

The Grove School SEN Information Report

Introduction to the School

The Grove School is a maintained special school in Berwick upon Tweed, situated in the far north-east of Northumberland. We provide an education for children and young people aged between two and nineteen years who may have Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Multi-Sensory Impairment and/or an Autistic Spectrum Condition. All children/young people who attend The Grove School have special educational needs and therefore have an Education, Health and Care plan, or are moving through the statutory process towards an Education Health Care plan. For the children/young people who attend from Scottish Borders the equivalent is a Co-ordinated Support Plan. We currently have 51 pupils on role.

The School is based in premises which have been substantially refurbished, through several building projects, over many years, to enable us to offer specialist, high quality facilities. All classroom based staff have relevant teaching qualifications or other appropriate qualifications in education and childcare. A wide range of multi-professionals support the children's/young people's education and well-being at School. We have high aspirations and expectations for every child/young person and specialise in stepping and scaffolding learning through personalised bespoke curriculum planning which aims to ensure that everyone achieves of their best.

We work closely with our local Berwick Partnership of Schools which includes Nurseries, First and Middle Schools and Berwick Academy.

<p>What is the purpose of The Local offer?</p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> • To provide clear, comprehensive and accessible information about the provision available; and • To make provision more responsive to local needs and aspirations by directly involving children and young people with Special Educational Needs (SEN), parent carers, and service providers in its development and review. • The schools SEN policy is reviewed by the Governing Body and is available on the school website. • Northumberland's Local Offer is available through the link on the school website. • The Grove School contributes the Local Authorities Local Offer through providing Specialist provision.
<p>How does a child get a place at The Grove School?</p>	<p>Parents are welcome to contact School to arrange to visit when they will be given the opportunity to view School and to talk with a member of the School Leadership Team about our provision.</p> <p>New admissions to our School must have an Education Health Care Plan or be undergoing the statutory process towards such. For children living in the Scottish Borders area the equivalent is a Co-ordinated Support Plan. Northumberland County Council is the Admissions Authority for The Grove School and parents interested in a place for their child should consult with the SEN Section at County Hall, Morpeth, for initial enquiries contact. The Grove School is not able to independently offer a place to any child/young person. For children/young people in the Scottish Borders (SB) area the initial step is for parents to discuss their interest in a place at The Grove School with the headteacher of the school their child/young person currently attends or the educational psychologist who is supporting their child. Alternatively, an interest can be expressed during Co-ordinated Support Plan reviews. Due to the development of new provisions in Scottish Borders, it is highly unlikely that funding would be agreed and as The Grove is a Northumberland School, these pupils are given priority. However, if SBs agree to fund a place at The Grove School, the next step in the process is for SBs to contact Northumberland County Council (NCC) to request a place. If NCC agrees to offer a child/young person a place at The Grove School NCC will contact The Grove School with the paperwork received from SBs to enquire if we can offer a place.</p> <p>Prior to a child/young person starting a placement at The Grove School we will endeavour to visit them in their pre-school setting or at their current school. It is usual practice to have transition arrangements in place whereby school staff visit current settings/home and the child/young person enjoys some initial pre-planning, transition sessions with us to support a smooth start to school. We find that in some cases transition visits are more difficult and would add stress to the pupil so we may not always arrange such visits.</p>
<p>What type of placement is available at the School?</p>	<p>Pupils may attend The Grove School on a part time basis for a Nursery placement (15 hours a week), or on a full-time basis.</p> <p>Additionally, the Local Authority may request that The Grove School provide an assessment placement for which there are specific criteria which is managed by the Local Authority.</p>

