

SEND policy

The Grove Partnership

2026-2027



Date of Last Review:	June 2025
Date of this Review:	September 2026
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Head teacher's Signature	<i>E. Patel</i>
Review approved by Chair of Governors:	<i>[Signature]</i>

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1. Aims

Our SEND policy and information report set out how The Grove Partnership will support and make provision for pupils with special educational needs and/or disabilities (SEND), and explain the roles and responsibilities of everyone involved in securing appropriate support, progress and positive outcomes.

The Grove Partnership is an inclusive alternative provision setting. We recognise that pupils may arrive with complex educational histories and overlapping needs relating to learning, communication, emotional wellbeing, sensory processing, physical or medical needs, attendance, relationships and previous experiences of education. We aim to identify these needs accurately and respond through high-quality, trauma-informed, relational and person-centred practice.

Our policy aims to:

- Set high aspirations and ambitious outcomes for every pupil with SEND.
- Ensure that pupils receive high-quality teaching that is adapted to their strengths, needs and starting points.
- Identify needs promptly and use a graduated approach of Assess, Plan, Do and Review.
- Provide a clear universal, targeted and specialist offer, including appropriate intervention and reasonable adjustments.
- Place pupil voice, parent and carer partnership, and co-production at the centre of planning and review.
- Promote safety, belonging, emotional wellbeing, attendance, engagement and readiness to learn.
- Ensure that provision is evidence-informed, monitored and evaluated for impact.
- Work effectively with education, health, social care and other agencies.
- Support successful reintegration, transition and preparation for adulthood.
- Ensure that statutory duties for pupils with Education, Health and Care Plans (EHCPs), disabilities and medical needs are met.

Our Five Key Values are:

- To ensure pupils and their families have a positive educational experience within Oldham.
- To provide a caring, supportive environment where pupils feel safe, secure and valued.
- To improve pupils' and families' emotional health and wellbeing.
- To support pupils and families to engage positively with education.
- To empower pupils to become self-sufficient, independent thinkers and lifelong learners.

Our latest school SEND information report can be found on the school website

www.the.grovepartnership.org

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability Code of Practice: 0 to 25 years and should be read alongside current national and local guidance. It has regard to:

- Part 3 of the Children and Families Act 2014, which outlines responsibilities for children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014, including duties relating to SENDCos, EHCPs and the SEND information report.
- The Equality Act 2010, including the duty not to discriminate and to make reasonable adjustments for disabled pupils.
- The Education Act 1996, including the duty to secure suitable education for children who may otherwise not receive it.
- The Human Rights Act 1998.
- Keeping Children Safe in Education and Working Together to Safeguard Children.
- Working Together to Improve School Attendance.
- Current Department for Education guidance on alternative provision and arranging education for children who cannot attend school because of health needs.
- Current examination access arrangement regulations and guidance issued by the Joint Council for Qualifications, where applicable.
- The Oldham Local Offer and relevant local authority procedures.

The school will review this policy when legislation, statutory guidance or local procedures change. Proposed national reforms will be considered when they become law or statutory guidance; the school will not present consultation proposals as current legal duties.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for pupils of the same age.

A disability is defined by the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. A pupil may be disabled without having SEN, and may have SEN without meeting the legal definition of disability. Some pupils will meet both definitions.

The four broad areas of need described in the SEND Code of Practice are Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical needs. These categories help schools plan provision but do not replace an individual assessment of the whole pupil. Needs may overlap and change over time.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo at The Grove Partnership is Carol Nedderman.

