



# 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 Newham Website and tells parents and carers how to access services in their area and what to expect from these services.

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 for **Godwin Junior School**. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEND. This information has been produced together with parents, carers and our children and will be reviewed annually

The following information outlines the support and provision that pupils with SEND can expect at **Godwin Junior School**.

## School Vision

Purpose: To prepare pupils for lifelong success

Vision: At Godwin Junior School we:

- Value everyone
- Inspire a love of learning
- Promote and encourage talent
- Develop resilient learners
- Nurture confident, articulate individuals
- Create responsible global citizens

The core values which underpin everything we do are summed up in the 5 Cs. The 5 Cs form the basis of our school rules and convey clearly to staff and pupils the expectations that we have.

**Consideration** – We respect other people, consider their feelings and treat them in the way that we would like to be treated

**Courtesy** – We show good manners and are polite at all times

**Co-operation** – We work well with other people to achieve the best we can

**Commitment** – We always try our best and persevere even when we find something difficult

**Care** – We look after school property and other people's possessions.

The diagram on the next page illustrates the schools 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 Offer

## ALL pupils will access:

- *High-quality teaching and learning*
- *An interesting and differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After-school clubs*
- *Educational visits*
- *A nurturing environment*

## Some pupils with additional SEND needs will access:

- *Differentiated curriculum*
- *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- *Targeted interventions and support matched to need*
- *Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, intervention groups (maths etc.), Fischer Family Trust Literacy Intervention - 1:1) social groups, behavioural support, booster groups etc.)*

## A few pupils with complex or significant needs will access:

- *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- *Individualised target setting*
- *Access to specialist services and therapists*
- *Access to specialist programmes from advisory teachers and therapists e.g. speech and language programmes, literacy programmes, speech and language groups, occupational therapy or physiotherapy etc.*
- *Small group or 1:1 additional adult support*
- *A personalised timetable (this could include additional educational visits)*



## **More information about Godwin Junior School's Offer of SEND provision:**

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
- Teachers expressing a concern to the Inclusion Leader/SENCo, then completing an 'initial concern form'
- Discussions at Pupil Achievement Meetings
- Concerns raised by parents/carers
- Initial admissions form in which need/concern stated
- Information/report from other professional, medical etc.
- Specific assessments e.g. for wave 3 interventions

How is the curriculum matched to pupils' needs?

- Differentiation of task
- Additional adult support (small group or 1:1)
- Grouping for teaching purposes within the class
- Intervention groups
- Individualised curriculum
- Accessing specialist resources/expertise from other Newham schools or specialist agencies
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists
- Individual SEND Support Plan with appropriate strategies and resources
- Additional activities from Pupil Premium funding for identified pupils

How does the school know whether pupils are making progress?

- Teachers' knowledge of attainment and progress related to age-related expectations within the class on an ongoing basis
- Tracking of pupils' attainment and rate of progress related to age-related expectations
- Regular Pupil Achievement Meetings
- Tracking of progress towards age-related expectations for target children
- Good communication amongst all school staff
- Senior Leadership Team (SLT) regularly in classes working with pupils and teachers
- Termly vulnerable children meetings
- Biannual SEND Support Plan meetings

How are parents/carers informed about how their child is doing?

- Parent/carer conferences
- Individual SEND Support Plans
- Annual Review meetings for those with High Needs Funding
- Annual Report to Parents/Carers
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Other more informal meetings
- Parents and carers 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/SENCo meets with the Inclusion Manager from Woodgrange Infant School to discuss identified 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/SENCo attends year 2/3 SEND transition meetings for children with high needs funding and any others with high needs. This is primarily for children at Woodgrange Infant School but also for children who transfer from other local infant school.
- Year 3 class teachers spend time with their new classes at Woodgrange and also at Godwin
- 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. This is primarily for children from Woodgrange Infant School but also for children who transfer from another local infant school.
- All SEND folders are transferred from Woodgrange Infant School, and any other local infant schools, along with pupils' files, in time for the new term

What arrangements does the school make to support pupils transferring to another school during the school year?

- The Inclusion Leader/SENCo contacts the Inclusion Manager/SENCo from the new school to share information about any specific pupils with SEN
- The pupil's SEND folder 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, with intervention groups, teaching wave 3 interventions or supporting pupils 1:1.
- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Appropriate training is provided for staff to meet the needs of children.

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

- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day
- Discussions/ review meetings with parents/carers and professionals
- Inclusion Leaders/SENCo attends termly SEND Locality Cluster Meetings and SENCo Network Meetings with fellow SENCos and other professionals.
- Termly Vulnerable Children Meetings
- Regular Pupil Achievement Meetings
- Recommendations from advisory teachers or therapists
- Tracking of pupils' attainment and rate of progress related to age-related expectations
- Class teachers also make decisions about support needed in class for specific purposes e.g. if a pupil has struggled 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 related to age-related expectations
- Regular Pupil Achievement Meetings with class teacher

- Support staff who deliver interventions undertake pre and post assessment
- Regular meetings between Inclusion Leader/SENCo and HLTA to discuss impact of intervention groups

How are parents/carers informed about their child's needs and what support they are receiving?

