



Bude Primary Academy - Juniors



SEND Information Report - Reviewed: September 2022

Bude Primary Academy - Juniors is a member of the Aspire academy trust. The school works in close proximity to the Infant school, which is on the same site.

Bude Primary Academy's SEND and Pastoral team are, in both vision and practice, committed to inclusion of all children.

Bude Primary Academy works with children who have a range of special education needs and disabilities including:

Autistic Spectrum Condition (ASC), Dyslexia, Dyscalculia, Dyspraxia, complex medical needs, complex physical needs, speech, language and communication needs (SLCN), and social, emotional and mental health difficulties (SEMH).

Within the resources of the school and in partnership with other Aspire schools, we have expertise in meeting the needs of these children and we share this expertise through close and regular communication. Aspire Headteachers and Special Educational Needs Co-ordinators (SENCOs) meet regularly to share ideas, resources, knowledge and skills.

Staff within school have been trained in a wide range of different areas of SEND support including: ASC, Team teach, TEACCH, Speech, Language and Communication development, Dyslexia Friendly Schools techniques and principles (including diagnostic screening), pastoral support, bereavement, mobility support, sensory development and medical interventions for asthma, epilepsy and other specific needs.

Bude Primary Academy has a commitment to Quality First Teaching with class teachers being responsible for preparation, planning and differentiation for all children including those with SEND. The SENCOs role in each school is to offer advice and administrative support to class teachers, parents and other stakeholders.

Aspire Academy Trust is following to DfE guidance and subsequent Local Authority guidance in all matters related to SEND.

Each child with an EHCP is being robustly supported through a risk assessment. Each case is evaluated on an individual basis in collaboration with families and other agencies. Due to COVID - 19 some elements of plans cannot be safely delivered despite all reasonable endeavours. In the same way, some elements of the SEND Information report/policy cannot be delivered in full.

The DfE recognises that we need to consider 'what can reasonably be provided during this temporary period'. This will be reviewed regularly.

Mrs Hannah Goodearl is the Special Educational Needs and Disabilities Coordinator at Bude Primary Academy – Juniors

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Link to Special Educational Needs Policy

[Aspire-SEND-Policy-Jul-22-v2.pdf \(rackcdn.com\)](#)

Link to Equality and Diversity Policy




[Aspire-Equality-Information-and-Objectives-Policy.pdf \(rackcdn.com\)](#)

Link to our school's Accessibility Plan/Policy

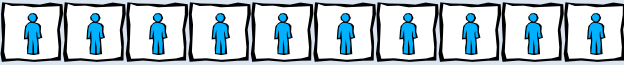
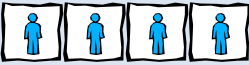

[BudeJuniorsaccessibilityplan22-23.pdf](#)

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • We have an elected School council, representing all age groups, which meets regularly to make decisions and offer advice and suggestions to the leadership team • Individual discussions between teachers and children form part of routine assessment. • All children have ready access to teachers / teaching assistants (TAs) and other adults • Children complete formal and informal questionnaires and surveys during the school year • Pupil voice sessions are held regularly with the SEN Governor and the SENDCo • Children are trained as “playtime buddies” to support the younger children at playtimes • A lunchtime club is available to support those children who find lunch breaks challenging 	<ul style="list-style-type: none"> • We have a dedicated Pastoral Support Worker who offers one to one or group support for children with a variety of needs • We have a morning ‘nurture club’ which allows children to start school in a calm environment each morning • We target additional pupil conferencing for children with SEN using structured interview sheets and use these to help to plan additional provision 	<ul style="list-style-type: none"> • Parents and children are invited regularly to meetings to contribute to individualised education plans – now known as ‘school support plans’ • We have a range of skilled Teaching assistants who are trained to communicate in different ways – Makaton, use of visual images etc. • Children with a range of communication needs are supported by teaching assistants together with both the resources and the staff from our Area Resource Base (Poppy Class). • Children are offered one to one sessions with our Pastoral Support Worker or TIS practitioner to address any social/emotional issues they may have • Home/school link books are often used to support communication with home




