

Godalming Junior School Information Report		
	Questions	School Response
1	How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<ul style="list-style-type: none"> • Our school has an SEN policy which can be found on the school website: www.godalming-junior.surrey.sch.uk. The SENDCo is Mrs Rachel Trinder, telephone: 01483 421597; senco@godalming-junior.surrey.sch.uk • We are a small and caring school and as such we know all our pupils intimately with a culture of ensuring progress and well-being with no pupil left behind. • Staff are trained to work with pupils with special educational needs. We have rigorous half termly monitoring for maths, writing and reading in place across the whole school that tracks the progress our pupils make. We use data and other forms of assessment to identify additional needs and celebrate achievement. • The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned and appropriate steps planned for in order to support the child. These decisions tie in with the school's graduated approach to meeting specific education needs. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher/form tutor to discuss their concerns or alternatively they can speak to our Special Needs Coordinator (SENDCo).
2	How will early years setting / school / college staff support my child/young person?	<ul style="list-style-type: none"> • We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who have difficulties with: <ul style="list-style-type: none"> ◦ Cognition and Learning ◦ Communication and Interaction ◦ Social, Emotional and Mental Health ◦ Sensory and/or Physical • We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff that have training in the following areas: <ul style="list-style-type: none"> ◦ Emotional Literacy, ELKLAN Language and Communication, Dyslexia specific training. • All staff have a detailed knowledge of pupils with additional needs that they regularly work with. • Throughout the year staff discuss pupils' progress and successful strategies for learning and share good practice and understanding about individuals. • Learning activities are differentiated by the class teacher to ensure challenge and progress for all. We adopt a graduated approach to meeting needs. Through <i>Quality First Teaching</i> our staff make reasonable adjustments to help include all children, not just those with SEN. • Within lessons, staff are deployed to make the biggest impact to learning with progress driven forward by adults. • All staff differentiate questions and activities to match the needs of all pupils. • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the SENDCo to draw up a plan of support. • For pupils with additional needs, all adults follow SEND Policy ensuring inclusion and continuity. The school

		<p>believes that any additional support occurs within the classroom and withdrawal for interventions avoided wherever possible.</p> <ul style="list-style-type: none"> • These additional interventions are recorded and monitored through the school's Provision Map. • Any child receiving additional support from outside agencies will have a SEND Support Arrangements plan draw up detailing how this support will be given and the expected outcomes. • The school is fortunate to have a Home School Link Worker who works 2 days a week supporting the emotional needs of pupils and families. • The SENDCo liaises with both class teacher and external agencies to source matched external intervention and ensure consistency of delivery and approach. • High quality tracking data allows Senior Leadership to monitor the progress of all pupils and ensure accountability for this progress. • This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting • As part of the school's graduated approach, where a child continues to make less than expected progress despite targeted intervention and support, an Education Health and Care Plan will be considered and discussed with parents. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> • Godalming Junior School is an inclusive school and aims to challenge and inspire every pupil through the curriculum it offers. • Our policy of unlimited learning allows children to take control of the direction, speed and challenge of lessons. All learning activities are differentiated by the class teacher to ensure challenge and progress for all. • Our differentiation aims to give children learning activities closely matched to their learning needs. We regularly give personal feedback to all our pupils in both verbal and written forms with written feedback designed to give developmental opportunities and create a dialogue for learning between teacher and pupil. • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech. Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.

4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Twice a year we hold Parent Consultation Evenings where parents/carers can meet with staff to discuss the support that the school are providing and how they can help their child at home. • At these meetings, SEND Support Arrangement Plans are shared with parents along with details of any school based interventions. This dialogue between school and home clearly shares what can be done by families to support the pupils at school. An annual report will also detail progress that has been made. • The SENDCo has an open door policy and class teachers are readily available to discuss any concerns throughout the year. • Throughout the year, we host a number of curriculum events to help families understand what learning is expected and how they can best support their child's need. • We believe in supporting the development of parenting skills and as such facilitate and deliver workshops on site and work in collaboration with other agencies to signpost parents and carers to high quality courses.
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and reinforced around the whole school day. • All our staff are regularly trained to provide a high standard of pastoral support. This training includes externally provided courses and on-going in house training. • All staff receive regular one day first aid training with a minimum of two staff receiving a three day first aid training course. • Relevant staff are trained to support specific medical needs and in some cases all staff receive training such as anaphylaxis. • We have a robust medical policy in place setting out school procedures for giving first aid and reporting injuries and accidents. • Every member of staff receives regular safeguarding training. Along with all staff being trained there are a minimum of two members of staff who are trained Child Protection Liaison Officers with overall responsibility for child protection in the school. • A member of the Governing body, with overall responsibility for safeguarding has also undertaken Child Protection Liaison Officer training. All other governors are expected to undertake regular safeguarding training. • School events such as Internet Safety Week, Bikeability and Anti Bullying Week promote self-awareness and safety outside of school around the community. • Bubble Books for recording pupils' concerns are used to begin a dialogue between adults and pupils when they feel unhappy and unable to discuss their concerns immediately. • Godalming Junior School believes in celebrating success and rewarding expected behaviour. • A set of simple school rules is known and understood by all staff and pupils. • The school's expectations and procedures to achieve good behaviour are set out in the Behaviour and Restorative Policy. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We celebrate high attendance both for individuals and for groups of pupils. • The School Council give a voice to all pupils and has led a variety of projects aimed at improving the life of all pupils. It has driven change and promoted health and well-being across the school.

