



Special Educational Needs and Disabilities Information Report

July 2025

Building futures together



Honesty



Respect



Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



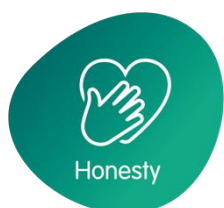
Compassion

Building our children's future together

Our vision motto is 'building our children's future together'. We want our children to leave our schools as life-long learners with a respect for each other and above all with a set of values that ensure they make a contribution to their community and society.

Our Values

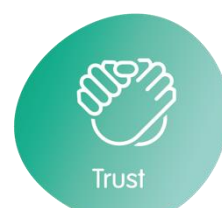
Honesty, Respect and Trust



Honesty



Respect



Trust

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Grove Primary School is truly a place to thrive.

Aims

The aim of this information report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy. In other words, we want to show you how SEND provision works at our school.

As always, if you have any further questions, please do not hesitate to contact me.

Yours sincerely,

Mrs Lucy Slater

Special Educational Needs and Disabilities Co-ordinator

Grove Primary School

Contents

Introduction	1
Contents	3
1. What types of SEND does Grove Primary provide for?.....	4
2. Which staff will support my child, and what training have they had?	5
3. How will the school know if my child needs SEN support?.....	6
4. How will the school measure my child's progress?	7
5. How will I be involved in decisions made about my child's education?	8
6. How will my child be involved in decisions made about their education?	8
7. How will the school adapt its teaching for my child?	8
8. How will the school evaluate whether the support in place is helping my child?	9
9. How will the school resources be secured for my child?.....	9
10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	9
11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
12. How does the school support pupils with disabilities?	10
13. How will the school support my child's mental health and emotional and social development?	10
14. What support will be available for my child as they transition between classes or settings?	11
15. What support is in place for children in care with SEND and children previously in care with SEND?	11
16. What should I do if I have a complaint about my child's SEN support?.....	11
17. What support is available for me and my family?	12

1. What types of SEND does Grove Primary provide for?

The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• Sensory needs, such as vision impairment, hearing impairment or multi-sensory differences• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

2. Which staff will support my child, and what training have they had?

The SENDCo at our school is Mrs Lucy Slater. She is a qualified teacher who has worked across the primary age range. Mrs Slater has completed the National Award in Special Education Needs Co-ordination. She can be contacted via phone or email on 01902 925702 and office@groveprimary.org.uk

Class teachers and teaching assistants (TAs)

All of our teachers and teaching assistants receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. Some recent training we have undertaken is listed below:

- Inclusive Classroom Practice for Children with Social, Emotional and Mental Health (SEMH) Needs, led by a Team Teach practitioner
- Expanding use of In Print (symbol software), run by the SENDCo
- Autism Awareness (5 sessions: introduction, sensory, flexibility, communication and emotional regulation) CPD for teaching assistants, led by the Outreach Service
- This is me training led by the Outreach Service
- ADHD training led by the Outreach Service
- PDA training led by the Outreach Service
- Makaton training led by the Outreach Service
- Wellcomm training
- ELKLAN training
- National SEND Conference attended by Head teacher and SENDCo
- Adaptive teaching led by SENDCo
- Hearing support bespoke training for specific class teams, led by the Sensory Inclusion Service
- Visual Impairment bespoke session for specific class teams, led by the Sensory Inclusion Service
- SEND Review led by the SEND and Inclusion Team for the Local Authority – completed with the SENDCo

External agencies and experts

Sometimes we request input from external agencies to gain further advice and support to meet the needs of individual children with SEND. These include:

- Speech and language therapists
- Educational psychologists
- Special Needs Early Years Service (for children under 5)
- Outreach Service (for children 5 and over)
- Cognition and learning specialist teachers
- Occupational therapists
- GPs or paediatricians
- School nurses
- Sensory Inclusion Service
- Inclusion Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. How will the school know if my child needs SEN Support?

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a Special Educational Need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. Co-production

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive SEN Support or further SEND provision.

