# SEND Information Report – Pickhurst Academy




*Last Updated – June/2025*
*Next formal review and co-production – June/2026*

## The 4 broad areas of needs:

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| **C & I** | Communication & interaction<br><br>SLCN<br>DLD<br>ASD | Significant problems across the majority of the curriculum, specific learning difficulties, poor social skills and or signs of emotional and behavioural difficulties.<br>Specific learning difficulties – short term and working memory difficulties, poor fine and or gross motor skills, poor visual discrimination, poor meta cognitive awareness, poor self-esteem, dyslexia, dyscalculia, developmental co-ordination disorder. |
| **C & L** | Cognition & Learning<br><br>SPLD<br>MLD<br>PMLD<br>CLD | Significant problems across the majority of the curriculum. General level of development and academic attainment significantly below that of their peers. In many cases difficulties will include speech and or language developmental delay. May also have poor social skills and or signs of emotional and behavioural difficulties. |
| **PD** | Sensory and/or physical needs | Hearing impairment, visual impairment, physical impairment. |
| **SEMH** | Social, Emotional & Mental Health<br><br>ADHD<br>TRAUMA<br>ATTACHMENT<br>ANXIETY/DEPRESSION | Mental health needs, underdeveloped skills in listening & verbal communication, difficulty acquiring and applying basic social skills, emotional immaturity, low self-esteem, lack of confidence. |

Meeting the Needs of Pupils with Special Educational Needs

## The Academy Offer

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils, including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching and considered provision, which will enable them to make the best possible progress in the academy, ensuring they can actively participate in the wider aspects of academy life and support readiness for the next phase of education.

Pickhurst Academy is an inclusive academy and offer a range of provision included in this report to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or Sensory and physical needs.

This report has been created in co-production with pupils, parents, cares, outside professionals, staff and governors. This has been undertaken by regular meetings between members of staff and parents/carers, meetings with governors, feedback Sent to us via email, families surveys, outside professionals working with our children such as Speech and Language therapists and Counsellors, interviews with pupils to gather information on what works for them in their own point of views and workshops and coffee mornings with families. We aim for these meetings to take place yearly, although we understand the all parts are welcome to contribute to the constant update of this document any time of the year.

### What support do we offer?

The Academy will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND.

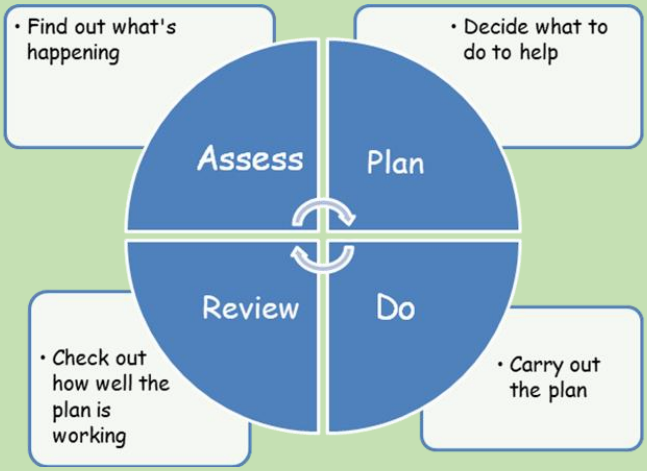
The range of support deployed will be tailored to individual need following thorough assessment by internal and external agencies. It is designed to promote pupils working towards becoming more independent and resilient learners and should not be seen in isolation.

| **Roles and responsibilities:**<br>Who should I contact to discuss the concerns or needs of my child? | |
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| **Class teacher** | He/she is responsible for:<br>• Adapting and refining lessons and learning activities to respond to strengths and needs of all pupils<br>• Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress within everyday teaching<br>• Contributing to personalised learning plans that prioritise and focus on next steps required for your child to improve progress<br>• Following the academy's SEND policy<br><br>**If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCo.** |

