

Provision for SEN

What does Stretton Sugwas provide?

Stretton Sugwas has adopted a graduated response to meet the needs of pupils with SEN.

We seek to engage and support learning of **all** children through 'quality first' teaching. This will include:

- Personalised learning
- Groupings of children
- Range of teaching styles
- Deployment of resources
- Rigorous approaches to planning and assessment

The school also offers a range of interventions designed to enable acceleration of progress for pupils who require a 'boost' in their learning. Not all children accessing these groups will be identified on the SEN register.

Interventions include:

- Literacy and numeracy booster groups
- Numicon activities
- Maths Ambassadors
- Phonics booster groups
- Handwriting/sentence building practice
- Memory group
- Motorskills intervention



In this leaflet you will find information on:

- Special Educational Needs (SEN)
- Identification of pupils with SEN
- Provision for pupils with SEN
- Monitoring and reviewing SEN
- Stages of SEN

Special Educational Needs Coordinator

Mrs Sue Atkinson

satkinson@strettonsugwas.hereford.sch.uk

Governor for SEN

Judith Dawkins

Stretton Sugwas C of E Academy

Stretton Sugwas

Hereford

HR4 7AE

Tel: 01432 760282



Stretton Sugwas
Church of England Academy

"Each bee plays a part in the hive."



Special Educational Needs (SEN)

A guide for parents



Please see our Information Report and Local Offer on the website for more information.

All feedback and comments are welcome. Details of who to contact are on the back of this leaflet.



Special Educational Needs at Stretton Sugwas C of E



Special Educational Needs

All teachers are a teachers of pupils with SEN.

Our vision

Stretton Sugwas C of E Academy is a church school, committed to excellence. We seek to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. 'Each bee plays a part in the hive' underpins our belief that there is something wonderful in everybody and providing a caring, loving and open environment in which to nurture that is paramount. *Success for all* is our ultimate goal.

What is an Special Educational Needs?

If a child has a learning difficulty then they are said to have an Special Educational Need. Special arrangements are made in school to support children with these needs.

What is a learning difficulty?

Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents them from making full use of the education provided for other children.

How many children have an SEN?

About 1 in 5 children may have a Special Educational Need (SEN) of some kind. Some pupils may have a SEN for a relatively short time, whilst others will have an SEN throughout their education.

When can I talk about my child's progress?

Parents consultation evenings take place each term where your child's progress and targets will be discussed with the class teacher. Further meetings will be made each term with the Special Educational Needs Coordinator. Parents are welcomed to make an appointment at anytime during the year if they have concerns or questions.

Identifying Needs

What difficulties might my child face?

If a child has a learning difficulty they might have difficulty with one or more of the following:

- some or all of their school work
- reading, spelling, writing or number work
- the ability to express themselves or understand what is said
- their attention span and or memory
- appropriate behaviour at school
- making friends or relating to adults
- personal organisation
- tasks or activities which depend on sensory or physical skills

These difficulties could lead to a behavioral problem at school, although this is not a Special Educational Need. However, it is important that the underlying need is identified

How is my child's SEN identified?

Initially your child's needs will be identified by their class teacher and discussed during parent consultations. If the class teacher has further concerns they will discuss these with the school's Special Educational Needs Coordinator, who will then decided on whether your child's needs will require additional input in order to make progress.

How is my child's progress monitored?

Class teachers will continue to monitor and assess every child, with particular attention in Numeracy and Literacy. In addition termly staff meetings regarding children on the SEN register takes place.

Stages of SEN

If your child is identified with a Special Educational Need they will be placed on the school's SEN register, the reason for this is to ensure their progress is monitored more closely. Children who are on the register can be categorized as receiving Waves 1, 2 or 3 intervention.

Wave 1

Pupils receive Wave 1 if they have not made sufficient progress in class, despite accessing differentiated work. Children will have access to additional or different in-class support, which targets the child's specific needs.

Wave 2

Pupils receive Wave 2 if they have received Quality First teaching, different or additional support, yet has not made progress. The Special Educational Needs Coordinator will make arrangements and make a referral to an outside agency, for example, learning or behaviour support. A Pupil Passport will continue to monitor progress and set targets.

Wave 3

Children in this context are more complex and may require 1:1 support. Targets are highly personal to ensure that the child's needs are met.

Children with an EHC Plan

Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education, Health and Care Plan (EHC). This replaces the Statement of Special Educational Needs.