

The Godolphin Junior Academy Local Offer

Special Educational Needs and Disabilities (SEND) Local Offer & Information Report

At The Godolphin Junior Academy, we are proud to be an inclusive four-form entry junior school in the heart of our Slough community and a member of The Park Federation Academy Trust. Our core philosophy is to "meet needs, not labels." We believe that all teachers are teachers of SEND, and we use a "scaffold up" approach to ensure no child's learning potential is limited.

1. Who is in the GJA Inclusion Team?

If you have questions or concerns about your child's progress or special educational needs, you can contact our dedicated team at gjaoffice@theparkfederation.org or via **01753 521481**:

Slough Borough Council

- **Director of Inclusion & Mainstream SENCo:** Ian Dallibar
- **Resource Base SENCo:** Jasdeep Bansel
- **SEND Governor:** Mohammed Hamid
- **Speech and Language Assistant:** Arusa Iqbal
- **EAL Lead (English as an Additional Language):** Sariah Khan
- **Mental Health Lead:** Rizwana Hussain
- **Reading Specialist:** Sally Clayton
- **Learning Mentor -**Nikki Denton-
- **Pastoral/Talk Time Lead -**Shoba Patel

2. What Types of SEND Do We Provide For?

We support children across all four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction:** Including Autistic Spectrum Disorder (ASD), speech, language, and communication needs (SLCN).
- **Cognition and Learning:** Including Dyslexia, Dyspraxia, and general learning difficulties.
- **Social, Emotional, and Mental Health (SEMH):** Including anxiety, ADHD, and emotional regulation challenges.
- **Sensory and/or Physical Needs:** Including hearing/visual impairments and physical coordination difficulties.

Specialist Resource Provision: GJA hosts a dedicated local authority-resourced provision specializing in Autistic Spectrum Disorder (ASD) and Other Difficulties/Disabilities, accommodating up to 15 pupils.

3. How Do We Identify and Assess Pupils with SEND?

We believe early identification is vital. We recognize a pupil has SEND through several channels:

- **Rigorous Tracking:** Ongoing assessment data showing a child is making significantly less progress than their peers.
- **Teacher/Staff Concerns:** Staff flagging persistent emotional, social, or academic barriers.
- **Parental Collaboration:** Listening closely when parents voice concerns regarding their child's development.
- **External Liaison:** Working closely with infant schools during transition, health professionals, and Slough Local Authority services.

4. How Do We Teach and Adapt the Curriculum for Pupils with SEND?

Our primary approach is rooted in **High-Quality Teaching (HQT)**.

- **Scaffolding Up:** Rather than lowering expectations, we provide the tools-such as visual aids, tech adaptations, or task-chunking-to help pupils reach high expectations.
- **Targeted Interventions:** Where a child needs extra help, we deploy specialized resources like **Colourful Semantics** for language, precision reading with our Reading Specialist, and targeted support inside **The Greenhouse** (our nurture and intervention hub).
- **Provision Mapping:** Every SEND pupil's support framework is explicitly tracked via our school's internal Provision Map.

5. How Do We Support Emotional and Social Development?

A child cannot learn effectively if they do not feel safe and emotionally secure. At GJA, we provide:

- An on-site **Mental Health Lead** and dedicated emotional literacy/wellbeing support.
- Collaboration with the Slough **CAMHS Mental Health Support Team** for 1-to-1 interventions, workshops, and student assemblies.
- Structured social integration programs such as "**R Time**" and regular interactive drama and community workshops to promote confidence and mutual respect.

6. Working in Partnership with Parents and Pupils

We place the child and family at the centre of everything we do:

- **Co-produced Targets:** Parents are regularly invited to review meetings to discuss progress and help co-author SEND targets.
- **Pupil Voice:** In line with our strong democratic ethos by our *Votes for Schools* initiative, pupils are actively encouraged to voice their opinions on what support helps them learn best.

7. Who Are Our External Partners?

When a child requires specialized external support, GJA collaborates directly with:

- Slough Borough Council Educational Psychologists (EP)
- Speech and Language Therapy (SALT) Services
- The Slough SEND Team (for Education, Health and Care Plans - EHCPs)
- Occupational Therapists and Physiotherapists
- Slough Family Information Service (FIS)

8. Transitions: Moving In and Moving On

We understand that changing schools can be daunting for a child with SEND.

- **Joining GJA:** We run structured transition programs, including site visits, photo booklets of staff, and detailed handovers with feeder infant schools.
- **Leaving for Secondary School:** We facilitate extra transition days, pass on comprehensive SEND files, and coordinate meetings between our SENCOs and receiving secondary school teams.

Next Steps & Feedback

For more localized information, please view the complete **Slough Borough Council SEND Local Offer** on the local authority directory. If you are a prospective parent wishing to tour our SEND or Resource Base provisions, please phone the main school office to schedule a visit.

