



Inspiring All to Excellence



Garden Village Academy

SEND Information Report

Document Control

Document Title	SEND Information Report
Effective Date	Summer 2024
Review Date	Summer 2025
Policy Owner	Garden Village Primary Academy
Policy Approver	

Version Control

Version	Date	Amended by	Comments
V1	14 th May 2024	Sonia Burke	New Report

Section	Changes Made

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Aims and Values

At Garden Village Primary Academy, our aim is that every child in our school grows in confidence, 'Soaring to Excellence' to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos and work in close collaboration with parents, the local and wider community to enable every child in their learning journey.

In all pupils, we will foster an absolute feeling of belonging, self-worth, high aspiration, and independence alongside the self-belief that there are no limits to what they can personally accomplish. We will bestow the experiences, resources, structures, and systems to enable all to engage, all to progress and all to achieve their full potential, living their life to the full.

Furthermore, our curriculum ethos will reflect the Fierté Trust values: we care, we leave no one behind, we celebrate individuality, and we are brave.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale and Principles

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

Over the last few years, the Government has reformed the way in which provision and support is made for children and young people with SEND in England. New legislation (The Children and Families Act 2014) came into force from the 1st of September 2014, along with a new SEN code of Practice. More details about the reforms can be found on the Department for Education's Website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SEND Mission Statement

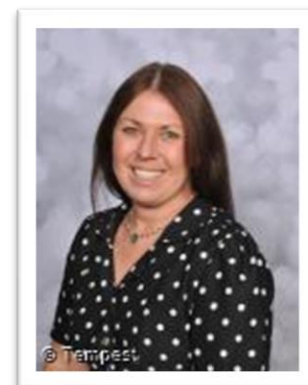
At Garden Village Academy we are passionate and committed to ensuring that we are an inclusive school. We support children with a variety of special educational needs, and we value the individuality and uniqueness of all our children. We are committed to giving all our children every opportunity to achieve their full potential through the highest of standards and expectations.

1. What types of SEN does Garden Village provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

The Special Educational Needs and Disability Co-Ordinator at Garden Village Primary Academy is Mrs Sonia Burke. In addition to 25 years of teaching experience, Mrs Burke achieved the National Award in Special Educational Needs Co-ordination in July 2023.



The SENDCO, is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND.

The SENCO (sometimes called a SENDCO) liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

The SENCO has regular contact with a wide range of external agencies that can give more specialised advice when this is the case.

If you have any concerns regarding SEND matters do not hesitate to contact the SENCO, Mrs Sonia Burke.

Class teachers

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All staff have received training related to SEND.

We audit staff training regularly to identify gaps in staff knowledge to provide plan and provide staff training.

The SENDCO attends relevant SEND courses and conferences, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO ensures that training opportunities are matched to school development priorities and those identified by provision management.

Teaching assistants (TAs)

We have a team of teaching assistants and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Little Wandle – Keep up phonics.

Specialist services and expertise are available at or accessed by the school

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisation
- SENSS
- Autism Outreach Team
- Local Support Team
- EWO (Educational Welfare Officers)
- Speech & Language
- Midlands Psychology
- Behaviour Support Service

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Burke, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: info@GardenVillage.fierte.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

(4.1) Identification, Assessment and Provision of possible SEN needs

The class teachers at Garden Village are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. Teachers use Assessment for Learning (AfL) within lessons to monitor children's progress, and they complete summative assessments at the end of each term.

Children who are making slower progress are highlighted through our monthly pupil progress meetings and termly data assessment points. During the initial identification phase (pupil progress meeting), the barriers for learning are identified and short-term targets and adaptations (quality first teaching) are implemented to support and facilitate enhanced progress. If teachers have more specific concerns about a child, they contact the SENCO for support and complete the SEND concern checklists (Appendix 1).

