



Stretton Sugwas

Church of England Academy



"Each bee plays a part in the hive."

Special Educational Needs School Offer and Information Report

This format is a first draft and we would welcome feedback about how the information is presented and if there is anything that could be made clearer.

We have tried to make it easy to follow and not to use too much jargon, but there is a lot of new information that it is important to share with you as parents and carers.

The information will be constantly reviewed but if you have any comments then please let us know - contact details are on the next page.

Welcome to our SEN information report which is part of the Herefordshire Local Offer for learners with Special Educational Needs and/or disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Stretton Sugwas Church of England Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us (Contact details on the next page).

On the next few pages, you will be able to find out how we help children at our school who may need additional support to succeed.



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*Special Educational Needs
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Meet the team

Mrs S Atkinson (Special Educational Needs Coordinator)

Email: satkinson@strettonsugwas.hereford.sch.uk

Mr A Davies (Headteacher)

Email: adavies@strettonsugwas.hereford.sch.uk

Mrs J Gardner (Learning Mentor/Pastoral concerns)

Email: jgardner@strettonsugwas.hereford.sch.uk

Judith Dawkins (Govenor for SEN)

Email: judiedawkins@msn.com

Tel: 01432 760282 (School Office) for all the above contacts.



The Local Offer - information for families about special educational needs and disabilities, provided by Herefordshire Council

About the Local Offer

The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs. The local offer should include information about:-

1. Education, health and social care services from birth to 25 years of age
 2. Eligibility criteria to access specialist support services
 3. The support arrangements available to help you access the services you need
 4. How to make a complaint
- The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities. [Click here](#) to view the Herefordshire's Local Offer



A Graduated Response

We value **high quality** teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our **teaching and learning policy**.

We have adopted a graduated response to meet the needs of pupils with Special Educational Needs and/or Disabilities (SEND) which is in line with the policy of the Local Authority and the new Code of Practice (July 2014).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners using the **Assess-Plan-Do-Review** to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, involving all those in the pupil's 'circle of trust'.

The class teacher is responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Support and training may be offered to teachers to improve their understanding of strategies to support specific pupils.

The following slides outline how the graduated response works in our school and what it means for you and your child.



Assess-Plan-Do Review





Pupil Passports

The Pupil Passport is a planning, teaching and reviewing tool developed in conjunction with the pupil, parents, support staff and SENCO. It is a living record, which underpins the process of planning intervention for an individual with SEN.

Pupil passports are teaching and learning plans setting out:

- **The needs that have been identified**
- **How to remove key barriers to learning effectively (i.e. what works)**
- **The short-term targets set for or by the pupil (SMART)**
- **The teaching strategies to be used**
- **The provision to be put in place**
- **When the plan is to be reviewed**
- **A clear outcome to be achieved within an agreed time frame**



Stage 1

What will school do?

Initially your child's needs will be identified by the class teacher as part of the rigorous, whole-school monitoring cycle. If they are falling behind the level expected for children their age or they are not making the progress expected, appropriate provision will be made for them.

How will you be involved?

This will be discussed with you at the earliest opportunity, either at parent consultation evenings or you may be asked to come into school for an additional meeting with your child's class teacher.

What will this mean for your child?

At this stage, your child may be offered additional support in the form of an intervention designed to accelerate progress for pupils who require a 'boost' in their learning. This should enable them to make progress towards expected outcomes. Not all children who take part in these interventions will be identified as having SEN at this stage.



Stage 2

What will school do?

If, following targeted support, your child has still not made sufficient progress, their class teacher will consult with the school's Special Educational Needs Coordinator (SENCO). She will offer advice on how to support your child further and may carry out further assessments to identify any possible barriers to learning.

How will you be involved?

You will be given an opportunity to meet with the SENCO. This is a useful time to discuss any concerns you might have and to explore any further assessments that might be useful. If you agree to further assessments being carried out, you will be invited back at a later date to discuss the outcomes of these and how they might impact on future provision for your child.

What will this mean for your child?

Information gathered about your child, including their views about their own learning, will be used to provide a Person-centred plan (Pupil Passport) for your child. The provision they receive will be detailed in a class plans/ intervention plans. Depending on the outcome of any assessments, with your permission, your child may be placed on the school's list of children who are receiving SEN Support.



Stage 3

What will school do?

As part of the review process, when it is clear that specific support has been delivered but has still not resulted in your child making satisfactory progress to meet national expectations (or be on track to do so), the SENCO will consider making arrangements for a referral to an outside specialist to gather further information e.g. an educational psychologist.

How will you be involved?

You will be invited to a meeting to review your child's provision and progress. A referral to an outside agency will be discussed and, if it is agreed that this is the best course of action, you will be asked for your permission to allow the school to do this. You will usually be invited to meet with the member of the team who comes into school to work with your child.

What will this mean for your child?

