

The Grove School SEND (Special Educational Needs and Disability) Report 2021-2022

(will be updated to 2022 – 2023 in Autumn 2023)

The Grove Primary School is a mainstream school for children aged 4 – 11 years of age, the school had 319 children on roll at the end of July last year (the figure will have fluctuated slightly throughout the school year). The progress made by all pupils is monitored by the head teacher, the teaching staff and the special educational needs co-ordinator (SENDCO) on an ongoing basis. The teaching staff check all children's progress through marking and feedback, discussion with staff and pupils, staff meetings, midterm assessments and termly class reviews. The information from midterm assessments is compared with previous assessments to track progress; this information is also used to project forward to give an approximate idea of achievement goals. Progress is checked constantly by the class teacher and termly or more often if necessary by the Headteacher, class teacher and SENDCO during the class reviews. Concerns in progress may be raised by staff or parents. Pupils with special educational needs are identified as those who require a provision that is **additional to or different from** that normally available in a scaffolded curriculum. In terms of inclusion we will do our best to ensure that appropriate provision is made for any child who has special educational needs or disabilities. Further information on how we identify pupils with SEND can be found in our SEND policy on the school website along with information about how we assess and track pupils with special educational needs. If a child is receiving a special educational intervention then progress is reviewed every half term. The SEND register is reviewed every term.

There is also an SEND Governor on the school board of governors who monitors the SEND support provided by the school. This governor can be contacted through the school office on telephone (01803) 862018. The governing body liaises with other bodies such as health and social services, local authority support and voluntary organisations, in meeting the needs of all pupils including those with special educational needs. The governors are kept up to date with any changes in guidelines for special educational needs; the way in which the school uses support from outside agencies (such as Educational Psychology service or Speech and Language Service) is fed back to the governing body along with regular updates on pupil progress. The chair of the governing body is Mr Ian Stewart; he can also be contacted through the school office.

Typical special educational needs.

The main types of special educational need currently found within The Grove are Cognition and Learning (CL) or Communication and Interaction (CI). CL can arise from a need in quite a specific area such as reading, writing, spelling or maths, or from more general difficulties across a range of subjects. A CI difficulty can refer to a Speech, Language and Communication Need (SLCN) or a need that has arisen from the Autistic Spectrum (ASC). There were 54 children on the SEN register at The Grove at the end of the last academic year; some of those children had more than one need. 50% of the pupils on the register had a CL need as a primary difficulty in a specific area (such as reading, writing, spelling or maths), 20% had a CI need as a primary difficulty that arises from speech and language, 30% had a different requirement. After a need has been identified, the class teacher and SENCO work together to put appropriate support in place and in consultation with the parents/carers.

The school's approach to teaching children with special educational needs and disabilities

All pupils access high quality teaching which takes account of a pupil's differing needs. Teaching is scaffolded to match each pupil's level of learning; for some children this will mean a modification to teaching approaches and for others with complex needs it will be a tailored personalised approach. A range of resources are used to support the children from computer software to specific equipment to personalised timetables. When needed, advice is sought from a variety of advisory services and outside agencies (listed further below) in order to remove barriers to learning. Knowledge and understanding of the four primary areas of special educational need (communication and interaction CI; cognition and learning CL; social, emotional and mental health SEMH; sensory and/or physical needs) is used to plan provision and to focus on interventions that are relevant and evidence based. In a typical year, the expectation is that all children are encouraged and supported to take part in the wider areas of personal and social development including after school clubs, school plays, school trips, residential visits and sporting events. This develops not only the learning but also the health and well-being of the pupils. Unfortunately, our 2021-22 provision was still somewhat affected by COVID 19 pandemic restrictions which meant these enriching opportunities were not fully available.

The Grove School has a strong nurturing ethos in recognition of the importance of physical, mental and emotional well-being. Children are also being supported by play therapy sessions and the school has a strong pastoral approach to support children and families with varying needs.