	<p>All pupils who attend The Grove School receive the same provision, as they all have an Education Health and Care Plan. All the pupils experience the same provision; this includes those pupils who maybe Looked After or post Looked After.</p>
<p>How much support will my child receive?</p>	<p>All children/young people are taught in small class groups with the average class size being nine to eleven pupils. In addition to a teacher/Class Manager/Lead Practitioner all classes are supported by qualified and experienced Teaching Assistants which helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching.</p> <p>The class teacher ensures that everyone who works with your child enjoys a positive relationship with them and staff meet regularly to ensure that they are using consistent and effective approaches to further enhance learning experiences through fun and relaxed interactions which are focussed and purposeful to progress achievement.</p> <p>If a child's/young person's needs are exceptional, even within the context of our special school setting the School Leadership Team will ensure that further support is available to them. We work collaboratively with multi-professional teams to ensure that each child/young person has access to the therapies and interventions that they require, these maybe physical or emotional interventions and programmes.</p>
<p>How accessible is the School?</p>	<p>As a refurbished and extended special school designed by school staff specifically to meet children's/young people needs The Grove School is fully accessible.</p> <p>The building is light and bright with well-equipped classrooms and has several specialist teaching areas including our outdoor sensory area and our soft play room.</p> <p>There are accessible toilets to meet the needs of our children/young people who require the support of hoist to have their carte needs meet.</p> <p>Whilst the school building appears small from the initial outside view this perception is misleading, comments frequently compare our school to a 'Tardis'. Whilst our building is on a tight site the maximum use of all space available has been optimised including our 6a annexe which is used for meetings, planning and has a staff room situated in it.</p>
<p>What resources are available at the school?</p>	<p>All classrooms have high quality ICT facilities to support learning including interactive whiteboards, plasma screens, desk top computers, laptops and iPads.</p> <p>Pupils regularly access specialised teaching areas such as our Sensory Music/light Room, Soft Play and Movement Room and Hydrotherapy. Some classrooms have their own kitchen and life-skills learning area where children make their snacks daily and where cookery is timetabled at least once a week.</p>

	<p>When needed specialised equipment such as hoists, specialist seating, specialist cutlery and communication aids are available provided through joint assessments that may include school staff working with the school's physiotherapist, occupational therapist and/or speech and language therapist.</p> <p>Younger children use equipment in the school hall for their PE lessons whilst hiring the sports hall in the local Swan Centre provides the space needed for our older student's lessons.</p> <p>Hydrotherapy is provided on site for children/young people who depend upon specialist hoisting facilities and warmer water for specific exercise programmes. Using this facility is also supportive for learners who have not yet developed the confidence to access swimming lessons at the local Swan Centre.</p> <p>Swimming is provided for all learners, initially in a smaller group to develop water confidence and skills which follows through into a larger group which focusses upon further developing stamina and technique.</p> <p>Horse riding lessons are provided through the Etal Riding for the Disabled (RDA) group, a small voluntary organisation which is supported by Lord Joicey who provide the use of an indoor school. Access to these lessons is dependent upon the size of ponies available to the RDA and is organised on a rota basis which provides lessons for one term in any one year for a child/young person.</p> <p>The school has its own mini-bus which is used by all class groups once a week for environmental/social based learning within our local community, these lessons provide enriched practical opportunities to embed skills and further develop knowledge and concepts through optimising the rich natural and cultural resources available within our local area.</p> <p>For further information on the school please access the school's website.</p>
<p>How do children travel to the School?</p>	<p>Some of the children/young people are eligible to free home to school transport which is provided and arranged by Northumberland County Council.</p> <p>Those children that live fewer than three miles from the School are usually brought to School by a parent, and some young people who live close by walk to school through successfully following an Independent Travel Plan.</p> <p>Further details regarding home to school transport including eligibility can be obtained from the School Transport Section, County Hall, Morpeth Tel 01670 624075. For children/young people living in the Scottish Borders area the transport arrangements are arranged by Scottish Borders Council, currently children travel to school in taxis from Ayton and Eyemouth and parents provide their own transport too.</p>

What specialist services are available at the School?

