



SEND Report 2023-2024 Academic Year

Welcome to our SEND information report. The purpose of the report is to provide parents and carers with a wide range of information about how we support SEND pupils at The Grove and how we aim to work in partnership with parents and carers, focused on each pupil's individual needs. Our information report should be read in conjunction with the Wiltshire Local Offer of Special Educational Needs Provision which can be accessed by following the link below:

www.wiltshirelocaloffer.org.uk

The Grove Inclusion Team

Name	Responsibility	Contact Details
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1. SCHOOL PROFILE/ CONTEXT

75 children are currently on the SEND Register- 18.75% of children within the school

16 children within the school have and EHCP (including new EYFS intake) 4 % of children within the school.

SEND Register Break down:

* Numbers on the SEN register/monitoring have fluctuated throughout the academic year

	Number	% of SEN Register
Total Female	26	34.6%
Total Male	50	66.6%
Total EHCP	16	21.3%
Total SEN Support (SS)	75	100.0%
Total Pupil Premium (PP)	26	34.6%
Moderate Learning Difficulty (MLD)	8	10.7%
Social, Emotional, Mental Health (SEMH)	32	42.6%
Speech, Language and Communication Needs (SCLN)	18	24%
Sensory or Physical Needs (Se/Ph)	9	12%
Specific Learning Difficulty (SpLD)	7	9.3%

One child in the school is currently awaiting one consultation within the EHCP application process (the pupil is due to be seen by an Educational Psychologist but a proposed MyPlans have not been issued/ confirmed).

Monitor Register Break Down:

	Number	% of those at monitor level
Total Female	6	35.3
Total Male	11	64.7
Total Pupil Premium (PP)	7	41.2
Maths	16	94.1
Writing	17	100.0
Reading	17	100.0
Emotions	16	94.1
Behaviour	16	94.1
Ex SEN Register	0	0.0

Accessibility

The Grove Primary School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable

The Accessibility Plan is approved by the school's Governing Body and published on the school website, with hard copies also available on request from the school office. The Accessibility Plan was last reviewed and updated in November 2022 and is reviewed bi-yearly unless there is an extenuating cause for this to be brought forwards.

Our aims are to:

- Increase access to the curriculum for children with a disability, this includes teaching and learning and the wider curriculum of the school such as school clubs, trips, visits and LOTC
- Improve and maintain access to the physical environment, this includes improvements to the physical environment of the school and physical aids to access education
- Improve the delivery of written information in response to specific identified needs, examples may include handouts, timetables, textbooks and information about school events
- Please see the full Accessibility Policy (available on the school website) for more information

2. IDENTIFYING PUPILS WITH SEND

Early identification of a child's needs is very important to us. We believe that in order for a child to achieve their full potential, the school should quickly get to know each child as an individual; understand their needs and put in place strategies that will fully support their achievement.

- We liaise with pre-schools and previous school settings to ensure we have the best possible understanding of a child's needs when they make the transition into our school, either within EYFS or when joining other year groups throughout the school, (see New Arrivals policy for further information).
- Teachers can raise concerns with the Special Educational Needs Co-ordinator (SENDCo) where there are indicators that a child may require additional support or intervention. Concerns are shared with parents and we work collaboratively to decide on the best approach and strategies for support. We have created a **Graduated Response Flow Chart (Appendix A)** to stream line all staff approaches to concerns related to SEND. You can find this flow chart on the school website.
- Some of these strategies may include: interventions to support speech and language development, Reading, Writing, Maths, motor skills, social skills, sensory, physical and medical needs, and emotional literacy support
- Where appropriate, we involve external agencies to get further advice. These include: the Speech and Language Therapy Team, the Community Paediatric Team, Occupational Health and the Wiltshire Special Educational Needs Support Service (SENS) which is made up of

Educational Psychologists, Behaviour Support Teachers and Special Educational Needs Advisors who can offer advice on supporting children with a range of needs including: Autism, physical disabilities and Dyslexia.