Children are able to give feedback through the school council, through pupil conferencing and through discussion and being kept informed as much as possible in significant events.

Examples of assessments and interventions used.

Some of the types of assessment used within the school include:

In the 2021-2022 academic year, Nuffield Early Language Intervention(NELI) and *Speech and Language Link* were used to help identify specific areas of speech and language development that might need additional support. For example, understanding and using pronouns, understanding complex sentences. NELI and Speech and Language Link programmes are used in Reception. Language Link is used as required in other year groups. If children are identified as needing additional support then this is carried out either on an individual or small group basis, depending on the type and level of need. For more complex needs a referral will be made to the Speech and Language Therapy services.

- *When is this reviewed?* This intervention is reviewed on a six month to yearly basis but only for pupils who need and receive additional help in this area.
- *Class reviews* - for recording results and tracking academic progress using age appropriate guidelines.
When are these reviewed? Class reviews are held between the Headteacher, class teacher, key stage leader and SENDCO each term to monitor and update the progress of all children in the class. Teaching staff update their own class held

information on the progress of pupils on an ongoing basis. Specific SEND interventions are reviewed every term unless stated otherwise.

- *Provision Maps* - These serve the same function as the previously used IEPs (Individual Education Plans) or “My Plans” and map out SEN provision, interventions and adaptations for a whole class. Evidence of progress in relation to interventions are collected by school staff and recorded on the document. They help show which children (including pupil premium, lower ability and ‘on watch’ children) are accessing additional support in the classroom.
- *When is this reviewed?* These are reviewed each term for the majority of children or more frequently if needed for a period of time. The reviewed targets are discussed with parents either at the parent consultation evening; at a separate appointment with the class teacher if a bit more time is needed; or, if the needs are more complex, in a Team Around the family (TAF) multi-agency meeting. As part of Devon’s Early Help assessment system we use ‘Right for Children’ to access support from outside agencies and Devon LEA in order to best support children and the needs of the family.
- *One to one support* – Some children will require additional one to one support and this could either be in short amounts over a specific period of time to assist progress in a particular subject, or it could be more long term extensive support as part of an identified need or EHC (Education, Health and Care) plan. Class Teachers always lead the planning for this support and directly teach the child regularly.
When is this reviewed? Academic one to one support is reviewed by the school half termly. One to one support that is part of a longer term plan is reviewed annually but with the details of how the support should be implemented being reviewed termly.

The SENDCO carries out an annual audit of provisions which helps to evaluate the interventions and resources we are using; it also helps to identify training needs for staff to meet the SEN needs of the school. Regular reviewing of the interventions as outlined above (and including pre and post assessment data) enables the school to judge the effectiveness and adjust the provision accordingly. Children with EHC plans have targets that work towards the long term needs identified in their particular plan. They will have annual targets that build towards the long term goals and these annual targets are subdivided into steps that are reviewed half termly or termly depending on the area of development. In addition to analysing the interventions and their outcomes, information on progress is also gathered through discussions with pupils/staff/parents, through analysis of work and through observations.

Agencies our school might work with.

The school also works closely with advisory services and external agencies such as:

- Speech and Language Therapists (SALT),
- Educational Psychology Services,
- The Schools Nurse
- Occupational Therapy (OT) and Physiotherapy

- CAMHS (Child and Adolescent Mental Health Service),
- Youth Offending Team (YOT, police support service)
- Babcock LDP SEN support e.g. Communication and Interaction Team NB Babcock services were recommissioned at the end of this academic year and are now administered by Devon Local Authority.
- Children and Family Health Services
- Early Help
- 0-25 SEN Team
- Devon Information Advice and Support, DIAS (formerly Parent Partnership)
- Specific Learning Disability (SpLD) Dyslexia Outreach and Support
- Advisory Teachers
- Social Emotional Mental Health (SEMH) Team –formerly known as Behaviour Support
- Ethnic Minority and Traveller Achievement Service (EMTAS)– bilingual support

These agencies provide valuable support and advice to the school and parents and help enable the appropriate provisions to be identified and implemented; these provisions are then reviewed on a half termly or termly basis depending on the programme.