We know when a child needs help if:

- ⊙ Concerns are raised by parents/carers, teachers, or the child's previous school about the child's behaviour, difficulties in learning and/or a physical problem that may impact on the pupils learning.
- ⊙ There is lack of progress in Reading, Writing or Maths.
- ⊙ Poor test scores alongside concerns raised in class during day-to-day teaching and learning.
- ⊙ There is a change in the child's behaviour.
- ⊙ A child asks for help because of continuing difficulties in class with learning.

Furthermore, At Garden Village Primary Academy, the following steps will be followed to support the monitoring and assessment for children who may have a SEN need:

- (a) All pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored (Pupil Progress Meetings).
- (b) Once a pupil has been identified as possibly having a SEN need, they will be closely monitored by all the teaching staff in order to gauge their level of learning and possible difficulties (SEND Referral/Monitoring Form).
- (c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- (e) Through (b) and (d) it can be determined which level of provision the child will need going forward in their learning.
- (f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

- (g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- (h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the schools SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- (i) Parent's evenings are used to monitor and assess the progress being made by the child. Additional meetings may be arranged; the frequency of these meetings is dependent on the individual child's needs and progress being made.

(4.2) Identification, Assessment and Provision of confirmed SEN needs

If a child is still struggling to make the expected progress, the teacher and SENCO will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

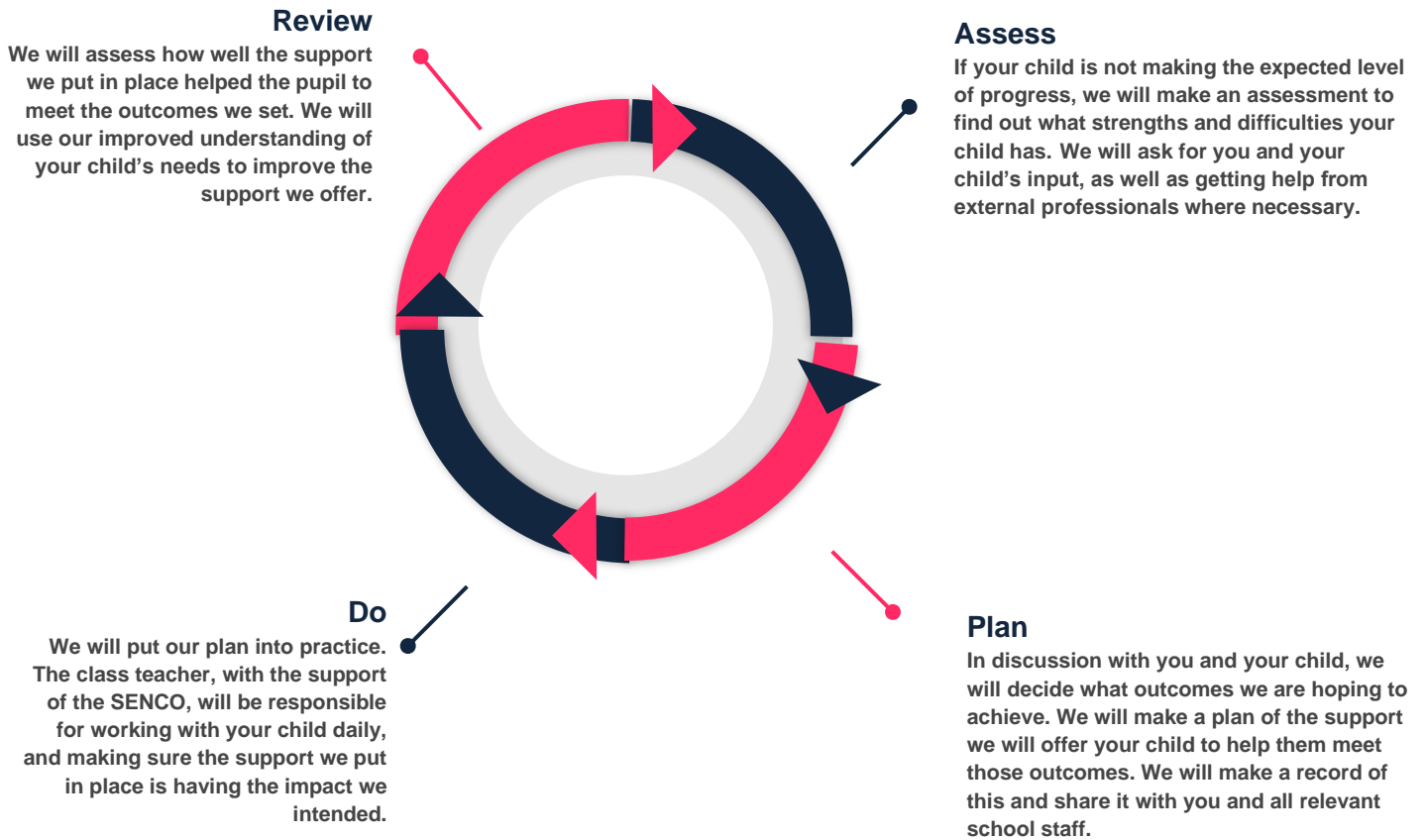
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create an Individual Learning SEN support plan for them. Garden Village Primary Academy use Edukey to record the ILP's and as a parent, you will have online access to the plan.

