



# Buckden Church of England Primary Academy

School Lane, Buckden, St Neots PE19 5TT

01480 810241 01480 811937 office@buckdenacademy.org www.buckdenschool.co.uk

**Headteacher** Mrs A Anderson    **Deputy Headteacher** Mrs M Heather    **SENDCo/Assistant Headteacher** Mrs R Bliss  
**Head of Lower School** Mrs S Tarpey    **Head of Upper School** Miss L Fozzard    **School Business Manager** Mrs H Triance

**Date of report:** July 2022

**SENDCO:** Rebecca Bliss

**SEND Governor:** Caroline Underwood

## SEND Profile for last 12 months

### Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	46	13.6%	12.6%
EHC Plan	11	3.3%	2.1%

Number of Whole School Cohort	SEND: Whole School	SEND: Boys/Girls	SEND & Pupil Premium	SEND & EAL
337 (Apr 2022)	57 (16.9%)	Boys:42 (68%) Girls: 16 (32%)	19(33%) of all SEND 40% of ALL PP	4 (7%) of all SEND 20% of all EAL
333 (Apr 2021)	61 (18.3%)	Boys: 42 (69%) Girls: 19 (31%)	17 (28%) of all SEND 41% of ALL PP	4 (6.5%) of all SEND 25% of all EAL

Trends	SEND: National	SEND: Cambridgeshire	SEND: Buckden	Area comparison
ALL SEND	16% Jan 2022 15.4% May 2020	15.4% Jan 2022 14.8% May 2020	<b>17.2% Apr 2022</b> 18.3% Apr 2021	Above National/ Cams
SEN Support	12.6% Jan 2022 12.1% May 2020	12.2% Jan 2022 11% May 2020	<b>13.6% Apr 2022</b> 16.2% Apr 2021 17.7% Apr 2020	Above National/ Cams



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EHCP	4.0% Jan 2022 3.7% May 2021 3.3% May 2020	3.3 % Jan 2022 3.2% May 2020	<b>3.3% Apr 2022</b> 2.4 % Apr 2021 <i>(estimated to be 4.3% by Sep 2022)</i>	At Cambs/ Below National
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Year Groups										
Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Reception	50	33	17	0	19	4	1	3	7.2%	
Year 1	45	22	23	2	16	4	5	2	6.4%	
Year 2	51	27	24	0	23	7	6	1	5.9%	
Year 3	37	22	15	3	16	6	5	1	5.2%	
Year 4	49	29	20	3	23	8	9	0	9.2%	
Year 5	53	30	23	3	27	8	10	2	7.9%	
Year 6	52	22	30	3	23	4	10	2	6.6%	

n.b absence rate above is for all and not SEN specific

Primary Area of Need	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical	Communication and Interaction
Numbers	35	5	5	12
Percentage	61.4%	8.7%	8.7%	21.0%

Breakdown of Areas of Need	National	Buckden	% Diff
Speech, Lang & Comm	31.2%	17.5%	-13.7%
Moderate learning Diff	19.5%	43.8%	+24.3%
Social, Emotional & Mental Health	16.8%	12.2%	-4.6%
Specific Learning Diff	9.5%	5.2%	-4.3%
Autistic Spectrum Disorder	8.7%	7.0%	-1.7%
No Specialist Assessment	4.1%	0	-4.1%
Other Difficulty/Disability	3.7%	1.7%	-2.0%
Physical Disability	2.8%	1.7%	-1.1%
Hearing Impairment	1.7%	3.5%	+1.8%
Visual Impairment	0.9%	0	-0.9%
Severe Learning Difficulty	0.6%	0	-0.6%
Profound and Multiple Difficulty	0.3%	3.5%	+3.2%
Multi-Sensory Difficulty	0.3%	0	-0.3%

Questions around these figures-

- Why is there a lesser recognition of SLC compared to national?
- Why is there a much greater recognition of MLD than national?  
Is this due to lack of identification for SLC as primary area of need or are these being identified as MLD which would explain the large difference.



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Many children are identified with SALT needs in EYFS/ early KS1, but this tends to change to another focus as they move through school. Very few children are identified with SLC needs in Key stage 2.

External SALT support rarely continues for pupils into KS2. SALT has moved to a 'package of care' pathway which means children's cases are closed if direct work is not required.

Note for Action- Are our Internal assessments for Speech and Language at KS2 robust enough? Do we need to work on better identification?