Communicating with parents.

If a parent or carer wishes to discuss something about their child then the child's class teacher is typically the first point of contact. If the issue is one of special educational needs then the class teacher will discuss the matter further with the SENDCO in the first instance; or with the Head teacher if the matter requires prompt attention and the SENDCO is not available at that time.

Some of the ways in which we communicate the progress of children with special educational needs are outlined below:

- Home/school book for regular two-way contact about events.
- Emails and phone calls to and from school.
- Parent consultation evenings.
- Specifically arranged meetings with the class teacher/LSA and SENDCO.
- Termly reviews/TAFs (Team Around the Family)
- Feedback at school following involvement with specific professionals (e.g. Educational Psychologist)
- Annual reviews of EHC plans.

The school always aims to explain the strategies being used to develop the pupil's progress and uses insights from the parents and children to inform decisions. The class teacher will speak with

the parents if it is felt that a special educational provision needs to be made for their child, the differing means of communication outlined above enable feedback between school and parents. Dates for reviewing progress are agreed with the parents and at times parental involvement is sought to reinforce or contribute to progress at home. Either the child's parents or the school have specific rights to request an Education Health and Care needs assessment.

Additionally, [Devon Information Advice and Support \(DIAS\)](#) is an organisation that provides 'confidential and impartial information, support and training' for parents and carers who have children (age 0-25 years) with additional educational needs. They are an independent organisation that works closely with local authority, schools, health and social services as well as other agencies. The service is free to parents. They can be contacted on devonias@devon.gov.uk or by phone on (01392) 383080; further information can be found on their website at www.devonias.org.uk

If a parent has concerns that they feel have not been adequately addressed through discussions with the class teacher, SENDCO or head teacher then the Grove School has a formal complaints policy which can be found on the school website or from the school office.

Enabling children to contribute their views

The Grove School provides an annual report for all parents on their child's progress. For children with special educational needs there are additional meetings, assessments and reports that provide regular progress updates for parents and pupils. These opportunities will include the discussion of provision map planning, termly meetings, TAF meetings (Team Around the Family), meetings to inform and then review the process. In addition to these there will also be annual reviews of plans for children with an EHC (Education Health and Care Plan). The pupils are asked for their views prior to each of these and also prior to meeting with an external professional, such as an educational psychologist. It is important that all professionals listen, understand and address any concerns raised by children and young people. These steps help to ensure decisions are informed by the insights of parents and those of children themselves. Pupils are aware of the planned support and interventions. Clear dates for reviewing progress are established, for example termly reviews of a pupil's provision and the parent, pupil and teaching staff are clear about how they will help the pupil achieve the expected outcomes.

The availability and expertise of staff in relation to children with special educational needs

SENDCOs – Tonya Stirrup, part-time (Mondays and Fridays, term time) and Jo Counter, part-time (Thursdays and Fridays, term time). SENDCOs are contactable during these hours either through the school phone on 01803 862018 or by email on sendco@the-grove-primary.devon.sch.uk

If you wish to speak to someone during the times that the SENDCO is not available, please contact the class teacher at the end of the school day or the head teacher on 01803 862018, or email the head teacher on head@the-grove-primary.devon.sch.uk

In order to support children with special educational needs, the Grove school carries out the following:

- Regular reviews of staff training needs and providing relevant training to develop whole school staff understanding of SEND and strategies to support inclusion and high quality teaching.
- Using our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class.
- Adhering to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledging the key role of the Special Educational Needs Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff.
- Ensuring that the SENDCO has sufficient designated time to fulfil their role adequately.
- The senior leadership team (SLT) consults with the SENDCO with regard to SEND provision.
- Ensured that the SENDCO completed the National Qualification for SEND Coordination, within the designated timeframe,
- Evaluating provisions through classroom observations, and pupil progress through book/work scrutiny and pupil observations.
- Understanding the processes that govern access to external support services and agencies.