What should a parent do if they think their child may have special educational needs?

- Talk to us. If you are planning for your child to start at our school then you may like to begin by talking to the school's Senior Leadership Team (SLT) or Special Educational Needs and Disabilities Coordinator (SENDCo- Thomas O'Neill).
- If your child is already in school then your first contact should be with your child's class teacher. If you would like to be put in touch with the SENDCo, Mr Thomas O'Neill, to talk this through further, then please do ask the class teacher to help you arrange this or contact the school office to make an appointment.

Your child's class teacher will work with you to complete an **Initial Concern Form (Appendix B)** if you would like to. This form can be found on our school website if you would like to access/complete one prior to any meetings with school staff.

- We also have two Family Link Workers, Mrs Morwenna Rutland and Miss Kirsty Brine, who will be happy to listen, share your concerns and help support with directing you to the appropriate person, either inside or outside of school, for help.
- Building positive relationships with parents is very important to us. We are open, approachable and supportive of our families and aim to establish a strong home/school relationship that is as highly supportive of your child's needs as possible.

3. PROGRESS MADE BY PUPILS WITH SEND

Successful interventions for SEND Pupils:

- Pupil Conferencing support- 1:1 targeted support from the class teacher on an assessed/required basis
- Social and emotional support sessions- ELSA, ELTA. Lunchtime Club and social skills work within class/ more broadly
- Additional staff to support with smaller group sizes and therefore better: pace, ability to revisit learning and embed key techniques
- Leadership opportunities- paired reading with younger children, playground support for the younger years, school wide leadership roles such as: House Captain, Digital Leader, Eco Warrior- key to building confidence and self-esteem
- "Invite only" after school clubs- run by teachers or HLTAs and focused on filling gaps in learning and "over- learning" of key content and methods
- Targeted SEND and "catch up" support (HLTA)
- Additional Pupil Conferencing sessions provided by NBennett (HLTA)
- SEND pupils identified as target readers by class TAs and Reading HLTA- S-JSmith
- Sounds Write (phonics) interventions
- Times Tables additional practice and support- this has shown clear success, especially within KS2

- Early assessment and intervention for children identified as having speech, language and communication needs- especially within EYFS and Lower KS1

Areas for focus within 2024-25 SEND Action Plan:

- Review of previous monitor pupils' academic progress to inform next steps for their support (use of insight to support this identification, when data is migrated)
- New EYFS intake- early identification of any needs followed by targeted support
- Developing a better staff understanding of how to support children with SEND across all curriculum areas, including the foundation curriculum subjects
- Embedding of Rosenshine's Principles: to support educators in adapting learning and outlining pupils who require further support
- Work with foundation leaders to outline adaptive teaching strategies for pupils who require extra support to reach age-related expectations and achieve learning intentions
- Speech, Language and Communication skills across the school
- Ongoing focus on communication and collaboration with parents of children with SEND
- SEND pupil voice
- Review of SEN one-page-profile to share provisions with parents/carers, outline support strategies of support and encompass pupil voice
- Ongoing use of Internal Enrichment Programme to support a wider range of children and needs across the school, from a more social and emotional perspective
- Increased monitoring of key interventions targeted at some children with SEND, focusing on identifying: progress, ongoing support needs and how this supported learning can be applied to their independent learning within the classroom

How children's progress and needs are reported to parents

- Class teachers meet with parents at least twice a year (at Parents' Evenings) to discuss their child's needs, support and progress. This may also include discussion about their child's One Page Profile (explained further below) and any other specific SEND documentation that has been developed to support their progress
- The Inclusion team now have calendar of scheduled "check in points" for all SEND children. This document- Yearly Overview for SEND Parents (Appendix C)- can be found on the school website
- As appropriate, the SENDCo will also meet with parents. This can be to share concerns, discuss reports from other agencies, talk about progress and make decisions about any next steps.
- Parents can be invited by professionals from other agencies to meet with them if they are involved with meeting or assessing any aspect of their child's needs.
- Observation or assessment, following a programme of support or to discuss outcomes and written reports
- Class teachers operate an 'open door' policy and will often maintain an on-going dialogue using a variety of different methods including phone calls, emails and more formal reports such as the mid-year report and end of year report.

