

SEN Information Report



PICTOR ACADEMY 2023 / 2024



1. What kinds of special educational needs does the school provide for?

- Pictor Academy is part of The Sovereign Trust and is one of Trafford's three Primary Specialist schools. We cater for pupils in the south of the borough. The majority of pupils attending Pictor Academy have an Education Health and Care Plan (EHC) but we also provide assessment places, usually for children in the Early Years Foundation Stage.
- Pictor Academy provides specialist support for learners who have identified needs that may be complex and significant in the areas of cognition and learning as described in the SEND Code of Practice.
- Many of our pupils have additional complex needs with associated difficulties in the areas of communication and interaction, social interaction, and sensory processing. Some may have a diagnosis e.g. Autism, Down Syndrome. In addition, pupils may have sensory or physical difficulties e.g. visual and hearing impairments.
- Pictor Academy is an outstanding school (Ofsted February 2019) and we pride ourselves on 'Achievement for All'.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

- All pupils who attend the nursery or school will be under statutory assessment or have an Education Health and Care Plan(EHCP). All families of children who attend our school are

involved in rigorous ongoing processes for monitoring and evaluation of progress against targets in their child's EHC Plan using Evidence for Learning.

- The school has processes and procedures for assessment that are implemented throughout each day and parents receive ongoing informal feedback.
- Formal feedback is delivered through parents evenings, progress reporting and EHC Annual reviews identified in the SEND Code of Practice.
- Through this process, we are able to identify which pupils are not making expected progress and explore any additional support or changes needed to their provision and funding. For example, we would consult with multiagency professionals e.g. Sensory Occupational Therapy. We may decide to hold an Interim Annual Review and/or refer to Trafford's Educational Psychology Service.

3. How will both you and I know how my child/young person is doing?

All staff work in partnership with parents to ensure that the children are happy, healthy and achieving. Parents are fully included in the process of working with their children and involved in their child's education through a variety of ways. These may include:

- Regular information on planned activities so parents are able to support learning at home/contribute relevant information.
- Home learning: this will vary according to the needs of the child and may include ideas for activities to do at home, songs to sing that link to the topic, reading books, or more formal 'work'.
- Organised workshops for parents to develop skills e.g. NAS Early bird course, Numicon workshops

We share and discuss information regarding their child's progress through:

Class Dojo: ClassDojo is an app for educational technology. It connects our teachers, children and families through communication features, such as a feed for photos and videos from the school day and messaging that can be translated into more than 35 languages. The amount of weekly contact with parents varies according to individual needs and preferences.

Parent meetings: Parents are offered three formal meetings per year. These take the form of two parent meetings, in the Autumn and Summer Terms, and an Annual Review meeting. In addition, parents can arrange to meet with their child's teacher by contacting the school to arrange a convenient time. These meetings are usually held in school but where transport or childcare is difficult, parents may be offered a home visit.

EHCP and Personal Learning Goals(PLGs). Once a pupil has an EHCP (Education Healthcare Plan), PLGs are established that lead to achievement of the broad outcomes identified. Teachers use an app called 'Evidence for Learning' to collect evidence of pupil progress towards the PLGs. This information is shared with parents via a photo based Learning Journey at key points in the year. EFL is also used to collate evidence for pupils on an assessment placement without an EHCP.

Annual Reviews: Although the review is a formal meeting, the atmosphere aims to be relaxed to ensure parents feel comfortable and able to contribute fully to the meeting. Parents/carers are provided with a form on which they can add their thoughts and views on their child's progress. This can also be provided verbally within the meeting. An interpreter can be provided where necessary.

