



Sandy Hill Academy

Aspiring to achieve, determined to succeed.



End of Term Newsletter Autumn Term 2024-2025



**Sandy Hill
Academy**



Forthcoming events:

December:

20th - Last day of term (2pm finish)

January:

6th - Spring term begins (Return to school)

13th - Spring term after school clubs begin

22nd & 23rd - EYFS Parents' Evenings

February:

14th - INSET Day. School & Nursery closed

17th to 21st - Half term

March:

6th - World Book Day

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



Please can I start by saying a huge well done to all of our children who have capped off a very busy and productive term with some excellent Christmas performances. The confidence the children showed on stage from Reception right through to Year 6, whether that be saying lines, reading poems or singing songs, was exceptional; these are special memories we can all hold onto.

Throughout this newsletter we have tried to capture all of the wonderful work covered across the curriculum. On the school website, we have detailed plans for all subject areas for your information under 'Curriculum'.

Thank you for your time in completing our recent parent survey, which was overwhelmingly positive. This information is incredible valuable to us and your constructive comments enable us to keep on growing and developing.

With a heavy heart, we wave goodbye to Mrs Stevens at the end of term. Mrs Stevens has worked with many children across the school over a number of years - making a huge difference to their lives. We will miss her greatly but please join me in wishing her all the best for the future.

From everyone at Sandy Hill - a huge thank you for all your ongoing support in making this place so special for our children. Have a wonderful holiday, a Merry Christmas and here's to a special 2025.

Best wishes,

A handwritten signature in black ink, appearing to read "T. M. M.", written on a white rectangular background.



Merry Christmas!



MERRY CHRISTMAS FROM
APPLE CLASS!



MERRY CHRISTMAS FROM
ACORN CLASS!



MERRY CHRISTMAS FROM
CHERRY CLASS



MERRY CHRISTMAS FROM
MAPLE CLASS!



MERRY CHRISTMAS FROM
YEAR ONE!



MERRY CHRISTMAS FROM
WILLOW CLASS!

Merry Christmas!



MERRY CHRISTMAS FROM ASH CLASS!



MERRY CHRISTMAS FROM ELM CLASS! 🧑🏻‍🎄



HAPPY CHRISTMAS FROM BEECH CLASS!



NADELIK LOWEN FROM SYCAMORE CLASS!

Merry Christmas!



MERRY CHRISTMAS FROM PINE CLASS



MERRY CHRISTMAS FROM CEDAR CLASS



MERRY CHRISTMAS FROM REDWOOD CLASS!



MERRY CHRISTMAS FROM OAK CLASS

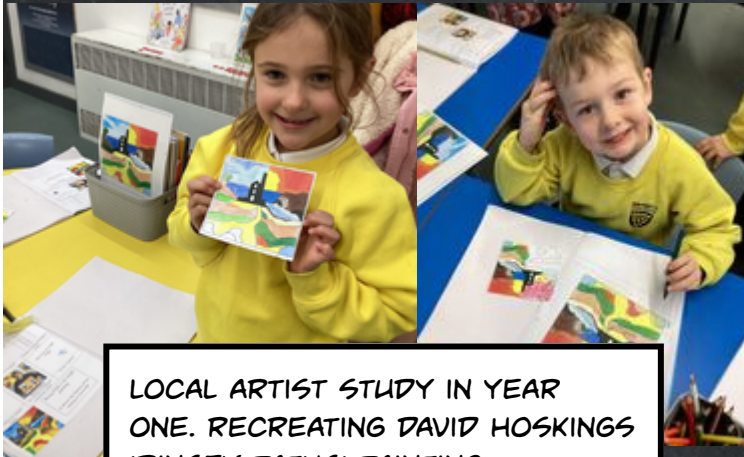
This term in art, we have focused on developing our drawing skills. Students have explored various mediums in their artwork, including pencils, crayons, pastels, and oil pastels. Throughout this journey, they have demonstrated incredible self-motivation and perseverance.