A wide number of professional's work in school each week to support the children's/young people's education, health, care and well-being these include:

- A Speech and Language Therapist
- A Physiotherapist
- Occupational Therapists funded currently by the school
- Clinical Psychologist funded by the school
- A School Nurse
- A Specialist Teacher for the Hearing Impaired and the Visually Impaired

In addition, some children/young people are supported by regular contact with: -

- A Specialist Teacher for the Visually Impaired
- A Community Nurse
- A Social Worker from the Disabled Children's Team who for older students is a Transition Worker
- An Employment and Skills professional who may support with post-school planning for college placement applications

In addition to the above, clinics held by Northumberland NHS staff are regularly held in School for children/young people and their families and these include:

- Orthotics clinics
- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by the Consultant Paediatricians and Consultant Psychiatrist

A range of others expertise supports learning in School and these include:

- Musicians
- Artists
- Additional Sports Coaches

What will my child learn at the School?

Our curriculum is based upon the Early Years Framework, the subjects of the National Curriculum and a broad and varied Sixth Form Curriculum which centres around Functional Skills (leading to Qualifications in subjects appropriate to the needs of all the children), Life Skills and accredited units of work studies in areas of the young people's interests e.g.: - Food Wise, Beliefs and Values, Expressive Arts etc. Please refer to our curriculum area of our website that explains our curriculum in more detail.

Every child/young person is provided with a broad, challenging, enriched and balanced curriculum that is appropriate to their age and stage of development.

Each child/young person receives a personalised curriculum that is differentiated to account for their needs and abilities.

Most children/young people make good or outstanding progress in their development of knowledge, skills and understanding across the curriculum including those in Communication Skills, English, Maths, Personal, Health and Social Education, Citizenship and Spiritual, Moral, Social and Cultural programmes for which they are taught individually or in small groups. As pupils get older they are encouraged to further develop their interest and strength in specific subjects which is reflected in the quality of Art displayed around school, the enthusiasm for and skill levels within Computing, PE and Cookery and the pride in Business and Enterprise skills and achievements.

All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and their emotional and personal development to give them the skills and knowledge that will enable them to live a good quality of life as young adults.

Specialist approaches are used to support children's/young people's learning and these include:

- Sensory curriculum for pupils with profound and multiple learning difficulties
- Programmes for physical development which may include exercise and hydrotherapy programmes developed with the physiotherapist
- Social Skills programmes including: Sex and Relationships Education for Secondary aged pupils which begins with personal programmes for younger children including learning dispositions and attitudes
- Work experience opportunities
- Riding for the Disabled
- Visual Timetables
- Augmented Alternative Communication programmes which may include Makaton Symbols and signing, Picture Exchange Communication PEC's, PODDS, E-tran boards, photographs and Voice Output Communication Aids (VOCA)
- Early Years play based learning
- Post 16, Sixth Form curriculum

- Asdan qualifications for life skills, managing money etc.

How will I know what progress my child is making at the School?

Teachers assess pupil's attainment on an ongoing basis and these assessments are then moderated in School with colleagues to ensure that they are objective and accurate.

We use a combination of assessment and curriculum planning, based on our assessment policy and curriculum plan, please refer to these on our website.

Our Assessment Co-ordinator analyses the data collected on the children/young people and each year produces an annual report that highlights strengths and identifies key curriculum areas we may further wish to focus upon. This report is shared with the Governors and the staff are able to tell them what areas may need to be developed further, these areas will also form part of the School Development Plan.

Additionally, our approach to teaching and learning is to focus upon every child's personalised targets within all lessons/learning activities and to give meaningful feedback which is based upon assessing every learning step to ensure that all children/young people are achieving their targets and are further challenged to succeed on a cross curricular basis.

Pupil's progress is discussed with parents in detail at Annual Review meetings, as well as our 2 parent's days and requests to additionally do so may be made at any time.

When appropriate pupils are involved in their Annual Review meetings and staff include them in planning their learning and their next steps.

