



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Curriculum Newsletter Summer Term 2023-2024



**Sandy Hill
Academy**



Forthcoming events:

May 2024

27th- 31st Half term

June 2024

3rd Return to school

w/c 3rd Year 5 Pine swimming lessons (11am-Noon)

w/c 10th Year 6 Redwood swimming lessons (11am-Noon)

13th Welcome meeting for parents/carers of pupils joining reception class in September 2024 (5pm-6pm)

w/c 17th Year 4 Beech swimming lessons (11am-Noon)

19th Parent Café with an Autism Support Team Advisor (more information to follow)

w/c 24th Year 4 Sycamore swimming lessons (11am-Noon)

25th-28th Year 6 Exmouth Residential Camp

July 2024

w/c 1st Year 3 Ash swimming lessons (11am-Noon)

w/c 8th Year 3 Elm swimming lessons (11am-Noon)

w/c 8th Last week of after school clubs

16th Year 6 Performance (9am Morning Performance & 3:30pm Afternoon Performance)

18th Year 6 Disco (5pm-7pm)

22nd Year 6 Leavers' Assembly (9am-10am)

22nd Last day of term (School, nursery and Kids Club 2pm finish)

23rd & 24th INSET Day. School closed to pupils

September 2024

5th Autumn Term - Return to school

Change in circumstance

Please let us know if any of your circumstances change (address, contact telephone number, email, relationship status details), to ensure your records are current.

Equally, we would ask parents to inform us if there are circumstances outside of school that may be affecting your child's emotional wellbeing, eg parents separating, bereavement, moving home, change in family circumstances etc. We can ensure that your child receives the relevant support to help them through a difficult time.

Head of School Welcome



Firstly, I would like to say thank you to all our families. I feel a real sense of pride to work with you in what is a truly special school community. Your ongoing support is greatly appreciated by the whole staff team and impacts the children immensely.

Sports Day events were a great success and we thank you all for your support with our change of format. We aimed to make it more active and varied whilst maintaining competitiveness and challenge. Most importantly the children showed great engagement and enjoyment. Results will be shared soon.

A huge well done to Year 6 who completed their end of KS2 SATs. Throughout the week, the children maintained a positive mindset, relaxed and did their best. The children are well-prepared for secondary school.

After half-term, Miss Heather, our Year 4 Beech Class teacher, will begin her maternity leave. We wish her every success with the joy of parenthood and we all cannot wait to meet the new arrival.

Mr Talbot, who has already joined the team, will take the lead in Beech Class - please give him a warm Sandy Hill welcome. We wish him all the best in his new role and know he will be a great addition to the team.

From everyone at Sandy, we wish you all a lovely half-term break!



We have completed painting and printing and have progressed onto new areas of Art.

During Art this term we have been focusing on collage and sculpture with a continued emphasis with drawing skills applied through drawing and sketching.

We have participated in many Art projects during the summer term, from creating pieces of artwork using collage and experimenting with printing.

Here is a look at what some Year groups have been up to with their Art this term.

Reception have enjoyed creating safari artwork inspired by our topic 'Is it always sunny in Africa?'. The children also designed their own 'Leonard the Lion' inspired pictures.

Year 3 have created their own topic based art this term, from drawing Pharaohs and sketching 3d pyramids.

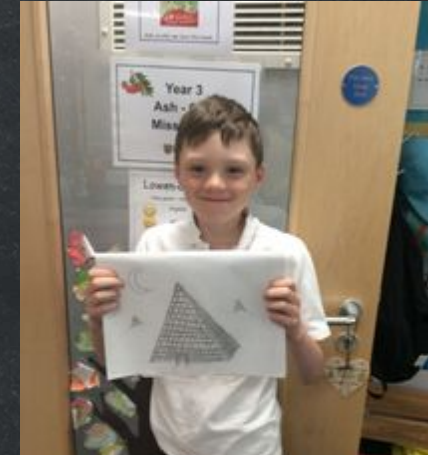
Year 5 have created their own collage pictures on Ancient Greece and have explored experimenting different techniques.

We are all very proud of our fantastic pieces of artwork we create and enjoying the art journey's.





MIXING COLOURS IN RECEPTION



SOME FANTASTIC
TOPIC RELATED ART
IN YEAR 3!



YEAR ONE RECREATING STARRY
NIGHT



PRACTISING OUR COLLAGE
TECHNIQUES IN YEAR 5

We have kick started the summer term by finishing up our Multi-Media and Sound units in Computing across the school. Year 3 have produced some brilliant animations whilst Year 4 have been busy recording their own Cornish podcasts on Garageband!

