



The Grove

Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Disability (SEND) Policy

SECTION 1

AIMS & OBJECTIVES

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Updated June 2018)
- SEND Code of Practice 0 – 25 (Updated May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (Updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Grove Mission Statement

The Grove is a school for students aged between 5-19 who have a diagnosis of autism. The majority of students are diagnosed with moderate to severe autism and a smaller number with high functioning autism. Common co-morbid diagnoses are; language, communication and social pragmatic difficulties, and those associated with ADHD and specific learning difficulties.

Our Vision

"Inspire Excellence - Champion Potential - Empower Learning"

Our vision is founded on a desire to make a difference. At The Grove we ensure children and young people get every opportunity to achieve their full potential in life, irrespective of any specific learning difficulties. This commitment is an intrinsic part of our philosophy. It is at the heart of everything we work towards.

We believe that every teacher is a teacher of every child, including those with SEND. We recognise that every child is different, and each individual is always our starting point. In addition to academic achievement, the focus is to foster every child's social, emotional and personal development. This is supported by ensuring each child strengthens his or her independence skills which are key to building confidence and self-esteem.

Rationale

At The Grove we believe inclusion is far more than just about the location of a child's school placement. Inclusion is about engendering a sense of community and belonging and encouraging SEND schools, mainstream partners and others to come together to support each other and students with special educational needs.

As an inclusive school we have:

- An inclusive ethos
- A broad and balanced curriculum for all students
- Inclusive opportunities within our Trust and within the local authority
- Systems for early identification for barriers to learning and participation

- High expectations and individualised targets for all children.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Aims

- To provide every child with access to a broad and balanced education. This includes, where appropriate, the National Curriculum in line with the Special Educational Needs Code of Practice.
- To ensure that our learners have access to high quality provision as identified within their EHCP.
- To ensure that staff have an opportunity to actively identify and respond to the ever changing needs of our learners.
- To ensure that all systems, practices and procedures support our aims and objectives.
- To ensure student needs are supported and met through high quality teaching, learning opportunities and personalised provision.
- To ensure a school wide responsibility for student progress and entitlement

Objectives

- Staff members seek to identify and understand the individual needs of every student as early as possible by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school.
- Ensure staff expertise in understanding the potential of our students and support a holistic approach to learning.
- Regular curriculum reviews with consultation to ensure it meets the changing needs of our learners.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work together with the multidisciplinary team to support parents and help students reach their targets.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone. The Grove receives further support from Schools and Families Specialist Service, Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS), and the Local Authority partner agencies.
- Create a school environment where students contribute to their own learning by empowering them to have a voice and express their opinions.

SECTION 2

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

SECTION 3

DEFINITIONS

A child or young person has SEND 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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).

Code of Practice reference	Previously	Areas of difficulty
Cognition and Learning	SpLD	Dyslexia, Dyspraxia, Dyscalculia, Working memory difficulties etc
Cognition and Learning	MLD	Moderate learning difficulty
Cognition and Learning	SLD	Severe learning difficulty
Social, Mental and Emotional Health	BESD ADHD ADD	Behaviour, emotional and social difficulties. attention deficit hyperactivity disorder Attention deficit disorder
Communication and Interaction	SLCN	Speech, language and communication needs
Communication and Interaction	ASD	Autism spectrum disorder
Sensory and or Physical	PD	Physical Disabilities: Hearing, visual, multi-sensory impaired

SECTION 4

ROLES AND RESPONSIBILITIES

Head of School will;	<p>Work with the SLT, staff and SEND governor to determine the strategic development of the SEND policy and provision in the school.</p> <p>Have overall responsibility for the provision and progress of learners with SEND and/or a disability.</p> <p>Ensure the school is meeting its statutory responsibilities in regards to SEND.</p> <p>Ensure, under the Code of Practice, that the SEND policy is reviewed annually.</p>
Senior Leadership Team will;	<p>Work with the head of school and SEND governor to determine the strategic development of the SEND policy and provision in the school.</p> <p>Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision and interventions.</p> <p>Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.</p> <p>Advise on the graduated approach to providing SEND support.</p> <p>Be the point of contact for external agencies, especially the local authority and its support services.</p> <p>Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.</p>

