

Graffham Infant CE & Duncton Junior CE School SEND Information Report January 2020

About us

As an inclusive school we support all children, regardless of individual need. We provide access to a full curriculum for all pupils, who, at any time, might be in need of additional support with regard to their academic, emotional, social or physical and mental health needs. Equality of opportunity must be a reality for our children, made possible with the attention paid to different groups of children within our school community. We provide child centred, supportive, nurturing learning environments, enabling all pupils to maximise progress. Across our Federation, all staff work in accordance with the guidance provided in the Special Educational Needs & Disability (SEND) Code of Practice 2015 and Keeping Children Safe in Education September 2019.

<p>SEND contact details</p>	<p>If your child has been identified as having additional needs, has a disability, or you would like to know more about what we can offer then please feel free to contact us. Our named SENDCo (Special Educational Needs & Disability Co-ordinator) for both schools is Ms Jenny Hannell.</p> <p>Graffham CE Infant School: 01798 867324 / office@graffhaminfant.org.uk Duncton CE Junior School: 01798 342402 / office@dunctonjunior.org.uk</p> <p>Mrs Helen Martin (Headteacher) and Mrs Lucy Whiffin (Deputy Headteacher) are also keen to offer advice/support and to hear your views. They too can be contacted on the above telephone numbers.</p> <p>In addition, as a school, we also have access to a locality hub. This is a great resource for parents and can be accessed at: http://www.rvhub.org.uk</p>
<p>What kinds of Special Educational Needs and Disabilities are provided for at this school?</p>	<p>Graffham Infants and Duncton Juniors are inclusive, mainstream primary schools. To ensure maximum progress, we endeavour to discover and support any potential barriers to learning whilst focusing on a child's strengths and achievements. We invest heavily in the emotional and social development of our children supporting the development of curious, engaged, self-motivated learners; the wellbeing of every child matters to us.</p> <p>Currently we support children in all four areas of special educational need (cognition and learning, social, emotional and mental health, communication and interaction and physical/sensory need). We support families in need, looked after children and young carers, gifted and talented, and those at risk of exclusion.</p>
<p>How do we identify a child who may have a special educational need or disability?</p>	<p>Children may have an identified need on entry to school, or may develop a need requiring special educational provision at any time throughout their school career. All teachers at our schools are responsible for developing a secure knowledge of each child in their class, through discussion with parents and by monitoring progress through regular and non-invasive assessment. They will identify children who are displaying difficulties in accessing learning and who are not making expected progress in relation to their peers.</p> <p>The teacher will then share any concerns with parents and the SENDCo who will advise on the next steps. Identification may include the use of specialised assessment and advice from external agencies and professionals. Identification may also take place during termly meetings held between the Head teacher, SENDCo and class teacher.</p>
<p>How do we provide for children with SEND?</p> <ul style="list-style-type: none"> - monitoring of provision - assessment - reviewing progress - teaching - adaptations 	<p>a) How is the provision monitored for its effectiveness? Children who have been highlighted as requiring extra support or intervention are monitored against personalised outcomes linked to the intervention they are receiving. Half termly 'surgery' sessions are held between the SENDCo and class teacher to evaluate progress and review further support. Parents' and children's views are also sought.</p> <p>b) What are the school's arrangements for assessing and reviewing progress of children with SEND? We follow the Code of Practice's cycle of 'Assess, Plan, Do, Review'. Teacher's and the SENDCo regularly assess the progress of children receiving support against their personal outcomes. Opportunities to regularly revisit new learning from interventions within whole class teaching helps to embed new skills learnt.</p> <p>Reviewing outcomes can be fluid, depending on progress made. Outcomes are reviewed on a half termly basis so that support can be put in place in an appropriate and timely manner.</p> <p>c) What is the school's approach to teaching children with SEND? Across our Federation, all children, regardless of need, receive Quality First teaching. As part of</p>

