





The Grove

We are a Free School Academy - Part of SEARCH Education Trust

A specialist all-through school in Haringey for autistic pupils aged 5–19.

Ofsted Rated Outstanding (2023) in all areas and NAS Advance Autism Accreditation (2020 & 2023).

Our Vision & Values



Vision

To Make a Difference & Change lives for the better through personalised, autism-specialist education



Mission

Inspire Excellence, Champion
Potential, and Empower
Learning.



SEARCH Values

Support, Empathy, Accept, Resilience, Compassion & Honesty are woven into everything we do





Personalised Learning Environment



Individual Focus

Every child is unique. We encourage individual strengths and interests, recognising that each learner is different.

Low Arousal Design

Predictable, clearly demarcated spaces promote independence and calm. Total communication approach supports functional communication and social understanding.

Admissions

Requires autism diagnosis and EHCP naming The Grove. In year admissions with priority to Haringey pupils.



Sensory Spaces



Outdoor Areas



Life Skills Suite



Indoor Gym





Curriculum & Progression Pathways



Key Stages 1-3

Flexible pathways tailored to individual needs. Pupils move between pathways as they progress, focusing on accessible learning and functional literacy and numeracy.

Key Stage 4

Nationally accredited awards and exams, mainly Pre-Entry and Entry Level. Some pupils pursue BTEC and GCSE courses based on individual potential.

Sixth Form (KS5)

Independence-focused programmes preparing students for life beyond school.

Careers and employment training opportunities for Pre-Intern Programme.

Students leave with nationally recognised awards and clear pathways.



Curriculum **Pathways Offer**



External Sixth Form Vocational Offer for those working within the Pre-Entry Levels.

Grove Sixth Form Offer - Flexible Pathways

Functional Skills Qualifications, Vocational BTEC and AQA Unit Awards. College Access & Preparation for Adulthood -Employability & Work Experience

External Sixth Form College Offer

Access to Broad

Balanced Curriculum

(From NC)

Accreditation & Exam

Pathways, Progress &

skills mapped

out for Core Subjects.

KS4 Informal

AQA Pre-Entry Unit Awards

Informal

Non-Specific Skills Based

Curriculum

(Engagement)

KS4 AQA Awards Pe-Entry & Entry Level

Core Subjects - Global Citizens - Creative Citizens - Working Citizens Programmes + PSHE - RSE & PE

KS4 Academic Entry Level

KS4 Academic

Entry Level + GCSE

The Grove adapted Assessment framework.

Target Setting towards outcomes in EHCP.

Formative Assessment and Pupil Profiles.

Entry Baseline Data determines SCERTS. Stage of Development, Communication. Profiles & Life Skills

KS2 Semi Formal

[Pre-Key Stage Standards 1+2)

KS2 Semi Formal

(Pre-Key Stage

Standards 1+2)

KS1 Semi Formal

(Pre-Key Stage

Standards 1+2)

KS3 Semi Formal

(Pre-Key Stage Standards 3+4)

KS2 Semi Formal

(Pre-Key Stage

Standards 3+4)

KS1 Semi Formal

(Pre-Key Stage

Standards 3+4)

(Standards 5+6)

KS3 Formal 1 KS3 Formal NC

KS2 Formal 1 (Standards 5+6)

KS2 Formal NC

KS1 Formal NC

(Standards 5+6)

Preparation For Next Stage:

Vocational Studies - Employability & Careers - Transition Towards Adulthood - Leisure Skills - Enrichment

SCERTS Framework - Lifeskills Map - PSHE & RSE Curriculums- PE & Forest Schools - PLPs Linked to EHCP Outcomes - PSPs - Communication - Cultural Studies - SMSC - Multidisciplinary Support Interchanging routes allow for high expectation & outcomes for pupils.



Expert Teaching



Annyaaahaa



SCERTS Framework

Social Communication, Emotional Regulation, and

Transactional Supports to build foundational skills



Visuals & Structures

Structure, predictable environments, Total Communication approaches, core boards



Attention Autism

Building communication and shared engagement through interactive, motivating activities



Trauma Informed

Recognising and responding to the effects of trauma through a safe, supportive, learning environment.

Personal Learning Plans and Support Plans highlight individual strengths and needs, with personalised targets set collaboratively with families and pupils. Learning is made accessible, meaningful, and fun through movement breaks and manageable task chunks.



Teaching Philosophy & Expectations



Modified Curriculum: Autism friendly without sacrificing challenge. Focus is placed on developing functional skills and life skills directed towards adulthood and employability.

Holistic Learning: Learning includes academic, personal, social, and emotional elements to maximize independence. Learning extends beyond the classroom to include the community and home, requiring high engagement with families.

Expectations: Learning is most effective when it takes place in a secure, stable, and stimulating environment that is autism friendly. Lessons match individual needs, learning styles, and attainment. Flexibility in approaches key to respond to pupil needs.

Learning Outcomes: Focus is on developing pupils who are ready to learn. This means their additional needs have been met and they are regulated.

School Wide Systems

Autism Specific Teaching Approaches

- TEACCH,
- SCERTS,
- Visuals & Symbols
- Augmentative & Alternative Communication
- Intensive Interaction
- Attention Autism
- Makaton
- Language Adaptation
- Individual Programmes

Regulation & Wellbeing Approaches

- Sensory Integration,
- Zone of Regulation
- PBS
- Transitions
- Structure & Schedules (Task schedules, Now & Next)
- Environmental Adaptations (Low Arousal and Predictable)
- Support Programmes
- Thrive & Trauma Informed





Wellbeing, Partnership & Enrichment



Therapeutic Model

Embedded Speech & Language, Occupational, Art, and Music Therapy across curriculum

Positive Behaviour Support & Wellbeing

Proactive, person-centred PBS approach viewing behaviour as communication.

Individual rewards matched to pupil interests.



Family Partnership

Termly progress meetings, annual reviews, home visits, and training programmes based on parent feedback

Life Skills Focus

Functional skills curriculum enabling substantially independent lives, tracked via Life Skills Progression Map and Passport.



Enrichment Programme

Work experience, residential visits, and clubs supporting physical, emotional, and social development

Safeguarding Culture

Dedicated DSL and pastoral team with a team approach to supporting areas of vulnerability

Made with **GAMMA**

