

SEND Information Report and Local Offer

Sandy Hill Academy

September 2026

Sandy Hill Academy is a vibrant, inclusive and ambitious primary school committed to providing high-quality educational and personal development opportunities for all pupils. Our motto, '*Aspiring to Achieve, Determined to Succeed*', reflects our belief that every child can thrive and reach their full potential. We are proud of our welcoming and nurturing school community, where all children are valued, respected and supported regardless of their individual needs or circumstances.

At Sandy Hill Academy, we are committed to reducing barriers to learning and narrowing the attainment gap between pupils with Special Educational Needs and Disabilities (SEND) and their peers. Our first approach for all pupils is high-quality adaptive teaching through universal provision. Universal provision consists of inclusive strategies, resources and classroom practices that support all learners to access the curriculum and achieve success. When implemented effectively, these approaches enable many pupils to make strong progress and may reduce the need for additional interventions.

Where additional support is required, we provide a graduated approach tailored to individual needs. This may include targeted short-term interventions, personalised learning programmes, one-to-one support, home-school strategies and advice from specialist external agencies. Provision is carefully planned, monitored and reviewed to ensure it has a positive impact on pupil outcomes.

Every child at Sandy Hill Academy is entitled to access a broad, balanced and ambitious curriculum. All pupils have the opportunity to engage with the full Primary National Curriculum and all areas of learning within the Early Years Foundation Stage. Through high-quality adaptive teaching, appropriate scaffolding and targeted support, our skilled teachers and support staff ensure that learning is accessible for all pupils while maintaining high expectations.

We are committed to ensuring that children with SEND are fully included in all aspects of school life. We work collaboratively with families, external professionals and support services to identify and remove barriers to learning, participation and achievement. Our aim is for every pupil to feel valued, develop confidence and independence, and achieve success both academically and personally.

Link to [Aspire Special Educational Needs Policy](#)

Link to [Aspire Equality and Diversity Policy](#)

Link to [Accessibility Plan](#)

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Miss Flude.

Contact via: hello@sandyhill.org.uk / 01726 75858

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The levels of support and provision offered by Sandy Hill Academy

1. **Pupil Voice - Listening to and responding to children and young people** (i.e. arrangements for consulting pupils with SEND and involving them in their education).

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The views and opinions of all pupils are valued. Pupils' voice is heard through: School Council Pupil Conferencing "I wish my teacher knew..." Children's achievements both in and out of school are celebrated and shared through assemblies, displays, online learning journals (e.g. Tapestry) and social media. Safeguarding and SEND concerns are discussed sensitively and appropriately at the earliest opportunity, following the correct guidelines.	Pupils with SEND are encouraged to be involved with any feedback and/or conferencing groups. Pupils with SEND contribute their views and ideas to reviews e.g. termly Individual Provision Map (IPM) reviews. Additional provision is developed in light of student voice where appropriate.	Individual support is responsive to the views of the pupils. Pupils are supported to set targets and review their progress towards these, which are recorded on their IPM. Pupils' views are an integral part of TAC meetings and SEND reviews including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) e.g. by completing an 'All About Me' profile. Support staff are always available to advise and help children to complete these.

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2. **Partnership with parents and carers** (to include arrangements for consulting parents of pupils with SEND and involving them in their child's education).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers and we encourage parents to make contact for a telephone or face to face appointment to discuss any concerns with their child's teacher at the earliest opportunity. Parent/carers meetings are held in the Autumn term. Open afternoon sessions are held during the Spring and Summer term. Additional information sessions are held during the school year about the curriculum, supporting children's learning at home and extra-curricular activities e.g. school trips. School reports are shared during the Summer term and parents/carers are invited to comment on these. Parents' views are gathered through 'Parent Voice' questionnaires and surveys.	Parents have access to the Parent Support Advisor if circumstances mean this would be beneficial. The Head of school, class teachers, SENDCo and the Parent Support Advisor are happy to arrange appointments to update parents and listen to parental concerns.	Parent/carers are supported in attending and are actively involved in all meetings where appropriate. Parent/carers' views are an integral part of TAC meetings and SEND reviews. Advocacy is available to ensure this. All documentation can be presented in a format that is accessible to individual parents' needs. Parents / Carers may communicate with their child's teacher and / TA through the use of a home-school book where appropriate, following discussion with the school. There is an ongoing system of referral to outside agencies such as the Early Help Hub, Autism in Schools Team, Speech and Language Therapy and SEN Support Services.