5. How will the school measure my child's progress?

At Garden Village Primary Academy, we use the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review (ADPR)**. Where it is determined that a pupil does have SEND, parents will be formally advised, and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so they remove barriers to learning.

The ADPR is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupils' views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools' information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date from review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the gardenvillage.fierte.org

outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with the teaching assistant and or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates, each term. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupils' progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

As a part of the planning stage of the graduated approach, we will set Specific, Measurable, Assessable, Realistic, Timebound Targets (SMART) that we want to see your child achieve. This will be set according to the category of SEND need that your child is identified as (see page 4).

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Individual learning plans and interventions are recorded and reported to parents on Edukey.

6. How will I be involved in decisions made about my child's education?

Garden Village Primary Academy will provide termly reports on your child's progress against their Individual Learning Plan targets.

Your child's class teacher will meet you each term to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

Communication is key to your child's progress; we also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Enhanced Care and Health Education Plans (EHCP)

For children who need more support than is available through special educational needs support in school, an education, health and care needs assessment (EHCNA) is required. An Education, Health and Care plan (EHC plan or EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. The special educational provision that is named in an EHC plan must be provided by the child or young person's local authority (LA). It can also give parents and young people more choice about which school or other setting the child or young person can attend as special schools and private schools can also be named. To obtain an EHC plan, the child or young person must first have an Education, Health and Care Needs Assessment.

An EHCNA can be requested by to the Local Authority by either yourself, a parent or school at any time. An EHC Assessment seeks to gather information on an individual's needs and is carried out by the LA. A range of people should provide input, such as the young person themselves, their parents, their school, health professionals and social care teams. Then, the LA must decide if based on the EHC needs assessment, they will issue an EHC Plan.

In Staffordshire, to support the EHCNA process, the Enhanced Assess Plan Do Review (EAPDR) pathway was introduced in January 2023 to build on the current model of the 'Graduated Approach'.

What is the Enhanced Assess, Plan, Do Review Pathway?

The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support, and resources in order to meet the needs of children and young people in their setting

The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively.

The primary purposes of the pathway are to:

- Support settings to meet the needs of children and young people in their local mainstream school.
- Ensure children and young people have their needs met earlier.
- Improve co-production in how we work with children, young people, and families.
- Improve multi-disciplinary working and partnerships.
- Improve the 'tell it once' approach by reducing duplication of information.
- To record pre statutory interventions in a centralised document, capturing Assessment and learning about the child over time, accessible by all professionals involved, along with parents / carers.
- Place holistic outcomes at the very start of the graduated approach to meeting children and young people's need.
- Ensure equity of practice across the county and place the child, young person, and family at the centre of discussions, planning and decision making within the context of their learning environment.
- Improve the quality and timeliness of EHCNAs if they are required.
- Improve the quality of EHCPs (if an EHCNA suggests that this is required.)

