



The Grove Junior School

SEND Information Report 2025-2026



We hope you find this document useful in answering your questions about provision for pupils with SEND in our setting. Under the SEND Code of Practice 2015 all schools are requested to publish their offer for pupils with Special Educational Needs. Every effort has been made to make this report accessible to parents and carers but if there are any aspects that you would like explained please contact the Assistant Headteacher for Inclusion, Mrs. Asma Begum, via the school office or at inco@grovejm.herts.sch.uk. As valued parents, your views are very important to us. We appreciate the navigation of SEND provision can be daunting and overwhelming so please do not hesitate to contact us.

At The Grove Junior School, we support children with a wide range of needs and at the time of publishing this report (September 2025) our statistics compared with Hertfordshire and National are as below:

The Grove Junior School 351 pupils on roll	Hertfordshire	National for Primary and Secondary
SEN Support: 64 pupils - 18%	SEN support: 13.4%	13.9%
EHCP: 6 pupils - 2%	EHC plan: 4.6%	5.2%
Total SEND: 70 pupils - 20%	Total SEND: 18%	19.1%

Contents:

1. How does the school know if children need extra help? What should I do if I think my child may have special educational needs?
2. How will school staff support my child?
3. How will I know how my child is doing?
4. How will the learning and provision be matched to my child's needs?
5. How are the school's resources allocated and matched to children's special educational needs?
6. How is the decision made about how much support my child will receive?
7. What support will there be for my child's overall wellbeing?
8. What training have staff had in supporting children with SEND?
9. What specialist services and expertise are available at or accessed by the school?
10. How will you help me to support my child's learning?
11. How will my child be included in activities outside the classroom including school trips?
12. How accessible is the school environment?
13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
14. Where can I find out about the local authority's local offer of services and provision for children with SEND?
15. Who can I contact for further information or if I have a concern



The Grove Junior School

SEND Information Report 2025-2026



1

How does the school know if children need extra help? What should I do if I think my child may have special educational needs?

What we mean by special educational needs

Special educational needs can affect a pupil or young person's:

- ability to learn
- behaviour or ability to socialise and make friends
- reading and writing
- ability to understand things
- concentration levels
- physical ability

The SEND Code of Practice states that a pupil or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Monitoring pupil progress and attainment is an ongoing process at The Grove. Many of our pupils transition from The Grove Infant School. Liaison between SENDCOs at both schools is a priority to facilitate a smooth transition. Regular meetings are held, particularly in the Summer term prior to Year 2 pupils transitioning to the Junior School. Additional visits to the Junior school are arranged for those pupils with Special Educational needs and any other pupil who may find adapting to a change of setting trickier than their peers.

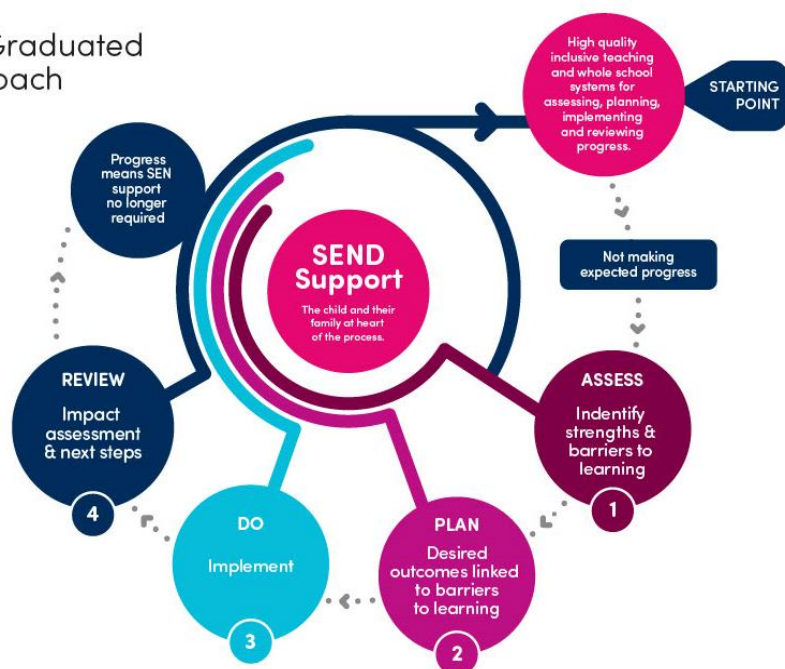
If a pupil starting at The Grove Junior School has been identified as having special educational needs or some concerns have been highlighted in a previous setting, transition meetings will take place where possible with professionals involved, parents and external agencies.

