



The development of Cury School as a SEN Primary School partner of Nancealverne School and member of The Special Partnership Trust.

Frequently Asked Questions – version 4

1. What ages of children will attend the school and how many pupils will be at the school?
The school will be for Primary age children between 5 years and 11 years old. At capacity there will be 25 pupils at the school, though there will be a phased increase in the number of pupils from an anticipated 8-10 children in the first year.
Cury School will operate as a satellite provision of Nancealverne School. It will be a school with pupils placed at the school, who are on-roll at Nancealverne School. Cury School will not be an alternative-provision.
2. What curriculum will the school adopt to meet the needs of pupils?
The school will offer a full Key Stage 1 and 2 National Curriculum, with a trauma informed therapeutic approach to a holistic curriculum which will be tailored to meet the personalised learning objectives for each pupil, with a focus on communication, interaction and breaking down barriers to learning. The school will ‘draw on’ resources from other Trust special schools and partners.
What will the needs be of pupils that attend the school?
The pupils that attend the school will have special educational needs and an Education Health and Care plan. Pupils will have significant barriers to learning, which could include; speech language and communication needs, finding developing relationships and interaction with adults and their peers difficult, having traumatic experiences during their childhood. Pupils would be achieving academically in-line with their peers in mainstream school given the right educational and therapeutic environment.
How will the school offer meet the needs of pupils alongside the academic curriculum?
The school will provide a holistic blended educational and therapeutic provision to meet individual pupil’s needs.
Is there a typical profile for children and young people with SEMH needs, in use on EHCP’s?
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
3. Will the school be a day to day school, or residential school?
The school will be day to day, community Primary SEN school with a proposed opening times of 8.45am – 3.30pm Monday-Friday
4. What is the demand for the school?
Demand for places at the school is high, particularly in the areas that the school will serve, which are west and mid Cornwall.
Will the high demand for places at Cury School impact on the number of pupil places available at Nancealverne School?



No, the allocation of places for pupils at Cury will not impact on the available places at Nancealverne. Pupils that attend Cury would not be provisioned for at Nancealverne, though both special schools, each provision will match the needs of two different cohorts of children. Cury will be a provision tailored to meet the specific needs of SEMH pupils, whilst Nancealverne is tailored to meet a broader range of SEN needs.

5. What is the POR / admissions policy for Cury School?

When full Cury school, will have 25 FTE pupils. All children will have an EHCP and admissions/commissioning of placements and services will be through Cornwall Council in partnership with the leadership team at the school and SPT.

How is the per-pupil funding amount calculated?

The Trust and LA are in discussion to establish the per-pupil funding amount.

How will the school remain financially sustainable?

The Trust and school leadership will work in partnership with the LA to ensure that adequate per-pupil funding remains in place to maintain a high-quality specialist provision that meets the needs of individual learners.

What will happen if the funding required is not available to open the school?

If the funding required to ensure a high-quality safe specialist provision for pupils at the school is not available, opening will be delayed until the required funding is in place.

6. When will the school open?

The school will open in the autumn term 2023. Between September and December 2023 depending on building / refurbishment, the needs of the pupils and the length of the transition plan.

Is school opening still on track for this date?

Currently the target opening date for the school is late in 2023.

Are there other schools like this in Cornwall?

No, currently Cury School and Bosvena School will be the first SEMH special schools to open in Cornwall.

7. Will the school have a headteacher?

The proposal for the school is to have a Head of Provision. The post will be at the same level as a DH/T and will be an integrated part of the existing Nancealverne School Leadership Team, drawing support and capacity across the Trust.

The Trust is accountable for the school and its performance. The Trust will be responsible for the quality assurance of the school. The Headteacher at Nancealverne School and the Head of provision at Cury School will be responsible for the day-to-day operation of the schools.

8. Will the school have a governing body?

The school will have governance representation on the Nancealverne Governing Body and integrate into the existing Trust leadership & governance model. The school will have a parent forum, a permanent member of this forum will be a governor at Nancealverne School.

What are the options for local governing body models?

As well as the option above, the school could potentially have its own local governing body with a sitting governor on both Cury and Nancealverne LGB.

