



## The Grove

# Special Educational Needs and Disability (SEND) Information Report

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## Introduction

School SEND information reports explain how the school's SEND policy is used.

- How help and support for pupils with SEND operates in the setting.
- What happens and how it is made possible and by who.

This SEND Information report has been written in line with current practice at The Grove. The school is part of The SEARCH Education Trust, it is located on Downhills Park Road, N17 and is in its 6th academic year of operation.

### Current Context:

The Grove has 157 pupils on roll between the ages of 5-19 years. All pupils have a primary diagnosis of complex autism. Over 90% of our learners have additional needs outlined within their EHCPs which include social communication difficulties, speech and language difficulties, sensory processing difficulties, developmental delay, ADHD and difficulties around SEMH.

### Admissions

The Grove school provides places for young people aged 5-19 who have a primary diagnosis of autism and a range of cognitive impairments.

A large majority of pupils have a co-morbid diagnoses, in addition to their autism. These include, but are not limited to speech, language and social communication difficulties, ADHD, motor co-ordination problems, SEMH, SpLD, physical disabilities, mild visual impairment, and mild auditory impairment.

All pupils at The Grove have an Education Health Care Plan (EHCP)

The school is part of the Haringey Local Offer. Approximately 90% of pupils are from the Local borough of Haringey.

For a child to be admitted to the school their needs should fall in line with the admissions criteria; the Local Authority is required to name the school on the child's EHCP. The school does not admit pupils who do not have an EHCP. For more information you can visit the Haringey Local Offer at:

<http://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/send-policies>

### Legislation and Guidance

This policy and information report is based on the 2015 statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

This report also complies with our academy funding agreement and the academy articles of association.

[The Equalities Act 2010](#) which sets out information and guidance including age discrimination and public sector Equality Duty.

### Scope

This policy principally covers information for parents, carers and families. The SEND report also provides detailed information for all staff, pupils, external professionals, visitors, volunteers, Governors and all stakeholders.

## Roles and Responsibilities

<b>Headteacher will;</b>	Work with the Senior Leadership Team (SLT), staff and SEND governor to determine the strategic development of the SEND policy and provision in the school. Have overall responsibility for the provision and progress of learners with SEND and/or a disability. Ensure the school is meeting its statutory responsibilities in regards to SEND. Ensure, under the Code of Practice, that the SEND report is reviewed and updated at least annually.
<b>Senior Leadership Team will;</b>	Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching. Advise on the graduated approach to providing SEND support. Be the point of contact for external agencies, especially the LA and its support services. Track and monitor progress and outcomes Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. Ensure the school keeps the records of all pupils up to date and monitored
<b>Class Teachers are responsible for;</b>	The progress and development of every pupil in their class. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Working with the SLT to review each pupil's progress and development and decide on any changes to provision. Liaise with Multi-disciplinary teams to ensure access for all pupils Ensure PSP and Individual plans are updated, reviewed and evidenced
<b>Governors;</b>	Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. Work with the headteacher to evaluate the quality of access for and progress of pupils

## Main body of the policy

### Section 1

#### Support for Learners.

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education;

- 1. Communication and interaction; e.g. autism, speech & language difficulties
- 2. Cognition and Learning; e.g. dyslexia, dyspraxia
- 3. Social, mental and emotional health; e.g. ADHD, Trauma
- 4. Sensory or Physical; e.g. sensory processing, HI, VI

If a pupil has SEND, their needs will fit into one or more of these categories.

The support we give to our pupils is tailored to meet their needs through the training of staff and through a low arousal autism friendly environment which is structured to facilitate learning. Staff's skills, knowledge and understanding is a focus for the school's professional development programme. Inclusive practice is promoted wherever possible.

The school is recognised through its Advanced Autism Accreditation Status (2020 and 2023)

The Grove ensures the staff teams have the knowledge of the following systems and that this is transferred into their practice:

- Core boards
- PECS (Picture Exchange Communication System), SVN Communication (Subject, Verb, Noun) or Language/Core Boards
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- Sensory Integration (SI) and Sensory Programmes
- SCERTS (Social Communication, Educational Regulation, Transactional Support)
- Makaton signing and symbols
- Intensive Interaction
- Team Teach (De-escalation and Physical Intervention)
- Differentiation of the National Curriculum and its assessment
- Mentoring
- Augmentative and Alternative Communication (AAC)
- Positive Behaviour Support (PBS)
- Zones of Regulation
- Attention Autism
- THRIVE approach
- Trauma informed practice

Each pupil has a detailed education plan that outlines the step by step progression towards the outcomes identified within their EHCP. Targets are held within the pupil's personalised learning plan (PLP) and these are set and reviewed each term as a step towards achieving the outcomes within the EHCP. Annual progress is reported to parents and careers at the Annual Review.

Targets within the PLP meet the criteria addressed within the EHCP and link to the wider school provisional and curriculum in the following ways:

- Cognition & Learning: Met through Academic curriculum and adaptations to the delivery
- Communication and Interaction: Met through the SCERTS approach
- Social, Emotional & Mental Health: Met through the SCERTS approach
- Physical and Sensory: Met through Multidisciplinary and Therapy Programmes
- Self Care and Independence: Met through the Life Skills framework

Each pupil has a personalised support plan (PSP) which outlines their current support for wellbeing. Some pupils who require them, may have one or more of the following;

- 'All about me' (including medical needs)
- My current wellbeing and behaviour focus
- My wellbeing plan (linked to Zones of regulation)
- Physical Intervention Plan (PIP) if required
- My Risk Assessment (if PIP is required)

The school ensures the availability of sufficient suitable teaching and personal support with a widespread awareness amongst staff of the particular needs of our pupils. Emphasis is on ensuring an understanding of their needs and identifying strategies for implementation to support them within the classrooms and beyond. A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

The school-wide curriculum has been planned and written with the understanding of autism at its heart. Alongside the academic curriculum, the school focuses on the development of life skills and independence in preparation for adulthood and the development of social and emotional learning.

Structure provides stability, predictability and security. For many of our pupils, these are crucial elements to ensuring they are ready and able to learn. The way in which pupils' days are structured and organised depend on their individual needs but is always achieved through; timetabling, "working towards", exercise, schedules, reflection, curriculum support, intervention, and other means.

Movement, sensory and learning breaks are available throughout the school day. We promote exercise as a key feature in enhancing attention and concentration, and its benefits in contributing to health and well-being.

