

Buckden CE Primary Academy

SEND Information Report 2024



Buckden



Buckden CE Primary Academy's SEND Handbook and Information Report was written by the School **SENDCos** together with a number of pupils, parents, school staff and governors.

We asked the pupils for their thoughts and ideas to help create this document.

We look at it every year to make sure it is up to date.

Our School's Vision and Mission

At Buckden CE Primary Academy we strive to ensure that all of our pupils, regardless of gender, race, culture and ability are nurtured to make the best possible progress in a way that promotes a Christian ethos. Our approach to supporting those children with additional needs reflects these aims. This is implemented within our curriculum in three distinct ways;

Academic

We support all children to achieve their best and we aim to overcome any barriers that may lay in their way.

Christian Life

The aim for all of our children is that they will develop into fully rounded, confident individuals who show tolerance and empathy for others.

Wellbeing

The emotional health and wellbeing of all our pupils is paramount in their ability to be ready to learn and as such, this is given a very high priority in our provision.

Buckden CE Primary Academy is part of a group of Church schools within the ACT Multi-Academy Trust.

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What is the Local Offer?

The LA Local Offer

Local Authorities and schools have to make sure they give parents information about services available for the children and young people with Special Educational Needs (SEN) aged 0-25 years. This is known as the 'Local Offer'.

- It is important as it allows parents to see the range of services and provision in the area.
- Parents can also feedback any thoughts about services they would like to see.
- More information can be found on the Cambridgeshire website which is found at cambridgeshire.gov.uk

The School SEN Information Report

The information below explains how Buckden CE Primary Academy works to support the pupils with Special Educational Needs and /or Disabilities.

What is the Local Offer at Buckden CE Primary Academy?

At Buckden Academy we work to support ALL children to do their very best

The aim of this report is to tell you how we support children's development in our school and in particular what we offer pupils with Special Educational Needs.

This offer may change from year to year depending on the needs of our children, money available and what we find works best.

Further information on how we support children with Special Educational Needs and/or Disabilities, including the SEND Policy can be found by following the SEND and Inclusion link on the Buckden CE Primary Academy website.

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Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Your child's class teacher.

Is responsible for:

- **Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.**
- Writing the special plans known as Individual Support Plans (ISPs) to help children make progress and sharing and reviewing these with parents at least once each term and planning for the next term.

Teaching Assistants who work in your child's class and support your child

They are responsible for:

- Supporting the children in the class or year group under the direction of the teacher.
- They can do this in many ways they might work with the whole class, small groups or an individual child.
- Any Parent or Carer is welcome to talk to a TA in the class to share information or ask brief questions about their child. For example, if the class teacher is occupied and a parent wants to let them know arrangements for collecting the child. The Teaching Assistant cannot answer questions concerning support arrangements or how a child is progressing, but they can refer these questions on to the teacher.



The school's SENDCo's.

This is Miss Laura Fozzard and Mrs Nicola Butcher.

They are responsible for;

- Developing and reviewing the school's SEND policy. Coordinating all the support for children with special educational needs or disabilities (SEND)
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher

Mrs Michelle Heather

They are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

The SEND Governor -

Mr Stewart Smith

Is responsible for:

- Making sure that the necessary support is given for any child who attends the school with any SEND need. This role is explored in more detail in the SEND Policy.

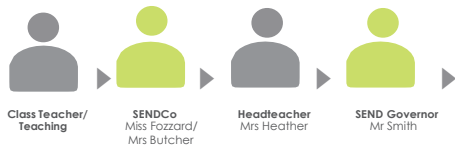
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How can I let the school know I am concerned about my child's progress in school?

If you are worried about your child's progress you should talk to your Child's Class Teacher. Apart from you, they know your child best and are in the best position to offer advice and support. They will liaise with the SEND coordinators to discuss whether more help is needed. The class teacher will report back to you. If you continue to be concerned that your child is not making progress, you can contact the Special Education Needs/Disabilities Coordinators (SENDCos) Miss Laura Fozzard and Mrs Nicola Butcher.

They are best contacted by email at send@bpa-act.academytrust.org or by making an appointment at the school office. All email messages will be replied to within 5 school days. If you would like to copy another member of staff into an email, or to email them with a question, please send the email to the correct year group email ie. Year1@bpa-act-academytrust.org

The Flow chart below shows you who to talk to if you have a worry you need to talk about.



How will I know that the school will support my child?

How well your child is doing is checked and discussed in half termly pupil progress meetings between the Head teacher, Deputy Head teacher and Class teacher and overseen by the SENDCo.