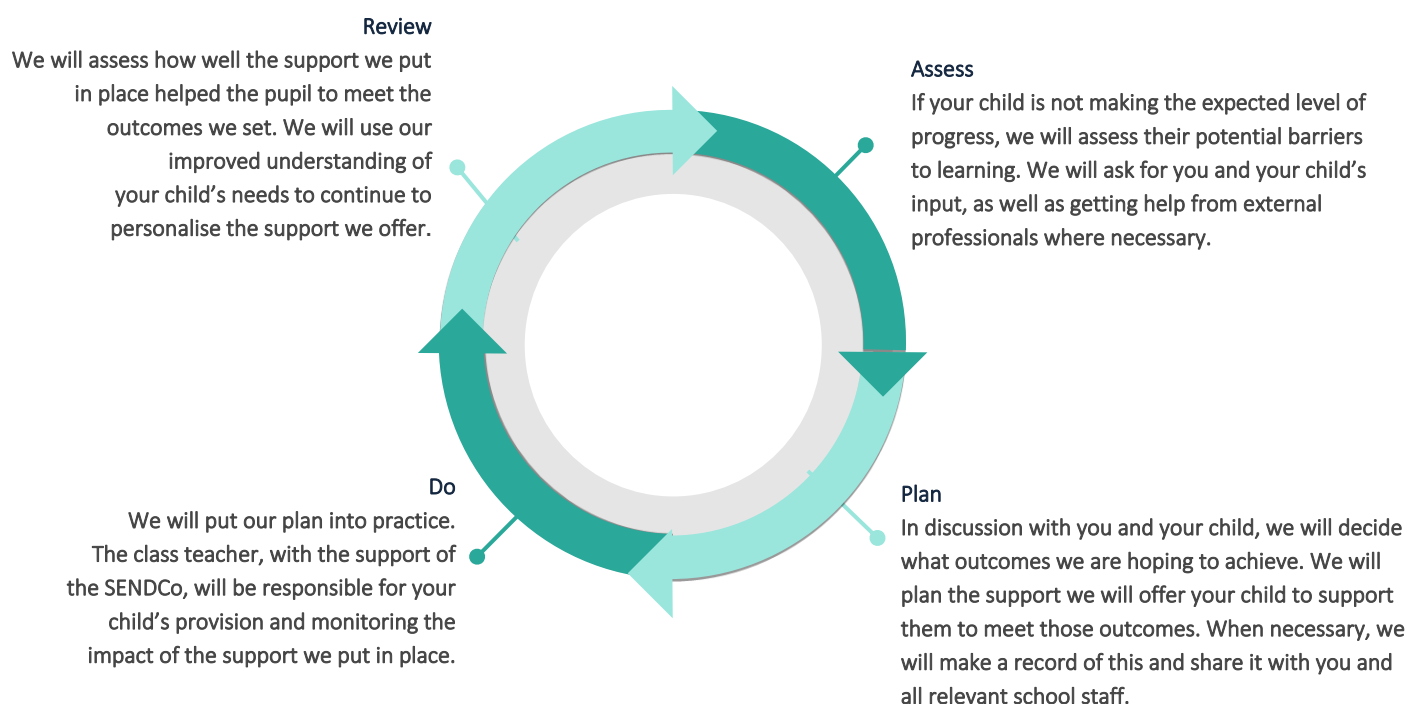
4. How will the school measure my child's progress?

Teacher assessments are completed on a termly basis for all children, so that progress can be tracked.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

Personalised targets for children with SEND are reviewed at least half termly by the class teaching team. If the targets have been achieved, then new ones will be set to ensure that your child continues to make progress. If targets are not achieved, the reasons for this will be discussed and targets may be adapted to ensure they are achievable.

For all children with SEND, we follow the 'graduated approach' to meet their SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with your child to support their progress, we will assess them before the intervention begins. This is known as a 'baseline assessment', which we later compare with an end of intervention assessment. We do this so we can measure the impact the intervention has had on your child's progress.

This process will be continual. If the review shows a pupil has made accelerated progress, they may no longer need the additional provision made through SEN Support. For others, the cycle will continue and the school's targets, strategies and provision will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

We offer termly meetings with class teachers and teaching assistants to discuss your child's progress and SEND provision: one termly Parents Evening. The SENDCo may also attend this meeting, when necessary. A copy of your child's SEN Support targets will be shared with you at each Parents Evening.

At these meetings, you and the class teacher will discuss:

- Your child's progress made towards intended outcomes
- Your views to support the co-production of your child's provision, which we record as 'parent/carer voice'. We know that you're the expert when it comes to your child's needs and aspirations. Furthermore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
- What we will do, what we ask you to do and what we ask your child to do to support them to make future progress

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible. You can contact the school office on 01902 925702 or office@groveprimary.org.uk to arrange for your child's class teacher to contact you.

