
SEND Information Report

All students referred to The Grove Academy have some degree of special educational need. Most are at SEN Support (0 to 25 SEND Code of Practice). The staff team will aim to make provision for these needs accordingly.

The Grove Academy is a fully inclusive place of learning which ensures that all students have a 'Chance to Succeed' and achieve their potential personally, socially, emotionally, physically and educationally. As a Student Referral Unit, The Grove Academy welcomes students in KS3 and KS4 from across the Harrogate District when they are unable to continue to attend their present school. This may be because they are permanently excluded or at risk of this, struggling to maintain attendance because of anxiety or crisis or that their mainstream school requests a preventative placement.

All the staff at The Grove Academy have experience, proficiency and/or qualifications in working with students with special educational needs. The nature of The Grove Academy is that it works with students with additional need inasmuch as their behaviours, and often-attendant learning difficulties, are preventing them from making full use of educational facilities provided in mainstream schools.

The Grove Academy should not be used as an alternative to a Special School placement for students, particularly those with EHCP's, who require highly specialised provision. DfEE Circular 11/99 states, "If a pupil's long term needs cannot be met in a mainstream school, a Special School should be named on a Statement for Special Educational Needs". Attendance at The Grove Academy is not appropriate for pupils excluded from Emotional and Behavioural Difficulties Special School.

We consult with students and their families on our provision through:

- Upon referral an initial meeting is held for parents/carers, the student and any other supporting adults to talk with the Senior Staff, as well as representatives from referring schools. At this time, information is shared and plans made. Reviews are held as needed where parents/carers are invited to meet key teachers and other staff
- At The Grove Academy we welcome and value contact with parents/carers. Contact is by text, phone or face to face as and when needed, but is a regular and frequent occurrence. Our Behaviour and Inclusion Support Worker, and Education Welfare Officer, are pivotal to this process.

Identifying students with SEN:

Many of our students have already been identified as having SEN by their referring schools. Others have needs identified whilst they are students at the Grove Academy.

Our protocol for identifying SEN is that all students are given Baseline tests on arrival. Some difficulties (such as Reading ability) are identified during these tests. We also have the opportunity to use Psychometric testing, and Strengths and Difficulties Questionnaires.

Other needs (such as processing difficulties) may be highlighted by our staff. Any member of staff can submit an SEN "cause for concern". THE SENCO and subject specialists will then consult

appropriate outside agencies, for instance by completing a Request for Involvement to the Local Authority, and/or carry out tests or observations to determine the category of need and advise on what type of support is needed.

Assessment and Review:

The culture of The Grove Academy is based on continuous assessment and review of the needs of individual students. All subjects conduct half termly assessments of students that inform our tracking of student progress. Senior staff analyse all data to identify gaps in progress for different groups of children, including those with SEN.

The key aim of The Grove Academy is to help all our students – including those with SEN and disabilities - to progress as much as possible towards an individual and carefully planned destination. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010.

We operate a carefully structured assessment and review programme (i.e. our version of “assess, plan, do review”). This enables us to deliver specific, targeted and specialist interventions on a number of levels, with the support of outside agencies where necessary.

Supporting Students with Special Educational Needs/Disabilities and their Families:

We will let families know of any concerns about the student's learning through weekly reports home and phone calls as needed as well as invitations to come to talk about issues as they arise. Meetings are arranged promptly and someone is usually available at short notice to see parents/carers if they wish to come in to The Grove Academy to discuss issues. We also liaise closely with students' own schools where they are dual-registered.

Some students may be identified as needing an EHCP (Education, Health and Care Plan). Staff work hard to prepare a comprehensive referral and collect information from other services such as CAMHS, Prevention Services, Social Work, and Language and Communication. We work in partnership with the Local Authority Assessment and Review Service and parents and carers/ students are involved at every stage.

At The Grove Academy we set high expectations for all students, whatever their prior attainment. We use assessment to set targets which are appropriately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for students about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology

- Access to our ICT facilities.
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of students' SEND.

The teaching and support of our students is subject to rigorous quality assurance supported by professional development and performance management.

Our processes involve a regular cycle of “assessing, planning, doing and reviewing” involving teachers, support staff, students and parents at various stages. Our interventions will be graduated depending on a child's needs and the way in which they respond to different interventions. This is defined in the Code of Practice (Jan 2015) as a “graduated approach”.

