



THE GODOLPHIN JUNIOR ACADEMY SEND REPORT AND LOCAL OFFER 2024-25

The Godolphin Junior Academy is a mainstream junior school with approximately 450 pupils. It is a popular school which serves a very supportive local community and aims to encourage all children to continually strive to fulfil their potential and embrace their individuality. The school has two spacious playgrounds, a nature space, outdoor classroom, picnic area, fitness trail, Multi Use Games Area (MUGA), vegetable growing area and gardens.

In September 2016, the school joined The Park Federation Academy Trust and is one of ten academies in the trust, four of which are in Slough. There are currently four classes in year 3, 4 and 6 and three classes in year 5, with a maximum of 30 pupils within each class. We have a Resource Base for up to ten pupils with complex needs.

Pupils at Godolphin Junior Academy have a range of different needs including Special Educational Needs (SEN). These SEN fall into four categories:

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

At Godolphin Junior Academy, we pride ourselves on being an inclusive school and ambitious for all learners. We meet the needs for all of our pupils through personalised provision and effective ongoing monitoring.

The Local Offer

The Children and Families Act (April 2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with Special Educational Needs and Disabilities. The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEN in their area and how to access them. The information within this report is The Godolphin Junior Academy's contribution to the local offer.



SEND Policy

The Godolphin Junior Academy Special Educational Needs policy aims to put into practice the fundamental principles of the Code of Practice 2014 on the identification, assessment of and provision for pupils with Special Educational Needs. We aim to ensure that pupils with SEN at The Godolphin Junior Academy receive consistent, high quality provision to meet their needs and that their parents/carers are involved in supporting the child's learning, informed about support and involved in review meetings. Our Special Educational Needs Policy can be found on our school website.

The Special Education Needs Co-ordinator (SENCO) oversees SEN provision and works with the Inclusion team to ensure that each pupil's needs are met and that their progress is monitored regularly and support is appropriate.

At TGJA, key members of the inclusion team are:

Director of Inclusion and SENCO: Mrs Tudor
Resource Base Lead: Mrs Bansel
Assistant SENCO: Mr. Dallibar
Mental Health Lead: Miss Powell
Principal: Mrs Abell



Identifying SEND

At The Godolphin Junior Academy, we believe that it is vital to identify, as early as possible, any child who is finding it difficult to make progress in their learning. Early support often helps pupils to succeed.

Pupils may be identified as having a special educational need by:

- Concerns raised by parents/carers
- Concerns raised by class teachers/members of staff assessments/observations
- Where pupil's progress is limited, further assessments may be required to determine whether a pupil is experiencing a barrier to their learning. The SENCO will discuss with parents any need to make a referral for external professionals to support the pupil's learning; for example Speech and Language, Educational Psychologist etc.
- Information is shared by medical professionals and Speech and Language Therapists. The SEN team at The Godolphin Junior Academy work closely with Phoenix Infant Academy and other primary schools to ensure all relevant information is shared on admission. Therefore any concerns that are known can be catered for.

At The Godolphin Junior Academy we follow the graduated approach set out in the 2001 and 2014 Code of Practice – assess, plan, do and review.

The Godolphin Junior Academy will follow the guidance set out in the SEN Code of Practice (2014) Section 6.28 – 6.35 to identify SEN needs.

For Children Looked After (CLA) we support the child through termly PEP meetings to ensure that all adults, carers and professionals are involved in decision-making and by carefully monitoring CLA pupil's progress.



Teaching and Learning

Children learn and develop at different rates and have their own particular strengths and difficulties. We aim to meet the needs of all learners by delivering outstanding teaching and classroom practice. At TGJA, all teachers are teachers of SEN and are committed to the progress and development of all children in their class.

All staff ensure that pupils in the school are making at least expected progress by reducing or removing barriers to learning, by careful assessment, target setting, differentiated learning activities, planning, use of targeted adult support and high expectations.

A variety of strategies and systems are in place as additional support to pupils who require further assistance in their learning such as:

- Adapted learning environments
- Personalised resources
- Specialist equipment
- Differentiated planning
- Assisted group work
- Individualised learning plans
- Learning mentor support
- Speech and language development
- Emotional Literacy Support Assistants (ELSA)
- Support with social and emotional needs
- Support for health needs
- Support for physical and sensory needs

Pupil progress meetings and inclusion surgeries are held in year groups to discuss pupils needs, review their progress and plan further provision and support.



Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of - Assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, provide support, and implement any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



The Resource Base

We have a resource base for up to ten pupils with complex SEN. Our resource base is made up of two classrooms known as 'The Ocean' and 'The Marina'.

