

St Buryan Academy



St Buryan Academy Primary School's 'Local Offer' for Special Educational Needs and Disability 2024-25

At St Buryan Academy Primary School we make sure we follow the Statutory Guidance for SEND and have made the opening statement of that document central to our SEND approach:

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives'.

St Buryan is a small village primary school where we know our pupils as individuals and where we aim to identify our pupils needs early and then make effective provision to improve the long term outcomes for all the children. All teachers and support staff are committed to ensuring that the children thrive and fulfil their potential. We provide a supportive environment making available the appropriate resources and accessing specialist equipment as required to ensure all children can access the curriculum. We strive to make reasonable adjustments to ensure all children with disabilities can be included on school visits and residential trips. Our professional staff have a wide range of knowledge and experience to personalise and remove barriers to learning, in order for each child to reach their potential

We have a graduated approach to the support offered to our pupils and we make sure that provision made for children with SEND is accurately recorded and their progress carefully monitored as part of the whole school assessment system. When the needs of a child cannot be reasonably provided from within the resources normally available to our school the Local Authority will conduct an assessment which may result in an Education Health Care (EHC) plan. An EHC plan will be based on co-ordinated assessment and planning which puts the child and their parents at the centre of decision making.

Our Early Years provision is on-site and we are able to offer comprehensive transition for children starting school, as well as working very closely with the local secondary schools to offer a transition programme for children moving into Year 7. We encourage parents to speak to their child's class teacher about any concerns they have with their child's learning. If you would like to discuss our school offer, or any further details, our Special Educational Needs and Disability Coordinator is Mrs Joanna Kwiatkowska joannak@stburyanacademy.org




Other people you may wish to talk to are: our Head teacher: Mr Joshua McDonald, or our SEND Governor: Mr Gary Anderson.

On the following pages our offer has been split into 3, the first column shows our approach to every pupil, highlighting our commitment to putting high quality teaching first in everything we do. The second column shows the provision for groups of children, whilst the third are those interventions tailored specifically to an individual child.


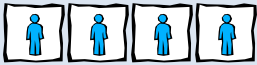

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>

The levels of support and provision offered by St Buryan School




1. Listening to and responding to children at St Buryan

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ The views and opinions of all pupils are valued. ✓ Some classes are small providing extra opportunity for regular conversation ✓ Regular Circle Time/ PSHE activities in Early Years and KS1 (Years 1 and 2) ✓ Pupil voice is heard through: <ul style="list-style-type: none"> ○ School Parliament ○ Questionnaires ○ Consultations and parents evenings ○ Pupil conferencing 	<ul style="list-style-type: none"> ✓ Pupils with SEND are included in all consultation groups ✓ Additional provision is developed in light of pupil's need 	<ul style="list-style-type: none"> ✓ Pupils play an active role in contributing to Individual Provision Map with SEN targets, as well as numeracy and literacy targets in the classroom. ✓ Pupils are supported in person centred planning and target and outcome setting. ✓ Pupil documents are presented in a format that is accessible to the child.




2. Partnership with parents and carers at St Buryan

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ St Buryan seeks to work in partnership with all parents and carers. ✓ A Parent Liaison Officer ensures Parents/carers know exactly who to contact if they have any concerns. ✓ The parents/carers of all pupils are invited to parent/pupil consultation meetings twice a year. ✓ Reports are sent home in the summer term ✓ The school reading record can be used to communicate between home and school ✓ Staff are available to check in with, at the start and end of the day. ✓ Weekly newsletters are sent home updating parents/carers about the latest information and dates. ✓ The school website enables parents/carers to understand more about what their child is learning. ✓ Information for parents, about topics and areas of learning, are given at the start of each term. ✓ Parents are encouraged to support their children in their homework. 	<ul style="list-style-type: none"> ✓ Parents are able to contact the school regarding concerns at any time. Appointments/enquiries can be made through the school office. ✓ Half-termly structured conversations to listen to the parents and support specific targets. ✓ Parents/carers may be invited to attend information sessions to enhance supporting their child at home. ✓ Our school website offers useful links to, for example, the Family Information Service in Cornwall. 	<ul style="list-style-type: none"> ✓ Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child. ✓ Parents/carers are supported in attending, and are actively involved in, all TAC/Early Support meetings and reviews. ✓ Parent/carer's views are an integral part of TAC/Early Support meetings and SEN reviews. ✓ All documentation is presented in a format that is accessible to individual parents. ✓ Parents are encouraged to support their child with one-to-one reading and other homework.