Email :

SEND@thegrovepartnership.org

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of SEND policy and provision.
- Have day-to-day responsibility for operating this policy and coordinating provision for pupils with SEND, including pupils with EHCPs.
- Lead and quality-assure the graduated approach, including identification, assessment, planning, provision, review and recording.
- Oversee the SEND register, provision mapping and pupil plans using EduKey and other agreed school systems.
- Ensure that pupils' needs, outcomes, strategies, reasonable adjustments and normal ways of working are communicated appropriately to staff.
- Provide professional guidance, coaching, resources and continuing professional development for staff.
- Work with pupils, parents, carers, teachers, support staff and external agencies to secure suitable support and high-quality teaching.
- Advise on the deployment of staffing, delegated SEND funding and other resources.
- Act as a key point of contact for the local authority and external services.
- Coordinate referrals, assessments and evidence where specialist advice is needed.
- Oversee statutory processes, including EHCP consultations, annual reviews and requests for assessment where appropriate.
- Liaise with previous, receiving and post-16 settings to support continuity and transition.
- Work with leaders to ensure Equality Act duties, accessibility, reasonable adjustments and examination access arrangements are addressed.
- Monitor and evaluate SEND provision through data, pupil and parent voice, intervention reviews, learning walks, work scrutiny and case reviews.
- Report to senior leaders and governors on the quality, impact, strengths and development priorities of SEND provision.
- Ensure records are accurate, current, proportionate and stored securely.

4.2 The SEND Governor

In consultation with the head teacher, the board of governors has legal responsibility for determining the policy and provision for learners with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes a particular interest in this area.

The SEND Governor will:

- Help raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this.
- Work with the Head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of SEND policy and provision.
- Have overall responsibility for provision and progress for pupils with SEND and/or disabilities.
- Ensure that inclusive practice, adaptive teaching, safeguarding and reasonable adjustments are embedded across the school.
- Ensure appropriate staffing, resources, training, systems and accountability arrangements are in place.
- Ensure the SENDCo has sufficient time, authority and support to fulfil the role effectively.
- Promote a culture in which SEND is understood as a whole-school responsibility.

4.4 Class teachers

5. SEND Support and provision at The Grove Partnership.

Each class teacher is responsible and accountable for:

- The progress, development, safety and participation of every pupil they teach, including where support staff or specialist staff are involved.
- Planning and delivering ambitious, high-quality, adaptive teaching based on assessment and knowledge of individual needs.
- Using pupil plans, EHCP outcomes, risk information, sensory profiles, communication strategies and reasonable adjustments consistently.
- Working closely with teaching assistants and specialist staff to plan support, clarify roles and assess impact.
- Monitoring academic, social, emotional and engagement outcomes and contributing evidence to reviews.
- Working with the SENDCo and caseload tutor to review progress and decide on changes to provision.
- Contributing to and, where allocated, conducting Person-Centred Reviews and updating Personal Support Plans and associated plans.
- Ensuring interventions complement, rather than replace, access to a broad, balanced and appropriately ambitious curriculum.
- Maintaining high expectations while making reasonable and proportionate adjustments.
- Following this policy and completing relevant SEND training

The school's SEND information report can be found on The Grove Partnership's website, www.thegrovepartnership.org

The Grove Partnership's SEND Information Report explains how this policy is implemented in practice and is available on the school website. Provision is organised through a graduated model:

- Universal provision: high-quality teaching, predictable routines, relational practice, accessible environments and ordinarily available adjustments for all pupils.
- Targeted provision: time-limited or planned additional support for identified needs, with clear outcomes and review points.
- Specialist provision: highly personalised programmes, specialist assessment or advice, multi-agency involvement and provision specified through an EHCP or equivalent planning.

5.1 The types of SEND that The Grove Partnership caters for.

The Grove Partnership provides additional and/or different provision across all four broad areas of need. Many pupils have needs across more than one area.

Communication and Interaction may include autism, developmental language needs, speech sound needs, social communication differences, selective mutism or difficulties understanding and using language.

Provision may include:

- Visual timetables, now-and-next supports and reduced language load.
- Pre-teaching and explicit teaching of vocabulary.
- Processing time, chunked instructions and checking understanding.
- Communication profiles and consistent adult responses.
- Social communication, narrative, Lego-based or therapeutic story interventions where appropriate.
- Speech and Language Therapy advice and programmes.