<p>How will my child's health and well-being be supported?</p>	<p>Children's emotional well-being is paramount to us and we take great care to ensure that all our children/young people enjoy School and have positive learning experiences throughout their time with us.</p> <p>Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.</p> <p>Staff develop mutually respectful relationships with all the children/young people based upon trust and have high expectations of them. Much emphasis is placed upon developing confidence and self-esteem and ensuring that all feel valued and are sensitively encouraged to try new experiences and broaden their horizons such as joining in with residential field trips/holidays.</p> <p>Individual Behaviour Support Plans are used where there is an additional need which ensures that all staff are consistent in their management of behaviour.</p> <p>Within The Grove School relationships between pupils are excellent which is frequently observed by parents and visitors to school. The Grove School was the first school both Special and Mainstream to be re-accredited with the Equalities Award in Northumberland which is reflective of the priority placed upon inclusion and supporting every child/young person equally to achieve of their best whilst being supported to access their learning through approaches which are personalised to their needs.</p> <p>There is a positive learning environment at school and staff provide excellent role models through positively phrased communication encouraging and nurturing motivation, engagement and achievement.</p> <p>For some children/young people who may express specific concerns regarding their well-being through consultation with parents and with parental agreement a referral for specific support to the Community Nursing Team and/or the Consultant Psychiatrist may be made.</p> <p>Care Team meetings are organised by either the school or the Children and Young People's Team to co-ordinate care and provision when this additional support is identified by school, parents or multi-professionals as being essential to a child/young person's well-being</p>
<p>What training do staff at the School have?</p>	<p>Staff on appointment are already qualified either as teachers or Teaching Assistants to at least Level Two or Level Three in Childcare and/or education. A comprehensive induction programme is in place for all staff.</p>

	<p>A broad Continuing Professional Development programme which is accessed by all staff. All staff receive comprehensive and on-going statutory training in meeting the care and medical needs of our children/young people, including keeping them safe. Mandatory training includes safeguarding, manual handling, behaviour management and seizure management.</p> <p>The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.</p> <p>All teachers and teaching assistants undergo yearly appraisal procedures which celebrate their strengths and identify training opportunities which may be needed.</p>
Who to contact about my child's learning and EHCP	Class leads will be able to answer questions about your child's learning, if you have questions relating to provision and their EHCP there are two SENCo's in the school, Mrs Penny Derries and Miss Lee Waugh who can be contacted by phone on 01289 306 390.
Who to contact if you have concerns about your child	If you have any concerns about your child that you feel the class lead cannot answer please contact either the Deputy Headteacher Miss Lee Waugh or the Headteacher Mrs Penny Derries, they are contactable on 01289 306 390.
How are young people consulted about their education	We are very careful to ensure that young people are part of the process of planning for their learning and making choices for the future. We involve careers guidance through an independent adviser from Year 9 onwards, we support our young people to voice their hopes and dreams for the future, through which ever method of communication that they may use. We ask them when appropriate to contribute to their annual review and to say what has worked well and what they think has not gone as well. We do not involve young people if they do not wish to or if this would not be appropriate due to their complex needs, in these cases we try and represented them using pictures to show what they enjoy and what they have been doing.
Arrangements for complaints being made to the governing body if a parent feels that the provision within the school is not meeting the child's needs	We have a robust complaints procedure that can be accessed on the website. We hope that parents would speak to the staff team about concerns relating to provision in the first instance, however should they feel that they are still not happy with the school's response, the school's complaints procedure can then be followed.
How the governing body involves other support services in providing support for pupils EHCP's	All our pupils have EHCP's the governing body supports the school to ensure that all pupils have access to the correct support services at a level that the school can afford.
Supporting pupils with transition to either	We work with parents and pupils to plan for the young people's next steps, we have detailed information regarding this on our website, this includes a flow chart that explains routes and destinations, this also has hyperlinks to the providers

**another school or to
adulthood**

that are available. We ensure that the parents are able to visit the different providers and that the young people can attend transitional visits to their new provider to ensure that they feel comfortable when they leave school.

