

# i-CREATE Profile



*Creative  
Education  
Trust*



**E**

**Emotionally  
Literate**

1. PSHE curriculum
2. Interventions
3. Building relationships

**T**

**Therapeutically  
Aware**

1. Therapeutic thinking
2. Holistic approach
3. Sensory activities

**A**

**Ambition**

1. School values
2. SMART targets
3. Adaptions to learning

**E**

**Excellence**

1. Teamwork
2. A culture of high expectation
3. Quality First Teaching

**R**

**Respect**

1. Assembly rewards and values
2. Modelling the Three Peaks Way
3. Accepting differences

**C**

**Creativity**

1. Knowledge of each individual
2. Positive relationships with pupils and families
3. Broad and balanced curriculum

**i -**

**Inclusion**

1. Adapting provision and the environment
2. Knowledge of the school community
3. We don't exclude anyone.



	Detail	Where we see best Practice
i-Inclusion	At Three Peaks Academy we pride ourselves on our knowledge of each individual pupil and their families. We adapt provision and our environments to support pupils needs. We exclude no pupils from an education or activities in school.	All staff who work at Three Peaks work to know the pupils they work closely with and can talk about those individuals and know their needs.
C-Creativity	We pride ourselves in our knowledge of both our pupils and families. We have strong culture for safeguarding and building links with our pupils so we can ensure we adapt our curriculum to suit all learners. Our curriculum is well planned out and build on year on year.	Our staff voice demonstrates a strong knowledge of pupils, and all staff go above and beyond to provide the best environment and education for pupils.
R-Respect	We hold 2 assemblies for KS1 and KS2 pupils a week. They are planned out to cover current trend's, themes and key dates. We celebrate both in school and out of school achievements. At Three Peaks we strive for consistency in all we do. We know our learners well and accept everyone and their needs.	Friday assemblies give children a chance to receive awards and share their own achievements. Teachers attend coaching sessions so we can develop consistent approaches which are evident in all lessons across school.
E-Excellence	Our team work well together, we all attend training and opportunities for CPD so we can bring the excellence out in our pupils. We have high expectations and inspire children to achieve their best potential. Teachers are constantly given opportunities to develop their Quality First Teaching.	Teachers model quality first teaching in all lessons. We show consistency and teachers lessons are qualified assured by the curriculum team and senior leaders. Pupil voice demonstrates how our pupils are given opportunities to aim high.
A-Ambition	Our school values are shared across school and incorporated into all we do. Our values and our aims to include all learners are achieved through how we adapt our curriculum and environment, so all children have opportunities to progress each lesson.	Our school values are mentioned though our reward systems and during lessons as part of our behaviour policy. Adaptions can be seen in all lessons where required. Move mojo is also training staff to ensure we can adapt in physical activities.
T-Therapeutically Aware	All staff promote this holistic approach. We have 3 fully trained staff in Therapeutic thinking and all staff have been involved in a day's training so all aware of how ACES and trauma effect a child's life. Our high regards for safeguarding and knowledge of our pupils ensure we provide the support they require.	Through restorative conversations and specific plans for children you will see how we use therapeutic thinking. Through CPOMS we keep thorough safeguarding logs. This ensures we can offer the best care for our pupils.
E-Emotionally Literate	Children's mental health is always at the forefront of our minds. With this in mind, we want to develop how our pupils communicate their feelings. Through interventions such as Hamish and Milo and our curriculum we aim to build relationships and develop children's vocabulary and understanding.	Our Hamish and Milo interventions and PSHE lesson are a great place to see how we develop emotional literacy in our pupils. Pupil voice, restorative conversations and follow ups with pupils also model how we develop a children's emotional literacy.



i-CREATE / USP- what makes your setting unique?	How do we implement this aspect ?	What is the impact of this and how will this be seen?
<b>What provisions do you offer?</b> 1. Neli - speech and language (EYFS, children grouped based on assessments) 2. School counselling service comes into school to support (NHS and Charlie's Wings) 3. Dyslexia interventions 4. SEND continuum 1-1 or group support 5. Phonics interventions and screenings 6. BPVS 7. Hamish and Milo mental health and wellbeing support 8. Tailored reflect and recall	Staff identify areas of need when creating individual learning plans. Staff across school liaise to utilise staff in the best way we can to offer varied interventions.	Data analysis of interventions and progress of children against their targets and on the SEND continuums.
<b>What resources do you offer?</b> Chrome books, iPads, wobble cushions, slopes, specialist pencils, grips, specialist scissors, visual cues, sensory rooms, chew toys	Through Quality First Teaching, staff utilise a wide range of resources to allow varied opportunities for learning.	Wider range of needs can be met for our pupils.
<b>What is the nature of your cohort of CYP?</b> We are a two-form entry primary (year 3 is currently one form) and have 424 including our nursery for children over 3 years. There are currently 17% with SEND and a high number of EHCPs in EYFS and KS1. We have access to 2 alternative provisions.	All staff are trained and leaders of SEND. We are an inclusive school who strive to adapt learning to sure it is accessible for all our pupils.	Communication and Interaction has been a primary need. Staff have upskilled in supports pupils in this area. With an increasing number of EHCPs staff work and liaise as a team with our support assistants.
<b>Do you have staff that specialise in/have additional qualifications or skills in SEND?</b> Mrs. Hipkiss - dyslexia and mental health, Miss Woodward-completing NASENCO, Head and Deputy also have NASENCO as well as Miss Stone the SENDCO.	Staff have clear roles and offer training and support in all areas of school life to sure we are all upskilled. Staff meetings, training days and coaching sessions allow for this.	CPD of staff is always a high priority and we can offer extended support to our pupils as well as families.
<b>How accessible is your school site?</b> The site is accessible to all, we do not have specialist hygiene beds, but we do have disabled toilets and all on one level.	Our accessibility policy is available and followed. We put care plans and Emergency Evacuation Plans when additional accessibility issues need to be considered.	This ensures that there are equal opportunities for all pupils and families.
<b>Are there any other unique features about your setting?</b> The building is split into 3 buildings and have several areas for interventions to take place. We have a large field and a MUGA, foot golf and a trim trail. We also have a well- equipped music room. We also have a range of IT equipment.	Chrome books and Ipads are used as adaptations for learning where required. All children have access to the music room and PE equipment through lessons but if required through interventions in place.	Children have safe spaces for brain breaks or sensory needs, staff have space to offer interventions and a range of resources to allow access to learning for all children.