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 following website:
http://search3.openobjects.com/kb5/newham/directory/localoffer.page?localofferchannel=0
This informs parents/carers how to access services in their area and what to expect from these.

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 outlines the support and provision that pupils with SEND can expect and describes the arrangements we make that are 'additional' and 'different' for pupils with SEND. This information will be reviewed annually.

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	***ALL pupils will access:*** ○ *High-quality teaching and learning.* ○ *A rich, engaging curriculum which is adapted to meet pupils' needs and develops their understanding of the world and equips them with the skills to succeed in it.* ○ *Reasonable adjustments to the environment and equipment for pupils with disabilities.* ○ *Enrichment opportunities which enhance learning.* ○ *A nurturing environment where the emotional and social needs of pupils are supported.* ○ *Assessment which informs teaching and learning.* ○ *After-school clubs which develop talents and experiences further.*
SOME	***Some pupils with additional SEND needs will also access:*** ○ *A curriculum which addresses gaps and misunderstandings of groups or individuals and is adapted to help them to succeed.* ○ *Additional resources such as visual cues, different writing implements and visual timetables.* ○ *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.* ○ *Referral and assessment by specialist professionals from outside agencies.*
A FEW	***A few pupils with complex or significant needs will access:*** ○ *Highly targeted interventions additional to, or different from, those provided as part of the school's usual 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 sensory equipment and interventions.* ○ *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 offers* ○ *Augmentative and alternative communication (AAC) strategies to support children with communication needs.*

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 most 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 having used and reviewed all appropriate strategies and resources available to them
- 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 adapt tasks and resources within the classroom.
- Deployment of additional adult support (small group or for individual children).
- 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.
- 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.
- A wide range of after-school clubs, with additional adults in attendance for those children who require additional support to fully benefit.

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, including Senior Leaders.
- 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 (EHCP).
- At Annual Reviews, progress towards long-term outcomes is evaluated and we can request that changes to the plan are made by the Local Authority.

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
- Annual Report to Parents/Carers.
- Meetings with advisory teachers, therapists or educational psychologists.
- Other, more informal, meetings
- Copies of reports from advisory teachers and therapists
- Parents and carers are informed about any interventions that their children participate in and the impact of these
- 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 Manager 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 (when feasible).
- Year 3 class teachers meet the Year 2 class teachers and discuss all pupils.

- Extra transition visits are arranged for any 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 Manager/SENDCo from the new school to share information about any specific pupils with SEND. When appropriate, staff from the receiving school visit and observe the child or attend meetings.
- The pupil's SEND information 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, teaching group interventions or supporting pupils individually.
- Appropriate training is provided for staff to meet the needs of pupils.

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

- Targets are regularly reviewed and the graduated support model is followed.
- Pupils who have high levels of need or 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 that 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.
- Regular Pupil Achievement Meetings.
- Recommendations from advisory teachers or therapists or educational psychologists.
- Tracking of pupils' attainment and rate of progress compared with 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 compared with 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.
- Long term and short term outcomes 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. This is designed to ensure that children who are looked after have the best educational outcomes.

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 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 Conditions (ASC).
- Behaviour Support Services (BSS) for children who need further support with Social, Emotional and Mental Health (SEMH) needs.
- Complex Needs and Dyslexia Service (CNDS) for children with needs such as Downs Syndrome, developmental delay, Profound Multiple Learning Difficulties (PMLD) and a separate assessment service for children with specific learning difficulties (dyslexia).
- Educational Psychology (EP). Who 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. Godwin Junior School buys in a private SaLT service which assesses and supports children with communication and interaction needs.
- Some pupils may be referred to Children with Autism in Newham Diagnosis Service (CHAND)
- 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 an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis can be made.
- Child Development Service (CDS) paediatric services.
- NHS Occupational Therapy (OT). We can refer children with difficulties 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 service.

- Wellbeing in Newham Schools (WINS) This mental health support team works with parents/carers and groups of children to support good mental health.

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

- We use visual cues (pictures or symbols) to support children's learning needs.
- Ramp to two ground floor classrooms.
- Double door entrances to the main building.
- Door widths are Disability and Discrimination Act 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 and some classrooms.

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.
- Adapted activities.
- Additional 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 and safety concerns) if necessary 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 proven 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 interventions and 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 early concerns.
- Following advice from specialists, incorporating this into our daily practice or for groups or individuals
- 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.
- We have a separate email address for parents/carers to contact the school about their children's needs – inclusion@godwin.newham.sch.uk
- Local authority - SEND Team 020 3373 6472 Option 2.
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

How do SENDIASS help?

- Knowledge, advice and support based on SEND statutory process and duties.
- Advice and support around SEN Support and all aspects of the Education, Health and Care Plan (EHCP) assessment process.
- Exclusions (where the pupil has an SEN).
- 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 8385 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. We hope to solve the issue as quickly as possible after talking to relevant staff
- If the issue is not resolved, parents/carers should follow the school's Complaint Procedure: https://www.godwin.newham.sch.uk/_files/ugd/6f1a35_497ac57597e8466fa32159ef71551d35.pdf

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

- The school's SEND Policy: https://www.godwin.newham.sch.uk/_files/ugd/6f1a35_f7288808d64c4b2095593ce750549258.pdf
- Information about how the school is compliant with its duties under the Equalities Act 2010 (Equalities Duty):
- https://www.godwin.newham.sch.uk/_files/ugd/6f1a35_4726660e9a6b435eb92013f3f04b84cf.pdf
- Details of the school's policies on behaviour, SEND and inclusion are available on the school website: http://www.godwin.newham.sch.uk/policies
- Our Accessibility Plan: https://www.godwin.newham.sch.uk/_files/ugd/6f1a35_a9c6be703d374f9fadbceddcc0f253c2.pdf