Cognition and Learning may include specific learning difficulties such as dyslexia or dyscalculia, moderate learning difficulties, memory or processing needs, and gaps arising from disrupted education. Provision may include:

- Careful baseline and diagnostic assessment.
- Adaptive teaching, modelling, scaffolding and overlearning.
- Personalised literacy, reading, spelling, writing and numeracy intervention.
- Assistive technology and examination access arrangements where evidence supports them.
- Small-step targets, regular feedback and frequent review.

Social, Emotional and Mental Health may include anxiety, emotional dysregulation, attention and executive functioning needs, attachment-related needs, trauma responses, ADHD, low mood, avoidance, difficulties with relationships or behaviour communicating unmet need. Provision may include:

- Trusted adult and key-worker support.
- Trauma-informed, relational and restorative approaches.
- Emotion coaching and co-regulation.
- Regulation plans, safe spaces, movement and sensory breaks.
- Anxiety, emotional resilience, self-esteem, anger management and executive functioning interventions.
- Counselling, mentoring, pastoral and attendance support.
- Individual risk reduction and positive handling planning where necessary.

Sensory and/or Physical needs may include hearing or visual impairment, sensory processing differences, developmental coordination needs, epilepsy, physical disability or medical needs. Provision may include:

- Environmental and seating adaptations.
- Sensory audits, individual sensory profiles and access to appropriate equipment.
- Movement breaks and regulation resources.
- Large print, coloured overlays or tinted paper where appropriate.
- Medical plans, staff training and liaison with health professionals.
- Accessibility planning and specialist advice.

5.2 Identifying pupils with SEND and assessing their needs

All pupils attending The Grove Partnership require provision that is additional to or different from that ordinarily available within a mainstream setting. Pupils will therefore be recorded and supported at an appropriate level within the school's SEND systems, while recognising that identification must remain accurate, individualised and evidence-based.

On entry, the school will gather and review information from the pupil, parents or carers, previous settings, the local authority and involved agencies. This may include:

- Previous attainment, progress, attendance, behaviour and exclusion information.
- Existing SEN Support plans, EHCPs, professional reports, medical plans and safeguarding information.
- Pupil strengths, interests, aspirations, communication preferences and views about what helps or creates barriers.
- Parent and carer views, developmental history and information about successful strategies.
- Baseline assessments in literacy, numeracy and curriculum areas.
- Observation of engagement, communication, regulation, relationships, independence and sensory responses.
- Initial Visit and transition information.
- Where appropriate, reading, spelling, language, dyslexia or dyscalculia screening; social, emotional or wellbeing measures; sensory audits; feeling-safe assessments; anxiety or attention questionnaires; and other agreed tools.
- Advice from specialist professionals.

Class teachers will make regular assessments of progress and identify where progress:

- Is significantly slower than that of pupils starting from a similar baseline.
- Does not match or improve the pupil's previous rate of progress.
- Does not close, or widen, relevant attainment or participation gaps.
- Shows limited improvement in attendance, engagement, communication, independence, emotional regulation or social development.

Slow progress and low attainment do not automatically mean a pupil has a particular type of SEN. Equally, attainment in line with chronological age does not rule out SEN. The school will consider the pupil's whole profile and identify underlying barriers rather than relying on a single score, label or behaviour.

Where needs require provision beyond the universal offer, the pupil's plan and provision map will record strengths, needs, desired outcomes, strategies, interventions, responsible staff and review arrangements. Referrals to external agencies will be made with appropriate consent, unless safeguarding or another lawful basis requires otherwise.

5.3 Consulting and involving pupils and parents

Every The Grove Partnership pupil will have an initial Person-Centred Review within six weeks of starting on roll, unless an earlier statutory or urgent review is required. Pupils and parents or carers will be involved in identifying needs, agreeing outcomes and reviewing provisions.

Discussions will seek to ensure that:

- Everyone develops a shared understanding of strengths, needs, barriers and successful support.
- Parents' and carers' knowledge and concerns are heard and respected.
- The pupil's voice, communication style, aspirations and experience of school are central.
- Outcomes are specific, meaningful, measurable and linked to preparation for adulthood where relevant.
- Provision, responsibilities and next steps are clear.
- Any disagreement is identified early and addressed constructively.
- Information is provided in an accessible format.

