PICKHURST ACADEMY – SEND Mainstream Provision

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to **BE P.I.C.K.H.U.R.S.T**

Proud	Inquisitive	Confident	Kind	Healthy	Understanding	Respectful	Successful	Trustworthy

INTENT	IMPLEMENTATION	IMPACT
At Pickhurst, we aim for all our pupils with Special Educational Needs and/or Disabilities (SEND) to receive a high-quality and ambitious education regardless of their area of needs. All staff have high expectations for our pupils with SEND, and know how to guide them through their individual, unique learning path. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive and reflective learners, both in and out of the classroom. Throughout our practice, we provide an empowering and accessible learning environment, which is thought out to the enable our children to achieve exceptionally within their individualtargets. We ensure early identification and intervention for SEND to make sure that progress and opportunities are maximised. We work in partnership with parents and carers and work closely with external agencies and other professionals to develop our bespoke provision for pupils with SEND. We Identify areas for development in special	At Pickhusrt, every teacher is a teacher of SEND. Inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the pupil. All pupils, regardless of their starting point, have the same opportunities and experiences as those their age including curriculum and enrichment opportunities. Pupils with SEND will be provided with first quality teaching, adapted to meet their individual needs. We make reasonable adjustments to ensure we meet the pupils' stage of development in accordance with the National Curriculum Framework and their identified targets. Learning walks and observations by the Senior Leadership team, SENCo and SEND Lead Teacher will take place to ensure needs are being fully met by all staff and appropriate resources and strategies are consistently in place. Some of our pupils with SEND may have specific 1:1 support through an EHC plan or a PRA. Some will have access to a small group support to enable them accessing different areas of the curriculum. They may also receive additional support	Our pupils with SEND feel happy, safe, respected and included at Pickhurst. Pupils partake in their learning with high levels of engagement in activities, developing their emotional and social skills. They make excellent progress from their starting points due to the carefully considered and bespoke support they receive, which meets the needs of the pupils. As a result, on leaving Pickhurst Academy, our pupils with SEND feel empowered due to the fact that they have been given the opportunity to developed not only their academic skills, but also vital life skills such as good independence and collaborative learning skills. They understand their needs and, most importantly, they are able to identify the strategies that work for them. Through the development of their metacognitive skills, they are able to build a solid range of strategies that they can access to support them manage their needs more independently through life.

educational needs and ensure that these are at the heart of our school's development plan. The Inclusion Team work closely with teachers to ensure high quality provision in class through Quality First Teaching and in-class interventions strategies. Through the use of our Monitoring and Tracking system for interventions, we are able to inform future planning and next steps for each child with an SEND. The Inclusion Team together with the Senior Leadership Team work to provide guidance and continuing professional development for staff to secure high-quality teaching and effective use of resources for pupils with SEND. We believe that good practise for SEND is good practice for all, therefore we proactively promote a high awareness, consideration and understanding of any special educational need within the staff team and parents, as well as the wider community.	from a Speech and Language Therapist or work alongside outside agencies such as the Educational Psychologist or an Occupational Therapist to develop specific targets/programmes tailored to the pupil's individual needs. Pupils and their families may have additional support from outside agencies such as Bromley Children's Project, CIN or the CAF (Early help) Team. We consider metacognitive skills to be key for the development and progress of children with SEND. For that reason, teachers at Pickhurst have the responsibility to encourage their pupils to identify their areas of difficulties and to be aware of the strategies that work for them. In addition, we see our teachers as the facilitators of any appropriate support carried out by any other adults working in their class. Each lesson will be adapted to suit the needs of any pupils with SEND within that class, ensuring reasonable adjustments are included and followed. Data for each pupil with SEND will be monitored to ensure progress and to maintain high quality teaching and learning for all pupils. This involves tracking their progress from intervention groups and from the support received from outside specialists. For each pupil identified with an SEND, we create a support plan named "Inclusion Support Plan", containing the targets that particular pupil is working towards. This document is made available to all staff working with the child. Smooth transitions and 'handover' conversations occur to allow a clear and consistently supported environment for each pupil with an SEND. Additionally, CPD sessions on particular needs are regularly provided for all staff.	