Post Covid- more children than usual are requiring SALT input during EYFS (3 x pupils 2019, 8 x pupils 2022). This is part of a national trend. This does not necessarily put children on to the SEND register as it may be a 'catch up' package of support and not long term needs. The NELI (Nuffield Early language Intervention) has helped to meet this increase in need in our EYFS cohort, so less children are being recorded with long term SALT SEND.

## Progress and achievement of pupils with SEND:

Attainment- Pupils at expected levels or higher between Summer 2021-2022.

### SEND-SEN Support

Pupils with SEN Support

		2020-2021	2021-2022
		Summer 2	Summer 2
		% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	33%	29%
Writing	Main Assessment	7%	14%
Maths	Main Assessment	26%	17%

Writing has seen most improvements in this cohort, they have dropped down in Reading and Maths. This may be in part due to the addition of the current EYFS Cohort and emerging needs in Year 1.



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## SEND- EHCP

### Pupils with EHC Plan

		2020-2021	2021-2022
		Summer 2	Summer 2
		% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	25%	11%
Writing	Main Assessment	25%	11%
Maths	Main Assessment	25%	22%

Wide variation in Reading and Writing progress with the EHCP cohort- this is likely to be due to the needs of the EYFS EHCP pupils who joined this academic year (3/12).

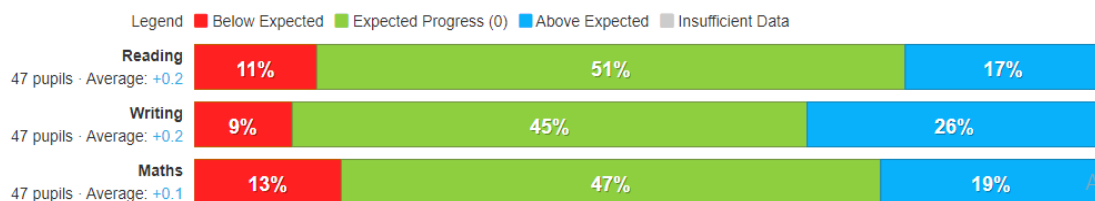
### Pupils with No SEN

		2020-2021	2021-2022
		Summer 2	Summer 2
		% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	84%	81%
Writing	Main Assessment	66%	74%
Maths	Main Assessment	81%	86%

Writing and Maths have improved for Non-SEN pupils.

### Progress- Pupils progress made across the academic year 2021-22

Progress Overview for Pupils with SEN Support – 2021-2022 Autumn 1 to 2021-2022 Summer 2 Main Assessment



68% of SEN support pupils made expected or more than expected progress in reading  
 71% of SEN support pupils made expected or more than expected progress in writing  
 66% of SEN support pupils made expected or more than expected progress in maths



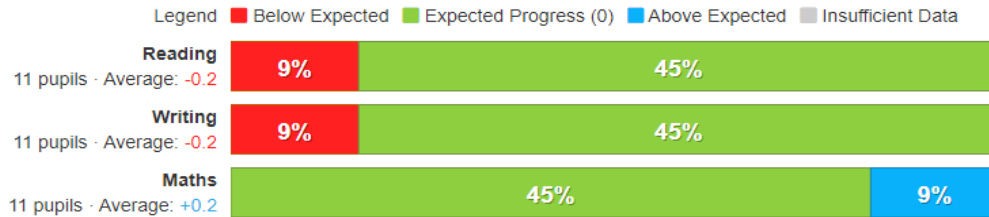
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N.B- to look at the 13% who are below in maths as this is different to the representation of EHCP pupils and non-SEN pupils

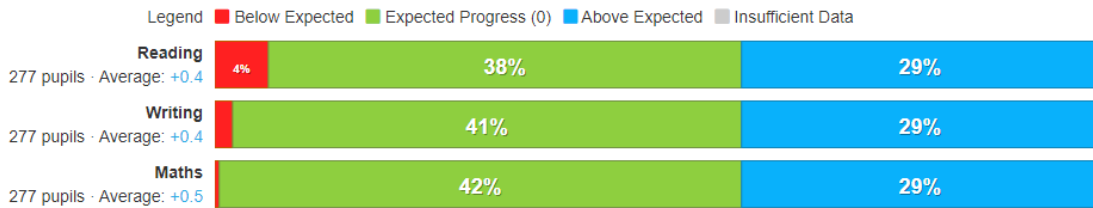
### Progress Overview for Pupils with EHC Plan – 2021-2022 Autumn 1 to 2021-2022 Summer 2 Main Assessment



(2 pupils are not being measured using this system as not working to the same curriculum)

47% of EHCP pupils made expected or more than expected progress in Maths

### Progress Overview for Pupils with No SEN – 2021-2022 Autumn 1 to 2021-2022 Summer 2 Main Assessment



N.B. To look into the 4% of non-SEND pupils who are below expected in reading- why is this? Do they have unidentified needs?

