Bude Primary Academy - Infants

SEND Information Report and Local Offer 2026–2027

Reviewed October 2026 | To be reviewed November 2027

Bude Primary Academy - Infants is a member of the Aspire Academy Trust. The school works closely with the Junior 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 educational needs and disabilities including: Autistic Spectrum Condition, Dyslexia, Dyscalculia, Dyspraxia, complex medical needs, complex physical needs, speech, language and communication needs, and social, emotional and mental health difficulties.

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: Team Teach, 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 scaffolding for all children including those with SEND. The SENDCos role in each school is to offer advice and administrative support to class teachers, parents and other stakeholders.

Aspire Academy Trust is following the 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.

Alison Moutrie is the Special Educational Needs and Disabilities Coordinator at Bude Primary Academy - Infants.

Key Policy Links:
- Aspire SEND Policy
- Aspire Equality and Diversity Policy
- Accessibility Plan

1. The Levels of Support and Provision Offered by Our School

Listening to and Responding to Children and Young People

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)

• Elected School Council, representing all age groups, meets regularly to make decisions and offer advice to leadership team. • Individual discussions between teachers and children form part of routine assessment. • Ready access to teachers, TAs, and other adults for all children. • Children complete formal/informal questionnaires and surveys during the school year. • Pupil voice sessions held regularly with the SENDCo. • Lunch time support offered to children who find lunch breaks challenging.	• Two TIS trained practitioners offer support. • Trained mental health practitioner comes into school to support groups of children.	• Parents and children invited regularly to meetings to contribute to Individual Personal Plans (IPMs). • Skilled TAs trained to communicate in different ways (Makaton, visual images, etc.). • Children with a range of communication needs supported by TAs. • One-to-one sessions with TIS practitioners to address social/emotional issues. • Home/school link books, Class Dojo, and Tapestry used to support home communication.

2. Partnership with Parents and Carers

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• Invited to meet staff and visit school before children start ('New parents meeting'). • Parent evenings held regularly. • Weekly 'Parent Group' meetings with Family Support Advisor. • Appointments available on request between termly parent/teacher meetings. • Active PTA and parent/carer volunteers welcome in school. • Weekly bulletin and celebratory assembly. • School Website and Facebook page; parent questionnaires. • Welcome to meet SENDCo to discuss concerns formally or informally.	• 'School Support' meetings held regularly for children with SEND (attended by parents, professionals, and child). • Regular Early Support meetings held for some families. • Support from in-school specialists: SENDCo, Family Support Worker, TIS practitioners, Family Support Advisor. • Themed coffee mornings (Behaviour, Dyslexia, ASD, Sensory Processing disorder). • Advice leaflets produced by SENDCo for parents.	• School Support meetings held regularly with parents, pupils, class teachers, TAs, and supporting adults. • Annual review meetings held at least once per year for statements / EHCPs. • Support for parents from school specialists together with external support services and agencies.

3. The Curriculum, Teaching & Learning

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)

• 'Inclusive Dyslexia Friendly' strategies used in classrooms. • Curriculum designed to be accessible to all, reflecting local area and children's needs. • Lessons scaffolded taking account of differing abilities/learning styles. • Working walls, word mats, and prompts targeted to support and challenge. • Clear progression and planned challenge; aspirational outcomes. • Quality marking and feedback (instant/verbal as often as possible). • Non-written tasks and recording/taping responses.	• 1-to-1 and small group additional teacher sessions. • Catch-up programmes for literacy (phonics/spelling interventions). • Targeted use of specific software linked to curriculum need. • Pre-teach offered by class teachers or TAs to groups/individuals. • Small group support for accessing toolkits and key vocabulary ahead of peers. • Regular relevant staff training on SEND needs.	• Regular individual support programs including Read Write Inc. • Sensory diets with provision for heavy muscle work or relaxation breaks. • Individual timetables linked to Support Plans or Behaviour Plans. • Personal Support Plans and Care plans for short/long term needs. • Speech and language practice activities following SALT care plans. • Personalised visual timetables, task boards, talking tins, ICT support, sloping desktops, fidgets, move/sit cushions, and weighted jackets.

