

Sandy Hill Academy
SEND Information Report and Local Offer
(September 2021 – July 2022)



Sandy Hill Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Sandy Hill Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Sandy Hill Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

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




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

Also refer to our school's [Accessibility Plan](#) (or see school website)




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Camilla Carter
Contact details: camilla.carter@sandyhill.org.uk / 01726 75858

The levels of support and provision offered by Sandy Hill Academy

1. Pupil Voice - Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are listened to and valued. • Pupils' voice is heard through: <ul style="list-style-type: none"> - School Council - Pupil Conferencing - "I wish my teacher knew..." - Children's achievement both in and out of school are celebrated and shared through assemblies and displays and social media. <p>Safeguarding and SEND concerns are discussed sensitively and appropriately, following the correct guidelines.</p>	<ul style="list-style-type: none"> • Pupils with SEND are encouraged to be involved with any feedback groups. • SEND children contribute their ideas to reviews. • SEND children are given additional support through differentiated planning, supportive resources and adult guided group work. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupils • Pupils' views are an integral part of TAC meetings and SEND reviews e.g. by completing an 'All About Me' profile. • Pupils are supported in target setting. • The children are encouraged to talk with the SENDCo. • Support staff are available to advise and help children at all times.

2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Where possible we have an open-door policy. • The parents/carers are invited to attend parent/carer consultation evenings. Parents also get the opportunity to comment on their child's report in the spring term. • Half-termly open sessions are held in the nursery and reception during which parents can view their child's learning diary and comment on their learning. • Parent/carers know who to contact if they have any concerns. <ul style="list-style-type: none"> - Class teacher - SENDCo - Head of school • Parents have the opportunity to meet with our Parent Support Advisor (PSA). • Newsletters, social media, the school website and text messages keep 	<ul style="list-style-type: none"> • Children have the opportunity to be involved in extra-curricular clubs and activities. • Parent meetings, differentiated homework, differentiated spellings, reading tasks and records involve parents in supporting their children's progress. • 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. • Parents are encouraged to contact school at any time to address any concerns. • Parents have access to the Parent Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to engage in one-to-one reading and activities. • Parents / Carers may communicate with their child's teacher and / TA through the use of a home-school book where appropriate. • The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support they need.

parents and carers informed about what children are learning, school events and dates and other key information.		
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • Pupil progress is monitored termly. • All children have access to resources to support their learning. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Progress for all children is regularly monitored. • Intervention work is focused on specific area of need. The progress of children in intervention schemes are reviewed termly. Interventions are evaluated and continued, adapted or discontinued as appropriate. • Small group or one to one intervention may include; teacher/TA support in English, phonics, handwriting, Maths, Speech and Language therapy programmes, social skills, motor-skills and coordination interventions. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy or time in the Sensory Room.




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. Learning Objectives are displayed and shared with all pupils. • Children are encouraged to take responsibility and pride in their work through non-negotiables and peer marking. • The school follows the same reward system (Sandy Hill STARS) and this is fully imbedded throughout the school. • Different level groupings are identified for each class, where appropriate. • Teacher feedback is specific and includes what the pupil has done well and how to improve their work. • Literacy/Numeracy skills are a priority for all staff: key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used where appropriate. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent pupil learning is supported by the use of technology. (Interactive whiteboards/ Smart TV, iPads, Chrome books) • Special examination arrangements are put in place for internal and external tests and examinations where appropriate (readers, scribes etc). 	<ul style="list-style-type: none"> • 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, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Advice and support is sought from external agencies, e.g. <ul style="list-style-type: none"> - Educational Psychologist - Physiotherapists - Occupational therapist - Autism Spectrum Support team - Dyslexia Advisor Service - Visual and Auditory Specialist - Early support team - Speech and Language Therapists




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Technology is available to aid independence including the use of iPad's / talking tins and Clicker where appropriate. • Children are taught strategies to develop independence if they find their work challenging. This includes TEACCH trays for individual pupils. • Children are encouraged to access resources needed for learning, including individual resource packs. • Children are given roles within the classroom and within school to encourage citizenship and independence. 	<ul style="list-style-type: none"> • Chrome books and iPads are available to support children who need alternative methods of recording. • Teachers and TA's ensure children are confident in what needs to be done before beginning independent work. • Teachers talk through homework tasks with children so that the children are confident about what they need to do. • Children are taught throughout the school to take responsibility for entering class and putting away their bags/reading folders and coats; changing independently for PE; taking care of possessions and keeping their classrooms tidy. 	<ul style="list-style-type: none"> • TA's working with individual children encourage the students to be independent as possible when working. • Teachers and TA's 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 independence, including e.g. use of 'Now and Next' boards or traffic lights to indicate and prepare for transitions during the day.

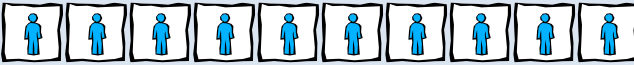


6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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 practices which 'Protect, Related, Regulate and Reflect.' Our SENDCo is a Trauma Informed School & Mental Health Practitioner and is the Mental Health Lead for the school. • Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers. • Counselling support services can be accessed where appropriate. • Themed assemblies are used to promote awareness of important issues. • School nurse service is available through parental/ school referral. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management • Risk assessments using the Aspire model are carried out to actively support pupils in their accessing and ensuring their health, well-being and emotional support when required. • Fun Fit is targeted to help children with coordination difficulties. • 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. 	<ul style="list-style-type: none"> • TAF/TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - CLEAR - SALT - Educational Psychologists - Dreadnought - Penhaligon's Friends and other outside agencies as appropriate. • Pupils with specific medical conditions have individual health care plans.