There is a wide range of special educational needs experience and qualifications amongst the staff group including: literacy strategies; numeracy strategies; reading strategies; safeguarding; speech, language and communication needs; autistic spectrum; Attachment Mentoring, Devon Fun Fit; behaviour support and management.

Accessibility

Following the school rebuild the school is fully wheelchair accessible and there are disabled changing and toilet facilities available. The school makes appropriate use of the resources in our delegated budgets to support children and young people with additional needs; we use our best endeavours to make sure that a child with SEN gets the support they need and make reasonable adjustments under the Equality Act 2010. For children with an exceptional level of need, we will apply for an Educational Health and Care Plan (EHCP) to access additional funding and support from the Devon LEA 0-25 team. We promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities. We use the Early Help assessment tool on 'Right for Children' to access outside agency support and this process provides an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision.

Transfer between phases of education

A change of school, class and staff can be an exciting, yet anxious time for all pupils. At The Grove we recognise that this can be challenging for some pupils with SEND. The school endeavours to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Some of the ways we manage these transitions are outlined below.

- Begin transition planning as early as required.
- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches.
- Develop an appropriate person-centred planning approach to all transitions between school or classes/ key stages so that the pupil and family are at the centre of the planning process. For example the Reception class teachers visiting the feeder pre-school prior to a pupil's admission to school; a close liaison existing between the pre-school and The Grove to enable the transfer of information and records; additional induction/transition time for children and parents/carers prior to admission.
- For year to year transitions - detailed handovers between members of staff, consideration given to the appropriate LSA (Learning Support Assistant) to support the pupil during the next academic year, extra support often used to ease transition such as visual timetables, pictures and photo books.
- For transition between The Grove and secondary school – additional transition/induction time such as extra visits to the secondary school supported by a TA from The Grove; ensuring the secondary school is aware of current interventions and equipped with all of the relevant information regarding the pupil; liaising closely with the SENDCO of the secondary school to facilitate the transfer of information. Ensure that planning and provision takes into account the pupil's next phase of education and takes steps to prepare the pupil accordingly; support provided through meetings such as Year 5 annual review or planning meetings. The TAF process will support the transition process.
- Monitor the on-going transition process, building on previous assessments and reviews.
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes.

The local authorities' 'local offer'

Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

In Devon, the aim is to provide a range of support and opportunities to enable children with SEND to be part of their local community and to be included and educated alongside their peers. This range of support and opportunities is known as the 'local offer' and it sets out what parents/carers can expect to be available to support children and young people with special educational needs and disabilities aged 0-25 years. For more information on the local offer visit [Devon County Council's special education needs and disability website on https://new.devon.gov.uk/send](https://new.devon.gov.uk/send) or contact them by phone on 0345 155 1015.

Academic Progression of children with SEN National Data Comparison

Overall numbers:

54 children were on the SEN register out of a population of 319 children, 30 boys and 24 girls. This equates to 17% of the school population (9% boys and 8% girls)

Nationally SEN is more prevalent in boys - across all age groups and within state funded primary schools, state funded secondary schools and secondary schools.

Nationally, 17% of pupils have SEN support in primary education [Academic Year 2021/22, Special educational needs in England, DfE]

Pupil Premium (PP) with SEN:

Of the 54 children who were on the SEN register, 19 were also Pupil Premium (28% of this group)

Gender

SEN gender spread across the key stages:

Key Stage	Boys	Girls
Foundation	2	1
KS1	5	6
KS2	23	17
Total	30	24

SEND Attainment Data

	Significantly Below Age Related Expectations	Emerging	Expected Age Related Expectations	Greater Depth
Reading	13	17	21	3
Writing	16	30	7	1
Maths	7	29	15	3

For any further information on SEND matters please see the SEN policy on the school website or contact the school.