### Results of Progress with IEP Targets 2021-22

Whole School- 2021/2022					
Progress of SEND Pupils with EHCPs / IEP					
Term	End Autumn term	End Spring term	End Summer term	End year target	Next steps
% on track to attain below 50% their IEP targets	38%	19%	18%	20%	Monitor those not making progress- who are they and do they need additional support?
% on track to attain 75% their IEP targets	36%	44%	59%	50%	



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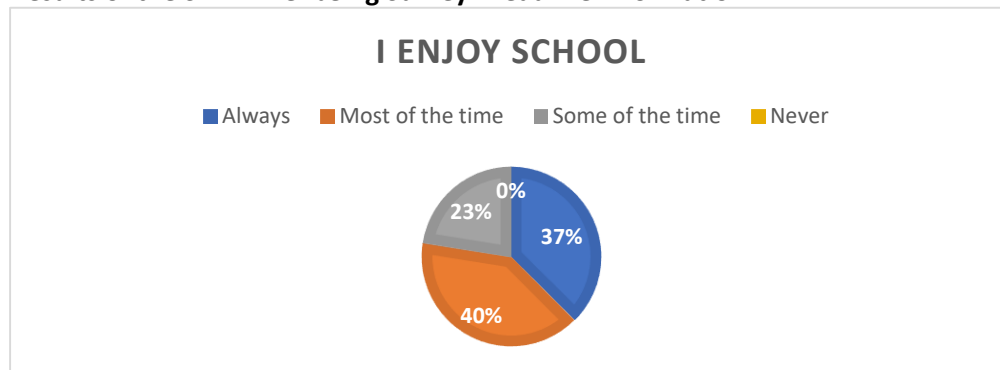
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<b>% on track to attain 90% their IEP targets</b>	<b>26%</b>	<b>63%</b>	<b>34%</b>	<b>30%</b>	
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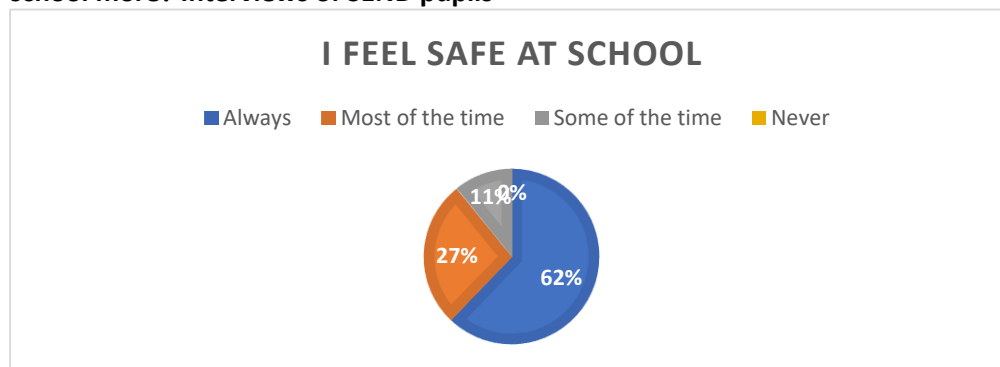
Reporting on IEP target progress by teachers became part of pupil progress meetings this year. This has made teachers more accountable for the progress made and as a result, more children are achieving 90% or more of their targets. The SENDCo has the full breakdown of how this differs across each year group and will monitor this going forward. Those making 50% or less progress need to be monitored carefully to see if they should move into SEN+ if not in there already, and support to examine SMART target setting by the class teachers.

## SEND Pupils Wellbeing Survey 2022

### Results of the SEND Wellbeing Survey- Headline Information



We will be looking to unpick this question further- what would allow SEND pupils to enjoy school more? Interviews of SEND pupils



In 2019, 4% of pupils had identified that they never felt safe in school. By identifying trusted adults for all children across the school we have seen this lessen.



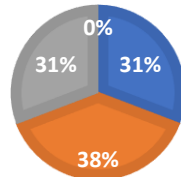
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## I DO WELL AT SCHOOL

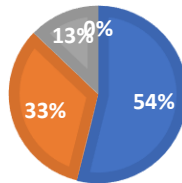
Always Most of the time Some of the time Never



Almost a third of SEND children think that they do well 'some of the time'. It is hoped that by using the IEP pupil review tool with children they will begin to recognise their own successes at the right developmental level for them.