<p>How does the School support families?</p>	<p>School establishes a relationship with parents prior to their child starting at The Grove School and we strive hard to ensure that this is a positive experience for parents and other family members. Parents are encouraged to play an active role in their child's education at school. Information is communicated to parents through newsletters.</p> <p>Special termly events are held regularly at School.</p> <p>School may also support families by suggesting that a referral to another professional may either be helpful to their child and/or to the family directly and families themselves may wish to initiate discussions about such support which may include an Early Help Assessment, (EHA), a Care Team meeting and/or a specific medical or care professional which may include requests for respite care through Direct Payments and/or access to residential respite care.</p> <p>For further information on support to families please access the following links: Contact A Family North East http://www.cafamily.org.uk Helpline@cafamily.org.uk/0808 808 3555 General email info@cafamily.org.uk/0191 213 6300 Autism North East www.daslne.org The database for families of children on the Autistic Spectrum who live in the North East of England</p>
<p>What activities are available to children outside of the school day?</p>	<p>Residential visit opportunities are provided for all children/young people with at least one for all being arranged as a Leaver's Holiday. Residential experiences are often enjoyed more frequently although the fundraising costs are determining factors as no charges to families are made with all holidays provided being entirely dependent upon donations made to school.</p>

<p>How will the School support my child at times of change?</p>	<p>Whenever possible staff visit children, in their pre-school setting or at their previous school prior to their admission to The Grove School. Time is spent talking with parents, as we respect that they know their child better than we ever could. These approaches enable our staff to gain as much information as is practical to support a child's admission to School.</p> <p>Parents information events are held at least yearly; we have information on our newly developed Post 16 flowchart on our website.</p> <p>When children move class within The Grove School this is supported through a planned transition for the child to the new class to ensure both that members of staff in the new class know the child well as well as preparing the child/young person to be comfortable in their new setting.</p> <p>Children stay at The Grove until transitions are in place, they may leave before their 18th Birthday, or may in some cases remain until the end of the academic year in which they turn 19. Plans are put into place well before children/young people are due to leave School with visits arranged for them and their families to potential post-school placements which are supported by a Transition Worker who may identify that support from the Care Management Team in adult services would be helpful to the young person. Person Centred Planners additionally support school staff with planning meetings with the young person and their family, both services can provide support upon request, on a lifelong basis although, when everything in place is working well there may be periods of time when their active support is not needed. Additionally, support for on-going educational provision and access to college placements may be provided by the Employment and Skills service until a young person is up to twenty-five years of age.</p>
<p>What might my child do when they leave school?</p>	<p>The arrangements for opportunities on leaving school are made on an individual basis which are supported through visits to a range of colleges and providers and through the involvement of a Transition Worker up to the age of 18 yrs. and when a need is identified by a Care Manager from 18 yrs. onwards. School decide for future planning by providing opportunities to visit colleges and other providers and by arranging experiences on a transitional basis to ensure that the change onwards from school is as smooth as possible.</p> <p>Bespoke arrangements are made for some young people which may include part of a week attending with one provider, part of a week with another and some home-based activities.</p> <p>Previous opportunities have included: - Courses at Newcastle College accessed by train travel on a day basis. Border Links, Berwick and Cornhill Northern View, Berwick</p>

	Lanark Lodge, Duns The Potter gate Centre, Alnwick NCC life skills and learning
Who was consulted about this Local Offer?	The School Information SEN Report for The Grove School was shared with <i>Governors, Parents, staff, School Council and Multi-professionals</i> before going 'online' their comments were noted and responded to in the development of this current final version.
What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?	If a parent has concerns about the provision available to their child at <i>The Grove School</i> , we would appreciate the opportunity to discuss this as soon as the concerns arise to enable us to work together to resolve them. Initially contact may be made with the <i>Class Lead</i> or the <i>Headteacher</i> , if a concern is not resolved the next step in the school's complaints procedure is to contact the <i>Chair of the Governing Body, Mr George Murray</i> .

How will The Local Offer be reviewed?	The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. <i>Governors, parents, school staff, school council and multi-professionals</i> will be invited to take part in this process.
Who can I contact for further information about the School?	If you require any further information about <i>The Grove School</i> , please do not hesitate to contact Penny Derries Head Teacher <i>Grove Gardens</i> <i>Twee mouth</i> <i>Berwick upon Tweed</i> <i>TD15 2EN</i> Telephone: 01289 307493 Fax: 01289 306994 E mail: admin@thegrove.northumberland.sch.uk