



Graffham Infants and Duncton Junior School

Lavington Park Federation

SEND Information Report 2026

Our aims for children with special educational needs or disabilities (SEND)...

Vision

At Graffham and Duncton, we are committed to providing an inclusive environment ensuring all children including those with SEND thrive.

We develop kind, thoughtful children through enhancing friendships, promoting diversity and actively caring for our world.

Definition of SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

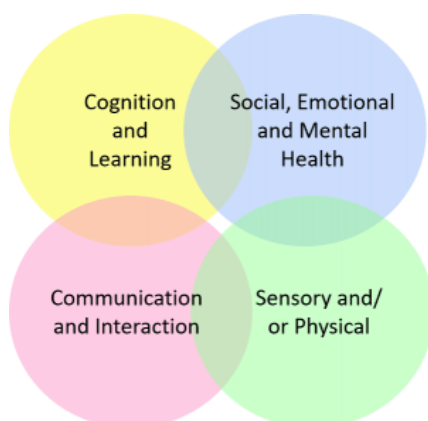
A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Aim of this report

- To identify the needs of children and young people with special educational needs and disabilities (SEND) and to ensure they receive effective, tailored support.
- To operate in accordance with the SEND Code of Practice (2015), the Children’s Act (2014), and Keeping Children Safe in Education (2025).
- To embed a fully inclusive, whole-school approach that supports every pupil and promotes equal access to learning and participation.
- To provide staff with the guidance, training, and support necessary to work effectively with children and young people with SEND.
- To cultivate a culture of inclusion, well-being, and positive outcomes for all learners.

Identifying Special Educational Needs



Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Behaviour is a form of communication and is often an indicator of a possible underlying need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need and work co-productively with parents and pupils to support their need.

What should parents do if they think their child has SEND?

If parents have initial concerns about their child's progress, they should talk to the class teacher. The teacher may discuss next steps with the special educational needs and disabilities co-ordinator (SENDCO). The SENDCO will organise a parent meeting, if appropriate, to discuss the child's needs. Parents are also signposted to the [West Sussex Local Offer](#) website where they can access services and find information regarding their concerns.

How do we identify SEND?

Different evidence is used to inform the identification process for children with SEND. We can determine the type of need that requires support, observing and assessing pupils' progress, speaking with teachers, and consulting with parents whilst potentially completing necessary assessment questionnaires.

Children with SEND are formally identified using the criteria set out in the SEND Code of Practice 0-25, 2015:

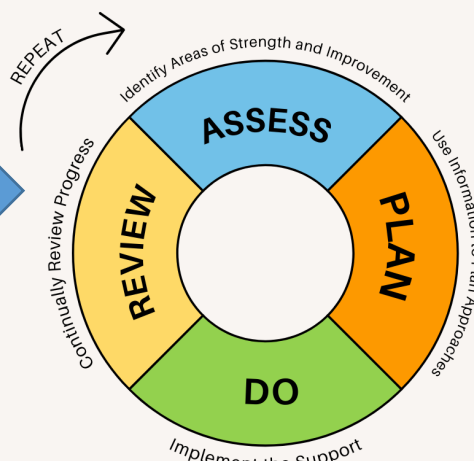
- Communication and interaction; including speech and language needs and social and interaction difficulties
- Cognition and Learning; difficulties with accessing the curriculum, particularly in the core subjects (maths, science and English)
- Social, Mental and Emotional Health; including Attention Deficit and Hyperactivity Disorder (ADHD), Eating Disorder, emotional regulation difficulties and underlying mental health difficulties including anxiety and depression
- Sensory and/or Physical; difficulties with mobility, sight and hearing

Support at Graffham and Duncton

Quality First Teaching (QFT) is a measure of effective inclusive classroom practice. Our class teachers provide an educational experience that aims for all children and young people, including those with SEND to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom. Class teachers and support staff work collaboratively in the best interest of the child. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review. This includes providing appropriate levels of challenge that all pupils can attempt. Teachers make reasonable adjustments and adapt their planning and teaching to meet the needs of ALL pupils.