The Ocean, a large designated classroom, is fully resourced including a sensory room and access to the Kid's kitchen. The Marina is a designated classroom for learning through more intensive interaction and personalised support.

The resource base is led by our SEN teacher, and teaching and learning coach, Mrs Bansel, supported by a team of dedicated and experienced teaching assistants.



Involving Parents and Children in the Planning and Reviewing of Progress

We value and respect every pupil's view. At The Godolphin Junior Academy we strive to ensure each pupil has the confidence so that they can make their voice and opinion heard. During reviews, pupil's opinions are sought and parents are encouraged to share their goals for their child.

Parents' views, experiences and knowledge of their child are invaluable to us, as they provide a fuller picture of what the child is experiencing. Translators can be provided for any parent requiring this service.

Pupils identified as having an additional need will be given an individual plan; an Academic, Care and Enrichment (ACE) Plan. These will have small achievable targets for the child, which will be discussed with parents and reviewed at least once a term.

Staff will work closely with parents and utilise the services of external professionals if required. Information from external professionals will be discussed with parents with the professional involved or a written report provided.

The Godolphin Junior Academy holds Pupil Parent Review meetings twice a year, however parents are welcome to arrange a meeting at any time to discuss their child's progress. Parents are also encouraged to come into school and take part in our open days and drop-in sessions.



Extra Activities

We encourage all children to participate in extended learning opportunities. Risk assessments for all pupils are carried out before attending off sites visits or organising visitors to the school.

The Godolphin Junior Academy always makes all reasonable adjustments to school visits to take account of the needs of all pupils and ensure equality of opportunity. Where necessary, parents or carers are consulted prior to a school trip and it may be appropriate for the parent or carer to accompany their own child on a visit.

All pupils, including those with special needs, are supported and encouraged to take part in out of hours activities including participating in Slough School Sports Partnership competitions and The Park Federation events.

Meeting the Social and Emotional Needs of Children With SEND

The Godolphin Junior Academy's core principles are to ensure that every child is able to develop in self-esteem and confidence. Every member of staff is responsible for the emotional and social wellbeing of each pupil.

Pupils are supported with their social and emotional development throughout the curriculum. Members of staff are available to support individual pupils in their social and emotional development and a number of staff members are trained Mental Health Champions.

The Resource Base provides social skills support which includes sensory experience, social interaction/stories and scripts.

We have an Inclusion Team and a behaviour support team to support and monitor pupil behaviour and address any issues. There are high expectations of behaviour at the Academy and our behaviour policy includes guidance on expectations. We encourage pupils to be well-mannered, kind and respectful towards one another and to take pride in themselves and their behaviour.

For pupils who may need some assistance we can offer:

- Godolphin Geckos lunchtime club
- 1:1 support from a member of the Inclusion Team
- Talk Time sessions to speak to a mental health first aider
- Nurture groups/ELSA (Emotional Literacy Support)

If required, referrals to external agencies to provide support for emotional and behavioural needs are made such as:

- Social Care
- Early Help
- Targeted Youth Worker
- SEBDOS



Keeping up to date with Knowledge and Skills

At The Godolphin Junior Academy we are committed to further developing the skills and knowledge of the staff supporting pupils with SEN. The Academy has regular training for all staff to further develop teaching skills and to promote the learning outcomes of all pupils.

Transitions

At The Godolphin Junior Academy we recognise that 'moving on' can be difficult for pupils with SEN. We aim to ensure that any transition is as smooth as possible. Academy staff members ensure that there is an effective handover of classes to share information and facilitate progression. Any gaps in learning and barriers are identified and strategies are shared to ensure that the pupils settle into their new class or new school.

Pre-school visits are organised for both new pupils and those moving on to secondary schools. Transition books are sometimes created to help pupils to familiarise themselves with their new class. These books may contain photographs of the new classroom, teachers and other staff who will be supporting their learning and of other learning areas they will be using. For some pupils, Social Stories are created to help pupils understand the change.



Complaint Procedure

The academy has a complaints procedure policy which can be accessed on the school website. If a parent of a pupil with SEN has a complaint about the provision in school, the procedure for complaint is outlined in the policy. In the first instance, parents should speak to the class teacher or the SENCO. If the concern has not been resolved, parents can raise the concern with the Principal.

Useful Contacts:

Principal: Helen Abell

Resource Base Lead: Jasdeep Bansel

Tel: 01753 521 481

Director of Inclusion and SENCO: Anne Tudor

Governor for SEND: Denise O'Brien