3. The curriculum at St Buryan

<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ The curriculum is designed to ensure the inclusion of all pupils. ✓ We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. ✓ All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. ✓ Barriers to achievement are identified early to allow effective provision to be put in place. On-going assessment of pupil's progress and attainment ensures all pupils make progress. ✓ A baseline assessment is carried out in Reception ✓ Pupils are assessed for their phonic skills at the end of Year 1. ✓ Pupils participate in SATS assessments in Year 2 and Year 6. ✓ Pupils participate in Multiplication Tables check in Year 4 	<ul style="list-style-type: none"> ✓ A small number of pupils have the opportunity to access a bespoke curriculum. ✓ Intervention packages are based on the individual pupil's specific needs. ✓ The progress of pupils taking part in intervention groups is assessed and reviewed half-termly. ✓ The intervention packages are adapted in light of pupil's progress. ✓ Small group intervention includes: <ul style="list-style-type: none"> - Literacy – reading, comprehension spelling, writing - Handwriting/fine motor skills - Maths - Speech and language - Social communication ✓ Special examination arrangements are put in place for SATs tests, for example, readers or extended time. 	<ul style="list-style-type: none"> ✓ Pupils are supported in accessing both in school and extra-curricular activities regardless of their SEN and/or disabilities. For example pupils with behavioural difficulties are given the support they need to access trips and residential camps. ✓ Pupils with additional needs and/or disabilities can access the curriculum with adult support or modification as appropriate. ✓ Children's interests and strengths are used to encourage engagement in their learning.




4. Teaching and learning at St Buryan

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Lessons are planned with differentiated learning objectives and success criteria to ensure the progress of all pupils. St Buryan uses a Quality First teaching and learning approach to ensure the progress of all pupils. ✓ Learning Objectives and tasks are displayed and differentiated to suit the needs of the pupils. ✓ Differentiated success criteria are displayed and discussed with the pupils. ✓ In-class targeted teacher and/or TA support as required. ✓ Students work is self-assessed (eg traffic lights in maths) and regularly marked. Pupils receive effective oral and written feedback – identifying what went well and the next steps forward to make it even better. ✓ Alternative ways of recording are used if required. ✓ Pupils are encouraged to become independent learners and to challenge /review their own work. ✓ Classes have rewards systems in place. 	<ul style="list-style-type: none"> ✓ Within the classroom, teachers act as lead professional. They are responsible for directing Teaching Assistants in their work with pupils. ✓ Class teachers and teaching assistant share information and lesson plans to ensure that pupils with SEND have targeted support and provision. ✓ Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> - Ensure understanding - Facilitate learning - Encourage independence - Keep pupils on task. ✓ If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher. ✓ Class teachers plan the deployment of other adults in their classroom to ensure that all pupils, including those with SEND, get their fair share of teacher time. 	<ul style="list-style-type: none"> ✓ When required, personalised and highly differentiated work is provided enabling independent learning. ✓ One-to-one support is in place for students who need more intensive support. ✓ IPMs and reviews track individual targets and progress. ✓ Advice and guidance is sought from outside agencies to inform and enhance teaching and learning, which includes Behaviour service, Hearing and Visual advisers, Autism Team, Educational psychologist, Dyslexia Team, Speech and Language, O.T. ✓ SEND Individual Provision Maps are working documents, used to inform teachers and parents of the pupil's strengths and needs. They provide targets for the pupils and are reviewed termly with input from the pupil, parent, teacher and SENCO. ✓ Specific training for staff




