

# **Godwin Primary School**



## **SEND information report**

**February 2025**

## **SEND information report**

<b>Date</b>	<b>Review date</b>	<b>Responsible Person</b>
<b>February 2025</b>	<b>February 2026</b>	<b>Mrs Adeleke</b>

### **Introduction**

Godwin Primary School is committed to providing an appropriate and high-quality education to all the children who attend the school.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, need, disability, attainment or background.

### **Purpose of the SEND information Report**

To give the wider school community information relating to the school's SEND offer, and to detail the provision offered at Godwin Primary School.

### **What are Special Educational Needs?**

The term *Special Educational Needs and Disabilities* (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn in comparison to most children of the same age. These children may need extra, or different, help from that given to other children.

Special educational needs can be considered as falling under four broad areas:

<b>Communication and interaction</b>	Speaking and listening difficulties. Finding it hard to communicate with others in a socially conventionally way. This includes: Autism Spectrum Disorder and Speech, Language and Communication Needs.
<b>Cognition and Learning</b>	Poor memory, poor processing skills, attention difficulties, general learning delay, specific learning difficulties: e.g. Dyslexia, Dyscalculia, ADHD, MLD, PMLD, SLD, SpLD, Dyspraxia.
<b>Social, emotional and mental health</b>	Low self-esteem, friendship difficulties, behaviour difficulties. This includes: attachment disorders, anxiety disorders and Obsessive Compulsive Disorder.
<b>Sensory and/or physical</b>	This includes: hearing impairment, visual impairment, multi-sensory impairment, physical disabilities and medical needs.

For more information about SEND at Godwin Primary School, please refer to our school website. The Local Authority have also published a 'local offer' to outline services available to children and their families. More information can be found at: <https://localoffer.lbdd.gov.uk/>

## **How does the school know if my child has SEND and what should I do if I think my child has SEND?**

Godwin Primary School has a clear approach to identifying children with SEND. Early identification and making effective provision improve long-term outcomes for the child. (SEND Code of Practice 6.11).

All pupils are continuously assessed and monitored in all aspects of school, including: Speech and Language, English, Maths, and Social Communication needs. If there are concerns about progress, or if any child needs extra support, then this is identified early and acted upon. This may mean small group intervention or individual support. Interventions may be daily, or two or three times a week. They will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers and teaching assistants monitor the success of these interventions, judging their effectiveness by the impact on the pupil's progress. Discussions take place in 'pupil progress meetings', where the progress of children is discussed by class teachers with the head teacher, deputy head teacher and SENCo. If you think your child has special needs and this has not already been identified by the school, then please make an appointment to see the class teacher in the first instance. The class teacher may then arrange a follow up meeting with the SENCo, Mrs Adeleke.

## **How Many Children have SEND and how will the school support my child?**

A relatively high percentage of the school population may experience difficulty at some point in their time at Godwin that may be defined as a special need, (e.g. emotional difficulty due to bereavement, or physical difficulty after an accident resulting in serious but short-term injury). Most of these needs are short term and are dealt with as part of the class through high quality teaching, or school procedures, and require no formal systems.

Adaptations to the curriculum and learning environment are made through the following:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Where specialist equipment is needed, the school will liaise with the appropriate professionals to ensure the equipment is used correctly and effectively

Children who experience significant and potentially long-term difficulties are those children who will be recognised through the school's systems as needing long term support and as having special educational needs or disabilities (SEND). This support will be a graduated approach: assess; plan and undertake tailored interventions; and review. Targets will then be set for these children and, if necessary, Education Health Care Plans (EHC Plans) will be considered.

Currently 27% (125 children) from Nursery to Y6 are identified as having special educational needs or disabilities. Of the 97 children identified, 77 children are boys and 51 children are girls

## Identifying Support

### - Step One: *Quality First Teaching – adapting classroom practice*

Initially your child's difficulties will be discussed and ideas suggested within the school team and with parental involvement. Often small differences can make a big difference e.g. by providing a pencil grip, changing a seating position, repeating instructions, or adults spending more time with your child to make sure the learning is pitched at the correct level.

### - Step Two: *Providing intervention and additional support*

If, after an agreed period of time, your child is still having difficulty in making progress, we will discuss putting in some additional learning support time e.g. having 6 weeks of extra reading 3 times per week in a group.

Interventions and support at Godwin Primary School may include:

<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">First Class @ number KS1 First Class @ number KS2 TT Rockstars club</p> <p>Small group support (withdrawn from class): Up to 6 children are withdrawn from class during a maths lesson, and supported by a teaching assistant</p> <p>Small group support (in class): Up to 6 children are supported within the classroom, during a maths lesson, by the class teacher or teaching assistant</p>
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><i>Read Write Inc</i> phonics catch-up support Handwriting support Colourful Semantics 1:1 reading support Small group reading for fluency and comprehension Spelling groups Project X</p>
<p style="text-align: center;"><b>Other</b></p> <p style="text-align: center;">Nurture group Bucket time Pastoral support Language Steps Receptive language</p>

### - Step Three: *Individual planning*

If adapting the classroom teaching and putting in extra support does not accelerate learning, we will arrange a meeting with parents to discuss more formal one-to-one assessments of your child's needs. This may then lead to us seeking advice from an outside professional e.g. an Educational Psychologist. We will create a more detailed picture of your child's special educational needs, jointly identify priorities and create an

individual plan or alternative support plan, e.g. Behaviour support plan. This plan will be reviewed at least once a term with you and your child. This may happen during a parent consultation meeting or during a separate meeting with the SENCo.

