Garden City Academy – SEN Report July 2018

**Aims:**

**At Garden City Academy we aim to:**

* Identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made enabling every child to reach their full potential.
* Plan an inclusive and effective curriculum to meet the individual needs of children with SEND.
* Work in close partnership with, and involve, families of children who have SEND.
* Ensure all staff working with the children are aware of the procedures for identifying their needs, supporting and teaching SEND children.
* Work in close partnership, where appropriate, with external agencies to support the needs and provision for children who have SEND.

**The Inclusion Team and Contacts**

**SENDCo/Inclusion Leader**

Mrs. R. Stevenson rstevenson@gca.herts.sch.uk

**SENDCo Assitant/Inclusion Manager**

Mrs. L. Churchill lchurchill@gca.herts.sch.uk

**Behaviour and Family Support**

Ms. S. Joyce sjoyce@gca.herts.sch.uk

**Governor for SEND**

Mrs Sue Marr (contact information available via the main school office)

All can be contact via the school office: 01462 621800

**Current Number of Pupils with SEND within school (July 2018)**

|  |  |
| --- | --- |
| SEN Monitoring | 26 (11%) |
| SEN Support | 46 (19%)  |
| Statement/EHCP | 7 (3%)  |
| Overall | 33% |

**Special Educational Needs Policy and Information**

We have a created a page on our Garden City Academy website for SEN and all information can be found here: <https://www.gardencityacademy.co.uk/our-school/sen>

 **Kinds of Educational Needs Provision is made for at our school**

Garden City Academy is an inclusive school, currently we provide provision for a range of needs:

* Autistic Spectrum Disorder (ASD)
* Attention Deficit Hyperactivity Disorder (ADHD)
* Oppositional Defiant Disorder (ODD)
* Specific and Moderate learning difficulties
* Visual impairments
* Hearing impairments
* Physical disabilities
* Social, emotional, mental health and well being
* Speech, language and communication
* Behavioural
* Dyslexia and dyscalculia

**How does Garden City Academy know if children need extra help and what should I do if I think my child has special educational needs?**

Children at Garden City Academy are identified as having special educational needs through a variety of ways. These can include:

* Children performing far below their chronological age
* Concerns raised by parents
* Concerns raised by teachers
* Concerns raised from teachers from previous schools
* Senior leaders looking at data and through teaching and learning monitoring
* During pupil progress meetings between class teacher and senior leaders
* Meetings with specialists outside of the school
* Medical and health diagnosis through doctors, hospitals or child development centre

**How will I raise concerns if I am worried about my child?**

If you have any concerns at all about your child please come and see your child’s class teacher in the first instance.

The inclusion leader, Mrs Stevenson or the Inclusion Manager, Mrs. Churchill can also be contacted on the details above.

**How will Garden City Academy support my child?**

At Garden City Academy we have a wide range of support and intervention strategies available to any child who may need additional support. Our staff have a wealth of experience and training to support all children. Further information on all support we can offer is available on the SEN page of our website under the link ‘School Offer’.

Support may include:

* Individually differentiated lessons, activities and support in class according to specific needs
* Intervention/catch up programs for phonics, reading, writing and maths
* Individually tailored resources
* Intervention sessions for fine and gross motor skills, social skills, emotional wellbeing and other areas of need identified for each individual child
* External support provided to us through the Local Authority – Educational Psychologists, Speech and Language Support teams, Occupational Therapists, Physiotherapists, visual and hearing impairment teams, behaviour support team
* Individually tailored curriculum

**Who will oversee, plan, work with my child, evaluate the sessions and how often?**

Class teachers will be responsible for any SEND children in their class and provide good quality first teaching. They will monitor the children’s needs and plan for any extra support required. Learning Support Assistants will be directed by class teachers to support children in class and in intervention groups.

The SENCo will oversee Learning Support Assistants, intervention groups and work provided within class to support your child. Every child identified on the SEND list will have an individual provision map each term detailing all of the information above. At least half termly, all support is reviewed in pupil progress meetings and actions are taken to ensure all support is effective. If a session is not effective, or is not having the desired outcomes, then alternative arrangements will be made to support your child’s individual needs.