Should the school have its own LGB?

The school could have its own LGB that is integrated with Nancealverne LGB. This is an option being considered.



How do LGB's work as part of the Trust?

Local governing bodies have a single focus on school improvement in their local setting. They monitor, challenge and support schools in achieving outstanding learning. They represent the views and experiences of pupils, staff and families.

LGB's at Trust schools have the delegated functions of working with Trustees and school senior leadership to ensure; pupil and staff wellbeing; quality of the school offer, pupil progress, position of school in the local community.

9. How will the school reflect the partnership with the Diocese?

The diocese and The Special Partnership Trust have agreed that the Christian ethos and foundation of Cury School will be clearly maintained – we will do this through governance, whereby the Diocese of Truro will become an integral part of the Trust as well as the school, and also through an ongoing relationship for the school with both the diocesan education team and the local parish / deanery team. Deanery plans for Kerrier have shown that working with children and young people is a key area of focus and we will be seeking ways in which Cury can become part of that work.

How will the look and feel of the school reflect the partnership with the Diocese?

The Trust in partnership with the Diocese will develop displays in community spaces in the school to promote spiritual, moral, cultural, mental and physical development of pupils.

How will the school engage and interact with the local church?

The school will work in partnership with the local ministry team to develop curriculum and social interaction opportunities for pupils at the school.

10. How will children get to school?

Pupils will travel by private parent/carer car, or home to school transport commissioned and provided by the LA. Average travel times for pupils are anticipated to be 35 minutes with a maximum travel time anticipated at 45 minutes.

11. What is the vision, purpose of the school?

The SPT as a SEN specialist Trust will deliver a highly specialised provision to meet the needs of SEN children in west and mid Cornwall, in response to local need from schools, parents and the LA. The school will provide a highly personalised, nurturing environment for SEN children who have previously struggled to successfully access mainstream education.

Alongside this, the school will provide a professional SEN network, outreach offer and CPD support for local schools. Collectively this network will allow local schools to access the leadership and management, specialist practice and CPD, experience knowledge and skills of the Trust.

12. What will the school look like? What building work is planned?

The school will retain its current look and feel, remaining a key part of the village community. Existing school branding will be complemented by SPT branding.

The school will feel vibrant with pupils utilising all of the inside and outside space for play and curriculum. Outside space will be used for outdoor learning, forest school, PE, gardening, messy play. The existing outdoor learning-pod will remain as a creative/IT free space.

The inside space will be refurbished to provide three main classroom spaces and a number of different sized flexible learning spaces, including a reading/literacy area. There will be a stud-work partition wall added to divide one of the existing larger classroom areas. Spaces will be redecorated, lighting will be upgraded and high quality interactive IT equipment for learning fitted. Rooms will be light and spacious with low-tone colours and a modern feel.

The overall space will be designed to ensure that pupils and staff can flow, interact and learn together. Pupils will be able to flow between their learning spaces as required including into outdoor spaces.

The hall will remain as community and indoor PE space within the school. The main entrance will be refurbished and retain a religious character. Entry will be controlled via reception which will remain at the front office of the school.

The existing kitchen area and store will be developed into a staff wellbeing and work space. The existing space within the car park will be opened up and the car park redesigned to allow pupil transport to safely drive in, turn and drive out. There is a proposed grasscrete staff parking area to the rear of the front car park.

A low-key 1.8m green weldmesh fence with integrated gates that are fob controlled, will encompass the school and rear field. The fence will separate pupils from the car parking area. Fencing will be set well back from the school front boundary. The existing gate with school branding will be repositioned on the hard play area. The fencing at the entrance to the car park will essentially remain unchanged.

CCTV will face outwards from the school onto the school playing field, hard-play area and car park. Night-time security lighting will remain as it currently is.

Building work will include fencing, internal works and work on the car park.

Should the fencing be higher than 1.8m?

The fencing can be 1.8m or 1.93m. The higher fencing may be more appropriate. It is important to ensure that the fencing maintains pupil safety whilst not giving the boundary a 'prison like' look and feel.