Notes, outcomes and agreed actions will be recorded on the relevant pupil plan and shared appropriately. Communication may include meetings, telephone calls, secure electronic communication, review reports and opportunities for pupil and parent feedback.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school follows the graduated approach and the four-part cycle of Assess, Plan, Do and Review.

Assess: the caseload tutor, teachers and SENDCo will analyse needs using assessment, observation, pupil and family views, previous information and professional advice. Assessment will consider academic progress alongside communication, emotional wellbeing, sensory needs, behaviour, attendance, relationships and independence.

Plan: agreed outcomes, adaptations, provision, interventions, success criteria, staff responsibilities and review dates will be recorded. Plans will be proportionate to need and accessible to staff who work with the pupil.

Do: teachers remain responsible for the pupil's day-to-day teaching. Support staff and intervention practitioners will implement agreed provision and maintain suitable records. The SENDCo will provide guidance and coordination.

Review: progress and provision will be reviewed at least termly through Person-Centred Reviews, and more frequently where need or risk requires it. Reviews will consider whether support has been delivered as intended, whether it has improved outcomes and what should be continued, adjusted, intensified or ceased.

Evidence may include:

- Curriculum assessments, qualifications and progress from starting points.
- Reading ages, literacy and numeracy measures.
- Attendance, punctuality and engagement data.
- Behaviour, safeguarding and regulation information, interpreted carefully and in context.
- Intervention entry and exit measures.
- Pupil voice, parent or carer feedback and staff observations.
- Boxall Profile, PASS, SDQ or other agreed assessment tools where appropriate.
- Progress towards EHCP and Personal Support Plan outcomes.
- Participation, independence, confidence, communication and preparation for adulthood.

Annual Reviews will be completed for pupils with EHCPs in accordance with statutory requirements. The school will request an early review where needs, placement or provision have changed significantly.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is treated as a process rather than a single event. The school will share relevant information with previous, receiving and post-16 settings, subject to data protection and consent requirements, and will agree with pupils and families how transition can be supported.

Support may include:

- Enhanced visits, visual information, transition booklets and introductions to key adults.
- Joint planning meetings with schools, colleges, training providers or employers.
- Sharing effective strategies, risk information, reasonable adjustments and normal ways of working.
- Travel planning and support with routines and independence.
- Careers guidance through the on-site Positive Steps Careers Adviser and school careers programme.
- Work-related learning, work experience, vocational pathways and Functional Skills where appropriate.
- Support with applications, interviews, college visits and post-16 enrolment.
- Outcomes relating to employment, independent living, community participation, friendships, health and self-advocacy.

Where reintegration into another school is planned, a structured transition programme will be agreed. This may include dual registration, phased attendance, regular reviews, outreach, shared planning and close communication between The Grove Partnership, the receiving school, the pupil and family. Timelines will be individualised and reviewed rather than applied automatically.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their classes. High-quality teaching, adapted in response to assessment and individual need, is the first step in responding to SEND.

At The Grove Partnership, high-quality adaptive teaching may include:

- A calm, predictable and emotionally safe learning environment.
- Positive relationships, consistent boundaries and relational repair.

- Clear learning intentions, modelling and worked examples.
- Chunked instructions, reduced cognitive load and regular checks for understanding.
- Explicit vocabulary and language teaching.
- Appropriate scaffolds that are gradually removed as independence develops.
- Retrieval practice, repetition, overlearning and opportunities to apply learning.
- Choice, interest-based engagement and meaningful curriculum contexts where appropriate.
- Flexible ways to access information and demonstrate learning.
- Visual timetables, task boards, prompts and organisational supports.
- Processing time and reduced pressure to respond publicly where this is a barrier.
- Movement, sensory and regulation opportunities without unnecessarily reducing curriculum entitlement.
- Regulation before correction and curiosity about the function of behaviour.
- High expectations combined with reasonable adjustments.
- Effective use of teaching assistants to promote participation and independence rather than dependency.