Staff will discuss with the Inclusion Coordinator (SENDCo) any concerns they may have with any of the children in their class when they arise. Actions follow this using a variety of early identification tools. Each term we hold Pupil Progress Meetings; meetings are attended by the class teacher(s), Head teacher, Deputy Head teacher and Inclusion Coordinator/SENDCo. All children's progress is monitored and children who are not reaching age related expectations or who are not making at least expected progress are identified. Discussions on how best to support any pupil identified in this process then takes place during these meetings and ad hoc as and when the need arises. In the first instant we would identify strategies that the class teacher(s) and Teaching Assistants (TA) could use within the class. Sometimes a pupil may need to have additional small group work or 1-1 support. Discussions with parents are valued at each of these stages to work together to decide provision. Class teachers will communicate concerns and support in place with parents at an early stage. We work alongside parents in communicating any concerns and value input from families and children.

If you have any concerns about your pupil, please make an appointment to speak with your class teacher in the first instance or email the SENDCo at inco@grovejm.herts.sch.uk

2 How will school staff support my child?

The Graduated approach



At the Grove Junior School, we employ the Graduated Approach when providing support for SEND pupils.

Our provision maps are working documents for teachers to monitor this process. We aim to support each pupil's learning style through quality first teaching, adaptations within the classrooms and by the early identification of any special educational needs or disabilities.

There is a rigorous system in place to monitor the impact of the provision, and targets are reviewed regularly. Discussions with Class teachers and TA's are an integral part of the monitoring and record keeping.

The school's accessibility plan highlights reasonable adjustments and key areas for development to allow children identified in the admissions process as having a disability. This provides an equitable and just provision for pupils to have the same experiences as others. For further information on admissions or the school's Accessibility Plan please contact the office manager or refer to the school website

Children looked after or those previously looked after may have access to support from the virtual schools. In addition, we would closely monitor these pupils' progress alongside our usual pupil progress meetings and implement personal education plans where appropriate.

Pupil voice is of paramount importance at The Grove Junior School. Pupils on the SEND register have termly 1:1 'check ins' with their class teacher which forms part of their personalised Pupil Passport. We pride ourselves on knowing the children really well and staff develop positive relationships with all children. Their voice is an important part of everything we do at the Grove.

Pupils must have access to a broad and balanced curriculum. Careful planning, adaptations, scaffolding and high quality first teaching mean that all pupils, including those with special educational needs or disabilities (SEND), are able to access the full curriculum and achieve their potential. Reasonable adjustments are also an integral part of this, in line with the Equality Act (2020).

At The Grove Junior School, we use class Provision Maps to show what support and provision is in place for each pupil using the graduated approach. If a pupil is in receipt of additional support / interventions class teachers, or SENCO if appropriate, will often discuss this with parents prior starting.

Where appropriate, pupils on the SEN register will have a personalised Pupil Passport. The first part details the pupil's voice. The second part follows the Graduated approach: The pupil's need is assessed, A plan comprising of SMART targets is devised which is carried out and assessed/ monitored on a termly or half termly basis. Meetings will be held termly with parents and the pupil to fully involve you in the decision making process. We value parental input and recognise that you know your pupil best. Teachers will make suggestions as to how you can further support your pupil at home where appropriate.



The Grove Junior School

SEND Information Report 2025-2026



If additional support or a specific intervention is identified this may range from weekly, to daily sessions depending on the need of each individual pupil. It is ultimately the teacher's responsibility to provide for pupils with SEND. The SENDCo provides advice, monitoring and links with outside agencies such as specialist advisory teachers.