Our Year 6's have been finalising their websites using Tinkercad and they look very professional indeed!

In Year 1 and 2, the children have started their coding units on Espresso and have thoroughly enjoyed learning how to code the different characters.

It has been fantastic to hear about the projects taking place in GarageBand club and Typing Club afterschool too!



AMAZING!



MAKING ANIMATIONS IN YEAR 3



YEAR ONE - CODING



YEAR 4 - **LOWEN** TIMES
MAKING CORNISH
PODCASTS



YEAR 5- LEARNING
ABOUT HOW ONLINE
SYSTEMS WORK



During the Summer term, pupils at Sandy Hill Academy enjoyed their third and final two DT days of the year. This term, 'Food' was our key area of learning. The children became immersed in practical, hands-on cooking experiences! They effectively used skills learnt to understand how to design, make and evaluate products made for a purpose.

Pupils have enjoyed developing their culinary skills by baking and making a variety of different food products. They have practised skills such as chopping, grating, measuring and peeling! The pupils loved being able to taste their products at the end of their two DT days to enable them to complete their evaluation.

Well done to all pupils across the school, it has been a wonderful year filled with plenty of brilliant designs and creativity! We look forward to seeing more great designing, making and evaluating next academic year.



PASTY MAKING WORKSHOP IN YEAR 4



FRUIT KEBABS IN YEAR ONE



MAKING SUMMER
FRUIT PARCELS IN
YEAR 3



CARROT CAKE MUFFINS IN YEAR 2



DESIGNING
PIZZA IN
NURSERY



CAKE MAKING IN YEAR 5

Writing

This has been our first year utilising a fantastic new resource - The Place Value of Punctuation and Grammar created by Grammarsaurus. Although each class have now completed the unit, the content of the resource is being utilised heavily to support the children's understanding of sentence structure and punctuation requirements.

In Reception, the children have been further developing their writing: expanding the amount of sentences they are able to write to caption an image.

Alongside the daily English lessons, each class have created a range of writing across the curriculum. From writing about teeth in science, to explaining what could be happening in historical artefacts, the children have produced some fantastic writing this term.

Reading

We have continued to place reading at the heart of our curriculum. In Reception and Year 1, the children have been working hard to progress their phonological awareness and apply this to their independent reading. Year 2 children have enjoyed expanding their reading fluency during their guided fluency sessions. Across Key Stage 2, the children have been enjoying their class reads and dedicated independent reading time.

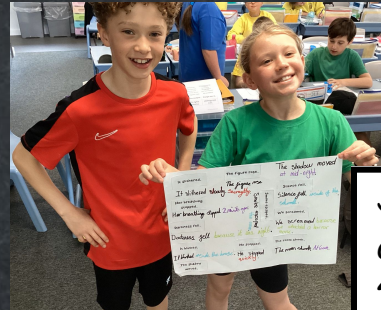
We are also very proud to be supporting the upcoming St Austell Literature Festival event happening in June. More information on tickets for this event will be shared via our Facebook page.



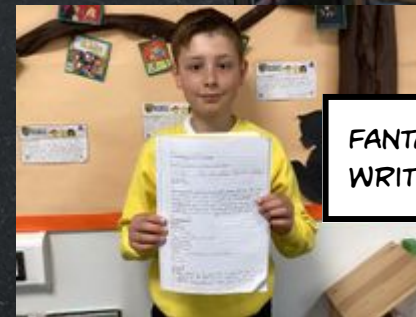
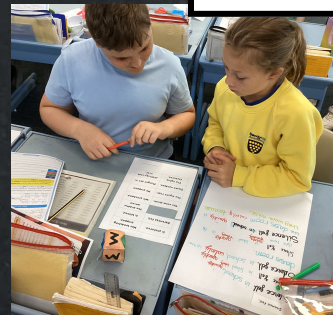
GREAT CROSS-CURRICULAR WRITING IN YEAR 4 ABOUT TEETH



YEAR 3 HAVE BEEN DEVELOPING THEIR ORACY SKILLS BY DEBATING TOPICS FROM THEIR EGYPTIAN TOPIC.



YEAR 5 LOVED PLAYING A GAME TO UPLEVEL SENTENCES BY ADDING A RANGE OF ADVERBIALS



FANTASTIC INSTRUCTION WRITING IN YEAR 6

What a fabulous half term of Phonics learning we have seen across the school!

Our Nursery children have been enjoying learning lots of nursery rhymes. They have taken the opportunity to get outdoors in the sunshine to share some of their favourite rhymes with the parachute!