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • Parents are invited to meet the staff and visit the school before the children start. We hold a 'New parents meeting' where all parents are given opportunity to visit the school and meet the class teachers • Parent evenings are held regularly • Coffee mornings with Head teacher and leaders of learning • Weekly 'Parent Group' meetings with the Family Support Advisor • Appointments available on request in between termly parent/teacher meetings • Active PTA • Parent / carer volunteers welcome to help in school • Weekly bulletin and monthly celebratory newsletter • School Website and Facebook page • Parent questionnaires • Parents are welcome to meet with the SENDCo to discuss any concerns formally or informally. 	<ul style="list-style-type: none"> • 'School Support' meetings are held regularly for children with SEND – these are attended by parents, professionals and the child • Regular Early Support meetings are held for some families. • Support for parents from in school specialists: SENDCO, ARB teacher, Pastoral Support Worker, TIS practitioners • Family Support Advisor holds a weekly 'Parent Group' to support any parents who choose to attend • Themed coffee mornings are held to share information around a variety of subjects including: Behaviour, Dyslexia, ASD and Sensory Processing disorder • Advice leaflets, regarding a variety of needs, produced by SENDCo for parents 	<ul style="list-style-type: none"> • School Support meetings are held regularly and parents, pupils, class teachers, teaching assistants and any other supporting adults are invited to contribute • Annual review meetings are held at least once per year to look at statements / Education, Health and Care (EHC) Plans • Daily home – school communication logs are used • Support for parents from school specialists (SENDCO, Family Support Advisor, Pastoral Support Worker, TIS practitioners, ASD champion) together with external support services and agencies




3. The curriculum

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • The school uses 'Inclusive Dyslexia Friendly' strategies within the classroom. • The school curriculum is designed to be as accessible as possible for all, to reflect the area we live in and the needs of our children • To make the school curriculum accessible to all lessons are differentiated taking account of differing abilities and learning styles by incorporating different planned activities, structures and outcomes • Curriculum linked working walls, word mats and other prompts are targeted for use by different children to support and challenge them in their learning • Clear progression and challenge are planned VAK (range of teaching styles) • In class differentiation of work/Differentiated outcomes for activities/reinforcement or extension activities • Clear WALTs and child led success criteria • Quality marking and feedback • Non-written tasks, recording/taping responses • Feedback from assessments 	<ul style="list-style-type: none"> • Focused groups before and after school e.g. Nurture Group • 1 to 1 (and 1 to small group) additional teacher sessions • Small group support from teachers or TAs • Catch up programmes for literacy such as phonics/spelling support • Catch up programmes for maths such as Power of one/two • Targeted use of specific software linked to curriculum need • Pre teach is offered by the class teachers or TA to groups/individuals 	<ul style="list-style-type: none"> • Regular individual support programs including Rapid read, Toe by Toe and the Power of One • Sensory diets with provision for sensory needs including heavy muscle work or breaks for relaxation • Individual Timetables linked to school Support Plans or Individual Behaviour Plans • Personal Support Plans and Care plans to address individual needs – short term or long term • Opportunities for speech and language practice activities for children with a speech and language care plan from the SALT • Personalised visual timetables, especially for children with communication needs • Task boards and visual prompts • Talking tins, Clicker 7 software, laptops and other ICT support • Sloping desktops and stabilo pens to aid hand/eye co-ordination • Fidgets, move and sit cushions and weighted jackets are provided to help aid concentration for individuals




4. Teaching and learning

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> Teachers have high expectations of all learners based on regular assessment and provide Quality First Teaching Teachers' planning takes account of differing learning styles - VAK Teachers written feedback identifies next steps for learning Children work towards individual targets SENDCo updates the Record of Need every term and updates staff weekly at staff meetings Whole school training is provided to ensure level of understanding and expectations for children with SEND are consistent The SENDCo attends the SENDCo Network meetings with local schools and within the Aspire Trust and updates staff when relevant The SENDCo and other members of the Senior Leadership Team regularly carry out 'SEND Learning walks' TA meetings are held regularly and relevant training offered 	<p>Small group support is offered where children are:</p> <ul style="list-style-type: none"> Taught how to access and make use of relevant working walls, "toolkits" and other prompts to support and challenge them in their learning Grouped according to need for targeted specific small group teaching from both teachers and TAs sometimes in class and sometimes in quiet areas outside the main classroom Children are often introduced to key vocabulary ahead of their peers in "Pre-teach" sessions All staff have regular relevant training to enable them to know and understand the needs of pupils and training and support is offered making use of external professionals as well as the school SENDCO, ASD Champion, TIS practitioners etc. 	<ul style="list-style-type: none"> Class teachers are responsible for ensuring that planning and provision meets the needs of all children with SEN Additional resources are provided to support learning e.g. Clicker 7, Pastoral support, Rapid Read, Toe by Toe, Project X, Power of one/two, move and sit cushions, sloping desktops, weighted jackets, fidgets, chewelry, coloured overlays, stabilo pens/pencils, stress balls, talking tins, task boards, visual prompts etc On-going training and support is given to teachers and TAs working with children who have special educational needs making use of external professionals as well as the school SENDCO, ASD Champion etc. Children may work alongside their peers on a modified curriculum or may work on a personalised learning programme devised with professional support and advice Additional adult support is provided for children with Education Health Care Plans as well as for children who have been identified as having a high level of need.




