

GROVE PARK SCHOOL



Special Educational Needs Information Report

Approved by: The Interim Executive Board of Grove Park School
Date: 16 July 2024
Review Date: July 2025
Signed: IEB



Special Educational Needs Information Report Grove Park School



1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. The report is also our SEN policy. We will review this report every year and will involve pupils and parents where we can endeavouring to do this through parent and pupils questionnaires. If you wish to share your views about the report, please contact the school office.

Signed *Paul Prest* Headteacher Date July 2024

2. Who do I contact?

Agreement that a child needs to have their education provided in a special school is determined by the the local authority who, through a number of mechanisms, assess whether placement in a special school is appropriate and that a childs needs cannot be met within a 'mainstream' setting. Grove Park is then consulted with as to whether we can meet those needs and have a place available.

We welcome visits from parents and carers who have been advised to look at special school provision or are considering a change of placement. We understand that this can be a very daunting time for families and endeavour to discuss with them the process as well as look around the school. If you are in this position, visits can be arranged via the phase secretaries who will arrange for you to meet with the Headteacher.

School phone number 01892 663018

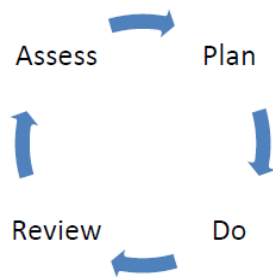
If your child is already at the school, please talk to your child's class teacher, SLT or Headteacher in the first instance. All pupils attending Grove Park School must have an Education and Health Care Plan (EHC Plan). At Grove Park, members of the Senior Leadership Team fulfil the role of a Special Educational Needs Co-ordinator (SENCO) and are responsible for managing and co-ordinating the support for our pupils. The Senior Leadership Team provide professional guidance to school staff and works closely with parents and other services that provide for our pupils.

3. Which children does the school provide for?

Admission is for children where the local authority has named the school in the child's Education, Health and Care plan. If you want to ask for a place at the school, contact the Assessment and Planning team at East Sussex County Council who will be able to advise. <https://localoffer.eastsussex.gov.uk/send-information-and-services/education-health-and-care-plans/ehcp-introduction-assessment-and-process>

4. Summary of how the school meets the needs of children with SEN and disabilities

Grove Park School provides for pupils aged 4-19. Pupils attending Grove Park pupils have a range of needs including moderate, severe and profound and multiple difficulties. Some pupils have an additional diagnosis of autism. A number of our pupils join us following a period in mainstream education, particularly at key transition times, such as secondary transfer. All pupils are identified as having a range of special educational needs and all have an Education Health Care Plan (EHC) that sets out each child's individual needs. These plans outline the provision and support we must make in order to meet each child's needs. The school is committed to offering an inclusive learning environment which caters for all pupils regardless of their SEND.



The process of Assess, plan, do and review is central to evaluating the provision in place for all pupils at the school.

If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

A child's special educational needs are highlighted and assessed prior to their coming to us and the provision to support to meet those needs as well as specific outcomes, will be the format of the EHC plan. The intention being that the child achieves the best possible outcomes.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

The school's admission policy is that pupils must have primary need which falls under cognition and learning and that they have a developmental delay. They may have other areas of need which feature alongside this. We do not admit pupils whose primary need is social, emotional and mental health difficulties.

An EHC plan outlines the provision and support we must make in order to meet each child's needs. In addition to this the school undertakes a range of formal and informal assessments to constantly review the needs of our pupils and respond accordingly. We provide opportunities for parents and carers to discuss their child's progress, allowing emerging issues to be identified promptly and make changes to the support or provision as appropriate.

We assess skills and levels of attainment when pupils start at the school and throughout the school year. In addition to formal assessment systems, other indicators that tell us a child is doing well including behaviour, independence, physical skills and engagement in learning.

6. How does the school teach and support children with SEN?

Class sizes are small in comparison to mainstream schools, ranging on average between 6-12 pupils. We endeavour to place pupils in a class where they are likely to be most successful taking into consideration their age, ability, level of need and social grouping. Most classes are a mixture of two or three year groups.

The school works on a primary school model, with a class teacher and teaching assistants. The number of staff allocated to a class depends on the needs of the pupils, but is typically between three and five members staff.