Targeted interventions may include personalised literacy and numeracy, reading and spelling support, Narrative Therapy, Lego-based intervention, social communication, therapeutic stories, anxiety support, emotional regulation, emotional resilience, self-esteem, anger management, respect and relationships work, executive functioning, mentoring, counselling and attendance support. The exact offer may change according to assessed need, staffing, training and evidence of impact.

5.7 Adaptations to the curriculum and learning environment

The school makes reasonable and proportionate adaptations to ensure pupils can access education, participate and make progress. These may include:

- Adapting teaching approaches, pace, language, grouping, content and task demands.
- A blended or personalised curriculum at Key Stage 3 and Key Stage 4 where appropriate.
- Flexible pathways, therapeutic curriculum elements, vocational learning and careers education.
- Personalised timetables where there is a clear assessed need, with written aims, regular review and a plan to maximise suitable education.
- Online learning, outreach or off-site provision where this forms part of an agreed, quality-assured plan.
- Small-group or one-to-one teaching for identified outcomes.
- Visual timetables, now-and-next boards, social narratives and advance notice of change.
- Laptops, word processors, or other assistive technology where appropriate.
- Coloured overlays, tinted paper, larger font, simplified layout or alternative formats.
- Pre-teaching, reading instructions aloud where permitted and additional processing time.
- Seating, lighting, noise and environmental adaptations.
- Sensory resources, movement breaks, ear defenders, fidgets, cushions or access to low-arousal spaces where assessed as helpful.
- Examination access arrangements that reflect the pupil's normal way of working and meet current regulations.
- Accessible trips, enrichment and physical activities through individual planning and risk assessment.

Adaptations will be reviewed for effectiveness and should promote dignity, independence and inclusion. They will not be used to lower expectations unnecessarily or restrict access to learning without clear justification.

5.8 Additional support for learning

The Grove Partnership deploys teachers, HLTAs, teaching assistants, pastoral staff, safeguarding staff, intervention practitioners, counsellors, careers staff and external specialists according to assessed need.

Staffing models may change over time and the published SEND Information Report will provide current details.

Additional support may include:

- Planned in-class support, with clear roles agreed between the teacher and supporting adult.
- Small-group teaching or intervention.
- Individual teaching or mentoring where this is necessary for a defined outcome.
- Personalised literacy and numeracy programmes.
- Communication, narrative and social interaction work.
- Emotional wellbeing, anxiety, regulation and resilience intervention.
- Sensory support and environmental adaptation.
- Transition, attendance, engagement and reintegration support.
- Counselling and therapeutic support.
- Careers guidance and preparation for adulthood.
- Specialist assessment, consultation and staff advice.

The school may work with:

- Educational Psychology Service.
- Quality and Effectiveness Support Team (QEST) and other local authority SEND services.
- Speech and Language Therapy.
- Occupational Therapy.
- Child and Adolescent Mental Health Services and local mental health services.
- Positive Steps.
- Youth Justice Service.
- Social Care and Early Help.
- Health professionals, including school nursing and specialist medical teams.
- POINT and other parent-carer support organisations.
- Commissioned alternative provision or tuition providers where appropriate.

The school remains responsible for monitoring the quality, safety, attendance, curriculum and impact of any provision it commissions for pupils on its roll.

5.9 Expertise and training of staff

The SENDCo has substantial experience in SEND leadership across mainstream and alternative provision. The SENDCo holds the National Award for SEN Coordination, is a qualified English specialist and Trauma-Informed Practitioner and has undertaken advanced SEND leadership and mental health leadership development.

Teaching assistants and HLTAs have experience supporting pupils with complex and overlapping needs. Staff expertise is reviewed in relation to the needs of the current cohort.

