

SEND Information Report



Inclusion at Pimlico Academy is a whole-school issue; every teacher is a teacher of Inclusion. The Inclusion Department's mission is to support the whole school to ensure that all students are able to engage in their own educational success. Our aims for students with SEND are the same as the three central priorities for all Pimlico Academy students:

1. All students make outstanding progress in all their subjects to reach their end of year targets.
2. All students are committed learners, showing independence, curiosity and initiative in developing their knowledge, literacy and ability to articulate their ideas.
3. Students consistently demonstrate respect and compassion for and understanding of all members of the Academy and wider community.

We do this by creating a truly inclusive school for all students. In practice this means creating an ethos where all students are valued equally and are given opportunities to reach their full potential, with support given to both students and teachers to ensure holistic success in both academic and pastoral outcomes. Improved outcomes are achieved by (i) ensuring SEND students are missing minimal lesson time, and (ii) ensuring that any interventions are evidence-based, effective and set up with clear measures of success. Collaborative practice is at the heart of teaching and learning for students with SEND and outreach, training and resources are made available for staff to ensure the highest standing of teaching is delivered. Access arrangements and reasonable adjustments are fundamental practices expected of all staff at the Academy when considering the needs of students in their care.

The goal is to ultimately bridge any false divides between SEND provision and wider provision across the Academy; which includes co-curricular activities such as the annual whole school musical, Saturday sport or the student council. In order to maintain progress in class, additional or specialist support may be required, adjustments to the curriculum for learners with bespoke needs, or a range of other interventions from our highly skilled Inclusion team. The Inclusion department at Pimlico Academy consists of a team of wide-ranging individuals with a highly specialist skillset to reflect the breadth of need at the Academy. Annual training ensures we continue to develop our practice, in partnership with awarding bodies to ensure the needs of our students are met.

According to the SEND Code of Practice (2014), Special Educational Needs are defined as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Within Pimlico Academy's Inclusion Department, we support students across four main areas of need:

Cognition and Learning Support – for students with Specific Learning Difficulties such as Dyslexia, or Moderate Learning Difficulties that impact students in a range of cognitive areas. This Centre leads on screening pupils for learning difficulties and specialist interventions to improve phonic awareness, reading fluency and overall literacy acquisition. Access arrangements are also provided by the Head of Centre, Mr Mendonca.

Social, Emotional and Mental Health Support – for students who struggle to engage in the social aspects of school, or who find it hard to cope with challenging emotions. This will range from students needing short-term assistance during a turbulent time in their life, to students with a recognised condition such as ADD or ADHD. Emotional and well-being

support including Place2Be, BWW Mind clinical sessions and support with referrals to specialist providers such as CAMHS. The Centre is managed by the Head of Centre, Ms Liu.

Communication and Interaction Support – for students who have a Developmental Language Disorder or a range of communication difficulties including Autism. This also includes our highly specialist language Unit, the LCC (Language and Communication Centre) where our on-site speech and language therapist supports a range of pupils with moderate to severe language needs. Both the Communication and Interaction Centre and the LCC are managed by Ms Badea Ahmed.

Physical and Sensory Support – for pupils with a hearing, visual or other sensory impairment or where their mobility is limited due to a physical disability i.e. Cerebral palsy. Support from this Centre may include physiotherapy, sensory interventions, outreach from TOD (teacher of the deaf) and HI, VI SP specialist teachers to support the needs of students who have sensory impairments.

Each Centre has its own Head of Centre, and staff who work in a range of ways to support students who come under their Centre. We take a graduated approach to SEND, primarily making use of in-class support before seeing what else may be beneficial to the student's learning. We graduate our support through a cycle of:

- Assess
- Plan
- Do
- Review

Assessing our students' needs begins before they arrive at Pimlico Academy, with frequent communication with all our feeder primary schools. The use of data is key to understanding students' needs, and planning appropriate support. In some cases, once all the information is gathered, it may be that we feel unable to guarantee that we can meet the needs of a particular student, usually those with EHCPs. This is because some students may require high levels of specialist support that is not available in the Academy. In this instance the Principal, in discussion with the Educational Psychologist and the SENDCo, may decide that Pimlico Academy would not be a suitable placement for a particular student. This would be in cases where a student has a severe learning difficulty and our curriculum is unsuitable for them; where the school's resources cannot best support the child; or where a student's SEND is detrimental to the learning and wellbeing of other students at the Academy.