If your child is not doing as well as we would expect we discuss this with parents and support is put in place. Individual targets will be reviewed each term and we will ask for parent's views. If there are any concerns about a child's progress, teachers will contact parents.

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What are the different types of support available for children with SEND in our school?

~Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this will mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

~Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

~Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Specialist Teaching Team, Locality Team who can offer social, Emotional and behaviour support, Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS). See full list of support available in the section on 'Provision from Outside Agencies'.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.



~Individual Support

This type of support is usually available for children whose needs are severe and complex. This usually means that the child's needs have been assessed as being at a level greater than what the school has capacity to provide in its Ordinarily Available Provision.

Support for this is provided by an Educational Health and Care Plan (EHCP) which also provides additional funding to allow for additional support and provisions to take place.

More information on this process can be found in the later pages of this report, and in the SEND policy.

The next page shows how support is given to pupils identified as having additional needs at Buckden.

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The process of supporting a child with SEND can be seen as a Graduated offer of support for the pupil. It can be best understood from the flowchart below.

The Graduated Approach to supporting children with Additional Needs

Child is identified as having Special Educational Needs (this may be through achievements in standardised tests, observations made by Class Teacher/ initial concerns checklist)

Within 8 weeks

Meeting held with Parents to discuss concerns and request permission to refer to SENDCo **Within 2 weeks**

Referral made to SENDCo? Causing school initial concern form

SENDCo observes child / completes further assessments/ meets with staff involved in support and reports back to Class Teacher, adding child to SEN register if necessary, **2 to 4 weeks**

Within 4 weeks

The Teacher/ SENDCo will recommend strategies to support the child and monitor intervention strategies.

The Class Teacher writes an Individual Support Plan (ISP) for the child and shares this with the Parents and child to promote involvement by all stakeholders. The SENDCo supports this process where necessary. The Class Teacher reviews the ISP termly with the Parents and child and objectives are altered where necessary. **Termly**

Within 16 weeks

For children for whom this level of support has not had measurable impact over time, the SENDCo will, in consultation with Parents and Class Teacher raise the level of support and will liaise with Outside Agencies to gather information and support on the child's SEN. Evidence for this will be collected by completing an Assess, Plan, Do, Review form, for which at least 2 cycles need to be completed before a referral is made to external agencies. If outside support is required an Early Help Assessment form or Record of Consent form will be completed and shared by SENDCo with all parties. Each outside agency has its own criteria and thresholds for offering support and the school must provide evidence to show how the child meets this criteria through its Assess, Plan, Do, Review cycles.

Within 20 weeks

If a child's needs are unclear, or broader than the school/single agency service can address; or if a child has additional needs to those being met by universal services, an EHA (Early Help Assessment) may be completed to:

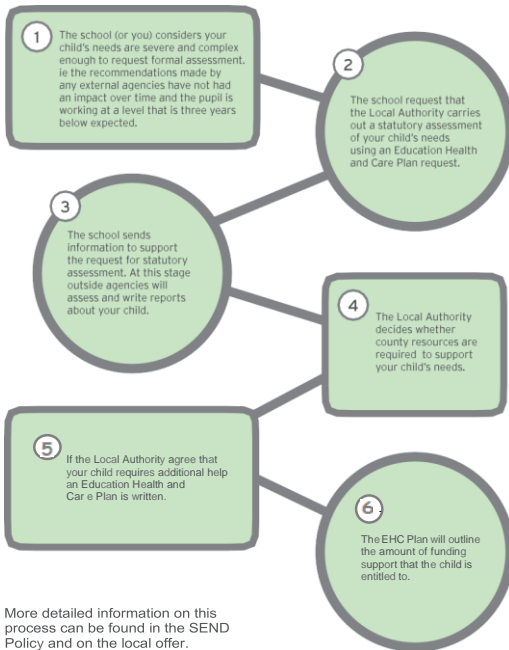
Within 26 to 28 weeks

- Gather and analyse information on strengths and difficulties
- Determine plan and deliver interventions to meet identified needs
- Form a TAC (Team around the Family) and agree a Lead Professional if relevant
- If the needs of the child are more singular i.e., Communication and Interaction, then they will be referred using their own referral form.
- Review the action and delivery plan
- 2 to 4 weeks - Once the outside agencies have received a request for support and the referral meets their threshold criteria then they will become involved asap.

It should be noted that Parental consent and support is required at every stage in this process and no referral or decision will be made without this.

