

# High Needs Support at John Scurr Primary

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## What does High Needs Provision look like John Scurr?

- o Most children with additional needs are supported through high quality teaching.
- o Some children require support that is above and beyond high quality teaching and require SEN support. This can look like interventions, scaffolding, additional time with the teacher or TA etc.
- o Few children have very high support needs. Currently, most of these children are in Packham class, however this isn't necessarily the only high needs support.

## What is Packham Class

Packham is a class for children with complex speech, language and communication needs.

It is a space where children with high support needs can thrive in education, not just survive.

Packham Class provides children with early intervention and support, without the need for an EHCP or diagnosis. It provides children in crisis with immediate support.

Packham Class is unique. While many schools have local authority run resource bases, Packham Class is different as it is school led and responsive to the needs of our school community. This model is continually praised by outside professionals.

## Packham Class Curriculum

Children in Packham Class follow either the national curriculum or the early years curriculum, depending on their age.

The curriculum is not reduced or overly simplified, rather it is tailored to the children's learning style and scaffolded to meet their needs.

The Early Years curriculum in Packham Class shares the values of play, child led learning, an enabling environment, real life experiences and positive relationships. The delivery of this curriculum is typically more structured than the rest of EYFS

The KS1 & KS2 curriculum in Packham Class is reflective of the rest of the school:

- o CUSP literacy - children work at their year group level, a year below or a year above.

- o CUSP science - each child learns the content for their year group.
- o CUSP wider curriculum - Yr1/Yr2 on rotation, with KS2 children having their year group content tailored to them.
- o White Rose maths.
- o Sounds Write phonics.

## Assessment in Packham Class

Children are assessed in line with the whole school assessment model. Children take part in national assessments including reception baseline, phonics screening and KS1 SATS.

In addition, we use other methods to assess children's learning based on their needs/levels. These include:

- o Pre-Key Stage Standards
- o Cherry Garden Branch Maps
- o SCERTS
- o Engagement model



## Packham Outreach

As part of the continuous improvement of teaching and learning at John Scurr, we are starting a new provision this year - Packham Outreach.

The aim of this provision is to ensure children with lower support needs, including Packham graduates, can thrive in education.

Initially the work in Packham Outreach will focus on supporting reintegration and transitions, year 3 literacy support, KS1 SEMH support and 1:1 intervention.

## Pathways

Each child has a unique pathway in and out of Packham class. Children are identified through:

- Teacher/SENCO Assessment
- Health visitor Assessment
- Educational Psychologist Assessment
- Speech and Language Assessment

Children's progress is continuously reviewed, with an individual learning plan each term. At the end of the term, a decision is made for the child. Pathways out of of Packham class include:

- Continuing in Packham Class.
- Returning to the mainstream provision with SEN support.
- Returning to the mainstream provision with support from the Packham Outreach team.
- Transitions to SEN settings, including Phoenix School.

## How Packham Class Supports Families

Families and the school must work together to ensure best possible outcomes for all children, especially those with additional needs. In Packham Class we are proud of our relationship with families. We are honoured that parents have trusted us at John Scurr to educate and care for their children, and respect the parents as the primary educators in the child's life.

Our partnership with families presents as coffee mornings, stay and play sessions and workshops. In addition, we work in partnership when following advice and support from external agencies, including educational psychologists, speech and language therapists and social care.

## What next for Packham Class?

Continuous assessment and re-evaluation of our provision has helped shape Packham Class. In order to further enhance our provision, we are aiming to:

- Enhance the after school provision to ensure that it is inclusive and aspirational.
- Work more closely with children in the mainstream provision to build meaningful relationships.
- Improve Packham Outreach to ensure more children are receive access to the skills and experience of staff.
- Develop Autism Awareness across the school, including children, parents and staff, and celebrating Autism Awareness month.
- Embed Autism Awareness in the curriculum.



## What Packham Class is Not

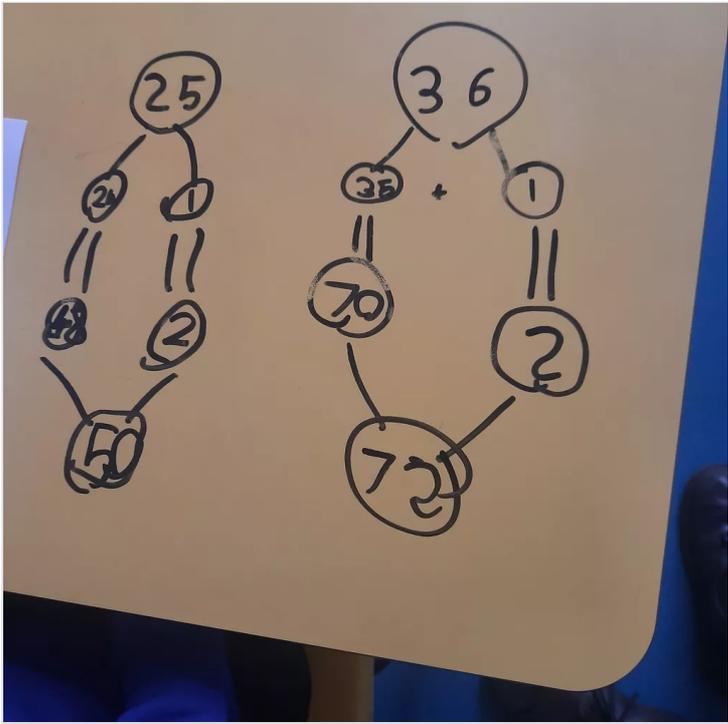
Packham Class is not a "base" with "activities" it is a classroom with a curriculum and lessons.

Packham Class is not a one size fits all approach. It is not the only/best option for all high needs children.

Packham Class is not slow paced and does not have a simplified curriculum.

Packham Class is not a space full of behaviours that challenge.





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