



Special Educational Needs and Disabilities Provision for Children at Godwin Junior School



As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with SEND in the local area.

Newham's Local Offer is available on the Newham Website and tells parents and carers how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the local offer and SEND Information Report for **Godwin Junior School**. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEND. This information has been produced together with parents, carers and our children and will be reviewed annually. The following information outlines the support and provision that pupils with SEND can expect at **Godwin Junior School**.

School Vision

Purpose: To prepare pupils for lifelong success

Vision: At Godwin Junior School we:

Value everyone

Instil a love of learning

Seek and encourage talent

Inspire resilient learners

Open minds to develop responsible global citizens

Nurture confident, articulate individuals



Godwin Junior School is the proud holder of the Gold Award in recognition of being a Rights Respecting School.

This SEND Information Report supports these rights



The diagram on the next page illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for all pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.



The Godwin Junior School Local Offer

ALL	<p>ALL pupils will access:</p> <ul style="list-style-type: none"> ○ High-quality teaching and learning. ○ An interesting and differentiated curriculum which develops children’s understanding of the world and skills to succeed in it. ○ Reasonable adjustments to the environment and equipment for pupils with disabilities. ○ Assessment which informs teaching and learning. ○ After-school clubs which develop talents and experiences further. ○ Educational visits which enhance learning. ○ A nurturing environment where the emotional and social needs of pupils are supported.
SOME	<p>Some pupils with additional SEND needs will also access:</p> <ul style="list-style-type: none"> ○ A differentiated curriculum which addresses gaps and misunderstandings of groups or individuals. ○ Targeted Interventions additional to, or different from, those provided as part of the school’s usual curriculum. ○ Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, or intervention groups. ○ 1:1 sessions or group work to support social, emotional and mental health needs. ○ A Pupil Passport which identifies strengths and areas to develop. ○ A Support Plan with personalised outcomes which are regularly reviewed. ○ Additional resources such as visual cues, different writing implements and visual timetables. ○ Referral and assessment by specialist professionals from outside agencies.
A FEW	<p>A few pupils with complex or significant needs will access:</p> <ul style="list-style-type: none"> ○ Highly targeted interventions additional to, or different from, those provided as part of the school’s usual differentiated curriculum. ○ A Support Plan with personalised outcomes which are regularly reviewed. ○ Access to specialist services and therapists forming part of a ‘team around a child.’ ○ Access to specialist programmes devised by advisory teachers, educational psychologists and therapists. ○ Small group or 1:1 additional adult support to meet agreed outcomes. ○ A highly personalised curriculum offer (this could include additional educational visits). ○ Augmentative and alternative communication (AAC) strategies to support children with communication needs. ○ Access to sensory equipment and interventions.

Godwin Junior School SEND Information Report

Defining Special Education Needs

According to the SEND Code of practice (2015), SEN is defined as:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions 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:

- *has significantly greater difficulty in learning than the majority of others of the same age, or*
- *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.*

What types of special needs are provided for?

The Code of Practice identifies four key areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/Sensory

Godwin Junior School can educate and meet the needs of children including those with physical disabilities.

How does the school know when a pupil has learning difficulties or special educational needs?

- Tracking of pupil's attainment and rate of progress related to age-related expectations shows slower or little progress.
- Lack of progress after targeted support, both in class OR in intervention groups as part of our graduated response.
- Teachers expressing a concern to the Inclusion Leader, then completing an 'Initial Concern Form.'
- Concerns raised by parents/carers.
- Initial admissions form in which need/concern is stated.
- Information/report from other professionals and agencies.
- Specific individual assessments and observations by staff.

How is the curriculum matched to pupils' needs?

- We offer a well-designed and engaging curriculum which prepares children for a successful future.
- Children are given opportunities to practice key skills and review knowledge. They have access to a range of activities and approaches which are based on evidence-based good practice.
- For individuals to make good progress, we also use differentiation of tasks within the classroom.
- Deployment of additional adult support (small group or 1:1).
- Grouping for teaching purposes within the class which targets gaps and misconceptions.
- Intervention groups.
- We support children using a graduated approach, support is provided in class, in groups or individually after review of each strategy or intervention.
- Individualised curriculum where appropriate (a few children).
- Accessing specialist resources/expertise from outside agencies.
- Additional equipment/resources provided to meet individual needs.
- A wide range of after-school clubs, with additional adults in attendance for those children who require additional support to fully benefit.
- Use of strategies as recommended by advisory teachers, therapists and our educational psychologist.
- Individual SEND Support Plans with appropriate strategies and resources which are reviewed regularly.

How does the school know whether pupils are making progress?