It has been lovely to see our Reception children increasingly make sense of the print around them, applying their phonic knowledge to read words around them. Our Reception children are enjoying reading for pleasure and can often be found sharing familiar stories with their friends.

Year 1 are becoming confident to segment and blend unfamiliar words containing taught sounds. They are enjoying demonstrating their application of phonics when reading real and 'alien' words (pseudo).

In Year 2 the children are continuing to develop their fluency and comprehension skills. The children have been focusing on demonstrating their understanding of what they have read through their written responses to comprehension questions. We are so impressed with how well the children are doing.

Phonics



label

vanish

blossom

brend 

throst 

stret 



It has been great to get out and about this term to study our local environment. Each class have been busy learning about their local fieldwork topic, ready to explore this summer term. This sits alongside are Connected Geography scheme of work, where children investigate a geographical question somewhere further afield.

Reception children have enjoyed a visit to a local beach this term. The children explored the natural world around them, and even created some transient beach art from items they found on the shoreline. The children have also enjoyed comparing and contrasting different environments: thinking about their own experiences in their own locality, and discussing photos, videos, and stories from African countries, linking to their topic 'Is it always sunny in Africa?'

In Year 1, children have began to investigate the question - 'Why do we love being beside the seaside so much?' Comparing Kampong Ayer with Cornwall, is the topic this term for Year 2.

In Year 3, children are exploring why so many people chose to live in mega cities. Whilst the children in Year 4 are learning how and why their local environment is changing.

Year 5 children have been investigating what a river is and making comparisons between two well known rivers, the Tamar and the River Tyne. Year 6, have been looking at the affect of volcanoes on the lives of people on Hiemaey.



RECEPTION TRIP
TO THE BEACH



NURSERY EXPLORING OUR
SCHOOL GROUNDS



YEAR 1 TRIP TO THE LIBRARY

YEAR 4 EXAMINING A MAP
OF THE LOCAL AREA



Y2 SHARING THEIR
KNOWLEDGE OF KAMPONG
AYER



This summer term, we have launched into our new exciting history topics.

EYFS have been busy learning about the lives of the people around them and their roles in society. They've used characters and events encountered in books to help gain an understanding of the past. As well as, comparing present day photos to those of the past.

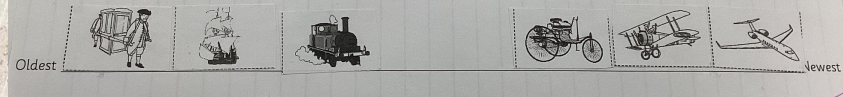
In Key Stage 1, Year 1 children have been answering the question - Why do we remember Amelia Earhart & the Wright Brothers? Year 2 children have been investigating who was the greatest explorer - Columbus or Armstrong?

The Ancient Egyptians is the new topic which Year 3 have been exploring looking at why rivers were so important to ancient civilizations. In Year 4 children are studying Anglo Saxons and Vikings asking if their vicious reputation tells the whole story of the Dark Ages.

In upper Key Stage 2, the Year 5 children have been answering the question - What did the Ancient Greeks ever do for us? Whilst Year 6 have been exploring who the winners and losers were of the Cornish mining boom.

Great historical thinking has been seen across the whole school with a variety of historical work and activities taking place.

Y3 - USING DEBATING SKILLS TO DEEPEN HISTORICAL UNDERSTANDING OF THE EGYPTIANS.



Penny farthings were bicycles that were made over 100 years ago. They had a large wheel at the front and a small one at the back.

The first cars only had enough room for two people.

They did not have an engine or a roof.

An omnibus was a bus pulled by horses.

Sailing ships have been used for hundreds of years. It is the wind that pushes the sails to make the ships move.

SOME LEARNING ABOUT DIFFERENT MODES OF TRANSPORT IN YEAR ONE



CORNISH MINING STUDY IN YEAR 4



LOOKING AT ARTIFACTS BASED ON ANCIENT GREECE- YEAR 5

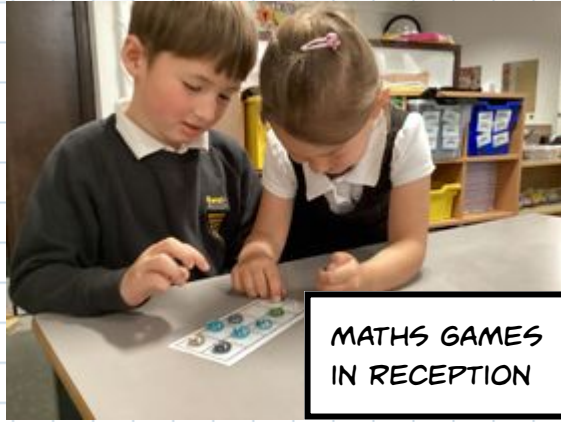


There has been an incredible display in mathematics across the school. We have all continued to grow and progress with arithmetic and the children have shown self-motivation and resilience to beat their personal best and work through the levels on TT Rockstars and Numbots.