EDUCATION HEALTH AND CARE PLANS

Where a child's needs are considered as complex and life-long and which impact on their ability to access education, additional support may be sought from an Education Health and Care Plan needs assessment. This process can be entered in to once the steps are complete in the flowchart from the previous page, and as part of the Graduated



More detailed information on this process can be found in the SEND Policy and on the local offer.



How does the school use the money and other resources to help pupils with SEN?

Our School wants to help every child do their best and offers a range of support for children with **SEND** (Special Educational Needs or a Disability), where the school believes a child needs specific help.

All the interventions at our school are delivered by staff who are trained in that particular intervention and year group. Examples of the ways we do this are listed in the section on 'Strategies to support specific areas of need' further in the report.

The work of these groups is overseen by the Special Educational Needs/ Disabilities Coordinator (**SENDCo**) and by class teachers. The support given within school and is reviewed regularly and if necessary changes made, so that the needs of children are met, and we use our resources in the best way possible.

What support do we have for you as a parent of a child with a Special Need or Disability?

The class teacher is always there to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so school and parents can work in the same ways. The Special Needs Coordinator is available to meet with you to discuss your child's progress or any concerns/worries you may have. If your child is assessed and diagnosed with a specific learning difficulty i.e. dyspraxia, then there may be some workshops run that you can attend. All information from professionals from outside the school who see your child will be discussed with you. Ideally information will be with the person involved directly, or where this is not possible, in a report. Action Plans will be reviewed with you each term.



How will the school measure how well my child is doing?

Your child's progress is continually checked by his/her class teacher. Each half term your class teacher will formally check progress against the School Curriculum Assessment System. This is looked at by the Head teacher and SENDCo at a pupil progress meeting every term.

If your child has an Individual Support Plan, this will be reviewed three times per year by teaching staff and Parents at a specified ISP review meeting, held separately to Parents evenings. The children are also involved in this process through a review activity completed between them and their teacher.

A child with an EHCP will also have their outcomes from their long term plan reviewed annually with all adults involved with the child's education. The children are involved in this process by completing an All About Me activity and a One Page Profile with staff that know them well.

The Class teachers and SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in and the school has a number of ways to record and monitor this information.

How will the school let me know if they have any concerns about my child's learning in school?

The School has a number of ways of checking a child's progress in school. If it looks as if your child is not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning.

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We believe that good communication between home and school is vital to ensuring that we deliver the best education and support to your child.

We have a range of means of communication with parents that includes:

- E-mail
- After school meetings
- Telephone calls
- Home school communication books
- The school Website
- The Home School Hub

We liaise with several different professional bodies (Educational Psychologists, Speech and Language Therapists, Specialist Support Teachers etc.) and we would be happy to meet to help with the explanation of professional reports were any parents to find that helpful.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants
- Teachers
- SENDCos
- The Home School Hub- See end of booklet for more information
- Thrive Practitioner
- Provision from outside agencies
- Educational Psychology Service
- Specialist Teaching Service
- Parent Partnership Service
- Speech and Language Therapy
- Family Therapy
- School Nurse/ CAMHS
- Community Paediatric Doctor
- Early Intervention Family Worker/ Family Worker
- Social Care
- Emotional Health and Wellbeing Team
- Young Carers Support- Centre 33
- We also follow programs provided to support children with hearing difficulties (Sensory Support) and Occupational Therapy needs as necessary.

How are the teachers/Teaching Assistants in school helped to work with children with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to help all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Dyslexia

Additional training for staff can be sought for children that have more complex or diagnosed difficulties, or those with medical needs.

The Staff at Buckden engage with training and development courses throughout the year, the focus of these will be driven by the needs of each of the cohorts of children in school.

SEND specific training forms a vital part of our Continuing Professional Development of both our Teachers and Teaching Assistants. It is also a part of the performance management of all of our staff.



How will the teaching and curriculum be adapted and matched to my child's needs?

- Classroom based strategies that ensure all teaching is meeting the needs of pupils (Quality First Teaching)
- Access to a supportive environment.
- Small group work from the teacher or teaching assistants
- The use of Visual Timetables
- Specialist equipment and technology
- A dyslexia friendly classroom i.e., physical resources to support multi-sensory teaching.
- Resources accessible to children to support independent learning.
- Pre-teaching strategies and vocabulary.
- Targeted guided teaching in small groups.
- Scaffolding of tasks with the use visual support such a story maps, activity plans or writing frames/ sequenced pictures.
- Extension activities within lessons for more able learners

What strategies does the school use to support specific areas of need?

