



Examination Pathways PROSPECTUS



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Ms Santi

WELCOME

Welcome to The Grove, part of Search Education Trust. We are extremely proud of our school and its achievements. We have a fantastic staff team who share the commitment to providing the best care, support and education to our pupils so they have the best start in life. Our aspirations are simple, to enable our pupils to achieve the best they can; we are resolute in working together to map out pathways that will provide the knowledge, skills and tools to achieve this.

Our school will offer up to 40 places for autistic pupils who are cognitively able and are working within KS2, KS3 and KS4 and who are aspiring to achieve GCSE qualifications or other external examinations.

Whilst autism is the primary diagnosis, our pupils may have other diagnoses which impact their learning, communication, and emotional needs.

Pupils have access to a team of skilled teachers, therapists, and professionals who work together to ensure each 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 development and future prospects

We are really excited to be able to offer an alternative to mainstream education for pupils who have not been successful within previous pathways. We look forward to meeting you and your child and showing you around the school. In the meantime, do take a look at our website which I hope will provide you with more information about our school.

Ms Santi
Headteacher

VISION

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. In addition to academic achievement, the focus is to develop social, emotional, and

personal development; building independence and important life skills that will contribute to improved confidence, self-esteem and wellbeing that ensures greater success for our pupils' route towards adulthood.

In the pursuit of our vision we are committed to our SEARCH values that embed our culture and ethos and underpin our curriculum.

"The Grove School is the perfect fit for our son. Every interaction with the school is kind, friendly, informative, and empathetic. The fact that the staff smile, greet you and seem to enjoy what they do is so comforting and encouraging."

Parent



S E A R C H

Support

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

Empathy

We understand each other and make no judgements

Accept

We accept each other for who we are

Resilience

We keep trying, even when it gets tough

Compassion

We are kind to each other

Honesty

We are honest with others and ourselves

THE SCHOOL & FACILITIES

We promote a specialist autism friendly, low arousal environment that enables pupils to predict and manage their day.

Pupils have access to a subject specialist curriculum and resources which include;

- Drama and activity studio
- Library
- Computing suit
- Art, Design and Science room.
- Allotments and outdoor learning spaces
- A multi-use games court
- Outdoor & indoor gym
- Life skills flat
- New 6th form working cafe
- Soft Play, Sensory Room and Water Play



“The school has excellent educational standards, exceptional school pastoral care, has a strong collaborative approach with parents towards a child’s progress and friendly, caring teaching staff.”

Post 16 Teacher

ADMISSIONS & CONSULTATIONS

For a pupil to be admitted to the school, they must have a diagnosis of autism and The Grove must be named by a local authority, in their education health and care plan (EHCP). In cases where The Grove feels that need could not adequately be met, The Grove may not offer a place.

As part of the admissions process and decision making, pupils will usually be invited in to have some taster days in school. For pupils currently in a school placement we will conduct a school based visit to further understand the needs of the child.

Admissions can be at any point over the school year if there are places available. We encourage a visit to the school so that you have the opportunity to ask questions, meet the pupils and meet the staff team.

PRIMARY CURRICULUM AT KS2

The Primary Curriculum follows the National Curriculum offering a tailored mainstream pathway within an autism specialist environment.

The curriculum provides for the social, emotional and independence skills that the children need to develop as they move towards secondary education.

Academic	Life Skills	Health & Wellbeing	Communication & Relationships
English	Local community visits	Physical education	Social skills
Maths	Travel training	PSHE & RSE	Speech and language therapy support
Science	Life Skills Curriculum	Swimming sessions	Structured social interaction opportunities
Geography, History and RE	Independent work skills	Enrichment afternoons	After school clubs
Art	Horticulture	Forest school sessions	School Council & Pupil Voice
Computing	SMSC	Art & Music Therapy	
Cultural studies		Occupational Therapy	
Performing arts			
Music			
DT & Food technology			



“We know our child will learn, feel happy and thrive in a supportive educational environment. We highly recommend it!”

Parent

SECONDARY CURRICULUM & EXAMINATIONS/ QUALIFICATIONS



The Secondary Curriculum follows the National Curriculum offering a mainstream equivalent pathway.

Pupils can follow GCSE or Entry Level courses in the core subject areas. We expect every pupil leaving The Grove to have attained at least entry level in each of the core areas. Some pupils may take a combined approach, and follow a GCSE course and an entry level course, depending on their abilities and interests.