- Parent/carer conferences
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings with the Inclusion Leader/SENCo and/or class teachers
- Parent/carer input to individual SEND Support Plans

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parent/carer conferences (termly)
- Individual SEND Support Plans
- Annual Review HNF meetings
- Copies of reports from advisory teachers and therapists
- Informal meetings with the Inclusion Leader/SENCo and/or class teacher

What expertise and training do the staff who support SEND pupils have?

Staff receive training in the following ways:

- In-house training
- LA training
- Advice on strategies etc. by advisory teachers and therapists
- Training from outside agencies or providers
- Inclusion Leader/SENCo provides suitable resources, advice and strategies

What specialist support or services does the school access for pupils with SEND?

- LCIS (Language, Communication and Interaction Service)
- Behaviour Support Services
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- NHS Speech and Language Therapy Service
- CFCS (Child and Family Counselling Service)
- Child Development Centre (CDC)
- DAC (Development Advisory Clinic)
- NHS Occupational Therapy Service
- Sensory Service

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

- Ramp to two ground floor classrooms
- Double door entrances to the main building
- Door widths DDA compliant
- Doors can be held open by magnets
- Toilets for people with disabilities in classroom corridors on lower and upper floors
- Toilet for people with disabilities near reception area
- Lift from ground to first floor
- Acoustic panels in the Sports Hall

What arrangements are made to support pupils with SEND taking part in after-school 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
- Differentiated activities
- Extra adult support
- Additional educational visits to places of individual interest e.g. Newham City Farm
- Parent/carer accompanying their child (medical reasons or health & safety concerns)

How will the school prepare and support pupils who are transferring to secondary school?

- Transition visits to the new secondary schools for some pupils, especially those with more complex or significant needs
- Transition booklets are created for some pupils with more complex or significant needs with photo's 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 proved useful
- Follow advice and recommendations from advisory teachers and therapists
- The Inclusion Leader/SENCo and Learning Mentor attend the Newham SEND Secondary Transition meeting in June and 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 High Needs Funding; secondary colleagues invited

How does the School support pupils' overall well-being?

- Day to day support for pupils and guidance from staff
- School ethos, e.g. 5Cs (care, consideration, courtesy, co-operation and commitment)
- Teachers in contact with parents/carers
- Teaching assistants support children in class with emotional well-being, behaviour and learning
- Learning Mentor works with children to support social and emotional well-being, including a 'drop in' Lunchtime Club
- Learning Mentor supports children who join our school as mid-phase admissions
- SLT readily available for both parents/carers and children
- Assembly themes
- Circle time activities
- Termly vulnerable children meetings
- Following advice from specialists e.g. SCERTS (Social Communication Emotional Regulation Transitional Support) approach – recognising emotional regulation and dysregulation
- Liaison with Educational Psychology Service
- Referrals to CFCS, if appropriate
- Advice and support from CAMHS Primary School Outreach Practitioner

How does the school prepare their pupils for their next stage of education and for adult life?

- Inclusion Leader/SENCo and Learning Mentor attend the SEND Secondary Transition meeting and 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 meetings for those with High Needs Funding; secondary colleagues invited
- Transition visits to the new secondary schools for some pupils, especially those with more complex or significant needs, ideally with a friend
- Transition booklets are created for some pupils with more complex or significant needs with photo's and information about the new school
- Communication passports are created 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 proved useful
- Follow advice and recommendations from advisory teachers and therapists
- Some children with more complex needs may benefit from independent and life skills activities
- Additional responsibilities given to year 6 pupils, e.g. playground monitors, lunchtime monitors.
- Access to projects to raise aspirations such as the Brilliant Club. This enables identified higher attaining pupils to work with staff and graduates from universities

Who can parents/carers contact to talk to about their child's special educational needs?

- Class teacher
- Inclusion Leader/SENCo
- Local authority - SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer
- Newham Parent Partnership Service  
The Web Building  
49-51 The Broadway  
Stratford  
London  
E15 4BQ  
Tel: 020 3373 2871 ext 32871  
Fax: 020 8765 4321  
Email: [Jasweer.Sagoo@newham.gov.uk](mailto:Jasweer.Sagoo@newham.gov.uk)
- Barnardos Independent Support Service (BLISS) are available to support families or young people during the process of developing a statutory Education, Health and Care (EHC) plan. Contact the Newham branch at [ISNewham@barnardos.org.uk](mailto:ISNewham@barnardos.org.uk) or 0808 800 0037

Who should parents/carers contact if they have a complaint about the SEND provision in the School?

- Approach the Head Teacher (Sine Brown) or Inclusion Leader/SENCo (Maureen Gould)
- If parents/carers are still remain unhappy then the local authority may suggest mediation (Complaints Procedure)

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

- Information about how the school is compliant with its duties under the Equalities Act 2010 (Equalities Duty)
- Details of the school's Pupil Premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour, SEND and inclusion; available in the school's reception area or on the school website; <http://www.godwin.newham.sch.uk/>