Here's an overview of what some year groups have been learning in art this term:

- Reception have embraced their creativity while exploring the celebration of Diwali! The children created stunning firework pictures, experimenting with various media and techniques, such as using black paper with pastels, drawing with chalk on the playground, and designing within the transient art area using loose parts. They also worked with clay to craft beautiful Diya lamps and explored patterns through vibrant Rangoli designs and intricate Mehndi hand creations. This festive project was a wonderful way to combine artistic expression with cultural learning!
- Year 1 focused on refining pencil control, students practiced mark-making and experimented with using lines and shapes. They drew inspiration from the works of Christa Rijnveld to guide their exploration.
- Year 5 have concentrated on refining their drawing techniques, particularly in creating facial features and expressions. Their efforts culminated in designing their own *Edo King* portraits.

This term's focus on drawing has encouraged creativity and skill-building across all year groups.





LOCAL ARTIST STUDY IN YEAR ONE. RECREATING DAVID HOSKINGS 'RINSEY PATHS' PAINTING.



EXPRESSIVE ART AND DESIGN - MAKING IMAGINATIVE AND COMPLEX 'SMALL WORLDS' WITH BLOCKS IN THE NURSERY



YEAR 4 ARE USING LINE AND TONE TECHNIQUES TO DRAW AMPHORA POTS AND DEPICTIONS OF BOLDICCA



CREATING ROMAN SHIELDS IN YEAR 4

In the Autumn term, Year 1 learned about staying safe online, including not sharing personal information and behaving kindly. They practiced asking trusted adults for help and explored basic tech skills like saving work, naming it, and using a trackpad.

Year 2 focused on online safety, such as avoiding strangers and understanding that online information can last. They practiced navigating webpages, creating safety rules, and learned to ask adults before sharing personal details.

Year 3 explored respectful online behaviour and seeking help before sharing. They examined how media shapes gender ideas and practiced evaluating search results.

Year 4 learned about online identities and the difference between knowing someone online versus in real life. They discussed how online actions affect feelings, reputations, and identified facts versus opinions. They also considered how technology impacts sleep and well-being.

Year 5 studied how online identities can be altered and the issues caused by impulsive communication. They learned to report bullying, questioned shared opinions, and discussed age-related content regulations and privacy concerns with free apps.

Year 6 focused on building a positive online reputation and supporting others facing challenges. They explored ways to promote kindness and positivity in digital spaces.





USING BOOK CREATOR TO CREATE A FACT FILE
ABOUT A LOCAL ARTIST IN YEAR 4



USING THE MICROBITS
IN YEAR 6



DESIGNING A SAFE TO USE NEW APP IN YEAR ONE

During Autumn term our pupils have enjoyed the first two DT days of the year! This year, each year group has enjoyed their own DT days planned around their topic of learning.

The children became immersed in practical, hands-on learning, understanding how to design, make and evaluate products made using these key materials.

Here is an insight into what some year groups have been learning in DT this half term:

Year 2 explored a range of pop-up books to support their ability to design their own based on The Great Fire of London. They learnt about different moving mechanisms to include in their pop-up books to make their stories come alive!

Year 4 enjoyed using their creative talents to design Celtic purses, whilst learning new skills including using running stitches for seams and stitching on their buttons.

Year 6 became immersed in their World War Two topic of learning during their DT days. They created some fantastic toys and pillows as part of their 'Make Do & Mend' DT sewing project.

Reception enjoyed making clay diya lamps using different techniques this term, as part of our learning about Diwali.

Nursery have been exploring textures, and the joining of materials. Learning how to use scissors and tape to build and make something new.



CREATING CELTIC PURSES IN THE STYLE OF ZANDRA RHODES IN YEAR 4



EXPLORING TEXTURES TO CUT UP AND JOIN TOGETHER IN THE NURSERY



WE MADE OUR OWN PUPPETS IN YEAR ONE!