Once a student starts at the Academy, all information is looked at carefully and the SENDCo creates an SEND Register, listing all the students at school who have Special Educational Needs and Disabilities. This is done with the Heads of Centre, and each student will be placed into one of the Centre's. The purpose of this register is to ensure that all staff in the school are aware of the needs of these students, and are therefore able to plan their teaching accordingly. It also allows us to identify where support may be needed, either in-class, outside of lesson time, or using external services to support the child. The SEND Register is updated termly, with students being added or removed according to their progress in school and the outcomes of previous interventions. Our evidence-based interventions are carefully monitored and evaluated, with close tracking to determine what can help them to reach their full potential.

Part of the monitoring process for any student on the SEND register is the inclusive practice of parent participation; three times a year parents are invited into the Academy to plan, monitor and review their child's development through the use of a pupil profile. Pupil profiles are child-centered documents written with parents, the child in question and the Head of Centre. The profile details the nature of the SEND, the strengths, aspirations, teaching strategies, access arrangements and targets for the academic year. This is then reviewed half way through the year, following an assessment point so the academic focus as well as pastoral development can be tracked. Targets are monitored and updated if needs be, with new targets drafted if progress is accelerated in any one particular area. Parents are then invited back in the summer term to review the progress of the academic year holistically; in some cases if the student no longer requires additional support at the Academy, they may be removed from the SEND register.

For a very small number of students the Local Authority may assess a student and issue an Education, Health and Care Plan (EHCP), a document which details in very specific terms the support needs of a particular student. These students are monitored by the LA on an annual basis to ensure they receive the correct support to enable them to make good progress.

The Inclusion Department has a central part to play in the life of the whole school, with most members of the Inclusion Department found in lessons, directly supporting students. We also listen to the views of the whole school staff body, allowing anyone to refer concerns directly to the Inclusion Department so that the student can be discussed at the weekly Academy Intervention Group (AIG) meeting. These meetings are led by the SENDCo/ Head of Inclusion, and attended by members of the Inclusion, year and pastoral teams. From this meeting, actions will be taken by Academy staff, or on some occasions referrals will be made to external agencies. Parents will be informed if referrals to external agencies are being considered. We view the input of parents as being absolutely essential in enabling student to reach their full potential.

Transition

Transition through key stages are integral for students with SEND and the Inclusion department is essential to this process for all SEND learners. During the transition from primary to secondary school, measures are taken to ensure the best possible support for learners with SEND, including but not limited to:

- Primary observations and meetings with the SENDCo
- Parent meetings and pre-planning for transition support
- Transition group for vulnerable students and those with extensive needs
- Summer school for students who will need additional support to manage the systemic processes of secondary school in advance of other learners
- Planned visits and meetings with key staff members to alleviate anxieties and allow the student(s) to orientate themselves with the structure of the Academy building
- Student conferences are conducted with all teachers of a particular student to ensure their SEND is shared with teaching and support staff to ensure their needs are catered for from the very first day of their time at the Academy

The options process for learners with SEND can be particularly daunting; choosing options for career preparation can seem overwhelming so a guided approach is taken to ensure the best choices are made for students in year 9 embarking on the options process. Learner with SEND are interviewed by the member of the Inclusion department who knows them best to ensure their choices for GCSEs are (i) in line with their abilities and (ii) will support the progression of their chosen career choice.

For learners leaving the Academy for new destinations, support with applications and careers advice is available. Students are often accompanied to open mornings and evenings, attending careers conferences and events to advertise the range of Post-16 options available to them and in line with their needs. Once a suitable course has been established, the relevant staff support with the application process, interview preparation and if needed, transition visits to the new destination. Students staying at the Academy for Post-16 are supported with interview preparation and student conferences are delivered to their teachers to ensure their needs are supported during this transition.

Complaints

If you would like to make a complaint regarding any aspect of the SEND service provided at Pimlico Academy, please do not hesitate to contact:

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