## I ENJOY PLAYTIMES AND LUNCHTIMES

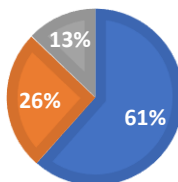
Always Most of the time Some of the time Never



87% of SEND pupils enjoy breaktimes most or all of the time which is pleasing. Further work needs to be done to help the 13% of SEND pupils who said 'some of the time' It is hoped that the plans for peer mediation and access to lunchtime extra-curricular activities next year will help with this.

## MY TEACHING ASSISTANTS KNOW WHAT I NEED AND DO THINGS TO HELP ME

Always Most of the time Some of the time Never



Really positive results to show the view our SEND pupils have of the impact of our support staff on their learning.

### Provision for pupils with SEND

Children are identified for intervention using a range of methods that include data tracking, teacher assessment, classroom observation and informal observations based within the classroom and in the playground. It is important to note that children identified for interventions are not



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always our lower attaining children. Children are identified across a range of groups and are selected based on the needs of the child at that given point.

The full list of interventions that are available across the school are held as an appendix to this report.

We now have two senior staff members to Level 5 Specialist practitioner in Literacy difficulties through the BDA, and as part of this they run intensive assessment and intervention programmes with identified children. We have another member of staff currently completing the level 5 qualification.

In addition to our school counsellor, this year we have invested in the Thrive programme and have a fully trained Thrive practitioner working in school. Thrive follows our therapeutic approach to supporting behaviour and helps to identify, analyse and support children with emotional or mental health needs. The Thrive practitioner works both 1:1 with individuals and small groups on a daily basis where needed. She also runs a soft start provision to help with school transition. All staff received training on the Thrive programme and we have already started to see its impact in our pupils. Due to the success of our work with Thrive we have decided to train another practitioner next year and build a team to support pupils as well as offering support to parents and families as part of our Home School hub. The Home school hub will be launched in the summer and will seek to support families with arrange of features, including workshops, training, and informal coffee mornings.

Our Provision mapping shows the following analysis of our current interventions across the school:

This grades each programme using a numbered outcome. The range of grading for outcomes is between -2 to +2.

The expected average outcome is 0.00. Results below are shown as provisions for each broad area of need.

	Pupils	Average outcome
<b>Cognition and Learning Needs</b>		
Mathematics	10	+0.09 As expected
None	76	+0.17 As expected
Reading	18	+0.05 As expected
Spelling	17	-0.12 As expected
Writing	11	0 As expected
<b>Average</b>	<b>106</b>	<b>+0.12 As expected</b>
<b>Communication and Interaction Needs</b>		
None	9	+0.04 As expected
<b>Average</b>	<b>9</b>	<b>+0.04 As expected</b>
<b>Fine Motor Skills</b>		
Writing	19	-0.05 As expected





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<b>Average</b>	19	-0.05	As expected
<b>Maths</b>			
Mathematics	22	-0.05	As expected
<b>Average</b>	22	-0.05	As expected
<b>Reading</b>			
Reading	13	0	As expected
Spelling	5	0	As expected
<b>Average</b>	18	0	As expected
<b>Sensory and/or Physical Needs</b>			
None	24	-0.02	As expected
SEMH	4	0	As expected
<b>Average</b>	27	-0.02	As expected
<b>Social, Emotional and Mental Health Difficulties</b>			
None	36	-0.21	As expected
SEMH	28	-0.03	As expected
<b>Average</b>	57	-0.14	As expected
<b>Writing</b>			
None	4	+0.25	As expected
Writing	13	-0.08	As expected
<b>Average</b>	17	0	As expected
<b>Average/Total</b>	166	+0.02	As expected

N.B. In these reports, 'None' signifies an intervention that has been listed as one of the 4 primary areas of need, but the actual type of provision has not been recorded.

This analysis shows that all of the interventions running this academic year were assessed as reaching a level within the expected outcome range. Within this, closer analysis shows that a small writing support group (4 pupils) has been the most effective, and that cognition and learning provision saw the most impact overall.

Interventions with the least impact were in the 'None' category of the SEMH provision, this is our Nurture Intervention run in groups of 6-12 across the school. This intervention was curtailed by the Covid restrictions as it could not be run across year groups and there were inconsistencies in



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staffing it due to absences. This has been an effective provision in the past and as such, we would like to see this given priority in the coming year (note for action).

Maths and spelling were also graded as being slightly below the desired impact (-0.05), the spelling interventions were involving children with Dyslexia type profiles and as such, were finding phonics challenging. The maths interventions are being investigated by our Maths lead as part of her work with the Maths hub.