#### **- Step Four: *Education Health and Care Plan (EHCP)***

If your child is still having difficulty making progress, despite the school delivering individual support as advised by external professionals, an Education Health and Care Plan may be requested. You or the school can apply to the Local Authority for an assessment towards an EHCP. If the Local Authority agrees to drawing up a plan, you and your child will meet with the relevant professionals to create a comprehensive description of the needs your child has and how they can be addressed. This is a legal document which is reviewed annually.

### **Who will support my child at school?**

We believe support for children with Special Educational Needs and Disabilities is important. We are an inclusive school, where all children are helped to fulfil their potential. All staff at Godwin Primary School have a part to play in supporting your child.

***Class Teachers*** will support your child on a daily basis. They will adapt the learning environment and plan work matched to the needs of your child. They will monitor your child's progress and are responsible for planning and monitoring any additional support delivered by the teaching assistants. They will also make sure that other staff working with your child understand their needs.

***Teaching Assistants*** may support your child in a number of ways. They may support your child either for short periods of time on a one to one basis, or in a small group outside the classroom. They may provide some support within the classroom. This will involve making sure your child understands the learning tasks, before encouraging them to complete the learning task independently, or working with a small group of children in the classroom on a structured, adapted task. A teaching assistant may also prepare special materials for your child to use, may observe them at playtime, assist them with going to the toilet, or prepare them in advance for a school trip.

***SENCo:*** Mrs Adeleke is responsible for overseeing the provision for children with Special Educational Needs. She supports Class Teachers, and Teaching Assistants and works closely with other professionals. She also reports to the Governing Body and other external agencies.

***Governing Body:*** Our governing body is legally responsible for ensuring the needs of children with Special Educational Needs at Godwin Primary School are met. Our Governor for SEND is Mrs Fage. She can be contacted via the school office.

### **What training do the staff supporting children and young people with SEND receive?**

- The SENCo attends Local Authority meetings and SENCo network meetings to keep up to date with any legislative changes in SEND.
- All school staff can access training through the local authority to meet the needs of children attending the school at any point in time. This may include deaf awareness training, ASD awareness

training, nurture group training, literacy/numeracy intervention training, SLCN training, Team Teach training.

- Weekly professional development meetings take place for teachers where support for children of all abilities and with all needs is taken into account.
- Teaching assistants have a programme of training which is delivered in school by the SENCo or visitors from the local authority with a specialism in certain areas such as speech and language or emotional regulation.

### **How Accessible is the School?**

- Fully accessible
- Ramps on all entrances
- Disabled toileting facilities
- Hoist and changing facilities
- Lift in the annex to access upper floor
- Accessibility plan in place

### **How do school monitor how well children are doing, and how is this shared with parents?**

Attainment and progress are tracked for all children in the school and are recorded on Integris - our management information system - and the school provision map (held by the SENCo). This is important for making sure all children reach their full potential.

Progress of all children is discussed during termly pupil progress meetings which take place with class teachers, the headteacher, deputy headteacher and SENCo. Inclusion meetings also take place termly between the SENCo, class teachers and teaching assistants, to discuss the progress of individual children identified as having SEND.

In order to keep you informed, parents' consultations are held twice a year and full written reports are shared in the summer term for all children. You are very welcome to ask how your child is doing at any time of the year. Feel free to contact the school to arrange an appointment with your child's class teacher and/or the SENCo.

Education, Health and Care Plans are reviewed formally in an annual meeting.

### **What specialist services and expertise are available at or accessed by the school?**

The school will sometimes complete referrals to outside agencies for further support for your child. When a child meets the threshold for these external services, an advice report or programme will be given to the school. These will be reviewed alongside the relevant professionals, school SENCo and parents.

The school can access or refer to the following services:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Educational psychology

- Paediatricians and the school nursing team
- The Child and Adolescent Mental Health Service (CAMHS)
- The Mental Health Support Team
- Advisory teachers for children with vision or hearing impairment
- Trinity Special School
- London Borough of Barking and Dagenham school inclusion service
- Barking and Dagenham school improvement partners

If you feel that your child would benefit from support, or advice from one of these services, please contact the school office and ask to speak to the SENCo.

### **How will school prepare my child to join the school and move to a new school or new class?**

- We will contact any early years settings, or other schools your child has attended, to gather information about their needs.
- We support pupils moving to a new class and key stage by making opportunities available to them to attend the new classroom and to meet their new teacher and teaching assistants.
- A transition day is held during the summer term for children to spend the day in their new classroom and, if changing key stage, to go out into their new playground.
- Transition booklets are sent home over the school holiday with information that is important for children to know, e.g. photographs of their new entrance, their new classroom and new adults who will be working with the child.
- Occasionally, it may be necessary for the SENCo to arrange a meeting between parents and the new adults working with their child, at the beginning of the transition period.

In Year 5, we will advise parents to start looking at secondary schools for their child. A member of school staff will be available to help to arrange meetings with secondary schools and their SENCos. In some situations, a member of staff may be available to accompany parents to look around potential secondary schools.

Once a child's secondary school placement has been confirmed, we can arrange extra transition visits for them at different times in the school day and arrange for them to meet key staff. We also invite relevant secondary school staff to review meetings so that they can better understand the child's needs. The local authority also arranges a vulnerable pupil transition day where primary and secondary school SENCos can discuss the needs of individual children.

### **Who can I contact for more information?**

If you would like a meeting with our SENCo, Mrs Adeleke, or our headteacher, Mrs Phillips, please call the school on 0208 270 4150.