The SENCO at Garden Village Primary Academy, in collaboration with the child's parents, will make the referral using the One Form for the EAPDR process via the termly Tamworth schools SEND and Inclusion Hub meetings.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

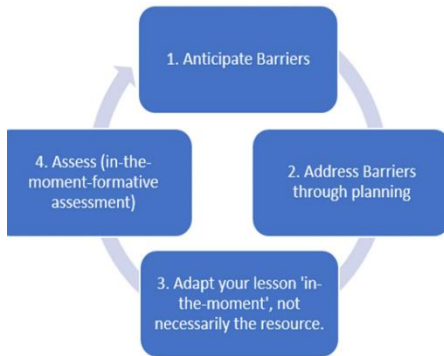
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a pupil voice survey.

8. How will the school adapt its teaching for my child?

Pupils with SEND will access the whole curriculum alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Adaptive teaching will be used to support the needs of all children, most notably children identified as SEND, using the 'Five-a-day' principles (Appendix 2).

Through high quality first teaching, the staff at Garden Village use the adaptive teaching techniques to secure high expectations for all children. To achieve this, the teachers use the following approach when planning lessons:



Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Examples of adaptations may include:

Type of need	Possible Strategies
Reading difficulties, including dyslexia	<p>Reduce the amount of reading required – this could be done by summarising, or by using text to speech software, or using diagrams etc instead of text.</p> <p>Simplify any reading – use bullet points instead of paragraphs, shorten sentences, use simple vocabulary.</p> <p>Make reading material easier to read – use a larger font, use a different font, use colour to highlight or categorise; avoid italics, use bold instead.</p>
Writing difficulties, including dyslexia	<p>Reduce the amount of writing required – ask for oral presentations, or use of pictures/diagrams/video etc.</p> <p>Use IT packages such as mind mapping, speech to text, planning tools etc.</p> <p>Review any written work for its content rather than accuracy.</p> <p>Offer support for spell-checking, grammar checking etc.</p>
Speech and language difficulties	<p>Be aware that this could include speech sound production, understanding of language, the ability to express yourself in language and the social use of language.</p> <p>With a speech production difficulty – don't speak for the person, listen to the message rather than the presentation.</p> <p>With understanding – simplify the language you use, try to avoid metaphors, sarcasm etc.</p> <p>With expressive language – provide time to prepare and practise, listen to the message content.</p> <p>Understand the issues that some pupils have with using language appropriately in a social context and make allowances.</p>

Autistic spectrum conditions	Prepare pupils in advance for new things or people or changes to routine. Be aware that their social preferences may be different e.g. they are happier on their own whilst also wishing to make friends but are not sure how to build and maintain friendships. Provide software and resources that support the way they work. Be aware that higher level language skills may be challenging e.g. metaphor, idiom etc; avoid sarcasm as it may be taken literally. Give very clear and precise directions/instructions.
Memory and attention difficulties, including ADHD	Provide written notes as well as giving instructions etc verbally. Present information in different ways e.g. using pictures, diagrams etc. Build in regular short breaks. Provide clear structure for the pupil's tasks and offer regular support.
Organisational difficulties, including dyslexia	Provide written notes as well as giving instructions etc verbally. Present information in different ways e.g. using pictures, diagrams etc. Provide clear structure for the person's tasks and offer regular support. Offer software/resources that help with organisation e.g. alarms, reminders etc.

These provisions are part of our contribution to Staffordshire County Council's local offer.

Children with medical needs

If a child has a medical need, then a detailed Medical Care Plan is compiled by the SENCO in consultation with parents/carers. These are discussed with all staff who is involved with the child.

Where necessary and in agreement with parents'/carers medicines are administered in school where a signed medication form giving consent is completed and held at the office.