It is important to note that our interventions are fluid and change depending on the needs of each cohort ie we do not run certain interventions just because that is what we have always done in a certain year group. It is driven by analysis of the needs of each cohort as they move through school, and the impact that other interventions may have had on them.

In summary, we will be examining how we can run the Nurture provision more effectively next academic year. We will be looking to restore the cross-year group interventions that were effective pre-covid. This enables TA's to deliver the intervention in pairs and with larger groups. In light of the note that less children with SALT needs are being identified in KS2, this will also be a priority for provision next year.

## **SEND policy**

The SEND Policy was reviewed with the SEND Governor, amended and ratified in the Spring term 2022.

The SEND information report was also reviewed in Spring 2022 to reflect changes following the pandemic. A parent group were consulted with to ensure that the report was clear and accessible to all.

The school's Positive Relationships policy was introduced in April 2022, encompassing the work already undertaken following the Steps approach since 2019, as well as the new Thrive programme.

The school website now has an area dedicated to Inclusion to make it easily accessible. All relevant policies, handouts and training and parent resources are available in this tab.

## **SEND budget and spending**

This year, we have had three new children with EHCP funding into EYFS and two children with EHCPs have left in year 6 and Year 4. We currently have 11 EHCPs across the school and another three in the application process. These children receive some funding from county, however this does not cover the support they require and the school therefore provide additional funding to meet their needs. It is important to note that the school's notional SEND budget provides the first £6000 of additional funding that a child receives, so the top-up funding from the Local Authority only provides a partial amount of this budget.

Further details of the overall SEND budget will be shared at the Full Governors Meeting and form part of the Head teacher report.

## **Staffing for SEND**



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Our numbers of EHCPs has increased from 9 in May 2021 to 11 in May 2022, with three more about to be agreed. This has required additional TA support during the academic year, as well as taking on new support staff at the start of the academic year. The three children currently unfunded have required 1:1 support since January 2022, which has also come out of the school's own budget.

We anticipate 3 children with EHCPs joining EYFS in September 2022. This will take our total to 15 in September 2022.

## CPD related to SEND

- We have been able to engage in more online training opportunities this year, as much of the CPD on offer is now being delivered remotely. This has included Mental Health lead training, Dual Multiple Exceptionals (DME learners) and Anxiety.
- Support staff have engaged in 'in person' training in Autism, Conflict Resolution, Makaton, and the Thrive approach. Some support staff have also completed training relevant to the needs of the children they support ie, communication needs and Autism.
- All staff took part in the Thrive foundation course, as part of our whole school initiative to launch Thrive. One of our HLTA's has trained as a Thrive practitioner and the SENDCO undertook Senior Leadership training and Mental Health Lead Thrive training.
- All staff have had refresher training on the positive support elements of the Steps approach to behaviour, How to write a good IEP and recently contributed to a review of our positive relationships policy.
- As a school we will be setting up systems to monitor the impact of all CPD undertaken by all staff, so that this isn't just judged by the progress measures of the pupils that the training was aimed for.

## Engagement with stakeholders

**Pupil voice:** All SEND pupils take an active role in designing, writing and sharing their own pupil passports and deciding on what their learning styles are and how they best like to be supported. Interviews were held with SEND pupils and results will be used to help draw out patterns/issues and effective practice.

**Parent/carer voice:** Direct support has been offered to targeted families by the Thrive practitioner, and the Early Intervention family worker has run various workshops and parent courses covering a wide range of SEN issues.

**PTA:** The PTA have seen the result of their funding towards our Sensory Support room, providing £3000 to enhance the school's resources for Sensory needs.

**Governor voice:** SENDCo has a close working relationship with a very knowledgeable SEND Governor who has a background in county and national level SEND Support and brings a wealth of experience and practical support to the role.



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Outside involvement  
 Specialist Teaching Team, Educational Psychologist, Family Worker, Parent Partnership (PINPOINT), Social Care, Emotional Health and Wellbeing Service, Chums, Teacher of the Deaf, SALT, Paediatrician, Music and Drama Therapists, Emotional Health and Wellbeing Service, Centre 33, CHUMS.

SEN Parents Evening reviews held termly to monitor progress of Individual Education/Behaviour Plans and support in place

## Governors

Caroline Underwood has met with the SENDCO, Rebecca Bliss at least once monthly throughout the year. Together they have worked on a range of projects including reviewing policies, designing new in house evidence records. Caroline writes a summary after each meeting and shares this with the head teacher which shows good evidence of monitoring.

