Sandy Hill Academy

SEND Information Report and Local Offer
(September 2019 – July 2020)

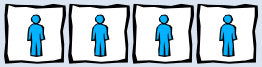
Sandy Hill Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and 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 (see school website)

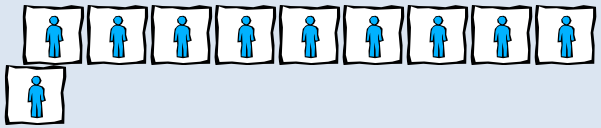
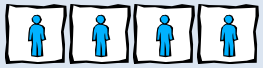
Name and contact details of the Special Educational Needs and Disabilities Coordinator: Camilla Carter
Contact details: camilla.carter@sandyhill.org.uk 01726 75858

The levels of support and provision offered by Sandy Hill Academy

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

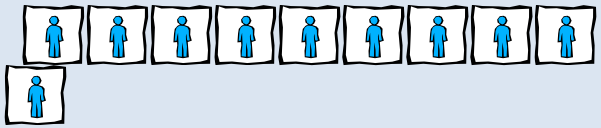
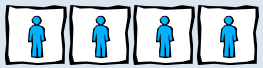
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are listened to and valued. • Pupils voice is heard through: - School Council - Pupil Conferencing - "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. Safeguarding and SEND concerns are discussed sensitively and appropriately, following the correct guidelines.	• 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.	• Individual support is responsive to the views of the pupils • Pupils views are an integral part of TAC meetings and SEND reviews. • 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

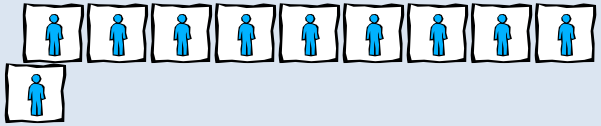
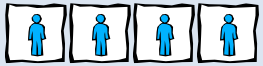
Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• The school works in partnership with all parents and carers. • Where possible we have an open-door policy. • The parents/carers are invited 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 exactly who to contact if they have any concerns. - Class teacher - SENDCo - Head of school	• 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.	• 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 are encouraged to communicate to their child's teacher and / or support assistant through the use of a home-school book where appropriate. • The SENDCo liaises with other agencies, ensuring parents are involved in this

• Parents have the opportunity to meet with our Parent Support Advisor. • Newsletters, social media, the school website and text messages keep parents and carers informed about what children are learning, school events and dates.		process and have any additional support they need.

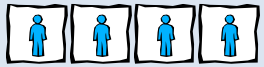
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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.	• 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 include; teacher/TA support in English.	• Pupils are supported in following their interests, and chosen curriculum, regardless of their SEND 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 Draw and Talk therapy. We are training in Trauma Informed Schools (TIS) intervention to further support children's emotional development.

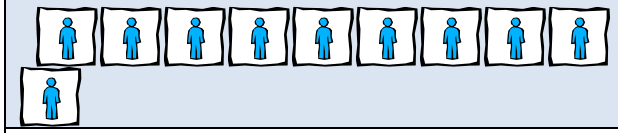
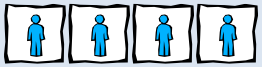
4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• 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. • Children are encouraged to take responsibility and pride in their work through non-negotiables and peer marking. • The school follow the same reward system and this is fully imbedded throughout the school. • Different level groupings are identified for each class. • Learning Objectives are displayed and shared with all pupils. • Teacher feedback is specific and includes what the pupil has done well and how to improve their work. • Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used.	• 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 - foster independence - keep students on task. • Independent pupil learning is supported by the use of technology. (Interactive whiteboards/ Smart TV, i-pads, Chrome books) • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc).	• Personalised and highly differentiated work is provided enabling independent learning. • 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. - Educational Psychologist - Physiotherapists - Occupational therapist - Autism Spectrum Support team - Dyslexia Advisor Service - Visual and Auditory Specialist - Early support team - Speech and Language Therapists

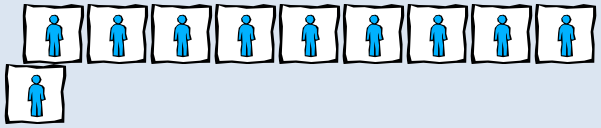
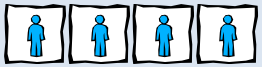
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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 TEEACH trays for individual cases. • Children are encouraged to access resources needed for learning. • Children are given roles within the classroom and within school to encourage citizenship and independence.	• Chrome books and iPad's 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 into class and putting away their reading folders and coats; changing independently for PE; taking care of possessions and keeping their classrooms tidy.	• 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. • Personalised task boards and timetables are in place to support independence.