Medicines are kept in safe storage in the medical room opposite to the school office.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their SMART targets monthly at Pupil Progress Meetings.
- Reviewing the impact of interventions after six weeks.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school resources be secured for my child?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g., Educational Psychologist). Funding may be used to buy in specialist support.

More specialist support and advice for funding and resources is accessed through the Staffordshire Council SEND and Inclusion Hub. These may include:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

The new Enhanced ADPR one-form is used for more specialist support and resources when children need extra support, above which the school can provide for example, access to an alternative learning provision such as the Rainbow Room. If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Garden Village Primary Academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Garden Village Primary Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Whitemoor Lakes.

All pupils are encouraged to take part in sports days, school plays, special workshops, assemblies, music performances and further Fierte Trust-wide opportunities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Inclusion in activities outside the classroom including school trips

We try to ensure every child can access all the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggest that an intensive level of 1:1 support is required additional staff will be included on the trip. In some medical cases we will invite parents to support their child on trips.

Please refer to the Equality Policy and Safeguarding Pupils on School Trips Policy.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our vision for Garden Village Primary Academy is to work in close collaboration with parents, the local and wider community to *Soar to excellence*. In all pupils, we will foster an absolute feeling of belonging, self-worth, high aspiration, and independence alongside the self-belief that there are no limits to what they can personally accomplish.

Our ethos will reflect the values of the Fierté Trust: we care, we leave no one behind, we celebrate individuality, and we are brave. We will bestow the experiences, resources, structures, and systems to enable all to engage, all to progress, all to achieve their full potential, living their life to the full.

Garden Village Primary Academy will admit any pupil with an Education, Health and Care plan which names the school. Priority will then be given to children who meet the criteria set out below, in order.

1. Children in care and children who ceased to be in care because they were adopted (or became subject to a child arrangements order or special guardianship order), including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who satisfy both of the following tests:
 - Test 1: the child is distinguished from the great majority of other applicants either on their own medical grounds or by other exceptional circumstances.
 - Test 2: the child would suffer hardship if they were unable to attend the preferred school.
3. Children who have an elder sibling in attendance at Garden Village Primary Academy and who will still be attending the school at the proposed admission date.
4. Children living within the catchment area of the school.
5. Other children arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as calculated by the local authority's geographical information system.

Please refer to the Admissions Policy.

13. How does the school support pupils with disabilities?

Garden Village Primary Academy is committed to providing a fully accessible environment which values and includes all children, staff, parents, and visitors. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- We have a disabled toilet and ramps into school.
- We have two disabled parking spaces.
- We have a lower ground medical room, with bed and fridge, to provide a safe place for medical procedures.
- We have a lift to permit access to the first-floor learning environment.
- We have clearly signaled door-ways frames.
- We have a hearing loop at the front office.
- We have an up-to-date Accessibility Policy.
- We have a clear Allergen and Medical Policy.

Please refer to the Accessibility Policy.

14. How will the school support my child's mental health and emotional and social development?

Garden Village offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties. These include:

- All members of staff are readily available for children who wish to discuss issues and concerns.
- Behaviour and Attendance is monitored, and support is offered. Children are only excluded in very exceptional cases.
- The SENCO, Mrs Sonia Burke has completed the Senior Mental Health Lead training and provide ongoing emotional support to pupils across the school.
- Helping Our Pupil's Emotions (HOPE) is the emotional health support intervention used in school.
- Access to Tamworth Mental Health Services.

Furthermore, the Personal Development for children with SEND is further supported through:

- Pupils with SEN are encouraged to be part of the GVPA Pupil Voice Council.
- Pupils with SEN are also encouraged to be actively engage in teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN through the HOPE provision.
- The forest school area will be used as a nurture club for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.