In the EYFS children learned to recognise, name, and explore different shapes. They created patterns considering size, colour and the number of sides. They also applied mathematical skills in games and explored numbers in greater depth.

In Year One the focus was on fractions, where children learned about wholes, halves, and quarters. They also worked on understanding position and direction, practicing turns to the left and right. Year 2 pupils applied their maths knowledge to solve reasoning problems and consolidated their arithmetic skills, preparing for challenging questions on their arithmetic SATs paper.

Lower Key Stage Two children impressed with their times tables knowledge. Year 4 prepared for the Multiplication Check, involving 25 questions with 6 seconds per question. Both Year 3 and Year 4 worked on fractions and solving related problems. Year 6 pupils made significant progress in solving complex questions in preparation for their SATs. They excelled in arithmetic and applied their knowledge to reasoning tasks, tackling algebra, ratio and proportion, and multi-step word problems.



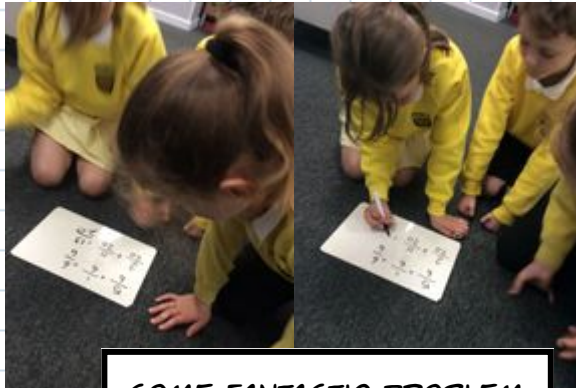
MATHS GAMES IN RECEPTION



TWO SCORES OF 25 IN YEAR 4!



RECOGNISING SHAPES AND PATTERNS IN NURSERY



SOME FANTASTIC PROBLEM SOLVING IN YEAR 3 WHERE THEY HAVE BEEN WORKING TOGETHER TO ADD FRACTIONS.



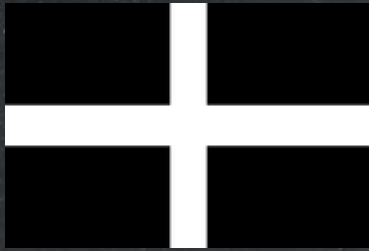
BRILLIANT FRACTIONS IN YEAR 2



CROSS-CURRICULAR MATHS IN YEAR 6



PROBLEM SOLVING IN YEAR 5



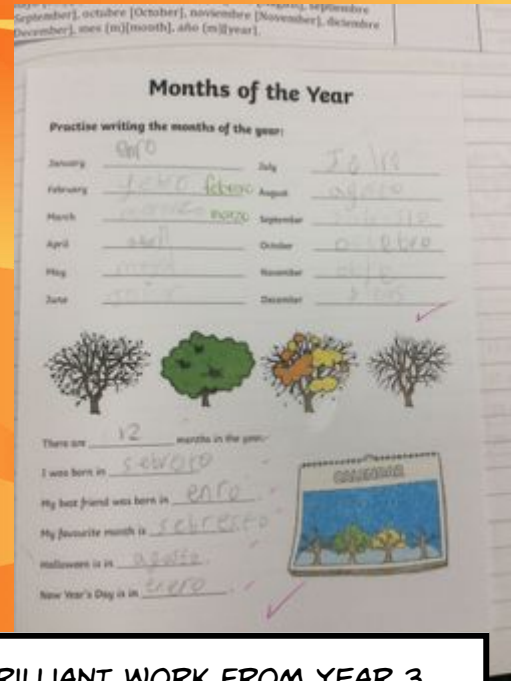
During Languages this term, we have continued to progress in Spanish, through songs, writing, games and speaking.

Throughout the 1st Year Spanish lessons, we have been learning about 'Tell me when' - counting up to 31, days of the week, months, birthdays, yesterday, today, tomorrow and what's the date. In 2nd Year Spanish lessons, we have been learning about 'My routine' - O'clock and half-past, my day, what's on TV?, quarter past and quarter to, a school day and a Maths lesson on time. During 3rd Year Spanish lessons, we have been learning about 'Spanish in our classroom' from shapes to our favourite subjects.

