



PROSPECTUS 2020-21



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WELCOME

Welcome to The Grove, a specialist school, In Haringey, for pupils aged 5–19 who have a primary diagnosis of autism.

Our vision to ‘Inspire Excellence, Champion Potential and Empower Learning’ is simple and founded on a desire to make a difference. We aim to enable every child to flourish by encouraging and building upon their unique strengths and interests, and we work with pupils to develop and deploy strategies to overcome and cope with their difficulties. We recognise every child is different, and every individual is our starting point. In addition to academic achievement, our focus is to enable social, emotional and personal development. Alongside this we strengthen pupil’s independence skills; we view this as a key to building confidence and self-esteem.

Our pupils have access to a team of skilled teachers, therapists, and professionals who work together to ensure each child has a learning

programme tailored to their specific needs. Families are offered the support and advice they need to feel confident and informed about their child’s needs and future prospects.

Partnership working is central to our ethos and we are committed to working closely with our families to support the progress and well-being of their child.

I hope this prospectus provides you with a brief overview of our school, please do take a moment to look at our website or visit us in person if you would like to find out more. You can find our contacts details at the back of this prospectus.

Best wishes,
Lucia Santi
Headteacher

“The Grove has been a revelation to our family and a blessing to our son. He was not able to access the necessary support with his education until he came to The Grove. I am delighted with the staff and their approach”

Parent

THE TRUST

The well-established values and ideals at the heart of our Trust provide a space within the wider education system where more schools can come to work together, to grow and to flourish.

We believe passionately in the power of 'stronger together'; of what can be achieved when schools collaborate, particularly within the context of a multi-academy trust. We can harness a source of energy and power when working together, to the advantage of each and every student; through shared values, mutual learning, and the provision of high quality services.

We take a 'by schools for schools' and a 'for the common good' approach when making Trust decisions that are set within a clear framework of values and goals; helping each school to express its individual ethos and identity, whilst also appreciating the importance of being in a Trust family benefitting from collaboration and shared learning experiences.

Learning from the experiences of every high performing trust we focus on continual school improvement, which is achieved through nurturing effective partnerships, school-

to-school support, innovation in teaching, learning and the curriculum; and providing excellent opportunities for staff development. All our Trust Services are directed toward helping our schools to give our young people the very best of all possible opportunities to learn, grow, flourish, and be successful – all within the context of strong school communities.

I am proud to be CEO of this Trust and I extend an invitation to all those who may be interested in what we do, to come and find out more about how we might be able to work well together.

We have built the capacity and space for everyone to thrive – our children, our staff and our schools and our communities. This is an exciting time to join our Trust, as an individual, or as a school, as we look towards the next stage of our growth and development – and as we all work together on our future.



Anthony Billings
BA (HONS), PGCE, MA, NPQH
Chief Executive Officer
Heartlands Community Trust



THE SCHOOL VISION

Our vision to 'Inspire Excellence, Champion Potential and Empower Learning' is central to our core purpose and desire to make a difference. In the pursuit of our vision we are committed to our school SEARCH values that are promoted through everything we do.

There is a focus on each of the key values each half term and this is woven within the daily curriculum. We hold six SEARCH day celebrations across the school year where we reflect and celebrate the personal and collaborative achievements within each of the key values.

S

Support

We support each other through times of success and times of difficulty

E

Empathy

We understand each other and make no judgements



A

Accept

We accept
each other
for who
we are

R

Resilience

We keep trying,
even when it
gets tough

C

Compassion

We are kind
to each other

H

Honesty

We are honest
with others
and ourselves



SCHOOL FACILITIES

The Grove is a newly refurbished site (2019) designed and constructed around the needs of its pupils. We promote a low arousal environment that facilitates a total communication approach to enable our pupils to predict and manage their day.

We make the school environment predictable through clearly demarcated areas and structure; this supports pupils to be more independent and develop a sense of calm and predictability. We provide a low-arousal, sensory environment with access to quiet rooms and sensory spaces. Use of spaces, equipment and exercises support sensory integration and processing difficulties and help to support pupils to regulate their emotions.