Assess, Plan, Do, Review (APDR) Cycle



ASSESS

- Transition information
- Internal class assessments
- Parental referral
- External assessments

PLAN

- Discussion with parents
- Pupil voice
- Discussion with teachers
- Advice from specialists

DO

- Key information for teachers
- Reasonable adjustments
- Specialist interventions
- Additional adult support

REVIEW

- Subject assessment data
- Specialist assessment data
- Discussion with teachers, pupils and parents.

The impact of the support is assessed and if necessary, changes are made. At Graffham and Duncton, assessment is an ongoing process carried out by teachers and monitored by the senior leadership team to ensure the continuous progress of all pupils. Termly Pupil Progress Meetings also help in identifying children who may have SEND. The SENDCO with other school leaders and teachers will monitor books and observe lessons to assess the impact of the class teaching and decide on an intervention to support learning. Teachers continually assess all pupils' progress and achievement in every lesson to ensure that all pupils meet their targets. Children with SEND support have a learning plan that includes SMART targets and strategies specific to their need and a copy of the plan is given to the parents as soon as it has been agreed. As part of the assessment cycle, children with an Education Health Care Plan (EHCP), will have an annual review meeting where the child will present their views about their learning and any additional support. Staff work with pupils to create a presentation about their aspirations, which is shown at the beginning of the meeting.

What if my child needs more help than the school can give with reasonable adjustments?

If your child has **very high needs** and requires additional support in class and from outside professionals or specialists beyond what can reasonably be expected in school then we can apply for an [Educational Health Care plan](#) for them.

An EHCP provides protected additional support for children as long as they need in education up to the age of 25. Government guidance can be found here: [SEND Code of Practice January 2015.pdf](#)

In West Sussex, the law requires a decision on whether to assess within 6 weeks (Regulation 5) and the final EHCP to be issued within 20 weeks of the initial request (Regulation 13).

Interventions and Strategies

If a child is not making the expected rate of progress in an area of the curriculum, specific strategies and additional resources will be provided to support their learning. The SENDCO, in collaboration with the class teacher and other school leaders may organise a targeted intervention. Interventions may be taught by a teacher or teaching assistant. Our school's interventions may include:

Lego Therapy

Lego Therapy is a structured, play-based intervention in which children work together using LEGO bricks to develop social communication skills such as turn-taking, problem-solving, and teamwork. It provides a motivating, collaborative setting that encourages children to practise language, cooperation, and shared attention in a natural, engaging way.

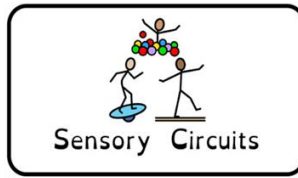


Emotional Literacy Support Assistant

ELSA is an educational psychological-led intervention aimed at promoting the emotional wellbeing of children. ELSAs are trained teaching assistants who deliver individualised support programs to help children manage emotions, develop social skills and build resilience.

Sensory Circuit

A sensory circuit is a structured sequence of physical activities designed to help children regulate their sensory systems and prepare their bodies and minds for learning. It typically includes alerting, organising and calming activities that support focus, coordination and emotional regulation.



Rapid Catch-up Phonics

Rapid Catch-up is aimed at children who are behind in reading, typically in year 2 or older, ensuring they receive intensive, focused support to close gaps in their phonics knowledge and reading fluence. The programme mirrors core Little Wandle phonics but is delivered in 1:1 or small group setting at a faster pace, allowing children to catch up more quickly.



Play Therapy

We are fortunate enough, with support to fund, an on-site play therapist who supports a selective amount of pupils and families for a day a week across both schools. This is something we feel passionate about and are proud to offer to our school community.