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| **Head of Year** | He/she is responsible for:<br>• Ensuring that class teachers are carrying out daily SEND responsibilities<br>• Working with the class teachers to ensure recommendations are being followed<br>• Arranging meetings with parents and teachers to discuss provision termly<br>• Quality-assure the production of Inclusion Support Plans<br>• Guide class teachers as to when referral to the SENCO is necessary |
| **Interventions Lead**<br>Mrs Conti | She is responsible for:<br>• Planning and resourcing all our interventions along with the Inclusion Team<br>• Delivering the interventions across the school on a weekly basis<br>• Meeting with the class teachers half termly to assess the effectiveness and impact of the interventions |
| **Inclusion Officer**<br>Mrs Bracey | She is responsible for:<br>• Supporting with procedures, processes and referrals for outside agencies, such as CAHMS, ISAT, SALT, Bromley Y, Counsellors, Community Paediatrician, etc<br>• Supporting the SENCo with the administrative tasks. |
| **Pastoral/Behaviour Lead**<br>Miss D'Costa | • Leading on promoting mental health awareness through initiatives such as Mental Health Champions, Calm Club, Quiet Club<br>• Providing support to our families, children and staff<br>• Working with staff, children and parents to help promote a nurturing environment to all<br>• Leading on our pastoral support offer<br>• Leading on behaviour policies, improvement and sanctions |
| **Special Educational Needs Coordinator (SENCo)**<br>Mrs Oliveira<br>Email:<br>inclusion@pickhurst.cetrust.com | She is responsible for:<br>• Coordinating provision for children with Special Educational Needs or Disabilities<br>• Developing, monitoring and reviewing the academy's SEND policy<br>• Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any difficulties<br>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs<br>• Supporting education staff to break down barriers to pupils' learning<br>• Supporting pupil's emotional wellbeing and social skills to enhance their independence, self-esteem and independence |

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| | • Working with the class teacher to identify potential needs and difficulties<br>• Working with the children to understand how they feel about their learning and to assess individual progress<br>• Working with parents to ensure their needs are also being met<br>• Ensuring that parents are:<br>1. Involved in discussions to identify key strengths and areas of difficulty<br>2. Involved in planning provision to overcome barriers to learning<br>3. Regularly included in reviewing how well their child is doing<br>4. Consulted about planning successful movement (transition) to a new class or school |
| **Deputy and Assistant Head Teachers**<br>Mrs Hewitt<br>Miss Mootoo<br>Miss D'Costa<br>E-mail:<br>office@pickhurst.cetrust.com | They are responsible for:<br>• Carrying out learning walks and audits in conjunction with the SENCO to ensure excellence in the quality of education for all pupils with SEND<br>• Developing teachers to ensure high quality teaching for all children, with and without SEND<br>• Ensuring that all staff members understand the wide range of needs and make adaptations for these within their practice |
| **Executive Headteacher**<br>Mrs Rampton<br>E-mail:<br>office@pickhurst.cetrust.com | She is responsible for:<br>• The day-to-day management of all aspects of the academy, including the provision made for pupils with SEND. |

**SEND Support – The Graduated Response Assess, Plan, Do and Review**
How will the academy decide if my child needs extra help? How can I find out about how well my child is doing?




Meetings are held each term to look at the progress of all pupils. In addition, class teachers will regularly communicate with the SENCo and the parents about any difficulties a child may be experiencing at any moment throughout the year.

Where there are concerns that a pupil is not making progress in key areas of learning or if their behaviour impacts on their ability to engage in learning activities, further assessments will take place. Discussions will be held with key staff to plan for additional support to be put in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions too.

The additional support agreed will be detailed in an individual SEND Provision Map, which we call "ISP – Inclusion Support Plan". In consultation with parents and SENCo, the class teacher will set agreed short-term targets for the pupil (for the year ahead). These targets will focus on key areas of learning or behaviour that affects the child's ability to make progress. Depending on your child's needs, they will primarily receive in-class extra support and strategies for optimisation of their learning, conducted by the class teacher. This support is deployed to ensure your child can engage in lessons and wider academy activities to facilitate independent learning. In the case of no progress has been made or additional needs are identified, your child may be offered extra interventions led by specific professionals such as Speech and Language Therapists, Counsellors, Occupational Therapists, Dyslexia Specialists, Educational Psychologists, as well as personalised interventions with our High-Level Teacher Assistants, all of which are planned in conjunction with the class teacher. A referral for assessment and/or support from an outside agency will only be made with your consent.