For pupils studying towards GCSEs, this will usually be no more than 5–6 subjects. This will make sure that enough grades are achieved to get access to college courses at Sixth Form, whilst ensuring a balance with therapy and life skills programmes.

In addition to the academic pathways the curriculum builds on the primary programme to further develop the social, emotional and independence skills as the pupils move towards sixth form, further study or training.

The curriculum is flexible enough to allow for individual pupils to pursue a particular strength or subject outside of the core offer. This can be delivered through 1:1 tutoring.

We have links with Heartlands High School to provide access to mainstream learning in a chosen subject or an area of particular strength. This can be organised on a needs basis and would be tailored to the individual pupil. Successful inclusion only works if the pupil can manage the transitions and the busy mainstream environment. As this is often too overwhelming for most pupils, it is not part of the expected core offer.



KS3	KS4 Pathway 1	KS4 Pathway 2	Friends, Relationships & Community KS3 & KS4
English Maths Science Humanities (Geography, History, RE) ICT PE Performing Arts PHSE & RSE SMSC Life Skills Enrichment	Examinations Step up to English Entry Level Maths Entry Level Science Entry Level Humanities Entry Level ICT BTEC Art & Design Additional core curriculum subjects (non qualification) PE Performing Arts PHSE & RSE SMSC Lifeskills	Examinations GCSE English (Language) GCSE Maths GCSE Science GCSE History GCSE Geography BTEC Art and Design GCSE Computing GCSE Music PE – Sports Leaders Additional core curriculum subjects (non qualification) SMSC PHSE & RSE RE Lifeskills	Young Enterprise School Council Lunch time clubs After school clubs Weekly enrichment Social Skills groups Local community visits Work Experience (KS4)
Entry Level Qualifications achieved in Year 9 for pupils going on to the GCSE Pathway at KS4			

PERSONALISED LEARNING

Every pupil has personalised targets which link to the outcomes within their EHC plan and underpins each learning plan.. These are reviewed each term with families and pupils and are assessed at the annual review.

HOMEWORK

Homework can be challenging for many of our pupils so we build in independent study time at school to encourage pupils to develop those important self study skills.

LIFE SKILLS

Life skills is embedded across the school day with a focus on developing independence towards adulthood. These are part of the taught curriculum and covers six main themes across the year. Life skills are taught explicitly within the timetable and are also integrated throughout the week as pupils work towards their personal targets. The six Lifeskills themes covered include;

- Social thinking
- Personal care and health
- Safety and looking after myself
- Play and leisure skills
- Independent Skills & Cooking
- Travel training



“Trying to find the right school for our son was a very confusing, complicated process and at first we were not confident that a school existed to meet his needs. However, very quickly we found The Grove. Not only does it have an incredible building, resources, and the wealth of knowledge and experience of its team/staff, but it also has immense warmth.”

Parent

EXTRA-CURRICULAR

Extra curricular and enrichment activities extend pupils' education beyond their main curriculum.

As part of our extra curricular and enrichment programme pupils have the chance to take part in a range of activities such as: Forest School, Drama, Sports Clubs, Spanish Club and other areas of interest such as Dungeons & Dragons Club.

Educational visits in central London, local area visits and community visits enrich the curriculum delivery. We also work with external partners such as Step into Dance, Rugby Works and Organiclea. The Young Enterprise scheme supports our careers programme alongside work experience at KS4.

“Our son is finally in a safe and secure environment, in every sense, and beginning to feel confident about his place in the world. We honestly cannot think of a better place for our child to learn about himself, about others and about the world”

Parent



TEACHING & LEARNING

Pupils follow a timetable similar to that of a mainstream school with subject specialist teachers delivering the curriculum, providing that wider knowledge base. Pupils are class based, unless they are using specialist teaching rooms. Teachers move around rather than pupils to reduce transitions.

The school has advanced autism accreditation status from the NAS which acknowledges the specialist autism practice that supports the learning environment.

Classes are small, between 6–8 pupils which allows for highly personalised and supported learning. All pupils have their own personalised plans which are reviewed and modified on a regular basis in line with their progress. Chromebooks are available to pupils to support their learning.