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All areas are wheelchair accessible • Children are taught how to access and make use of relevant working walls and other prompts to support learning • Pupils are encouraged to use marking comments to move their learning forward • Pupils are provided with a variety of self-help strategies and encouraged to try/use their own strategies • Children have individual targets and are encouraged to take responsibility for the next steps in their learning 	<ul style="list-style-type: none"> • Observations of children with SEND allow the SENDCo to advise class teachers and TAs how to support learning through appropriate differentiation of tasks and activities • Pre-teach of key vocabulary/principles is used to allow access to new subject matter • Children who attend intervention groups complete their own 'evaluation' of the intervention – identifying individual targets at the beginning and assessing their own progress towards these targets regularly • Nurture breakfast group encourages children who are struggling to come into school in the morning to develop the confidence to leave their carers/parents and develop their independence 	<ul style="list-style-type: none"> • The Pastoral Support worker works 1 to 1 with children to allow them to develop their self- confidence and deal with any issues/concerns • Training is given to staff working 1 to 1 with a child with SEND to ensure they understand the child's individual needs and opportunity is provided for the child to develop their own self-help skills • Appropriate resources are provided to ensure all children have opportunity to develop their independence including physical adaptations eg disabled toilet and hoist, electric doors, rails on steps




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> - The school has a full time 'Pastoral Support Worker' who works with staff and parents to identify and support pupils with health, well-being and/or emotional needs. The 'Pastoral Support Worker' has a designated room which is appropriately resourced and accessible to all. - Bude Primary Academy follows a 'Trauma informed schools' approach. All staff are trained in TIS approaches and the school has several fully qualified TIS practitioners, who support pupils. Whole school 'motional' screening is used to identify need and areas for additional support. - The 'Pastoral team' meets fortnightly to discuss support for pupils across the school. - The 'Family Support Advisor' works closely with the Pastoral Support Worker and the SENDCo and meets regularly with all staff - All staff have completed 'R-Time' training and the rules are adopted throughout the school - Children are taught how to live a healthy life and how to make healthy choices. Opportunities are offered in and after school for children to be involved in activities such as sport, gardening and cooking - The SENDCo works closely with health workers including the school doctor, nurse, CAMHs, Speech and Language therapists, Occupational Therapists and Physiotherapists etc. 	<ul style="list-style-type: none"> • Nurture Group supports children with an identified social, emotional or health need • Staff identify pupils with health, well-being or emotional needs using the Thrive program • Individual or group support is arranged for children with social, emotional or mental health needs with the Pastoral Support Worker or TIS practitioner • Guidance/Advice is provided external agencies where needed e.g. School Nurse, GP, Speech and Language Therapist (SALT), Occupational Therapist (OT), Parent Support Advisor(PSA)etc. • Nurture lunch clubs provide an alternative provision for children who need it 	<ul style="list-style-type: none"> • TIS assessments identify children who require support and a Motional program is delivered within school by qualified TIS practitioners • Referral for support from Family Support Advisor • Referral/Support from CAMHS team (Child and Adolescent Mental Health Services) • Referral/Support from ASDAT • Referral/Support ASD support team • Referral for a TAC • Referral for Early Support • Application for an Educational Health Care Plan if appropriate • 1:1 sessions or support to follow up care plans devised by Speech and Language Therapist (SALT), Occupational Therapist (OT), • Bereavement counselling sessions