7. Social interaction opportunities




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need. • All pupils are invited on trips and visits subject to necessary risk assessment. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools in our cluster. • Sandy's Social Circle after-school club to support social skills and positive interactions with peers. • Targeted learning groups focus on social skills and behaviour for learning. 	<ul style="list-style-type: none"> • Pupils individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • The Parent Support Advisor is trained to deliver support for social skills interventions such as; 'Time for Talk, 'Volcano in your Tummy'.

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




Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled pupils to be independent.

<ul style="list-style-type: none"> • There are trained First Aiders on site at all times to deal with accidents when required. • Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Lead' (Sarah Chown) and deputies (Bridget Rundle, Kylie Evans, Jack Walker, Camilla Carter, Caroline O'Brien, Marie Kendall) and a named 'Child in Care' teacher (Camilla Carter) • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Teachers focus on rewarding good behaviour to promote a positive learning environment – we aim to be STARS (Self-motivated, Thinkers, Aspirational, Resilient, Supportive) • The rewards and sanctions system is robust and displayed around the school. • Year 5 are taught Bike Ability. 	<ul style="list-style-type: none"> • Adapted toilets available. • Some toilets are adapted by height. • Adjustable chairs/ tables can be made available. • A lift is available in our new building to allow wheelchair users easy access to all areas the building. • There are named adults who are 'team teach' trained: Bridget Rundle, Jack Walker, Kylie Evans, Sarah Stanaway, Liz Paull, Jackie Winslade and Kiley Tregunna. 	<ul style="list-style-type: none"> • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Support from Occupational Therapy to ensure any adaptations are risk assessed. • Sensory room space in both KS1 and KS2 buildings.
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are links with feeder pre-schools. Pastoral leads identify students who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition may have additional visits in small groups. • New children and their parents are welcome to visit the school for a tour prior to joining. 	<ul style="list-style-type: none"> • The SENDCo of the new school are invited to attend the Annual Review or EHCP transfer meeting for Year 6 children. • Pupils have a structured and gradual transition package from setting to setting to suit their needs. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.

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> 
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<ul style="list-style-type: none"> • SENDCo achieved the Postgraduate Certificate: The National Award for Special Educational Needs Coordination (November 2019). • 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. • Named Director for Inclusion is Sally Hannaford and Aspire Inclusion Lead is Evelyn Kyne. • Named hub councillor for SEND is Leanne Bawden. • Family Information Service website is available for parents and staff to access guidance and advice. 	<ul style="list-style-type: none"> • SENDCo is up to date and aware of different interventions and possible provisions. • SENDCo, Phonics Lead & SEN TA are trained in Dyslexia Screening. • 2 x TA's trained in Draw and Talk (Summer term 2021). • Outside agencies/specialists provide training to meet needs and support. • PSA (Sarah Chown) to support parents and children. 	<ul style="list-style-type: none"> • SENDCo team know how to access specialist and individualised support from agencies.
11. Services and organisations that we work with:	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Rachael Blackie Aspire Educational Psychologist
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to	Darren Morrison 01208 834488

	help children who have difficulties with communication or with eating, drinking and swallowing.	
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Emma Render Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.	Hester Rogers Children's Community Therapy Lead 01872 254531
Children's Dietetic Service	This service provides dietetic support to disabled children, their families and the professionals who work with them. The focus is on children diagnosed with a disability who are eating and / or drinking, and who are at risk of under-nutrition.	Children's Community Therapy Lead 01872 254531
Children's Disability Team	This service provides advice for children with a disability, supporting schools to use a range of equipment including ICT.	Steve Deacon Steven.deacon@cornwall.gov.uk
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Social Workers		Cornwall Council Children's, Schools and Families Team 0300 1234 101
Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education.	Sarah Chown Contact through school 01726 75858
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to young people,	01872 221704

	their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. 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.	
Cognition and Learning Team	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.	Cognition and Learning Service Jo Davidson / Sandra Page dyslexiaservice@cornwall.gov
Social Emotional Mental Health Service	This service provides advice, strategies and support related to behaviour. This could include identifying specific triggers, attachment difficulties and providing strategies to manage these.	Aspire service through Evelyn Kyne, Aspire Inclusion Lead.
Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. We have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise	Aspire Education Welfare / Attendance Tracey McLennan Contact via school: 01726 75858 Central Office: Sedgemoor Centre Priory Road St Austell

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 SEN provision is

At Sandy Hill Academy we are always monitoring and evaluating the quality of our SEN 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 SEN 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. In terms of intervention and specific provision, there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary.

14. If you wish to complain

If you feel that you have concerns about your child's SEN provision then we urge you to contact school in the first instance, speaking to either the class teacher or SENDCo (Camilla Carter). Concerns may then be escalated if necessary to the Head of School (Bridget Rundle) or Executive Principal (Rachel Warwick).

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

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

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 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 Teacher. 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 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 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated 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 are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher 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 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 highly 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?

Everyone is included in everything at Sandy Hill Academy. Activities outside the classroom are a part of everyday life for us and we undertake a wide 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.

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. 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 addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). 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) has achieved the accredited Post-Graduate National Award for SEN Co-ordination (NASENCO), a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school. 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 (Camilla Carter) or Head of School (Bridget Rundle). 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.