



Bude Primary Academy - Juniors

SEND Information Report - Reviewed: September 2025



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 (SENDCos) 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, PRICE, 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 SENCO's role in each school is to offer advice and administrative support to class teachers, parents and other stakeholders.

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Mrs Hannah Goodearl is the Special Educational Needs and Disabilities Coordinator and Teacher of the ARB, Poppy Class, at Bude Primary Academy – Juniors

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Link to Special Educational Needs Policy

[SEND-Policy-ratified-12-Nov-24.pdf](#)

Link to Equality and Diversity Policy

[Equality and Diversity Policy v2- ratified
Oct 20](#)

Link to our school's Accessibility Plan/Policy

[Accessibility Plan 2025-2026](#)

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• 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. • We aim for every child in our school to have at least one trusted adult that they can speak to about anything. • Children complete formal and informal questionnaires and surveys during the school year. • All children complete a pupil passport as part of transition. • Pupil voice sessions are held regularly with the SENDCo. • Children are trained as “playtime buddies” to support the younger children at playtimes. • A lunchtime nurture club is available to support those children who find lunch breaks challenging.	• We have a dedicated Pastoral Support Worker who offers one to one or group support for children with a variety of needs. • We target additional pupil conferencing for children with SEND using structured interview sheets and use these to help to plan additional provision.	• Parents and children are invited termly to meetings to contribute to Individual Provision Maps (IPMs). • 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, TIS practitioner or Educational Mental Health Practitioner to address any social/emotional difficulties they may have. • Home/school link books are sometimes used to support communication with home.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• 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. • 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 newsletter and half-termly celebratory 'Splash' sent to all parents. • Half-termly year group curriculum letters sent out to all parents. • Information shared on school website, Facebook and Twitter page. • Parent questionnaires. • Parents are welcome to meet with the SENDCo to discuss any concerns formally or informally.	• '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, Autism Champion. • 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, Autism and Sensory Processing Disorder.	• 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 Education, Health and Care (EHC) Plans. • Daily home – school communication logs are used for some pupils. • Support for parents from school specialists (SENDCo, Family Support Advisor, Pastoral Support Worker, TIS practitioners, Autism Champion) together with external support services and agencies.

3. The curriculum

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• The school has a focus on all pupils having access to quality-first teaching, in the classroom, which meets the needs of all pupils – this includes incorporating strategies which are dyslexia friendly and support pupils with autism, sensory needs, communication needs etc. • 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 or scaffolded 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 WALTs and child led success criteria. • Quality marking and feedback. • Non-written tasks, recording/taping responses. • Feedback from assessments.	• Target interventions are carefully planned and carried out for pupils where gaps are identified. These interventions are planned to have as little time out of the classroom as possible, so that all pupils have access to the whole curriculum. • Pre-teach sessions for groups and individuals to support pupils to be prepared in advance for lessons. • Read Write Inc Phonics and Fresh Start programme, are used to support pupils who require further support with their phonics and reading. • Catch up programmes for Maths such as Power of One/Two. • Targeted use of specific software linked to curriculum need.	• Regular individual support programs including Read Write Inc, Precision Teach and the Power of One. • Sensory diets with provision for sensory needs including heavy muscle work or breaks for relaxation or movement. • Individual Timetables linked to IPMs or Individual Positive Behaviour Support 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 team. • Personalised visual timetables, especially for children with communication needs. • Task boards and visual prompts. • Talking tins, Widget, laptops, chrome books 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

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• Teachers have high expectations of all learners based on regular assessment and provide Quality First Teaching. • There is a clear 'Teaching and Learning' policy in place which identifies what this looks like in our school and is based on research into how children learn. • Teachers written and verbal feedback identifies next steps for learning • SENDCo updates the Record of Need every term and updates staff regularly at staff meetings. • Whole school training is provided to ensure level of understanding and expectations for children with SEND are consistent. • 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 – a TA strategy is in place, which identifies the role of a TA and the support they provide in the classroom. • There is a focus in school on developing oracy skills using 'Agree, Build, Challenge'	• Small group support is offered where children are: • Taught how to access and make use of relevant working walls, resources and other prompts to support and challenge them in their learning. • Pupils are sat in mixed ability groups and pairs during lessons. • Some children are 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, Autism Champion, TIS practitioners etc.	• Class teachers are responsible for ensuring that planning and provision meets the needs of all children with SEND. • Additional resources are provided to support learning e.g. 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, Autism 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 – we advocate for a team approach so these pupils are supported by the whole class team at various points throughout the day/week.

