

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 specifically caters for identified pupils attending John Scurr School with a diagnosis of ASD/ autistic spectrum or those younger pupils displaying greater communication needs or autistic tendencies.

Our Ofsted rating

In our last Ofsted inspection in January 2018, John Scurr was found to be a good school.

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 problem 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 interventions, colourful semantics, catch up phonics, maths groups, 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 – therapist in school every week
- 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, Pre Key- Stage Standards and the AET autism progression framework.

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. 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. We run workshops for parents: readiness for nursery, early learning, independence and phonics etc. Parents are invited to special assemblies and celebrations. (all remotely at present).

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 you want to contact us for more information or to discuss a concern, please contact:

- Your child's class teacher
- Inclusion Leader- Anna Southcott
- Headteacher- Maria Lewington.
- Chair of Governors, Kevin Hinde