Supporting Families: The level of support parents feel they need varies throughout their child's education. We aim to support parents in meeting the needs of their child through:

4. How will the curriculum be matched to my child/young person's needs?

- At Pictor we provide a curriculum that is engaging, inspiring and challenges all of our pupils and equips them for daily life. We aim to be responsive to each learner and build on their individual strengths and interests, providing a cohesive developmental curriculum with strong links to assessment. Each pupil has a personalised curriculum based on their individual outcomes from their EHCP broken down into annual targets(Personal Learning Goals- PLG). Some of these skills cross reference to the school curriculum.
- Pupils in the Early Years follow the statutory Early Years Foundation Stage framework and the model of continuous play provision based on the Trafford LA model. This is adapted to suit the individual needs and interests of the classes. Adults support learning by facilitating pupils, extending play and communication. Communication, Personal and Social Development and Physical development are the key areas of focus but progress is monitored in all areas using The Birth to 5 Matters guidance documentation.
- In Key Stages 1 and 2, we have three curriculum pathways: Informal, Semi-formal and Formal.
 1. The **Informal Curriculum** is not subject specific and focuses on early experiential learning skills and communication and interaction.
 - 2.The **Semi-formal Curriculum**, similar to EYFS, is based on seven areas of learning – My Personal, Social and Emotional Development, Communication and Language, Physical Wellbeing, Literacy, Maths, Understanding my World and My Creativity.
 - 3.The **Formal Curriculum** reflects the beginning of the National Curriculum but often has increased emphasis on additional learning such as developing social skills. We teach all subjects of the National Curriculum with a strong emphasis on the development of pupils' communication, literacy and numeracy skills, independence, self-care, social (including play) and physical skills.
- All activities are differentiated to meet the pupil's needs. A thematic approach to planning is used with a starting point that comes from the pupils' interests, motivations or their learning needs. A range of opportunities are given through this context for learning; ensuring an enabling environment, real life practical experiences, lots of outdoor play, experiential hands on learning, multi-sensory approaches and small steps repeated over time.
- Staff are highly experienced and trained in a range of approaches to meet the needs of children with SEN e.g. TEACCH, PECs, Sign Along, Intensive Interaction, behaviour management. Our learning environments are adapted to meet the varied needs of pupils so may look different to those in a mainstream school and may differ between classes.

5. How will school staff support my child/young person?

Every child is supported through:

- A high staff to pupil ratio of qualified staff who are experienced in teaching children with SEND. Typically each class has between 7-10 pupils and a teacher and one or more Teaching Assistants.
- A qualified and skilled staff team who have regular professional development opportunities in line with professional standards. Our staff are our most importance resource and we invest in their professional development to ensure all staff are able to meet the needs of our pupils.

- Partnership with parents. We value parental contributions which support staff in best understanding the pupil's needs and interests. This is particularly important for our pupils with severe communication difficulties.
- A multiagency approach to ensure we incorporate all recommended advice to meet pupil needs e.g. A sensory diet from an Occupational Therapist
- The whole day. Many of our pupils require support with self-care so teaching and learning occurs throughout the day e.g. lunch times.

6. How is the decision made about what type and how much support my child/young person will receive?

- The amount and type of support a child receives is decided through their Annual Review. The level of support is monitored throughout the year and where pupils are not making the expected progress, the provision will be modified in collaboration with parents, the school and other key professionals involved with the child.
- Where required, an Interim review will be held to discuss how best to meet the child's needs and ensure they are making expected progress.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

- We provide a range of activities outside the classroom to provide hands on experiences, increase physical activity, motivate and develop skills. Some classes visit the local shops, cafes and parks increasing opportunities to be part of the local community. Examples of activities provided are: Swimming sessions, Rebound Therapy, Forest play and experiences, Sensory and Soft Play, Sensory Circuits and outdoor sensory play, Trips to the local environment including shops, cafes and the park, Choir and musical events, Inclusive dance and multi-sports events
- We have school mini buses so are able to offer a variety of trips to enhance learning, well-being and physical fitness. All activities are planned and covered by a written risk assessment.
- A residential trip is offered in Year 6, usually to Bendrigg.
- Pictor offers a 'Wraparound club' for a limited number of pupils.