**All Governors received training from the SENDCO and SEND Governor in SEND awareness and how it impacts on the whole curriculum in the Autumn term of 2021.**

<u>Priority 2021-22</u>	<u>What we achieved</u>	<u>What still needs to be done</u>
Every teacher a teacher of SEND and Every leader a leader of SEND- Ensuring that all staff, including subject leaders, take ownership for SEND identification, provision and progress for their pupils, understand how to meet the needs of all of their pupils and that effective provision is consistent across the school and in all areas of the curriculum.	Launched 'Every leader' training at the start of the academic year with all staff. Further professional development opportunities took place for all staff in common areas of difficulty such as Autism, SEMH needs and positive relationships. Whole Governor training also took place to raise the profile of SEND across all stakeholders and across the curriculum.	Every teacher a teacher of SEND continues to be a priority. Subject leaders are including a 'SEND' focus within their monitoring and developing support mechanisms within the curriculum ie, subject specific interventions.
Continue to establish Early support for families through Early Intervention Family Worker and Pinpoint parent	The school's offer to support parent/carers has been enhanced by the Thrive programme and developing a	Launching the Home School Hub and the support formally on offer to all families via the Thrive



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<p>champion and developing the support system available to parents, including parent workshops, coffee morning and sharing resources (restricted during pandemic). Improving our offer for parents in school via a designated pastoral support worker who would compliment the offer from Early Intervention, and give additional support directly to pupils and their families.</p>	<p>full time role for this within school. The Thrive practitioner works directly with families to support in a bespoke manner, tailoring approaches to meet needs. She works alongside our Early Intervention family worker as an 'in house' support source. See plans below for this to be further developed next year.</p>	<p>practitioner. Developing a second role for this in the next academic year.</p>
<p>Focus on developing progress and confidence in Maths using concrete resources to support SEN pupils and upskilling TA's to support maths difficulties, and further develop of provision offer for Maths difficulties.</p>	<p>The Maths lead has been working with the Maths Hub and NCETM materials to further develop our support offer for all pupils. Formal observations of all classes in March 2022 reflected the increase in access, use and scaffolding using concrete materials in all classrooms across the school.</p>	<p>Continue to develop support materials for children who are struggling in Maths, to raise their progress in both IEP targets and general progress within the subject as a whole.</p>
<p>Developing the Sensory support on offer by resources the Peace Pod and providing an intervention specifically for those with higher needs using the outdoor environment.</p>	<p>Funding via the PTA enabled the school to develop the Peace Pod and other Sensory based resources across the school. An outdoor provision dedicated to supporting our highest needs children has been established and is having a high impact in terms of these children's self-esteem and engagement.</p>	<p>Look at gaps in provision across the school and how to enable fair access to the sensory resources such as the Peace Pod.</p>
<p>Further developing the Mental Health Policy, appointing a Champion within school and ensuring MH has top priority during the recovery period and beyond due to the pandemic</p>	<p>SENDCO undertook Mental Health Lead Training (DfE funded) and school has a MH framework and policy to plan to continue to develop its provision.</p>	<p>Introduce the launch of Peer mediators at lunchtimes, following from the Anti-Bullying Quality Mark being undertaken 2022-23.</p>
<p>Ensuring a 'therapeutic approach' to supporting those children with emotional and behavioural needs is adopted</p>	<p>STEPS has been embedded in to practice and enhanced with the introduction of the Thrive</p>	<p>SLT members to undertake STEPS training (Sep 2022) to ensure the whole team</p>



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across the school using the STEPS behaviour system.

programme. Staff training for all was provided in Sep 2021 and reviewed again in April 2022. Thrive introduced and all staff undertook training. Those children with high needs SEMH have support plans that reflect their needs and successful support approaches and all staff are made aware.

are consistent. Second Thrive practitioner to undertake training next academic year.

**Other achievements**

- Mental Health provision- School has invested in an in-house counsellor this year who has worked closely with the Thrive practitioner to deliver targeted support. Two dedicated areas have been established (Nest/Thrive room) to deliver support.
- British Dyslexia Award- The school has achieved 'Dyslexia Friendly schools' Status this year and has three trained practitioners.
- The school have an excellent team of support staff who work tirelessly to deliver 'right time' support to children with very complex needs.
- Those who have been identified as having fallen behind due to the pandemic have been able to access direct tuition in school, which included some children already identified with SEND. This work is ongoing as intervention programmes run across the academic year.