SEN Pupil Attainment and Progress

* Progress measures calculated through insight, based on average age related progress.

Year 6 pupil historic assessment data is not entered into insight, progress measures based on previous academic year and measure of progress.

Writing Year Group (No of pupils)*	Sig Below	Below	Are	Exceeding	% at or above ARE	Progress measures from previous academic year
EYFS (7)	(0) 0%	(3) 42.9%	(4) 57.1%	(0) 0%	(4) 57.1%	N/A
1 (8)	(1) 12.5%	(2) 25%	(5) 62.5%	(0) 0%	(5) 62.5%	Average +0.1
2 (10)	(2) 20%	(7) 70%	(1) 10%	(0) 0%	(1) 10%	Average -0.5
3 (12)	(9) 75%	(1) 8.3%	(2) 16.6%	(0) 0%	(2) 16.6%	Average -0.3
4 (11)	(8) 72.7%	(2) 18.1%	(1) 9.1%	(0) 0%	(1) 9.1%	Average +0.2
5 (12)	(5) 41.6%	(5) 41.6%	(2) 16.6%	(0) 0%	(2) 16.6%	Average +0.2
6 (13)	(8) 62%	(0) 0%	(4) 46%	(1) 15%	(5) 61%	+ 23 % at ARE or above

Reading Year Group (No of pupils)*	Sig Below	Below	Are	Exceeding	% at or above ARE	Progress measures from previous academic year
EYFS (7)	(0) 0%	(3) 42.9%	(4) 57.1%	(0) 0%	(4) 57.1%	N/A
1 (8)	(1) 12.5%	(0) 0%	(7) 87.5%	(0) 0%	(7) 87.5%	Average + 0.4
2 (10)	(1) 10%	(4) 40%	(5) 50%	(0) 0%	(5) 50%	Average -0.3
3 (12)	(7) 58.3%	(2) 16.6%	(3) 25%	(0) 0%	(3) 25%	Average +0.3
4 (11)	(6) 54.5%	(1) 9.1%	(4) 36.3%	(0) 0%	(4) 36.3%	Average +0.1
5 (12)	(2) 16.6%	(4) 33.3%	(6) 50%	(0) 0%	(6) 50%	Average +0.4
6 (13)	(8) 62%	(0) 0%	(3) 23%	(2) 15%	(5) 38%	-8 % at ARE or above

Mathematics Year Group (No of pupils)*	Sig Below	Below	Are	Exceeding	% at or above ARE	Progress measures from previous academic year
EYFS (7)	(0) 0%	(2) 28.6%	(5) 71.4%	(0) 0%	(5) 71.4%	N/A
1 (8)	(0) 0%	(3) 37.5%	(5) 62.5%	(0) 0%	(5) 62.5%	Average 0
2 (10)	(1) 10%	(6) 60%	(3) 30%	(0) 0%	(3) 30%	Average -0.3
3 (12)	(6) 50%	(2) 16.6%	(4) 33.3%	(0) 0%	(4) 33.3%	Average -0.1
4 (11)	(5) 45.4%	(2) 18.1%	(4) 36.3%	(0) 0%	(4) 36.3%	Average 0
5 (13)	(2) 16.6%	(3) 25%	(6) 50%	(1) 8.3%	(7) 58.3%	Average +0.5
6 (13)	(5) 38%	(0) 0%	(6) 46%	(2) 15%	(8) 61%	+ 7 % at ARE or above

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

* Progress of individual pupils is closely monitored during Pupil Progress review meetings attended by the Headteacher, Deputy Headteacher, Class Teachers, SENDCo, Assistant SENDCo and TAs (as appropriate).

