

i-CREATE Profile



Queen Eleanor Primary
Academy



*Creative
Education
Trust*



E

**Emotionally
Literate**

1. Building positive relationships
2. Restorative conversations
3. Emotional literacy curriculum

T

**Therapeutically
Aware**

1. Therapeutic Thinking
2. Sensory room, wall and garden & sensory circuits
3. Support for families including attendance clinics and courses.

A

Ambition

1. School values
2. SMART & ambitious targets
3. Celebration assemblies

E

Excellence

1. Early intervention and support
2. Inclusion meetings
3. Quality First teaching

R

Respect

1. Vision and values
2. Inclusion of stakeholders
3. Assembly themes

C

Creativity

1. Enrichment opportunities
2. Forest school
3. Broad and balanced curriculum

i -

Inclusion

1. Adaptive teaching
2. Pupil passports and Provision plans
3. Visual support, prompts and dual coding.



	Detail	Where we see best Practice
i-Inclusion	At Queen Eleanor, we pride ourselves on our person-centred approach to teaching and learning: ensuring that we have adaptive teaching, that we regularly review provision plans and support for our pupils . This ensure that the support and provision for our pupils is effective, appropriate and timely, to ensuring that learning is equal access to all. We believe that although some support is necessarily to some, it can be beneficial to all, so ensure that use of visuals and dual-coding is integrated into all aspects of our curriculum.	All staff and leaders of SEND. This can be seen in lessons, interventions and enrichment activities including clubs and trips.
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 the children's work.
R-Respect	Our schools' visions and values are adopted by all members of the school. These is used to inform our PSHE curriculum as well as our themes for assemblies. We give out positive praise and Dojo points around these values. We are a diverse school where we respect and accept differences, celebrations the cultures and languages within our community. We value the voice of our stakeholders ensuring that pupil's, parents, & staff voices are listened to and valued.	Displays around school, our behaviour and relationships policy. In lessons, assemblies at during playtimes and lunchtimes.
E-Excellence	AT Queen Eleanor, our quality first teaching underpins the collaboration for success for all students .We hold regular inclusion meetings, and we ensure that there is early intervention and support for pupils who need it making sure that those most vulnerable, have the earliest possible provision and support to meet needs and make progress.	Through our Teaching and Learning policy and Rubric. SEND QA, Assessment tools. Interventions and classroom expectations and outcomes.
A-Ambition	Pride an endeavour are two of our school values which help ensure that children strive towards goals and take pride in their achievements and to celebrate these successes. We have weekly celebration assemblies and ensure that we give positive and specific praise to our children, reinforcing the expected behaviours. Our wider curriculum allows children to start thinking about carers and aspirations for themselves. We ensure that we have SMART and ambitious targets for our pupils as well as high expectations.	Policies, school Vision and Values. Classroom displays, interventions, within lessons and pupil's books.
T-Therapeutically Aware	All staff adopt a holistic therapeutic approach which underpins our behaviour and relationships policy. Our therapeutically trained staff alongside other staff members provide a range of sensory approaches to support our children both academically and socially. We provide interventions and provision for those who may require additional SEMH support, and nurture groups for some of our most vulnerable pupils.	During nurture sessions, sensory circuits, interactions between pupils and staff, Head Teacher's reflections. Attendance clinics. Through gaining stakeholder's voice.
E-Emotionally Literate	Knowing that behaviour is a form of communication, staff are trained in using restorative conversations to develop our children's emotional literacy ,as well as a bespoke emotional literally curriculum which runs along our PSHE. This is to ensure that our children feel safe and happy and have the confidence to view their voice. There are additional intervention and provision to support pupils with specific needs to help build their understanding of emotions and to be able to adapt strategies to help regulate or co-regulate their emotions.	During bespoke Emotional literacy lessons, displays in classrooms and around school. During interventions and support with dysregulation.