



**Bude Communities'  
Schools' Trust**

working together

Bude Infants // Bude Juniors // Budehaven // Jacobstow Primary  
Kilkhampton Junior & Infants // Marhamchurch CE Primary  
St Marks CE Primary // Stratton Primary // Whitstone Primary

## Bude Junior School Our Special Educational Needs (SEND)

Bude Junior School is a member of the Bude Communities' School's Trust.

The Bude Communities' Schools' Trust (BCST) Special Education Needs and Disabilities (SEND) team are, in both vision and practice, committed to inclusion of all children.

The schools who are members of the BCST work with children who have a range of special education need and disability including: Autistic Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Dyspraxia, complex medical need, complex physical need, speech, language and communication needs (SLCN), social, emotional and mental health difficulties (SEMH).

Within the resources of the schools we have expertise in meeting the needs of these children and we share this expertise through close and regular communication. The BCST head teachers and the Special Educational Needs Co-ordinators (SENCOs) meet regularly to share ideas, resources, knowledge and skills.

Staff within the BCST schools have had training in a wide range of different areas of SEND support including: ASD (we have several ASD champions), Team teach, TEACCH, Speech, Language and Communication development, Language for Learning, 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. These skills are shared between schools when the need arises.




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

**Mrs Tanya Banks** is the Special Educational Needs and Disabilities Coordinator




It is the responsibility of the class teacher to ensure that Quality First Teaching meets the needs of all pupils, including those with Special Educational Needs.

# The levels of support and provision offered by our school




## 1. Listening to and responding to children and young people

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




## 2. Partnership with parents and carers

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




### 3. The curriculum

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




## 4. Teaching and learning

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision for groups of children</p> 	<p>Specialist, individualised support and provision for individual children</p> 
<ul style="list-style-type: none"> <li>• Teachers have high expectations of all learners based on regular assessment and provide Quality First Teaching</li> <li>• Teachers' planning takes account of differing learning styles - VAK</li> <li>• Teachers written feedback identifies next steps for learning</li> <li>• Children work towards individual targets</li> <li>• SENDCo updates the Record of Need every term and updates staff weekly at staff meetings</li> <li>• Whole school training is provided to ensure level of understanding and expectations for children with SEND are consistent</li> <li>• The school has 'Inclusive Dyslexia Friendly' Status</li> <li>• The SENDCo attends the SENDCo Network meetings and updates staff when relevant</li> <li>• The SENDCo and the SEN Governor regularly carry out 'SEND Learning walks'</li> <li>• TA meetings are held weekly and relevant training offered regularly</li> </ul>	<p>Small group support is offered where children are:</p> <ul style="list-style-type: none"> <li>• Taught how to access and make use of relevant working walls, "toolkits" and other prompts to support and challenge them in their learning</li> <li>• Grouped according to need for targeted specific small group teaching from both teachers and TAs sometimes in class and sometimes in quiet areas outside the main classroom</li> <li>• Children are often Introduced to key vocabulary ahead of their peers in "Pre Teach" sessions</li> <li>• 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 SENCO, ASD Champion, Dyslexia Champion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers are responsible for ensuring that planning and provision meets the needs of all children with SEN</li> <li>• Additional resources are provided to support learning e.g. Dragon Speak software, Pastoral support, Rapid Read, Springboard with TA, toe by toe, power of two, move and sit cushions, sloping desktops, weighted jackets, fidgets, chewy stixx, coloured overlays, stabilo pens/pencils, stress balls, talking tins, task boards, visual prompts, red cards, emotional indicating flip books, beanbags, gym balls, spin dish and music therapy sessions</li> <li>• 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 SENCO, ASD Champion etc.</li> <li>• Children may work alongside their peers on a modified curriculum or may work on a personalised learning programme devised with professional support and advice</li> <li>• Additional adult support is provided for children with Statements / Education Health Care Plans as well as for children who have been identified as having a high level of need</li> </ul>




## 5. Self-help skills and independence

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

## 6. Health, wellbeing and emotional support




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

## 7. Social Interaction opportunities




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






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

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

## 9. Transition from year to year and setting to setting

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

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

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

## Bude Junior School Graduated Approach to SEN

Quality First Teaching in the Classroom



### **ASSESS**

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



### **PLAN**

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



### **DO**

Implement interventions/strategies/advice



### **REVIEW**

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



## 11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Support for Children:</b>		
Young Carers	Kernow Young Carers is an Action for Children project and is committed to working with children and young people to make the caring role a more positive experience by offering support, information and guidance, activities and trips, short breaks, school groups, training and educational sessions and local young carers forums.	Liz Digweed 07834006454 <a href="http://kernowyoungcarers.org">http://kernowyoungcarers.org</a>
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 <a href="http://www.penhaligonsfriends.org.uk">http://www.penhaligonsfriends.org.uk</a>
Kooth	Young people in Cornwall have access to a free counselling service	08453 307 090 Mobile: 07702 812 638 Email <a href="mailto:aaron@xenzone.com">aaron@xenzone.com</a> <a href="http://www.kooth.com">www.kooth.com</a>
Youth Work		<a href="mailto:csfenquiries@cornwall.gov.uk">csfenquiries@cornwall.gov.uk</a>
Children's Social Care		0300 1234 101
Action For Children		01726 815005
<b>Support for Parents:</b>		
Stratton School Breakfast Club	Provide breakfast and supervision in school 8am onwards	01288 353196 <a href="http://www.stratton.cornwall.sch.uk">http://www.stratton.cornwall.sch.uk</a>
Stratton School Walking Bus	Provide support with walking to and from school	01288 353196 <a href="http://www.stratton.cornwall.sch.uk">http://www.stratton.cornwall.sch.uk</a>
School Nursing team		01288 287722
Health visitors		01288 287742
Parent Support Advisor		07772296182
Family Information Service	The website contains a wealth of useful information for families	0800 587 8191 <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a>
Community Children's Nurse		01237 426324 or 07789903106
CAMHS Child and Adolescent Mental	The service helps children and young people up to the age of 18 deal	For referrals and enquiries contact the Children's