5. Promoting self-help skills, resilience and independence at St Buryan

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ St Buryan is a school, where emotional and social development and resilience is actively and sensitively supported. ✓ Pupils self/peer assess their understanding and work. ✓ Residential trips and educational visits develop pupils' independence. ✓ High expectations for all pupils ✓ Provision of suitable environment and resources to promote independent learning ✓ Modelling by adults and peers ✓ Opportunity for pupils to work independently and collaboratively ✓ Pupils are encouraged to use self-help strategies before asking an adult e.g. ask a friend, use resources on table or walls. ✓ Technology is available to aid independence. ✓ All classes have consistent routines and behaviour expectations which help promote independence. 	<ul style="list-style-type: none"> ✓ Teaching assistants in the classrooms help facilitate independence. ✓ Pupils have personalised equipment to help them learn, such as talking Tins, timers, number packs, time out signals/cards, visual timetables or similar. ✓ For many years we have run a social skills group which has gone under a variety of names. Some pupils maybe invited to this on an ad hoc basis to support others, or to be supported by a 'circle of friends'. This year (Sept 2018) we have put the formal social skills group on hold until Christmas in order to review the effectiveness of intervention and discussion within each class. Every class is testing a more structured class assembly / circle time on a Monday morning. 	<ul style="list-style-type: none"> ✓ Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with to provide strategies to empower them and promote their independence. ✓ Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. ✓ Personalised task boards and timetables are in place to support independence. ✓ Individual plans e.g. behaviour plans, IPMs target and promote self-help and independence. ✓ Pupil Profiles are shared with adults, parents and pupils. ✓ Some children may have a 'circle of friends' built around them to offer further support and understanding for their needs.




6. Promoting health, wellbeing and emotional support at St Buryan

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ A system of rewards and sanctions is in place across the school. Children are motivated by team points. ✓ St Buryan Academy has been awarded with a Healthy Schools status. ✓ Any concerns about individual pupils' health or well-being are raised with the Head teacher, Class teacher or Parent Liaison Officer. Information and strategies for support are shared at weekly staff meetings. ✓ The School Council obtains and debates views of pupils from across the school. ✓ Staff trained in Paediatric First Aid. 	<ul style="list-style-type: none"> ✓ A variety of active after school clubs are on offer such as: Football Club, Hockey Club. ✓ Each class has weekly swimming lessons during autumn and spring terms. ✓ Small group work may be carried out in to support pupils with sensory differences or to calm and sooth pupils when needed. 	<ul style="list-style-type: none"> ✓ Additional support from an Educational Psychologist is acquired when needed. ✓ Other outside agencies are involved when needed, for example: Speech Therapy, Occupational Therapy, Physiotherapy, Social Care, CAMHS, Dreadnought, Penhaligans Friends, Family Support Team. ✓ Pupils with specific medical conditions have individual health care plans. ✓ Guidance and advice from other agencies e.g. Occupational Therapist, Physiotherapist, hearing and visual support is incorporated into the classroom and other activities where appropriate.




7. Social interaction opportunities at St Buryan

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ All pupils have opportunities for social interaction across the school regardless of need or age. ✓ All pupils are invited on trips and visits, including overnight stays. ✓ Pupils have opportunities to interact with pupils from other schools. ✓ Pupils have the opportunity to meet with visitors to the school. Many comment on St Buryan being a happy and friendly school. ✓ In EYFS free flow learning creates opportunities for pupils to develop their social interactions. ✓ Year 6 prefects support pupils during play times. They encourage cooperative play, as well as being role models. ✓ Safeguarding is a priority at St Buryan. All staff have received safeguarding training, overseen by the Head Teacher who is the DSL ✓ All pupils take part in Christmas productions. 	<ul style="list-style-type: none"> ✓ Enrichment activities linked through Trust ✓ Older pupils are involved with 'paired reading' with younger students. ✓ Trained teaching assistant in 'Lego Therapy' for small groups. ✓ All pupils have the opportunity to be involved in Carol services and other performances. ✓ Year 6 prefects and School Parliament members may show visitors and prospective employees around the school. 	<ul style="list-style-type: none"> ✓ Pupils are individually supported by Teachers and/or TAs to enable them to join in with all school curricular and extra-curricular activities. ✓ Teachers and/or TAs use social stories with individual pupils. ✓ One-to-one speech and language sessions held for individual pupils. ✓ A 'circle of friends' may be put in place to support individuals as necessary.