The school's ongoing professional development programme may include:

- The graduated approach and accurate identification of need.
- Adaptive teaching and inclusive classroom practice.
- Autism, ADHD and executive functioning.
- Speech, language and communication needs.
- Dyslexia, literacy and numeracy difficulties.
- SEMH, anxiety, attachment and trauma-informed practice.
- Emotion coaching, co-regulation and relational approaches.
- Sensory processing and environmental adaptation.
- Medical needs and condition-specific training, including emergency procedures where required.
- Team Teach or other approved positive behaviour support and physical intervention training.
- Safeguarding, peer-on-peer abuse, exploitation, county lines and contextual safeguarding.
- Examination access arrangements and evidence of normal way of working.

- Person-Centred Reviews, EHCP outcomes and effective provision mapping.
- Use of EduKey and school assessment systems.
- Mental health awareness and staff wellbeing.

Where specialist knowledge is not available internally, the school will seek advice, training or assessment from appropriate professionals.

5.10 Evaluating the effectiveness of SEND provision

The school evaluates SEND provision by considering implementation, impact and pupil experience. Methods include:

- Reviewing progress towards individual outcomes each term through Person-Centred Reviews.
- Reviewing the impact and fidelity of interventions at agreed intervals.
- Monitoring provision through EduKey provision maps and review records.
- Analysing attainment, qualifications, reading, literacy and numeracy progress.
- Monitoring attendance, engagement, suspensions, incidents and reintegration outcomes.
- Using pupil voice, parent or carer feedback and staff feedback.
- Learning walks, work scrutiny, case-file audits and quality assurance of plans.
- Monitoring use and effectiveness of reasonable adjustments and examination access arrangements.
- Holding annual reviews for pupils with EHCPs and acting on recommendations.
- Reviewing post-16 destinations and preparation for adulthood outcomes.
- Reporting patterns, strengths, inequalities and priorities to senior leaders and governors.

Interventions will not be judged only by attendance at sessions or completion of activities. Reviews will consider whether the pupil's skills, participation, independence, wellbeing or access to learning have improved and whether gains transfer to everyday contexts.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All extracurricular activities, enrichment opportunities, school visits, curriculum events and residential experiences are available to pupils with SEND, subject to appropriate risk assessment and reasonable adjustment.

The school will plan proactively to remove barriers rather than excluding a pupil because of SEND or disability. Adjustments may include additional staffing, accessible transport or venues, adapted equipment, communication supports, sensory preparation, medical planning, modified schedules and individual transition support.

Where a particular activity cannot be accessed safely even after reasonable adjustment, the school will discuss this with the pupil and family and seek a meaningful alternative. The school's Accessibility Plan is available on the website

5.12 Support for improving emotional and social development

Emotional and social development is a core part of the school's offer. The school recognises that behaviour may communicate need, distress, fear, uncertainty, sensory overload or a lack of skills. Support is based on safety, connection, co-regulation, accountability, repair and skill development.

Support may include:

- Pupil voice and regular opportunities to discuss safety, belonging and what helps.
- A named key adult, tutor or mentor.
- Weekly reflection and review sessions.
- Person-Centred Reviews and individual outcomes.
- Emotion coaching, regulation plans and access to regulation spaces.
- Feeling-safe assessments, anxiety assessment and identification of triggers and protective factors.
- Counselling and targeted therapeutic interventions.
- Social communication, relationships and conflict-resolution work.
- Restorative conversations and relational repair following incidents.
- Personalised risk reduction and Positive Handling Plans where required.

- Anti-bullying work and prompt safeguarding response to peer-on-peer abuse.
- Family support and multi-agency planning where difficulties extend beyond school.

The school has a zero-tolerance approach to bullying while recognising the need for careful investigation, safeguarding, education and support for all pupils involved.

5.13 Working with other agencies

The Grove Partnership works with education, health, social care, safeguarding and community services so that pupils receive coordinated support. Where appropriate and lawful, information will be shared to protect welfare, reduce duplication and support effective planning.

Agencies may include:

- Educational Psychology Service.
- QEST and local authority SEND services.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS and other mental health services.
- School nursing, paediatric, epilepsy, hearing or vision services.
- Youth Justice Service.
- Police.
- Positive Steps and careers services.
- POINT.
- Social Care, Early Help and the Multi-Agency Safeguarding Hub.
- Virtual School and services supporting children in care.
- Commissioned tuition, alternative provision, colleges and training providers.

