Garden City Academy – School Offer

September 2020

Special Educational Needs and Disability (SEND) at Garden City Academy

Garden City Academy is an inclusive school and may offer all or any of the following range of provision to support children with SEND:

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| **Possible Interventions** |
| **Strategies / programmes to promote Social Skills** |
| * Circle time
* Personal, Social and Health Education sessions
* Social Skills groups – small focused groups
* Protective behaviour groups/individual
* Social stories
* Circle of Friends
* Hub Club at lunchtime
* Organised games on playground with an adult lead
* Learning mentors
* Oak support
* Chairs game
* Dragonia
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| **Access to a supportive learning environment – IT facilities / equipment / resources** |
| * Resources labelled with photos and words for children to access independently
* Prompt and reminder cards for organisational purposes eg. Visual timetable, now & next board
* Pre-teaching of strategies and vocabulary
* Access to a laptop
* Use of the visualiser and interactive white board to provide visual support
* Specialist equipment to access the curriculum eg. Magnifier, coloured overlays, coloured reading rulers
* Slant board to support handwriting
* Seating wedge
* Individualised Learning packs for Literacy and mathematics
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| **Strategies / programmes to support speech and language development** |
| * Interventions from Speech and Language Therapist advice
* Delivery of planned speech and language programmes from a specialist therapy assistant
* Special Educational Needs Coordinator (SENCo) support for class teachers to develop speech and language strategies
* TA support for children to develop speech and language strategies within daily activities
* Speaking and Listening (oracy) focus within lesson activities
* Speaking and Listening (oracy) groups to support the development of writing
* Speaking and listening (oracy) guided reading session delivered by TAs
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| **Strategies / programmes to support occupational therapy and physiotherapy needs** |
| * Interventions and programmes from an Occupational Therapist / Physiotherapist
* Early Morning Work (fine motor skills)
* Interventions for fine and gross motor skills
* Specialist equipment to access the curriculum eg. Furniture, scissors etc
* Individual support to address occupational therapy (OT) and physiotherapy (included on class provision maps)
* Fine motor skills games
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| **Strategies to enhance self-esteem / promote emotional well-being / reduce anxiety** |
| * Circle time
* Use of ‘now & next’ boards
* Positive reinforcement of good learning , achievement and behaviour
* Use of Golden time
* Motivators
* Parental contact at the end of the week/day
* Meet and greet with TA
* Home-School communication books
* Interventions from the Learning Mentors, TAs and SENCo
* Art therapy
* Time out cards and areas
* Sensory/relaxation boxes
* Emotional Literacy intervention – Individual support
* Transition programme between classes and during secondary transfer
* Additional visits to secondary schools as needed
* Discussions between Y6 and secondary SENCos teachers to ensure good practice is shared
* Protective behaviour groups/individual sessions
* School nurse contact
* Bag of Worries
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| **Strategies to support / modify behaviour** |
| * Use of school’s positive behaviour policy
* Class rules displayed
* Positive behaviour learning strategies
* Social skills groups
* Involvement of Senior Leadership Team (SLT)
* Interventions from the Behaviour Support Team
* Emotional Literacy intervention – Individual support
* Common Assessment Framework to support families
* Art Therapy
* Feelings boxes
* Learning Mentor Activities
* Support from Parent Support Worker
* Behaviour Management Plans/Pastoral Support Plans
* Protective behaviour groups/individual sessions
* Presonalised provision
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| **Strategies to support / develop literacy (sp&l, phonics, reading, writing)** |
| * Fine motor activities to develop early handwriting grip & mark making skills
* 1:1 handwriting support
* Small group handwriting support
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| * Additional small group ‘Letters and Sounds’ support
* Additional 1:1 or small group reading
* Targeted guided reading groups
* Individual prompts and resources
* Use of additional adults to offer extra reading and phonics activities
* Differentiated or individualised spellings
* Individual targets in reading and writing
* Small group support in class
* Specific interventions such as ‘Fisher Family Trust’ in KS1 & 2
* Small group English ‘Booster’ sessions
* Tactile phonics
* Sound buttons and postcards – recordable
* Lexia
* Dyslexia portfolio/screening
