



“Our vision is to work together to provide the best schools and outcomes for our children”

Overarching Statement for Special Educational Needs and Disability

Pickwick Academy Trust is committed to meeting the special educational needs of our children ensuring they achieve the best possible academic and social outcomes.

Our schools are fully inclusive and believe that every teacher within the Pickwick Academy Trust is a teacher of every child, including those with SEND.

Trust schools all have their own policies which comply with the statutory requirements laid out in the SEND Code of Practice 2014 (updated 2020).

Aims and Objectives

The Trust values all our children equally and we acknowledge their entitlement to receive the best possible education. Pickwick Academy Trust is a caring and mutually supportive organisation and it is our aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in personal self-esteem
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their progress and attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEND are identified and supported as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health difficulties
- ✓ Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, rather than the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies, resources and experiences

Trust teachers respond to children's needs by:

- Providing differentiated support in all curriculum areas
- Planning to develop children's understanding through the use of all senses and a range of experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour, enabling them to participate effectively and safely in learning
- Helping individuals to manage their emotions and to take part in learning
- Coherently managing pupil groupings (whether in mixed ability groups or ability sets)
- Providing opportunities for more able children to work with pupils of similar ability. This may well mean that it is appropriate for pupils to work with older pupils occasionally
- Mentoring and offering additional provision for pupils of exceptional ability
- Providing enrichment/extension activities and tasks for children who show potential in particular subjects
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Pickwick Academy Trust is proud to be offering a broad and rich curriculum in all its schools. The following are offered on a regular basis and, although these benefit all pupils, they are particularly beneficial for pupils who show potential in specific areas to practice and extend their skills.

- ❖ Enrichment days or opportunities
- ❖ Residential experiences
- ❖ School clubs
- ❖ Musical and sporting activities

This approach to learning ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through Quality First Teaching (QFT).

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance, discuss this with the class teacher and SENCO. If the matter is not resolved satisfactorily parents and carers should then follow the Trust's Complaints Policy.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution

Parents are informed about Independent Advice and Support Service which can act on behalf of parents and carers of children with special educational needs.

Date of next review: September 2025