



Special Educational Needs (SEN) Policy

	Responsible Person	Date
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Person Responsible:	Deputy: Mrs Linda Newton Governor for SEN: Lesley Howes
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Parent Consultation:	See above
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This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin, and to enable equality of access to the curriculum in an environment where every student is valued and respected.



Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

Children and Families Act and SEND Code of Practice 0-25 (2015)

Statutory Guidance on 'Supporting Pupils at School with Medical Conditions', April 2014

Grove House School documents including: Safeguarding Policy, Accessibility Plan, Behaviour Policy, Anti-Bullying Policy, Curriculum Policy

This policy will be reviewed annually.

Beliefs and Values around SEN

Grove House School is a specialist provision for pupils with Speech, Language, and Communication Needs (SLCN). All pupils have an Education, Health and Care Plan. Pupils at Grove House may have a range of diagnoses including ASD, SLI, ADHD, dyspraxia, cerebral palsy and various other syndromes, but for each, SLCN is the most significant issue within their diagnosis.

Grove House School aspires to cater for the complex range of needs of each pupil. A flexible, individualised approach informed by a specialist knowledge of pupils' primary *and* additional needs will offer all pupils the same opportunity to engage with learning. The school understands that pupils with SEN require a broad curriculum to address their additional needs. It has set core outcomes for pupils that address pupils' academic, therapeutic and social and emotional development, representing appropriate priorities for its pupils' SENs.

Grove House School seeks to reflect best practice and draw on up-to-date research in all aspects of its provision, through its contacts with other special schools and SEN academics. The school recognises that SEN pupils require a safe and supportive community where they are valued, understood and have an appropriate peer group.

Aims and Objectives

Grove House School aims to achieve the following core outcomes for all of its pupils:

1. High levels of aspiration and achievement in all areas of learning leading to places in FE, HE, apprenticeship schemes and employment as appropriate for each learner
2. Excellent and demonstrable progress in pupils' speech, language and communication through the highest quality education and therapy
3. Pupils to be prepared for an independent life with effective social skills and good emotional well-being

In order to achieve the above, the school supports its pupils' special educational needs



in the following overarching ways:

Grove House School offers a triple-stranded curriculum to targets pupils' academic, therapeutic and social and emotional needs. This is delivered by a team of teaching and therapy professionals who work collaboratively to devise and deliver lessons as well as monitor and assess progress.

Personalised interventions are used to target pupils' target areas in daily time-tabled sessions (Form Time). These highly-focused initiatives enable a range of issues that could limit progress to be addressed such as dyslexia, working memory, auditory processing.

All staff are trained in a broad range of needs associated with the intake of pupils in order to ensure they remove all barriers to learning and provide appropriate support. Staff employ a number of specialist teaching strategies to support the delivery of the curriculum to pupils with SLCN, including:

- Modified language
- Cross-curricular links
- Direct pre-teaching of vocabulary using a multi-sensory approach
- Signing and multi-sensory support
- Visual supports
- Over-learning and slower pace
- Auditory Memory
- Social Skills

The school has high expectations of all pupils and understands that the support it offers for pupils' special educational needs is the link to success in all areas of the curriculum.

Identifying Special Educational Needs

The Code of Practice identifies four broad categories of SEN:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

Pupils at Grove House School may come with a range of co-morbid difficulties crossing all four of the broad categories of SEN outlined above. A range of formal tests and observations carried out by teachers, speech and language therapists and OTs will enable staff to gain further knowledge of each child's diagnosis. The full range of pupils' additional needs have been taken into account in the design of all aspects of the provision and environment.

There are other areas of need that are not necessarily a SEN that may impact on an individual child's progress and attainment:



- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium Grant
- Looked After Child
- Child of Service man/woman
- Behaviour

Robust tracking and monitoring processes mean that issues arising from the above are responded to consistently and in line with the relevant policy or policies, and reasonable adjustments are made to accommodate individual needs (see *Accessibility* below).

A Graduated Approach to SEN Support

At Grove House School SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is called the Graduated Approach and the cycle of 'Assess, Plan, Do, Review' is required by the Code of Practice.

Assess

The pupil is assessed through a range of means or tests to see where they are in relation to their start point and the expected progress to be made.

Plan

A programme of support is planned to ensure that there are targeted outcomes for the work that is completed within the context of the collaboratively delivered specialist curriculum.

Do

The plan is put in place and the focus is clearly on the targets and outcomes.

Review

All interventions are reviewed regularly to ensure that they have met the objectives and that they have had the maximum impact on the pupil. At this point, a decision will be made regarding the next steps for supporting the pupil and the cycle will continue with appropriate adjustments made to targets and interventions.