	<p>this Quality First teaching the class teacher will provide differentiated work based on the needs of the child. If it is felt that a child is not making expected progress then a graduated response will be adopted using the Assess, Plan, Do, Review approach. We offer a wide variety of evidence based interventions as well as adult supported group work which is carefully monitored to ensure that there is an impact on children’s learning. All support is recorded on an individual learning (ILP). ILPs outline the expected outcome of the support; these are formally reviewed termly but are seen as a fluid document. We also deliver direct therapy specified by outside agencies and endeavor to incorporate these targets into everyday teaching. Changes may be made to provision before the review date set.</p> <p>d) How does the school adapt the curriculum and learning environment for children with SEND?</p> <p>The type of support needed for each child to make good progress will depend on the needs of the child. This may be through small group work with an adult to support, 1 to 1 teaching, activities that are more practical in nature, or repetition of some teaching. Some children will have specific needs and may be supported by professionals from the Local Authority services, such as Behaviour Support or Sensory Services, or from outside agencies such as the Educational Psychology Service or Speech and Language Team.</p> <p>e) What additional support is available for children with SEND?</p> <p>The degree and kind of support required for each pupil with SEND to make progress will vary. This could include working in class in a small group with an adult, working out of class with an appropriately trained adult in a small group on a specific, time-limited intervention, or advice from external advisers such as the Educational Psychologist Service, Social Communication Team, Learning and Behaviour Advisory Team, Speech and Language Therapists, School Nurse or Occupational Therapists. Specialist advisors may suggest making specific adaptations to the working environment.</p> <p>f) How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have special needs?</p> <p>Clubs, trips and activities offered to our pupils are fully accessible to all. Where necessary we will seek advice to support children in particular lessons such as PE and we also ensure that outside providers follow the advice given. Where an activity may not be suitable for particular children we will make ‘best endeavours’ to adapt it so that all pupils receive a similar outcome.</p> <p>g) What support is available for ensuring the emotional and social development of pupils with SEND (Special Educational Needs and Disabilities)?</p> <p>We care deeply about the social, emotional and mental health needs of all of the children at Graffham and Duncton schools. As a small school, we are able to build strong relationships with all of our children and families. The SENDCo takes additional responsibility for building a relationship with each child on the SEND register in order for the children to feel free to share emotional and social concerns and to build strategies together in order to solve problems. Pastoral support can also be provided by the child’s class teacher, as well as accessing a Local Authority Family Support Worker where appropriate.</p> <p>We are a fully inclusive school with a detailed positive behaviour policy that enables children to be aware of our high expectations. We work closely with those children who struggle to manage their behaviour, to ensure that they have opportunities to express themselves appropriately.</p> <p>For children who require more specialised support, where funding allows, we can access play therapists and community liaison services.</p>
<p>Who is the named SEND contact?</p>	<p>Jenny Hannell is our SENDCo for both Graffham Infant and Duncton Junior Schools.</p>
<p>What specific expertise is available for those with SEND?</p>	<p>Staff at Graffham and Duncton schools receive regular professional development which will include a focus on inclusion and SEND support. For example, all staff undertake Epipen training annually and the school nurse will deliver training on other health issues. Staff have completed training on a range of mental health, social and behaviour issues – for example working memory, speech and language, sensory processing disorder, supporting learners with Down’s Syndrome, Growth Mindset and mental health issues. The SENDCo has completed the National Award for SENDCo’s – a Masters level qualification.</p>
<p>What specialist equipment and facilities are there for children</p>	<p>An accessible parking space is available at each school. There is a ramp facility at Graffham to allow easy access into the main school building (Duncton provides step-free access.)</p>