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

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively ✓ There is a Designated Safeguarding Lead and Deputy SL and a Designated Child in Care teacher. ✓ All adults focus on rewarding good behaviour to promote a positive learning environment. ✓ Displays throughout the school promote positive learning outcomes. ✓ St Buryan School is accessible to all, including those with SEND. (e.g.: ramps suitable for wheelchairs and accessible toilet.) ✓ St Buryan school site is secure. Visitors need to sign in at reception and display identification at all times. ✓ The EYFS has a separate purpose built outdoor area. ✓ Appropriately sized tables and chairs and furniture for each class ✓ The school has a named Health and Safety Coordinator. 	<ul style="list-style-type: none"> ✓ Vulnerable pupils can access a quiet, supervised area when they are unable to cope at times. ✓ Toilets in the EYFS area are adapted by height. 	<ul style="list-style-type: none"> ✓ Specialist equipment can aid pupils' independence. ✓ An accessible toilet is available.

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</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ There are strong links with all feeder secondary schools. Pastoral leads are made aware of pupils who may need extra support at transition from primary to secondary. Key staff can meet with class teachers and Head teacher/SENDCo. ✓ Pupils visit secondary schools regularly for specific events. ✓ Taster days are held for pupils in years 5 and 6, 2 or more induction days for year 6 pupils and all pupils in year 6 are invited to attend summer school or weekend sessions in the Autumn Term depending on the feeder schools programme. ✓ There are planned class swap days in the summer term where all pupils meet their new teacher and spend time in their new classroom. ✓ New children and their parents are encouraged to visit the school before admission. ✓ Parents open days are arranged to allow them to meet the teachers and see the environment. 	<ul style="list-style-type: none"> ✓ Strategies are in place for pupils who are particularly vulnerable at transition. ✓ Identified pupils may have additional transition visits in smaller groups. ✓ A key-worker will be in place at the secondary school if required. ✓ If required a transition passport will be put together. (All children on the St Buryan School Record of Need have a IPM which covers their time at our school) 	<ul style="list-style-type: none"> ✓ SENDCos from the secondary schools are invited to attend year 6 annual statement and termly reviews (this can be earlier if needed). ✓ If the pupil has a keyworker they may visit them in primary school before supporting them in secondary school. ✓ Pupils have a structured and gradual transition package from setting to setting, which ensures they are familiar with routines, key members of staff, timetables, environment etc. ✓ The school SENDCos meet to transfer the Individual Needs files and relevant information. ✓ The School liaise with other agencies for vulnerable pupils joining, or leaving, St Buryan.

The SEND qualifications of, and SEND training attended by, our staff:

The SENDCo, Joanna Kwiatkowska, has completed the National Award for SEN Coordination (PGCert) Sep 2022 and regularly attends SENDCo / Children in Care network meetings to keep up to date with local and national changes.

The designated staff in school for child protection are: Joshua McDonald (Head Teacher) and Joanna Kwiatkowska (SENDCo).

Both the SENDCo and Head Teacher have had Tier 3 training on Safeguarding and Child Protection.

All long term members of staff have received training on:

- Dyslexia friendly practise
- Child protection
- Prevent anti- radicalisation training
- Anti- bullying
- FGM

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Social Care	Co-ordinate support for families with more complex difficulties	0300 1231116
Educational Psychology Service	Assess and make recommendations for children with more complex learning needs	01209 614175
Speech and Language Service	Support the school and parents/carers by assessing and setting targets for children with speech, language and communication concerns.	Children's Care Management Centre 01872 221400 / 01208 834488 childrens.services@cornwall.nhs.uk
CAMHS	Assess and make recommendations for children with emotional difficulties or mental health problems.	01872 321400
Family Support Team	Support families in the home when difficulties arise.	
Occupational Therapy Service	Assess and make recommendations	01872 252531

	to support children who are experiencing difficulties in the school environment	
Physiotherapy Service	Assess and make recommendations for children with physical difficulties.	01872 254531
AS Team	Support schools and families of children with a diagnosis of Autism Spectrum Disorder	0300 1234101
Penhaligans Friends	Offer bereavement support to affected children and families.	enquiries@penhaligonsfriends.org.uk 01209 210624 or 01209 215889

Frequently asked Questions

Please see below answers for some potential questions you may have about the school. Please do however contact us on 01736 810480 or at secretary@stburyanacademy.org should you need to find out further information regarding the School Offer.

• How does the school know if children need extra help?