The pupil's progress will be assessed on a daily basis by the class teacher and the impact of all additional support will be reviewed termly. Pupils and parents are also invited to share their own reviews and their contribution is valued as part of our assessment routine.

**Educational Health and Care Plan (EHCP): statutory needs assessment request**

When a pupil has received targeted high-quality teaching strategies, in-class interventions and specialist interventions but is still experiencing significant barriers to their learning, a decision to request a statutory needs assessment (Education, Health and Care Plan – EHCP) may be made in conjunction with the parents/carers.
This will be considered by the school after a range of internal and external assessments have taken place. This decision will be made after it has been established that, despite involvement

of a range of professionals and the increased level and nature of support, your child's needs require provision beyond that which can be offered by our own resources.

Before considering a statutory needs assessment request, the school must have gone through **at least** one full cycle (3 terms, 1 year) of *Assess, Plan, Do, Review (ISPs full cycles reviews, SALT reports, OT reports, Educational Psychologist reports, Bromley Inclusion Support Advisory Team and Bromley Complex Needs Team involvement and reports, etc)*, as robust evidence of persistent, significant and complex SEND difficulties is mandatory when and EHC plan assessment request is submitted.

The SENCo will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations that can offer further support as required.

**Educational Health and Care Plan (EHCP): pupils with an agreed plan in place**

The school will make each endeavour to meet the needs and provision stated in the pupil's plan. If the school feels that the pupil's needs and provision are beyond what we are able to offer, the Local Authority will be informed. Parents and school must work together to ensure the required provision established in the plan is carried out accordingly.

It is important to note that a child with a plan will not automatically receive 1:1 support for each lesson. We will assign a designated person to work with the pupil with a plan for the recommended 1:1 sessions, however, this will be flexible in order to meet the provision set out in the plan, which at times will suggest "*small group work"* or "*within whole class teaching"*.

Once a year, an Annual Review meeting will be carried out in school. All professionals working with the child, as well as the parents/carers, will be invited to take part and contribute with updates and aspirations for the child. This will be arranged by the Inclusion Team, and you will be contacted for further information.

**Tests and Examinations: Access Arrangement**

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, prompts, rest breaks or use of a scribe or word processor.

The SENCo will contact you if she feels that your child would benefit from these additional arrangements.

**Curriculum and Teaching Methods (including groupings and interventions)**
How will teaching be adapted to meet the needs of my child?

Our teachers are able and regularly trained to adapt teaching and lesson materials to meet the diverse range of needs in each class through a multisensory teaching, which involves all the channels that we use for learning new concepts and skills (Visual, Auditory and Kinaesthetic), maximising the chances of turning lesson contents into meaningful knowledge for life. Daily planning considers individual pupils needs and requirements.

Differentiation and adaptive teaching are approached in a range of ways to support access and to ensure that all pupils can experience success and appropriate challenge. When deemed necessary, modifications to the curriculum will be made in order to close previous gaps in the child's learning. Our philosophy is inspired by the idea that each learner will process information differently, therefore it is essential that all teachers understand the individual needs and make reasonable adjustments to attend them.

Information about a pupil's needs will be shared in the "Class Inclusion Folder", which all staff teaching the class will have access to. All members of the teaching staff understand the rules of confidentiality and are trained to handle confidential information according to the law and our school policies.