4. Self-Help Skills and Independence

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• All areas of school accessible to everyone, including students with SEND. • Wheelchair accessible throughout. • Pupils provided with self-help strategies and encouraged to use them.	• SENDCo observations to advise teachers/TAs on task differentiation. • Children taught to access working walls and prompts. • Pre-teach of key vocabulary/principles to allow access to new subject matter.	• TIS practitioners work 1-to-1 to develop self-confidence. • Staff training for 1-to-1 support to ensure understanding of child's needs. • Physical adaptations provided (disabled toilet/hoist, electric doors, step rails).

5. Health, Wellbeing and Emotional Support

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• Follows Trauma Informed Schools (TIS) approach; all staff trained. • Two fully qualified TIS practitioners support pupils. • Family Support Advisor works closely with TIS practitioner and SENDCo. • Children taught how to live a healthy life; opportunities in sport, gardening, cooking. • Weekly wellbeing assemblies.	• TIS assessments identify children requiring support (Motional program delivered). • Individual/group support arranged with TIS practitioners. • Guidance from external agencies (School Nurse, Family Support Advisor, CAMHS, ASDAT, GP, SALT, OT). • Referral for Early Support or TAC.	• SENDCo works closely with school doctor, nurse, CAMHs, SALT, OT, Physiotherapists. • Application for Education Health Care Plan (EHCP) if appropriate. • 1-to-1 sessions/support to follow up SALT/OT care plans. • Bereavement counselling sessions.

6. Social Interaction & Physical Environment

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• Peer partnerships used regularly in class. • All children encouraged to attend after-school clubs (street dance, Lego, PE, football, basketball, hockey, Dance, Forest School). • Year 2 library group for quiet indoor time. • Rewards and sanctions system ('Golden tickets' / 'Oops' points). • Annual site safety reviews, Health & Safety audit, EEEC online risk assessments.	• Staff identify pupils finding social interaction difficult; TIS support arranged. • Visual timetables in all classrooms. • High frequency word lists and sound mats provided for independent learning.	• 1-to-1 support given by trained TA for pupils with significant needs/EHCP. • Reasonable adaptations and additional risk assessments undertaken for full inclusion. • Parents/carers invited to contribute to inclusion planning.

7. Transition from Year to Year and Setting to Setting

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• Transition to Reception: Summer term transition days, teacher visits to nurseries, welcome activity packs, visits to Reception, 'All About Me' boxes. • Transition within school: Planned transition days each summer term; receiving teachers spend quality time with current teachers. • Transition to Junior School: Planned transition days in summer term to spend time in new environment.	• Reception Transition: Additional school visits and parent meetings for children with identified needs. • Internal Transition: Receiving teachers meet with current teachers & SENDCo; Individual Personal Plans (IPMs) written/updated. • Junior School Transition: Relevant staff meet to transfer records; additional group visits and practical aids (maps, timetables).	• Reception Transition: Parent Support Advisor & SENDCo team up for extra support (additional visits, reduced timetable). • Personalised 'transition passport' and individual timetables provided. • Internal Transition: Personalised plans and adjustments (workstations, modified curriculum). • Junior School Transition: SENCOs meet to transfer records; Parent Support Advisor provides extra support.

8. SEND Qualifications of, and Training Attended by, Our Staff

Whole school approaches (Universal offer to all)	Additional, targeted support & provision (Groups of children)	Specialist, individualised support (Individual children)
• ASD awareness • TIS induction	• Dyslexia support • Sensory processing in the	• Regular SENDCo network meetings • TIS practitioner qualification

- First Aid
- Child protection
- Dyslexia Friendly strategies
- classroom
- Makaton
- Speech and Language Therapy (SALT) care plan training
- Dyspraxia
- ASD awareness
- 'Attachment and Trauma' training
- Educational Psychologist guidance for specific individuals
- Team Teach training

9. Aspire SEND Identification - Graduated Response

Bude Primary Academy follows the Aspire Trust Graduated Response framework: ASSESS -> PLAN -> DO -> REVIEW.