We offer a total communication environment to support and promote functional communication and social understanding. Emphasis is on the ability to communicate as independently and appropriately as possible.

The school has a number of specialist facilities which support learning and can be accessed throughout the school day;

- sensory room
- soft play room
- water play room
- life skills suite
- drama and activity studio,
- library
- computing suites
- art and science room.

Our outdoor space has been designed to meet the variety of pupil needs. Pupils can access;

- sunken trampolines
- spinning tops
- a large basket swing
- allotments and outdoor learning
- a multi-use games court
- outdoor gym

“High-quality indoor and outdoor spaces have been specifically designed to meet pupils’ needs, for example with therapeutic areas and sensory rooms.”

Ofsted Pre-Registration
Inspection Report





ADMISSIONS & CONSULTATIONS

For a child to be admitted, they must have a diagnosis of autism and the school must be named by a local authority, in the child's education health and care plan (EHCP). The consultation process includes consideration of papers, assessments and observations. In cases where the school feels the child does not meet the admissions criteria, or that the school cannot adequately meet that child's needs, the school may not offer a place.

- Pupils can be offered a place and start a placement at any time during the school year.
- Secondary transfers are considered on an individual basis. These may be internal or through external applications.
- Post-16 programmes are designed to enable our young people to gain valuable experiences and qualifications for any further study or employment. Decisions on admissions to Post-16 are made on an individual basis, taking into account the learner's ability to

cope with the demands of the course and any link placements that may be necessary to ensure their ongoing success.

- Consultation by Haringey Local Authority: The school is consulted and considers its response before deciding to name the school on a child's EHCP.
- Consultation by out of Borough Local Authorities (Non-Haringey): Consultations are welcome although priority is given to pupils within the Local Authority of Haringey.



“I especially like that the class size is small and that my child is grouped with other pupils who have similar needs, so teaching is focused on their individual level of learning.”

Parent



Vision

- To empower learning in each individual so they can become confident and independent learners.
- To enable every individual to be happy and fulfilled in life beyond school
- To inspire excellence and commitment to lifelong learning
- To realise and challenge each individual's potential

Communication & Interaction

- To develop communication and interaction skills in order to meet needs and be able to do this appropriately
- To express self and ask for help
- To develop social skills and social understanding
- To be able to work independently and as part of a team
- Develop flexible thinking; how to solve problems in a variety of situations
- To be able to make informed decisions and choices

Academic Learning & Accreditation

- To realise each individual's academic potential through learning experiences at appropriate levels
- To have access to a wide curriculum taught in an accessible format
- To access to practical and vocational experiences that build interests, abilities and enjoyment
- To acquire key literacy and numeracy skills that are functional and meaningful
- To achieve external and accredited qualifications that match individual potential
- To experience a range of learning opportunities including cross centre and inclusive learning

Independence & Community Participation

- To develop and maintain relationships
- To develop the ability to make reasoned choices
- To acquire a set of moral values, such as honesty, sincerity, personal responsibility, tolerance, acceptance, respect and appreciation of the feelings and capabilities of others
- Be enthusiastic and eager to put their best into all activities
- To acquire independence skills to become successful members of the community

Sensory

- To develop fine and gross motor skills which improve movement and physical skills
- To be able to regulate sensory processing difficulties
- To be able to perform functional and daily living and independence skills