Teachers review pupil progress each long term (three times a year) in curriculum areas. 'Priority needs targets' are linked to EHC plan outcome areas and are written with input from the class team, therapists and parents.

Therapy input is provided by CITES (Children's Integrated Therapy and Equipment Service) and includes speech therapists, occupational therapists and physiotherapists. The team is supported by a number of trained therapy assistants. Their role is to undertake and oversee the delivery and monitoring of therapy provision for pupils who have the provision identified in their EHC Plan.

The school has a strong and supportive relationship with the IEB who are actively involved in the daily life of the school. The IEB regularly receive reports on all aspects of pupil progress and whole school performance. This is also supplemented by reports from external advisors to further support judgements about the schools work.

A qualified nurse works closely with the team at Grove Park School, delivering training to ensure that staff are confident and competent when attending to pupils health needs whilst they are in school.

7. How will the curriculum and learning environment be matched to the child's needs?

Our curriculum is progressive across the whole school and provides flexibility to meet the needs of each individual pupil. Our curriculum is designed to prepare our young people for life after Grove Park, whether that is vocational learning and work experience or skills for independence and building positive relationships with others. At all phases, the intention is to deliver a curriculum that is personalised

and responds to the needs and interests of the pupil as much as reasonably possible, providing appropriate challenge for all pupils to achieve their potential.

Our skills progression documents support teachers to plan lessons that are pitched appropriately for the pupils in their class, considering their prior learning, EHC plan priorities and curriculum targets as well as their individual interests.

Our work with the CITES therapy team facilitates joint working and target setting to ensure a multi-disciplinary approach for all pupils.

Across the school there are a wealth of opportunities for learning outside the classroom and pupils participate in a broad range of activities that take them into the local community and beyond in order to develop their learning. This includes horse riding, trampolining and swimming. While much of the curriculum is compulsory for all pupils, there is an element of increasing choice as pupils move through the School.

8. How are parents and carers involved in reviewing children's progress and planning support?

Parent and Carer involvement helps us secure the best possible educational outcomes for each child. Over the course of the year, there are opportunities to meet with class teachers formally, two Parent and Carer evenings and the EHC plan annual review. There are many more opportunities to meet with teachers and class teams informally at school events and we will schedule additional meetings on request.

EHC Plans are reviewed annually for all pupils to look at the progress towards short-term and long-term outcomes. Pupils are supported by their class team to capture their views. Parent's aspirations are central to the review process.

Class Dojo is an online communication tool which class teams share photographs and information about the school day with parents and carers. We can also provide home-school contact books on request. Class Dojo is used as a tool to celebrate pupil achievements and to communicate the 'functional' day to day items. Concerns or messages needing urgent responses need a phone call to the appropriate school site.

9. How are children involved in reviewing their progress and planning support?

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	Daily – through lessons
Suggestions box	Pupil, class teacher/form tutor	Available at KS3 & KS4 & 5 phases – monitored by phase staff
School Council	Pupils, class teacher	Takes place on primary, at KS3 & KS4 & 5 phases once a term.
Pupil Voice	Pupil, parents and carers SENCo, class teacher/ form tutor	Pupils are encouraged to share their views using the resources and strategies at our disposal. Parents and carers are often the advocates for their children.
SEN support review meetings	Pupil, parents, class teacher	At least three times a year – two parent consultation meetings and an EHC Plan annual review meeting
Annual reviews (EHC plans only)	Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.	Annually
End of Year reports	Teachers	Annually

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

Some pupils join Grove Park following a period in mainstream education, particularly at key transition times, such as secondary transfer. We understand that for the pupil and their family, this can be a challenging time. Grove Park will support the process as much as we can by encouraging visits from the pupils, and opportunities to spend sessions at Grove Park supported by the class teacher and familiar staff. Where possible, staff from Grove Park will visit the pupil in their setting to see how they manage in the school environment. We are on hand to support with resources such as social stories, 'calendars' which can be used with the family particularly over the long summer break, in order to support the pupils' understanding that they will be moving to a new school/phase when they return to school.

For students leaving at the end of their school career, the school invests a great deal of time in supporting transition visits as well as advising parents of potential options for the next step in their education career or other choices. The school will refer to other services where we think their input would be invaluable.