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Half termly newsletters, social media posts, the school website and direct mail via Arbor communications keep parents and carers informed about what children are learning, school events and dates and other key information.		The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support and information they need.
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3. **The curriculum** (to include reference to the school's broad and balanced curriculum and details of how adaptations are made the curriculum and learning environment for pupils with SEND).

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Our children follow a broad and balanced curriculum that is well sequenced to ensure children's experiences build on prior learning. The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs. All pupils have full access to the curriculum, educational visits and extra-curricular and/or enrichment activities. All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress.	When a group of children are identified as requiring additional support in specific areas, the impact of any intervention is closely monitored by class teachers and subject leaders. Following review, support may be continued, adapted, or discontinued as appropriate. Intervention support may be delivered in a small group or 1:1, by a teacher or TA. These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer.	Sandy Hill Academy responds to the individual learning needs of the children to ensure that the curriculum is accessible for all. For some pupils, this may mean 1:1 support or alternatively creating resources to enable the child to become a more independent learner or accessing a bespoke timetable to support their individual needs. In exceptional circumstances pupils can be disapplied from some subjects or assessments.

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Pupil progress is monitored termly including the use of Little Wandle Phonics to assess reading and spelling. Additional assessments (e.g. dyslexia screening) are used to identify students who may need additional interventions.	Previous interventions at Sandy Hill have included: • Little Wandle phonics (includes spelling, reading and handwriting intervention) • Colourful Semantics • Precision Teach Maths	Pupils requiring additional support are offered equal access to out of school opportunities such as trips and after school clubs. Pupils with SEMH needs may have interventions based on a Trauma Informed Schools (TiS) approach to support behaviour and social, emotional and mental health needs, such as Draw and Talk therapy or time in the Sensory Room.
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4. Teaching and learning (details of the school's approach to the teaching and learning of children and young people with SEND).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress. Literacy/Numeracy skills are a priority for all staff: key vocabulary and key terms should be displayed and discussed. Sandy Hill strives	Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Class based staff work with small groups to: • ensure understanding • facilitate learning • address misconceptions	Personalised and highly differentiated work is provided enabling independent learning, including the use of TEACCH structured approach to learning (e.g. use of TEACCH trays). 1:1 support is provided for pupils who need more intensive support / bespoke provision,

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to develop a love of reading, and this is woven into all aspects of the curriculum. Teacher feedback is specific and includes what the pupil has done well and next steps to support further progress. Alternative ways of recording are used where appropriate, including the use of ICT. Learning experiences are scaffolded to meet individual pupil's needs. Pupil progress is monitored and recorded in a range of ways, including: • teacher assessments (both formal and informal) • classroom observations • book scrutiny • learning walks • Little Wandle phonics / reading assessments • Feedback from parents and pupils Time is allocated at weekly staff meetings to share any updates or information regarding SEND. The progress of individual pupils and groups of pupils is discussed termly at Pupil Progress Review meetings with class teachers, Head of School and the SENDCo. Information that is gathered is used to identify gaps in learning,	• foster independence • keep students on task. Independent pupil learning is supported by use of technology when appropriate e.g. Interactive whiteboards/ Smart TV, iPads, Chrome books, Clicker. Special examination arrangements are put in place for internal and external tests and examinations where appropriate (readers, scribes, additional time etc).	e.g. for those with physical disabilities, complex speech and language difficulties, severe learning difficulties and/or disabilities etc. Where appropriate, advice and support is sought from external agencies, including: • Aspire Inclusion Team • Educational Psychology • Occupational therapists • Autism in Schools Team • Cognition and Learning Team • Visual and Auditory Specialist • Early Years Inclusion Team • Speech and Language Therapists / Communication Support Team • Physiotherapy
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ensuring that all children make maximum progress. The Senior Leadership Team (SLT) alongside Subject Leads undertakes regular lesson observation and work scrutiny to monitor, evaluate and improve teaching and learning.		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children are encouraged to become independent and resourceful learners who take pride in their work. Children are encouraged to access resources needed for learning, including individual resource packs e.g. Knowledge Organisers. Children are taught throughout the school to take responsibility for entering class and putting away their bags/reading folders and coats, taking care of possessions and keeping their classrooms tidy.	Teachers and TAs ensure children are confident in what needs to be done before beginning independent work. Children are taught strategies to develop independence if they find their work challenging. This may include adapted and/or scaffolded learning resources, the use of TEACCH trays for individual pupils or visuals such as checklists / task management lists.	Adults working with individual children encourage the students to be as independent as possible when working. Teachers and TAs use resources, questioning, visual supports, concrete resources and verbal prompts to develop independent working skills. ICT is used to record children's work where appropriate. Personalised task boards and visual timetables are in place to support

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Technology is available to aid independence including the use of iPad's and Clicker where appropriate. Children are given roles within the classroom and within school to encourage citizenship and independence.	Chrome books and iPads are available to support children who need alternative methods of recording. Teachers talk through homework tasks with children so that the children are confident about what they need to do. Social Skills groups e.g. Lego Therapy, can be used to target pupils with specific needs relating to social interactions and behaviours for learning (e.g. listening, turn taking, managing resources).	independence, including e.g. use of 'Now and Next' boards or traffic lights to indicate and prepare for transitions during the day.
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6. **Health, wellbeing and emotional support** (details of the support provided for improving emotional, mental and social development of pupils with SEND, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying).