Teachers are responsible and accountable for the progress and development of the pupils in their class through this cycle. High quality teaching is an essential part of the response to pupils with SEN. The quality of teaching is monitored formally through the staff appraisal process and informally through the collaborative practice model and sharing of practice.

The school forms close working relationships with parents/carers and pupils to provide the most comprehensive support possible for the full range of each child's SEN.



Where appropriate, the school works closely with external support agencies to support the SENs of individual pupils. The school also works with Governors to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEN.

Determining and Managing Pupils' Needs

Pre-entry

Pupils normally enter with an EHC Plan and associated reports, which detail areas of need. The school has a careful assessment process which ensures, as far as possible, that the school is the right provision for each pupil who comes here (see Admissions information and Statement of Provision).

Entry

Comprehensive baseline testing is required on entry to the school to:

- Provide an accurate assessment of the pupils' abilities, allowing future progress to be demonstrated
- Enable teaching and therapeutic staff to set appropriate targets in the three strands of the curriculum
- Provide information on the specific nature of the pupil's SLCN
- Highlight any undiagnosed issues/secondary needs
- Identify appropriate interventions to be followed during form time

The precise format of the assessments used is subject to change as issues might arise that require further investigation and some pupils find it stressful to engage with formal testing. Staff are flexible and use their professional experience to ensure an assessment has been made.

All pupils undergo:

- **Formal speech and language testing.** The CELF-4 standardised test for pupils with SLCN is used. All pupils are assessed in the *Concepts and Following Directions* and *Understanding Spoken Paragraphs* aspects. Pupils are also assessed using the ERRNI (Expression , Reception and Recall Instrument) and where appropriate, the TALC2 (Test of Abstract Language Comprehension 2)
- **Informal speech and language testing.** This includes less formal interactions between the SLT and the child and where appropriate any non-standardised assessments of specific parts of language. This gives the opportunity for discourse analysis not provided by the above
- **Academic testing.** The pupil is asked to carry out informal academic assessments in reading, writing, comprehension and mathematics to check that their abilities are in line with assessment data provided by their previous setting.
- **Reading and Spelling** assessments are administered to all pupils annually.

Pupils may also be referred for:

- **Testing with the OT** - The OT uses systematic observation in a clinical setting to assess the pupils' sensory processing skills, motor skills and manual dexterity. Where necessary, they will use standardised assessments.



Target Setting and Delivery of the Curriculum

The specific support pupils receive is based on the school's ongoing assessment of their needs and the pupil's EHC Plan.

Teachers and therapists are jointly involved in target setting and targets are given for each of the 3 curriculum strands. The targets are discussed and shared with the parent/carer and the pupil. All pupils have a termly set of targets that is reviewed and adjusted on an on-going basis.

Each pupil has a Form Teacher who is responsible for tracking his/her programme during the course of that year and holding evidence of progress towards the targets. The pupils' designated therapist will take responsibility for the same in the therapeutic curriculum. Both will use the school's assessment systems for recording progress.

SEN support is differentiated according to the needs of the pupil. The collaborative way of working means there is constant teacher-therapist communication to ensure the input reflects their changing needs. Staff have joint planning sessions time-tabled to ensure that the needs of the pupils can be planned for, monitored and assessed. Specialist interventions recommended for a pupil are recorded in their Annual Review/EHCP paperwork. Specific time slots on a daily basis are allocated to undertake programmes (normally during Form Time).

Assessments in maths, literacy, language, OT and PSD are carried out prior to Annual Review to give an accurate assessment of progress towards Individual targets.

Pupils' EHCPs are reviewed annually at the Review meeting. The school is committed to providing sufficient time for each meeting so that parents, staff and other professionals involved in the pupil's education and care can discuss progress and plan carefully for the future. The Form Teacher and designated therapist are present, where possible, at each review meeting. Pupils may also be involved in their review when appropriate.

The timetable for the annual review of pupils' EHCPs is drawn up at in advance by the Senior Management Team. This is circulated to all of the relevant agencies so that they can make plans for their involvement wherever appropriate.

If a pupil is not making progress towards their individual targets then the teacher and therapist will confer with Senior Staff to consider whether:

- the target was realistic
- sufficient time was allowed
- the most suitable materials or method of support were used
- relevant and accurate criteria were used to evaluate progress
- other issues have interfered with progress

Suitable adjustments will be made and further interventions put in place. The impact of these changes will be monitored by the teacher/therapist under the supervision of the relevant member of the SMT. Where a pupil is fundamentally unable to engage



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with the curriculum and make progress towards targets over time, it may be appropriate to discuss the placement with the Local Authority.