7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • R- Time principles encourage all children to interact appropriately and respectfully with peers and with adults • Playground Buddy system ensures all children have an opportunity to socialize at break times • Peer partnerships are used as a method of learning in class regularly • All children are encouraged to attend after school clubs; dance, gym, cooking, gardening and art 	<ul style="list-style-type: none"> • Staff identify pupils who find social interaction difficult and these children are supported by the Pastoral Support Worker • Individual or group support is arranged in liaison with the class teacher and/or parents • Advice is sought from external agencies where needed as well as the school SENDCO, ARB Teacher, ASD Champion etc 	<ul style="list-style-type: none"> • Where a pupil is identified as having particular and significant issues with social interaction a are supported 1 to 1 by a trained TA • Appropriate additional adult support is provided for children with Education Health Care Plans




8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> • Inclusive teaching • All areas of the school are accessible to everyone • All faculties have wheelchair accessible classes • The rewards and sanctions system is robust and displayed around the school. • The staff and other partners work hard to maintain a safe school which is accessible to all and provides a positive learning environment • The school site is reviewed at least annually to ensure the overall safety of the school buildings and site • Accidents and near misses are recorded and followed up to ensure that issues are resolved • There is a Health and Safety Audit with follow up actions • Risk assessments are made using EEEEC online assessments system • The school buildings are well maintained 	<ul style="list-style-type: none"> • The ARB has a purpose built Sensory room which is well equipped and accessible to all • Visual timetables in all classrooms • Provision of resources to enhance independent learning including high frequency word lists and sound mats • The Area Resource base is a purpose-built classroom and an environment that is accessible and well resourced • The Pastoral Support room is bright, well organised and inviting • The Nurture room is well resourced and staffed by specialist TAs 	<ul style="list-style-type: none"> • We expect inclusion for all children in all events and make reasonable adaptations to facilitate this • Additional risk assessments are undertaken to ensure provision is inclusive • Additional staff support for children with a EHC plans or children who are judged to require a high level of support • Parents/carers are invited to contribute to inclusion planning • Specialist resources and training is given to staff where needed to support specific requirements. • The SENDCo and the ARB teacher work closely to ensure the ARB children are included within the mainstream provision as much as possible

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<p>Transition to Year Three from the Infant School:</p> <ul style="list-style-type: none"> • All children have transition days with their new class during the last weeks of the summer term. • Year 2 children have various opportunities to visit school for assemblies, PE lessons etc <p>Transition to a new class within school</p> <ul style="list-style-type: none"> • Transition days are planned each summer term. and all classes within the school spend time with their next teacher and class • Receiving teachers spend quality time with current teachers to discuss the class <p>Transition to secondary school</p> <ul style="list-style-type: none"> • Two transition days are planned each summer term for Year 6 pupils go to visit the secondary school. Throughout their time at school there are opportunities for planned visits to the secondary school. • Year 6 pupils have planned visits from Secondary School teachers • Meetings are held between relevant staff members to support with transition planning 	<p>Transition to Year Three from the Infant School:</p> <ul style="list-style-type: none"> • For children identified with a particular need, additional school visits and meetings with parents can be arranged <p>Transition to a new class within school</p> <ul style="list-style-type: none"> • Receiving teachers meet with current teachers and the SENCO to discuss any children with particular needs <p>Transition to secondary school</p> <ul style="list-style-type: none"> • For children identified with a particular need additional school group visits are arranged, and practical aids such as school maps and pre-term timetables can be offered • Relevant school staff meet together and transfer records of children who have particular needs . 	<p>Transition to Year Three from the Infant School:</p> <ul style="list-style-type: none"> • The Parent Support Advisor, Pastoral Support Worker and the SENDCo work as a team to provide extra support for children identified with special needs transferring including; additional school visits / visits by staff and meetings with parents • The SENDCo provides a personalised 'transition passport' for a child with special needs <p>Transition to a new class within school</p> <ul style="list-style-type: none"> • Receiving teachers meet with current teachers and the SENCO to discuss personalised plans and any necessary adjustments eg work stations, personalised curriculum etc • All SEND records including Support Plans are passed on <p>Transition to secondary school</p> <ul style="list-style-type: none"> • Relevant school staff eg SENCO are invited to TAC meetings and Annual Reviews of children with SEN • SENCOs meet together and transfer SEN records of children • Parent Support Advisor provides extra support and visits for children with SEND