All pupils at St Buryan School have access to Quality First Teaching in all classrooms regardless of their needs and abilities. Targets are set and progress is monitored half termly. There are two sets of parent interviews, the first in October and the second in the summer term, where the teacher and parents discuss progress. If a child does not meet targets and progress is not at the expected level the class teacher will talk to the Head teacher and parents to discuss what extra help may be required. All intervention groups are closely monitored on a half-termly basis. If the school and parents feel other support is needed the school has access to different outside agencies who can be called upon to conduct further assessments and give guidance as to how best to move the child forward. The school will use the 'Graduated Approach to 'Plan, Do, Assess and Review' to monitor the progress of pupils on SEN support

• What should I do if I think my child may have special educational needs?

If you are at all concerned about your child's progress in school or have other worries in a wider context then the first step will be to talk to your child's teacher. Following this the teacher will suggest a meeting with the school Head teacher where both yours and the teachers concerns can be discussed and a plan for the way forward can be put in place. We value the knowledge and contributions that

parents/carers bring to their child's education and always listen and act upon their concerns, if required. Meetings can always be arranged by contacting the school office.

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

Ultimately the Governors of the school are responsible for ensuring each child succeeds at St Buryan and makes good educational progress.

The Head teacher ensures that the policies and targets adopted by the Governing Body are incorporated into the curriculum and extra-curricular life of the school.

Class teachers have the day to day responsibilities for the progress and success of the children in their classes. All adults in the school contribute to the progress and achievement of all the children.

The SENDCo will support teachers to ensure that the needs of all children on SEN support are met within the classroom.

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

St Buryan School staff work hard to ensure the curriculum provides breadth and depth and fully supports the learning needs of all our pupils. Through detailed planning the school provides challenge within all learning outcomes, whatever the level your child may be working at. The school follows and delivers the National Curriculum and every pupil has access to this through careful, differentiated planning.

• How will school staff support my child?

All staff at St Buryan School have a responsibility to support every pupil from the Early Years to Year 6. The class teacher is responsible for the achievement and progress of your child on a day to day basis. Teaching Assistants in every class support the teacher in delivering the curriculum as well as providing additional support to ensure the health, safety and well-being and social development of all pupils.

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

The school has several ways to report your child's progress to you. All children have reading diaries or similar which go home every day and parents have the opportunity to write comments in these.

Parent consultation evenings are held in the Autumn and Summer terms where you have the opportunity to discuss your child's progress and to look at their current learning targets. If you wish to have information regarding your child at other times you are always welcome to speak to your child's teacher, the school requests that you do this at the end of the day or make an appointment at the school office.

Children with additional needs and those with a Statement of Need/EHCP will have reviews, at least termly, one of which will be the Annual Statement Review, when the SENDCo and other professionals involved will review and plan for the following year. At the end of each term the school produces reports for parents/carers. These reports outline the learning outcomes designed for each curriculum area your child has followed and are written by the class teacher in consultation with the SENDCo and include current levels for reading, writing and maths.

Each Class produces a curriculum plan to inform parents of the subjects they will be studying throughout the term and includes other information to help you support your child in school. Homework includes activities that you can choose to do with your child and again consolidates their learning in school.

• What support will there be for my child's overall well-being?

St Buryan School believes in a 'rounded education' and children's emotional health and wellbeing are as important as their academic attainment and progress. The school ensures therefore that, if required, extra support can be put in place for difficulties with behaviour, communication, social or physical needs. Two members of staff are trained to deliver 'Team Teach'. The learning environment is very important and the school does its best to accommodate individual, more specific learning needs e.g. designated 'safe spaces'.

The individual physical needs of some pupils can be addressed, following input from outside experts e.g. Physiotherapists, Occupational Therapists, Visual/Hearing Advisers and Speech and Language Therapists. Where applicable pupils will follow their personal plan which is incorporated into their timetable on a daily basis if required. Medical needs are addressed through individual medical plans and the school nurse visits St Buryan when needed to see pupils and to support staff.

Behaviour needs are addressed through consultation involving parents, class teacher and SENDCo to discuss the difficulties and may result in a Positive Behaviour Plan being drawn up and reviewed half termly. Positive behaviour is rewarded following the school behaviour policy. Some members of staff are trained within Team Teach protocols to ensure, only if required, safe handling of pupils. All behaviour and safety issues are monitored by the Governing body.