13. What staff will be employed at Cury School?

Staff will be based at the school and not move between the two sites. There will be integration between the SLT at Nancealverne, and the Head of Provision at Cury School. The Head of Provision at the school will be operating as an integral part of Nancealverne SLT, but will be permanently based at Cury with that as their focus.

Provisional staffing structure - operating three main classes of apx 8 pupils:

Anticipated 0.2 x leadership capacity, quality assurance, safeguarding oversight and school improvement, additional at Nancealverne School

1 x Head of Provision at Cury School (integral part of Nancealverne School SLT and DSL at the school)

3 x FTE Teachers, 3 x FTE HLTA , 10 x FTE TA, 1 x dedicated therapeutic practitioner/TA

1 x EHCP coordinator, 1 x Reception/admin, 1 x Caretaker, 1 x Family Liaison

14. How will the school link with other schools and services in the area?

As a satellite provision of Nancealverne School the school will link closely on safeguarding, curriculum, staffing, premises and administration functions.

Links will be established with local schools to develop the best-fit catering provision for school lunches. The school will also link with local schools for sporting, academic and creative events, such as STEM, creative arts, festivals, concerts.

The school will provide outreach services to support local primary schools to improve provision for SEN learners in their settings.

The school will utilise swimming, gymnastics, athletics and indoor/outdoor sports facilities on the Lizard and in Helston and Penzance.

The school will develop as a key part of the community, building relationships within the local community and the church, as well as curriculum links with local employers and businesses.



15. What will be the impact on Nancealverne School?
Nancealverne SLT will provide leadership support and Trust quality assurance for Cury. The school will be fully staffed with staff numbers and skill set to ensure that it operates without drawing resources from Nancealverne.
What would happen when Ofsted inspects Nancealverne School?
As a satellite of Nancealverne, Cury School would be inspected at the same time.
16. What are the catering arrangements at the school?
The school does not currently have a catering facility. School meals can be prepared at an SPT partner school and transported or at a local partner school and transported. Alternately a catering facility could be added to the school, it is proposed that this facility would be set-up to double as a cooking curriculum space for pupils. Catering at the school would be provided the SPT catering contractor.
17. What will the cleaning arrangements be at the school?
Cleaning will be provided the SPT cleaning contractor.
18. Where will pupils transition to for their KS3 education?
It is anticipated that some pupils will transition to Bosvena School (new SPT SEN school opening in Sept 2024) and some pupils may transition to other SPT SEN schools in Cornwall. Some pupils may transition into mainstream secondary schools or area resource bases.
How would transition to mainstream settings at the end of KS2 work?
The LA is responsible for placing pupils in KS3 provisions. The Trust and the school will support local mainstream schools in enhancing and developing their provision for SEN learners, some of this work will be focussed on schools that pupils from Cury school will transition into.
19. What faith will the school have?
The school will be a satellite of an academy special school, which is a multi-faith school. Subject to further consultation with Diocese and DfE guidance.
What is the status of this work?
The Diocese and the DfE are currently establishing the parameters within which the religious ethos of Nancealverne School (as an academy special school) and Cury School (a satellite provision of Nancealverne School) will be developed.
20. Is there an exit strategy for the SPT and Nancealverne School if the provision does not work?
If the provision is not able to meet need following opening, the provision for pupils at the school could be reviewed, redesigned and additional capacity sought to meet need or re-brokered to SPT partner providers or a partner Trust. All options would be explored in partnership with the LA and RDD.
21. What will be the lunchtime supervision model at the school?
Classroom teams at the school will provide the supervision for pupils at lunchtime. There is additional staff FTE factored into the model across the day to ensure that staff are able to have lunchbreaks, whilst ensuring that pupils remain supported at all times by familiar and specialist staff teams.



22. How is staff wellbeing being considered?

There is additional staff FTE factored into the staffing model to ensure that staff have lunchbreaks, PPA and time away from the classroom whilst ensuring that pupils remain supported at all times by familiar and specialist staff teams. Staff will be additionally supported through the Trust Staff Support & Wellbeing Policy, as well as Trust medical, health and rewards packages.