	<p>Work with the head of school and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.</p> <p>Ensure the school keeps the records of all students with SEND up to date.</p>
Class Teachers are responsible for;	<p>The progress and development of every student in their class.</p> <p>Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</p> <p>Working with the SLT to review each student's progress and development and decide on any changes to provision.</p> <p>Ensuring they follow this SEND policy.</p>
Governors;	<p>Help to raise awareness of SEND issues at governing board meeting.</p> <p>Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.</p> <p>Work with the head of school to determine the strategic development of the SEND policy and provision in the school.</p>

SECTION 5 PROVISION

Our policy describes bespoke personalised pathways tailored to meet individual needs and changing circumstances. Our provision is defined by the Special Educational Need of our learners, namely Autism. All our students have an Education Health and Care Plan that names our school.

The Grove is committed to personalised provision for its students which starts with high quality class provision tailored to each individual's needs. There is not one model that "fits all" but our equality of access document identifies what all learners can expect at least.

Interventions and inclusion bring an enhanced provision and this is supported by a range of therapies on site which include Speech and Language Therapy, Occupational Therapy, Art Therapy and Music Therapy. Teaching teams meet regularly to evaluate a child's progress and ensure all parties are working towards the outcomes as identified within the EHCP.

Teaching teams work closely with families, therapists and outside professionals to review each term the targets outlined in each individual's PLP.

The school offers a broad and balanced curriculum that can be differentiated and planned to match each learner's needs. Each key stage follows similar curriculum themes to allow for consistency and by creating a sense of identity.

There is a process by where any concerns about students by staff, parents and other professionals can be jointly explored by the multi-agency team and the school.

SEND Information Report

The Grove provides an updated SEND information report each year, which can be found on the school website, this outlines information about SEND provision at our school.

SECTION 6 ANNUAL REVIEWS & TRANSITIONS

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 liaison with families.

We have a transition statement that highlights the processes and procedures to guide transitions both into school, within school and from school to College and other educational establishments.

SLT and Heads of Department (HoD) are responsible for the organisation of the Annual Review. Meetings are led by class teachers and chaired by SLT and HoDs.

The decision to amend an EHCP or funding allocation is made through the local authority although the school will make recommendations based on evidence and data gathered in school.

When changes are made to the EHCP, the local authority will inform parents initially and then the school in writing; the amended legal document is then placed in the student file.

SECTION 7

PARTNERSHIPS

At The Grove, we are completely committed to working in partnership with parents, families and outside agencies.

We work in partnership with Haringey social care teams, The Multi Agency Safeguarding Hub (MASH), The Early Help Team and the Haringey Child and Adolescent Mental Health Teams (CAMHS).

As a special school in Haringey, we work closely with the Haringey Special Educational Needs department who oversee provision and application processes. We also work closely with the other special schools within the borough at both leadership level and school based practice.

The Grove welcomes multi-professional involvement to provide the best possible support to our students; any additional professional involved with a student outside of school is invited to join meetings as appropriate.

SECTION 8

TRAINING

As a special school, The Grove is committed to ensuring staff receive continuous professional development to ensure they have the skills, knowledge and understanding to support our complex learners. Training needs will be determined by staff roles and responsibilities and through the staff performance management process and school evaluation and school improvement. All staff complete a comprehensive programme for autism as part of their initial induction.

SECTION 9

COMPLAINTS

The Trust has a complaints policy which The Grove adopts. We ensure the system is robust and deals effectively with issues raised by parents and carers. Complaints can be made to the Headteacher, 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

Policy Links

In conjunction with this policy The Grove asks that you consider the impact of the difficulties our children and young people face with 'flexibility of thought'. When stakeholders understand this aspect of the 'triad of impairment' and how to provide support, our students are able to enjoy school more and learn best. Please see the Policy Statement on Flexibility of Thought.

Staff must also take account of the various schools policies, which compliments this SEND policy. These are available on the school shared drive.

- Behaviour, wellbeing and physical intervention Policy
- Teaching and Learning Policy
- Curriculum Policy
- Equal Opportunities and Equality & Diversity Policies

- Autism Handbook
- Accessibility Plan and Policy
- Communication Policy
- Sensory Difficulties Statement