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
RSHE curriculum is delivered to all children, including using the SCARF approach. All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK) which is underpinned by educational	Use of Boxall Profile tool to inform targets and provision to support emotional wellbeing. Time limited and monitored groups address: • self-esteem • social skills • developing emotional awareness	TAF/TACs, Early Support meetings and reviews are supported by a range of agencies, where appropriate. Children can be referred by the SENDCo for an initial assessment with an Educational

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practices which 'Protect, Related, Regulate and Reflect.' We have staff who have completed a diploma to become a Trauma Informed School & Mental Health Practitioner as well as staff who have completed the DfE Senior Mental Health Lead training. Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers. Themed assemblies (whole school and within class) are used to promote awareness of important issues. Daily meet and greet systems are in place for all pupils by key adults from their classes, including the use of Zones of Regulation visual daily check in for pupils in KS1. We work with Educational Mental Health Practitioner as part of the Mental Health Support Team (MHST), who can deliver whole class sessions as needed. Reflective and restorative conversations are held for pupils who need additional support to reflect on any unexpected behaviours that may impact others.	• anger management Risk assessments using the Aspire model are carried out to actively support pupils and ensuring their health, well-being and emotional support when required. Teacher or TA support for children who are experiencing emotional issues. This may take the form of small group circle time or activities inspired by a Trauma Informed Schools UK approach based on relationships, connection and a sense of belonging. Key staff check in with pupils regularly throughout the day or the week depending upon needs. Counselling support services can be accessed where appropriate, including small group sessions with the Educational Mental Health Practitioner. School nurse service is available through referral to the Early Help Hub.	Mental Health Practitioner (EMHP), who may then offer 1:1 sessions to support. Additional support for students can be requested from • CAMHS • Social Care • Aspire Academy Trust Inclusion Team • CLEAR • Speech and Language Therapy • Educational Psychology • Dreadnought • Penhaligon's Friends • Young People Cornwall and other outside agencies as appropriate. Pupils with specific medical conditions have individual health care plans.
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7. **Social interaction opportunities** (details of how the school enables pupils with SEND to engage in the activities of the school, including physical activities, together with pupils who do not have SEND.)

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils have opportunities for social interaction, regardless of need. Whole school events involving children and their families such as fundraising events, Christmas activities, Sports Day and open afternoons throughout the school year. All pupils have access to a range of after school clubs and are invited on trips and visits subject to necessary risk assessment.	Sports teams play in local tournaments against other schools. Targeted learning groups focus on social skills and behaviour for learning e.g. Lego Therapy.	Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. A number of staff have had additional training to deliver social skills interventions such as Draw and Talk, Lego Therapy and Trauma Informed Schools support.

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8. **The physical environment** (accessibility, safety, reasonable adjustments and positive learning environment).

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All areas of the school are accessible to everyone including students with SEND. There is a lift in the KS2 building and the school has disabled toilet facilities in both buildings. Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively. There are trained First Aiders on site at all times to deal with accidents when required. There is a named child protection officer, 'Designated Safeguarding Lead' (Sarah Chown) and deputies (Kylie Evans, Jack Walker, Caroline O'Brien, Marie Kendall, Dave Lockett, Daniella Bussandri, Jake Couch) and a named 'Designated Teacher for Children in Care' (Miss Flude) All areas of the school endeavour to be an uplifting, positive and supportive learning environment. Teachers promote a positive learning environment through classroom	Non-slip, non-breakable equipment available in practical lessons e.g. cooking. Adapted toilets available. Some toilets are adapted by height. Adjustable chairs/ tables can be made available. Quiet areas are available including the Library, Early Years Quiet Room and Sensory Rooms in the KS1 & KS2 buildings.	Specialist equipment in practical lessons enables disabled pupils to be independent. Classrooms/halls/corridors are made accessible for young people with sensory needs. Support from Occupational Therapy to ensure any adaptations are risk assessed. Equipment which supports some pupils to access mainstream classrooms include noise cancelling headphones, fiddle toys and Chewelry. Sensory room space available to all pupils in EYFS, KS1 and KS2. Lunchtime staff are aware of children with individual needs and have strategies to support them.