To ensure that pupils are successfully supported in their placement at Grove House School, external agencies are used appropriately and effectively to help identify and support pupils' needs. Referrals, where appropriate, can be made by the school to the designated Educational Psychologist, specialist services, eg counselling or the Emotional Wellbeing and Mental Health Service (EWMHS).

Supporting Families and Pupils

Working with Families

Effective and excellent communication is a priority at every level and parents/carers of Grove House School pupils are kept fully informed of the provision that is being made for their children. The school believes that working with parents and carers is essential for ensuring that outcomes for their children are understood, met and supported effectively.

Parents and carers are encouraged to contribute to the academic and therapeutic success of their child by reinforcing and extending learning at home. Grove House School encourages this in two main ways:

1. Learning Topics: at the beginning of each term parents are sent information about the topics being taught in each subject.
2. Training: workshops are held to discuss and demonstrate the specialist approaches used by the school to support learning.

The school has regular contact with parents and carers via newsletters, Individual targets and feedback forms, home-school diaries, meetings, parents' evenings and ad hoc communication with staff. Events for parents are held regularly, to encourage parents to spend time at the school and feel part of a supportive community.

The Deputy Head works closely with families in need of extra support. The school plans to recruit a Family Support Worker as the staffing structure grows.

Arrangements for Consulting Pupils

Grove House School is committed to working with its pupils to ensure that their voices are heard and their opinions can shape the provision. The school does this by:

- Involving pupils in setting, monitoring and evaluating their targets
- School Council
- Pupil satisfaction surveys
- Involving new pupils in the creation of a 'My Views' sheet for their Annual Review which details strengths and needs
- Involving transitioning pupils in the creation of elements of the 'Transition Pack' e.g. CVs

Transitions

Grove House School has a range of highly supportive systems and strategies in place



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to aid the smooth transition of pupils into the school, between classes and into their next role/placement.

Pupils who have been offered a place at the school will typically start no sooner than six weeks later in order to prepare the pupil suitably for the change. During this time:

- A member of staff may visit the child in their current placement
- A member of staff will meet with the child's current teacher/learning support assistant
- The child will visit their new class at least twice.
- A senior member of staff will meet with the child's parents
- Grove House School will request formal information from the child's previous school/parents eg medical reports, school reports, assessment data
- A Transition Pack will be provided for the child describing their new school (see below)

In the first few weeks there will be intensive monitoring of the placement, overseen by the SMT. During this period staff will be in close contact with parents. Pupils may occasionally require additional support during this period of adjustment.

The school recognises that for many of its pupils transitions (even positive change) can be daunting and stress-provoking. The school seeks to support parents and pupils by providing them with materials in the form of a Transition Pack which can be used to support their child's understanding of what to expect when they begin attending the school. The pack contains:

- Class name; photo of Form Teacher, speech and language therapist and teaching assistants
- Structure of the day
- Explanation of possible changes and why these might happen
- Visual Timetable
- Photos of key staff members
- Photos of the school building
- School Code of Conduct

Pupils are carefully prepared for transitions between classes and key stages. They spend time with new members of staff and in new classroom environments to reduce anxiety.

A formal transition plan will be drawn up with pupils and parents during their year 9 annual review. Some pupils will plan to remain at Grove House School for key stage 5, others will be prepared for a new placement for year 12. During years 10 and 11, pupils will participate in a number of projects and activities to help prepare them for further study and employment. They will receive, for example:

- Help with the preparation of a CV
- Help with the preparation of a Personal Development Plan
- Mock interviews



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- Travel training to the college/employer
- Practice filling in forms
- Visits to the college/employer with orientation
- Employability lessons
- Intensive careers guidance
- Talks by parents/volunteers/past pupils on different jobs/placements

The school will develop a close relationship with appropriate local colleges and schools, arranging for year 10 and 11 pupils to take part in on-site and off-site events, activities and taster days. They will also work with charities that support pupils with SEN going into employment, for example job coaches.

Pupils and parents are fully involved in the decision making process, receiving guidance from the school's transitions manager and the LA careers service. The annual review six months before leaving the school is used to formalise plans.

This process of preparing pupils for independent life is one of the school's main priorities.

Supporting Pupils' Wellbeing including Medical Conditions

The Deputy Head has responsibility for pastoral care on a whole school basis advising on best practice and providing support for colleagues. The Deputy Head teacher monitors the quality of pastoral support and also ensures the social, emotional and communication curriculum is embedded in the daily life of the school.