* Individual sessions for children with ‘very likely’ dyslexic tendencies providing additional reading, writing and spelling support
* Presonalised provision
* Project X reading scheme
* Dyscalculia screening
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| **Strategies to support / develop numeracy** |
| * Additional small group support
* Opportunities to record maths in Early Years Foundation Stage
* Individual targets in maths
* Small group support in class using ‘precision teaching’ as a strategy, eg. Times tables
* Individual prompt and resources
* Small group Maths ‘Booster’ sessions
* Numicon – all classes
* Use of ICT
* Pre teaching key vocabulary and core concepts
* Presonalised provision
* Basic resources in classroom for easy access to support materials
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| **Provision to facilitate / support access to the curriculum** |
| * Small group support from class teacher or teaching assistant
* 1:1 support in the classroom from a learning support assistant to facilitate access through support or modified resources
* Specialised equipment advised by educational or medical professionals
* Use of a personalised curriculum
* Strategies to support / develop independent learning
* Use of visual timetable
* Use of ‘Now & Next Board’ or ‘chunking’ of activities
* Individual work stations
* Work schedules/Personalised checklists
* Pre teaching of key vocabulary and/or key concepts
* Access to personal ICT equipment
* Use of individualised success criteria
* Use of individual targets to practise
* Circle Time
* Teaching of skills and attributes that make a good learner
* Building Learning Power language eg. Growth Mindset
* Success criteria displayed
* Support / supervision at unstructured times of the day including personal care
* Support assistant at play / lunch times
* Named teaching assistant at play time
* Named midday supervisor at lunchtime
* Prompts in toilets
* Planning and assessment
* Individual Targets
* Regular review with child and parents
* Differentiated and modified planning of the curriculum
* Pupil Progress Meetings
* Data Analysis and regular discussion with SLT
* Pastoral Support Plans (PSP) and Behaviour Management Plans
* Provision mapping of interventions
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| **Liaison and communication with parents / professionals / attendance at meetings and preparation of reports** |
| * Liaison with a wide range of professionals eg. Autism Advisory service, The Grange SPLD Base, Speech & Language, School Family Worker, Educational Psychologist, Primary Support Service, Child Development Centre, Child and Adolescent Mental Health
* Regular progress meetings with parents (parents evening and throughout year when needed)
* Explanation and sharing of professional reports with parents
* Parents evening twice a year
* End of year written report
* Half year report
* End of year statutory assessments reported to parents
* Communication books
* Good News books
* Planners
* Open door policy
* Half termly newlstters
* Support for attendance – School Family Worker
* Family support worker, Parent Support worker, Learning Mentors and SENCo – Team Around the Family (TAF) meetings
* Medical interventions
* Individual protocols for children with significant medical needs and allergies
* Provision of aids and resources to support learning
* Access to school health service
* Individual support plans for children with short term and long term medical needs
* Individual medical forms for children with short term and longer term medication to be taken during school hours
* Other training as appropriate
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| **Autism – Additional Information** |
| * We have a School Autism Lead, she is the Inclusion Leader, Mrs Stevenson. This is your initial point of contact if you need information about services available.
* Every child with autism will be given an Individual Support Plan that highlights their strengths, interests and needs – and will be reviewed at least termly.
* We have a variety of safe places around the school where your child can go to be quiet and free from any distractions
* All staff have on-going training for a variety of needs and all training is disseminated across staff. We are currently in the process of being trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their individual needs.
* We ensure that there is a positive ‘Transition Pathway’ that will support transitions within the setting/school and when your child moves on to their next School.
* We ensure that we have strong Parental partnerships so that any change in your child’s circumstances are quickly responded to and needs are met. This relies on open parental communication.
* We endeavor to listen to your child’s views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.
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For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding or request an Educational, Health, Care assessment.