Transition times are an essential part of our planning. We explicitly teach all our pupils how to manage these times and how to prepare for changes including planned vs unplanned changes and welcomed and less welcomed changes. Transitions into school, within school and beyond school are identified within our transitions policy.

### **Augmentative and alternative communication (AAC)**

Part of supporting our pupils is to address their individual needs regarding AAC. Our school based Speech and Language Therapy Team oversee AAC assessments and take an approach to identifying a pupil's AAC requirements using the following criteria;

- **No-tech** communication (or "unaided communication") may include; body language, gestures, pointing, eye pointing, facial expressions, vocalisations, signing.
- **Low-tech** communication systems (or "aided communication") may include: pen and paper to write messages or draw; alphabet and word boards; communication charts or books with pictures, photos and symbols; objects of reference.
- **High-tech** communication systems (or "aided communication") may include; simple buttons or pages that speak when touched, to very sophisticated systems. Some high-tech communication systems are based on familiar equipment such as mobile devices, tablets and laptops, others use equipment specially designed to support communication.

Communication assessments are completed with the support from the Speech And Language Therapist and are identified within each pupil's personal pen portrait which forms part of the PSP.

### **Literacy and numeracy provision**

It is not uncommon for young people, particularly those who are more academically able, to have comorbid diagnosis of SpLD which most commonly include; Dyslexia, Dyspraxia, and Dyscalculia. For this reason our delivery takes the form of a multi-sensory approach.

Pupils with specific learning difficulties are provided with a broad, balanced and relevant curriculum which is differentiated by presentation, pace, level and outcome to meet their individual needs; this includes differentiated materials and tasks to suit their particular learning profile.

It is recognised that good progress in literacy and numeracy skills is often linked to structured, systematic teaching programmes that occur regularly and frequently, and often involve a multi-sensory approach; these may be delivered individually or within small groups. The teacher's responsibility is to focus on facilitating access to the curriculum.

Literacy interventions support pupils to develop decoding strategies for reading, phonological awareness, sight words, comprehension and extended writing skills. The school has a non-class based literacy lead who delivers targeted intervention programmes across the school.

Pupils can have access to a wide range of software programmes to enhance their learning such as read to text software. Some pupils are supported to learn keyboard touch typing, spelling, reading, planning and presentation skills

Numeracy support focuses on specific difficulties with mathematical problems, recall of number facts, sequencing and worded mathematical problems. The use of some software programmes help to enhance pupil's learning. The school has a numeracy lead who provides support to teachers in different ways to enable access for all pupils to the numeracy curriculum.

Specialist teaching is linked with core curriculum class work. Learning support is provided on a one to one basis, small groups, or within the classroom depending on the individual need.

Dyslexic pupils may, where appropriate, follow a tailored curriculum taking external exams; on subjects that give them a greater opportunity for success. A dyslexia specialist supports the design and implementation of any adaptations that are required to provide access for pupils with Dyslexia.

All pupils are assessed on entry to the school and suitable interventions and programmes are mapped out. For those pupils who develop difficulties whilst at the school, they will be part of the intervention programmes linked to the school wide progression skills map.

All pupils who qualify have full assessments for access testing and arrangements for all external exams applied for. The assistant head is responsible for overseeing all access arrangements and examinations and can draw on additional expertise and support within the Trust if required.

### **ICT to improve learning**

Autistic pupils are traditionally comfortable using technology and therefore we build on this natural motivation whilst remaining mindful of over reliance.

We see technology as an integrated part of our daily curriculum delivery. When thinking about the use of technology we do not see this exclusively as computing. We aim to teach our pupils how to access and become familiar with a range of technologies that support not only their academic learning but also enhance their independence. Examples may be using digital cameras, using recording and sound devices, electrical equipment around the home, digital calculators, ticket machines in train stations and so on.

In a more traditional sense, we improve learning through the use of Interactive Whiteboards within classrooms and access to a range of devices such as computers, tablets and handheld devices to enhance and reinforce learning. The internet is a powerful learning tool and using these appropriately and safely features as an integral part of learning.

Pupils who follow our formal curriculum pathway have access to Chromebook computers; these are used and integrated across the school curriculum as a tool to facilitate learning. Homework and collaborative working is facilitated through the Google Classroom suit in addition to more traditional styles.

Any augmentative and additional communication aids (AAC) or IT equipment that individual pupils may need to facilitate their learning is assessed on joining the school such as voice to text software.

### **Provision for Gifted & Talented (G&T), Children with English as an Additional Language (EAL) and Looked After Children (LAC)**

If a pupil demonstrates a particular aptitude within an area of learning, this is identified within their education plan. As an all age school, we are able to extend the learning for G&T primary children using our specialist teachers. For secondary pupils, the school is able to draw on the expertise and subject specialisms provided through the SEARCH Education Trust secondary school to enable these individuals to be given the additional support they require.

For pupils who have English as an additional language there are various routes available to support their language development. For pupils with complex needs, language enrichment is supported through the daily communication work that is undertaken within the classroom. Additional language groups facilitate



their understanding. For pupils with EAL, there is access to the Trust's EAL team who can offer support and advice on programmes to ensure quick acquisition of language supported by nominated staff within the school. Regular reviews ensure the pupil is on track and quickly able to join the appropriate academic levels.

In instances of Looked After Children we focus on working within a team of multi-professionals to ensure the pupil is supported across the school day and beyond. As the pupil will already have an EHCP there will be a detailed plan in place to support their placement. The school works closely with the Local Authority and the services employed to ensure there is a consistent and sound understanding of the pupil's needs ensuring effective advocacy at all times.

### **Provision mapping**

Paragraph 6.76 of the Special Educational Needs and Disability (SEND) Code of Practice supports provision maps as an efficient way of showing the provision the school makes which is additional to and different from that which is offered through the school's curriculum. They provide

- An overview of the programmes and interventions used with different groups of pupils
- A basis for monitoring the levels of intervention

Through effective provision mapping of interventions and services offered to our pupils we are able to accurately assess the impact each of the initiatives has on the individual's progress. This enables us to tailor them in ways that are meaningful and successful to the learning.

Provision mapping is used to ensure the outcomes within a pupil's EHCP are being met effectively and help us to measure their impact as part of the EHCP review process.