MAKE DO AND MEND IN YEAR 6



WE MADE OUR OWN POP-UP BOOKS ABOUT THE GREAT FIRE OF LONDON IN YEAR 2!



YEAR 5 HAVE MADE THEIR OWN CHRISTMAS JUMPERS.



RECEPTION HAD A SPECIAL VISITOR TO HELP US MAKE CHRISTMAS BISCUITS!

Across our school, the children have made some fantastic progress in all elements of English - oracy, reading and writing.

Writing

In our Early Years, the children have been working extremely hard to develop both their gross and fine motor skills. In Reception, the children have been continuing to enhance their pencil grip and name writing ability, whilst applying these skills across learning opportunities.

Our Year 1-5 children have been continuing to develop confidence with the fundamentals of sentence structure. We have been spending time focussing on understanding subject and verb agreements, using a range of conjunctions and editing single and multi-clause sentences effectively.

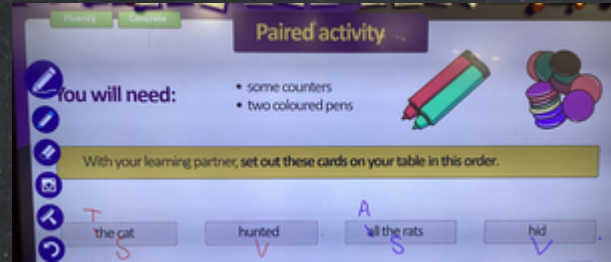
In Year 6, the children have written some fantastic pieces linked to their World War 2 topic. They have written some amazing setting descriptions and written in role as WW2 evacuees.

Reading

At Sandy Hill, we continue to place reading at the heart of our curriculum. Each class have enjoyed sharing their daily class book. These texts have carefully been chosen by the teachers to share with the pupils across the school.

This term, we have been particularly aiming to increase the children's reading fluency - their ability to read quickly and confidently, with decreasing need to 'sound out' words. The children have done this by re-reading texts together and they have enjoyed spending time discussing the themes and vocabulary included.

We are all really looking forward to celebrating World Book Day together next term!



SENTENCE STRUCTURE IN YEAR ONE



YEAR 3 ENJOYING PLAYING GRAMMARSALURUS WORD GAMES.



YEAR ONE IDENTIFYING THE SUBJECT AND A VERB IN SENTENCES.



AMAZING READING ACHIEVEMENTS



ENJOYING A FANTASTIC AUTHOR VISIT



DRAMA IN YEAR 6

EACH CLASS SHOWED FANTASTIC CONFIDENCE IN PERFORMING IN OUR CHRISTMAS PERFORMANCES



What a fantastic term of Phonic learning at Sandy Hill Academy!

Acorn class have enjoyed sharing nursery rhymes and tuning in to sounds around them. Action songs, playing with instruments and sound hunts this term have all helped to begin to develop phonological awareness and the children have had great fun with these activities too! It has been wonderful to hear the children sharing their Phonic home learning in class and through Tapestry.

Apple and Cherry class have enjoyed learning the first set of Phase 2 sounds and have been working hard on their segmenting and blending skills. They particularly enjoy the oral blending games which help them to practise this vital skill.

Chestnut and Holly class are continuing their Phonic journey and have begun to 'Grow the Code.' The children are starting to learn that there are different ways to write some sounds e.g. /ai/(rain) can also be written as /ay/ (crayon), /a-e/ (cake) and /a/ (baby). This code continues to build as the children progress through the Phase 5.

The rest of our children are continuing to revisit and embed their Phonic knowledge and understanding across the curriculum through both written and reading activities.

Phonics



Nursery have been learning all about their surrounding environment by learning how to look after and respect everything around us. We have looked at the forces we feel when we move from indoors to outdoors and talked about the weather on our daily weather chart.