5. Self-help skills and independence

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• 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 as well as responding to verbal feedback throughout the lesson using 'purple polishing'. • Pupils are provided with a variety of self-help and metacognition strategies and are encouraged to take responsibility for their own behaviours for learning.	• Observations of children with SEND allow the SENDCo to advise class teachers and TAs how to support learning through appropriate scaffolding or/and 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. • Meet and greet from key staff 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.	• The Pastoral Support worker and TIS practitioner work 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 selfhelp skills. • The 'Incredible 5-point Scale' is used with some pupils to help them to understand their own emotions and how to regulate them effectively. • Appropriate resources are provided to ensure all children have opportunity to develop their independence including physical adaptations e.g. disabled toilet and hoist, electric doors, rails on steps.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• The school has a full time Pastoral Support Worker who works with staff and parents to identify and support pupils with health, wellbeing 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. • The 'Welfare Team' meets weekly to discuss support for pupils across the school. • The Family Support Advisor works closely with the Pastoral Support Worker and SLT. • 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 coding. • The SENDCo works closely with health workers including the School Nurse, CAMHs, Speech and Language Therapists, Occupational Therapists and Physiotherapists etc.	• Lunchtime nurture groups support children with an identified social, emotional or / and health need. • Staff identify pupils with health, well-being or emotional needs using the 'Boxall Profiling Tool' • Individual or group support is arranged for children with social, emotional or mental health needs with the Pastoral Support Worker, TIS practitioner or EMHP. • Guidance/Advice is provided by external agencies where needed e.g. School Nurse, GP, Speech and Language Therapist (SALT), Occupational Therapist (OT), Family Support Advisor (FSA)etc. • Nurture lunch clubs provide an alternative provision for children who need it.	• TIS assessments (and other tools such as Boxall Profiling) identify children who require support and a intervention is delivered within school by qualified TIS practitioners. • Anti-bullying ambassador supports pupils where allegations of bullying are made. • Referral for support from Family Support Advisor. • Referral/Support from CAMHS team (Child and Adolescent Mental Health Services). • Referral/Support from ASDAT. • Referral/Support Autism Support Team. • Referral for a TAC meeting if more than 3 agencies involved. • 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) etc. • Bereavement counselling sessions.

7. Social Interaction opportunities

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• Peer partnerships are used as a method of learning in class regularly. • All children are encouraged to attend after school clubs including dance, gym, cooking, gardening and art. • House events encourage pupils from different classes and age groups to interact	• 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, Autism Champion etc.	• Where a pupil is identified as having particular and significant barrier to social interaction, they 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).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
• Inclusive teaching. • All areas of the school are accessible to everyone. • All classrooms are wheelchair accessible. • 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, well maintained 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 Assessnet online assessment system. • Regular environment audits carried out using a checklist of what is expected in each class to ensure consistency across the school e.g. visual timetables.	• The ARB has a purpose-built sensory room which is well equipped and accessible to all. • Provision of resources to enhance independent learning including high frequency word lists and sound mats. • The ARB is a purpose-built classroom and an environment that is accessible and well resourced. • The Pastoral Support rooms are bright, well organised and inviting.	• 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 EHC plans or children who are judged to require a high level of support – we adopt a whole class approach so all staff within the class team support all the children. • 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. • Where needed adaptations are made to the environment and resources to all children to access the classroom e.g. individual visual timetables.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children 	Additional, targeted support and provision for groups of children 	Specialist, individualised support and provision for individual children 
<i>Transition to Year Three from the Infant School:</i> • Transition days with new class in summer term. • There is a robust transition program in place so that Year 2 children have various opportunities to visit the Junior school for assemblies, PE lessons etc. <i>Transition to a new class within school:</i> • Transition days are planned for all children in the summer term. • Receiving teachers spend quality time with current teachers to discuss the class. • Transition booklets are sent to children/parents in the summer term, outlining information about their new class. <i>Transition to secondary school:</i> • Two transition days are planned each summer term for Year 6 pupils go to visit the secondary school. Throughout the year 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.	<i>Transition to Year Three from the Infant School:</i> • For children identified with a particular need, additional school visits and meetings with parents can be arranged. <i>Transition to a new class within school:</i> • Receiving teachers meet with current teachers and the SENCO to discuss any children with particular needs. <i>Transition to secondary school:</i> • For children identified with a particular need additional school group visits are arranged, and practical aids such as school maps and preterm timetables can be offered. • Relevant school staff meet together and transfer records of children who have particular needs.	<i>Transition to Year Three from the Infant School:</i> • The Pastoral team and SLT 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. <i>Transition to a new class within school:</i> • Receiving teachers meet with current teachers and the SENDCo to discuss personalised plans and any necessary adjustments e.g. workstations, personalised curriculum etc. • All SEND records including Support Plans are passed on. <i>Transition to secondary school:</i> • Relevant school staff e.g. SENDCo are invited to meetings relating to children with SEND. • SENDCos meet together and transfer SEND 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