8. What support will there be for my child/young person's overall wellbeing?

- Pupil wellbeing is a priority at Pictor academy. Without a secure base, pupils will not be ready to learn. Staff are child centred in their approaches and sensitive to the emotional regulation of the pupils. Staff are trained in understanding emotional regulation and approaches to support children.
- Staff use a Total Communication approach and are responsive to the child's communication. This may be subtle non-verbal cues that indicate a child does not like something. Supporting the child's communication and giving them a voice contributes to overall pupil wellbeing at Pictor.
- Zones of regulation are being introduced to develop pupil awareness of emotions and ways that may help them move to a different zone. 'Talk about' groups have also been introduced for our verbal pupils. Many of the pupils access Yoga, Rebound and/or swimming sessions which have a positive impact.

- Our school environment is supportive of emotional well-being. There are calm spaces within classrooms and Serenity Spaces at each Key Stage. Each class addresses the differing sensory needs of pupils e.g. dimming lights, calming music, opportunities for proprioceptive activities. There is a high level of access to outdoor provision which has a significant positive impact on our pupils.
- Where pupils need additional support, we provide appropriate therapies e.g. play and music therapy.
- The ethos of the school is caring and supportive, every child matters and the feels part of a supportive and nurturing school. Achievement is celebrated and learning is fun.
- Parents are made to feel welcome and their inclusion facilitates the emotional well-being of our pupils.

9. What specialist services and expertise are available at or accessed by the school?

At Pictor, we access a range of specialist multiagency teams working in partnership with them and our families. These include:

- Speech & Language Therapists, Sign Along Tutors, NAS Early bird and Elklan tutors
- Occupational and Physiotherapists
- Sensory Occupational Therapists
- On Site school Nurse, Paediatrician clinics
- CLDNT
- Play Therapist
- Forest School Practitioner
- Parent Partnership Advisor

10. What training have the staff supporting children/young people with SEND had?

All staff have Teacher or Teaching Assistant qualifications. Some staff have additional qualifications such as Masters in SEND or Advanced Certificates in teaching children with ASC. Our staff are our greatest resource, having a tool kit of knowledge and approaches to meet every child's need.

All staff at Pictor have updated training on positive behaviour management through Team Teach. Three of our staff are trained tutors for The Sovereign Trust.

All staff have continuous professional development in key areas including:

- Autistic Spectrum Conditions
- Sensory Processing Needs
- Sign Along
- PECS, PODD
- Using Visual Supports
- TEACCH
- Team Teach
- Zones of Regulation

- Epilepsy Awareness

Some staff teams will receive additional training that relates to a specific child in their class e.g. Feeding, BSL.

Pictor Academy also offer an Outreach Service providing training and advice.

11. How accessible is the school environment?

Pictor Academy is committed to ensuring that our school is accessible and inclusive for all, ensuring our children's voices are heard and their rights respected. We listen to pupils, parents and professionals to ensure we remove barriers for our pupils. We do this through:

- Partnership with parents
- Understanding our pupil's communication needs and using a total communication approach to ensure their voice is heard. A visual approach is used throughout school.
- High standards and consistent core values including our school motto 'Achievement for All'.
- Providing a safe, supportive and accessible environment. Doors are fobbed but pupils who are developing independence use limited access fobs to go on messages or class jobs.
- A single story building with disability access toilets, showers and hoists. The environment is tailored to meet physical and sensory needs including a touch trail and a hydrotherapy pool.

12. How are parents and young people themselves involved in the school?

- At Pictor we are committed to developing a successful home-school relationship. We aim to provide a welcoming environment where parents feel comfortable to work in partnership with staff. As a school, we believe that by working together with parents we can achieve the maximum attainment, progress and standards of care for all pupils. We value the home as the child's first learning environment and use the knowledge parents have of their child to help us assess and devise joint programmes of work. We celebrate pupil achievement through displays and share recorded progress through EFL.
- We have a Parent Coordinator and fund a Parent Support Advisor to prioritise parental involvement. We have maintained our Parent Partnership Award over many years. A notice board in the foyer provides information on events and news. A Parent's Room has been set aside and a library is available. Tea and coffee are available and parents can use this room to meet together at any time. The school field is open for parents to use in the holidays and at weekends.
- On arrival at school, parents and visitors are welcomed by our friendly Administrative Team. We consider it a priority that parents feel welcome and at ease in school as their visits may be infrequent if their child comes to school on transport.
- Parents are automatically members of the Parent, Staff and Friends Association (PSFA). The PSFA organise fundraising events and social evenings. For example, school discos, quiz nights and fairs. These provide an opportunity not just for fundraising but for parents to meet other parents in a relaxed setting. Parents are invited to take part in functions or become actively involved in fundraising activities.