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## Key points for Governors

### Strengths of SEND at Buckden-

- Identification of Literacy difficulties and intensive support programmes for children recognised with Dyslexia traits (As a BDA standard Dyslexic Friendly School with three trained Level 5 practitioners).
- Excellent working relations and liaison with a wide range of external agencies, including Young Carers (Centre 33, Family Worker team and SEND support team).
- SENDCo has an active role in Senior leadership team, as well as the Assistant Head teacher role which enables her to have an oversight into the wider strategic development of the school and ensuring all initiatives and practice has a 'SEND' focus. As a result of this, SEND is a thread that runs through all of what we do, it is not an 'add-on'.
- Outward thinking- We are continually learning from outside opportunities and initiatives and do not stand still; we embed and refine practices that work as well as striving to seek out new opportunities to further enhance provision. Examples include the Thrive programme, the BDA Dyslexia friendly school mark and the Anti-Bullying Quality Mark
- Identification, provision and support for mild to moderate Mental Health needs. The Thrive programme is a perfect next step to our provision.
- Our Thrive practitioner is available to support parents of the school and holds regular drop in sessions alongside the Early Intervention Family Worker.
- The school has a strong Graduated response to need system in which children are identified early and support is managed systematically and in a transparent way so that teachers, support staff and parents all know and understand what needs to be in place for every child with SEND.
- We provide and access continuing high level quality CPD for all staff members in school, continually seeking to learn and expand our knowledge and skills and to enable us to meet the needs of all our learners.
- **Every teacher a teacher of SEND and Every leader a leader of SEND-** This year we have worked hard to ensure that staff, including subject leaders, take ownership for SEND and raise the priority of SEND through all stakeholders. As a result, identification provision and progress for pupils and provision is consistent across the school and in all areas of the curriculum. Our school Governors have also received training in understanding the importance of SEND in all areas of school life and the curriculum.
- We have developed the use of our outdoor environment as a learning resource for our children with complex needs. This includes a potting shed, greenhouse, gardening and growing area, and sensory play area. Part of this work is to teach life skills and social developmental skills.



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## Our SEND Priorities for 2022/23 are...

1. **Every teacher a teacher of SEND and Every leader a leader of SEND-**  
Ensuring that all staff, including subject leaders, take ownership for SEND and raise the priority of SEND through all stakeholders. identification, provision and progress for their pupils, understand how to meet the needs of all of their pupils and that effective provision is consistent across the school and in all areas of the curriculum. Include new staff and those who are ECT's.
2. Continue to establish a pastoral support system available to parents and carers through the formal launch of the Home School Hub, including parent workshops, coffee mornings, drop in sessions and an available port of call for a listening ear
3. Review the use of our 'in house' record systems to ensure a child-centred approach to planning and delivering support.
4. Further develop pupil voice for SEND by developing a pupil SEND information book, reflecting content of the parent one already established.
5. To develop support for social interaction difficulties and emotional needs, by training children as Peer mediators as part of our Anti-Bullying Quality Mark. And the development of extra-curricular opportunities at lunchtimes. This in turn should lead to more SEND pupils reporting that they enjoy breaktimes.
6. In line with the School's Development plan for 2022-23, Reading will be a focus, and for SEND, specifically language development at Key Stage 2.
7. To develop the identification processes for pupils with SALT needs at Key stage 2.



<b>INTERVENTIONS at Buckden Primary Academy</b>			
<b>SEND CoP Area of Need</b>	<b>Intervention Name</b>	<b>Description</b>	<b>Targeted Age Range</b>
Communication and Interaction	Speech and Language Support (as directed by SALT –Speech and Language Therapists)	Individual programmes directed by the School's SALT	All Year Groups
	Social Stories	(Autism Spectrum particularly) Short Stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.	All Year Groups
	Attention Autism	Under direction from the school's SALT, It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.	EYFS/Y1EYFS/
	NELI programme	The aim is to improve children's language and early literacy skills.	EYFS
	Time to Talk	Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills.	EYFS
Cognition and Learning	Phonics Booster	For children who have not met the Phase requirements at the end of each unit of study	EYFS/Y1
	Toe By Toe (Literacy support)	(Dyslexia/Literacy Difficulties) Designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.	Y4/5/6
	SNIP (Literacy Support)	(Dyslexia/Literacy Difficulties) The programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other.	Y4/5/6
	Nessy Reading and Spelling Programme	The Nessy programs are not only for dyslexia. Nessy is widely used for early reading instruction.	Y1/2/3/4/5
	PAT (Phonological Awareness Training)	(spelling and reading) PAT is designed to develop speed, fluency and accuracy in word finding, spelling and handwriting. The programme is designed to help children to read, spell and write phonically regular words.	All Year Groups
	ELS (Early Literacy Support)	Literacy support group aimed at developing confidence in early writing and spelling	Y1/2
	Phonological Awareness	Speech detection, syllable awareness, onset and rhyme, rhyme detection, initial sounds, rhyme production.	All Year Groups
	BRP (Better Reading Partnership)	A one-to-one support programme to help them to develop independent reading and	Y4/5/6