Referrals will normally be discussed with pupils and parents or carers and informed consent obtained. Consent is not required where there is a safeguarding duty, legal requirement or another lawful basis for information sharing. The school will follow data protection and safeguarding procedures.

5.14 Complaints about SEND provision

Concerns about SEND provision should be raised as early as possible with the class teacher, caseload tutor or SENDCo so that they can be understood and addressed. Formal complaints should be made in accordance with the school's Complaints Policy.

The parents of disabled pupils may make a disability discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability) if they believe the school has discriminated against their child. Claims may relate to:

- Suspensions or permanent exclusion.
- Provision of education and associated services.
- Failure to make reasonable adjustments.

Complaints about EHCP decisions, local authority duties or health and social care provision may follow different routes. Families will be signposted to appropriate independent advice and disagreement resolution services.

5.15 Contact details of support services for parents of pupils with SEND can be found here:

POINT provides independent information, advice and support for children and young people with SEND and their families in Oldham.

Website: www.point-send.co.uk

Telephone: 0161 503 1547

Families may also access information through Oldham's Local Offer and national or condition-specific organisations. Current contact information will be maintained in the SEND Information Report and on the school website where appropriate

5.16 Contact details for raising concerns:

Emmett Patel, Executive Headteacher

Carol Nedderman, SENDCo

Telephone: 0161 770 7120

Email: SEND@thegrovepartnershipschool.org

5.17 Accessibility and Reasonable Adjustments

The Grove Partnership is committed to improving access to the curriculum, physical environment, communication and information for disabled pupils. The school will anticipate barriers where possible and make reasonable adjustments based on individual need.

This includes consideration of:

- Physical access, movement around the site and access to facilities.
- Accessible information and communication formats.
- Curriculum access and participation.
- Sensory, environmental and medical needs.
- Assistive technology and auxiliary aids.
- Examinations and assessments.
- Trips, enrichment, careers and transition.
- Emergency evacuation and individual safety planning.

The Accessibility Plan is reviewed separately and is available through the school website.

5.18 The local authority local offer

Further information about our school can be found on our website here: www.thegrovepartnership.org

Our local authority's local offer is published here: www.oldham.gov.uk/info/200368/childrenwithdisabilities

6. Monitoring arrangements

This policy and the SEND Information Report will be reviewed by the SENDCo at least annually. They will also be updated during the year where legislation, guidance, staffing, services, contact details or provision change significantly.

Monitoring will include:

- Compliance with statutory SEND, equality, safeguarding and accessibility duties.
- Accuracy and quality of the SEND register, pupil plans, annual reviews and provision maps.
- Quality of adaptive teaching and consistent implementation of agreed strategies.
- Impact of interventions and additional provision.
- Pupil and parent participation and experience.
- Outcomes relating to attainment, attendance, engagement, wellbeing, independence, reintegration and destinations.
- Staff training needs and confidence.
- Use of resources and commissioned provision.
- Patterns of concern or inequality affecting pupils with SEND.

The policy will be approved by the Governing Body. The SENDCo will provide reports to senior leaders and governors, and identified actions will feed into school improvement planning.

7. Links with other policies and documents

This policy should be read alongside the school's current:

- Accessibility Plan.
- SEND Information Report.
- Access Arrangements Policy.
- Equality Policy and Equality Objectives.
- Behaviour and Relationships Policy.
- Attendance Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions Policy.
- Emotional Health and Wellbeing or Mental Health Policy.
- Examinations Policy.
- Complaints Policy.
- Suspension and Permanent Exclusion procedures.
- Data Protection and information-sharing policies.
- Positive Handling and Physical Intervention Policy.
- Careers and Provider Access policies.
- Teaching and Learning Policy.

Reviewed by: Carol Nedderman, SENDCo

Review date: September 2026