10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>A range of training is undertaken by all staff (including lunchtime supervisors)</p> <ul style="list-style-type: none"> • R-Time training • ASD awareness • Attachment awareness • TIS induction • First Aid • Child protection • Dyslexia Friendly strategies 	<ul style="list-style-type: none"> • Many TAs have completed training on Supporting effective classroom practice Teachers and TAs have also completed training in the following areas: • Dyslexia support • Dyslexia champions • Sensory processing in the classroom • Dyscalculia • Dyspraxia and DCD • Makaton • Speech and Language Therapy (SALT) training to work with SALT care plans • ASD awareness 	<p>Some staff also have additional training which enables them to offer specialist support:</p> <ul style="list-style-type: none"> • SENDCo attends regular network meeting • SENDCo holds the NASENCO award • Alternative communication eg Makaton • TIS practitioner training to address emotional needs • ‘Attachment and Trauma’ training • Training and support from Educational Psychologist in relation to the needs of specific individuals • Training for ASD Champions • Bereavement counselling training for pastoral support worker • Team teach training • TACPAC

Bude Primary Academy Graduated Approach to SEN

Quality First Teaching in the Classroom



ASSESS

If child is not making expected progress the Class teachers refers to the SENDCo who observes the child in class and undertakes assessments to identify need, register as a concern and discussion with child/parents



PLAN

Create a School Support plan of intervention/s, teaching strategies and referrals to outside agencies (if appropriate)



DO

Implement interventions/strategies/advice



REVIEW

Evaluate progress and impact of interventions/strategies and advice/recommendations with all involved including child/parents.



11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Support for Children:		
Penhaligon's Friends	Support for Bereaved children A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 http://www.penhaligonsfriends.org.uk
Children's Social Care		0300 1231116
Action For Children		0300 123 2112 ask.us@actionforchildren.org.uk
Support for Parents:		
Early help hub The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust. Staff within the Early Help Hub will decide whether the child / young person is eligible for support and which service is most appropriate. This is usually in discussion with the person making the request and / or young person / family. 01872 322277		
CAMHS Child and Adolescent Mental Health Services (CAMHS),	The service helps children and young people up to the age of 18 deal with emotional, behavioural or mental health issues	For referrals and enquiries contact the Children's Services Care Management Centre on: Tel: 01872322277 Email: earlyhelphub@cornwall.gov.uk
	support where families need it.	
Educational Welfare Officer	Support children's attendance	07969 479 506
Stratton Medical Centre Neetside surgery	Doctors surgeries	01288 352133 01288 270580
April Lodge Dentist	Dental Surgeries	01288 355355

Citizens advice bureau	Information and advice on a range of issues	0844 4994188 https://www.cabcornwall.org.uk
Housing help		0300 1234 161
Bude Town Council		01288 353576 http://www.bude-stratton.gov.uk/
Blanchminster Trust	The Blanchminster Trust charity provides help for Education, for People in Need and for the Community of Stratton, Bude and Poughill	01288 352851 www.blanchminster.org.uk
Bude Rotary Club		01409 255424
Bude Food Bank	Foodbank	01288488748
CAB debt help	Advice re debt	http://www.adviceguide.org.uk/
Children's activities:		
Scouts, Cubs and Beavers		Amanda Lovejoy 01288 321635- www.3rdbuderowanscoutgroup.co.uk
Swimming Splash		01288 356191
Budehaven Community Leisure		01288 353714
Recreation Ground		01288352515
Adventure International		08707775111
Harlequins		01288355366
Bude Surf club		01288 350007
Bude Sharks		web@budes sharks.co.uk
Bude Rugby club		01288354795
Bude Football club		Richard Pinkus 01288 355501

Cornwall's Local Offer

[Cornwall SEND Local Offer - Cornwall Council](#)

1. Pupil progress

How we assess and review pupils' progress towards outcomes, including how we work with parents and young people

Progress of all pupils is continually assessed by teachers and by pupils, and in addition is formally assessed and recorded each term. This progress data is analysed and reviewed by teachers and class TAs prior to the termly "Pupil Progress Meetings" where progress is analysed and discussed with the senior leadership team and SENDCo. Actions and interventions are drawn up based on this analysis and this is discussed with pupils and parents where relevant. Where it is considered that pupils may have Special Educational Needs the school graduated approach to SEND is used (see model above). Where a Special Educational Need has previously been identified parents and pupils are involved in formulating a plan and in reviewing the success of this. Progress of pupils with SEND is tracked in the same way as other pupils and in addition progress towards planned personalised targets and outcomes is monitored.

