

The Godolphin Junior Academy Local Offer

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

The Children and Families bill (April 2014) outlined the Government's plans to require Local Authorities to publish information about their services and provisions for education, health, and social care for children and young people aged 0 -25 with Special Educational Needs and Disabilities (SEND). The purpose of the local offer is to enable families to see more clearly what services are available for children with SEND in their local area and how to access them. The Slough Local Offer for Special Educational Needs can be found at:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

At The Godolphin Junior Academy, we are proud to be an inclusive 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. Having just achieved IQM flagship status is a testament to our inclusivity.

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**:

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

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.

3. Specialist Resource Provision:

We have a specialist Resource Base provision at Godolphin with fifteen places for children with ASD and complex needs. Our Resource Base has three learning areas called, The Ocean, Marina and Spring room. We foster a nurturing environment to support children in our Resource Base to become confident learners and communicators. Our Resource Base is well-equipped with a range of facilities such as a small sensory room, a kids kitchen, an outdoor nature garden and a large well-resourced classroom with interactive learning for hands-on learning. We have a brand new sensory pod to support children's sensory diets.

Pupils in the Resource Base will spend a minimum of 30% of their timetable in their mainstream class with their peers. This is personally tailored for each pupil based on their strengths and needs. We ensure that every pupil is provided the learning diet required to thrive. All pupils in the Resource Base

receive specialist lessons to support independence, social skills and communication. These lessons include hands-on learning and continuous provision to ensure that children, where appropriate, can learn through hands-on play. Each child has social and communication targets which are created using the inclusive curriculum based on their individual EHCPs. This means that students will be working throughout the day on the essential skills needed to be an effective communicator; this could mean greeting a peer, managing social situations or holding a lengthier conversation. We have a wealth of specialist provisions and interventions to offer our pupils which cater for their individual needs and enable them to become confident, happy learners. These provisions include:

- Better Reading Partners Intervention
- ELSA
- Lego Therapy
- Social Skills Intervention
- Speech and Language
- Specialist PE lessons
- Cookery
- Sensory Room Provision
- 'Fun With Food' Intervention
- Bucket Time
- Personalised phonics programmes
- Maths Intervention
- Active learning through soft play

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

We believe early identification is vital. We recognise 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.

Assess plan do and review

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 SENDCo 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, the support provided, and 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.

5. 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 specialised 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. Every class has an R-Time session every Monday morning to start the school week.
- Our ELSA sessions are run by Miss Digby who all holds the ELSA qualification. The sessions are 1:1 and small groups and covers areas such as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship at an age appropriate level. Sessions allow pupils to talk about their situation without feeling judged or criticised, and help pupils develop new skills and coping strategies that enable them to experience greater success.
- LEGO® Therapy is an intervention that helps children to develop their social communication skills. This intervention employs the use of three key roles 'Engineer' 'Builder' and 'Supplier' to build a model together using LEGO® bricks. This is facilitated by a trained adult, although child led, to allow the children a means of developing their social communication skills.

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.
- **Parents Evening-** Parents meet the SENCO's to discuss targets and support their children are receiving.

7. Who Are Our External Partners?

When a child requires specialised 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)
- Mental Health Support Team
- HENRY
- Daisy's Dream

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. Secondary school teachers will visit the pupils before transition day where possible.
- **Transition groups-** Children are supported with intervention support to help them with their transitions to secondary schools.
- **Induction Meetings.** Parents are welcomed in to tour the school and meet the SENCO to discuss their children.

9. The Greenhouse

Some of our children with additional needs may access intervention groups within our Greenhouse where they have access to specialist provision suited to their needs and targets. These groups support with a range of skills including fine and gross motor skills, social skills, resilience, emotional and sensory regulation and speech, language and communication. Groups are run by members of our Inclusion team but children are encouraged to be as independent as possible and explore tasks in their own way. This provision is closely monitored by the SENDCOs and progress is evaluated half termly.

10. SEND Sports Competitions and Trips

We regularly take part in SEND specific sports competitions against other mainstream Slough schools. Our most recent events have been Boccia and Curling. These events are a great opportunity to use our social skills in context and to work together as a team. We also offer extra-curricular trips to some of our pupils to develop confidence, life skills and independence.

Extra Information

For more localised 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.

SENDIASS Slough Help and advice for children and young people with special educational needs (SEN) or disabilities The Slough Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities. The SENDIASS team is available from 9am to 5:00pm, Monday to Friday. Telephone: 01753 787693 Email: sendiass@slough.gov.uk