- Teachers' knowledge of attainment and progress related to age-related expectations on an ongoing basis.
- Tracking of pupils' attainment and rate of progress related to age-related expectations.
- Regular Pupil Achievement Meetings.
- Good communication amongst all school staff.
- Senior Leadership Team (SLT) regularly in classes working with pupils and teachers.
- Termly 'vulnerable children' meetings to discuss pupils who may need further support.
- Regular review meeting for children with SEND which follow the Assess-Plan-Do-Review approach and evaluate outcomes set for the term (or longer) where appropriate.
- Annual Reviews for children who have Education Health and Care Plans (EHCPs) (or currently receive additional High Needs Funding). At Annual Reviews, progress towards long-term outcomes is evaluated and provision adjusted, as necessary.

How are parents/carers informed about their child's needs and what support they are receiving?

- Parent/carer conferences.
- Individual SEND Support Plans.
- Annual Review meetings for those with EHC Plans (or High Needs Funding).
- Annual Report to Parents/Carers.
- Meetings with advisory teachers, therapists or educational psychologists.
- Copies of reports from advisory teachers, therapists or educational psychologists.
- Other more informal meetings
- Parents and carers are welcomed in school with prompt access to teachers and SLT.
- SLT at school gates or in playground every day at the beginning and end of the school day.

What arrangements does the school make to support pupils transferring from another school?

- The Inclusion Leader meets with the Inclusion Leader/SENDCo from the previous school to discuss Year 2 pupils who will be transferring to Godwin. This involves discussing needs, support, effective strategies, recommended interventions and support from outside agencies.
- Inclusion Leader attends Year 2/3 SEND transition meetings for children with additional needs and those with EHC Plans.
- Year 3 class teachers spend time with their new classes at previous schools and at Godwin.
- Year 3 class teachers meet the Year 2 class teachers and discuss pupils.
- Extra transition visits are arranged for Year 2 pupils for whom this would be beneficial.
- All SEND information is transferred from the previous school, along with pupils' files, in time for the new term.

What arrangements does the school make to support pupils transferring to another school?

- The Inclusion Leader contacts the Inclusion Leader/SENDCo from the new school to share information about any specific pupils with SEND.
- The pupil's SEND folder is transferred to the new school along with the pupil's file.

How is support organised for pupils with identified special educational needs?

- Staff deployment is organised well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils.
- Appropriately trained Teaching Assistants (TAs) are allocated to work with pupils in small groups in class, with intervention groups, teaching group interventions or supporting pupils 1:1.
- Appropriate training is provided for staff to meet the needs of children.

How are decisions made about how much support individual pupils receive?

- Pupils who have EHC Plans are supported through additional adult support for the whole or part of the day if this is appropriate and indicated on the plan.
- Interventions and support are regularly reviewed so outcomes and provision can be changed when necessary and as quickly as possible.
- Discussions/ review meetings with parents/carers and professionals.
- Termly Vulnerable Children Meetings.
- Termly Pupil Achievement Meetings.
- Recommendations from advisory teachers, therapists or educational psychologists.
- Tracking of pupils' attainment and rate of progress related to age-related expectations.
- Class teachers also make decisions about support needed in class for specific purposes e.g. if a pupil is struggling with a concept.
- Class teachers and support staff liaise regularly about support within the classroom.

How does the school know if the extra support is helping pupils to make progress?

- Tracking of pupils' attainment and rate of progress related to age-related expectations.
- Termly Pupil Achievement Meetings with class teachers.
- Support staff who deliver interventions undertake pre and post assessment tasks.
- Regular meetings between the Inclusion Leader, teachers, and TAs to discuss the impact of intervention groups.
- Success criteria are met or not met (as described on Support Plans).

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Termly parent/carer conferences.
- Individual SEND Support Plans with co-production of outcomes which are usually reviewed termly.
- Annual Review meetings.
- Copies of reports from advisory teachers and educational psychologists.
- Meetings with the Inclusion Leader and/or class teacher to discuss any concerns.

How does the school involve children in planning and setting targets for learning?

- Our commitment to children's rights means that they are equipped with the confidence and skills they need to express their own wishes.
- Children's views about their learning are sought so they can be recorded at Annual and Support Plan reviews.
- Where children cannot easily express these views (because they may have communication needs), we use visual cues to support or make observations about the child's interests and engagement in learning.

What are the arrangements for SEND children who are looked after by the local authority?

- The Inclusion Lead is the Designated Teacher for Looked After Children and attends all review meetings and ensures that the child receives the correct provision.
- Children who are looked after have an annual Personal Education Plan which is co-produced by the Local Authority and school.

What expertise and training do the staff who support SEND pupils have?

- We match support staff to roles which make use of their experience and training as much as possible.
- Advice on strategies etc. by advisory teachers, therapists and educational psychologists.
- Training from outside agencies or providers.
- The Inclusion Leader provides suitable training, resources, advice and strategies.
- Staff receive training in supporting children with specific medical needs.

What specialist support or services does the school access for pupils with SEND?

