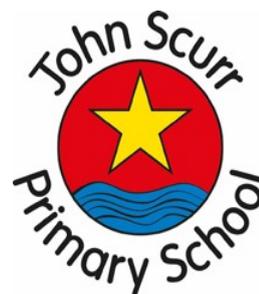


John Scurr Primary School  
Cephas Street  
London E1 4AX  
Tel: 0207 790 3647



Email: [admin@johnscurr.towerhamlets.sch.uk](mailto:admin@johnscurr.towerhamlets.sch.uk)  
[www.johnscurrprimary.weebly.com](http://www.johnscurrprimary.weebly.com)

Headteacher: Maria Lewington

## Sen Offer – How Support Children with Special Educational Needs

Reviewed by:	Leadership & Governing Body
Date:	October 2023
Review dates:	2023
Next Review	2024
Ratified by Governors:	
Governor Signature:	 

## **John Scurr Primary School SEN Offer – 2023/24**

### **Our Vision for children with Special Educational Needs (SEN)**

We offer an ambitious and inclusive 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 2-11 age range. From Reception to Year 6, there are two classes in each year group. We have a nursery which admits children from the age of 2. In addition, we have a class attached to our mainstream classrooms which specifically caters for identified high needs pupils attending John Scurr School with complex social communication and language needs.

### **Our Ofsted rating**

In our last Ofsted inspection in March 2023, John Scurr was found to be a good school.

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

At John Scurr, we recognise that families play a crucial role in supporting the identification of special educational needs. We work hard to maintain good home school links. If a parent has a concern about their child, they can discuss it with their child's teacher, with our family support worker (FSW) or directly with the Assistant Head for Inclusion.

John Scurr has developed a wide range of expertise and ways in which we identify and assess the needs of children. As part of the graduated approach, we use a range of sources to assess a child's starting point and potential barriers to success. These sources include:

- Teacher assessment
- Standardise literacy and numeracy assessment
- Speech and Language Assessment
- Educational Psychologist Assessment
- Occupational Therapist Assessment
- Child and Adolescent Mental Health Service Assessment
- Autism Spectrum Disorder Assessment Service
- Health Visitors
- School Nurse & Special Nursing teams
- Physiotherapist

Our aim is to identify the support needs of any as soon as possible. In many cases, early intervention can help ensure that the child can 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.

### **Target setting and individualised learning**

Each child who is identified as having SEN will be given individual targets to work towards termly. These targets are individualised and are unique to each child. Children are supported to achieve these targets through intervention, targeted classroom support, scaffolded learning and/or adaptations to the curriculum/environment. Each term, these targets are assessed as Met, Partly Met or Not Met. Provision is adapted accordingly. SEN progress meetings are held with class teacher and SENCO termly to ensure the available provision is meeting the needs of the child.

For some children, including those with an Education, Health & Care Plan (EHCP) and those in our High Needs Class, a termly Individual Education Plan (IEP) is written. This is a more detailed plan outlining the assessment of need, the termly targets and the targeted provision. These are reviewed termly and future planning is adapted accordingly.

### **Additional Support for children SEN**

For most children with SEN, their provision is tracked through the 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 interventions
- colourful semantics
- phonics interventions
- maths interventions
- fine/gross motor skills groups
- language/social communication groups
- Mentoring support
- Art/Play therapy

In addition, we work together with a number of professionals who support and advise us in specific areas of SEN, and may suggest individualised programmes for children with SEN. These professionals include:

- Speech and Language Therapist (SALT)
- Educational Psychologist (EP)
- Behaviour & Attendance Support Services (BASS)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Spectrum Disorder Assessment Service (ASDAS)
- Health Visitors
- School Nurse & Special Nursing teams
- Physiotherapist
- Phoenix Outreach service
- Learning Advisory Service
- Parent Advice Service

Alongside targeted intervention and support, we expect our teachers to prioritise children with SEN when planning and to carefully consider them in all lessons. Teachers and Teaching Assistants work collaboratively to ensure children have access to all scaffolds needed to ensure their success in education. These scaffolds include

- Visual Supports
- Targeted questioning
- Pre-teaching

- Adapted instructions
- Assistive technology

### **How SEN progress is assessed**

The progress for most children with SEN can be assessed using standardised whole school assessments including:

- Star Read and Star Maths Assessments
- Phonics Assessments
- Early Years Framework
- National Curriculum Standards

In addition, more targeted assessments may be carried out to measure smaller steps of progress. These assessments include:

- Star Early Reading Assessment
- Diagnostic Phonics Assessment
- Pre-Key Stage Standards
- Phoenix Steps Assessment

### **Trips and Outings for children with SEND**

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 consult with parents and carers when planning a trip and complete a detailed risk assessment, including identifying individual risk as necessary. Children in our high needs class attend trips, outings and special occasions with their respective year group. Additional trips are planned for children with SEN and with disabilities.

### **Our School Environment**

Our school is an Edwardian building on three floors. There is a lift access up to the first and 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. You may be asked to make an appointment with the class teacher so that there is enough time to discuss your concerns. The Inclusion Leader is always happy to speak to parents by appointment. We have a Family Support Worker (FSW) who can support parents with their concerns. Parents are invited to special assemblies and celebrations.

### **Education Health & Care Plans (EHCPs)**

Most children with SEN are supported at the SEN Support Stage. For some children with higher support needs, an Education Health & Care Plan may be issued by the Local Authority. These ECHPs inform the provision and support that the child is provided at school, as well as outlining longer term

targets for the child. 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 you want to contact us for more information or to discuss a concern, please contact:

- Your child's class teacher
- Inclusion Leader- Evelyn Mc Sweeney
- Headteacher- Maria Lewington
- Chair of Governors, Kevin Hinde