Staff also undertake the following interventions with children across EYFS, Key Stage 1 and 2:

- Fine motor skills
- Precision teach
- Vocabulary groups
- Social skills groups
- Speech and Language
- Zones of regulation
- Core subject specific groups



Working with External Agencies

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. The SENDCO may discuss a referral with the parent to an outside service which will provide specialist advice. Advice given by these services will be discussed with you in person or provided in a report. There are a range of outside services available.

What are these agencies?

- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC)
- LBAT (Learning Behavioural Advisory Team)
- ASCT (Autism Social Communications Team)
- Speech and Language Therapist (SaLT)
- Occupational Therapists (OT)
- Educational Psychologist Services (EPs)
- Alternative Provision Outreach support
- Medical Officers

Training for Staff

In line with Education Endowment Foundation (EEF) guidance, we aim to equip teachers with high-quality, evidence-informed professional development that builds their capability and confidence. We encourage teachers to think critically about each child's needs, reflect on the effectiveness of our provision, and make informed decisions that lead to meaningful and sustained improvements in learning for pupils with SEND.

Training is provided for school staff to ensure that children with SEND make the best possible progress. Staff have received training on Autistic Demand Avoidance (PDA), quality first teaching, adaptive teaching and the graduated



approach. We continually seek to deliver staff training adaptively to meet our pupils' needs. Training for teaching Little Wandle's rapid catch-up have been provided to necessary staff delivering interventions as well as individual members of staff partaking in training for speech and language and occupational therapy organised by outside agencies that are relevant to specific needs of children. Staff are also trained in safeguarding children.

Transitions

Transitions to another class or school can be difficult for children with SEND, so we ensure this is planned and managed successfully.

From Primary School:

- ✓ Early preparation for Secondary School transition starts in Year 5 for pupils with EHCPs.
- ✓ Secondary Schools Team will visit primary schools and meet pupils and class teachers.
- ✓ Pupils are invited to spend induction days in the school, where they will meet with their form tutor and some of their subject teachers.
- ✓ For pupils with SEND, the SENDCo will meet with the primary school (and with parents if desired).
- ✓ If appropriate, there is the opportunity for an extended induction for SEND pupils, allowing them to visit the school several times before they start.
- ✓ Key notes regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review)

From Other Schools:

For pupils who join the school at other points, parents will be invited to meet with the SENDCo as appropriate to discuss the pupils' needs.

Tours of the school and taster days can be arranged as required.



To Other Schools:

Graffham and Duncton will discuss and share information as requested by the new setting.

Moving between classes and phases:

Before the pupil starts another class within the school, the pupil's current and next teacher will meet in advance of the new school year as part of the transition process. Where the pupil has more complex needs, a meeting may be held at a key transition point with the parent, head teacher, class teacher and SENDCO. All children participate in a 'Meet the teacher day' to familiarise themselves with their new teacher. Further individualised transition support is given where appropriate.

CONTACT

Who should I contact if I am concerned about the effectiveness of a provision?

In the first event that you would like to raise a concern, please speak to your child's class teacher. If you feel concerns have not been addressed please arrange to meet the SENDCO (Mrs Reid) or Head Teacher (Mr Beckerson). Please call the office or email:

Graffham CE Infant School: 01798 867324 / office@graffhaminfant.org.uk

Duncton CE Junior School: 07098 342402 / office@dunctonjunior.org.uk

Services



The Local Offer is for parents and carers of children with Special Educational Needs or a Disability (SEND) which helps them to understand what services they can access from a range of local agencies. More information about the Local Offer of services and support for children with SEND can be found here: [Local Offer - West Sussex County Council](#)

SENDIAS is a free service providing impartial information, advice and support to children and young people with SEND and their parents / carers: [West Sussex SENDIAS Service](#)



WSPCF (West Sussex Parent Carer Forum) supports parent carers by providing information, signposting, and training that equips them in their lifelong caring role and empowers them to participate in shaping services for their children and young people. [West Sussex Parent Carer Forum | Information | Training](#)