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schemes that teach and reward positive behaviours. Children strive to be Sandy STARS (Self-motivated, Thinkers, Aspirational, Resilient, Supportive). The rewards system is robust and displayed around the school. Children earn Class Dojos which can be exchanged for reward activities and are supported to reflect on behaviour choices with their teacher to support positive change.		
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9. **Transition from year to year and setting to setting** (including arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood).

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school liaises closely with local settings to identify children with additional needs joining our Early Years. Early Years staff visit children's previous settings to support a smooth transition and a staggered start is in place for all Nursery and Reception pupils to support relationship	New children and their parents are welcome to visit the school for a tour prior to joining. Pupils identified as requiring an enhanced transition may have additional visits in small groups or on a 1:1 basis. Photo transition	Our SENDCo coordinates transition arrangements for vulnerable children and those on the SEND Record of Need. Good links have been established with local secondary schools to support transition from Year 6 to Year 7.

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building, teaching new routines and familiarisation with a new environment. Primary children visit local secondary schools regularly and secondary school staff visit our school to share information with Year 6 pupils ahead of transition to Year 7. Parents are informed in the Summer term about their child's next class. Transition events are available and accessible to all pupils across key stages/year groups and settings. Each class has designated transition sessions to spend time in their new class and parents are invited to meet their child's new class teacher for a welcome meeting. Teachers from the previous class meet and plan with the new class teacher at the end of the Summer term. If a child joins or moves school during the academic year, every effort is made to contact the new school to share school records and information promptly.	booklets are shared with pupils moving from Reception through to Year 6 at the end of the Summer term, with photos of their new classroom, key adults and extra class information.	For pupils with an Education, Health and Car Plan (EHCP), the SENDCo of their chosen secondary setting is invited to attend their Annual Review in Year 6. Some pupils may receive a postcard or letter over the summer from their new teacher. Some pupils may be provided with Social Stories to introduce them to new staff and settings and prepare them for transition.
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10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
The SENDCo is currently completing the NPQ in SEND Leadership. SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest SEND updates and practices to support pupils' needs. All staff receive training and updates on a regular basis regarding changes and/or updates to special educational need via weekly staff meetings. Good practice is shared and modelled where appropriate. Named Director for Inclusion is Sally Hannaford. Named hub councillor for SEND is Julie Jago. Family Information Service website is available for parents and staff to access guidance and advice.	SENDCo is up to date and aware of different interventions and possible provisions. Phonics Lead & SEN TA are trained in Dyslexia Screening. 2 x TAs trained in Draw and Talk (Summer term 2021). 2 x TAs completed Diploma in Mental Health through Trauma Informed Schools (TISUK). 1x TA completed DfE Mental Health Lead training. A number of school staff have completed Makaton Level 1 training. Early Years team have accessed additional support from the Early Years Inclusion Team. Outside agencies/specialists provide training to meet needs and support.	SENDCo team know how to access specialist and individualised support from agencies. Additional advice is sought from the Area SENDCo within the Aspire Inclusion Team where needed.

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	Access to Aspire Academy Trust Inclusion Team for additional support and guidance when needed. PSA (Sarah Chown) to support parents and children.	
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11. Services and Organisations that we work with:

Organisation / Service	What they do	Contact details
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development.	Aspire Academy Trust work with Sarah King, Educational Psychologist. Support for school staff via termly EP Panel Consultations to discuss need and triage onward referral. Referral via SENDCo and Aspire Academy Trust / Aspire Inclusion Team.
Speech and Language Therapy (SALT)	The SALT Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	cpn-tr.Enquirist@nhs.net
Health Visiting and School Nursing	School nurses provide confidential advice and health information. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	01872 322779 hvsnadvice@cornwall.gov.uk