1. On Alert Monitoring: If a teacher has initial concerns regarding academic progress, C&L, C&I, SEMH or P/SN, an 'On Alert' record is logged on Arbor. Progress is tracked for 1-2 cycles while quality first teaching and classroom interventions are applied.
2. SEN Support (Record of Need): If a child does not make expected progress despite targeted interventions, a joint meeting with the SENDCo, class teacher, parents, and child is held. An Individual APDR (IEP) plan is created, targets agreed, and the child is registered on SEN Support ('k').
3. Review & Escalation: Review meetings take place 3 times a year (once per term). If consistent progress is made over 3 APDR cycles, the child may be removed from SEN Support. If higher needs persist, external specialist advice is sought, or an application for an EHCP assessment is initiated.

10. External Services and Organisations We Work With

Service / Organisation	What They Do	Contact Details
Penhaligon's Friends	Support for bereaved children & young people in Cornwall.	01209 210624 / penhaligonsfriends.org.uk
Children's Social Care	Support for children and families.	0300 1231116
Action For Children	Advice and practical help for young people and families.	0300 123 2112 / ask.us@actionforchildren.org.uk
Early Help Hub	Front door to Early Help services led by Cornwall Council & CFT.	01872 322277 / earlyhelphub@cornwall.gov.uk
CAMHS	Child and Adolescent Mental Health Services (up to age 18).	01872 322277 / earlyhelphub@cornwall.gov.uk
Educational Welfare Officer	Support with school attendance.	07969 479 506
Cornwall Autism Team	Support and advice with ASD diagnoses.	0300 1234101
Stratton Medical Centre / Neetside	Local GP surgeries.	01288 352133 / 01288 270580
April Lodge Dentist	Local dental surgery.	01288 355355
Citizens Advice Bureau	Information and advice on a range of family/debt issues.	0844 4994188 / cabcornwall.org.uk
Housing Help	Cornwall housing assistance.	0300 1234 161

Bude Town Council	Local community resources.	01288 353576 / bude-stratton.gov.uk
Blanchminster Trust	Community charity providing educational and hardship grants.	01288 352851 / blanchminster.org.uk
Bude Foodbank	Emergency food assistance.	01288 488748

11. Local Offer - Frequently Asked Questions (FAQs)

Q: 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 progress and difficulty. Parents should speak to the class teacher or SENDCo if they have concerns. Children needing ongoing investigation/support are placed on the Record of Need or assessed for an EHCP.

Q: Who is responsible for the progress and success of my child in school?

Class teachers are responsible for all children in their class. The Headteacher monitors progress across the school. The SENDCo monitors SEND provision, conducts specific assessments, and coordinates specialist external referrals.

Q: How will the curriculum be matched to my child's needs?

The curriculum is scaffolded and differentiated for all learners. Children are grouped flexibly to ensure learning needs are effectively met within class teaching.

Q: How will school staff support my child?

Needs are identified in partnership with parents. Interventions, assessments, and external professional advice are implemented as required.

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

There are two formal parent meetings annually, an annual written report, and additional requested meetings. We operate an open-door policy for parents to consult teachers or the Senior Leadership Team.

Q: What support will there be for my child's overall wellbeing?

Bude Primary Academy takes pride in an inclusive culture where positive respect is fostered. A wide variety of pastoral and TIS interventions are available, with child mental health treated as a key priority.

Q: How do I know that my child is safe in school?

We have a strong safeguarding commitment, open communication policies, and robust Health & Safety and EEEC risk assessment procedures.

Q: How will my child be included in activities outside the classroom including school trips?

All children are included in school trips. Reasonable staffing, accessibility, and transport adjustments are made to ensure equal access.

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

The Headteacher, SENDCo, and School Business Manager allocate resources flexibly based on identified needs across the school.

Q: Who can I contact for further information or if I feel the Local Offer is not meeting needs?

Contact your class teacher, Samantha Roberts (SENDCo), or Vanessa Holt (Head of School). You may also contact the Aspire Inclusion Team or Cornwall SENDIASS.