SEN Information Report

J H Godwin Primary School
Reviewed: September 2025

Our Commitment to Inclusion

J H Godwin Primary School is committed to providing an inclusive, supportive and ambitious education for all pupils. We believe that **every child belongs**, is valued, and can achieve with the right support.

We meet our duties under:

- **SEND Code of Practice (2015)**
- **Equality Act (2010)** – including reasonable adjustments and non-discrimination
- **Ofsted Education Inspection Framework 2025**, with its strong focus on inclusion, belonging, and impact

What is SEND?

A child has Special Educational Needs or Disabilities (SEND) if they:

- Have significantly greater difficulty learning than most children of the same age, **or**
- Have a disability that makes it harder to access education without additional support

This is in line with the SEND Code of Practice 2014 which defines SEN as follows

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her."

SEND is grouped into **four broad areas**: (Children may have needs across more than one area.)

There are 4 broad categories of special educational needs:

- **communication and interaction** – may include Autism Spectrum Disorders, speech and language difficulties
- **cognition and learning** - can include dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.
- **social, emotional and mental health** – may include ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
- **sensory and/or physical needs** – could include being visually or hearing impaired or be physically disabled

The Role of the SENCO - Mrs Ellen Cornish

Our Special Educational Needs Coordinator (SENCo) works with families, teachers and other professionals to make sure children with SEND receive the right support.

The SENCo:

- Oversees SEND provision across the school
- Supports teachers in adapting learning
- Works closely with parents and carers
- Coordinates specialist and external support
- Reviews progress and next steps with staff
- Supports Education, Health and Care Plans (EHCPs)

How We Identify SEND?

At JH Godwin, we are aware that all children have different starting points and therefore track children systematically across the school. We monitor all children's progress and attainment throughout every lesson and also through dedicated assessment points each term.

We use an **early identification approach** and monitor:

- Progress and attainment
- Engagement in learning
- Social, emotional and communication development
- Ability to access the curriculum and school life

Concerns may be raised by:

- Teachers
- Parents/carers
- External professionals

Actions are then taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. If the targeted support does not have the desired outcome, following consultation between the teacher, SENCO and parents, it may be agreed that the pupil is placed on the Special Educational Needs Register.

How do we Support pupils with SEND?

Our Graduated Approach (Assess–Plan–Do–Review)

All SEND support follows the **graduated approach**: (Further information on this can be found by clicking here

Assess: We identify strengths, barriers and needs, involving parents and pupils. If needed we will seek advice from a specialist or health professional with consent,



Further information can be found by clicking here

Plan

A **Learning Support Plan** sets:

- Clear outcomes
- Support strategies
- Review dates

Do: Targeted Support, following the plan is delivered by class teachers, supported by teaching assistants or specialists.

Review: Progress is reviewed regularly (usually termly) with parents and pupils.

Support may be graduated through the following:

- **Reduced** when outcomes are met
- **Increased** if needs persist or change. This can include the involvement of outside agency such as Educational Psychologist, Speech Therapists, Physio and Occupational Therapists and other Therapeutic Services. School may seek temporary additional financial support through Top Up Funding to implement recommended provision or apply for an Education Health Care Plan.

Education, Health and Care Plans (EHCPs)

EHCPs are for pupils with **complex, long-term needs** requiring coordinated support from education, health and care services.

- Parents or school can request an EHC needs assessment through the Cheshire West and Cheshire Hub.
- EHCPs are legally binding documents outlining the needs and provision that the pupil needs.
- Reviewed at least annually with parents, pupils and professionals

Teaching and Learning for Pupils with SEND

We believe **every teacher is a teacher of SEND**. At JH Godwin we create learning environments that are adapted to meet the needs of individual learners. All class teachers and teaching assistants plan and provide lessons according to the specific needs of all groups of children in their class and will ensure that work is adapted to enable every child to access their learning as independently as possible

Support includes:

- Adaptive teaching and scaffolding
- Visual supports and structured routines
- Targeted small-group or individual interventions
- Specialist equipment and assistive technology
- High-quality interventions matched to need
- Small class provision for core subjects at Key Stage 2 **(Hilltops Class)**
- We may increase the adult ratio within the classroom, allowing for more frequent access to structured support from the adults within the classroom team.

Our focus is on **independence, progress, and inclusion**.

Staff have received the following training:

- ELKLAN – speech and language therapy support in all key stages
- READ WRITE INC/ LITERACY AND LANGUAGE– reading support accessed by EYFS key stages 1 and 2
- POWER MATHS TRAINING – maths support for all staff from the Local Advisory Team
- AUTISM TEAM SUPPORT- SENCO/Learning Mentor
- ATTACHMENT DISORDER TRAINING – all staff
- DYSLEXIA AWARENESS TRAINING – all staff
- ELSA Emotional Literacy support(social skills, friendships, self-esteem, anger management)
- PRECISON TEACHING-all staff
- ZONES of REGULATION - all staff
- TRAUMA and OUR WAYS OF WORKING – all staff

Accessibility and Equality

In line with the Equality Act:

- Reasonable adjustments are made for pupils with disabilities
- The school site is physically accessible
- Curriculum access is adapted where required
- All trips, clubs and activities are inclusive

Specialist Support and Interventions

Provision may include:

- Speech and language support - J H Godwin we have an Ellkan Trained Teaching Assistant working with all children who require additional speech and language provision. Children are identified via parents, class teachers and other professionals. Alongside the NHS speech and Language team will also employ a private speech and language therapist who supports us in reviewing and setting new targets.
- Phonics, Reading, Writing and Numeracy interventions
- Social and emotional support (e.g. ELSA, Zones of Regulation)
- Sensory regulation support
- Therapeutic input where appropriate
- Access to Sensory Room. The central concept behind using multi-sensory rooms is the stimulation of all senses by using a range of materials and objects. It can also further develop language skills, improve hand-eye coordination, increase sensory function and block out distractions. Children access this room to carry small groups interventions around managing feelings and anxiety and also for a place to calm down and support their self-regulation.