Summer term 2, we will be focusing on 'Our past' during 3rd Year Spanish, 'Free time' in our 2nd Year Spanish lessons and 'All about school' in our 1st Year Spanish lessons.

We have enjoyed using the Cornish language throughout our school day from saying good morning 'Myttin da' and good afternoon 'Dohajydh da' during registration and saying short phrases to one another for example please 'Mar pleg' and thank you 'Meur ras'.

We have also been focusing on our weekly Makaton signs and have been practicing the alphabet.



SOME EXAMPLES OF SOME BRILLIANT WORK FROM YEAR 3. THEY HAVE BEEN LEARNING ABOUT 'OUR FAMILIES' AND 'MONTHS OF THE YEAR'.



CORNISH MAKATON IN THE NURSERY



SPANISH SPEAKING IN YEAR 5

Throughout Music within the Summer term, all the children have been creating some fantastic pieces of work whilst learning about pulse, rhythm, pitch, and scales on instruments such as the glockenspiels. During our music lessons, Sandy Hill pupils have shown great resilience and team work by working together as a class or in groups to compose a brilliant song!

In the Early years they have been listening and appraising Funk music with a focus on the song 'Big Bear Funk'. This topic has embedded foundations of the interrelated dimensions of music using voices and instruments whilst learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.

In year 4, all the learning this half term has been focused around one song: Blackbird by The Beatles - a song about civil rights. The children within Year 4 have loved listening and appraising this song, as well as learning to sing the song, and perform it within their class. Good work Year 4!

Finally in year 6, both Oak and Redwood class have been engaging within their music topic called 'Music and Me'. This unit focuses on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative. Throughout this series, Year 6 have explored the concept of 'identity' - the various elements that shape us. Throughout this topic, Year 6 have also learnt about the most influential women in music over the last 100 years. I know that Year 6 have loved this, and have worked diligently throughout their music lessons!



YEAR 1 EXCELLING IN THEIR IMAGINATION UNIT BY CLOSING THEIR EYES AND LISTENING TO WHAT THEY HEAR AND CREATING PICTURES IN THEIR MINDS. GREAT WORK YEAR 1!



A BRILLIANT START TO OUR GARAGE BAND CLUB!



YEAR 3 COMPOSING AND PERFORMING THEIR SONG 'BRINGING US TOGETHER.'



YEAR 5 USING THE GLOCKENSPIELS TO LEARN THEIR NEW SONG 'DANCING IN THE STREET.'



We have kickstarted the Summer Term with athletics in KS2 and locomotion in KS1 and EYFS.

The younger children of the school have enjoyed learning about the best techniques for jumping and how we can implement them into game based situations. They have also looked at games for understanding too. The children have been thinking about tactics and how they can improve their performance in a game and that of their peers.

In the juniors, the children have learnt about different athletics events from the triple jump to exploring the best sprinting technique. They have also been practising striking and fielding activities such as cricket. The children have learnt the best techniques for bowling and batting whilst also gaining experience in playing games of cricket.

All of this came together when the children participated in Sports Day. From Nursery to Year Six, they all did a fantastic job. It was great to see so many parents and familiar adults there to support their children too. Thank you for helping make the days so special to the children.

PESSPA

RECEPTION
SPORTS DAY
PRACTISE!



SPORTS DAY
FROM AROUND
THE SCHOOL



HOPPING AND
SKIPPING IN
THE NURSERY



YEAR 3 ALL READY FOR THEIR SPORTS DAY!



TEAMWORK AND
ORIENTEERING
IN YEAR 5



During the summer term the children across the school have been exploring the theme of "Being My Best".

In early years the children have been discussing healthy choices and the various activities they can participate in, including the importance of a sleep and why it is necessary. They have embraced the book Giraffes Can't Dance accepting that everyone is different, building confidence and self-esteem. Click on the link to enjoy the book 🦒 [Giraffes Can't Dance \(kids books read aloud\) online books \(youtube.com\)](#) Through these activities, we encourage the children to adopt a "keep on trying" and "willing to have a go" growth mindset.

In Key Stage 1, the children have been learning about the various roles of different foods by sorting images and making fruit kebabs! They worked together to discuss what they need to keep ourselves clean and created their own Top Tips.

In Key Stage 2, the children have explored the different functions of the human body and their important jobs. They have been learning how talent is grown and that most skills come working hard at something from practising it over and over again. The children have been identifying the ways in which everyone is unique and appreciating what makes them THEM!