- There are 2 elected parent representatives on the Board of Trustees and a Parent Advisory Committee that meets regularly with the Senior Leadership Team.

13. Who can I contact for further information?

Parents and carers can speak to :

- Andrew Taylor- Executive Head
- Karen Larsen- Deputy Head
- Lee Slater - SENDCo/Parent Coordinator
- Sarah Anderson- Pupil Premium, LAC
- Marisa Vazquez- Parent Support Advisor
- Paula Higginson, Chair of the Parent Advisory Committee

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We ensure successful transition to Pictor from another environment, between classes or from Pictor to another school because:

- a) The child is familiar with their new teacher and environment and will therefore be less anxious and ready to learn at an earlier point.
- b) The parent is familiar with his/her child's new environment and has met the staff who will be teaching his/her child. This will ensure that parents feel confident about leaving their child at school, are able to work in partnership with staff and have an understanding of what to expect.
- c) The teaching team have up to date information and are familiar with the child. The staff can then have systems in place (e.g. TEACCH, photographs, social stories, toys/comforters) and are aware of the child's strengths and needs.

Transitional reviews are held when pupils move from one key stage to another. If a change of provision is needed outside of this timeframe an extra, interim review can be put in place.

- Parents are fully involved in the discussions and recommendations that are made concerning the type of provision to best meet the needs of the pupil.
- Key personnel may attend these reviews e.g. Educational Psychologist, Officer from the LA and Representatives from receiving schools.
- Parents are encouraged to visit schools during year 6. Parents are given contact details of the schools. Where parents need additional support, a member of staff, interpreter, social worker etc. may join them.
- Once a school is named, Physiotherapists/OT will discuss any necessary adaptations and arrange visits to look at access.
- During the Year 6 annual review, receiving schools will be invited and visits set up. E.g. Brentwood invite pupils to their Spring production.
- Pictor staff may visit receiving school depending on child's needs.
- The receiving schools offer visits for pupils with and without their parents.
- Appropriate materials will be prepared to support the child with transition e.g. social story, sample uniform.
- Arrangements will be made for the transfer of any specialist equipment.

- Staff at the pupil's receiving school will be fully informed of the pupil's needs, learning styles, attainment and any specialist approaches used.
- Pictor maintains links with receiving school through Autumn Term to ensure smooth transition.
- Please see our Transition policy for detailed information about how we support all transitions.

15. What other support is available?

- Our Family Support Advisor is able to meet with parents to sign post them to appropriate services. They liaise with the class team, SENCo and Safe Guarding Leads to ensure pupil needs are met and the family feel supported.
- We work closely with Health and Children's services (e.g. Community Learning Disability Nursing team, Occupational Therapy, CAMHS) and make appropriate referrals to support our pupils.
- Our school Nurse is available through the week and there are strong links with a range of medical professionals e.g. the paediatrician holds clinics in school
- We offer coffee mornings and workshops to develop parent understanding of their child's needs and how to implement approaches at home.
- Our Parent Advisory Committee are available through email to listen to any concerns. There is a Pictor Face book page and a Parents WhatsApp group to help parents keep in touch. The school field can be booked and there are PSFA events which help parents to make links.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory: www.trafford.gov.uk/servicedirectory or by

contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm.

Email: fis@trafford.gov.uk Twitter: @traffordfis Facebook: www.facebook.com/traffordfis