~Strategies to develop/support English, including reading and spelling.

- Additional small group work with a teacher or teaching assistants to boost reading, spelling and phonic recall.
- Targeted support in reading -Fisher Family Trust and Better Reading Partnership, Wellington Square, Reading Reflex, Early Literacy Support (ELS)
- Speed up Handwriting-motor skills intervention 'Write from the Start'
- Peer support opportunities such as paired reading or writing
- 5 Minute Boxes for quick recall activities
- Wave 3 intervention (Intense programme to boost reading and spelling I : I with TA)

- The use of writing slopes/ handwriting aids/seating support as appropriate
- Nesy Reading and Spelling Support Programme- including access at home
- Spelling Shed, Lightning Squad and Jungle Club interventions that support Spelling and Phonics development
- Use of ICT resources to support learners, particularly those with Dyslexic type difficulties.
- Nesy fingers, a programme to develop typing skills to assist them in using computers to aid their learning.

~Strategies to develop/ support Maths.

- Additional small group work with a teacher or teaching assistants to boost mental maths recall.
- The use of Maths programs tailored to specific groups after termly assessments i.e. First Class Maths, Maths mastery.
- 5 Minute Boxes to support recall
- Online Support programmes such as TT Rockstars
- Pre and Post teaching booster groups

~Strategies to develop/ support speech and language development.

- Individual programs as advised by the Speech and Language Team (If the child meets the threshold required for the service)
- NELI language programme for EYFS children
- Implementation of language programs by TA's trained in Speech and Language support (Eiklan) or under the direction of the Speech and Language service

What support will there be to support my child's overall well-being?

It is our view at Buckden CE Primary Academy that happiness and achievement go together and in order to fulfil this aim we recognise that some children, including children with SEND, may well have Emotional and Social Development needs that will require support in school. Strategies that we use to reduce anxiety and promote emotional well-being include

- Mind Up Programme (teaching programme about wellbeing and Mindfulness)
- Nurture Group support
- Thrive Programme (support to develop emotional literacy and readiness to engage) via the Home School hub
- Caring Together programme working on Resilience
- Drawing and Talking Therapy
- Counselling/ Play Therapy (If the child meets the threshold required by the service)
- Referral to appropriate outside agencies e.g. CAMHS (should the child meet their thresholds)
- Referral to Emotional Health and Wellbeing Team
- Social stories- these are written to suit the child and explain new or confusing situations to the child. They show how people may respond differently and develop the child's understanding of a situation.
- Social Skills groups run by a TA and planned to suit the needs of individuals in the group.

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- The school have a Buddy system in place where every child is part of a Buddy team which meets every half term weeks and a buddy leader who is a member of school staff. Over time they are given opportunities to build relationships with both their buddy team members and their team leader, which they can then use for support on the playground or when they feel they need someone to talk to.
- All staff have had training on Mental and Emotional Health and Wellbeing and some are receiving further more in depth training.
- Every class learn about looking after their own wellbeing, including practicing Mindfulness and understanding how their brain reacts to stress through the Mind Up programme.
- Nurture Groups- Some pupils may be selected to be part of a Nurture Group which meets weekly to develop and enhance personal and social skills such as listening, turn taking, sharing and communicating effectively.
- Worry Monsters are used in every classroom in school where children can record their worries or concerns and post them inside the worry monster to 'park' them for a while. These can later be discussed with an adult if the child wishes to.
- A number of our staff have been trained in Drawing and Talking Therapy which is a 12 week programme used to help support individuals with anxiety.
- Lego Groups are run across the school to offer intensive support to children to develop their social skills in a highly structured environment.
- Our Thrive practitioner works with individual children who have been identified as having gaps in their emotional development, or who are or have experienced trauma.
- Our Soft start provision allows identified individuals to enter school in a calm, less pressured way, giving them an outlet for any emotional needs.
- The school have established a Wellbeing team involving children from across the school who lead on making positive changes to support their wellbeing
- The home school hub provides support to parents and families who need help with a variety of issues, including support with parenting, emotional needs, medical needs, or just as a place to share and ideas and seek help.

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It is important to note that the needs of the children at the school change regularly and are different within each year group, and we try to be responsive to this; this might mean that certain interventions and provisions may change in response to the need at the time.

How will my child be supported when they leave this school or move on to another class?