Across Key Stage 2, the children have started to learn about the importance of basic first aid by asking "Why is first aid important?" and then looking at specific skills.

Throughout the school, many different talents have been shared, demonstrating a growth mindset, determination and resilience by always trying your best.



SOME GREAT LEARNING IN YEAR 3 ABOUT BEING OUR BEST!



JUNIOR LIFE SKILLS!



LEARNING HOW TO EAT HEALTHY IN THE NURSERY



AMAZING!

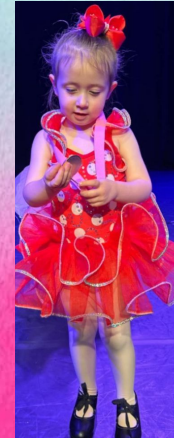
TALENTS!



WHAT IF SCENARIOS IN YEAR 5



LEARNING ABOUT OUR ORGANS IN YEAR ONE



In RE we aim to:

Provide every child with a greater understanding of themselves, the world and the people within it by:

- Learning about religions and beliefs in local, national and global contexts.
- Encouraging reflection, discussion and debate alongside rich, inspiring and varied activity that encourage SMSC (Social, Moral, Spiritual, Cultural) development.
- Preparing pupils for their futures through explicit reference and connections to the British Values, combating prejudice and inspiring respect.

This half term Year 3, 4 and 5 have experienced the Bible Exhibition, which is put together by members of the Seymour Gospel Hall in St Austell. The children made sure they listened carefully because afterwards there was an interactive quiz involving the boards around the hall for the children to complete.

In Year One the children have been exploring the big question of 'who do Christians say created the world?'. While answering this question the children been learning about the creation story and what happened on each day. The children then created their own piece of art to represent this. During this unit we have also been asking the children how they believe the world was created which has lead to some wonderful discussions in the classroom.

RE - Religious Education



THE BIBLE EXHIBITION



YEAR ONE LEARNING ABOUT THE CREATION STORY!



Science Week 2024 was a huge success and saw children from across the school take part in a wide range of exciting investigations both in school and at home. Bubbles, jelly, aeroplanes, eggs, boats, bridges- just a few things which sparked curiosity and led to some serious investigating! We enjoyed celebrating our discoveries in assembly and rewarded home-investigation winners.

Throughout the Summer Term, it has been exciting to see children applying their science skills and knowledge across the wider curriculum. In DT, children from across the school applied their learning of the importance of a healthy diet whilst making fruit kebabs and other healthy snacks.

It has been great to see the sun and warmer weather finally arrive and children across the school have been enjoying getting outside and enjoying the outdoors- gardening and making observations of plants.

We are now getting prepared for our next big science event of participating in the science fair and look forward to sharing our science fair entries with you all!

Science

YEAR 3 IMMERSING INTO THEIR TOPIC ALL ABOUT PLANTS WHERE THEY HAVE BEEN CONDUCTING EXPERIMENTS ON WHAT PLANTS NEED TO GROW!



YEAR 2 - RECORDING BIRDS SPOTTED IN OUR SCHOOL GROUNDS



YEAR 2 - BRITISH SCIENCE WEEK FUN!



YEAR 5- SCIENCE WEEK- TESTING THE FORCE OF DIFFERENT PAPER AEROPLANES.



Cultural Capital

YEAR 2
LIBRARY TRIP



RECEPTION - BEACH TRIP



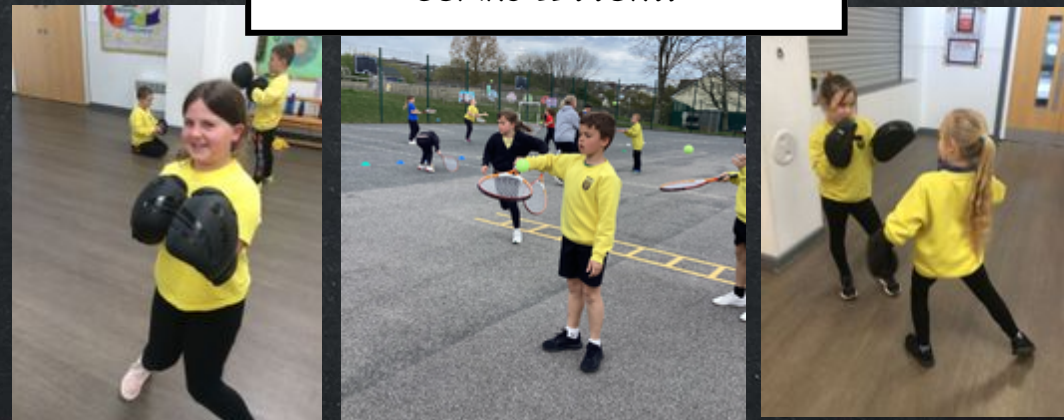
YEAR 4 - PORTHPEAN
ACTIVITY DAY



YEAR 5- JUNIOR
LIFE SKILLS EVENT AT
THE FIRE STATION



YEAR 3 - TENNIS COACHING AND
BOXING LESSONS!