**How will my child be assessed?**

Every child in the school will be continuously assessed informally and formally at the end of every term; every half term in Maths and English. Every child will be assessed in a way to suit their learning needs and to show their true potential and ability.

At statutory testing times in Year 2 and Year 6 children may possibly be remove from having to take the tests, depending on their need, this will be discussed with parents before any decision is made.

**Who will explain to me what support/intervention is in place for my child?**

Class teachers will meet with families at least once a term at parents evening to discuss your child’s needs and their targets. The support being provided through interventions and their progress will be sent to parents at least termly in the form of individual provision maps. Additional meetings or phone calls can be request via the school office. Further information can be sought from the SENCo.

**Our Approach to teaching pupils with SEND**

Every teacher strives to meet the individual needs of every child through good quality first teaching, differentiation and the use of appropriate resources. In class and out of class interventions are also set up to further support children’s learning.

The SENCo and the child’s class teacher will decide on the action needed to help the child to progress. This may include:

* different learning materials or special equipment
* group or individual support sessions
* extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
* staff development and training to introduce more effective strategies to support the child
* access to external support services for one-off, occasional or on-going advice on strategies or equipment

**How do we adapt the curriculum and learning environment for pupils with SEND?**

We make every effort to ensure that all children are able to access the school environment.

* The school is fully compliant with the Disability Discrimination Act (1995) requirements.
* Resources and teaching are differentiated to meet individual needs and adjustments made where a more individualised approach is required.
* The school is on one level, with easy access and ramps
* There is a disabled toilet and changing facilities.
* We ensure where ever possible that equipment used is accessible to all children regardless of their needs and will make reasonable adjustments to ensure access wherever possible.
* We are aware that some children have sensory needs and can provide quiet areas to work and other aids, such as ear defenders, privacy boards etc. to reduce sensory over stimulation. We work with children and parents to identify any sensory difficulties.
* After-school provision is accessible to all children, including those with SEND.
* Extra-curricular activities are accessible for children with SEND.

We make every effort to ensure that all children can have access to activities outside the classroom, including school trips.

* For some children, careful consideration and planning needs to be take place to identify potential barriers to inclusion on some trips and visits. This may include an individual risk assessment.
* We sometimes ask that parents accompany us on visits where we believe that this would enable a child to have a successful and safe visit.
* We always involve parents in any decisions concerning access to particular visits and will always do our best to include children in all activities.

**Individual Provision Maps**

Strategies and interventions to enable each child to progress will be recorded within an Individual Provision Map (IPM). The IPM will include information about:

* their attainment results over time
* the short-term targets set for the child
* the teaching strategies to be used the provision to be put in place
* outcomes/evaluation of effectiveness
* their attainment results over the intervention time scale

The IPM will be reviewed at least termly and families’ views on their child’s progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets

**Current interventions used in school to support SEND children**

Garden City Academy plan a number of intervention programmes to support children with SEND. This year these have included: (Please see School Offer for complete overview of interventions)

* Phonics intervention
* Lexia– phonics ICT intervention programme
* Maths interventions
* Reading interventions in guided groups
* Individual reading sessions
* Writing interventions
* Grammar interventions
* Handwriting intervention
* Motor skills (fine and gross)
* Social skills
* Social stories
* Mentoring sessions
* Behaviour management
* Anger management
* Art therapy

**Partnership with external agencies**

The following agencies have supported children within school this year:

* Speech and Language Therapy
* Educational Psychology
* Occupational Therapy
* Child Development Centre – Community Paediatricians
* Hearing Impairment Team
* Visual Impairment Team
* Physiotherapy Service
* CAMHs
* Step 2
* Thieving Families
* North Herts Primary Support Service (Behaviour concerns)
* Children’s Centre
* Health Visitor
* Attendance officer
* Grange SpLD Base outreach support
* Communication Disorders Team
* Child and Adolescent Mental Health Service (CAMHS)
* Neurological Impairment Team
* Woolgrove School Outreach

**What training have the staff supporting children with SEND had, or are currently having?**

All staff access appropriate training to support them in meeting the needs of your child. Support staff are also given the opportunity to specialise in an area of interest.