The school organises and attends TAC (Team Around the Child) and Early Support meetings. Designated members of staff attend Core Group meetings with parents/carers and multi-agency teams to help support pupil's well-being.

• How do I know my child is safe in school?

All staff at St Buryan receive Tier 2 Safeguarding training. The Head teacher is the Designated Child Protection Officer (DCPO) and there is a Deputy Designated Child Protection Officers (DCPO). Safeguarding leaflets are available in the school and induction meetings carried out by the Head teacher ensures all adults are aware of our safeguarding procedures.

Safeguarding protocols are governed by the Safeguarding policy of the school. It is the responsibility of the Governing Body to ensure the safeguarding policy is up to date and meets all statutory guidance and the school is following all the expected protocols. There is a named Safeguarding Governor who has received the appropriate training.

The school has a fully qualified first aider holding the First Aid at Work certificate and members of staff are trained in Emergency First Aid. Class teachers are trained in Paediatric First Aid.

St Buryan School undertakes risk assessments required for all out of school activities; these are monitored by the Health and Safety Officer who is employed by the school. Leaders of the activities are responsible for ensuring that all the appropriate risk assessments are in place before the date of the visit.

The Health and Safety officer monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. The H&S Officer produces detailed reports and relevant action plans to ensure the school building is fit for purpose and is compliant within all health and safety regulations.

The school holds all personal information in regards to its pupils in a secure office in a locked cupboard or filing cabinet. This information includes the telephone/contact details for the parent/carers/next of kin. It is the parents/carers responsibility to inform the school of changes to these details.

Visitors to the school are requested to report to reception on arrival, sign in the visitor's book and receive a temporary identity badge to be worn for the duration of the visit. All staff and volunteers have up to date DBS checks.

There is a clearly defined drill in the case of a fire and 'fire practices' are held termly for the whole school at undisclosed times to make sure everyone on the premises knows what to do and where to go. The school has named fire officers who have received the appropriate training. All fire equipment is regularly checked and maintained.

The Children and families Act 2014 requires the Governors of the school to make the appropriate arrangements to support any pupils at the school with medical conditions. It requires that school leaders draw up a medical plan for these pupils and that the school will be in contact with any health and social care professionals, pupils and parents/carers to ensure that the needs of pupils with medical conditions are effectively supported. St Buryan school works with a wide range of professionals (see below) who attend TAC and early Support meetings and will be involved in drawing up the new Education, Health and Care Plans which will replace existing Statements of Need.

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

St Buryan School works with a wide range of health professionals and multi-agency teams who help us to support any pupils in school that may have already been identified with a need and to help with assessments and guidance for those pupils that are not making the expected progress and are causing concern. The parents/carers are involved at every stage of these assessments.

Please see the section 'Organisations we work with' for a more detailed list.

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

The School Improvement Plan is drawn up every year and highlights the areas to be improved during this time. The school is also required to conduct an annual Performance Management cycle for all staff. From these documents, training for the whole staff and for individuals is identified and acted upon.

There is also a specific SEND action plan which follows the SEN Code of Practice concept of 'assess, plan, do, review' and allows St Buryan to identify and then address the key issues facing our pupils.

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

St Buryan is a fully inclusive school and all pupils have the opportunity to join in whole school, curriculum and off site activities, including educational visits and camps, regardless of their needs. Parents/carers will be notified of all educational visits and camps by letter. All children are encouraged to go on these trips but if for some reason a parent/carer do not wish their child to participate in a planned visit/camp they will be asked to notify the school in good time so alternative arrangements can be made. The school may need to ask for voluntary contributions for such visits.

The education out of school policy requires robust risk-assessments to be carried out before each planned visit; these help support the health, safety and well-being of all pupils and staff undertaking educational visits out of school. Some visits e.g. camps will require additional measures to ensure that the health, safety and well-being of all pupils, including those with additional needs are catered for.

Parents/carers are not allowed to take their children on holiday, or out of school, during term time. If, in exceptional circumstances children have to be taken out of school parents/carers must fill out a form which can be obtained from the school office. Parents/carers are advised that they are not able to take their children out of school until the form has been returned and agreed. Any child taken out of school without permission from the Head teacher will be marked as an unauthorised absence.

• How accessible is the school environment?

