A picture containing text, transport, wheel, vector graphics

Description automatically generated**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 |