- Language, Communication and Interaction Service (LCIS) for children with Autism Spectrum Disorder (ASD).
- Behaviour Support Services (BSS) for children who need further support with Social, Emotional and Mental Health needs (SEMH).
- Complex Needs and Dyslexia Service (CNDS) for children with needs such as Down's Syndrome, developmental delay, Profound and Multiple Learning Disabilities (PMLD) and a separate assessment service for children with specific learning difficulties (dyslexia).
- Educational Psychologists (EPs) can assess cognitive and emotional needs and make recommendations for a wide range of special needs.
- NHS Speech and Language Therapy Service (SaLT): The school can refer children for assessment for speech and language support and receive a report and recommended interventions. Children with possible ASD will be referred onwards from this service.

- Child and Family Counselling Service (CFCS): This is the local CHILD and Adolescent Mental Health Service (CAMHS). Children can be referred for SEMH needs or a referral for Attention-Deficit Disorder (ADD) and Attention-Deficit-Hyperactivity Disorder (ADHD) diagnosis.
- Child Development Service (CDS) paediatric services.
- NHS Occupational Therapy Service (OT): We can refer children with gross and fine motor difficulties.
- Sensory Service (Part of the Specialist Education Support Service): Children with hearing or visual impairments are supported by specialist teachers from this team.

How are classrooms and other areas of the school adapted to meet pupils' individual needs?

- Ramp to two ground floor classrooms.
- Double door entrances to the main building.
- Door widths are Disability and Discrimination Act (DDA) compliant.
- Accessible toilets in classroom corridors on lower and upper floors.
- Accessible toilet near reception area.
- Lift from ground to first floor.
- Acoustic panels in the Sports Hall.

What arrangements are made to support pupils with SEND taking part in activities outside the classroom, including school journeys?

- Some children may require extra support and preparation before the visit, e.g. social stories.
- Godwin pupils are involved in planning risk assessments so that they are prepared for the visit, have considered any possible danger points and ways to keep safe.
- Specific risk assessment considerations e.g. medical, adult support, transportation e.g. on stairs, lifts etc. or the use of a taxi.
- Differentiated activities.
- Extra adult support if required.
- Additional educational visits to places of individual interest e.g. the Discover Centre.
- Parent/carer accompanying their child (medical reasons or health & safety concerns) as a last resort to allow the child to access the educational visit.

How will the school prepare and support pupils who are transferring to secondary school?

- Transition visits to the new secondary schools for pupils, with additional ones planned for those with more complex or significant needs.
- Transition booklets are made for some pupils with more complex or significant needs with photos and information about the new school.
- Communication passports are created for some pupils with more complex or significant needs. These are for new teachers/new schools with information about the pupil, their learning, and strategies that have proved useful.
- Follow advice and recommendations from advisory teachers and therapists.
- The Inclusion Leader attends the Newham SEND Secondary Transition meeting each year to discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition.
- Year 6 Annual Review transition meetings for those with EHC Plans; secondary colleagues invited.

How does the school support pupils' overall well-being?

- Day-to-day support for pupils and guidance from staff.
- Teachers in contact with parents/carers.
- Teaching Assistants support children in class with emotional well-being, behaviour and learning.
- We use the 'Zones of Regulation' approach to support children's understanding of emotions and how to manage them.
- Teaching Assistants run pastoral support sessions for any child who needs this.
- SLT readily available for both parents/carers and children.
- Assembly themes.
- Circle time activities.
- Termly 'vulnerable children' meetings to identify and follow up early concerns.
- Following advice from specialists e.g. Social Communication Emotional Regulation Transitional Support (SCERTS) approach – recognising emotional regulation and dysregulation.
- Liaison with our Educational Psychologist.
- Referrals to CFCS, if appropriate.

Who can parents/carers contact to talk to about their child's special educational needs?

- Class teachers.
- Inclusion Leader.
- Local authority - SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer.
- SENDIASS (Special Educational Needs and Disability Information Advice and support Service).

How do SENDIASS help?

- Knowledge, advice and support based on SEND statutory process and duties.
- Advice and support around SEND Support and all aspects of the Education, Health and Care Plan (EHCP) assessment process.
- Exclusions (where the pupil has an SEND).
- SEND Tribunal cases.
- Meeting support.
- If you are a parent/carer, child, young person or professional in need of advice or support please call: 0203 373 0707 or email sendiass@newham.gov.uk.

Who should parents/carers contact if they have a complaint about the SEND provision in the school?

- Approach the Head Teacher or Inclusion Leader.
- If the issue is not resolved, parents/carers should follow the school's Complaint Procedure.
- If parents/carers are still unhappy then the Local Authority may suggest mediation.

For more information about the SEND provision at our school please see:

- The school's SEND Policy.
- Information about how the school is compliant with its duties under the Equalities Act 2010 (Equalities Duty).

- Details of the school's policies on behaviour, SEND and inclusion are available in the school's reception area or on the school website: <http://www.godwin.newham.sch.uk/policies>
- Our Accessibility Plan.