## **SECTION 2**

### **Specialist Support**

The school has its own extensive multi-disciplinary team led by the pastoral lead & Designated Safeguarding Lead. This is made up of

- Speech And Language Therapy
- Occupational Therapy
- Music Therapy
- Art Therapy

We view therapy as being as integrated as possible throughout the school day. By having access to multidisciplinary teams we are able to provide high quality training to staff in current approaches and offer support to ensure the successful implementation of programmes. The multidisciplinary team is also represented at the monthly Multi-agency group (MAG) meetings which are held with the CAMHS and Social Care teams to enable a broad overview of progress.

### **Occupational therapy (OT)**

A variety of occupational therapy approaches are used to promote the foundation or the continued development of essential life skills. Pupils that benefit from O.T. are those with developmental disabilities, individuals with autism, learning disabilities, ADHD, sensory processing disorders, dysgraphia, OCD, and others. The DSM-5 recognises sensory difficulties as a feature of Autism, for this reason we ensure there is adequate provision within the school to meet this need.

Assessments form the most fundamental part of any therapy, therefore the first and most critical step is assessing the pupil to find underlying reasons for any difficulties. Based on the results, pupil's strengths

and difficulties are identified and individual goals are set that form part of their personal programme. To accomplish these goals pupils are supported via direct or indirect OT.

The occupational therapy programmes may consist of one, or a combination of;

**Individual Occupational Therapy** which is required for some pupils and is done on an individual basis. This addresses specific motor coordination, sensory, and emotional difficulties as they relate to self-regulation, executive functioning, fine motor skills, and visual motor skills. These are required for performing numerous functions of daily living such as handwriting, dressing, tying shoelaces, attending academic lessons, cooking, etc.

**Group therapy / Relaxation sessions / multidisciplinary therapy** provides work on specific sensory, social and coordination goals, including handwriting and fine motor skills. There are ongoing reviews, consultation, and intervention for OT objectives. Relevant data from performance in all areas of the program is reviewed half termly by the OT, and personal intervention plans devised and updated with staff.

Selected pupils identified for support and development may need assistance in following areas:

- Regulation of emotions and attention
- Modulation of anxiety
- Fine motor skills and perceptual skills (to write, type and and manipulate using hands)
- Gross motor skills (running, jumping, kicking, throwing)
- Motor planning ability (to arrive at a point at the same time as a football in order to kick it, to sense how hard to press when writing, to move food around in their mouth to chew and eat neatly)
- Support with eating habits
- The ability to move across the midline with eyes, arms and legs to enable reading, writing and physical activity)
- Improving Sensory processing and filtering
- Developing age appropriate social skills
- Strengthen trunk stability (required to sit for learning)

### **Speech and language therapy (SaLT)**

We recognise that young people with autism have a difficulty with language and communication skills, including social communication. This is recognised within the DSM-5 diagnosis. The role of a speech and language therapist is to promote the speech, language and communication development of our pupils, ensuring that each pupil achieves their full communicative potential.

The ability to use language and communicate with others differs from individual to individual, so there is an emphasis on ensuring effective individual communication systems. It is essential that pupils with difficulties are not left to struggle. Helping to communicate more effectively, in turn, helps to facilitate progress, not only at school, but also in the community.

Assessment is an integral aspect of practice and supports teaching and learning. A speech, language and communication profile is created through informal and formal assessments, these identify strengths and needs of each pupil.

Programmes are written to address areas of difficulty such as;

- Understanding of language
- Expression of language
- Grammar
- Semantics
- High-level language skills such as sequencing and word finding
- Attention and listening skills
- Auditory short-term memory
- Play skills

- Social use of language
- Speech

The speech and language therapist works alongside classroom staff to provide one-to-one advice and support with approaches being integrated into the classroom. Due to the diagnostic nature of Speech and Language therapy, progress and targets are regularly reviewed and targets incorporated into personal programmes.

Autism-specific frameworks such as SCERTS are used consistently to promote opportunities for developing communication through use of visual and transactional supports that have independence and emotional regulation as key aims.

### **Social, Emotional and Mental health**

The National Autistic Society states “Even though mental illness can be more common for people with autism than in the general population, the mental health of people on the spectrum is often overlooked.”

Typical areas of mental health we commonly see in people with autism are;

- **Anxiety disorders** are common amongst people with autism. Approximately 40% will suffer from one anxiety disorder at any time, compared with up to 15% in the general population. Linked to this can be depression.
- **Obsessive Compulsive Disorder** is an anxiety disorder. OCD occurs in about 2-3% of people who don't have autism and is more common in people with the condition. OCD can be distressing, exhausting and can get in the way of everyday life for the person who has it and their families. There are two main parts to OCD: obsessions (thoughts) and compulsions (behaviours). OCD can be overlooked in people with autism as it may be mistaken for repetitive behaviour.
- **Depression** are feelings that last for more than a few weeks and get in the way of day-to-day functioning. Approximately 20% of the population will experience a period of depression but it is even more common in people with autism. All people with depression may have difficulty sharing their thoughts and feelings. But because people with autism can have difficulty labelling their feelings, it can be especially hard to communicate symptoms or concerns.

We work closely with the LA Educational Psychologists (EP) and CAMHS teams to ensure appropriate packages of support are implemented for pupils who require it. We commission EP services through the traded offer. Where possible, provision will be within the school setting to ensure a consistent approach. As part of our school's Multi Agency Group (MAG) team, pupils who do present with concerns are discussed and specialist referrals are considered. The MAG meetings are held every 4 weeks in school and attended by representatives from social care, CAMHS, MDT, pastoral and DSL lead.

Social Communication and Emotional Regulation form part of our SCERTS planning and every pupil has targets identified on their PSP. Additional intervention groups such as social skills and clubs are run where the need is identified.

### **Trauma Informed Practice**

Trauma-informed practice is central to creating a safe, supportive, and nurturing environment for all pupils. Recognising the complex emotional and sensory needs of our pupils, we embed trauma-informed approaches across every aspect of school life to promote wellbeing and positive behaviour.

Our commitment to trauma-informed practice is reflected in our ongoing professional development for staff, ensuring all adults understand the impact of trauma on learning, behaviour, and relationships. This knowledge shapes how we interact with pupils, focusing on empathy, patience, and consistent routines that foster trust and security.