Additionally, English and Maths Subject Leaders monitor the progress and achievement of pupils in their subjects.

* Leaders of foundation subjects monitor any children who may be working below ARE/ require additional support within their subject and offer support to teachers and pupils accordingly.

* The class teacher plans and works with each child with Special Educational Needs or disabilities in their class to ensure that progress is made in every area.

* Provision is shaped based on the needs of the child and revisions are made as appropriate to reflect changes and developments.

* The SENDCo and wider Inclusion Team work with class teachers and TAs to identify any additional support that would be appropriate for individuals and/or groups of children. Additionally, we implement any recommendations made in reports by external agencies and request new or further advice on a child if required.

* Children who require a higher level of intervention, have their names recorded on the school's SEND Support Register. To assist in meeting his/her needs we create a One Page Profile with the child and fully involve parents and carers. A One Page Profile records:

- 1) What we like/admire about the child
- 2) What is important to him/her

- 3) What he/she needs help to learn
- 4) How we will support him/her

* For some children, whose progress is more complex and continues to be of concern, we will develop a Pupil Passport or SEND Support Plan. Everyone involved with the child contributes to the Pupil Passport or SEND Support Plan and it is used to pull together information from all agencies/ professionals, to prioritise outcomes and agree actions. The plan is then implemented, with set review dates, and involvement and contribution from all stakeholders is key to its success.

* We have a team of teaching assistants (TAs) who are largely class based, during mornings, to support children with accessing the curriculum alongside their peers. Sometimes, TAs work with children individually, or as part of a small group, and the nature and frequency of this support will be decided and explained by the class teacher- this support is planned within the termly Intervention Timetable for each year group and then effectiveness is assessed in line with data outcomes for children who have been identified for/ received interventions in the previous terms.

* Some of our teaching assistants have developed expertise in particular areas of support or intervention programs and sometimes a child is withdrawn from class for short sessions to benefit from work with a specific TA. Generally these sessions and support take place in the afternoons and timetabled termly to ensure children do not consistently miss a key subject/ area of learning.

* Some teaching assistants (TAs) provide additional support and interventions across the school. Most TAs will have a designated area of responsibility and accompanying timetable related to a key area of support such as: Precision Teach, Sounds Write boosters, Times Tables support, additional Pupil Conferencing time and Enrichment Support sessions. These roles and responsibilities will transcend the specific year groups which that member of support staff works with during morning sessions.

* Some of our teachers have developed expertise in particular areas of support or intervention programs and may also withdraw children for short sessions to work with them e.g. Speech and Language.

* Visual and practical resources form a key approach to supporting children in the classroom and these can include a wide variety of materials such as Numicon, visual timetables, word mats and iPADS.

* We aim to meet the additional needs of children through quality first class teaching, supported by a strong team of TAs and our Quality First Teaching Leader/ Assistant Head Teacher- Mr Cottle. Where children are not making expected progress, or are not meeting age related expectations (ARE), we will consider intervention programs for a set period of time and closely monitor the effectiveness and impact of these on a child by child basis.

How do teachers match the curriculum to an individual child's needs?

- Learning has been pitched at an appropriate level of challenge for all children. Typically, this might mean three levels of activity for the class. This will be adapted to reflect adaptive teaching strategies, moving into the 2024-25 academic year.
- Our lessons are thoughtfully organised and resourced to support all pupils including those with Special Educational Needs.