Some of our staff have received specialist training to support children with an Autism Spectrum Condition (ASC), specific learning difficulties (SpLD) e.g. dyslexia, speech and language (ELKLAN) and courses for children with a hearing or neurological impairment

Below are some of the training staff have attended:

* The SENCo has the National Award for SEN Co-ordination
* Anger management
* Restorative justice
* English as an Additional Language
* Autism
* Dyslexia
* 1:1 tuition
* Speech and Language (ELKLAN)
* Protective behaviours
* Outcome Star (emotional)
* Speaking and listening (oracy)
* SpLD/dyslexia
* Supporting struggling writers
* Anxiety
* Nurturing principles
* Autism
* Raising self-esteem
* Anger management
* Dyscalculia
* Attachment
* Foetal Alcohol Syndrome
* Behaviour management
* CAMHs and Mental Health referral processes
* Working Memory

**How are the school’s resources allocated and matched to children’s special educational needs?**

In considering our provision for children, we acknowledge that every child is an individual and that some children will require access to a greater range of resources to enable them to access the curriculum as fully as possible and to make good progress in their learning.

For most children, including those receiving SEN support, the school is able to provide the support needed to meet the individual needs using funding provided by the Local Authority. Provision is identified and tracked using a system of provision mapping which takes place every half term and which enables provision to be matched to needs.

Occasionally a child’s needs are determined to be exceptional. This generally means that the provision required involves a range of professionals and a high level of sustained intervention in order for a child to be able to access the curriculum as fully as possible. If this is the case, the school can make an application for exceptional needs funding (ENF), which if given to children who are identified as having a level of need judged as being exceptional across the district.

**How will Garden City Academy support my child when transferring schools?**

We recognise that transfer to new schools and transitions between classes, or for some children, even changes to routines, can be stressful for children and parents and promote feelings of anxiety. We provide the following support to minimise the difficulties associated with these changes:

**If your child is joining us from another school:**

* The SENCo will visit our feeder nurseries
* The SENCo will contact the SENCo from your child’s current school to discuss their needs and where needed they will visit at the previous school to meet the staff and families
* Your child will be able to visit our school, often on more than one occasion and resources can be tailored to meet each child’s needs to ensure a positive transfer

**If your child is moving to another school:**

* We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child.
* A planning meeting will take place with the SENCo from the new school.
* We will make sure that all records about your child are passed on as soon as possible.
* Parents will be encouraged to make arrangements to meet the SENCo at the receiving school to share their knowledge of their child.
* The SENCo will arrange extra visits to the new school in addition to transition

**When moving classes in school:**

* Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
* Children will be given the opportunity to meet their next teacher and to visit the classroom during the half term before they move up in order to familiarise themselves with their new surroundings and the people who will be supporting them.

**In Year 6:**

* The SENCo will discuss the specific needs of your child with the SENCo of the child’s secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
* For children with a Statement of Special Educational Needs or an EHC Plan, the SENCo will attend the statement review meeting prior to transfer.
* Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
* Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

**How are the Local Governing body involved and what are their responsibilities?**

Each term a report is given by the Headteacher and the SENDCo on the progress of SEND children and additional support and enrichment activities which have been provided. This report includes progress made, the effectiveness of provision and actions for the future. Governors will also support the school and our families when needed with accessing support from external bodies.

If you have a complaint regarding the provision made at Garden City for your child please follow the complaints procedure. This can be found on the polices page of the school website, <https://www.gardencityacademy.co.uk/parents/policies>

**Hertfordshire (Local Authority) SEND Local Offer**

The *Children and Families Bill* (2014) sets out a requirement that Local Authorities must publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Information about the Hertfordshire SEND Local Offer can be accessed by following the link below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

**Support Service Available to Parents**

**Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)**

SENDIASS is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0-25) and professionals.

Our expertise and training in special educational needs and disabilities (SEND), and disagreement resolution help us to help you.

We offer a personalised confidential service to help you understand how special educational needs are assessed and managed, so that you can make informed educational choices.

Contact details for your SENDIASS Team:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiass.aspx>

SENDIASS Information Officer - 01992 555847 sendiass@hertfordshire.gov.uk