6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. • The school's own robust procedures for identifying pupils' additional needs have broadened the partnerships available. Where a partnership does not currently exist, the school aim to identify and put in place appropriate support for pupils. • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our Provision / Inclusion Manager (SENDCo) has completed the mandatory National SENDCo Award and is a qualified teacher and member of senior leadership team. • We have trained staff within the school who have / or are being trained in ELSA (Emotional Literacy), ELKLAN (speech and language support), Success@Arithmetic (numeracy support). We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty • During Staff Development Meetings, teaching staff have regular training sessions and discussions regarding best practice in respect to pupils at school with additional needs. This training may be general to improve teaching strategies or it may be specific to support an individual pupils. • In house training and training courses develop our staff to improve the delivery of wave 1 provision. • Specific training courses have developed and enhanced skills & knowledge of the delivery of wave 2 and 3 interventions. • If a specific training need is identified and a course is available then relevant staff attend this course and disseminate their training. • Governing body committees of Resources, Safeguarding and Learning and Curriculum work closely to fund training to enhance the progress of pupils with additional needs.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • It is our intention that all pupils attend every school activity outside of the classroom with the school putting a management programme in place. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and where applicable parents/carers are consulted and involved in planning. • A Risk Assessment will be written and shared with all adults present on the school trip.

9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • Our Accessibility Plan is robust but there are several areas of the school that are not easily accessible for pupils with a physical disability. This is due to the age of the building and the location which is steeply sloping. • There is access to the site without steps from one direction. • All buildings are accessible by pupils with a physical disability and wheelchair users but the entrances used would not be identical to the normal access. • There are no disabled toilets on site. • The Governors will discuss any improvement work on an individual basis. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • We are vigilant about making reasonable adjustments; where possible. • We intend to comply with The Equality Act 2010. • We monitor the languages spoken by families in our settings and signs around the setting are displayed in a number of the most common languages. • Where necessary and possible, we also ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings. • Our Home School Link Worker works with families requiring additional support with English.
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> • We have a robust transition programme in place for welcoming new learners to our setting. We carefully liaise with our feeder schools to gain an understanding of the needs of all our new pupils. • A sharing of data and passing on of exercise books and writing portfolios give continuity and continuous high expectations for all pupils. • A “Bump Up” afternoon gives all Year 2 pupils an opportunity to attend our school and meet their new teacher and class mates. • During the summer term, the Year 3 teachers will meet the new pupils in their own school. • Any pupils with additional needs are invited to attend the school at other times to familiarise themselves with the layout and make plans for a smooth transition. • Our Home School Link Worker works in both our main feeder schools. • Pupils moving to secondary school are supported through attending events and activities at our secondary partners throughout their time at junior school. • A robust transition programme is in place with liaison meetings between school staff. • A sharing of data and passing on of writing portfolios gives continuity and continuous high expectations for all pupils. • A “Bump Up” day gives all Year 6 pupils an opportunity to attend their next school. • Any pupils with additional needs attend the secondary school to familiarise themselves with the layout and make plans for a smooth transition. • A transition workshop is held to support identified pupils and give them strategies to succeed in secondary school.

11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • At Godalming Junior School, need drives allocation of resources. • We utilise resources to support the strategic aims as well as pupils' individual needs. • We seek to ensure value, so all interventions are costed and evaluated. • Governing body committees of Resources, Safeguarding and Learning and Curriculum work closely to fund training to enhance the progress of pupils with additional needs
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • Quality First inclusive Practice (wave 1) and differentiations are clearly defined in our school and we expect all staff to deliver this. • The SENDCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns, a one-page profile created and SEND Support Arrangements Plan started. • Wave 2 and wave 3 intervention will be implemented as required. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • The SENDCo oversees all additional support and regularly shares updates with the Governing Body committees.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • To help in developing reading, we have parent volunteers who come in to school and support learners with their reading. • We operate an open door policy. • We take every opportunity to strengthen this dialogue. • Parents are expected to communicate any concerns to the class teacher which is then shared with the Senior Leadership team if necessary. • We host regular parent focus groups in order to listen to any parental concerns. ? • We have a Parent / Teacher Association (PTA) where parents can become involved in school life. We also have Parent Governors who can take an active role in the overall running of the school, including financial management, curriculum development and whole school improvement. • We work together as a team to ensure the children at Godalming Junior School are confident, independent, resourceful, sociable, reflective, resilient and respectful of themselves and others. • Parents may contact the school if they wish to get involved in the PTA, School Governing Body or voluntary positions.
14	Who can I contact for further information	<p>Mr A Samson - Head Teacher - head@godalming-junior.surrey.sch.uk</p> <p>Mrs R Trinder - SENDCo - senco@godalming-junior.surrey.sch.uk</p> <p>General email: info@godalming-junior.surrey.sch.uk</p>