Reception have explored their immediate environment and noticed seasonal changes as the weather gets colder. We have also been looking at festivals that are celebrated across the world. We have explored animals that live in a contrasting environment to our own, such as the arctic, and learned why these animals live in certain habitats.

Key Stage 1 and 2 pupils have been immersed in answering a 'big geographical question'. Some of the exciting 'big questions' we've studied through geography this term are:

Y1 - How does the weather affect our lives?

Y2 - What is the geography of where I live?

Y3 - Why do some earthquakes cause more damage than others?

Y4 - How can we live more sustainably?

Y5 - Who are Britain's National Parks for?

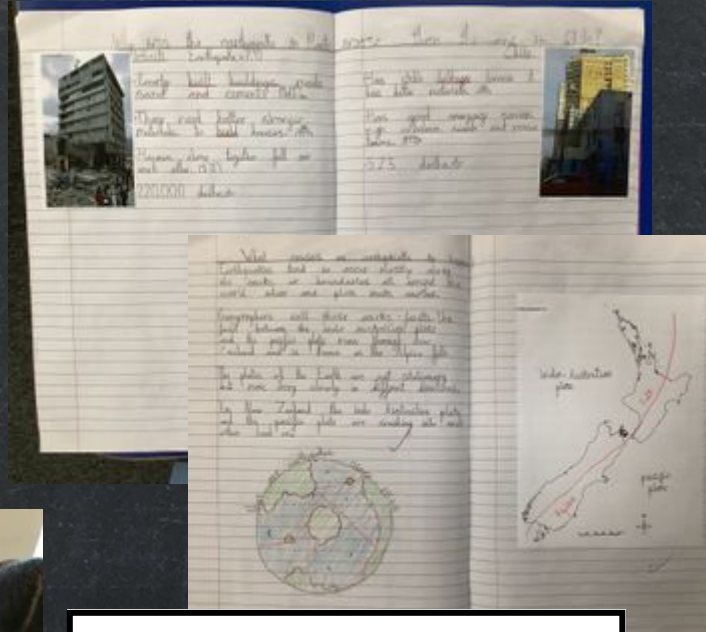
Y6 - Why is fair trade fair?

In geography lessons, the children have worked enthusiastically whilst demonstrating our Sandy Hill STAR values.

YEAR 4 DEVELOPING THEIR MAP SKILLS



YEAR 3 - INVESTIGATING EARTHQUAKES



YEAR ONE CREATING OUTFITS FOR DIFFERENT WEATHER, WE LOOKED AT DRESSING FOR DIFFERENT SEASONS.



GEOGRAPHY FIELDWORK IN YEAR 3



LOOKING AFTER OUR ENVIRONMENT



Nursery have been learning about who they are and where they come from. Learning to talk about key people in their lives and begin to understand a sense of self.

Reception have been learning about the Christmas story, and why it is special for Christians. We enjoyed our Christingle Sing-a-Long at Charlestown church, and learning all about the origin of the Christingle.

Using 'Historian eyes' in Key Stage 1, children have been super detectives when analysing sources, including photos from the past. They have looked closely to find clues relating to 'The Great Fire' and answered the question, 'Were the 1950s a good time to live in Britain?' Children have actively asked questions, researched and interpreted why events happened.

In Key Stage 2, children have delved into the past looking at an array of different eras to answer the following questions:

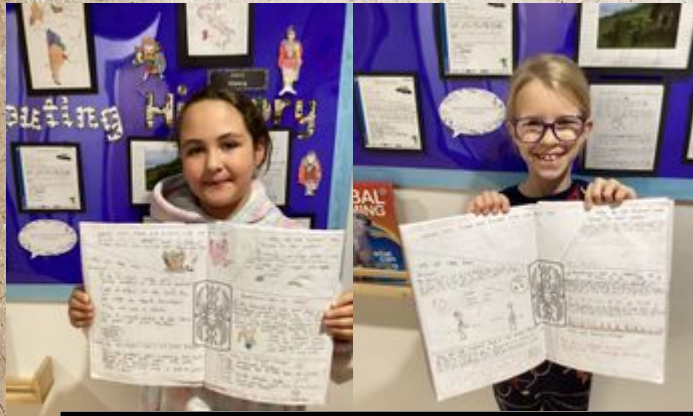
Year 3 - Stone Age to Iron Age 'How do we know what life was like during Pre-Historic Britain?'

