



The Godolphin Junior Academy SEND Information Report 2017 - 2018



Special Educational Needs/Disability (SEND)

The Godolphin Junior Academy is a mainstream junior school with approximately 480 pupils. It is a popular school which serves the local community and aims to encourage all children to continually strive to fulfil their potential and embrace their individuality.

In September 2016 the school joined The Park Federation Academy Trust and is one of seven academies in the trust, four of which are in Slough.

There are currently four classes in each year group, with a maximum of 30 pupils within each class. We have a Resource Base for up to eight pupils with complex SEND needs. The Godolphin Academy is a well kept 1930's building, with separate upper school building of innovative, contemporary design, surrounded by playing fields, two playgrounds, a wild space, outdoor classroom, vegetable growing area and gardens.

The Local Offer – What is it?

The Children and Families Bill (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 (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is The Godolphin Junior Academy's contribution to the local offer.

Area	Response
1. Special Educational Needs Policy	<p>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.</p> <p>We aim to ensure that pupils with SEND 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.</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p>http://www.godolphin-jun.academy/data/policies/send-policy.pdf</p>
2. Areas of Special Need	As an inclusive school, areas of special needs that we can provide for include; Communication and interaction,

	<p>Cognition and learning and Sensory and/or physical needs.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) who may require specialist support and equipment to access their learning.</p> <p>Some pupils we are able to support may have a combination of needs and face difficulties in more than one area of need.</p>
<p>3. Teaching and Learning</p>	<p>All children learn and develop at different rates. We meet our pupil's needs by ensuring high quality teaching and learning. We have a variety of support systems and strategies in place to aid pupils who may be finding it harder than others to succeed in any area of learning. These strategies often include differentiating lessons and adapting resources so that all pupils can access the KS2 curriculum, grow in confidence and achieve their academic goals.</p> <p>Pupils who have been identified as having special educational needs may have certain barriers which prohibit and hinder their learning. We support those pupils identified via:</p> <ul style="list-style-type: none"> • Personalised curriculum, planned as appropriate. • Differentiated lesson planning and teaching of the curriculum • Small group teaching covering a range of skills such as reading, maths and development of fine and gross motor skills • Support for emotional development • Support for health needs • Nurture groups • Communication groups focusing on Speech and Language development • Pre-teaching and precision teaching sessions • Focused reading support
<p>4. Identifying and Assessing Special Educational Needs</p>	<p>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.</p> <p>Pupils may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> • 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. <p>The SENCO will discuss with parents any need to make a referral for external professionals to support</p>

	<p>the pupil's learning; for example Speech and Language, Educational Psychologist etc.</p> <ul style="list-style-type: none"> • Information shared by medical professionals and Speech and Language Therapists <p>The SEND team at The Godolphin Junior Academy work closely with Godolphin Infant School to ensure all relevant information is shared. Therefore any concerns that are known can be catered for.</p> <p>At The Godolphin Junior Academy we follow the graduated approach set out in the 2001 and 2014 Codes of Practice – assess, plan, do and review.</p> <p>The Godolphin Junior Academy will follow the guidance set out in the SEND Code of Practice (2014) Section 6. 28 – 6.35 to identify SEND needs.</p> <p>For Children Looked After (CLA) we support the child through Team Around a Child and 'family' meetings to ensure that all adults, carers and professionals are involved in decision-making and by carefully monitoring CLA pupil's progress.</p>
<p>5. Involving parents and CYP in planning and Reviewing Progress</p>	<p>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. We encourage communication through verbal and non-verbal means. Pupils can use sign language, drawings, photographs or visual aids to express themselves.</p> <p>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.</p> <p>Pupils identified as having an additional need will be given an Individual Education Plan (IEP) or 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.</p> <p>Information from external professionals will be discussed with parents with the professional involved or a written report provided.</p> <p>The Godolphin Junior Academy holds Pupil Parent Review meetings on a termly basis; 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.</p>

6. Additional Support	<p>With parent's permission, relevant specialist support from external agencies will be provided to any pupil who is highlighted as having a special educational need. We have strong links with external agencies providing this support:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Educational Psychology Service • Occupational Therapist • Autism Berkshire • Sensory Consortium Service • Early Help Assessment • Access to Art Therapy • CAMHS <p>Where necessary specific groups are targeted for intervention work within the classroom or beyond. These sessions will be delivered by appropriate trained staff. Support also can be provided for pupils through the Resource Base Unit.</p>
7. Extra Activities	<p>Risk assessments for all pupils are carried out before attending off sites visits or organising visitors to the school.</p> <p>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.</p> <p>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.</p>
8. Meeting the Social and Emotional Needs of CYP with SEND	<p>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 well being of each pupil.</p> <p>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. The Resource Base unit provides social skills support which includes sensory experience, social interaction/stories and scripts.</p> <p>We have a Behaviour Policy, which includes guidance on expectations, rewards and sanctions. There is a behaviour support team to monitor behaviour and address any issues arising. There are high expectations of behaviour at the Academy.</p> <p>We encourage pupils to be well mannered, kind and</p>

	<p>respectful towards one another and to take pride in themselves and their behaviour. For pupils who may need some assistance we can offer:</p> <ul style="list-style-type: none"> • Spectrum Behaviour Club • 1:1 support with the Behaviour Team • Nurture groups <p>If required, referrals to external agencies to provide support for emotional and behavioural needs are made such as:</p> <ul style="list-style-type: none"> • Social Care • Early Help • Art Therapy • SEBDOS 						
9. Keeping Up to Date with Knowledge and Skills	<p>At The Godolphin Junior Academy we are committed to further developing the skills and knowledge of the staff supporting pupils with SEND.</p> <p>The Academy has regular training for all staff to improve teaching and learning of all pupils.</p>						
10. Transitions	<p>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.</p> <p>Academy staff ensures 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 in to their new class or new school.</p> <p>Pre-school visits are organised for both new pupils and those moving on to new Secondary Schools.</p> <p>Transition books are sometimes created to help pupils to familiarise themselves with their new class. These books 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.</p>						
11. Complaint Procedure	<p>The Academy has a complaints procedure policy which can be accessed on the school website. If a parent of a pupil with SEND 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 SENDCo. If the concern has not been resolved, parents can raise the concern with the Pricipal.</p>						
12. Helpful Contacts	<table> <tr> <td>Executive Principal</td> <td>Ms Ann Probert</td> </tr> <tr> <td>Senior Vice Principal</td> <td>Miss Candy Mole</td> </tr> <tr> <td>SENDCo</td> <td>Mrs Anne Tudor</td> </tr> </table> <p>Tel: 01753 521 481</p>	Executive Principal	Ms Ann Probert	Senior Vice Principal	Miss Candy Mole	SENDCo	Mrs Anne Tudor
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