Please refer to the Behaviour and Anti-Bullying Policy, PSHE policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Garden Village Academy recognises that for some children, moving schools can be stressful. Therefore, in collaboration with the SENCOs in Tamworth, strategies are in place to enable the child's transition to be as smooth as possible. These include:

On entry: -

- A planned programme of visits in the summer term for children starting in September. including, visits with pre-school staff to their new class (without parent/ carer). NB Due to the building constraints, this will be slightly different for the Reception cohort starting in 2024,
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation Stage teacher will visit all children in their pre-school setting. Where concerns are raised, Mrs. Sonia Burke - SENCO will visit and attend transition meetings at the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as starting part time if necessary.
- The SENCO and Reception teacher will attend the annual "Early Years Speed-Dating" event to meet and receive information from the nursery settings.

Transition through the school: -

- Visits to their new class in the summer term.
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition: -

- Secondary school staff visits children prior to them joining their new school.
- Mrs Sonia Burke, SENCO meets the SENDCO's from the secondary schools to pass on information regarding SEND children.
- Extra visits for those SEND children who need/want one prior to transition days can also be organised.
- Children attend transition day's particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g., Enterprise days at the secondary school and drama workshops delivered by secondary staff)
- The Year 6 Staffordshire County Council spreadsheet is populated for the children leaving.
- All SEND documentation on Edukey is downloaded, printed, and shared at the handover day in July.

Mid-year transition

Our induction for children arriving mid-year includes: -

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.

Between years in Garden Village Primary Academy

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Sonia Burke is responsible for the Looked After Children at Garden Village Primary Academy.

Mrs Burke will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Please refer to the Looked After Child Policy.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher and SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about the provision of SEND at Garden Village, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. The school work closely with the local Early Help, Effective Practice Development Officer.

To see what support is available to you locally, have a look at Staffordshire County Council's local offer. Staffordshire Connects publishes information about the local offer on their website: [Staffordshire Connects](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Staffordshire Connects | SENDIASS - Staffordshire Family Partnership](#)

Local charities that offer information and support to families of children with SEND are:

- Household support fund: [Staffordshire Connects | Household Support Fund 1st April 2024 to 30th September 2024](#)
- Home-start: [Home-Start UK](#)
- Communities Together CIC
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=sf52pZOOhbQ>
- Tamworth Family Hub [Staffordshire Connects | Tamworth Family Hubs](#)
- Freedom Programme = raising awareness for women
- Foodbank: [Tamworth Foodbank | Helping Local People in Crisis](#)
- Hygiene Bank: Tamworth@thehygienebank.com
- Malachi.org [Home - Malachi](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Garden Village Primary Academy



SEND Referral Form

SEN referral form		
Pupil name:		Class/Year:
Teacher name:		Date of referral:
Areas of concern <i>(tick the relevant boxes)</i>		Other <i>(please specify)</i>
<input type="checkbox"/> General learning difficulties	<input type="checkbox"/> Communication and interaction	<input type="checkbox"/> Emotional, social and mental health
<input type="checkbox"/> Specific learning difficulties <i>(e.g. dyslexia)</i>	<input type="checkbox"/> Speech and language	<input type="checkbox"/> Physical (gross/fine motor skills, visual or hearing impairment)
What is the most recent teacher assessment and standardised test data for Reading, Writing and Maths?		
What difficulties does the pupil have accessing the curriculum?		
Score the impact on the pupil's behaviour and learning out of 10, with 10 being the most impact and 1 being the least impact.	Score the urgency of the referral out of 10, with 10 being most urgent and 1 being least urgent.	
Impact: _____/10	Urgency: _____/10	
What support has already been put in place?	Impact of support	

What next steps would you like to see?

Any further comments?

Attached documents

(tick the relevant boxes)

- | | |
|--|---|
| <input type="checkbox"/> Pupil information | <input type="checkbox"/> Teacher / SENCO discussion notes |
| <input type="checkbox"/> Teacher-parent / teacher-child discussion notes | <input type="checkbox"/> Data tracking of progress |
| | <input type="checkbox"/> Other observations (including teaching assistant observations) |

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