Across the year groups, the school day starts at 8:50 with settling time followed by registration. We usually have 2 lessons in the morning, lasting 1 hour each – First English, then Maths, with a 15 minutes break between them. Morning lessons will finish at 12pm, when the children will have their lunch in the dining hall or on the playground. Lessons will resume at 1:10, when children will learn a range of subjects across the week such as History, Geography, French, Art, Computing, Science, Music, RE, PE and P4C, each lesson lasting between 45 minutes to 1 hour. Your child's class teacher will be able to provide you with their weekly timetable upon request, where you will find more details on their daily structure and timings.

There are around 30 pupils in each class, and grouping arrangements are organised flexibly with opportunities for both ability and mixed setting, to maximise learning opportunities for all. When a child with SEND needs extra input and practise, the teacher will support them in a smaller group for more focused teaching during the lesson. Additionally, extra adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills. Constant monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

It is important to stress that our teachers are aware that a child with SEND may need extra movement breaks and time outs. They are trained to identify those moments and to support the child in case of a sensory or cognitive overload, or even a medical need experienced by many of our children with SEND. If necessary, the child will be taken by an adult to our Sensory Room (Rainbow Room), where they will be directed to perform a series of sensory circuits, which is proven to be beneficial for their self-regulation and to re-establish their readiness to learn.

You can find details of the additional support offered to your child in and out of class in their Learning Plan, which will be reviewed and shared with you at the end of each term. The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils in our school, including pupils who require support to develop their social interaction and resilience.

A list of all interventions that we offer are listed in the Interventions section.

**Staff Expertise and Interventions offered**
How skilled are staff in meeting the needs of my child?

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the academy. This helps to identify priorities for our on-going programme of CPD to support whole academy, inclusive practice and to support new and less experienced staff.
Recent training has covered:

- Supporting pupils with ASD, Dyslexia, Sensory Support Medical Needs, ADHD,
- De-escalation techniques
- National group training
- National Award for SEND Co-ordination
- Dyslexia Awareness and Identification
- Mental Health Champions Course
- Promoting good progress for pupils with SEND
- Inclusive Practice in the Inclusive Classroom
- Adaptive teaching and High-Quality teaching strategies
- Zones of Regulation
- Word Aware
- Attachment and Trauma
- Deaf Awareness

Our SENCo actively engages in a range of opportunities to share best practice and keep up-to-date with current local and national initiatives as well as policy, to support pupils with SEND.

The academy also seeks advice and guidance from specialist professionals and local, specialised schools as well as other relevant agencies to help staff meet the needs of each child.

We have staff with specialised expertise and qualifications including:

- Accredited Training for Pupils with Autism
- Dyslexia Specialist
- Restorative Approaches
- London Programme for Specialist Leaders in Behaviour and Attendance (LPSLBA)
- Emotional Literacy Support Assistants
- MAKATON Communication
- British Sign Language (BSL)
- Positive Handling
- Mental Health First Aider

In addition, our Pastoral Team, formed by our Pastoral Lead Miss D'Costa, our Inclusion Officer Mrs Bracey, and our SENCo Mrs Oliveira, will go to great lengths to support children and families with their emotional regulations, social interactions and to help teachers apply efficient approaches and strategies daily, ensuring that every child with SEND is securing their good progress and holistic development. The Pastoral Team will also support transitions between year groups and key stages.

**Interventions:**

We develop our range of interventions offer based on the needs of our children and in co-production with the school community, through which we strive to identify support and interventions that would make great impact on our children's progress as well as the development of our school community.

Through our interventions, we aim to increase the access to learning and to the curriculum, and to promote the love of school within our children with SEND. We envisage to enable our students to experience success in and out of the classroom, and this is the main purpose of all the interventions we provide at Pickhurst.
Below you will find the range of interventions that your child may be included to:

In-class interventions:

- Focused group with the teacher or extra adult
- Word mats, mind maps, manipulatives, use of ICT, number charts, and other teaching resources to promote independent learning
- Fidget aids, individual timetables, sensory cushion, now and next board
- Focused reading group
- Sensory area/calming corner
- Support table with specific resources for lessons
- Peers grouping
- Nessy intervention
- Split teaching/Adaptive teaching/Multisensory strategies