Eco Warriors & School Parliament



During our School Parliament meetings we have been discussing how we could raise money for the school. It has been great to see Mr Walker trying to implement some of our recent ideas for future events at the school.

Our Eco Warriors have been busy inspecting the sensory garden and making some plans to make the most of how it is used. The children have created some **bryntin** plans to ensure it is an eco friendly, sustainable environment for all!



Fundamental British Values



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance



Rule of Law: Celebrating Dojo success with various rewards

Democracy: voting for recipes at cookery club

Individual Liberty: fantastic ambitions with football contracts and earning Blue Peter badges

Tolerance: Makaton staff training and makaton signs learnt in classes

Mutual Respect: Sports Day



All pupils in Reception, Year 1 and Year 2 are entitled to receive a free school meal. This is part of the Universal Infant Free School Meals (UIFSM) initiative, regardless of household income.

However, some children in Reception, Year 1 and Year 2 may also have an entitlement to benefits-related Free School Meals. Children in this group are also eligible for Pupil Premium – additional funding paid to the school to support your child in their learning. It is important to apply for benefits-related Free School Meals if you think your child may be eligible. This is so that your child's school can receive this funding. Your child will be eligible for benefits-related Free School Meals if you meet the [eligibility criteria](#).

Your entitlement to Universal Infant Free School ends when your child transitions to Year 3, so it is worth considering whether you may be entitled to benefits-related free school meals particularly if your circumstances have changed (i.e your household income has changed and you are in receipt of certain benefits).

If eligible, you can apply for Free School Meals and Pupil Premium [online](#).

In addition to Free School Meals, you may also be interested in the [Time2Move Holiday Programme](#). The scheme offers fun physical activities, games and wider activities plus a meal for all children. Activities take place across the Easter, Summer and Christmas holidays. All children (aged 5 to 16) are able to attend and it is completely funded for children that are eligible for benefits-related Free School Meals.



Household Support Fund



The entitlement criteria for automatic payments from the Household Support Fund is changing. If you have any questions regarding the changes, please DO NOT contact the school. You will need to contact Cornwall Council direct.

In order to be entitled to a payment from the Household Support Fund scheme in 2024, you must be responsible for at least one child and on 3rd June 2024 either:

- be entitled to Council Tax Support or
- have been placed in emergency accommodation by the Council
- You will receive £80 per child. If you are already in receipt of Council Tax Support, then you don't have to do anything else – you will receive your payment automatically.

To find out if you are eligible for Council Tax Support, please check the information here:

<https://www.gov.uk/benefits-calculators> .

You can make a claim for Council Tax Support by using this link:

<https://www.cornwall.gov.uk/benefits-and-support/council-tax-support/apply-for-council-tax-support/>

It is important that you submit your application by 31st May 2024.

You may also be entitled to help from the Household Support Fund via one of the Household Support Fund partners. Their details can be found here:

<https://www.cornwall.gov.uk/benefits-and-support/household-support-fund/>



Safeguarding



Early Help Hub

**The right help
At the right time
By the right service**

What does the Early Help Hub do?

- The Early Help Hub is the single point of access for professionals, families and young people to access Early Help Services in Cornwall
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hours
- Support is provided: from pre-birth up to the age of 18, (or 25 when young people have additional needs) when the child, young person or family has needs that are not met solely by universal services

+44 01872 322277
earlyhelp@cornwall.gov.uk
www.cornwall.gov.uk/earlyhelp

The Hub is open Monday to Thursday 8.45 am to 5.15 pm and Fridays 8.45 am to 4.45 pm. The Hub is closed on Bank Holidays.

Cornwall Partnership NHS Together for families in Cornwall CORNWALL COUNCIL

Safeguarding children is everyone's responsibility. At Sandy Hill, we have a number of adults you can speak to regarding any safeguarding concern.

Sarah Chown - Designated Safeguarding Lead
Deputy Designated Safeguarding Leads: Jack Walker, Kylie Evans, Camilla Carter, Dave Lockett, Caroline O'Brien, Marie Kendall, Jake Couch, Daniella Bussandri.