2. How we know how good our SEN provision is

How we evaluate the effectiveness of provision for pupils with SEN

We track the progress made by pupils with SEND against planned outcomes based on relevant aspirational yet realistic targets and also by comparing their progress with other pupils in the school and with like pupils in other schools.

We liaise with colleagues from other schools, colleagues from other professions and others and invite them to look at our provision with a critical eye. The Aspire Inclusion Team questions and challenges the SENDCo over SEND issues and decisions.

We attend relevant training to gather expert opinion and ensure that our provision is based on latest research and evidence and that it is effective. We make a regular audit of SEND provision and engage in continual reflection. Opinion is also sought from parents, pupils, teachers and TAs to support this.

3. If you wish to complain: *How we handle complaints about SEND provision*

We hope that any complaints will initially be raised with the class teachers and/or SENDCo and that we will be able to act together to make necessary improvements. The Headteacher is also available to speak with parents/carers and pupils who would like to discuss issues further. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice and support. They can be found at: <https://www.cornwallsendiass.org.uk/>

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Class teachers use continual assessment to identify the progress that children make and to determine when children have difficulties. Parents should also approach their child's class teacher if they have concerns about their child's learning. In the first instance please speak to your child's class teacher if you have concerns or contact the SENDCo.

Children who are following investigation, monitoring, assessment and perhaps need additional support to resolve their needs are placed on the Record of Need. Children for whom the need cannot be met without significant additional support and intervention would be assessed under the Education, Health and Care Plan process.

2. Who is responsible for the progress and success of my child in school?

The class teachers are responsible for the progress and success of all children in their class. The Headteacher is responsible for monitoring the success and progress within individual classes across the school. The SENDCo is responsible for monitoring provision for children with SEND for doing specific assessments, for giving advice and making referrals.

3. How will the curriculum be matched to my child's needs?

The curriculum is differentiated to meet the needs of all children. Children are grouped by ability and not age so that their learning needs can be met within the class teaching.

4. How will school staff support my child?

Needs will be identified, discussion with parents, interventions, assessments and if necessary external advice will be sought.

5. How will I know how my child is doing and how will you help me to support my child's learning?

There are 2 parent meetings throughout the year, an annual report and the opportunity for another parent meeting if you wish, at which progress and current attainment are shared with parents. The school has an open-door policy and parents can make appointments to see class teachers or a member of the Senior Leadership Team, to find out how their child is doing in school.

6. What support will there be for my child's overall wellbeing?

The school is aware that sometimes children with SEND can be the target of bullies, however, at Bude Primary Academy we pride ourselves on our inclusive policies and attitudes and the positive respect generally children give to each other. We have a wide variety of pastoral interventions available to children and the wellbeing and mental health of all children is always a priority.

7. How do I know that my child is safe in school?

Bude Primary Academy has a strong commitment to safeguarding its children and ensuring that they find school a happy, caring and safe place to be. Through our policies we give children opportunities to share any concerns they might have and encourage them to be open and honest about their feelings towards school.

8. What specialist services and expertise are available at or accessed by your school?

This is covered in the Services section above.

9. What SEND training have the staff at school had or are having?

This is covered in the Qualifications and Training section above (section 10)

10. How will my child be included in activities outside the classroom including school trips?

All children are given the opportunity to go on school trips and reasonable staffing and transport adjustments are made to ensure that there is equal access.

11. How accessible is the school environment?

Covered in section 8 and link to disability access plan

12. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Covered in section 9

13. How are the school's resources allocated and matched to children's special educational needs?

The Headteacher and SENDCo, along with the School Business Manager decides upon the allocation of resources dependent upon the identified needs within the school at any specific time.

14. How is the decision made about what type and how much support my child will receive?

Advice from the class teacher, the SENDCo, and external professionals consulted will be reviewed and shared with parents and a decision made as to the best course of action to meet the child's needs.

15. Who can I contact for further information?

Class teacher, Hannah Goodearl (SENDCo), Sarah Robinson (Head of School)

16. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

Contact the Headteacher or Aspire Inclusion team.

17. How is your local offer reviewed? This offer is reviewed annually or in line with changes to SEND legislation