Your child will be assessed by the outside agency who will usually give the school a list of recommendations to follow. At this stage, these will be discussed with you and your child and will usually be written into their Pupil Passport. Progress against specific targets will be reviewed frequently as part of the 'assess- plan- do- review' cycle. By this stage, children are usually already on a list for children who receive SEN Support.



Stage 4

What will school do?

When expert advice has been sought and followed with rigour for a period of time, yet less than expected progress has been made, it is time to consider requesting an assessment for an Education, Health and Care plan (EHCP). Further details about EHCPs are given on the next page.

How will you be involved?

You will have been involved in the 'assess-plan-do-review' cycle since your child's needs were identified by the class teacher. This stage is no different and you will be involved at every step of the process.

What will this mean for your child?

Provision will still carry on while the assessment is made. Your child will be asked for their views in the same way that they have been involved in their own provision previously. Further assessments may need to be carried out for the Local Authority.



Education, Health and Care Plans (EHCPs)

Education, Health and Care Plans (EHCPs) are replacing Statements of Special Educational Needs over the next three years. 'The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEN Code of Practice 2014. An education, health and care needs assessment for a child or young person can be requested by:-

- the child's parent
- a young person over the age of 16 but under the age of 25
- a person acting on behalf of a school or post-16 institution (ideally with the knowledge and agreement of the parent or young person, where possible).

Further advice can be sought from school, the Local Authority and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS).



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Education, Health and Care Plans (EHCPs) continued...

If you want to approach the Local Authority directly to make a request for an Education, Health and Care Plan, [click here](#). Alternatively, you can contact the SEN Team on:

Telephone: 01432 260869

Email: senteam@herefordshire.gov.uk

You can approach the SENCO who may apply for an EHCP on your child's behalf.

Email: satkinson@strettonsugwas.Hereford.sch.uk

You can find additional, impartial support and advice from the **Herefordshire Special Educational Needs and Disabilities Information and Advice Service (SENDIAS)** which was formerly known as the Parent Partnership Service.

Telephone: 01432 260955

Email: sendias@herefordshire.gov.uk

Herefordshire SENDIAS

Franklin House, 4 Commercial Road, Hereford, HR1 2BB



SEN Code of Practice 2014

The Code of Practice (2014) has identified four broad areas of need for schools to use to review and manage provision for children who require special educational provision, that is, in addition to the Quality First Teaching that all children will receive from their class teachers:-

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The following pages describe some of the ways in which we might support each area...



Communication and Interaction

- Interventions from the Speech and Language Service
- Implementation of their programmes by trained Teaching Assistants (TAs)
- Memory training programme
- Talk Boost Programme
- Teaching Talking Programme
- Pie Corbett Materials

Outside agencies: Speech and Language Therapy Service (SALT),
Educational Psychologist



Cognition and Learning

- Small guided group support by teacher/TA or SENCO.
- Nesy Reading and Spelling
- Maths Doodle
- Provision Teaching
- Read Write Inc; Freshstart 1:1 Phonics Tutoring
- Individualised one to one reading/writing sessions with Learning Mentor
- Multi Sensory Learning
- Maths Ambassadors Programme
- Numicon: Bridging the gap

Staff trained in: Numicon, Maths Ambassadors Programme, Delivering phonics, AFL

Outside agencies: Educational Psychologist



Social, Emotional and Mental Health Difficulties

- Use of school's behaviour policy, Going for Green system and PSHE policy
- Social Thinking resources
- Learning Mentor sessions – social skills, anxiety management, anger management
- Social stories
- Home/school link book
- Worry box
- Alternative curriculum provision, where necessary
- 1:1 support, where appropriate
- Calm Down book, visual timetable
- Buddies at play time
- Support for parents

Staff trained in: Positive Handling Training (Team Teach), Spirituality, Mentor role; Social Stories; Attachment Theory; ASD

Outside agencies: Educational Psychologist, Behaviour Team, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), School Counselling Sessions, School Nurse, Phoenix (Bereavement Service), Positive Parenting Groups



Sensory and/or Physical Needs

- 1:1 support sessions from the Occupational Therapy (OT)/Physiotherapy teams
- Sessions planned by OT/Physio teams and delivered by TA
- Motor Skills group sessions – Pindora's Box/ Jungle Gym
- Specialist equipment – wedges, desk slopes, pencil grips, overlays, magnifying rulers

Outside agencies: Child Development Centre (CDC); Occupational Therapy and Physiotherapy Teams, Inclusion support, Specialist Advisory Teachers Equipment specialists – to advise on and adjust specialist equipment



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Additional Information

Arrangements regarding transfer between educational establishments – At any stage during the child's school career, transitional meetings will take place between school's if the child should move. This would either be through an EHC Plan's Annual Review or a discussion between the school's SENCOs and any other parties that need to be involved or informed.

Complaints – If for any reason you feel you have a complaint regarding to the provision made at the school please contact:

Mr Alex Davies (Headteacher)

Stretton Sugwas C of E Academy

Hereford

HR4 7AE

adavies@strettonsugwas.hereford.sch.uk