Year 4 - Romans - 'How did the Romans keep control of such a massive empire?'

Year 5 - Benin - 'What led to the rise and fall of the Benin empire?'

Year 6 - WW2 St Austell goes to war - 'How were people and communities affected by war?'

At Sandy Hill, not only do the children learn about these topics discretely within their history lessons, but knowledge is deepened by learning about these eras in a range of other subjects such as art, English and music.



YEAR 4 HAVE CREATED SOME FANTASTIC SHIELDS OF KNOWLEDGE ALL ABOUT THE ROMANS AND CELTS



LEARNING WHERE WE BEGIN IN THE NURSERY

RECEPTION CHRISTINGLES



YEAR 3 - STONE AGE HISTORY DETECTIVES AND STONEHENGE ARTWORK.



IN YEAR ONE WE LOOKED AT HOW ELECTRICITY HAS CHANGED THROUGH TIME!



YEAR 5 HAVE BEEN LEARNING ABOUT BENIN.



Nursery has been looking at colour and how we use them in AB patterns, using this to make AB patterns with other items in the Nursery. We have looked closely at the number 1 and finding number 1 around our environment. Reception have continued to work on our understanding of numbers to 5, including composition of number, counting, and subitising. The children have looked at shapes within our environment, and discovered that there can be shapes within shapes! This term, our pupils have been making fantastic progress in maths! EYFS and Key Stage 1 have embraced a new arithmetic programme called *Mastering Number*. They've thoroughly enjoyed using the rekenreks, and it's been wonderful to see their number sense developing so quickly. Across the school, children started the term by exploring Place Value before moving on to the four operations: addition, subtraction, multiplication, and division. Daily arithmetic sessions have been a highlight, with fluency improving rapidly and personal bests being smashed every week! Earlier in the year, we took part in the Aspire-Wide *TT Rockstars* competition, and we are thrilled to share our incredible success. We secured **second place** across the entire academy for average points per pupil and came out on top for total points earned – a fantastic team effort! A special congratulations goes to one of our Year 6 pupils, who earned the **highest individual points score** out of over 2,000 competitors – an amazing achievement that made us all so proud! Keep up the great work, everyone – we're excited to see what you'll achieve next term!



YEAR ONE HAVE LOVED USING THE REKENREKS FOR THEIR MASTERING NUMBER SESSIONS!



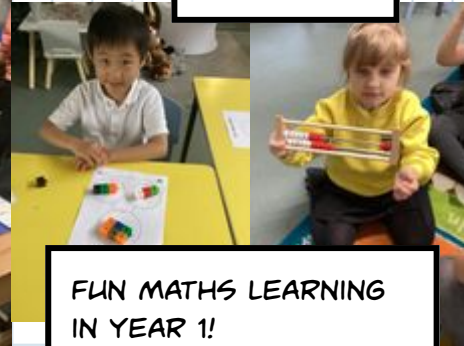
RECEPTION: FINDING SHAPES WITHIN SHAPES



YEAR 4 WORKING TOGETHER TO FIND AS MANY WAYS POSSIBLE TO MAKE A PROVIDED NUMBER ON NUMBER BUG USING THEIR ARITHMETIC SKILLS



SORTING COLOURS IN NURSERY



FUN MATHS LEARNING IN YEAR 1!



