

i-CREATE



Profile

Harpfield Primary Academy



*Creative
Education
Trust*



E

**Emotionally
Literate**

1. Building relationships
2. Pupil Voice
3. Restorative Conversations

T

**Therapeutically
Aware**

1. Therapeutic Thinking
2. Holistic Approach
3. Sensory Activities

A

Ambition

1. School Values
2. Mastery curriculum
3. SMART targets.

E

Excellence

1. Celebration Events
2. Teamwork
3. Quality First Teaching

R

Respect

1. The Harpfield Way
2. Accepting of Differences
3. Assembly themes

C

Creativity

1. Freedom to Express
2. Enrichment opportunities
3. Broad and Balanced Curriculum

i -

Inclusion

1. Person-Centered
2. Adaptive Teaching
3. Equity





	Detail	Where we see best Practice
i-Inclusion	At Harpfield we pride ourselves on our person-centered approach to teaching and learning. The children are at the heart of what we do. Our staff ensure that the learning is thoughtfully adapted to ensure that there is equal access for all.	All staff are leaders of SEND. This can be seen in all lessons, interventions and enrichment activities.
C-Creativity	Our broad and balanced curriculum provides the children with a range of enrichment opportunities where they can express themselves confidently and freely.	This is evident in our curriculum mapping, lessons and children's work.
R-Respect	'The Harpfield Way' is an ethos adopted by all members of the school. Within this sit our school values which form our assembly themes. We are a diverse school where we respect and accept differences.	Classroom displays, behaviour policy and 'The Harpfield Way.' In lessons, assemblies, during playtimes and lunchtimes.
E-Excellence	Quality First Teaching underpins the collaboration for success for all. Excellence at Harpfield is 'showcased' during a range of celebration events.	Through our Teaching and Learning Policy. SEND QA, Assessment tools. (Interventions and class outcomes.)
A-Ambition	Ambition is one of our school values. Quality First Teaching, approaches to mastery and SMART targets highlight the importance of ambition.	Classroom displays, behaviour policy and 'The Harpfield Way.' In lessons, interventions and pupil's books.
T-Therapeutically Aware	All staff adopt the holistic approach. Our therapeutically trained staff alongside all staff provide a range of sensory approaches to support our children both academically and socially.	During nurture sessions and interventions. Interactions between staff and children, for example, meet and greet.
E-Emotionally Literate	Behaviour is a form of communication. Staff are trained in using restorative conversations to develop our children's emotional literacy. This is to ensure that our children feel safe and happy and have the confidence to voice their feelings.	During interventions, for example Zones of Regulation.



i-CREATE – What makes your setting unique?	How do we implement this aspect?	What is the impact of this and how will it be seen?
<p>What provision/s do you offer? Colourful semantics, precision teaching (spelling and reading), number stacks, write from the start, zones of regulation, better reading programme, daily diary, Early talk boost, talk boost, Ginger Bear, Young Minds Counselling, Beat Dyslexia, sensory motor + a wealth of other resources.</p>	<p>All staff identify when a pupil may need a provision to support their learning. Provisions are carefully timetabled onto a provision map for each year group. The provisions match the targets set on a pupil's passport. These are reviewed 3 x a year. Pupil passports are co-constructed with families.</p>	<p>Data analysis, pre and post assessments show the progress for children. Evaluation and monitoring of interventions. Pupil voice.</p>
<p>What resources do you offer? Chrome books, <u>ipads</u>, slopes, pencils grips, visual cues, Now and Next prompts, visual timetables, <u>figit</u> toys, ear defenders, wobble cushions, weighted blanket, sensory tools/games/resources.</p>	<p>Through Quality First Teaching, staff plan for and utilise a range of resources to suit all learning styles and abilities.</p>	<p>These resources support adaptive teaching so that learning is accessible for all. Carefully planning ensure that there are high expectations for all pupils.</p>
<p>What is the nature of your cohort of CYP? 233 children in the school. 28 of the children are on the SEND register. 2 EHCP's, two awaiting. Primary Need is Cognition and Learning (MLD) and Speech, Language and Communication Need (SLCN). Post pandemic - a huge increase in SEMH need.</p>	<p>At <u>Harpfield</u> we adopt the ethos that everyone is a leader of SEND.</p>	<p>All information is shared on the SEND register, Pupil Passports and Provision Maps. Our SEND register and provision mapping is flexible. This is to ensure that pupils are consistently provided the right support at the right time.</p>
<p>Do you have staff that specialise in/have additional qualifications or skills in SEND? Tracy Wynne - Mental Health Lead. Angela Lockett - Home school link leader. Head and Deputy have NASENCO Award. TAs have accessed training in different interventions <u>e.g.</u> Better Reading Programme, Talking Partners and Renfrew assessment, Kate Tonge - Autistic awareness.</p>	<p>Staff have clear roles and responsibilities. They collaborate with staff, pupils and families to ensure that needs are <u>met</u> and expectations are high.</p>	<p>Mental Health Lead supports pupils though 'Mentally Healthy Mondays.' Home school link leader supports children and families through referrals, nurture sessions etc. SENDCO and all staff ensure that there is equal access for all pupils.</p>
<p>How accessible is your school site? The site is accessible to all. We are over 2 levels but have a lift. We also have a ramp access outside and a disabled toilet facility. Accessibility Plan in place.</p>	<p>The school site provides all pupils and <u>families</u> equal access.</p>	<p>This is to ensure that there are equal opportunities for all pupils and families.</p>
<p>Are there any other unique features about your setting? We have a forest area and a large open field. We have a music room. All children have access to a chrome book or <u>ipad</u>, Areas outside the classrooms for children to work.</p>	<p>Forestry sessions. Weekly music lessons. Music sessions for the disadvantaged pupils (where they get to learn how to play a range of instruments). IT tools are used to support and enhance learning throughout the school day.</p>	<p>Pupil voice demonstrates that our pupils thrive from the many enrichment opportunities. The enrichment opportunities support the needs of our school and local community</p>