6. How will my child be involved in decisions made about their education?

Pupil voice is important to us at Grove Primary. We seek your child's views by talking to them about their likes and dislikes at school, their progress and next steps. This process is run by a member of staff familiar to the child and can be supported with closed and open questions, utilising visual supports when necessary. Most importantly, staff then look to respond to pupil voice and tailor our provision, in order to meet the children's needs as precisely as we can. The level of child engagement will depend on your child's age and stage of development. For some children, such as non-verbal children, staff will interpret their personalised communication and respond to these accordingly.

7. How will the school adapt its teaching for my child?

At Grove Primary we take an adaptive approach to teaching, the curriculum and the learning environment.

High-quality teaching is our first step in responding to your child's needs; your child's teacher is responsible for the progress and development of all the pupils in their class. We adapt how we teach to support pupils to make progress and to ensure learning is meaningful.

These adaptations include, but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it. For example, by adapting tasks, planning use of groups, planning adult support and adapting the teaching style or content of the lesson.
- Adapting our teaching, For example, giving longer processing times, pre-teaching key concepts and/or reading instructions aloud, use of visuals, colour overlays and paper.
- Ensuring that children who have SEN Support receive planned support to work towards their personalised targets.
- Personalising timetables to meet the individual needs of pupils
- Using recommended aids, such as desktop supports, visual timetables or adapted texts.
- Organising small withdrawal intervention groups, according to children's needs, such as: Read, Write, Inc. phonics boosters, Cool Characters fine motor intervention, cool kids, social groups.

For some children, with an EHCP or for whom an Educational, Care and Health Needs Assessment is ongoing, more significant adaptations may be required. These will be discussed with families on an individual basis.

8. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of the provision for children with SEN by:

- Ongoing formative assessment by class teachers
- Reviewing all children's curriculum progress each term
- Reviewing the impact of interventions after a specified number of weeks
- Valuing pupil voice through regular informal conversations and termly formal conversations
- Termly monitoring of personal SEN Support targets by the SENDCo
- Holding an annual review, if your child has an education, health and care (EHC) plan

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or resources
- Additional personalised adult support from a key worker
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs, as part of the SEND notional budget. If funding is needed beyond this, we will seek it from the local authority.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Grove Primary, we are passionate about making all reasonable adjustments possible to remove barriers to pupils with SEND accessing the same activities as their peers. We look to enable this by:

- Striving to ensure children with SEND access a broad curriculum. Intervention sessions are scheduled and reviewed to ensure that the curriculum is not narrowed for these children.
- Ensuring our extra-curricular activities and school trips are available to all pupils, except in exceptional circumstances, with necessary support arrangements made in agreement with families.
- Ensuring all pupils are encouraged and supported to take part in Sports Days and special workshops

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We use Wolverhampton City Council Admissions to allocate children to our school. Before and after a child has been allocated a place at Grove Primary School, we invite you into school for a walk round and discussion. This supports us to consider reasonable adjustments required to meet the SEND needs of your child.

Children who have an Education, Health and Care Plan (EHCP) are not admitted to Grove Primary through Wolverhampton City Council Admissions. For children who have an EHCP, their school placements are reviewed as

part of each annual review, by Wolverhampton SENSTART (Special Educational Needs Statutory Assessment and Review Team).

For children who have been issued a draft EHCP, parents/carers can name their preferred choice of school/setting on a Parent Preference Form. The local authority must then consult with your preferred choice of school/setting before naming it in the EHCP. The school/setting has 15 days to respond. The local authority may consult with other schools/settings.

Secondary school placements for children at Grove Primary, who already have an EHCP, will be addressed through a transition review of their EHCP in before the end of Year 5.

12. How does the school support pupils with disabilities?

We strive to make reasonable adjustments to ensure that the facilities we provide help disabled pupils access our school, through the provision of auxiliary aids and working closely external services

Our Accessibility Plan can be found here: [School Policies & Procedures | Grove Primary](#). The plan documents how the school aims to increase access to the curriculum for pupils with a disability, maintain access for all to the physical environment and improve the delivery of information to pupils with a disability.