Many pupils can have points in their education where for various reasons they experience difficulties. Often, just by offering additional resources to support your pupil or providing simple strategies can make a difference in a pupil's achievement and progress

A pupil may be removed from the SEND Register when it is considered by both parents and teachers that the pupil no longer requires the additional support as significant progress has been made in the area of need.

3 How will I know how my child is doing?

Throughout the year parents are invited to two Parent Consultation evenings and receive a written report in the Summer term. If your pupil is on the SEND register you will have additional provision meetings within the year and be actively involved in discussion impact, progress and next steps. Parents are kept informed of progress at Pupil Passport review.

Teachers will also keep parents updated between these times through quick exchanges of information during the soft start each morning and at the end of the day. Meetings will be arranged for more detailed discussions where needed.

If external agencies are involved with your pupil you may be invited to additional meetings throughout the year to discuss your pupil's progress, such as with the Speech and Language Therapy Team. Furthermore, if your pupil has an Education Health and Care Plan (EHCP) or is undergoing the assessment process for an EHCP, annual review meetings will be held along with additional meetings if required. Children will be involved in these processes as appropriate.

Parents are always welcome to request a phone call or meeting with teachers and/or the SENDCo.

4 How will the learning and development provision be matched to my pupil's needs?

Continual professional development for all staff is always a high priority as part of our School Development plan. Training is planned regularly to develop strategies to meet the needs of pupils.

The views and experiences of all parents and pupils are valued. Our aim is to ensure any barrier to a pupil's learning is identified early and that effective provision is put in place.

On a daily basis, teachers adapt lessons to match the need of their class so that pupils with special educational needs can learn alongside their peers. Throughout a lesson, teachers and TAs constantly assess their pupils understanding so that they can either challenge pupils further or make immediate adaptations to further aid accessibility.



The Grove Junior School

SEND Information Report 2025-2026



5	How are the school's resources allocated and matched to children's special educational needs?
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Our aim is to enable every pupil to be as successful and independent as possible in their learning.

We match support to need, and the INCO monitors and evaluates this on a half-termly basis to ensure provision and needs are well matched at all times.

The school has an amount identified within its overall budget called the notional SEND budget. This is used where necessary to employ TA's to meet the needs of children with SEND, to purchase specialist equipment, books and provide specialised training for staff.

In some circumstances, where pupils require a very high level of support, funding may be incorporated into their EHCP, or the school may be able to apply for short-term further local high needs funding through the local authority. The school SENCo will discuss with parents where this may be appropriate.

Staffing and resources are monitored as an ongoing process and staff are deployed to meet the needs of the children.

When considering physical resources in the form of daily manipulatives to assist in teaching and learning, resource allocation and modification is an integral part of this process. All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support a maths lesson, a key words sheet or an iPad to support a pupil with story writing. Some pupils will require additional resources and input over and above what is usually available to all pupils and this will be tailored to support an individual pupil's needs and these adaptations are planned for and tailored in the moment based on assessment for learning. Teachers will take advice from the school SENDCo and also from external agencies on what reasonable adjustments can be made to support the pupil.

6	How is the decision made about how much support my child will receive?
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The amount and type of support offered to a pupil is determined by comprehensive needs analysis. This will hinge on the impact their barrier to learning has on their learning with consideration of their age. Depending on the outcome of the needs analysis, discussion can involve with the class teacher, Head teacher, SENDCo, parents and external agencies. The programmes of support throughout the school are reviewed and monitored regularly. Children with EHCP's may have specified support strategies which the school will implement alongside professionals such as speech and language therapists. Pupil voice is gathered regularly and considered in all decisions made.

For a very small number of individual children, High Needs Funding may be allocated, with some financial support from the Local Authority.

7	What support will there be for my child's overall wellbeing?
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At the Grove, we have a strong focus around pupil well-being and this is at the forefront of learning. We recognise that a pupil cannot access learning if they are not emotionally regulated and this is our priority. All staff are proactive in ensuring the best pastoral care for all of our pupils. Class teachers are paramount to this care. This includes explicit focus on wellbeing within the curriculum. Pupil wellbeing is a key focus of PSHE lessons, where we use a combined approach of the 'JIGSAW' and One Decision schemes of work to adapt the mindfulness approach.