Out-of-class interventions with Mrs Conti and/or a Higher-Level Teaching Assistant:

- Morning Sensory Circuit
- Reading intervention
- Writing intervention
- Maths intervention
- Word Aware
- Phonological Awareness Training
- Phonics intervention
- Handwriting and fine motor skills interventions
- Zones of Regulations
- Social Skills (FREDS)
- School Counsellor
- TTRS (Touch, Type, Reading and Spelling)
- Speech and Language Therapy
- Speech and Language follow up interventions
- Regular movement breaks group (mornings and afternoons)

Your child may be in one or more of these interventions, especially if they have been issued an Educational, Health and Care Plan (EHCP). Speak to your child's class teacher if you feel that your child would benefit from an intervention they may not be already attending.

Further details on our interventions can be found here:
https://www.pickhurst.com/wp-content/uploads/2024/02/PICKHURST-SEN-OFFER-Nov-23.pdf

**Pastoral Support**

Our dedicated pastoral team will work with your child on strategies to support the development of their social skills and enhance self-esteem. They will provide a range of activities such as:

- Mentoring activities
- Counselling
- Listening Ear
- Nurturing group
- Strategies to reduce anxiety/ promote emotional wellbeing (including communication with parents)
- Strategies to support/ modify behaviour
- Support/supervision at unstructured times of the day including personal care and management of the provision of lunchtime clubs (Art club, Quiet club, Reading club, Mindfulness minute club, Study/Homework club)
- Provision of booklets for families of new pupils with information about our school, key staff, areas, timetables, including pictures
- Arrangements for extremely anxious children to arrive before or after the school time during the first few weeks of a new academic year
- Support with the planning of provision, assessment of needs, evaluation of progress and next steps

The Pastoral Lead, in collaboration with the SENCo, will also make the arrangements for pre and post-transitions and for sharing pupils' SEND files with their future Secondary schools. These files contain information about the child's needs, triggers, strategies and the provision in place for them during their primary school years. In addition, meetings with the future school will be scheduled and will take place before the end of the year and after the new academic year has started. If your child has an EHCP, you will also be invited to attend these meetings.

Further details on transitions can be found in the Transition section.

**Increasing accessibility – Getting about**

Our children have access to strategies/programmes to support occupational therapy and physiotherapy needs. They also have access to modified equipment and IT for lessons.

**External partnerships**
What support from outside does the academy use to help my child?

The academy works alongside Bromley's local offer (https://www.bromley.gov.uk/LocalOffer) and a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

A complete list of these key contacts can be found here: https://www.bromley.gov.uk/special-educational-needs-disability-send-local-offer/send-local-offer-key-contacts

Below are some of the services available to support families and schools in our area:

| Agency | What they offer? |
|---|---|
| **Services available for schools:**<br>• Educational Psychology Service<br>• SEND Advisory Team/ISAT (Inclusion Support Advisory Team)<br>• Sensory Support Service<br>• Speech and Language Therapy<br>• Occupational Therapy/ Physiotherapy<br>• Paediatric Services | Observations, assessment and report of specialist advice and recommendations. The academy may refer as required and implement recommendations following specialist assessment in class and as part of (bespoke) interventions. |
| • CAMHS (Child & Adolescent Mental Health Service) | https://www.bromley.gov.uk/directory-record/7279/child-and-adolescent-mental-health-services-camhs- |
| **Services available for schools AND families:** | https://bromley-y.org/ |
| • Bromley Community Wellbeing service<br>• Bromley Y (support for families)<br>• Gateway Team | https://www.bromley.gov.uk/children-families/early-help-assessment%E2%80%99-eha |
| • Information, Advice and Support Service (IASS) | https://bromleyiass.org.uk/ - The Information, Advice and Support Service (IASS - formerly Parent Partnership) offers information, advice and support, for parents and carers of:<br>• Children with special educational needs (SEND) or disabilities from birth to 25<br>• Young people with SEND or disabilities aged 16-25<br>• All children (regardless of SEND) on their child's transition from primary school to secondary school |
| • MENCAP<br>• Bromley Children's Project<br>• Foodbank<br>• CASPA<br>• Parenting courses | https://www.mencap.org.uk/<br><br>https://www.bromley.gov.uk/bromleychildrenproject<br><br>https://caspabromley.org.uk/<br><br>https://nfppprogram.com/ |
| Educational Professional responsible for children who are looked after – **Mrs Hewitt** | Responsible for overseeing and monitoring provision for children who are in the care of Local Authority |