We integrate trauma-informed principles into our behaviour support strategies, refining Positive Support Plans (PSPs) to be more responsive and impactful in addressing individual pupil needs. This approach helps us to reduce distress and prevent escalation, promoting emotional regulation and resilience.

The school-wide culture champions a trauma-sensitive mindset, where staff collaborate to recognise triggers and adapt teaching and support accordingly. This is complemented by a curriculum and pastoral provision designed to empower pupils, build their social communication skills, and prepare them for adulthood with confidence.

By embedding trauma-informed practice, The Grove ensures that every pupil feels valued, understood, and supported, enabling them to thrive academically, socially, and emotionally in a safe and inclusive environment.

Our pastoral lead is a qualified practitioner and delivers training and support to the wider school team. The school follows the THRIVE model as a framework to support the social and emotional needs of pupils, it has 3 trained practitioners on site. Founded on developmental building blocks this seeks to address and support some of the gaps that may arise as a result of attachment difficulties or other types of trauma.

## **SECTION 3**

### **Approaches**

#### **A graduated approach to SEND support**

The needs of the individual pupil are provided for through initial assessment, based on the priority, long-term goals identified on the EHCP. A Personalised Learning Plan is written for each pupil and reviewed termly. The PLP document provides information that is used as evidence for progress reporting at the annual review.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to our learner's SEN. The Grove regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of autism and other SEND encountered at the school.

#### **Learning Environment**

The school strives to provide an autism friendly, total communication environment.

The School has a duty under the SEND Code of Practice (2014) to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling
- Homework
- Interaction with peers
- Assessment
- School discipline
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

### **Curriculum Access**

At The Grove, all pupils have an entitlement to have their special educational needs fully met. All pupils receive a broad, balanced and relevant education following the National Curriculum; in instances this may be modified to meet each pupil's individual needs. The school provides different pathways for pupils so their academic abilities can be tailored to and aspirational outcomes can be worked towards. Every pupils' contribution to our school is valued and the diversity of culture, religion and intellectual style is welcomed.

We recognise that the needs of individual children are different and this demands flexibility of provision. To ensure that we are able to meet the needs of all pupils we aim to provide a creative and effective provision, by working in close consultation with parents, carers, class teachers, social services and health. We include work with children and young people themselves through a person centred planning process to establish an education plan which outlines individual targets and takes account of their strengths, needs and interests.

### **Staff duty to meet children's SEND and Promote Inclusion**

All staff must ensure all pupils receive effective support and their entitlement to full access to the curriculum. The Grove staff are skilled, with expertise in working with pupils with special educational needs and autism, and have a duty to promote inclusive practice wherever possible. We do this through curriculum and enrichment activities and provide experiences for our pupils within our school, within other settings such as college and partner mainstream schools (where appropriate). When required our staff team can be called upon to share best practice and support our mainstream school colleagues in particular, across our Trust.

### **Target Setting - Short Term and Towards Adulthood.**

At The Grove we believe that all pupils can learn and should have access to a broad, balanced and relevant curriculum, designed to meet their individual needs, which enables them to be included successfully in a learning process leading to educational progress and the development of independence, life and social skills.

All pupils have a tracked set of targets which is at the heart of their learning pathway and identify;

- The short-term SMART targets set for the child.
- The strategies and resources to be used.
- A review which monitors progress and helps to set new targets
- When the plan is to be reviewed.

Written and evaluated by the class team and wider professionals targets include;

- EHCP objectives
- Academic targets in core curriculum areas
- SCERTS targets
- Life Skills towards adulthood targets

All targets are shared with pupils and their parents/carers at regular intervals through Pupil Progress Meetings and Parent consultations once at term. Class teachers ensure that pupil targets are communicated to other staff across the school.

Targets are written from the EHCP and are tracked on the PLP document which allows teachers to track and evidence progress. This progress is reviewed each term or as targets are achieved.

### **Pen Portraits**

Pen portraits are a person centred overview of a pupil and form part of the PSP.

They include:

- You need to know this about me (including medical information)
- How I communicate and any support I need

- What I find easy (including likes)
- The people important to me
- How best to support me, transnational supports
- What I find difficult (Including dislikes)
- My dreams & aspirations/Other information

### **Wellbeing Plans**

At The Grove we recognise that behaviour is not a special educational need, rather a communication. Many of our pupils require support to regulate their emotions and resulting behaviours. Where necessary, pupils have a wellbeing plan that outlines strategies for that individual so they are supported in a consistent and coordinated approach by all staff working with them. When devising a plan, all staff involved with the pupil, including outside agencies and parents, contribute to the writing of the plan which is then shared with all relevant persons. For those pupils who required additional plans such as risk assessments and a personal intervention plan, these form part of the wellbeing plan. All such plans and documents form part of the pupil's PSP.

### **Monitoring Progress and Intervention**

The headteacher monitors progress termly through the collection of academic data, this data is evaluated and verified during the pupil progress meetings. It is here that any short falls in progress are identified and staff plan out and map out appropriate intervention plans. Data is presented to the Governors within the KPIs.

The Grove has a therapy referral process, whereby staff can refer pupils with particular needs to the multidisciplinary team of therapists. This includes SALT, OT, music and art therapy.

### **Supporting pupils at school with medical conditions**

The Grove recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

For further information about how we support pupils with medical conditions, please refer to the First Aid, Health and Safety and medications policy.

## **SECTION 3**

### **SUPPORTING PUPILS AND FAMILIES & MEASURING OUTCOMES**

#### **Professional Support**

Our professional multidisciplinary team includes speech and language therapy, occupational therapy and psychotherapy. Visiting professionals linked with the school include an educational psychologist, CAMHS, advisory teachers and social care teams amongst other professionals.

#### **Views of Parents and Carers**

As a school we believe that parents / carers have a vital role in supporting their children's education so that it is important that the views of parents / carers are taken into account and the wishes of the pupils are listened to. Communication is facilitated through the home school book, weekly emailed news, half term curriculum newsletter, parent liaison team, home visits, termly meetings, open door policy, parent training sessions and email correspondence with teachers.

Parents and carers are expected to support strategies and practise with a heavy emphasis on partnership working, a home school agreement supports this. We attempt to resolve any worries and concerns immediately and initially via the class teacher and parent/carer.

