

## **John Scurr Primary School**

### **SEN Offer – 2021/22**

#### **How we support children with special educational needs**

##### **Our vision and how we hope to achieve it.**

We offer an inclusive and enriched curriculum to develop all aspects of learning for children. We encourage the children to aim high and achieve to the best of their ability. We support all the children in our school to be the best they can be, including all children with special educational needs and disabilities.

##### **School details**

John Scurr is a mainstream primary school for children 5-11 age range. There are two classes in each year group. We have a nursery which admits children from the age of 3 and also have provision for 2 year olds. In addition, we have a class attached to our mainstream classrooms which will specifically cater for pupils attending John Scurr with a diagnosis of ASD/ autistic spectrum or those younger pupils displaying greater communication needs or autistic tendencies. Unlike our mainstream school classrooms, this class has a much lower pupil-teacher ratio and a high level of SEN support. This ensures that there will be as much consistent and intensive support as possible for a child to develop and fulfil their needs.

An experienced special education teacher is responsible for leading, designing and implementing teaching and learning within the class. Designated and specialist TAs support in coordinating the day-to-day running of lesson plans, delivering pupils' Individual Educational Plans (IEPS) and ensuring targets are met. The teacher is also available to advise with strategies to support a child's development at home.

If a child has already been identified as requiring additional support, which includes but is not limited to, speech and language therapy, occupational therapy, support from a specialist ASD outreach teacher, learning for life and work, and travel training, teachers and TAs will be able to incorporate this into the day to day routines easily and also work alongside the professionals who attend school to help support your child. Anna Southcott, Inclusion Leader will then work with the teacher to ensure that these specialist needs are met and this will be communicated termly and at Annual Reviews.

This classroom is also fully accessible to the ground floor facilities, providing access to the Forest School area, a Sensory Circuit and the outdoor play space.

Additionally, the class will provide the opportunity for a child to follow the curriculum at a pace and level appropriate to them and to participate in mainstream activities and classes where they are able. We will also use the expertise of Phoenix School – which is an outstanding special school within our Teaching Alliance to support the structure.

The class is an integral part our provision for SEN and ensures that in such times where some schools are financially struggling to be inclusive- we are now able to support a child's onward progress here at John Scurr. In the past, it has sometimes been difficult to do this, with the budget allocated.

What we do to help children with SEN.

### **Identification of children with Special Educational Needs.**

We work hard to maintain good home school links and if a parent has a concern about their child, they can discuss it with their child's teacher, with our family support worker (FSW) worker or directly with the Assistant Head for Inclusion. Children due to start nursery are offered a home visit in the term prior to their start date or a COVID secure meeting on school premises if appropriate.

Our aim is to identify any child having difficulties as soon as possible. In many cases addressing difficulties early, helps children overcome them and thus enable them to access the curriculum. Sometimes a child will have a specific need which will require ongoing provision. This needs to be fully identified and understood as early as possible so that provision can be tailored to meet the needs of the child.

John Scurr has developed a wide range of expertise and ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Identify the need and meet with parents.
- Agree support/programme, targeted to meet the specific area or difficulty. This describes what we will do for the child and what we hope the support will achieve.

We aim to help children with SEN to achieve independence and plan carefully so there is a balance between independent learning and support.

### **School Provision Map**

We have a school provision map which details the individual and group provision available in our school.

The provision is planned in consultation with the teacher, the Inclusion Leader and other involved adults. This provision includes reading, phonics and maths readiness tuition, motor skills groups, speech and language groups, and mentor sessions with the Achievement Advocate.

We expect our teachers to differentiate their planning and for all SEN children to be carefully considered in lessons.

We also make use of assistive technology: touch screen tablets, iPads, large key boards etc.

What provision we provide:

We work together with a number of professionals who support and advise us in specific areas of SEN. These include:

- Speech and Language Therapists
- Educational Psychologist
- Educational Welfare Officer
- Behaviour Support Service
- Occupational Therapist
- Physiotherapist

- Specialist Nurses and School Nurse
- Specialist Teachers – Autistic Spectrum Disorder, Profound and Multiple Learning Difficulties, Visual Impairment, Hearing Impairment.
- Parents Advice Centre
- School Counsellor
- CAMHS – Child and Adolescent Mental Health Service

### **How we adapt our curriculum and resources for children with SEN**

We make planning and resource decisions based on a child's targets and on specialist advice. It is the classteachers' responsibility to plan and resource lessons for all children. The progress of SEN children is monitored in a variety of ways using the Early Learning Goals and Pre Key- Stage Standards.

How we include all children in additional activities and on school visits.

Any trips or outings always include children with SEN and with disabilities. We use part of our budget to make sure any support needed can be provided. We always consult with parents and carers when planning a trip and complete a detailed risk assessment.

Health care plans

Health Care Plans are written by the health visitors or the school nurse in consultation with parents and the Inclusion leader. We ensure all staff are fully trained in the requirements of care plans where necessary and we also ensure children are taught to take responsibility for using their asthma pumps and other medication under supervision.

### **Our School Environment**

Our school is an Edwardian building on three floors. There is a lift access up to the second floor. There are accessible toilets and changing facilities on the ground and first floor.

### **How we prepare children joining and leaving our school**

We recognise how important transitions are for children and families and so take a great deal of care planning these. We liaise closely with parents and staff in other settings and where possible visit the child. Transition to secondary schools is planned carefully with the receiving school. A programme of transition events runs throughout Year 6.

### **How parents are involved in school life**

At John Scurr we believe in working together with parents/carers. We are always ready to speak to parents about any concerns they have about their child. Parents may be asked to make an appointment with the class teacher so that there is enough time to discuss any concerns. The Inclusion Leader is always happy to speak to parents by appointment. We have a Family Support Worker (FSW) who can also support parents with their concerns. We run workshops for parents: readiness for nursery, early learning, independence and phonics etc. Parents are invited to special assemblies and celebrations.

### **Education Healthcare plans (EHCPs)**

Parents of children with an Education Health Care Plan are partners in planning their child's learning. We meet formally once a year at the child's annual review to celebrate success and plan next steps.

### **Contact**

If parents want to contact school for more information or to discuss a concern, they should contact:

- The class teacher
- Inclusion Leader- Anna Southcott
- Headteacher- Maria Lewington.