Health Services (CAMHS),	with emotional, behavioural or mental health issues	Services Care Management Centre on: <b>Tel:</b> 01872 221400 <b>Email:</b> <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a>
Family Support	Family Support - can help you with bedtime routines, mealtime routines, advice on getting ready for school, understanding your child's behaviour and how to respond, point you in the right direction for housing, benefit and debt advice, information about work or training. We help you tackle the things that are problems for you; sometimes we introduce you to other professionals with the expertise to better meet your needs.	0800 587 8191 Via <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a>
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	07968 992126 Via <a href="http://www.cornwallfisdirectory.org.uk">http://www.cornwallfisdirectory.org.uk</a>
Educational Welfare Officer	Work with families to support school attendance	01872 326530
Stratton Medical Centre Neetside surgery	Doctors surgeries	01288 352133 01288 354444
April Lodge Dentist	Dental Surgeries	01288 355355
Bude Children's centre	Sure Start children's centres are designed for children under five and their families to receive high quality integrated services and information within their communities. Children's centres offer services to give children the best start in life and help them reach their potential.	01288 353968 Broad Close Hill, Bude, Cornwall EX23 8EA
Bude After School Club/Holiday club	After school and holiday childcare	<a href="http://budeafterschool.webs.com/">http://budeafterschool.webs.com/</a> (Kelly Williams 07778553416)
Bude Oasis Group	Oasis groups are for parents, carers, or grandparents of disabled children or young people with any impairment or condition. They are free, friendly and informal sessions that are held on a regular basis. You can attend with your child, siblings, or simply on your own.	For more information please call 01872 302411 or just pop in for a chat to Bude Children's Centre, Broad Close Hill, Bude, Cornwall EX23 8EA
Daisy Chain	A support group who meet on the first Tuesday of the month, 10:30 – 12:30, at Fudgie Wudgey Cupcakey, Bude	<a href="mailto:Kirsty.Luxton@cornwallrcc.org.uk">Kirsty.Luxton@cornwallrcc.org.uk</a>
<b>Living support:</b>		
Council help		0300 1234 100
Stop Smoking	Support for smokers wishing to stop smoking	Julia Bright 07875266349
Energy help	Cornwall's Independent Energy Experts	Freephone advice line: 0800 954 1956

		Direct line: 01209 614975 ext 9213 Mobile: 07976 490956 Website: <a href="http://www.cep.org.uk">www.cep.org.uk</a>
Health Trainer	Health trainers help people to develop healthier behaviour and lifestyles in their own local communities	07824417555
Citizens advice bureau	Information and advice on a range of issues	0844 4994188 <a href="https://www.cabcornwall.org.uk">https://www.cabcornwall.org.uk</a>
Housing help		0300 1234 161
Counselling support		BEME 01579 373700
Adult social care		0300 1234 131
Bude Town Council		01288 353576 <a href="http://www.bude-stratton.gov.uk/">http://www.bude-stratton.gov.uk/</a>
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 <a href="http://www.blanchminster.org.uk">www.blanchminster.org.uk</a>
Bude Rotary Club		01409 255424
Bude Life Centre	Christian community and conference centre Foodbank	01288 359714 <a href="http://www.budenewlifecentre.org/">http://www.budenewlifecentre.org/</a>
CAB debt help	Advice re debt	<a href="http://www.adviceguide.org.uk/">http://www.adviceguide.org.uk/</a>
<b>Children's activities:</b>		
Scouts, Cubs and Beavers		Amanda Lovejoy 01288 321635- <a href="http://www.3rdbude-rowanscoutgroup.co.uk">www.3rdbude-rowanscoutgroup.co.uk</a>
Scouts, Cubs and Beavers		Annie Winsland 07576183622
Boys Brigade		Gladys: on 01566 781346 or email: <a href="mailto:gladys.jose@btconnect.com">gladys.jose@btconnect.com</a>
Swimming Splash		01288 356191
Budehaven Community Leisure		01288 353714
Recreation Ground		01288352515
Adventure International		08707775111
Harlequins		01288355366
Bude Surf club		01288 350007
Bude Sharks		<a href="mailto:web@budesharks.co.uk">web@budesharks.co.uk</a>

Bude Rugby club		01288354795
Bude Football club		Richard Pinkus 01288 355501
Bude Hockey club		Alan Muller Tel: 07814306848
Bude Youth Theatre		Richard- 01288 356537
CJS Dance school		<a href="mailto:cjenkins01@hotmail.com">cjenkins01@hotmail.com</a> and 07792577537
Amanda Brook Dance		07811 290923
<b>Trust School contact details:</b>		
Budehaven Community School		01288 353271
Bude Infants School		01288 353798
Bude Junior School		01288 352731
Jacobstow school		01840 230337
Kilkhampston school		01288 321259
Stratton school		01288 353196
Whitstone school		01288 341241
Marhamchurch School		01288 361445
St Marks Morwenstow		01288 331395

### **Cornwall's Local Offer**

This can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>