support a child with an LSA, by careful classroom seating arrangements and by adapting resources and the environment.	As required
Speech impairment	The school has Speech and Language Therapist assigned and IT provision will help to give access	Additional training for staff from SALT	As required
Poor manual dexterity	Advice from MDT. Access to laptops as a writing tool. Scribes available for some examinations	Linked OT for fine motor skills advice	Training for staff from OT on-going and on needs basis

<p>Poor physical mobility</p>	<p>Lift access available to all floors.  For parents and carers, meeting rooms are available downstairs.  Disabled toilets are accessible.</p>	<p>Some room layouts would need to be adapted to accommodate equipment.  Support from physiotherapy in equipment and environment adaptations.</p>	<p>Training for staff as required</p>
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## Appendix 4

### Personalised Learning Plan (PLP)

My Name:		Insert Photo
My Date of Birth:		
My Current Year Group and Class:		
Date my PLP was written:		
My PLP has been written by:		

Assessment and Reviews - To be completed EVERY time the PLP is updated.			
Section	How was the PLP Updated (Give a one line summary or signpost)	Date of Update	Who?

Guide to my Personalised Learning Plan	
Section 1. My Pen Portrait	Section 4. My Targets - How I will achieve my Outcomes
Section 2. My Academic Flight Path	Section 5. My Positive Behaviour Support Plan.
Section 3. My Learning Plan - Long Term Outcomes	Section 6. Risk Assessment (if required)

#### Section 1. My Pen Portrait on a page

SEN Background Information as Identified on EHCP (Including Health)
What I <i>like</i> and What I am <i>good</i> at
What is Important <i>for</i> me and how <i>you</i> can help me.
What I find <i>difficult</i> (affects my EMOTIONAL REGULATION)
How <i>you</i> can support me to <i>understand</i> and <i>communicate</i>
How <i>I</i> <i>communicate</i> and <i>express</i> myself

#### Section 2. My Academic Flight Path

Academic Progress using B Squared Data Steps	Base & Date	Y7 Target	Y 7 End	Y8 Target	Y 8 End	Y9 Target	Y 9 End	Y 10 Target	Y 10 End	Y 11 Target	Y 11 End
Reading											
Writing											

Expressive Language											
Receptive Language											
Spoken Language											
Number											
Measures											
Geometry											
Statistics											
Science											
PHSE											
Citizenship											
Self Help											

**Section 3. My Learning Plan - My Long Term Targets**

<b>1. My Educational Health Care Plan Outcomes (Taken from EHCP)</b>	
<b>Area of Learning</b>	<b>Outcomes: ( Please indicate if these are Short, Medium &amp; Long Term)</b>

**Section 4. My Targets and How I will be supported.**

<b>My SCERTS Planner</b>	<b>Communication Stage:</b>
<b>Please outline the Consistent Transactional Supports that will be implemented for the student across the school day:</b>	
<b>1.Social Communication: Joint Attention (JA) and Symbol Use (SU)</b>	

SCERTS Educational Outcomes <i>What will I (the student) learn?</i>	EHCP Area	Activities <i>Where/When?</i>	Transactional Supports: Interpersonal Support (IS) and Learning Support (LS) <i>Interpersonal support (what you do) &amp; Learning support (visual, environmental support)</i>	Review <i>Lateral Progress (P.F.M.G)</i>
<b>2. Emotional Regulation: Mutual Regulation (MR) and Self Regulation (SR)</b>				

My Personalised Target Planner - These targets are reviewed each term.				
My Targets (To Include Functional Skills In Achieving Employability and Adulthood)				
Area of Learning	SMART Target (I can...)	Transactional Supports: <i>Interpersonal support (what you do) &amp; Learning support (visual, environmental support)</i>	Review <i>Lateral Progress (P.F.M.G)</i>	
English				
Maths				
Maths				
Functional Skills towards Adulthood				
Independent Living				
Personal Safety				
Road safety & Travel				
Keeping Healthy				
Personal Care				
Leisure				
Work Skills				

### Section 5. My Positive Behaviour Support Plan

<b>Student Name:</b>	<b>Date of Plan:</b>	<b>Completed By:</b>
<b>Review Dates (Please record each review date):</b>		
<b>Overview / Summary:</b>		

What makes me happy:
The transactional support can you provide me to help me stay calm: (to include sensory and communication support)
What are the targets or desired outcomes?

**Using the 5 Point Scale describe the behaviours and transactional supports to be implemented.**

**Level 1 and 2 Low: Information about how to know I am becoming somewhat dysregulated and need low level support**

How I might express myself	
Possible triggers and frequency	
What am I communicating?	
How you need to respond	

**Level 3 and 4 Medium: Information about how to know I am becoming increasingly dysregulated and need medium support**

How I might express myself	
Possible triggers and frequency	
What am I communicating?	
How you need to respond	

**Level 5: High: Information about how to know I am entering crisis and need a high level of support**

How I might express myself	
Possible triggers and frequency	
What am I communicating?	
How you need to respond	

Is a Physical Intervention Plan (PIP) Required?	YES	NO
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Details of my PIP ( Please outline the PI strategies identified for this student)
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<b>Names of those involved in partnership working</b>	<b>Date and signature to confirm partnership working</b>
<b>Name of person(s) completing PBSP:</b>	
<b>Name of Parent / Carer:</b>	
<b>Name of SLT:</b>	
<b>Name of Student (If applicable):</b>	

**Section 6. My Risk Assessment (Written for those with a PIP)**

<b>Name:</b>		<b>Year Group:</b>	
<b>Name of School:</b>			
<b>Risk Assessment Undertaken By:</b>			
<b>Other individuals involved in risk assessment:</b>			

<b>Background information</b>
<b>What health and safety hazards arise or could arise from the behaviour of this pupil? (include triggers, time of day, and any pattern to behaviour)</b>

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

<b>List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee?</b>
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Assessment completed by:  
Date of assessment:

Signed:  
Review date:

<b>Staff signature and Date</b>
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*\* NOTE: Risk assessments should be carried out by a suitably competent person, who has received an appropriate level of training and guidance prior to fulfilling this function.*

**Appendix 5**

**The Grove Annual Report**

<b>Name of student:</b>	<b>Date:</b>	<b>Year Group</b>
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**ACADEMIC ACHIEVEMENT**

<b>English, Language and Communication</b>	
<b>Target:</b>	<b>Current Attainment</b>
<b>Mathematics:</b>	
<b>Target:</b>	<b>Current Attainment</b>
<b>Topic</b>	
<b>Target:</b>	<b>Current Attainment</b>
<b>PE and Movement</b>	
<b>Target:</b>	<b>Current Attainment</b>
<b>PHSE and Life Skills towards adulthood</b>	
<b>Target:</b>	<b>Current Attainment</b>
<b>General comments</b>	
<b>Target:</b>	

**PROGRESS TOWARDS EHCP OUTCOMES (Please list each outcome)**

<b>Cognition and Learning: Summary of Progress</b>
<b>Communication and Interaction: Summary of Progress</b>
<b>Social, Emotional and Mental Health (Including Behaviour): Summary of Progress</b>
<b>Sensory and Physical: Summary of Progress</b>

<b>Report written By:</b>	<b>Date:</b>
<b>Head of School or SLT Comments:</b>	