Form teachers deal with the everyday pastoral needs of their cohort. They have daily contact with pupils and are ideally placed to provide pastoral support. Form teachers work in partnership with parents and other staff to ensure the pupils' needs are being met and that they are happy at school.

Grove House School has a Child Protection and Safeguarding policy. The care of pupils is approached in a positive way in line with the school's ethos and values. Care and wellbeing are supported by a range of policies, including the Behaviour policy, Anti-bullying policy and the whole-school Communication policy. Pupil welfare is also supported by curriculum, specifically through the PSHE and Life Skills programmes, but also through the development of pupil's confidence, awareness and resilience in other subject areas, assemblies, etc.

Behaviour management is key to the success of pupils. It is recognised that difficulties in controlling behaviour or understanding social interaction may be intrinsic to pupils' SEN. Through positive management strategies, the curriculum, individual targets and therapy all pupils will be encouraged to make a positive contribution to the school community.

If a pupil has issues with attendance, support will be given to pupil and family by school staff in line with the Attendance policy.

Grove House School has a Medication and First Aid policy. Parents/carers give written



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details of their child's medication and allergy details when their child starts and are required to up-date this when necessary. All medication is stored in the medical cupboard, to which access is restricted. Medication must be taken with pupils when they go off-site. This forms part of the risk assessment.

The school will give regular or occasional medication to pupils whenever necessary, having first obtained signed details from the parents.

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

Monitoring and Evaluation of SEN Provision

Grove House School carefully monitors and evaluates the quality of provision offered to all pupils. Evidence of the effectiveness of this policy on the three core outcomes of the school will be demonstrated by careful scrutiny of data showing progress towards clearly defined targets listed in the education brief under each of the core outcomes. The targets have been benchmarked externally, but are under continual review.

The school is committed to effective self-evaluation as a means of raising standards. The provision is evaluated in several ways:

- External evaluation – for example, by Ofsted and School Improvement Partner monitoring of achievements in the National Curriculum and other external accreditation results
- Attendance and exclusions data
- Progress in terms of Individual targets
- Regular review and evaluation of the whole school using scrutiny of work and monitoring of planning and visits by designated Governors
- Review of the work of individual staff members through performance management (this includes regular lesson observations and quality assurance of learning documentation such as Individual target sheets, lessons plans and records of progress)
- Review of work and reports to the Governor's Strategic Teaching & Learning Committee
- Other approaches to school self-evaluation – for example surveys of parents, listening carefully to pupils, which together with the information detailed above, will contribute to the production of a well-founded evaluation of the school's strengths and areas for improvement.

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

Staff Training and Development



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The school directly employs fully-qualified teaching, therapy and support staff. All teachers, therapists and support staff undertake induction on taking up a post, including an explanation of the systems, structures and processes to support pupils' SENs as well as discussion of the needs of individual pupils.

All staff in the school undertake ongoing training and development in order to maintain and develop the quality of the provision and to ensure that the school responds to the strengths and needs of individual pupils. The training needs of staff are identified and planned through:

- The annual cycle of staff Performance Management
- The School evaluation framework (incorporating the School Improvement Plan)
- Ongoing review of pupil progress and achievement through formal assessment against the 3 core outcomes for all pupils of the school.

Training and development is delivered through:

- The school's annual CPD programme
- INSET – both in-house and externally delivered training
- Specialist courses addressing specific issues
- HCPC-driven initiatives for therapists
- The collaborative practice model of delivery

Key areas of training include:

- In-house OT – Sensory Integration, the Alert Programme and Travel Training
- ELKLAN – Speech and Language Support for pupils 5-11 and 11-16(Level 2 and 3)
- Makaton
- Nesy Fingers
- Auditory Processing Difficulties and memory training
- Susan Ebbels: *Shape Coding*
- Team-teach/Essex Steps Positive Handling and De-escalation techniques
- Behaviour management techniques
- Supporting pupils with medical needs
- ADD,ADHD, ASD, Dyslexia, Dyspraxia
- Attachment Disorder
- Mental Health First Aid

Evidence-based training is resourced by the school to ensure that interventions and training have measurable impact on the majority of pupils and are cost-effective.

The SENCO regularly attends the LA's SENCO network meetings in order to keep up-to-date with local and national updates in SEND.

Resources

As Grove House School is a special needs school, the total budget is the SEN budget. If we receive Pupil Premium funding for a pupil, this is spent on extra provision over



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and above the differentiated provision given to all pupils.

