

Be well informed.



For further detailed information go to the school's website, and read the School's SEN Information Report and SEN Policy.

Visit the Local Offer for further information about SEN in Cambridgeshire.

SENDIASS can provide support and guidance around SEN.

The SEND Code of Practice, from the Department for Education (DfE) provides detailed information about Special Educational Needs. It covers the wider responsibilities of schools, the Local Authority and Health.

A guide for parents is also available from the DfE.

Buckden CE Primary Academy

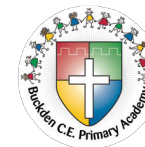
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What is SEN Support?



Buckden CE Primary Academy

A guide for Parents and Carers

What does SEN actually mean?

Special Educational Needs (SEN).

At Buckden CE Primary Academy this means that a child needs support that is additional to or different from usual classroom teaching. It can also be referred to as 'Additional Need'. If your child has been recognised as SEN it means that needs have been identified by the class teacher and discussed with the SENDCo (Special Educational Needs and Disabilities Co-ordinator and parents/carers.

You will have had meetings with your child's class teacher at Parents Evenings and sometimes the SENDCo (Special Educational Needs and Disabilities Co-ordinator). School will put your child on their SEN register and monitor their progress closely.

What support will my child receive?

Each child's needs are unique so support will depend on their individual need. First and most importantly, your child will receive high quality teaching from the class teacher. Further support may include small group activities, one to one support from a teaching assistant or other resources such as ICT. These programmes and interventions will be recorded on the schools Provision Mapping system.

How will I know how things are going?

IEP's and One Page Profiles Explained.

Parental involvement is vital to supporting your child's needs and progress. To keep

a record of how things are going, and the progress that your child is making, your child will have a set of targets (usually 3) that the teacher feels are their next step in their particular area of difficulty. These targets are recorded on an Individual Education Plan (IEP). They will work on these targets for a period of a term before they are reviewed with you. This is a personalised document put together with you and your child and details important information that helps everyone understand your child's needs as well as your views.

The IEP is reviewed termly during a SEN parents evening, which you will be invited to attend. These reviews happen in **January, April and July.**

Some children who don't require direct support with specific targets, but who need specific awareness of their needs or different approaches to help them (ie, for children with anxiety who benefit from talking to an adult etc) may have a One Page Profile. This is a document written by the pupil with adult support to enable them to share with others how they best like to be supported and what they feel works for them. These documents are owned by the pupils themselves and they have copies in school that they can share when they feel they need to (for example to a supply teacher).

These Profiles are regularly reviewed in school and updated when changes are required. Having a One Page Profile does not mean that the child is on the SEN register, it simply explains to others what they should be aware of and what strategies work for them.

What's next then?

The IEP and /or the One Page Profile will be evidence of a process called 'assess, plan, do and review'. Together we assess where we are, make a plan, carry out the actions and then review at an agreed time.

What if I'm not sure or happy with what's happening?

Don't wait and worry. **PLEASE** speak to the class teacher or contact the SENDCo, ASAP to address your concerns.

What can we do as Parents/Carers?

This will be discussed at the IEP meeting so it is really important that you do what is agreed at the time.

Read up or research about your child's needs if needed.

Maintain contact with your child's class teacher and the SENDCo.

Talk to your child about what they can do too to achieve and make progress.

My child is doing well, what happens now?

Fantastic! The support we have put in place for your child and the focus of the personalised targets have worked. So we may take your child off the SEN register. This doesn't mean they won't be supported in school, just that currently they don't need the significant support previously in place.

SEN Jargon you might hear

EHA	Early Help Assessment
STT	Specialist Teaching Team
SALT	Speech and Language Therapist
Ed Psych	Educational Psychologist
CAMH	Child and Adolescent Mental Health
EHCP	Educational Health Care Plan (replaced the Educational Statements) – these are only given to children requiring intensive support in school following years of pre-support from other agencies.