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A range of training is undertaken by all staff (including lunchtime supervisors). This includes; • R-Time training • Autism awareness • Attachment awareness • TIS induction and annual refresher • First Aid • Child protection • Dyslexia Friendly strategies • ADHD training	• Teachers and TAs have completed training on supporting effective classroom practice. Teachers and TAs have also completed training in the following areas: • Dyslexia support • Sensory processing in the classroom • Dyscalculia • Dyspraxia and DCD • Makaton • Speech and Language Therapy (SALT) training to work with SALT care plans • Autism awareness	Some staff also have additional training which enables them to offer specialist support: • SENDCo attends regular network meeting • SENDCo holds the NASENCO award • Alternative communication e.g. Makaton • TIS practitioners training to address emotional needs • 'Attachment and Trauma' training • Training and support from Educational Psychologist in relation to the needs of specific individuals • Bereavement counselling training for pastoral support worker • PRICE training

Services and organisations that we work with:

Organisation/Service	What they do	Contact details
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development. They work alongside schools to support them with meeting the needs of children and young people with SEND	Referral via SENDCo and Aspire Academy Trust
Speech and Language Therapy (SALT)	The SALT team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking or swallowing.	cpn-tr.enquiries@nhs.net or via SENDCo
School Nursing Team	School nurses provide confidential advice, support and health information. See School Nursing - Cornwall Council for more information.	01872 324261 hvsnadvice@cornwall.gov.uk Referrals can be made through SENDCo, Family Support Advisor or Early Help Hub
Early Help Hub	A triage team which allocates the most appropriate support – a number of services can be accessed through the Early Help Hub. See website for more info: Early help - Cornwall Council	01872 322277 earlyhelp@cornwall.gov.uk Parents can self-refer or referrals can be made via SENDCo, Family Support Advisor or other professionals
CAMHS including Primary Mental Health Team	Supporting and assessing children with emotional, behavioural and mental health difficulties. See website for more info: Child and Adolescent Mental Health Service (CAMHS) Cornwall Partnership NHS Foundation Trust	01208 834 600 cpn-tr.Enquiries@nhs.net Referrals can be made via SENDCo, Family Support Advisor or GP
Children's Mental Health Support Team	The Mental Health Support Teams work in partnership with schools to offer a range of mental health and wellbeing services to support children and their families. See website for more info: Mental Health	Referrals made via SENDCo or Family Support Advisor

	Support Team (MHST) Info for Parent/Carers : Headstart Kernow	
Royal Cornwall Hospital NHS Trust – Children’s Community Therapy Service (Occupational Therapy and Physiotherapy)	Children’s Community Therapy Service (CCTS) deliver Occupational Therapy and Physiotherapy treatment to children and young people who present with, or are being investigated for, neurological, neurodevelopmental, neuro-muscular conditions, atypical development and/or disabilities. Family Information Service Cornwall	Referrals can be made via SENDCo or GP if referral criteria are met.
Autism Spectrum Team	The AS Team work with children and young people aged 4-16 who have a diagnosis of Autism. Autism in Schools Team - Cornwall Council	Referrals are made through the SENDCo and Aspire Inclusion team
SEN Support Services	Made up of a number of teams who support children and their families with a variety of different needs: -Augmentative and Alternative Communication -Cognition and Learning -Hearing Support -Physical and Medical Needs -Vision Support -Communication Support	Follow link below for contact details for individual teams and eligibility criteria: Eligibility Criteria Referrals can be made via the SENDCo.
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
Multi-Agency Referral Unit (MARU)	The MARU provides a multi-disciplinary response to concerns about the welfare or	0300 1231 116

	safety of a child or young person in line with statutory guidance from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly. The multi-disciplinary team also provides advice and guidance to parents and professionals about the wide range of services available to children and families in Cornwall.	
Educational Welfare Officer	Supporting schools and families with school attendance	Contacted via school
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

Cornwall's Local Offer: [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 staff and by pupils, and in addition is formally assessed and recorded each term. This progress data is analysed and reviewed by class teams 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 SEND provision is

How we evaluate the effectiveness of provision for pupils with SEND

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 and scaffolded to meet the needs of all children.

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/carer 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 Aspire Finance team 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?

Child's Class teacher, Ruby Wheldon (SENDCo), James Pritchard (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 James Pritchard (Head of School) or Aspire Inclusion Team.

17. How is your local offer reviewed?

This offer is reviewed annually or in line with changes to SEND legislation.