- Teachers and teaching assistants are skilled in providing extra support within this classroom organisation, sometimes tailoring activities further for individual children, as appropriate.
- The class teacher, alongside the SENDCo and wider Inclusion Team, will discuss a child's needs and identify what support would be most appropriate, at regular intervals throughout the year. This will also be accessible to all staff working with that child through the most up to date/ relevant paperwork stored in each class' SEND Folder/CPOMs document folder.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The governors agree priorities for spending within the SEND budget, including Pupil Premium, with the overall aim that all children receive the support they need in order to secure strong progress and achievement. This includes resourcing appropriate equipment and facilities.
- Teachers ensure that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- They do this by reviewing children's targets, within specific documents such as SEND Support Plans/ EHCP Annual Reviews and also through discussion with the SENDCo and SLT during Termly Pupil Progress Meetings. SEND children's SMART Targets are more closely monitored, through the Pupil Passport documentation, and supported to ensure that SEND children without an EHCP or SEND Support Plan still have clear targets and regular reviews of their specific needs. Pupil Passports are now also being used to set and monitor more Individualised targets for SEND children at the "Concern" level on the SEND Register.
- The school's SENDCo and SLT make sure this monitoring has an impact through verbal feedback from the child, the parent and teacher to build a wider picture in addition to other tools such as; observations, data collection, monitoring of work.
- Where support and intervention has been most successful, and in discussion with parents and carers, children may be removed from the SEND Register to reflect this sufficient and sustained progress. If this action is agreed, all digital records will still be retained in an archived SEND file for that child, to allow for future ongoing support if concerns are raised.

5. SEND FUNDING

The SENDCo works collaboratively with other key staff to manage the SEND Budget. These staff include:

- SBM (School Business Manager)- Mr Gallagher
- Head Teacher- Stuart Woodburn * Previously Rebecca Denmeade (Acting Headteacher) and Anna Pemberton (Headteacher)
- Assistant SENDCo- Mrs Emma Morse
- Disadvantaged Learner Lead—Mrs Rutland
- Quality First Teaching Lead/ Assistant Head Teacher- Mr Cottle

Key staff have been trained to provide a range of inclusion based support such as speech and language interventions, social and emotional support, academic catch up and even on key things such as Team Teach (physical restraint training). All training has been focused on ensuring key SEND children get the support that they need to make them successful learners/ members of The Grove Community. There has also been a significant focus on key children being as included as possible in

all classroom enrichment, lessons and the day to day life of school despite significant challenges they may face without support.

Within the Governing Body, there is an SEND Link Governor- Mrs Jen McMillan- who is the direct contact for the SENDCo. The SEND Action plan, Budget and end of year report is also shared at FGB (Full Governing Body meetings).

6. STAFF DEVELOPMENT

SEND related CPD that was offered to staff during the academic year 2023-24

- Diabetes Training
- Speech and Language ideas, interventions and support- focus on supporting children within the classroom environment
- Precision Teach Training
- Training linked to PDA (Pathological Demand Avoidance)
- Team Teach Training
- SEND Documentation Training- new formats embedded and worked on to ensure staff knowledge/ understanding
- ECT based SEND training to ensure confidence and competency#
- Internal Behaviour Support Training
- External Behaviour Support Training
- CPOMs Training- record keeping related to SEND
- SEND children- how to support them within foundation subjects/ the wider curriculum
- Training on the successful application of Rosenshine's Principles of Instruction. Enabling teachers to apply assessment for learning techniques to target pupils who need additional academic support.

