PICKHURST SEND OFFER

2026

COMMUNICATION & INTERACTION AUTISM SPECTRUM DISORDER, PATHOLOGICAL DEMAND AVOIDANCE SPEECH, LANGUAGE AND COMMUNICATION NEEDS		
PROVISION	**IMPACT**	**EVIDENCE**
SPEECH & LANGUAGE Some children find talking and listening harder than others. They might find it hard to understand what words and sentences mean. Some children struggle to find the right words or sounds to use and to put them in the correct order. They may need help from a speech and language therapist to develop good communication skills. This support may include Word Aware, Barrier Games, Inferencing, Narrative Skills, Speech training.	Children with language delay or disorder receive therapy from a private therapist either weekly or fortnightly. Targets are set by the SALT and shared with class teachers and parents. This support aims to improve receptive and expressive language and communication skills.	Assessment of the SAL targets set by the therapist – regular target reports and feedback is shared with parents and class teachers.
FREDS Our social skills groups help supports pupils who work in small groups and teaches the children how to interact appropriately with others. The group covers friendships, resilience, empathy, differences, self-awareness, transition and problem-solving skills.	Positive behaviour and reduced negative behaviour. While effectively preventing less wanted behaviours as well as using the skills to promote academic success, health, and overall well-being.	Half termly intervention review meetings with SENCo and class teachers to access impact. On-line tracking system to record entry and exit data to measure progress.

COGNITION & LEARNING INCLUDES DYSLEXIA, DEVELOPMENTAL CO-ORDINATION DISORDER (DYPRAXA, DYSCALCULIA, WORKING MEMORY DIFFICULTIES AND PROCESSING DIFFICULTIES. MODERATE LEARNING DIFFICULITES		
PROVISION	**IMPACT**	**EVIDENCE**
SEN SUPPORT PROVIDED WITHIN HIGH QUALITY TEACHING STRATEGIES WITHIN THE CLASSROOM Children who require additional support are identified and lessons are adapted accordingly.	Teachers consider the needs of these children in every lesson - impact is that the children can successfully access the differentiated learning and make progress.	Termly PPR (Pupil Progress Reviews) meetings with class teacher, SENCO and SLT. On-line tracking system to record entry and exit data to measure progress.

TTRS TTRS is a multi-sensory course that teaches touch-typing skills to help children improve their reading and spelling. TTRS can be used as a standalone touch-typing course and is especially useful for those with dyslexia and other learning difficulties.	Children will be able to record their learning in an alternative method to writing.	TTRS generated reports recording use, impact and regularity of intervention.
NESSY In class intervention – NESSY helps our children with their reading and spelling skills. NESSY learning is an educational programme that provides multi-media learning opportunities.	Regular phonics program that consolidates children's phonic knowledge.	Termly PPR (Pupil Progress Reviews) meetings with class teacher, SENCo and SLT.
LEXIA Lexia is an individual program that provides structured, phonics-based literacy and reading solutions for pupils of all abilities. Built on the "Science of Reading," its digital-led programs guide learners through sequenced activities that build reading, spelling, and comprehension skills.	Pupils work through the programs at their own pace using an independent, diagnostic-driven approach, improving all areas of their individual literacy needs.	Termly PPR (Pupil Progress Reviews) meetings with class teacher, SENCo and SLT. Pupils progress is recorded and monitored through the inbuild program levels which tracks progress.
PHONICS Phonics is a method of teaching how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language, and the letters and groups of letters or syllables of the written language.	Regular phonics program that improves children's reading fluency and spellings.	Termly PPR (Pupil Progress Reviews) meetings with class teacher, SENCo and SLT.