*If in circumstances where there is any claim for unlawful discrimination (under SENDA) it must come from the parent or carer not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance policy. However, parents and carers do have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.*

### **Annual Reviews**

All EHCPs must be reviewed at least annually with the parents or carers, the pupil, the LA and the school. All professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the document. The annual review takes a person centred approach and focuses on aspirations and achievements as well as on any difficulties that need to be resolved. The school is responsible for the co-ordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review.

Long term objectives that are outlined within the EHCP are reviewed with input from all persons and professionals working with the child.

Prior to the review the follow documents are completed:

- The school / teacher progress report
- Any data information relevant to the pupil
- The parent / carer contribution document
- The pupil's contribution document
- Therapy reports or other professional reports
- For year 9 and above; a transition towards adulthood document
- The review document which details the annual review discussion

The school will complete the annual review paperwork and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting. Proposed amendments will be included within this.

### **Transitions**

The Grove recognises the benefits of successful transition into our school. We ensure every pupil has a personalised transition plan drawn up to reflect their needs this involves a range of internal and external professionals in liaisons with families.

We have a transition policy that highlights the processes and procedures to guide transitions both into school, within school and from school to College and other educational establishments. At minimum we provide:

- Prior to admissions we nominate a key person to lead the process
- A series of transitions are arranged to the pupil's current setting where observations and meetings take place to gather as much information as possible.
- We will meet with any involved professionals
- Where possible we will attend the pupil's annual review
- A transition plan will be put together to reflect the individual's needs
- Prior to pupils moving to a new class, families will meet the new class teacher
- Time will be allocated in school for a teacher handover
- New staff working with the pupil will meet with the current class team
- The pupil will be provided with the support mechanisms to make the transition easier, such as a social story.
- A transition plan will identify when the pupil will visit their new class in the summer term so they are prepared for September.
- From year 9 there will be careers advice offered and support offered about "next steps"

For our sixth form pupils, we offer a curriculum that focuses on developing life skills and becoming independent, gaining skills towards adulthood. This is supported through accessing the local community, college and work experience. Transition is discussed with the pupil and the families about destinations and next steps.

### **Exams**

Exams are coordinated and overseen by the school's exam officer who is the assistant head. Access arrangements are implemented in line with school policies.

The Grove has a legal duty under the Equal Opportunities Act (2010) to anticipate the needs of disabled and SEN pupils and to make all reasonable adjustments to meet their needs. The Grove also has a duty to promote equality of opportunity and to assess the impact of all of its activities on disabled people, including all aspects of teaching and assessment.

Any accessibility difficulties experienced by individual disabled pupils are taken into account and an alternative method is provided where necessary.

Some candidates may be granted additional time to complete an assessment, and the facility to operate an assessment for a single person in an alternative room may be required. Pupils and staff will be made aware of who has what access arrangements prior to the exams taking place. The Grove will ensure that sufficient work stations are available, including at least one spare room in case of emergency.

## **SECTION 4**

### **MONITORING AND EVALUATING SUCCESS**

The Grove regularly and carefully monitors the success of the provision offered to its pupils. We sample parent and carer views at regular points during the year, as well as at the annual review and we invite pupils to do the same. The SLT has an open door policy to pupils and regular feedback through the school council is considered. We invite pupils to make comments (anonymously if they choose) about any school related issues.

A regular quality assurance cycle gives us an active process of continual review and helps us understand what needs to improve so that we can ensure equal access for all (see appendix 2). From our feedback and evaluation processes we plan staff training and intervention accordingly.

### **Training and Resources**

Every member of staff is trained to a core standard so they are able to support our pupils effectively. These are outlined in section 1 of this document.

In order to maintain and develop the quality of our provision and teaching so that it continually responds to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, both onsite and offsite. We plan for staff training needs through the performance management process, as well as through teaching observations and school quality assurance. Regular training sessions as well as INSET days are set aside for training. We have a comprehensive induction program for new teachers that covers aspects of autism and SEN teaching and learning.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the key staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Class sizes are small, typically between 8-10 pupils in a class with one teacher and 2-3 learning support assistants.



Specialist equipment and resources are tailored to meet the needs of each individual and are outlined within their PSP. For example a Proloquo2 device to support communication.

## SECTION 5

### COMPLAINTS AND SUPPORT SERVICES

The Trust has a robust complaints system which The Grove adopts. We ensure this system is robust and deals effectively with issues raised by parents and carers. Complaints can be made to the Headteacher, Lucia Santi, in the first instance, either by writing or emailing to the main school address.

Parents and carers can contact the Special Educational Needs and Disability Advice and Support Service (SENDIASS) at Haringey Markfield for support in this process.

Haringey SEND Information and Advice Support Service: 020 8802 2111

Family Support Team: 020 3667 5233; email: [familyadmin@markfield.org.uk](mailto:familyadmin@markfield.org.uk)

### Publishing & Dissemination

The School SEND information report will be published on the school website and stored on the school's drive.

The Report will be presented to the Local Governing Body at its second meeting of the school year to be held on 20th November 2025.

Any person who requires access to the SEND Information report should contact the school and an accessible format will be provided.

### Date of next review

The SEND information report will be updated annually or before if there are changes during the academic year. The next review will be in November 2026.