7. WORK WITH EXTERNAL AGENCIES

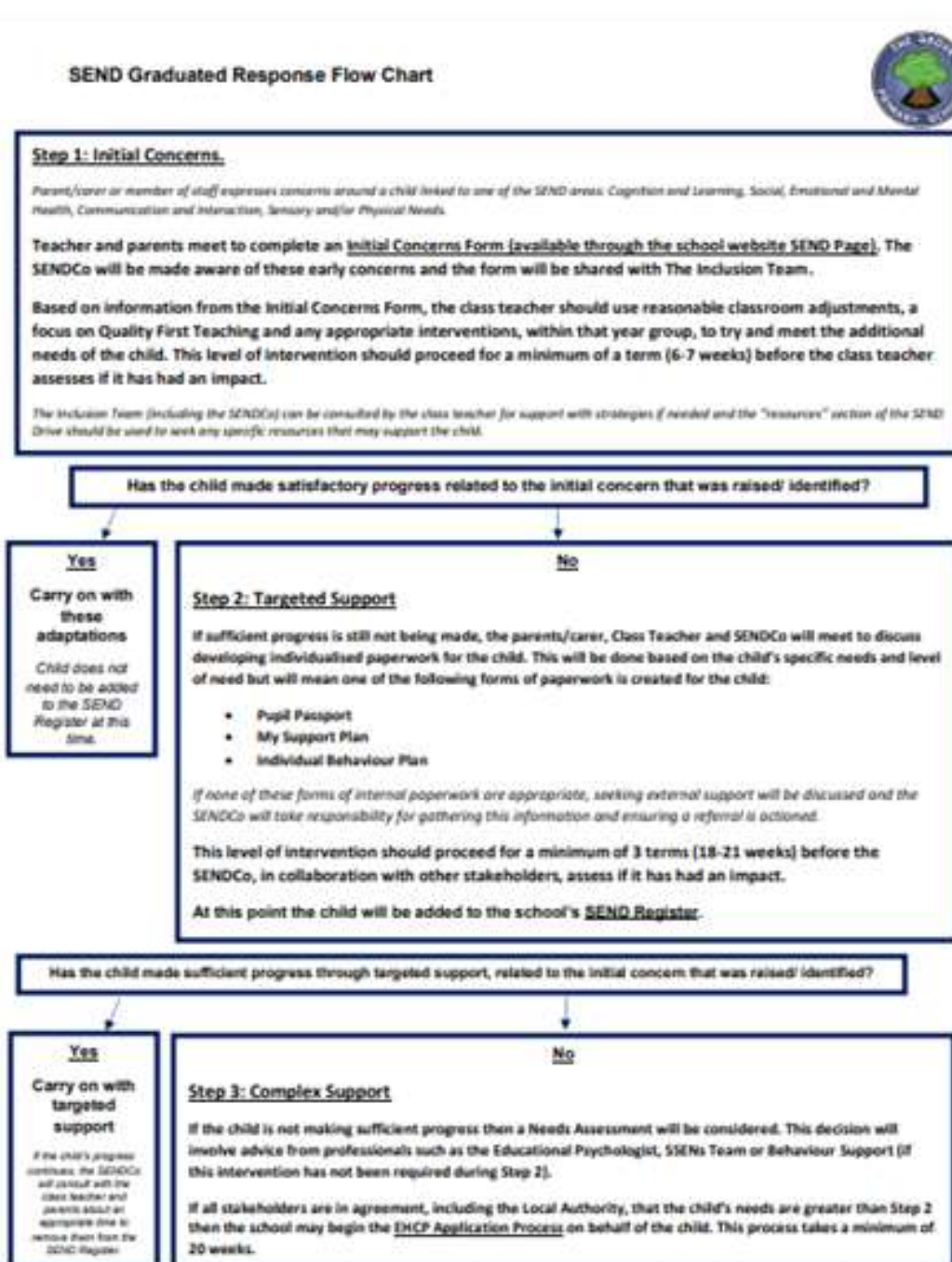
Currently we are working with the following external agencies to support children with SEND across The Grove.

- SaLT- Speech and Language Team
- We are assigned a specific Speech Therapist that conducts all assessments for children under the SaLT across the school. This therapist also offers support, ideas and resources to the Assistant SENDCo and Speech and Language TAs- Mrs Baldy and Miss Barnett to ensure that follow up interventions can be conducted.
- BSS- Behaviour Support Service
- The team that worked within the school includes a Behaviour Support Advisor and a Behaviour Support TA. The Behaviour Support TA has been in, to work with children referred to the service, and also provide staff with additional support, resources and ideas for these children within the classroom, in the past/ when possible. The Behaviour Support Advisor attends key meetings for these children and works with the SENDCo to review and update provision for them and support with key paperwork i.e. Behaviour Strategies, Risk Assessments etc.
- SSENS- Specialist SEND Service