Where an EHCP is issued, The Grove Academy is not usually stated as the named provision. Students may stay on the roll of PLC a little longer whilst a suitable long term provision is agreed.

Transition to post-16 education:

All students in Year 11, and below as needed, have access to careers advice, with our qualified Careers Advisor visiting fortnightly throughout the year. We work hard to ensure all students have a realistic and aspirational post-16 placement (education, employment or training). All students, including those with SEND needs, are offered additional assistance with visits to FE providers; accompanied by familiar staff.

Inclusion and Student Voice:

All students at The Grove Academy are taught in mixed ability groups. The size of these groups may vary according to the needs of children; for example students with anxiety issues may work in smaller groups. Reasonable adjustments are made to curricular and extra-curricular activities to allow all students with SEN to play a full part in all aspects of school life. We are extremely committed to equality of all kinds, therefore all school trips/ activities and extra-curricular activities are open to all eligible students unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other students or staff.

Students with SEN have regular opportunities to formulate their own targets and, with support from staff, contribute their own views at reviews.

There are a number of other people who either come to The Grove Academy to work with students, or work with students outside The Grove Academy but in concert with us. They include:

- Educational Psychologists
- Child and Family Mental Health Services (CAMHS)
- Health Services
- The Prevention team
- Just B – For SEMH support
- Children's Social Care
- Police
- Careers Advisors (who provide support with Post-16 education and training)
- Language and Communication

- Speech and language Services
- Sensory Services

Referrals are made, where appropriate, by the SENCO, and senior leaders for specialist SEN support services.

We work in partnership with other education providers to make sure students make a successful transition to the next stages of their learning, through careful and co-ordinated planning. This may not be at the end of a school year or Key Stage as students move to other provisions or back to school depending on individual needs. Parents/carers are fully involved in decisions about transition. We also support the re-integration of students back to school. This is carefully planned, and our Behaviour and Inclusion Support Worker will support a return to school by attending meetings and supporting in class or in social time depending on the need. Transitions are bespoke to the needs of the child and can be gradual.

Staff Training

Our Special Needs Co-ordinator provides advice and guidance to staff and students. He is currently completing his Nasenco qualification which is the Masters level qualification for Special needs Coordinators. He is: Mr Andrew Town (BA, PGCE).

At The Grove Academy ALL teachers are teachers of SEN. Our provision starts with the philosophy that, regardless of ability, all students deserve access to a broad and balanced curriculum which is differentiated to their own needs. As well as special provision for SEN, we realise that all children learn in different ways. Therefore teachers try to incorporate different learning styles into their lessons.

Staff undergo regular training to support their understanding of special needs provision. Whole staff training would typically include regular updates in the following areas:

- Safeguarding and child protection
- Literacy/dyslexia
- Autism Spectrum Condition
- Behaviour management
- Anxiety disorders/OCD
- Working memory
- DV/Emotional Trauma
- Team Teach – de-escalation and positive handling
- First aid

Emotional Health and Well-being

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing:

- support to families and children to improve attendance
- a supportive and responsive tutorial system
- a flexible and experienced staff team offering a range of pastoral support strategies
- small groups, 1:1 working in a range of settings
- A nurturing environment

- A professionally managed range of interventions designed to support emotional development and self-esteem
- A trained Counsellor working with our students on a weekly basis including the provision of confidential advice.
- Seeking advice and guidance from a range of external agencies as required.

Evaluating effectiveness

SEN provision at The Grove Academy is monitored by the Principal and the Academy Advisory Board through performance management. We regularly review the quality of teaching for all students to make sure no-one under achieves. We consider whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and also to remove those that are less so.

Student progress is measured through;

- Attendance tracking
- Academic progress and attainment in comparison to national expectations
- Progress in the core curriculum areas
- Strengths and Difficulties Questionnaires.
- Literacy and numeracy skills

Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at The Grove Academy should, in the first instance, make an appointment to meet with the SENCO or Principal. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should approach the Head teacher and/ or the Chair of Governors; Jillian Fraser. Representatives of Looked After Children can also approach the Head of the Virtual School for Looked after Children; Julie Bunn.

We are happy to provide copies of the school's SEN policy on request.