## Appendices

### *Appendix 1*

#### **Definition of special educational needs (SEN)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

### *Appendix 2*

## Equality of Access for ALL Document

<b>Information in Classrooms</b> <ul style="list-style-type: none"> <li>● Pupil Folders</li> <li>● Pupil Targets</li> <li>● Communication Walls</li> </ul>		
<b>ALL pupils at The Grove will have at all times access to Whole Class Strategies and Provision.</b>	<b>SOME pupils at The Grove will have Additional Integrated Support.</b>	<b>A FEW pupils at The Grove will have Bespoke, Individualised and Personalised Programmes.</b>
<b>Environment</b> <i>Clutter free, low arousal</i> <i>Structured and predictable</i> <i>Timetables</i> <i>Now and Next Boards</i> <b>Communication</b> <i>Access to total communication</i> <i>SALT universal input</i> <i>Signing</i> <i>Communication wall</i> <i>Visual &amp; Symbol supports</i> <i>Identification on PSP</i> <b>Positive Behaviour Support</b> <i>Positive reinforcement</i> <i>Access to rewards systems</i> <i>Identification on PSP</i> <i>School rules</i> <i>Structured and routine systems</i> <b>Curriculum Access</b> <i>Structured Teaching using the TEACCH approach</i> <b>Semi-Formal:</b> <i>Access to curriculum links in medium term planning</i> <b>Formal:</b> <i>Structured teaching and learning</i> <i>Targets identified on PSP</i> <i>Thematic learning</i> <i>Life Skills learning towards adulthood</i> <i>Knowledge and application of skills</i> <i>Enrichment via clubs</i> <b>Physical / Sensory</b> <i>Access to sporting activities</i> <i>OT Universal support</i> <i>Sensory profiling</i> <i>Access to sensory box</i> <b>Resources</b> <i>Skilled support from well-trained support staff</i> <i>Visuals</i>	<b>Environment</b> <i>Use of shared workstations</i> <b>Communication</b> <i>Individual communication systems</i> <i>SVN Communication</i> <i>Individual task boards</i> <i>Attention Autism</i> <i>Colourful Semantics</i> <i>SmiLE Therapy</i> <i>Lego Therapy</i> <i>VERVE Therapy</i> <i>Talking Mats</i> <i>Social Skills Intervention Groups</i> <b>Positive Behaviour Support</b> <i>Positive BSP</i> <i>Intervention supports such as break cards or 5-point scale.</i> <i>Home Visit or support from the pastoral team.</i> <b>Curriculum Access</b> <i>1:1 support for PSP Targets</i> <i>Academic intervention groups</i> <i>In task schedules</i> <i>Sensory interventions such as movement breaks and sensory circuits.</i> <i>Inclusive lessons with mainstream peers</i> <b>Physical / Sensory</b> <i>OT Indirect support</i> <i>Quiet areas for de-escalation</i> <i>Sensory Programmes</i> <i>Additional movement breaks or heavy workouts built into learning time</i> <i>Specific equipment such as weighted jacket</i> <b>Resources</b> <i>Technology curriculum access equipment with specific Apps</i>	<b>Environment</b> <i>Individualised work stations</i> <b>Communication</b> <i>SALT direct input</i> <i>Personalised communication programme</i> <i>Intensive Interaction</i> <i>PECS</i> <b>Positive Behaviour Support</b> <i>Data and evidence analysis feeding into BSP</i> <i>Regular discussions with staff</i> <i>Block of home liaison support offered</i> <i>Individualised support programme monitored regularly and shared with staff</i> <b>Curriculum Access</b> <i>Personalised Learning programme</i> <b>Physical / Sensory</b> <i>OT direct input</i> <i>Targeted sensory programmes</i> <b>Resources</b> <i>Individualised communication aids</i> <i>Specific equipment required</i> <b>Safeguarding and Well-Being</b> <i>TAC or TAF support</i> <i>SPA</i> <b>Assessment</b> <i>Individual tracking for academic, personal and emotional development reviewed with forward planning.</i> <i>Sharing of information by all staff</i> <i>MDT input with therapy support across the day.</i> <b>Risk Management</b>

<p><i>Calm rooms and sensory rooms</i> <i>Schedules</i></p> <p><b>Safeguarding and Well-Being</b> <i>Identification on PSP</i> <i>Staff training</i> <i>PHSE teaching embedded covering staying safe</i> <i>Support adjusted to level of need</i> <i>Consistent approaches to address pupil understanding</i> <i>Well-being week</i> <i>Targeted approaches to emotional regulation</i> <i>Training for parents</i></p> <p><b>Assessment</b> <i>Regular evaluation of learning through data and PSP</i> <i>Termly parent consultations</i> <i>Pupil progress meetings</i></p> <p><b>Risk Management</b> <i>Education visits an curriculum risk assessments</i> <i>Whole school risk assessments</i></p> <p><b>Medical</b> <i>Access to school nurse and sexual health clinic</i></p>	<p><i>1:1 staff support to enable access</i></p> <p><b>Safeguarding and Well-Being</b> <i>MyConcern tracking</i> <i>CAMHS referrals</i> <i>EP Support</i></p> <p><b>Assessment</b> <i>Intervention tracking</i> <i>Therapy Tracking integrated into daily learning</i> <i>SCERTS assessment and tracking</i></p> <p><b>Risk Management</b> <i>Visit risk assessments</i> <i>Focuses discussion with staff teams</i></p> <p><b>Medical</b> <i>Access to school nurse</i></p>	<p><i>Physical intervention plans (PIP)</i> <i>Additional staff allocations</i> <i>Individual risk assessment</i> <i>Involvement of EP or CAMHS</i> <i>Training for staff</i></p> <p><b>Medical</b> <i>Access to trained nurse to manage care plans</i> <i>Emergency medication available and trained staff to administer</i></p>
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### Appendix 3

<b>THSL ABILITY TO MEET NEEDS NOW AND IN THE FUTURE</b>			
<b>ACCESSIBILITY STRATEGY AND PLAN</b>			
<b>Disability</b>	<b>Current capability</b>	<b>Action required/Summary</b>	<b>Completion date</b>
All SEN	Class teachers are aware of how to raise specific concerns. Admissions of new pupils through taster sessions, liaison with families and professionals and records checking identifies needs. Induction package for new staff.	On-going training for staff in understanding and accommodating a range of difficulties as a result of autism and related SEN	Continual In line with School calendar, performance management, school evaluation and changing needs of pupils.

Autism	Highly skilled staff with a strong understanding of the field of autism. Recognised through achievement of Autism accreditation. The school has an extensive MDT team which includes; SaLT, OT and therapy assistants	A continuous drive to be innovative in practice and approaches in the field of autism research and development.	On-going
ADHD Dyslexia, Dyscalculia Dyspraxia OCD etc	Specialist staff support the teaching and learning of this group of learners We draw on the advice and expertise from our EP services.	To maintain professional development for staff and to keep up to date with current practice, theories and understanding. Develop training inlines with individual needs of pupils.	On-going training for all staff
Hearing impairment	No specific BSL. Some staff are able to use makaton and PECS.	On admission the school would agree to the provision of an LSA who may sign for the child. Hearing enhancement equipment would need to be purchased and training for specific staff would be needed. Links with Blanche Nevile School for support.	As required
Vision impairment	None. For parents and carers who require enlarged print, the school can provide this.	For mild vision disabilities the school may be able to support a child with an LSA, by careful classroom seating arrangements and by adapting resources and the environment.	As required
Speech impairment	The school has a Speech and Language Therapist and SaLT assistant. IT provision will help to give access	Additional training for staff from SALT	As required
Poor manual dexterity	The school has an Occupational Therapist and OT assistant. Advice from MDT. Access to laptops as a writing tool. Scribes available for some examinations	Linked OT for fine motor skills advice	Training for staff from OT on-going and on needs basis
Poor physical mobility	Lift access available to all floors. For parents and carers, meeting rooms are available downstairs. Disabled toilets are accessible.	Some room layouts would need to be adapted to accommodate equipment. Support from physiotherapy in equipment and environment adaptations.	Training for staff as required