- We work with a range of advisory teachers, through the SSENS service as they are assigned to the specific child, rather than the school. They do a consultation with the SENDCo and the parents- to find out about the child and their specific needs- before writing a report with ideas and advice about how to support that child within school. They also send all relevant resources to support this report.
- Pupils have accessed the Harbour Project. Providing a range of therapies including: play therapy, music therapy and sensory art sessions. They also facilitate Collaborative Reviews to give professionals, including key professionals from school the chance to share views and ideas to enhance provision for key children.
- RUH Diabetes Team (2 child currently under Diabetes Team)
- The team conduct/ provide staff training and care plans for each of the children within the school who are diagnosed with Diabetes or relevant health conditions.

8. APPENDICIES

Appendix A- Graduated Response Flow Chart (also available through the school website or in printed form upon request)



Please note, this Graduated Response Flow Chart will be used to assess and support the majority of children, who present with a concern that requires SEN support at The Grove. Some cases may be deemed more urgent and the SENDCo, along with the Senior Leadership Team, may take the decision to escalate a child's case more quickly than shown on the flow chart due to individual circumstances.

Appendix B- Initial Concern Form *(also available through the school website or in printed form upon request)*

Name of student:	Class / Year group:	Date of Birth:
Any Existing SEN: (Y/N) give details/areas of need:		Form completed by:

Main area(s) of concern:	
Cognition and Learning	
Communication and Interaction	
Social, Emotional and Mental Health	
Sensory and/or Physical Needs	

Main Concerns:
Please include as much detail as possible.

Please complete with as much information as possible, then copy and pass to the SENDCo.

Appendix C- SEND Yearly Overview (also available through the school website or in printed form upon request)

SENDCo		Assistant SENDCo		Class Teachers	
				Please be aware of children in your class who have an EHCP. Annual Reviews are scheduled yearly and therefore detailed on the individual sheet. It will be easier to determine more substantial support for these pupils' meeting and should be done at reducing the EHCP outcomes on a termly basis and update accordingly.	
Term 1	- Medical plans and updates - Available for EHCP parents during Parents Evening (please request these meetings/ book via the School Office)	Term 1	- Re-assessment of all Speech and Language children against their current targets - Creation of Speech and Language timetables - Ensure resources and targets are provided to staff - Pupil Passports to be checked for current academic year and sent to parents for reference	Term 1	Updated Pupil Passports to be completed for all children of 'Concern' level in your class. These need to be shared with the Inclusion Team (Email, post or school) and also be sent to parents.
Term 2	- EHCP end of term reviews/ pupil voice - Individual SEND Support Plan parent meetings and updates	Term 2	- Pupil voice for children working under SALL/ at Concern level - Observations of Interventions	Term 2	SEND Support Plan end of term reviews
Term 3		Term 3	Teachers to update/ review all Pupil Passports. This to be monitored and updated paperwork shared with parents	Term 3	Review and update all Pupil Passport documents. These need to be shared with the Inclusion Team (Email, post or school) and also be sent to parents.
Term 4	- Individual SEND Support Plan parent meetings and updates - All EHCP Transition Reviews- children in Year 5 - EHCP end of term reviews/ pupil voice	Term 4	- Pupil voice for children working under SALL/ at Concern level - Observations of Interventions	Term 4	SEND Support Plan end of term reviews
Term 5		Term 5	- Work with nurseries/pre-schools in preparation for transition of EYFS children - Introduce to new EYFS parents	Term 5	
Term 6	- EHCP end of term reviews/ pupil voice - Individual SEND Support Plan parent meetings and updates	Term 6	- SALL parent meetings/ end of year reviews - Concern parent meetings/ end of year reviews	Term 6	- One Page Profiles to be completed for all SEND children and shared with Inclusion Team and Igniting teacher - SEND Support Plan end of term reviews