**SEND at Garden City Academy**

 2023-2024

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| Our Vision  | ***Our school ethos is to believe in every child to enable them to achieve. We also champion every child in believing in themselves.***  *Children with SEND are fully included in school life at Garden City Academy.*  *Inclusive lessons are at the core of our provision through high quality-first teaching and reasonable adaptations to remove barriers to learning*  |

**Garden City Academy Core Offer**

How we teach at Garden City Academy

* Clear and Consistent Routines
* Structure of Lessons
* every lesson chunked
* short teaching inputs (my turn, your turn)
* talk partners to discuss answers prior to feedback – speech and language needs paired with confident/articulate speakers
* modelling in every lesson – high quality and displayed throughout the classroom
* lessons begin with recaps sessions – working walls for support
* live marking for immediate feedback - identification of misconceptions and addressing of misconceptions in the moment
* Post Teaching
* identification of children not meeting learning objective
* closing the gap intervention before next lesson

* Quality first teaching at it’s core – lessons are inclusive- Lessons well planned for in advance with resources ready for every lesson-this includes adaptions for pupils with SEND
* Lessons have a clear sequence and follow the scheme or plan of learning
* Graduated response – assess, plan, do, review (three waves – supported by Essex Provision Guidance Toolkit)

**Garden City Academy SEN Contextual Information (02.09.22)**

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| SEN Status  | Number of children  | Percentage  | Overall SEN Percentage  |
| EHCP  | 5 | 3%  | 25%  |
| SEN Support  | 34  | 18%   |
| SEN Monitoring  | 10 | 5%  |
| SEN Needs  | **% of SEN Students with this Need**  |
| Attention Deficit (Hyperactivity) Disorder  | 16.67%  |
| Autistic Spectrum Disorder  | 24.07%  |
| Dyslexia  | 5.56%  |
| Moderate Learning Difficulty  | 5.56%  |
| Social, Emotional & Mental Health  | 31.48%  |
| Specific Learning Difficulty  | 14.81%  |
| Speech, Language and Communication Needs  | 33.33%  |
| Anxiety disorder  | 3.7%  |
| Pathological demand avoidance (PDA, Newson's syndrome)  | 1.85%  |
| Sensory processing disorder  | 1.85%  |

Examples: (not a definitive list of everything we do at Garden City Academy)

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| **Wave 1** High Quality Teaching (whole class/core offers/Lowest 20%)  | **Wave 2** Additional School Intervention and support (building on HQT)  | **Wave 3** High Need (external services)  |
| * Live Modelling
* Scaffolding or supporting learning
* Variated questions
* Setting bigger picture
* Key vocabulary displayed/explained
* 1:1 and Small Group support
* Teachers carefully planning independent learning time
* Consistent routines and expectations
* Culture of positive relationships
* Saying pupils name, eye contact before giving instructions
* Adults take time to listen to what children are saying and model positive listening behaviours
* Additional thinking/processing time
* Pairing children with confident speakers
* Whole class visual timetables
* Visuals cues and prompts
* Concrete resources
* Writing frames/templates
* Seating plans
 | * Range of school led interventions based on assessed need (zones of regulations, additional phonics, nurture, fine motor skills, gap filling, Maths, English)
* Breaking down learning into smaller parts
* Language should be reduced, chunked and simplified to support accurate retention
* Different methods of recording – typing, filming, sound buttons
* Use of IT – dictate, Immersive Reader
* Pencil grips
* Individual word banks/phonics sound mats
* Wobble cushions
* Chair bands
* Now and next boards
* Personalised timetables
* Emotion cards
* Reward charts
* Scribing
* Ear defenders
* Communication In Print
* Sensory Circuits

  | * Child-centred personalised curriculum/Individualized Schedules
* Short sessions of high-quality Direct Instruction - explicit teaching
* teaching on key learning skills
* Interventions delivered in school following specialist plan (SALT/OT/EP)
* Adult monitoring of pupil’s physical and emotional well-being understanding that pupils with Autism may not be able to do this for themselves
* Sensory Room
* Calming Areas
* Art Therapist
* Speech and Language Therapist
* Thrive sessions

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