<p>SEMH</p>	<p>The school works in partnership with the local CAMHS team.</p> <p>Music and Art therapy are delivered in school.</p> <p>Pastoral team supports wellbeing.</p> <p>PBS is embedded throughout the school.</p> <p>The THRIVE model supports social and emotional development.</p> <p>The school adopts a trauma informed approach to support its pupils where required.</p>	<p>Look to implement the THRIVE approach to support emotional and social development.</p> <p>Include full MDT in the MAG meetings to encompass complete joined up working.</p>	
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**Appendix 4**

EHCP Planning as identified within the PLP. Appendix shows an extract from one term which is repeated across Autumn, Spring and Summer.

Personal Learning Plan <span style="background-color: yellow;">XXXXXXXXXX</span>		Communication Stage: <i>(Add SAP Link Here)</i>	
Start Date:	End Date:	Current Year Group:	
Everyday Transactional Supports:			
EHCP Outcome for Cognition and Learning:			
EHCP Outcome for Communication and Interaction:			
EHCP Outcome for Social, Emotional and Mental Health:			
EHCP Outcome for Sensory and Physical:			
EHCP Outcome for Self Care and Independence:			
Transition Plan Towards Adulthood (From year 9+) <i>(Add Transition Plan Link Here)</i>			

(\*To start from the date of the Annual Review) **TERM 1 Date Range:**

Cognition and Learning	
<b>Cognition and Learning Small Steps Target:</b>	<b>Term 1 Target Met / Not Met</b>
Where and when will this target be addressed?	Transactional Supports that will be implemented to support progress towards small steps target
<b>End of TERM 1: Teacher Summary for Cognition &amp; Learning (Strengths and Challenges)</b>	

Communication and Interaction <i>(Add SAP Link Here)</i>	
<b>Communication and Interaction Small Steps SCERTS Target:</b>	<b>Term 1 Target Met / Not Met</b>
Where and when will this target be addressed?	Transactional Supports that will be implemented to support progress towards small steps target
<b>End of TERM 1: Teacher Summary for Communication &amp; Interaction (Strengths and Challenges)</b>	

Social, Emotional and Mental Health <i>(Add SAP Link Here)</i>	
<b>Social, Emotional and Mental Health Small Steps SCERTS Target:</b>	<b>Term 1 Target Met / Not Met</b>
Where and when will this target be addressed?	Transactional Supports that will be implemented to support progress towards small steps target
<b>End of TERM 1: Teacher Summary for Social, Emotional and Mental Health (Strengths and Challenges)</b>	

Sensory and Physical	
<b>Sensory and Physical Small Steps SCERTS Target:</b>	<b>Term 1 Target Met / Not Met</b>
Where and when will this target be addressed?	Transactional Supports that will be implemented to support progress towards small steps target
<b>End of TERM 1: Teacher Summary for Sensory and Physical (Strengths and Challenges)</b>	

Self Care and Independence	
<b>Self-care and Independence Small Steps Target:</b> * Activities, Assessment and Progress can be seen in the Life Skills Progression Map: <i>Add Life Skills Map Here and Add Towards Adulthood Plan Here</i>	<b>Term 1 Target Met / Not Met</b>
<b>End of TERM 1: Teacher Summary for Self Care and Independence (Strengths and Challenges)</b>	

<b>Name of Teacher Completing the EHCP Target Plan Summary for Term 1:</b>	<b>Date:</b>
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## Personal Support Plan (PSP)

<b>Pupil A</b>  DOB: Year Group: Class: PBS Plan: Staffing: PIP/RA: Completed by: On:	<b>You need to know this about me (inc. medical):</b> <ul style="list-style-type: none"> <li>Put in key information about the pupil that staff need to know. This may include:</li> <li>Diagnosis</li> <li>Medical needs</li> <li>Medications</li> <li>Allergies</li> <li>Past experiences or school history</li> <li>Family needs</li> <li>Toileting or self-care needs</li> </ul>	
<b>How I communicate and any support I need:</b> <ul style="list-style-type: none"> <li>Identify how the pupil communicates across the day</li> <li>Identify their expressive communication strengths and needs</li> <li>Identify how best to communicate with the pupil</li> <li>Identify their receptive communication strengths and needs and how best to explain things to them</li> </ul>	<b>What I find easy (inc. likes):</b> <ul style="list-style-type: none"> <li>What activities, rewards and motivators do they use and like</li> <li>What curriculum activities do they engage in</li> <li>Are there certain tasks and learning styles they prefer</li> </ul>	<b>The people important to me:</b> <ul style="list-style-type: none"> <li>Are there family members that are important to them</li> <li>Do they have peers or staff members they prefer to be with</li> <li>Are there medical professionals that support them</li> </ul>
<b>How best to support me, transactional supports</b> <ul style="list-style-type: none"> <li>Describe the transactional supports the pupil needs to be successful every day:</li> <li>What schedules do they have</li> <li>How do you support them understand the routines of the day</li> <li>How do you support their sensory needs</li> <li>What reward charts or motivators do they have</li> <li>Do they use social stories</li> <li>Are certain styles of interaction effective for them</li> </ul>	<b>What I find difficult (inc. dislikes):</b> <ul style="list-style-type: none"> <li>Are there certain activities they avoid</li> <li>Do they dislike certain things in class or the wider school environment</li> <li>Are there activities or people they avoid</li> <li>Do they find certain subjects or task difficult</li> </ul>	<b>My dreams &amp; aspirations / Other Information:</b> <ul style="list-style-type: none"> <li>Are there certain things they want to do in the future</li> <li>Do the family have certain wants or desires for the pupil</li> </ul>

### My Current Wellbeing and Behaviour Focus

This is a 'live' document that the class team and other professionals will fill in as needed to ensure there is an agreed consistent approach to any current challenges. The aim is to ensure we are all actively planning for behaviour/wellbeing concerns. Not every pupil will have information in this segment. Hopefully this segment will enable staff to get a quick overview of how to support a current area of concern. This may help subject specialists or in areas where pupils are moving between teachers.