Pupils start and end the school day in their form classes, with their form teachers. During this time they take part in a range of activities including exercise, social skills activities, topical discussions, debates, personal

projects and preparation for the day ahead, all of which work on a range of key skills. Form teachers are responsible for co-coordinating these activities and ensuring that all pupils are happy and ready for their day.

Time at the end of the day is set aside for students to reflect on their day. This is the time to celebrate their successes and address any difficulties that may have arisen.

Lessons are structured and very visual in their nature to support pupils' understanding. Expectations are clear and work is designed to hook in pupil's interests, particularly in areas that are less motivating for pupils.

THERAPY

We have a wide range of school based professionals who support the personalised learning of our pupils. These include Occupational Therapy, Speech and Language Therapy, Art Therapy and Music Therapy. This is known as our Multi-disciplinary team (MDT). The school hosts monthly Multi-Agency Group meetings with external professionals which include social care teams and CAMHS.

Our MDT work alongside teachers to embed programmes across the school day, such as language and communication sessions, sensory processing activities and social skills groups.

In house training and support is offered to all class teams and our team of professionals also offer training and support to families.



“I feel privileged that both my sons have a chance to flourish in an environment that enables them to access education at their level and learn vital lifeskills. Thank you to everyone at The Grove!”

Parent



POSITIVE WELLBEING, BEHAVIOUR & REWARDS

Wellbeing is the state of being comfortable, healthy or happy. At The Grove we have a pupil wellbeing lead, responsible for ensuring we address pupil's wellbeing at all times.

We have a pastoral team who support pupils both in school and in the home. A learning mentor is based in our Secondary East department to support pupils with any challenges they are facing from day to day.

All pupils have a personal support plan. We are a positive behaviour support (PBS) school with a focus on enabling pupils to regulate their emotions and make appropriate decisions to how they can regulate their own emotions, wellbeing and behaviour.

The SCERTS framework provides a backdrop to this approach through structured targeting setting.

We use lots of different reward systems to motivate and help pupils take responsibility and ownership for their learning. Rewards are individual

and meaningful and are matched to interests, so providing motivation for achievement. Emphasis is on praising positive engagement, attitudes and efforts. We aim to build and foster intrinsic motivation as part of life beyond school enabling pupils to acknowledge and feel good about their accomplishments.

PARTNERSHIP

Partnership working is the essence of what we promote at The Grove. We do this through;

- Training for all staff to ensure they are up to date with adopting current thinking in their practice
- 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 pupils progress, meetings with families as well as an annual review meeting
- Where necessary, home visits via our family support service
- Partnership work with local employers and colleges



“The grove is our daughter’s school, it is the best place for her, she loves her teachers and the school. We are very grateful for the help and support the teachers and staff give us every day.”

Parent

SAFEGUARDING

DESTINATIONS

The Grove is committed to safeguarding and promoting the welfare of all of its pupils; each pupil’s welfare is of paramount importance.

We take the safeguarding of all our pupils and school community very seriously, our Designated safeguarding lead (DSL) leads our pastoral team. Our aim is to support our pupils to recognise and understand how to keep themselves safe now and as they move into adulthood.

Our PHSE and RSE curriculums have been written to support the challenges and complexities that our pupils may face and this is embedded into the taught curriculum.

Success in the Secondary East department looks different for every pupil. Pupils can remain with us until GCSE level. Some have the option to be entered later than usual for their academic qualifications and for some the next stage may be college, training or further study beyond The Grove. In some cases, our Post 16 provision may offer a transition period between school and college but each case is considered separately and there is a clear pathway plan agreed from Year 9 onwards.

SEARCH EDUCATION 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.

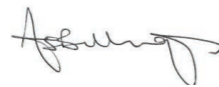
We take a 'by schools for schools' and a 'for the common good' approach when making Trust decisions that are set within a clear framework of values and goals; helping each school to express its individual ethos and identity, whilst also appreciating the importance of being in a Trust family benefitting 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. The SEARCH education Trust is passionate about education and inclusivity. We have high aspirations for all of our students across our schools and we are committed to providing success for all of them regardless of their starting points. Having both mainstream and special schools within our Trust provides richness and diversity from which our school communities can grow and continue to develop.

We look forward to welcoming you and your child to one of our schools and working together towards a successful future.



Anthony Billings
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Chief Executive Officer
SEARCH Education Trust



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