**Transition**
How will the academy help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. As mentioned in the Pastoral support section above, our pastoral team will work with our SENCo to ensure smooth transitions for children, parents and school staff.

**When moving to another school:**

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible and that meetings are held including us, the parents and the new school. We will provide transition preparation and additional support for pupils who may need it, including visits to the new school site and meetings with the new key staff.

When joining Pickhurst Juniors from Pickhurst Infants, additional transition sessions will be arranged and an induction day will be scheduled for the Summer Term.

**When moving between classes / forms in school:**

An information sharing meeting will take place with the receiving teacher. The following procedures should take place in the Summer Term:

- Confidential and Sensitive handover of records/information
- Teacher to teacher handover
- Opportunities to visit the new class/ teacher – Meet the Teacher Day

In some cases, social stories will be used to support the transition of the children who struggle the most with changes.

**When moving to secondary school:**

Our SENCo and Year 6 teachers will contact the Year 7 leader and SENCo once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

Additional meetings are arranged by the ISAT to facilitate transition handovers between Primary and Secondary SENCOs.

Successful arrangements and interventions currently used to support your child can be shared with the receiving school. Parent/carer involvement in this process will be critical to supporting a successful move.

You can contact Mrs Bracey, our Inclusion Officer, for further details on transitions matters.

**Engagement with Pupils and Families:**
How does the academy involve children and parents in decisions about provision and support?

On an individual level, the academy values the views of both parents and children in both identifying key strengths and areas of need, as well as planning and reviewing provision.
We will ensure that parents and pupils (as appropriate) are included in review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree the best way to share information with you. We will use one-page profile and other media to ensure that the views of all pupils are captured so that their achievements can be celebrated and their needs fully understood.

Interactions and communications between the school and the families are promoted during our Coffee Mornings and Parents/Carers Workshops, when the families have the chance to meet members of our SLT, our SENCo and our Pastoral Lead, and discuss their views about our provision and their child's progress. Suggestions for improvements are also taken during these meetings, and we consider them to be crucial to ensuring that we continue to provide the best quality provision we are able to offer. Meetings between teachers and parents/carers are held termly, enabling us to capture the parents/carers' views and aspirations for their child.
For Year 5 and 6 pupils with SEND, including those with EHCP plans, the SENCo encourages parents to visit a range of secondary schools, contact SENCOs, attend open days and find out about how each school organises SEND report.

**Arrangements for managing complaints:**
What should I do if I am unhappy about the support my child is receiving?

In the first instance you should speak to your child's class teacher. To allow time to discuss the issues, you should contact the academy office to make an appointment.
Depending on the nature of the concern, the SENCo and other Senior leaders, as well as members of staff, may attend this meeting or subsequent meetings.

If you are still unhappy and feel matters are unresolved and that we are not fulfilling our duties in respect to your child, we will recommend that you seek further advice from the local SENDIAS (SEND Information and Advice) and Mediation Services. This service is not linked to the academy. The academy can also plan for parents to discuss concerns with other key professionals such as the Educational Psychologist.

If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the academy's Complaints Procedures on the website.

Further information about support and services for pupils and their families can be found on the Bromley website - Information, Advice and Support Service (IASS).

Our Academy has recently undertaken an annual review of its SEND policy and SEND Information Report in line with the new SEND Code of Practice effective from September 2015. To provide an improved, compliant policy we are committed to co-producing our policy with families, children and young people. We welcome your feedback and views on how helpful this information is, and recommendations about how we can make it clearer or include other information.