The front part of St Buryan School is an old building with a few steps down to the newer hall / canteen area. An accessibility audit has been carried out and The Health and Safety officer reviews the accessibility plan on a regular basis and submits this to the Governing body. All areas of the school have step free access.

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

Children starting school in the Early Years classes will have pre-arranged visits during the summer term, some including their parents/carers. Those children that attend the school nursery also access many whole school activities. Information meetings for parents/carers will also be held in the summer term prior to the children starting in the September.

The SENDCo spends time with the new class teacher going through any extra information and adaptations that may be required.

Transitions between Year 6 and Secondary school includes pre-arranged visits/activity days to the schools in St Just / Penzance before final requests for places have to be submitted. Once County have allocated the places all pupils will have further visits to the school they will be attending the following September. For those pupils with additional needs all secondary schools offer pre-arranged extra visits/activities in smaller groups.

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

All pupils at St Buryan School follow the National Curriculum. For those with additional needs assessments will have identified the extra resources/adaptations that will be required in order for those pupils to fully access and progress in their learning. Each pupil will receive the support matched to their level of need.

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

At St Buryan any decisions made about the type and how much support a child needs will be made with the child's teacher, the Head teacher, parents/carers and any outside professionals that are required.

All children have access to 'quality first teaching' in the classroom and levels will be monitored half-termly. If a child does not progress at the expected rate they will be put on SEN Support and will follow the Graduated Approach of Plan, Do, Assess, Review. If after following this the progress continues to be of concern the decision may be taken to go for a 'single assessment' which could, in turn, lead to the child having an EHCP (Education, Health and Care Plan). The EHCP will determine the support the child needs. For those children not on an EHCP the Head teacher will each year, according to the budget, allocate appropriate support to the individual/group needs of each learner and their teachers.

• What are the roles of the school governors and the Headteacher?

All schools have a governing body whose job it is to set the aims and objectives of the school, setting policies and targets and reviewing the progress/achievement of these. The governors of the school act as a 'critical friend' to the Head Teacher by providing advice and support. St Buryan School has a strong, active and supportive governing body.

The Head teacher is responsible for the internal organisation, management and control of the school as well as advising on and implementing the governing body's aims and targets. The Head will formulate aims and objectives, policies and targets for the governing body to consider adopting; once adopted to report back to the governors on progress towards these at least once a year.

The full governing body meet on a regular basis.

The governing body is made up of different people with varying interests and skills and includes both staff and parent governors.

Staff Governor (other than the Head) elected by the school staff and must be paid to work at the school.

Parent Governors can either be elected by parents of children at the school, or if insufficient numbers are elected can be appointed by the governing body to fill any remaining vacancies.

• Who can I contact for further information?

For further general information on our provision parents/carers can contact the school secretary who will either answer the queries or make an appointment with the relevant member of staff. Tel: 01736 810480 or via e-mail secretary@stburynacademy.org

For information specifically concerning our Special Educational Needs provision please contact the secretary to make an appointment with the SENDCo, or the Head teacher.

Other information can be obtained through the school website at <http://www.stburynacademy.com>

• What should I do if I feel the School Offer is not meeting my child's needs?

Parents/carers who feel that the School Offer is not meeting their child's needs are asked to do the following to help address their concerns:

- In the first instance take their concern/key issue to the class teacher and the class teacher will then feedback this information to the Head teacher.
- Following this a meeting with the Head teacher can be arranged.
- The key issue/concern could also be raised at a review meeting (a school review, TAC or early Support meeting).

If parents are not satisfied their concerns have been addressed they can write to the Chair of Governors.

- The Chair of Governors can be contacted via the school. Correspondence needs to be addressed to the Chair of Governors and should be marked as confidential.
- The school has a complaints policy which can be found on the school website.
- Contact the Special Educational Needs panel at County Hall Truro, Treyew Road, Truro, Cornwall TR1 3AY

<ul style="list-style-type: none">• How is your School Offer reviewed?
<p>From September 2014 it is the responsibility of the Governing Body to review the School Offer in consultation with the Head teacher. This will happen at the beginning of each academic year at a full Governors meeting. If the offer needs to be reviewed during the academic year it will be the responsibility of the Head teacher to place this on the next full Governors agenda for their full consideration.</p>