The school receives a number of consultations as to whether Grove Park would be able to offer a school place. Due to the increasing number of referrals, the school needs to ensure that they have all the relevant information to help make that decision.

11. What training do school staff have?

Staff joining Grove Park School follow an induction programme which provides the fundamental skills and information to support them in their first term in their new role. In addition, staff training is provided during INSET days (five per year), after school, and in the 'live' classroom environment.

Staff training is broadly split into the following categories:

- Statutory for all staff (e.g. safeguarding, prevent)
- Statutory specific to role (e.g. first aid, health and safety)
- Curriculum (e.g. subject specific, phonics, numicon, PSHE/RSE)
- Classroom management (e.g. understanding behaviour)
- Therapy training (e.g. sensory circuits, pressure and posture care, using AAC)
- Training relevant to a specific need (e.g. autism awareness, sensory integration)
- Professional development (e.g. Initial teacher training, aspiring leaders)

The following is used to inform decisions we make about the training on offer:

- Progress data
- Feedback from staff, pupils, parents, carers, therapists
- ESCC
- Self evaluation
- Performance management

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to ensure that all pupils are meeting the best outcomes and continue to make progress across the curriculum and wider areas as stated above. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our provision and use this to develop an action plan to further improve our provision.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings and through attending parent forums.

13. How accessible is the school and how does the school arrange equipment or facilities children need?

The school operates a fully inclusive policy where all pupils are included in all aspects of the curriculum regardless of their SEND.

Our primary and Secondary phases operate on one level, our Green Lane form is accessed by steps and a lift and all are fully wheelchair accessible. There is considerable investment in equipment which supports the physical needs of pupils who present with physical disabilities including specialist bathroom areas and facilities to support moving and handling.

Many of our pupils present with additional medical needs. Class staff are trained in supporting pupils whether it is in relation to their specific medical needs, such as managing their epilepsy or specific procedures including gastrostomy management or managing diabetes. The school nurse support schools staff in training and securing levels of competency in supporting pupils with medical conditions.

14. How are children included in activities with other children, including school trips?

Through careful planning all our pupils are included in all activities. They are encouraged to participate fully in the life of the school and in any wider community activity. Where it is appropriate, the necessary risk assessments are carried out. For some pupils, it may be that an activity could prove too challenging in terms of their specific needs, but in all cases, adjustments or alternative activities will be put in place.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support is there for children's overall well-being and their emotional, mental and social development?

As well as supporting pupil progress, the school recognises how critical the support of pupil wellbeing is in order to maintain pupil engagement. Pupil's Emotional wellbeing underpins pupil development and the school will support parents and carers with strategies and support which can be extended to the home setting. We will carry out home visits or in some cases, make referrals to other services who we believe could be a further source of support.

The school may work with other services to support children, e.g. Team Around the School and Setting (TASS), Early Help services, Family Intensive Support Service (FISS), Child and Adolescent Mental Health Services (CAMHS).

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support, (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. Safeguarding concerns about a pupil's welfare are reported to the single point of advice team (SPOA)

Where appropriate, we will put parents in touch with the relevant services or if required, make a referral to specialist services.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

Amaze is a specialist support group for parents with children with a disability and they have worked with a number of families providing training and advice

<https://amazesussex.org.uk/>

17. Where can I get information, advice and support?

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

Since 1 September 2019 the East Sussex information, advice and support service for families of children and young people with SEND has been provided by **Amaze Brighton**.

This service is funded by ESCC and is free, impartial and independent. Amaze already offer a similar service to families in Brighton and Hove and a support service to families going through the assessment and planning process in East Sussex, Brighton and Hove and West Sussex.

The new East Sussex advice helpline will continue to be a one stop shop on anything to do with children & young people aged 0-25 with SEND. Callers will speak to a trained adviser who can offer up to date information, practical advice and a listening ear.

The service is open to anyone in East Sussex, regardless of whether they have an identified SEN or not.

To speak to an Amaze SENDIASS adviser, parents, carers and young people themselves can call **01273 772289** or email sendiass@amazesussex.org.uk.

18. What do I do if I am not happy or if I want to complain?

- *School Complaints Policy (see our website. Electronic or paper copies available on request)*