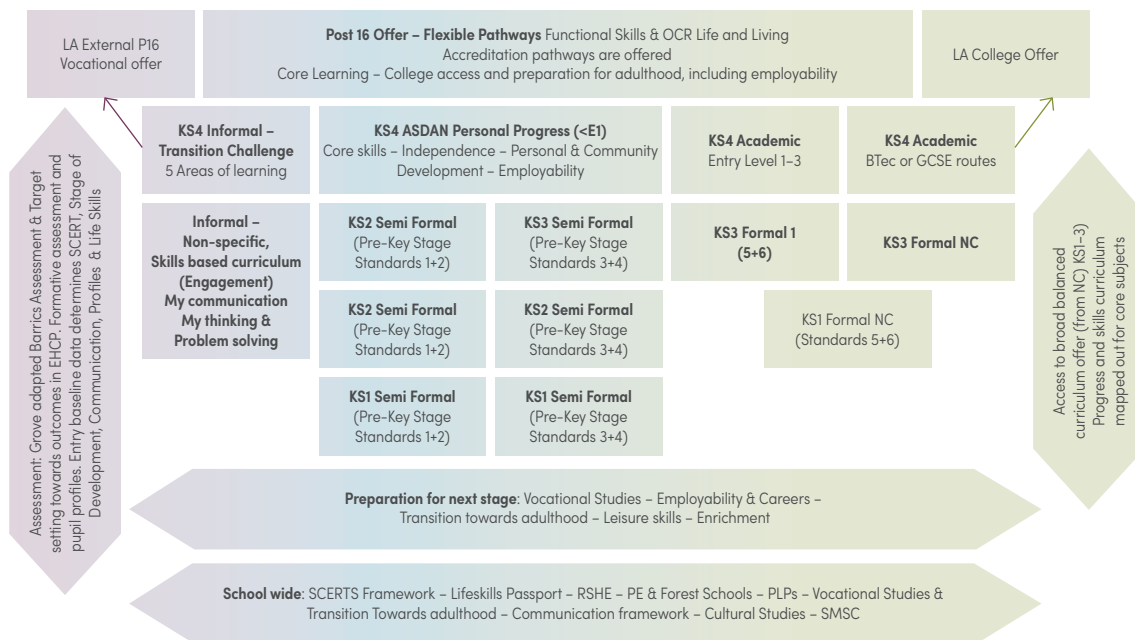
Emotional Wellbeing, Health, Safety

- To learn how to be and stay safe
- To learn how to play and enjoy leisure time
- To be happy, cheerful and well balanced
- To be supported to understand their actions and manage their emotions and self regulation
- To be able to cope and successfully manage change
- To develop agility, physical coordination and confidence in movement
- To be able to apply the basic principles of health, hygiene and safety
- To be able to manage relationships and sustain friendships



CURRICULUM

Grove Curriculum Pathways Offer



* Coloured pathways provide a guide to routes for Learning. However, they are interchangeable to allow for pupil progress

Our curriculum is organised into flexible pathways through key stages 1–4. Pupils may move through each key stage within the pathway that best meets their needs, skills and abilities. Pupils may move between pathways as they make progress ensuring a personalised approach.

Success for each pupil may look different. Many of our pupils choose to remain at the school and move into our Post 16 department, some pupils may move to more appropriate Post 16 settings that are suited to their needs and chosen pathway.

The school is organised into key stage departments.

- Primary (KS1 and KS2) Pupils study a broad and balanced curriculum using a topic approach

- Secondary (KS3) pupils study a broad and balanced curriculum using a topic theme, some pupils may follow a more academic pathway and study subject specific lessons.
- Secondary (KS4) pupils follow different pathways that lead to nationally accredited awards and exams. These are mainly in the Pre-Entry and Entry Level range, however, a small number of our pupils will follow Btec and GCSE courses.
- Post 16 (KS5) promotes independence as a key feature to enable students to function in their daily lives and feel prepared for their next steps beyond school. A comprehensive plan will include careers and employment training.

Achievement is valued and we aim for all our students to leave Post 16 with the nationally recognised awards and a clear pathway into training, employment or further education.

You can find out more about our curriculum aims on our website.

“The staff are aware of and able to use a range of strategies to support the students. They are able to switch quickly from one to another if the first one is not working.”

Autism Accreditation Peer Review





“The school uses a total communication approach with each student having access to a range of strategies. These strategies are developed in a range of settings with students being encouraged to engage with staff, their peers and people in the community.”