We have a well-trained team of Teaching Assistants who support learning in the classroom and lead the safeguarding role during lunch times at the school. We have a very high staff ratio on the playground and staff lead active lunch times, with both adult and child led play (Year 6 Play Leaders).



The Grove Junior School

SEND Information Report 2025-2026



Our mental health lead in school is Miss L Vetesse.

Year 5 pupils receive training and support their peers as Mental Health Champions. Towards the end of the summer term, Year 5 pupils are teamed up with their Year 2 counterparts to enable a more nurturing transition from the Infants to the Junior school.

Positive relationships with parents and carers are modelled to the children and we have good links with the local School Family Worker and other various external agencies.

Each class in the Junior school is paired with a class in the Infant school. We endeavor to meet regularly for shared activities such as Math's activity afternoon, reading opportunities and whole school initiative sharing. In addition, all pupils at The Grove are encouraged to attend a wide range of extra-curricular activities each term.

Our Sanctuary provides individuals and groups of children a safe learning environment to promote emotional health and well-being alongside educational needs. If it is felt that your pupil could benefit from additional support, parents would be contacted with information regarding the sessions.

Our Therapeutic approach to behaviour support policy underpins the value in prioritising wellbeing. We see behaviour as communication and make adaptations based on individual needs

8 What training have staff had in supporting children with SEND?

All teachers are teachers of children with SEND. Staff are actively encouraged to work on continuing their professional development. The Senior Leadership Team will assess the level of expertise amongst the staff team and organise training to ensure we have a staff team that are able to support all the pupils in our school. We monitor need within the school on a regular basis. Training can be completed during INSET days, externally, online or in staff meetings. Any gaps in staff knowledge are also addressed during appraisals and actioned. Staff are proactive in seeking out training opportunities they feel they need in order to support the children they are working with effectively.

In our team of Teaching Assistants, we have four Higher Level Teaching Assistants who will lead interventions and help deliver training to ensure that intervention provision meets the needs of our pupils. Our Mental Health Lead has undertaken training to assist pupils who may experience Emotional Based School Avoidance. She is also trained to support the emotional wellbeing of our pupils and is a valuable source of reference for parents.

The SENDCo will aim to attend monthly meetings chaired by the local DSPL (Delivering Special Provision Locally) and will remain informed of updates to services and will communicate this information to staff. The SENDCo is also well placed to update staff on intervention strategies particularly when working with pupils who's Special Educational Needs fall within the Four Broad Areas of Need: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health difficulties and Physical & Sensory needs. Further details of these broad areas can be found in the SEN Code of Practice 2014.

Staff undertake annual Safeguarding training and specific staff members are trained in the delivery of First Aid. Our Deputy Head is the Designated Safeguarding Lead (DSL) for safeguarding and we currently have two designated Deputy Designated Safeguarding Leads (DDSL)

We follow statutory guidance to support pupils at school with medical conditions. Regular medication can be administered once authorization has been obtained from the parent/carers. Please feel free to discuss this with our office staff. All staff are trained in administering Epi-pens and receive training annually. Additional training is arranged annually to meet the needs of individual such as diabetes/



The Grove Junior School

SEND Information Report 2025-2026



epilepsy training.

The Assistant Head for Inclusion, Mrs. Begum has completed the Special Education Coordinator training award.

9 What specialist services and expertise are available at or accessed by the school?

We work closely with any medical professionals involved with our children, with parental consent.

The SENDCo works very closely with other local schools' SENDCO and Inclusion teams to share good practice and to maintain professional development.

Currently, we have access to advice and support from:

- Speech and Language Therapy Service
- Autism Advisory Teacher
- Educational Psychologist
- Links Outreach Teacher for Social, Emotional and Mental Health Needs
- Occupational Therapy Service
- Physiotherapy
- School Nurse
- Physical and Neurological Impairment Advisory Teacher
- Hearing Impairment Advisory Teacher
- NESSIE counselling/ therapy support

Our access to services depends on the dynamic and changing needs of our current and incoming pupils.