SOCIAL, EMOTIONAL & MENTAL HEALTH **INCLUDES ATTENTION DEFICIT (HYPERACTIVITY) DISORDER, ANXIETY, DEPRESSION, OPPOSITIONAL DEFIANCE DISORDER, CONDUCT DISORDER &ATTACHMENT DISORDER**		
PROVISION	**IMPACT**	**EVIDENCE**
ZONES OF REGULATION The Zones of Regulation help develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation. The zones help provide us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are	Children to be able to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect others.	Termly intervention review meetings with the SENCo and class teachers to assess impact. On-line tracking system to record entry and exit data to measure progress.

expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.		
TALK THERAPY Talk therapy (counselling) offers children a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they have and helps build confidence and self-esteem.	Children have sessions with our private therapist to help with their SEMH difficulties - the impact is that they feel happier, safer and able to articulate and manage their emotions. Significantly improves emotional regulation, communication skills, self-esteem, and resilience, while reducing symptoms of anxiety and stress which will have a positive impact on.	Therapist discusses history with parents and pupil at the beginning and end of the programme. Positive, age-appropriate outcomes by providing a safe, non-judgmental space.
ELSA 1:1 mentoring gives children time to talk to a trusted adult. They can share things that they are finding tricky, like friendship problems or lessons that they find difficult. This is in a quiet space where children can feel listened to, and they are offered support and guidance.	Children can manage their feelings and emotions and have a trusted adult to talk through their SEMH needs.	End of program review with SENCo and class teacher to assess if child's needs have been met.
ACORNS Acorns is a lunchtime intervention where identified children can attend any day of the week at lunchtime. If they are feeling lonely, if we want to make new friends or if they just want some quiet time away from the busy playground.	Children can manage their feelings and emotions and have a trusted adult to talk through their worries.	End of program review with SENCo and class teacher to assess if child's needs have been met.

OTHER SEMH SUPPORT

TRAINED MENTAL HEALTH FIRST AIDERS TO LISTEN, HELP AND SIGNPOST
RELAXED ARRIVAL TIME FROM 8:30 TO 8:50AM
CHRISTMAS AND SUMMER CALM SESSIONS
CLASSROOM WORRY BOXES
CLASSROOM CALM CORNER
LISTENING EAR
MONDAY & WEDNESDAY CLUB LED BY OUR SCHOOL COUNSELLOR
WELLBEING, MENTAL HEALTH AMBASSADORS OFFERING SUPPORT AND FRIENDSHIP

SENSORY & PHYSICAL VISION IMPAIRMENT, HEARING IMPAIRMENT AND PHYSICAL DISABILITY		
PROVISION	**IMPACT**	**EVIDENCE**
SENSORY CIRCUIT & MOVEMENT BREAKS The sensory circuit aims to facilitate sensory processing to help some children regulate and organise their senses to achieve the optimum level of alertness required for effective learning. It involves a sequence of physical activities that are designed to alert, organise and calm.	Children will be able to start the day in an alert state ready to carry out the cognitive learning tasks throughout the day. The afternoon sessions support pupils to reset their attention, self-regulate their emotions, and release excess physical energy reading for more effective learning.	Termly intervention review meetings with the SENCo and class teachers to assess impact.
OCCUPATIONAL THERAPY Bespoke for pupils with an EHCP, with outcomes set by the OT.	Children will develop further gross or/and fine motor skills, as well as emotional regulation.	Review meetings with Bromley Healthcare/Sterling Practice, SENCo and class teachers to assess impact.
FUNKY FINGERS **Fine Motor Skills:** Step-by-step activity programs designed to improve a pupil's hand strength, dexterity, posture, and coordination. **Handwriting:** The *Write Rules* program, which teaches the foundational skills required to hold a pencil correctly and write efficiently.	Children will develop further gross or/and fine motor skills. Handwriting intervention will show improved letter formation and sizing as well as improved joint handwriting.	Termly intervention review meetings with the SENCo and class teachers to assess impact.
HANDWRITING PROGRAMME Our handwriting programme aims to increase pencil grip skills by training their motor skills development.	Improved posture, pencil grip and letter formation/joint letters.	Termly intervention review meetings with the SENCo and class teachers to assess impact.
VI SENSORY SUPPORT Bespoke support for pupils with a recognised diagnosis of an impaired vision.	Specific physical barriers to learning are removed.	Reviewed by the Sensory Support Service (Vision Team).
HI SENSORY SUPPORT Bespoke support for pupils with a recognised diagnosis of an impaired hearing.	Specific physical barriers to learning are removed.	Reviewed by the Sensory Support Service (Hearing Team).