Date	Current challenges	Function of behaviour	Early warning signs	Active de-escalations strategies	Form of most concerning behaviour	Reactive safety strategies
	Describe the current challenge for the pupil; what are they struggling with?	What is the hypothesis around why the pupil is doing this? Think: Sensory Escape Attention Tangible Pain And Distress	What are the warning signs that the pupil is starting to struggle? Think: Noises Actions Movements Phrases	What strategies should you immediately put in place to support the pupil to regulate?	How does the behaviour escalate? What does the pupil do? What is the form of their most concerning behaviour?	What strategies should you use to support the pupil and potentially make the situation safe?

My Wellbeing Plan

Using the Zones of Regulation describe the behaviours and transactional supports to be implemented.	
<b>Blue Zone</b>	Low Level Support: Information about how to know I am becoming somewhat under-aroused and need low level support to re engage.
How I might express myself	
Possible triggers and frequency	Triggers Frequency
What am I communicating?	
How you need to respond	
<b>Green Zone</b>	Low Level Support: Information about how to help me keep regulated.
How I might express myself	
Possible triggers and frequency	Triggers Frequency
What am I communicating?	
How you need to respond	
<b>Yellow Zone</b>	Medium Level Support: Information about how to help me self or mutually regulate
How I might express myself	
Possible triggers and frequency	Triggers Frequency
What am I communicating?	

How you need to respond	
<b>Red Zone</b>	High: Information about how to know I am entering crisis and need a high level of support
How I might express myself	
Possible triggers and frequency	Triggers Frequency
What am I communicating?	
How you need to respond	

Is a Physical Intervention Plan (PIP) Required?	YES	NO
<p>Details of my PIP ( Please outline the PI strategies identified for this student)</p> <p>If Bailey is presenting a risk to both himself and others then the following Team Teach physical intervention may need to be used by trained members of staff:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Caring C</li> <li><input type="checkbox"/> Friendly Hold</li> <li><input type="checkbox"/> Single Elbow</li> <li><input type="checkbox"/> Figure of Four</li> <li><input type="checkbox"/> Double Elbow</li> <li><input type="checkbox"/> Physical Intervention to chairs</li> <li><input type="checkbox"/> One person double elbow</li> </ul>		

Names of those involved in partnership working	Date and signature to confirm partnership working
Name of person(s) completing PIP:	
Name of Parent / Carer:	
Name of SLT:	
Name of Student (If applicable):	



**My Risk Assessment (If there is a PIP)**

Name:	
Year Group	
Name of School:	
Risk Assessment Undertaken By:	
Other individuals involved in risk assessment:	

Background information:

What health and safety hazards arise or could arise from the behaviour of this pupil? (include triggers, time of day, and any pattern to behaviour)

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place			
		L	M	H			L	M	H	

List any activities which *cannot* be safely managed, as far as it is possible to foresee?

Assessment completed by:                      Signed:  
 Date of assessment:                              Review date:

\* NOTE: Risk assessments should be carried out by a suitably competent person, who has received an appropriate level of training and guidance prior to fulfilling this function.

**My Transition Plan Towards Adulthood (Completed from Year 9+)**

TARGET AREAS	Key Milestones are for each phase.			
	BY 14 YEARS	BY 16 YEARS	BY 19 YEARS	BY 25 YEARS
Academic				
Good Health & Wellbeing				
Independence & Living				
Friends, Relationships & Community				

Employment				
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Appendix 5

**EHCP Target Plan Progress Report for the Annual Review**

<b>Name of Pupil:</b>	<b>Year Group:</b>
<b>Date of this Annual Review:</b>	<b>Date of Last Review:</b>
<b>What is important to the pupil now and in the future?</b>	
<b>What is currently working well? Strengths and Achievements?</b>	
<b>What is currently not working well? What needs to Change?</b>	

<b>Section 1. Cognition and Learning</b>			
<b>Small Steps Targets Progress assessment for Each Term</b>  <i>Key: (Not Met / Met)</i>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Summary of Progress towards the Outcomes, including strengths / difficulties</b>			
<b>New Proposed Long Term Outcome (if the EHCP outcome is no longer appropriate)</b>			
<b>Next Small Steps Target for Personal Learning Plan (PLP)</b>			

<b>Section 2. Communication and Interaction</b>			
<b>Small Steps Targets Progress assessment for Each Term</b>  <i>Key: (Not Met / Met)</i>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Summary of Progress towards the Outcomes, including strengths / difficulties</b>			
<b>New Proposed Long Term Outcome (if appropriate)</b>			

**Next Small Steps Target for Personal Learning Plan (PLP)**

<b>Section 3. Social, Emotional and Mental Health</b>			
<b>Small Steps Targets Progress assessment for Each Term</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<i>Key: (Not Met / Met)</i>			
<b>Summary of Progress towards the Outcomes, including strengths / difficulties</b>			
<b>New Proposed Long Term Outcome (if appropriate)</b>			
<b>Next Small Steps Target for Personal Learning Plan (PLP)</b>			

<b>Section 4. Sensory and Physical Development</b>			
<b>Small Steps Targets Progress assessment for Each Term</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<i>Key: (Not Met / Met)</i>			
<b>Summary of Progress towards the Outcomes, including strengths / difficulties</b>			
<b>New Proposed Long Term Outcome (if appropriate)</b>			
<b>Next Small Steps Target for Personal Learning Plan (PLP)</b>			

<b>Section 5. Self Care and Independence</b>			
<b>Small Steps Targets Progress assessment for Each Term</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<i>Key: (Not Met / Met)</i>			
<b>Summary of Progress towards the Outcomes, including strengths / difficulties</b>			
<b>New Proposed Long Term Outcome (if appropriate)</b>			
<b>Next Small Steps Target for Personal Learning Plan (PLP)</b>			

Summary	YES / NO / NA
Do the outcomes in the EHCP remain appropriate?	
Has a Transition towards adulthood review taken place? <i>(For Year 9-10-11-12-13-14 Pupils)</i>	
Has a transition plan towards adulthood been agreed and shared?	
Teacher Summary	
SLT Comments <i>(Signed and Dated)</i>	

Name of Person Completing Report	Role:	Date:
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