Other professionals may need to come into school to support your child or offer advice and guidance to school staff. Here is a list of agencies who visit our school to provide support or work with children. You can find out more about these services by accessing the Local Offer through clicking here

- Autism Team
- Children's Educational Psychology Team
- Speech and Language Therapy services
- Children and mental Health Service (CAMHS)
- Behaviour Team/ professionals
- School Nurse
- Paediatric Team from the Countess of Chester
- Visual Impaired support team
- Art and Play Therapists
- (Any other agency as the needs of the pupils arise)

Reports provided by other professionals are shared with parents/carers and the school. The class teacher or SENCO will discuss with you any information or details of the reports which affects your child's education and provision.

Provision is **needs-led**, regularly reviewed, and evidence-informed.

Supporting Emotional Wellbeing

We promote wellbeing through:

- A whole-school Zones of Regulation Curriculum.
- Trauma-informed and attachment-aware practice
- Calm spaces and sensory regulation strategies
- Anti-bullying procedures and restorative approaches

Additional support may include:

- Family Liaison support
- Therapy-based interventions
- Small group or individual wellbeing programmes

Hilltops Class

Hilltops is a small class provision in the mornings. Out teacher, Mrs Jones, alongside teaching assistants are able to deliver an individualised curriculum to pupils who require this bespoke level of teaching in Reading, Writing and Maths. The curriculum within this room has a structured pace and tuition level to meet your child's needs. Children are also taught metacognition and independent life skills within this provision. Your child may access hilltops through the graduated approach, when it has been identified by school that they require this level of support. Access to this level of provision is based on their level of need., with pupils only accessing the support they require Please note that this is **not** a Cheshire West and Chester resource provision.

How do we monitor and measure impact of our provision?

Measuring Impact

We monitor:

- Academic progress
- Personal development and wellbeing
- Attendance and engagement
- Independence and confidence

Reviews involve:

- Parents and pupils
- Teachers and SENCO
- External professionals where relevant

How do we monitor?

- Children with Learning Support Plans have personal goals which are regularly reviewed alongside the pupil and parents and a future plan made. This takes place three times a year.
- Standardised Assessment evidence for reading writing and maths are gathered at key assessment points three times a year.
- The social and emotional development of pupils is measured using the Leuven Scale regularly throughout the school year.
- If a pupil has additional funding, or an Education, Health and Care Plan, a formal review takes place at least once a year. Parents, class teachers, SENCO and other professionals attend and discuss if the child's needs are being met appropriately
- Individual and small group assessments are monitored by the SENCO with start and end assessments taking place, along with open discussion throughout the course of the programme. IT is also the role of the SENCO to monitor and review all of the provision to ensure targets are being met and pupil development is being moved on at a suitable pace.
- Our SEND Governor is also involved in looking at progress and will receive a termly report around the progress of our SEN children.
- Children who have been identified as having additional needs are tracked and monitored vigorously by the Senior Leadership team through our assessment procedures. Each term/ half-term the Head teacher, SENCO and class teacher meet for pupil progress meetings. These meetings identify progress made by individual pupils and determine whether the level of the graduated approach is appropriate to the child.

Transitions

We plan carefully for transitions:

- Into school
- Between classes
- Across Phases – Nursery to Reception, Key Stage 1 to Key Stage 2 and also to High School/

Support may include:

- Extra visits
- Transition books or passports
- Early liaison with new settings
- Additional transition sessions

Working in Partnership with Parents and Pupils

We value collaboration and:

- Keep parents informed at every stage
- Encourage pupil voice and child-led reviews
- Offer advice and support to families
- Provide access to parent workshops and meetings

Who to Contact

If you have concerns about your child:

- **Class Teacher** – first point of contact
- **SENCO:** Mrs Cornish – senco@jhgodwin.cheshire.sch.uk
- **Headteacher:** Mrs L Cartledge – head@jhgodwin.cheshire.sch.uk
- **SEND Governor:** Mrs Katie Skingsley kskingsley@jhgodwin.cheshire.sch.uk

Local Offer

- Cheshire West and Chester Local Offer: https://www.livewell.cheshirewestandchester.gov.uk
- Further support and information can be obtained through Cheshire West and Cheshire's website The Local Offer.
- The Local Offer for Cheshire West and Chester website provides information for children and young people with Special Educational Needs or Disabilities (SEND) and their parents or carers, in a single place. It includes information from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

What If You Disagree?

If concerns arise:

1. Speak to the class teacher or SENCO
2. Contact the Headteacher.
3. You may find it helpful to write down your worries before a meeting and, if you want to, you can take a friend or relative or your Named Person with you. A Named Person is someone who will help you to express your views and offer you support whenever you need it. You may also find it

helpful to talk to external services for further advice. Our school can provide the names of local voluntary organisations and parents' groups that might also be able to help. Independent advice is available via the Information, Advice and Support Service (IASS) and the Local Offer.

4. If after speaking to the school, you remain concerned you may wish to contact the SEN Governor for the school. The school will have a policy on how it handles complaints. You can find further information about school complaints on the Council's website if you are still not happy after using going through the school's complaints procedures.
5. If you are unhappy with a decision that has been made by the local authority, you can contact them directly using information on the Local Offer. There is also further support on The Local Offer website detailing outside agencies who work with families.
6. Parents can also seek independent support and advice through the Information Advice and Support Service.

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