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		comprehension skills so that they can make faster progress.	
	Sir Kits Quest(ALS)	Developed to support an English intervention programme 'Sir Kit's Quest'. Follow the adventures of Sir Kit as he leaves the King and goes in search of Dragon's Island and meets the sea monster! Writing outcomes include a character sketch, a letter, a report about volcanoes and a narrative.	Y3/4
	Wellington Square	Wellington Square is designed to meet the needs of children aged 7+ who are having difficulty in learning to read. It provides straightforward progression through all 5 levels of the scheme, from wordless picture books to storybooks with full-text. Wellington Square widens your pupils' reading experience through imaginative and stimulating support material	Y/3/4/5
	Reading Reflex	Phono-Graphix enables children to read in an approach that is not phonics based.	Y1/2/3
	AST – Accredited Specialist Teacher in Literacy Difficulties programme.	Multi-sensory literacy programme.	Y2/3/4/5/6
	Wave 3 Programme (Spelling and Reading)	To increase children's rates of progress by using targeted approaches to tackle fundamental errors and misconceptions.	Y2/3
	Perform Time	Giving students the skills to deal with time in everyday situations.	Y3/4
	Times Tables	A fun twist on learning times tables by using multiplication and division techniques.	Y3/4
	Plus 1	(Dyscalculia/Maths Difficulties) Teaches the building blocks of numbers, and begins to develop skills with mental calculations	Y1/2/3
	Power of 2 (Maths support)	(Dyscalculia/Maths Difficulties) Power of 2 is about putting in place the building blocks of number and developing skills with mental calculations.	Y3/4/5/6
	1 <sup>st</sup> Class @ Number and 5 minute boxes	A structured multisensory programmes of specific games for just a few minutes each day to help children overcome their difficulties while learning strategies to help themselves.	Y3/4/5
	Mastering Number	To secure firm foundations in the development of good number sense for all children. To have greater fluency in calculation and a confidence and flexibility with number.	YFS/Y1/2
	Maths Through Stories	To explore various aspects of integrating stories and literacy in mathematics. It makes mathematics teaching more accessible and more enjoyable for learners everywhere through the power of storytelling and children's imagination.	Y1/2/3
	NCETM Ready to Progress in Maths	To review, practice and consolidate learning in maths.	All Year Groups



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	Gardening Group- Life skills (Maths/Science focus)	A child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It develops confidence and self-esteem through learner inspired, hands-on experiences.	EHCP Pupils
Social, Emotional and Mental Health	Nurture Group	Nurture groups are a short-term, focused intervention for children with particular social, emotional or behavioural difficulties which can create a barrier to learning within a mainstream class.	Y1/2/3/4/5/6
	Drawing and Talking Therapy	SEMH needs, all year groups. The purpose of the method is to draw with a person who with whom they feel comfortable at the same time each week. The trusted person will learn to ask a number of non-intrusive questions about the drawing, and over time a symbolic resolution is found to old conflicts and trauma is healed.	Y2/3/4/5/6
	Counselling support	High or complex SEMH needs, all year groups	All Year Groups
	Sensory Support	Bespoke Sensory provision tailored to meet the needs of individuals	All Year Groups
	Thrive small group support	The Thrive Approach is a dynamic and developmental approach to meeting the emotional and social needs of children.	All Year Groups
	Thrive 1:1 support	children identified as working at a much lower stage of emotional development.  Thrive helps children and young people become more emotionally resilient and better placed to engage with learning and life.	All Year Groups
Sensory and/or Physical	Sensory Circuits	EYFS and Y1 (all children to take part) Y2/3/4/5/6 (for identified reasons)  Enables children to reach the level of alertness needed to concentrate during lessons at school and to focus during a day	All Year Groups
	Sensory breaks and Sensory boxes	(for children identified with ADHD/ concentration or sensory needs)	All Year Groups
	Sensory Support	(for children identified sensory needs)	All Year Groups
	Write from the Start – handwriting support	Fine motor skills Programme to develop the fine motor and perceptual skills necessary for effective handwriting.	Y2/3/4/5
	Fizzy Programme	Dyspraxia needs The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.	All Year Groups



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