Autism Accreditation
Peer Review

TEACHING & LEARNING

Teaching, learning and the approaches to facilitate progress is central to our core purpose at The Grove. The key focus is how we make learning accessible, meaningful and fun for our pupils. Some of the school wide approaches include;

- structure provides stability, predictability and security.
- structured timetables in different formats
- movement and sensory breaks
- planned transition times
- prepare for change, including planned and unplanned changes.
- personal learning plans (PLP) that highlights individual strengths and areas of need.
- personalised targets are reviewed and set by our teachers, multidisciplinary team and professionals in collaboration with families and where possible, pupils.
- multi-sensory approaches to accommodate different learning styles.

- breakdown of tasks into manageable chunks to help with organisation and sequencing skills.

The annual review meeting is a statutory obligation for all children with an educational health care plan (EHCP). We run the annual review meeting in a person-centred approach. Focus is child-centred and takes account of the views of the child and all those involved with them; there is a focus on recognising areas of strength, difficulty, and importance.

We use a variety of well known approaches to engage and support learning throughout the school. Each of these may be differentiated for different groups of pupils and will be identified within the personalised learning plan (PLP).

- **Attention Autism:** develops natural and spontaneous communication through the use of visually-based and highly motivating activities which are delivered to enable

extended attention and shared engagement.

- **TEACCH Approach:** provides structure and organisation to support receptive and expressive language, sequential memory, and coping with change in the environment. Schedules, planners and work systems of all varieties support independent learning and are individualised for each pupil.
- **SCERTS Framework:** a research-based educational approach and multidisciplinary framework that focuses on Social Communication, Emotional Regulation and Transactional Supports as the highest priorities that address readiness for learning.
- **The Picture Exchange Communication System (PECS):** a functional communication system that develops important communication and social skills. Many pupils have access to PECS if they require assistance to help their communication.



LIFE SKILLS AND FUNCTIONAL SKILLS



We aim for all our pupils to develop functional skills for living so each of them is able to lead a fulfilling and substantially independent life. We recognise that for young people with autism every experience may provide a learning experience. Our approach to teaching functional skills and life skills is at the core of our curriculum where our framework can be taught within the programmes of study and the schemes of work.

Input from the speech and language therapist, occupational therapist and other professionals support the delivery of the life skills curriculum through personal target setting. The school uses a life skills passport to create a detailed profile of a child's area of strength.

THERAPIES

We offer a specialised therapeutic model where therapies are embedded across the curriculum to support communication skills and strategies for emotional regulation into a range of different contexts.

The school based therapy team includes speech and language therapy, occupational therapy, art and music therapy.

Each pupil is assessed by the team and has an individual programme to target areas of need.

Training by the therapy teams provides staff with up-to-date knowledge of the sensory, communication and emotional differences and difficulties that may have an impact on pupil's progress.

The school based therapy team includes speech and language therapist, occupational therapist, art and music therapists.

POSITIVE WELLBEING, BEHAVIOUR AND REWARDS

Pro-active support is at the heart of our ethos. We view behaviour as a way of expressing emotional dysregulation and our approach is to understand and identify the function or communicative intent of the behaviour. Once we know why a behaviour is occurring we can work in partnership to implement agreed strategies to support a more positive outcome. Positive behaviour is important for effective learning to take place. Emphasis is placed on teaching pupils how to regulate their emotional and behaviour responses. The SCERTS framework underpins our approach to addressing the pupil's ability to regulate their emotions and this is supported by some key approaches which include;

- Using the positive behaviour support (PBS): a research based person-centred approach to support people who may be at risk of displaying that challenge behaviours. PBS seeks to understand the reasons for behaviour so that unmet needs can be met. Our approach

considers the child as a whole, it is proactive and preventative, focusing on the teaching of new skills. We consider the perspectives from people who know the young person when devising any support plan.