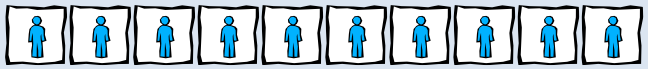
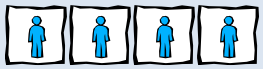
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• PSHE curriculum is delivered to all children. • All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by class teacher/ SENDCo. • 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.	• Time limited and monitored groups address: - 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 to form of small group circle time or activities inspired by a Thrive approach. We are currently training in Trauma Informed Schools intervention to further support this.	• 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 - CAMHS - Social Care - CLEAR - SALT - Educational Psychologists - Dreadnought - Penhaligons Friends and other outside agencies as appropriate. • Pupils with specific medical conditions have individual health care plans.

7. Social interaction opportunities

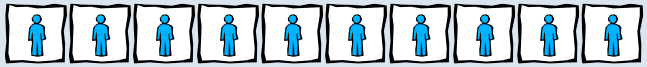
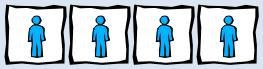
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All pupils have opportunities for social interaction, regardless of need. • All pupils are invited on trips and visits subject to necessary risk assessment.	• Sports teams play in local tournaments against other schools in our cluster. • Circle of Friends intervention. • Targeted learning groups focus on social skills and behaviour for learning.	• 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).

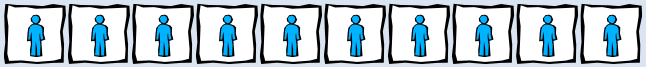
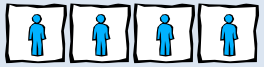
Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All areas of the school are accessible to everyone including those students with SEND. • There are trained First Aiders on site at all times to 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' (Bridget Rundle) and deputies (Kylie Evans, Jack Walker, Camilla Carter, Sarah Chown) and a named 'Child in Care' teacher (Kylie Evans) • 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	• Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilets available. • Some toilets 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 Sue Prescott Jack Walker Nerys Matthews	• Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

• The rewards and sanctions system is robust and displayed around the school. • Year 5 are taught Bike Ability.		

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• 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.	• 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition have many additional visits in small groups. • New children and their parents are welcome to visit the school for a tour prior to joining the school.	• 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. 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

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 
• SENDCo currently undertaking a Postgraduate Certificate: The National Award for Special Educational Needs Coordination, due for completion in November 2019. Previous SENDCo awarded NASENCO in Dec 2015 (Kylie Evans). • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. • Named Director for Inclusion is Sue Costello. • Named hub councillor for SEND is Leanne Bawden. • 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. • A teacher (Daniella Bussandri) and the SENDCo is trained in Dyslexia Screening. • Outside agencies/specialists provide training to meet needs and support. • PSA (Sarah Chown) to support parents and children.	• 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.	Katy Neve Senior Educational Psychologist for mid-Cornwall 01872 323022
Speech and Language Therapy Team	The Speech and Language Therapy 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.	01208 834488 cpn-tr.enquirslt@nhs.net
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.	Alison Botting 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.	Alison Botting 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.	Alison Botting Children's Community Therapy Lead 01872 254531
AAC Officers	AAC officers introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication.	Anne Williams aswilliams@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.	Contact through school 01726 75858 Sarah Chown
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, 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.	Maria Blackbeard– 01872 221704
Cornwall Dyslexia Service	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. The service continues to support us to achieve the Cornwall 'Inclusive, Dyslexia Friendly Schools' award which we are planning to reaccredit this year.	dyslexiaservice@cornwall.gov
Behaviour Support 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.	Education, Health and Social Care. Sedgemoor Centre. Priory Road. St Austell. PL25 5AB 01872 327529 07878784818
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	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 special needs coordinator and curriculum coordinators monitor and review this on a half termly basis. 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. 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 that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

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.

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.

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 both 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.

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 (SEN). For all children on the school's SEN 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 a Statement of Special Educational Need or an Education, Health and Care Plan, 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) is undertaking the accredited National Award for SEN Co-ordination, 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.

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/Information report or the School Offer 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). Concerns may then be escalated if necessary to the Director of Inclusion (Sue Costello) 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.