13. How will the school support my child's mental health and emotional and social development?

For some children, their social, emotional and mental health (SEMH) is their prime barrier to learning. At Grove Primary, we have a dedicated pastoral team, led by Miss A Tuxworth, our Pastoral Manager. We provide SEMH support for pupils in the following ways:

- Our pastoral team organise proactive 1:1 check ins for children whose mental health, emotional health and social development requires additional support
- 'All About Me' profiles are completed for targeted children to support staff awareness of their needs.
- Targeted SEMH interventions, such as Wishes and Feelings, sand therapy, Lego therapy, therapeutic stories and mindfulness sessions.
- Proactive behaviour plans and risk assessments are written to support children with significant SEMH needs.
- We have a 'zero tolerance' approach to bullying. Please see our behaviour policy at [School Policies & Procedures | Grove Primary](#) for further information.
- Further information about our Personal, Social and Health Education curriculum can be found at [PSHE | Grove Primary](#)
- Pupils with SEND are encouraged to take part in after school clubs, such as dodgeball, drama and board games, to promote teamwork skills and opportunities to build friendships
- Pupils with SEND are also encouraged to be part of the School Council

14. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Organise transition meetings between the current and upcoming teachers to discuss how to meet pupils' additional needs.
- Use pupil profiles for children with SEND, to share successes, barriers to learning, pupil voice and reasonable adjustments to be made in class to support their access to learning.
- Offer families the chance to complete an 'All About My Child' profile before the summer holidays or as new starters. This is then shared with the child's new class teacher, in preparation for the start of the school year.
- Schedule sessions for children to meet their upcoming teacher towards the end of the summer term
- Offer social stories and visuals to support a children who are anxious about the upcoming changes.
- Plan for further opportunities for children to interact with their soon-to-be-new teacher, if further transition support is required

Between schools

When your child is moving on from our school, we will liaise with the school SENDCo/Head of Year to share relevant SEND information.

Pupils will be prepared for the transition to secondary school by:

- Practising with a secondary school timetable and support with how to get organised independently
- Meeting staff from the new school
- Sometimes we work alongside the secondary schools to plan extra transition days when necessary.
- For children with EHCPs, we will organise enhanced Team Around the Child (TAC) transition meetings in the summer term, involving families, Grove Primary and the new secondary school.

15. What support is in place for children in care with SEND and children previously in care with SEND?

Mrs Slater is also the school's Designated Teacher, with responsibility for co-ordinating provision for children in care. Mrs Slater and Miss Tuxworth, the Pastoral Manager, will make sure that staff involved understand the additional needs and circumstances of a child in care or a child previously in care, as well as how the child can be supported through proactively planned teaching and nurture.

Children with SEND, who are in care or were previously in care, will be supported much in the same way as any other child who has SEND. However, children in care will also have a termly personal education plan (PEP) termly meeting, involving the school and other professionals who support the child's family. We will make sure that the PEP and any SEN support plans or EHC plans are consistent.

16. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally, following the Complaints Policy, which can be found on the school website at [School Policies & Procedures | Grove Primary Primary](#)

For a further explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are unhappy with your child's EHCP, before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement with the local authority before it reaches a tribunal. For further information, see [Wolverhampton Mediation Service | Wolverhampton Information Network](#)

18. What support is available for me and my family?

If you have questions about SEND or would like to seek further support, please get in touch to let us know. We want to support you, your child and your family. Further support services are listed below.

- To see what support is available to you locally, have a look at [Wolverhampton Local Offer | Wolverhampton Information Network](#).
- Voice 4 Parents is Wolverhampton's independent parent/carer forum. See further information at [Voice4Parents – Wolverhamptons Parent Carer Forum – Giving a voice to parents and carers of children and young people 0-25\) with additional needs](#)
- The Wolverhampton Information, Advice and Support Service offers impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years: [Home | Wolverhampton Information, Advice & Support Service \(wolvesiass.org\)](#)
- The City of Wolverhampton Council's Educational Psychology Service offers a free remote consultation service to parents/carers living in Wolverhampton, and also to parents/carers of children or young people in the care of Wolverhampton Local Authority. See [Parent/Carer Consultation Service | Educational Psychology Wolverhampton - Contact us](#)
- Further Education, Health and Care Plan guidance is available at [SEND - Education, Health and Care Plans | Wolverhampton Information Network](#)