The provision for pupils with SEN with EHCPs is resourced, through £10,000 per place from the Education Funding Agency with top up funding agreed with local authorities commissioning individual placements. The majority of this budget is committed to the recruitment and professional development of staff in appropriate numbers to meet the needs of all pupils according to the core objectives. Proper levels of specialist materials and equipment will be supplied to support effective teaching and learning, and develop the school's premises and facilities to provide a high quality therapeutic environment. Decisions about the allocation of resources to pupils will be guided by the provision specified for individual need in their EHC Plans.

The school allocates appropriate resources to all classes and departments annually based on urgency of need, school development plan priorities, and availability of funds. Within each area of the SDP a number of targets will be set and funding from available sources will be allocated to each.

Annual review of the deployment of staff and the use of the building is essential in order to ensure that the most valuable resources are utilised effectively to meet pupil needs.

Roles and Responsibilities

All staff at Grove House School contribute to the SEN provision, however, the following staff have specific roles:

Governor with Responsibility for SEN

Headteacher: monitors and evaluates the work of the SENCO and staff in terms of the school's responsibilities regarding SEN. She ensures that the policy is implemented fairly and consistently and would deal with any pastoral concerns that are escalated past the SENCO. Evidence is presented in the termly report to the Board of Governors.

DHT/SENCO: The Deputy is responsible for coordinating support for SEN and will refer to and liaise with external agencies as necessary. The DHT/SENCO oversees the day-to-day operation of the SEN policy and reports regularly on SEN.

Senior Therapist: works with the Headteacher to ensure that prospective pupils' needs can be met by the school's stated provision in line with the Admissions policy and procedures. The senior therapist alongside the DHT oversees transitions into the school.

Storing and Managing Information

The school's policy on Data Protection (including access to student records)



determines and details what documents are stored, the format, location and how long they are stored for, as well as when they should be destroyed. Please refer to this policy for details.

Reviewing the Policy

The SEN policy and associated procedures are reviewed on an annual basis. The Governor responsible for SEN and the SENCO are responsible for ensuring that staff, pupils, parents/carers and other stakeholders are consulted on revisions to the policy and any associated procedures. The reviewed policy is presented to the Strategic Teaching and Learning Committee prior to approval by the Board of Governors.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Grove House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without a disability. The school understands that failure to do this would be in breach of its duties under the Equalities Act 2010. As such, this covers both teaching and learning and the wider curriculum of the school such as after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Such examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

From the outset Grove House School will:

- Determine the provision of auxiliary aids and equipment and associated training during each pupil's entry into the school through the assessment process (e.g. auxiliary aids for hearing impairment)
- Consider design of buildings and premises to include access to all areas (including a lift to the first floor, rampage, entrance and exit accessibility, disabled parking); appropriate wash and toileting facilities; hoist systems to move young people in and out of wheelchairs; height adjustable tables; classrooms of sufficient size to



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accommodate large mobility aids and adaptations to reduce the sensory impact of the environment.

- Produce written information that will be available in range of formats within a reasonable timeframe.

The Accessibility Plan will be referred to in the school prospectus, published on the school website and will be covered by the school's complaints procedure.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010. The terms of reference for Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Dealing with Complaints

The school works, wherever possible, in partnership with all stakeholders to ensure a collaborative approach to the resolution of issues. All complaints are taken seriously and are heard in line with the school's Complaints policies and procedures.

Bullying

The school has an anti-bullying policy. All staff, parents/carers and pupils work together to foster a safe, happy and caring learning environment. Bullying, either verbal, physical or indirect, will not be tolerated from any of the school's stakeholders. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively in line with the Anti-bullying policy and procedures. The Anti-bullying policy works in conjunction with the whole school behaviour policy, which is supported and followed by staff members, parents and children. The policy makes use of the multi-disciplinary team in understanding and then supporting behavioural needs. It includes:

- **Positive policies to encourage good behaviour.** A range of rewards are suggested for pupils of all ages and abilities to help children understand that they will gain attention through appropriate means.
- **Responsible behaviour is taught through the school curriculum.** Values and attitudes are taught formally in Life Skills and PSHE lessons, but are reinforced in all subject areas.
- **Staff model positive values, attitudes and behaviour.** This helps pupils to learn these and generalise them in a wide variety of contexts.
- **Staff deal with problems when they occur in a timely and sensitive manner.**
- **Therapeutic input develops pupils' self-regulation skills.** Pupils with sensory processing difficulties are given gross motor breaks and sensory integration therapy to manage their level of arousal. At an appropriate point pupils follow the *alert programme* to teach them to self-regulate.
- **Developing independent management of behaviour.** Older pupils are supported in gradually developing independent behavioural modification strategies, with less reliance upon external motivation.



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School Information Report

The purpose of the School Information Report is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. This is available from: <http://www.essexlocaloffer.org.uk/>