- Rewards: a merit system is used to motivate and help pupils take responsibility and ownership for their learning. Rewards are individual and meaningful and are matched to pupil's interests, so providing motivation for achievement.
- Emphasis is on praising positive behaviours, attitudes and efforts. Achievements are recognised through praise, merits and weekly achievement assemblies.
- Positive wellbeing: supported via our pastoral and multidisciplinary team we work closely with pupils, families, wider community and external support services to provide support. Individual wellbeing plans draw on a range of

strategies and therapeutic interventions to enable pupils to regulate and experience positive wellbeing.



ENRICHMENT

Enrichment activities are designed to enable pupils to develop physically, emotionally and socially, with an emphasis on independence and enjoyment.

Enrichment programmes provide pupils with a range of experiences. These will include partnerships with sports and arts organisations, support and work experience opportunities.

We provide a range of lunchtime and after school club activities including cooking club, leisure club, lego club, arts and crafts, film and fitness club. We make regular trips as part of the school day and residential trips form part of the school curriculum.

“This school is amazing.
It has a lot of things to do.
I have awesome friends.
My favourite lesson is PE.
I get tons of support and the
staff are really kind.”

Pupil, Year 8







“Supportive staff and excellent pastoral care make The Grove a very happy place for my son. The school have also encouraged his curriculum learning, social skills and helped build his self-confidence. Feeling positive about the future”

Parent



PARTNERSHIP

Partnership working is the essence of what we promote at The Grove. We are committed to staff, multi-disciplinary teams, families and pupils working together to achieve the best outcomes through;

- protected training and meeting times for staff to develop research-based practice and up-to-date use of pedagogy
- giving families opportunities to meet with staff and professionals at times that are mutually convenient
- ensuring families and pupils understand and feel informed about what is happening at school and beyond so they are able to make informed decisions.
- including families at every stage of the planning and target-setting process.
- termly pupil progress, meetings with families in addition to an annual review meeting.
- home visits to support families via our pastoral team, where need is identified.
- expectation that families keep the school informed of relevant information that may impact on the teaching and learning of their child.

We encourage this information sharing as part of our strong belief that a two-way flow of communication ensures a child gets the best from their time at school. This fosters trust and transparency within the working partnership and this commitment is consolidated through the home-school agreement.

“The Grove helps me with my problems. They listen. I like how the school helps pupils that other schools can’t. We are all welcome at The Grove.”

Pupil, Year 7



SAFEGUARDING PARENT SUPPORT

We take the safeguarding of all our pupils and school community very seriously. We have a designated safeguarding lead (DSL) who also leads our pastoral team, we have two additional deputy DSLs on site too.

At The Grove, we feel it is just as important to support our parents and families as it is to support and nurture our pupils. Our pastoral team is available to give advice on approaches that might help your child and your family. The team can put you in contact with relevant specialists and specific services as required and will co-ordinate and liaise with staff teams on your behalf.

The weekly Grove News keeps families up to date with school information. The half termly curriculum newsletter shares and celebrates achievements and successes within each department across the school

There is an annual training programme offered to families and is designed on feedback and need, tailored to the needs of families.

“The Grove is a very good school, staff work hard, together with parents to improve our children’s learning. The Grove is great place to be for my daughter.”

Parent

SCHOOL MEALS TRANSPORT

All pupils eat lunch in the school hall. We encourage our pupils to develop their functional life skills and motor skills; so, developing their eating skills and habits. Social skills are a key area of learning during this time where we aim to encourage social relationships and foster a sense of enjoyment at sitting together with friends. We see this as an important part of our teaching and learning at school and, for this reason, we promote a 'family dining experience' with staff taking lunch with the pupils so they are able to model and support.

Our school day starts at 8.50am and finishes at 3.15pm.

Pupils who arrive by foot use the front entrance and those arriving use the buses or a taxi use the car park entrance at the back of the school.

Our pupils come to school in a variety of ways, such as independent travellers, travel buddies, parents and carers drop off and the use of local authority buses and taxis.

Pupils are entitled to apply for free transport to the Special

Educational Needs Department of their Local Authority. Haringey Transport applications can be found via our website or via the Haringey local offer, on their website under support and services – transport.

All new families are required to apply and if approved, the pupil will be transported to and from school each day.





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