[NSPCC](https://www.nspcc.org.uk) | [THE UK CHILDREN'S CHARITY](https://www.gov.uk) | [NSPCC](https://www.nspcc.org.uk)



The Multi-Agency Referral Unit (MARU)

The Multi-Agency Referral Unit provides a multi disciplinary response to concerns about the safety of a child or vulnerable adult. With the support of the Multi Agency Advice Team (MAAT), Multi-Agency Referral Unit ensures that concerns relating to children and vulnerable adults are addressed in a timely manner, with a response that is proportionate to the needs of children, vulnerable adults and their families.

**The right help
At the right time
By the right service**

Contact

T +44 0300 123 1116
E multiagencyreferralunit@cornwall.gcsx.gov.uk
F 01872323653

If you wish to discuss concerns that you have regarding a child or vulnerable adult please contact the MARU on **0300 123 1116**, following operator instructions.
Urgent referrals after 17.15 pm or at the weekends go to the Out Of Hours Service **01208 251-300**

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experiences.

Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace despite appropriate differentiation and sustained support. Learning difficulties can be general or specific, can relate to one or more areas of the curriculum and may be short-term in one area or more severe and long term in others.

Reasonable adjustments within the classroom to support a child with their learning might include:

- making explicit links with prior learning
- chunked instructions / steps for success
- using visuals e.g. task management board, visual timetable, picture cues
- reducing working memory / cognitive load e.g. using words mats, spelling banks, number lines, times table grids, sentence stems, writing frames
- pre-teaching key vocabulary
- simplified language
- additional processing time
- practical, hands on learning



Research shows that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.



IF YOU HAVE CONCERNS ABOUT YOUR CHILD'S PROGRESS OR LEARNING NEEDS, YOU SHOULD SPEAK TO THEIR CLASS TEACHER IN THE FIRST INSTANCE. MRS CARTER IS OUR SCHOOL SENDCO. SHE IS IN SCHOOL ON TUESDAYS, WEDNESDAYS AND THURSDAYS SHOULD YOU NEED TO DISCUSS ANY FURTHER

At Sandy Hill Academy we are committed to ensuring that all pupils attend school regularly, to enable them to make the most of opportunities available to them in order to achieve their full potential.

What can you do to help?

- Make sure that your child arrives at school on time each day.
- Be aware of the school's rules and routines.
- If your child is ill contact the school on the first day of absence, stating the nature of their illness.
- Avoid taking your child out of school during term time.
- If you have any concerns regarding your child(ren)'s attendance at school, please do not hesitate to contact us for support.



UK Health Security Agency

NHS

Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No
but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfoc>.



"Working together, inspiring excellence"

As a member of the [Aspire Academy Trust](#) we have a centralised approach to policies. We have an extensive list of policies that cover the nursery, school and Kids Club.

All Ofsted statutory policies are located under the '[Statutory Information](#)' page on our school website.

In addition to these statutory policies, a selection of additional useful policies can be found on our '[Parents/Useful Links & Downloads](#)' page.

Please also read our '[Aspire Social Media Policy](#)' and '[Aspire Parent Code of Conduct](#)' .

If you are unable to find a particular policy, please contact the school office.

Thank you.



Information & Support

Crisis Care Award (Cornwall County Council) - 0300 1234 121

Housing (Cornwall County Council) - 0300 1234 161

First Light (Domestic Violence Support) - 0300 777 4777

Citizens Advice Cornwall 0800 144 8848 (Mon to Fri 10am and 4pm)

Remake Cornwall - 07480 135818

Email: remakecornwall@gmail.com

St Austell Foodbank - 01726 65313

Email: info@staustell.foodbank.org.uk

Do you have any spare time to help out on a regular basis during the school day?

We actively welcome parent helpers to come and support us in school. We know many of you have skills and experience, which can really add to the pupils learning and experience during their time at school.

We are currently seeking parents and carers who would be happy to volunteer in school, to help hear children read.

If you have a little time to spare each week, maybe before you collect your child at the end of the school day, we would love to hear from you.

If you are interested or have any questions, please either phone the school office (**01726 75858**) or email **hello@sandyhill.org.uk**

Thank you.





Sandy Hill Academy

Aspiring to achieve, determined to succeed.



Staying in Touch

Address: Sandy Hill Academy, Sandy Hill, St Austell, PL25 3AT

Email: hello@sandyhill.org.uk

Phone: 01726 75858

Website: www.sandyhill.org.uk



Arbor



CLICK ICONS
FOR MORE INFO

