

Garden City Academy – SEN Information Report

September 2025

**Aims:**

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

* Plan an inclusive and effective curriculum to meet the individual needs of children with SEND.
* 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. (Early Identification)
* 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.

**Contacts**

**SENCo**

Sarah Firth

**Governor for SEND**

Elena Pascanu (contact information available via the main school office)

The above can be contact via the school office: 01462 621800

**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: [SEN | Garden City Academy](https://www.gardencityacademy.co.uk/our-school/sen)

**Educational Needs at Our School**

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

* Autism
* 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 wellbeing
* 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:

* Concerns raised by parents
* Concerns raised by teachers
* Concerns around progress and significant gap between attainment and age-related expectations
* Concerns raised from teachers, including from the child’s 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 professionals

**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 SENCo, Mrs Firth, can 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 adapted lessons, activities and support in class according to specific needs
* Individualised provisions and tailored resources
* Intervention/catch up programs for Phonics, Reading, Writing and Maths
* 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 and mental health
* Personalised curriculums

**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 high-quality-first teaching. They will monitor the children’s needs and plan for any extra support required. Learning Support Assistants (LSAs) will be directed by class teachers to support children in class and in intervention groups.

The SENCo will oversee and advise teachers and LSAs on interventions and adaptations within class to support your child to meet their learning and curriculum. Every child identified on the SEND list, including children with EHCPs, will have an Individual Support Plan (ISP) each term. The ISP has targets specific to your child and all the provisions and adaptations they require to meet their targets and access their learning and curriculum. At least half termly, all support is reviewed in pupil progress meetings and actions are taken to ensure all support is effective. If adaptations/provisions are not effective, or is not having the desired outcomes, then provision and adaptations will be reviewed to ensure your child’s individual needs are supported.

**How will my child be assessed?**

Every child in the school will be continuously assessed informally (daily in lessons) and formally during the year. Every child will be assessed in a way that suits their learning needs to enable them to show their true potential and ability.

At statutory testing times, children will have reasonable adaptations made (access arrangements) to enable them to show their true ability. For a very small number of children, they may be removed from having to take the assessments and this is depending on their need. This will always 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, usually at parents evening, to discuss your child’s needs and their targets. The provisions and support being provided through adaptive teaching and interventions will also be discussed.

At any time, additional meetings or phone calls can be requested via the school office. Initially this would be with your child’s class teacher. Following this, further information can be sought from the SENCo team.

**Our Approach to teaching pupils with SEND**

Every teacher strives to meet the individual needs of every child through high- quality- first/adaptive teaching and the use of appropriate resources/individualised provisions. In class and out of class interventions are also set up to further support children’s learning. As much as possible, support will be within the classroom to ensure your child access the full curriculum and school life.

The SENCo and the child’s class teacher will discuss and decide on the actions needed to support your child’s progress. These may include:

* Adaptive teaching within the classroom
* Explicit instruction and modelling
* Scaffolding
* Flexible groupings with adult support
* Metacognitive strategies to support learning and memory
* Use of technology
* Specialised equipment
* Groups or individual interventions
* 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 environments for pupils with SEND?**

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

* Priority to ensure all lessons have high-quality/adaptive teaching with a focus on:
* Explicit instruction and modelling
* Chunking of learning
* Scaffolding
* Flexible groupings with guided adult groups
* Use if a range of technology
* The school is fully compliant with the Disability Discrimination Act (1995) requirements
* 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 wherever 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.
* The school has a regulation room (The Woodland Room) which holds a range of sensory resources and activities for pupils to access to support co and self-regulation.
* The school also has a Thrive room (The Rainbow Room) where pupils will have Thrive interventions to support social, emotional and mental health.
* After-school provision is accessible to all children, including those with SEND and reasonable adaptations are made to ensure these clubs are fully accessible.
* Extra-curricular activities are accessible for children with SEND and reasonable adaptations are made to ensure these activities are fully accessible.

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 have taken 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.

**Assess, Plan, Do, Review**

At Garden City Academy we every child identified with a SEND need has an Individual Support Plan (ISP) to record their individual assess, plan, do and review.

Adaptations, provisions and interventions to enable your child to progress will be recorded within an Assess, Plan, Do, Review cycle (APDR). The APDR will include information about:

* Assess:
* their attainment results over time
* Plan
* the short-term targets set for your child
* SMART targets – specific, measurable, achievable, realistic and timely
* Do:
* the adaptive teaching strategies to be used in lessons
* the individual resources/provision to be put in place
* interventions required
* Review:
* outcomes/evaluation of effectiveness
* their attainment results over the intervention time scale

The APDR 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 (Little Wandle)
* Maths interventions
* Reading interventions
* Individual reading sessions
* Writing interventions
* Grammar interventions
* Handwriting intervention
* Motor skills (fine and gross)
* Social skills
* Social stories
* Mentoring sessions
* Thrive
* Drawing and Talking

**Partnership with external agencies**

The following agencies have supported children within school this year:

* Speech and Language Therapy
* Educational Psychology
* Occupational Therapy
	+ Woolgrove School Outreach
	+ Specialist Advisory Support Service
	+ Child and Adolescent Mental Health Service (CAMHS)
* Step 2
* Thriving Families
* North Herts Primary Support Service (Behaviour)
* Children’s Centre
* Health Visitor
* Attendance officer (Education Welfare Officer)

**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 areas of need to support children, where identified.

Below is some of the training staff have attended:

* ADHD and ASD
* Sensory circuits
* Speech and language
* WellComm
* Attention intervention
* Behaviour (Behind the Behaviour Training)
* Thrive and Thrive practitioner training
* Adaptive Teaching
* Reading fluency
* Developing vocabulary
* Phonics – Little Wandle SEND training
* Concrete, pictorial and abstract approach to Maths
* Learning environments
* EEF ‘Five a Day’ to support SEND children in class

**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/higher needs funding (ENF/HNF) or an Education Health Care Needs Assessment (EHCPNA).

**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/class staff 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.
* The SENCo will also meet with each class teacher to discuss the needs of all pupils with additional needs and to give advice and guidance of support for pupils.

**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 an EHC Plan, the SENCo of both our school and the new school will attend the 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.

**What do I do if I have a complaint regarding my child with SEND?**

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