with SEND?	<p>We work with a variety of outside agencies to provide specialist equipment and facilities for children with SEND to ensure that they can fully access the curriculum.</p> <p>For more information please see the school's Accessibility Plan.</p>
Admission of disabled students	<p>Our Infant site has two direct, accessible entrances, one into reception and one into our school hall. Access to both classrooms is possible via our playground entrances. Given the nature of our Victorian site, the middle part of our school current remains fairly inaccessible. Should the need arise, we would collaborate with County's Capital Services to ensure accessibility. Our junior site is on one level and maintains good access to all areas.</p> <p>Accessibility is supported through our accessibility plan (see school website) and under our duty of care stated in the Disability and Equality Act 2010.</p>
What steps do we take to prevent pupils with SEND being treated less favorably than other pupils?	<p>a. To eliminate unlawful discrimination, harassment and victimisation: We ensure that we are always offering Continuing Professional Development for teachers and staff members, focusing on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress and safeguarding for all. Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. discussed during Pupil Progress meetings with the class teacher, Head teacher and the SENDCo - and Senior Leadership Team meetings focus on the strategic development of these areas.</p> <p>The Head teacher and Staff Governor have regular liaison with governors, which informs and updates on current areas. There is a named governor who monitors SEND provision on a termly basis.</p> <p>b. To advance equality of opportunity We complete in-depth analysis of attainment and progress data and adapt teaching and learning as necessary. Exam access arrangements are organised. Auxiliary aids currently include iPads, laptops, writing slopes, special handwriting pens, colour overlays and any others as necessary.</p> <p>Lessons are regularly observed to ensure accessibility and progress against Ofsted standards.</p> <p>c. To foster good relations A thorough transition programme with secondary schools at the end of Year 6 in preparation for secondary school is particularly important, and we work hard with the SEND team at all feeder secondary schools.</p> <p>Pupils are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary. The Class teacher is the primary contact for parents and carers.</p> <p>Appointments can be made with the SENDCo to discuss any need a child may have.</p>
What arrangements are there for consulting and involving parents and carers of children with SEND?	<p>The first point of contact should be with the child's class teacher, they spend the most time with children and, apart from the parent, are the most aware of their needs. If further advice is required then appointments can be made with the SENDCo. Parents are actively encouraged to be partners in their child's education through informal discussions, telephone contact, home school diaries, individual learning plans, consultation evenings, formal meetings with the class teacher and/or SENDCo, progress reviews and yearly written reports. The school believes that a 'parent partnership' between the teacher, parent and child is a valuable tool to include all parties and improve a child's educational journey.</p>
What are the arrangements for consulting children with SEND about, and involving them in their education?	<p>The thoughts and ideas of pupils are very important to us at Graffham and Duncton schools. All children have the opportunity to share their views in various ways during regular pupil conferencing. For example, our most recent round of pupil conferencing has helped us to develop our behaviour policy and school improvement plan.</p> <p>With regard to SEND, children are involved in the review of their outcomes as well as the development of their next steps. We listen carefully to how these children feel they learn best and this is reflected within their provision. We believe that placing the child at the heart of their provision helps them to take responsibility for their own learning, a vital life skill.</p>
What are the arrangements for parents of children with SEND who may wish to complain about provision?	<p>In the first instance parents/carers should speak to the class teacher to express any concerns they may have for their child. If unhappy with the response they should then make contact with the SENDCo or head teacher where an informal discussion will take place to try to resolve any concerns.</p>

	<p>Complaints from parents or carers in relation to SEN and the provision in place are managed within our school complaints procedure (see complaints policy). The local authority can be contacted if it is considered that a complaint has not be dealt with adequately: https://westsussex.local-offer.org/information_pages/227-complain-about-a-school-college</p> <p>For families in receipt of an EHCP who have specific complaints about the plan, its procedures or content, the local authority should be contacted In accordance with the SEND Code of Practice: https://westsussex.local-offer.org/information_pages/156-compliments-complaints-and-referrals-in-regards-to-education-health-and-care-plans-ehcp</p>
<p>How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?</p>	<p>We have good links with a range of support services such as Speech and Language therapists, Educational Psychologists, School nurse services, Occupational therapists, Family Support Workers, Play therapists and other professionals. These links are maintained through face to face meetings, telephone support or via email.</p>
<p>What are the contact details for support services for the parents of children with SEN, including those for arrangements made in accordance with section 32?</p>	<p>Impartial information to support parents/carers can be found at https://westsussex.local-offer.org/services/7 and details of the Local Offer can be found at https://westsussex.local-offer.org/</p> <p>Alternatively, you can make an appointment to speak to the SENDCo to discuss the support available in the area.</p>
<p>What are the school's arrangements for supporting children with SEND in transferring between phases of education?</p>	<p>All children in Year Six have access to a thorough transition to secondary school programme, allowing them to explore feelings and questions in a familiar setting. We offer regular consultation with parents/carers on how we can best meet the needs of their child when they are joining or leaving our school. We will also endeavour to ensure that we provide several opportunities for the child and parent to have supported visits to a new setting. We will also consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of an individual child.</p>
<p>Where is the Local Authority Local Offer published?</p>	<p>The local authority's Local Offer can be found at https://westsussex.local-offer.org/</p> <p>If you have difficulty accessing this information then do make an appointment to see the SENDCo for help.</p>