We know moving from class to class or school to school can be difficult for all children but especially so for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Also all records will be passed on as soon as possible. If your child is moving on to one of our feeder Secondary Schools, we ensure that extra transition visits take place to help your child become familiar with the new setting and staff. We also have a transition support programme that can be used if the child is particularly anxious about the changes.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases, they will be invited to join the final review meeting in the previous class. IEPs will be written in collaboration with the new teacher. We also hold a Transition week for all pupils at the end of the Summer term where they spend time with their new teacher and in the new classroom getting to know each other and setting up routines for the new year.

Aspirations

At Buckden, we aim high for all of our children, which includes those with SEND. We take all children from their starting points and nurture them to help each one make progress at their pace. We look to support our children to think about long term goals and aspirations and help them to grow into the adults that they wish to become. This may include finding opportunities to foster an interest or develop a certain life skill which will enable them to thrive as they grow up. We have a careers related curriculum that helps our SEND children to be aware of all of the opportunities that may be open to them in the future.

How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we ensure that all children can take part every lesson whether it takes place in the classroom, the school grounds or off site.

How is our School environment accessible to children with Special Educational Needs and Disabilities?

Our School is on one level with wide doorways to allow wheelchair access to the school. We have a disabled toilet and constantly monitor the buildings to ensure easy access.

Class teachers ensure that classroom equipment is accessible to all children and support for dyslexic children is available.

All Class teachers engage with any support offered from Occupational Therapists or Physio with regards to any children who need this.

The school playground and field are all on one level without obstacles and can be accessed through wide doorways without steps.

Please refer to the school's Accessibility Plan for information on Access and Inclusion.

Where can I get further information about services for my child?

Information on Cambridgeshire Local Authority SEND offer can be found at: www.cambridgeshire.gov.uk/info/20136/specialeducationalneedsanddisabilities

Parent Partnership Information can be found on their website: www.cambridgeshire.gov.uk/pps

Whom should I contact if I have a complaint?

Please approach your child's teacher and/or the SENDCo if you have a complaint. If the situation cannot be resolved at this stage then ask for an appointment with the Head teacher. The appropriate teachers will keep notes of these meetings and provide you with a copy of their record after the meeting.

If you feel that you would like support in your meetings with the school it is advisable to contact the Parent Partnership Service (**SENDIASS**) who will advise you and attend meetings where necessary. Our school has the benefit of having a Pinpoint Parent Champion who is able to offer independent support and advice. Please ask at the school office for more information.

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And Finally, but importantly, what our pupils and parents have said about the support for SEND pupils at Buckden School;

"I like working in a group with other children"

YEAR 3 PUPIL

"I like working with my learning partner because they help me when I am stuck"

YEAR 2 PUPIL

"I know I can get help from the TA if I need to, but I like to try myself first."

YEAR 5 PUPIL

"My Teacher works with me on the Working table when I need more help"

YEAR 4 PUPIL

"I like playing games on the ipad to help my learning"

YEAR 2 PUPIL

"I love the Lego group I go to with my friends"

YEAR 6 PUPIL

"My best part of school is going to the peace pod as it helps me relax"

YEAR 3 PUPIL

"Everyone helps each other at this school"

YEAR 1 PUPIL

Useful Contact Information

SENDCOs- Laura Fozzard and Nicola Butcher
send@bpa-act.academytrust

SEND Governor- Stewart Smith via school office
office@bpa-act.academytrust.org

SENDIASS Parent Support Service - sendiass@cambridgeshire.gov.uk

Pinpoint Parent Partnership Service - information@pinpoint-cambs.org.uk

Local Offer for Cambridgeshire –

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Buckden Academy Website SEND Information-

<https://www.buckdenschool.co.uk/page/?title=SEND+%2D+Special+Educational+Needs&pid=109>

To access the Home School Hub please email the office
hsh@bpa-act-academytrust.org

Glossary of terms

SENDCo Special Needs and Disability Co-ordinator.

SEND Register A list of all children with special educational needs and disabilities.

ISP Individual Support Plan: a method by which schools can plan for children with SEND.

Outside agencies for example:

Community Educational Psychology Team, Specialist Teaching Team, Community Paediatrician, Health or Social services, Speech and Language Therapy Service, Child and Adolescent Mental Health Service.

EHA Early Help Assessment:

A detailed assessment form which is used to request support from outside agencies - all agencies involved with a child have access to update this assessment.

Education, Health and Care plan (EHC Plan)

Describes all your child's special educational needs (SEN) and the special help your child should receive. The local authority (LA) will usually make a plan if they decide that all the special help your child needs cannot be provided from within the school's resources. These resources could include money, staff time and special equipment such as IT resources.