Should any referral to these services be considered, parents would always be part of the decision making process.

We have access to the Local Offer (please see point 14 in this report) and the SENCO attends the Delivering Specialist Provision Locally meetings (DSPL) alongside SEND briefings.

Parents can receive additional support from the below services:

<https://hertssendiass.org.uk/home.aspx>

[Neurodiversity Service Directory \(pdf 191kb\)](#)

10 How will you help me to support my child's learning?

We will work in partnership with you throughout your child's time with us; the closer together we work, the more positive the learning experience and achievement.

We produce information to support parents such as curriculum maps, and progression documents which can be accessed from our school website.

Year Group 'Meet the Teacher' evenings are held every September to introduce parents to the curriculum and routines of their child's class.

During Parent Consultation meetings and in individual pupil passport meetings, parents may also



The Grove Junior School

SEND Information Report 2025-2026



receive advice on how to support their pupil's learning. If you have any queries regarding how best to support your pupil, please see your pupil's class teacher in the first instance.

We are here to help you in any way we can – informally, at parent consultation evenings, additional meetings, by phone, email, and through a variety of parent workshops, e.g. Supporting Reading and Spelling.

11 How will my child be included in activities outside the classroom including school trips?

All children are included in school trips and extra-curricular activities and where necessary, reasonable adjustments and medical support are put in place. A risk assessment is carried out to ensure the children's safety. Additional staff and parent helpers may be required to accompany a class or a particular pupil, and specialised transport if needed. If the trip is being led by a guide then they would be made aware of a particular pupil's needs when appropriate.

We also have a number of lunch time and after school clubs that are open to children, although some will be age specific.

We recognise that vulnerabilities are not always physical and support all children to be fully included within all areas of the school in order to best meet their individual needs.

All children are offered equal opportunities and teachers carefully plan lessons to be inclusive, looking at the provision required to enable this.

12 How accessible is the school environment?

Our school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary.

Our school is on three levels and is not fully accessible. The school does have two disabled access toilets and a lift upstairs in the extension. However, due to the steps both within school and outside the building the school is not fully accessible from inside.

Any child with a medical condition will have an individual health care plan to ensure their health and physical needs are met within school. These are created alongside parents to ensure appropriate care for the individual.

Every classroom has access to a calm area with resources to support emotional regulation. Every effort is made to ensure classrooms are calm, clear and conducive to learning to support all learners. Other spaces are available within the setting, if this adaptation is needed.

Some classrooms are fitted with sound systems. Any adaptations needed for hearing or visual impairments would be catered for.

13 How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We have established excellent transition procedures with our linked Infant School, and also with our local secondary schools.

We lead detailed transition planning meetings for any child joining or leaving with complex needs.



The Grove Junior School

SEND Information Report 2025-2026



Parents and staff of both schools attend these.

Children have the opportunity for extra visits to the new school, if this is appropriate.

Within the school, we hold transition meetings with new and outgoing class teachers, plus the INCO, for children moving class who have significant needs.

Additional transition arrangements, prior to the change of setting, are made whenever appropriate for children with additional needs.

14	Where can I find out about the local authority's local offer of services and provision for children with SEND?
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For further information about the Local Authority's Local Offer, please see
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

15	Who can I contact if I have a concern or I need further information?
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Your child's class teacher should be your first point of contact to discuss any concern you have regarding provision for your child.
The SENDCo (Mrs. Asma Begum) can be contacted by telephoning the main office - 01582 760031 or by email at inco@grovejm.herts.sch.uk.

The Deputy Head teacher or Head teacher may then also be involved in discussion and would work alongside parents to resolve concerns. Please telephone 01582 760031 or email admin@grovejm.herts.sch.uk

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, provided that the third party is able to demonstrate to the School that they have the appropriate consent to do so. Concerns should be raised with either the Class Teacher, Key Stage Lead or Head Teacher. If the issue remains unresolved, the next step is to make a formal complaint.

Please refer to the complaints policy on the school website on how to raise a concern or make a complaint. <https://grovejm.herts.sch.uk/statutory/>