



Our Local Offer

Discover Together

Our Forest School nurtures every child as we discover, imagine and learn together.

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND). Graffham CE Infant and Duncton CE Junior Schools are mainstream schools and part of the Rother Valley locality, who work collaboratively to ensure best practice, and we are inclusive schools. As requested in the Children and Families Bill 2013, we have answered the Government questions below, specifically related to our schools.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Across the Federation, all children are assessed each term against the Early Years Foundation Stage Curriculum and national standardised assessment criteria in Reading, Writing and Maths.
- Children identified as having a significant difference to the expected targets are observed, monitored and assessed individually to ensure that their specific needs are identified.
- Baseline assessments on all children entering the school are completed by the class teacher. Any history of SEND will lay the foundations of the next steps in learning. Information gained from the previous school or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.
- If you are personally concerned you should speak to your child's class teacher, make an appointment to ensure enough time is given to the discussion.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All children and their parents are regularly informed as to how they are doing, against their targets and how they can proceed towards their next level of achievement.
- Our SENCo will oversee and plan personal learning plans (PLPs) for all children on the SEND register and this will be implemented by our SENCO through focussed teaching time, and by class teachers and teaching assistants. The PLPs will often include a map showing specific provision throughout the week. We invite parents and children to review PLPs termly with us.

How will the school staff support my child?

- Specific support will be matched to the needs of each child and will differ according to their requirements.
- This may be in various ways, including: SENCO taught sessions; class teacher during differentiated activities in lesson time; teaching assistant support one-to-one or in a small group, planned by the class teacher; or using specialist support or advice from external agencies.

How will the curriculum be matched to my child's needs?

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- Independent learning is promoted through the use of visual timetables, homework and ICT.
- Learning within the classroom is differentiated to support the needs of all abilities and learning styles. We have a range of resources to support this.

How is the decision made about what type and how much support my child will receive?

- Regular meetings take place with our parents, staff and outside agencies to review the needs of our children. To ensure the best possible provision and support for your children we like to include you and our staff working together in making decisions. Communication between our school and you, as parents, is vital to our approach and we value your opinions and concerns.

How are the school's resources allocated and matched to children's special educational needs?

- With finite financial resources, we endeavour to support specific needs through the use of the locality hub, outside agencies through West Sussex County Council and the knowledge of the SEND team.
- We make the most of our resources through a high level of knowledge of each child, therefore supporting children in highly resourced small groups.

How will my child be included in activities outside the school classroom including school trips and what support will there be from my child's overall well-being?

- Risk assessments and identified differentiated plans are put into place for children with specific needs when planning trips or extra-curricular activities. All staff are briefed before off-site visits and appropriately trained staff are assigned. In some circumstances, the parent will be asked to come on the trip to share the learning experience.
- From experience, we have found that our SEND children achieve very well in our forest school environment as it provides a calm and supported approach outside of the classroom. We have trained Forest School Leaders who are equipped to help all children access this learning opportunity.
- We have high expectations of behaviour across the Federation in all activities.
- We have a team of qualified First Aiders. We have access to the School Nurse. There is a policy for the administration of medicine.

What specialist services and expertise are available for access by this school?

- We have a good, professional relationship with a range of outside agencies and services e.g. the Educational Psychologist team, the Speech and Language team, the Occupational Therapy team, the Learning Inclusion team, the Social Communication team, the Family Link team and Social Services.

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What training are the staff supporting children with SEND had or are having?

Our SEND team are well qualified:

- Our SENCo has QTS (Qualified Teacher Status), B.A (Hons), Post graduate Certificate in Education with a SEN focus and is working towards the National Award for Special Needs Coordination.
- Our Teaching Assistant team across the Federation have training in Dyslexic tendencies and support strategies ; phonics training; Precision Teaching, Speech and Language development and Jump Ahead.

How accessible is the school environment (indoors and outdoors)?

- We will make adjustments according to the specific needs of the child.
- We have further details on our Accessibility Plan.

How are parents involved in the school? How can I be involved?

- We welcome discussions about how we you can support your child at home.
- We welcome your involvement in many ways. You can simply support the PTA (Parent Teacher Association), volunteer to help in a classroom but most importantly we encourage you to attend consultation evenings and PLP review meetings.

Who can I contact for further information?

- All questions can be directed through the school office, and your query will be forwarded to the team member who will help you.
- There is a parents forum through WSCC.

How will the school prepare and support my child to join the school and transfer to a new setting?

- Transition arrangements in joining Graffham CE Infants and Duncton CE Juniors are well planned and we will support both you and your child. Children joining Reception are given many opportunities before starting school to familiarise themselves with the school community and environment.
- Transition arrangements for Graffham children to change to Duncton are well planned and an integral part of the school calendar.
- Transition arrangements on leaving Duncton CE Junior School for secondary education are well planned; extra opportunities for your children to visit their next school are always available to help them feel supported and confident.

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