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Early Help Hub	A triage team which allocates the most appropriate help.	earlyhelphub@cornwall.gov.uk
Supporting Change in Partnership (SCIP)	Supporting change in partnership for children with complex needs and/or disabilities who are demonstrating challenging behaviours.	Referral via Early Help Hub earlyhelphub@cornwall.gov.uk
CAMHS (Primary Mental Health Team)	Supporting and assessing children who have mental health concerns.	www.cornwallft.nhs.uk
Educational Mental Health Practitioner (EMHP)	Supporting children and staff with their mental health.	Katherine Churms Referral via school SENDCo.
Royal Cornwall Hospital NHS Trust – Children’s Community Therapy Service (Occupational Therapy / Physiotherapy)	Supporting disabled children and young people (age 0-18) with a permanent or substantial learning or physical disability and a need to improve their access, independence and activities of daily living.	Community Child Health Department, Pendragon House, Royal Cornwall Hospital, Truro, TR1 3LJ Occupational Therapy referral via MARU on 0300 123 1116
Early Years Inclusion Team	The Early Years Service helps children with additional needs and/or disabilities aged 0-5 to learn, play and develop.	eyis@cornwall.gov.uk Early Years Advice Line: 01872 322906
SEN Support Services		• Augmentative and Alternative Communication Team: aacsupport@cornwall.gov.uk • Cognition and Learning Service: cognitionandlearning@cornwall.gov.uk • Hearing Support Team: sensorysupportservice@cornwall.gov.uk • Physical and Medical Needs Advisory Service: physicalandmedicalneeds@cornwall.gov.uk • Vision Support Team: sensorysupportservice@cornwall.gov.uk • Communication Support Service: css@cornwall.gov.uk

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Aspire Academy Trust Inclusion Team	Providing advice and support across the trust. Area SENDCos support school SENDCOs within hubs across the trust, offering advice and support, pupil observation and training and coaching as needed.	Via School SENDCo
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12. Pupil progress

Pupil's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. This is completed by the class teacher and support staff. The Senior Leadership Team (SLT), SENDCo and Curriculum Subject Leads monitor and review this on a half termly basis with class teachers. The pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets: pupils, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes.

13. How we know how good our SEND provision is

At Sandy Hill Academy we are always monitoring and evaluating the quality of our SEND provision. We monitor our provision through governor monitoring visits, SENDCo observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEND forward which forms part of the whole school SEF (Self-Evaluation Plan) and SIDP (School Improvement & Development Plan). We also ask parents for feedback and comments during review meetings and through parental questionnaires. An annual SEND Audit is completed and shared with the Aspire Academy Inclusion Team as part of ongoing monitoring of SEND Leadership and Provision.

14. If you wish to complain

If you feel that you have concerns about your child's SEND provision then we urge you to contact school in the first instance, speaking to either the class teacher or SENDCo (Miss Flude). Concerns may then be escalated if necessary to the Head of School (MR Fugill).

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

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

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Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Sandy Hill Academy. Children who may be vulnerable or those who are causing a concern to staff in terms of their behaviour or academic progress, for example, are regularly monitored and assessed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about the child from both parents and the child's previous school. If there are external professionals involved with the child, then their opinions and reports are sought after to ensure that we get the full picture of the child and their needs.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Half termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed may be monitored through an 'Assess-Plan-Do-Review' process which is recorded within an Individual Provision Map (IPM) if appropriate.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Sandy Hill Academy we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – **universal** support and resources available to everyone in that class; Wave 2 – **targeted** support and resources available or tailored for small groups of children; and Wave 3 – **specialist** support and resources specifically designed for or accessible by individual children. All lessons are adapted and scaffolded appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one-to-one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support for example.

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

Sandy Hill Academy operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in the Autumn term, and in the Summer term annual reports are sent home to parents, throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning and progress. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they

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are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or SENDCo and/ or Head of School at your request.

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

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

7. How do I know that my child is safe in school?

At Sandy Hill Academy we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

8. How accessible is the school environment?

The school building at Sandy Hill is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled changing facility in both the KS1 and KS2 buildings and a lift in the KS2 building.

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

Your child will be supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

Activities outside the classroom are a part of everyday life for us and we undertake a variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

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

Each year the school decides on an allocation of money for special educational needs and disabilities (SEND). For all children on the school's SEND register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. This is 'notional' amount rather than ringfenced for individual pupils. For those children with an Education, Health and Care Plan (EHCP), spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In-school resources and support are detailed in Individual Provision Maps (IPMs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) is undergoing the NPQ in SEND. Additional members of staff have completed training in the following (to name a few): Trauma Informed Schools, Draw and Talk, Lego Therapy, Makaton, Autism in Schools Team training. Ongoing CPD and staff training needs are identified and supported through a variety of training delivered by the Aspire Academy Trust.

14. What should I do if I feel that the Local Offer and the Information Report is not being delivered or is not meeting my child's needs?

If you feel that the Local Offer/ SEN Information report is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Miss Flude) or Head of School (Jack Walker). Concerns may then be escalated if necessary to the Director of Inclusion (Sally Hannaford) or to the Board of Directors at Aspire Academy Trust.

15. How is your School Offer and Information report reviewed?

Our School Offer and Information Report is reviewed on an annual basis in consultation with staff, parents and directors of the school.