As a whole school, we celebrated *European Languages Day*, and the children thoroughly enjoyed exploring Spain and other European countries. They were immersed in Spanish culture, learning about renowned artists and even trying their hand at flamenco dancing. We were also fortunate to have Mrs. Jago visit us and teach some lively Spanish songs, which added to the excitement.

In Key Stage 2, children are actively engaging in their Spanish lessons through interactive methods such as games, repetition, and singing.

In Year 3, the children have been focusing on the topic of 'Meet and Greet.' They have learned how to say basic greetings like 'hello,' 'goodbye,' 'good morning,' and 'good afternoon' in Spanish. Additionally, they have practiced asking and answering questions such as 'What is your name?' and 'How are you?' with their classmates.

Year 4 children have been working on the topic of 'My Town,' where they have learned to name various amenities found in their town. They have also practiced asking questions like 'What is your address?' and 'Where do you live?' Furthermore, they have expanded their number skills by learning to count up to 100 in Spanish through fun activities like bingo and dominoes.

In Year 5, the focus has been on the topic of 'All About Me.' The children have learned how to talk about different professions and have also revisited and expanded their knowledge of colours and physical features, building on their previous learning.

Languages



EUROPEAN LANGUAGES DAY IN YEAR 1



NURSERY SINGING *CABEZA, HOMBROS, RODILLAS, PIES!*
HEAD, SHOULDERS, KNEES AND TOES

¿CÓMO VAS A LA ESCUELA?

VOY A LA ESCUELA A PIE



YEAR 5 AND 6 SINGING SPANISH



EUROPEAN LANGUAGES DAY IN YEAR 4

This term for Music, our focus is learning the skill of listening and appraising a variety of songs across the school. We have been learning all about pulse, rhythms, and pitch through our Music lessons as well. During our lessons, Sandy Hill pupils have all shown great self-motivation, resilience and perseverance!

Here is a look at what some year groups have been learning in Music this term:

In the Early years, the six week focus has been called 'Me'. This term has allowed all the children in Early Years to express themselves and a love for music from an early age by engaging within listening and responding to different styles of music such as learning to sing or sing along with nursery rhymes and actions songs, improvising leading to playing classroom instruments, and sharing the learning that has taken place.

In Year 2, children have been learning a song which is called 'Hands, Feet and Heart.' This unit of work has allowed the children to emerge into music where they play music games, understand the dimension of music (pulse, rhythm and pitch), and singing and playing instruments.

In Year 4, all pupils have been engaging within a topic focused on ABBA! They have been listening and appraising a variety of ABBA songs such as 'Mamma Mia'. Also, Year 4 pupils have created a page in their floor books where they have researched the history of ABBA! Great work Year 4!

Finally in Year 6, the children across this year group have been learning the song 'Happy by Pharrell Williams.' The material presented within this approach to music also similarly teaches music based games that incorporates music skills in there such as pulse and rhythm, as well as learning to sing this song, and playing instruments alongside singing. The children in year 6 have loved engaging within this song!



YEAR 4 LEARNING TO SING MAMMA MIA FIRST BEFORE LEARNING THE GLOCKENSPIEL TO GO ALONGSIDE THEIR SINGING



SING AND SIGN IN RECEPTION



YEAR 4 UNDERSTANDING MUSICAL NOTATION



EXPLORING INSTRUMENTS AND THEIR SOUNDS IN THE NURSERY



YEAR ONE EXPLORING INSTRUMENTS IN LESSONS.



Keeping our bodies and minds healthy is essential to school life. Physical Education, Physical Activity and School Sport helps us do this.

At Sandy Hill, we encourage children to be active throughout the school day as we believe active children are more engaged in their learning. During the school day, we take regular 'brain breaks' which enable the children to reduce their stress, anxiety and frustration whilst also helping the children remain focused and improve their productivity. Children across the whole school have these in their daily routines from 'squat you know' in Maths, to 'Go Noodle' activities between lessons. It is of paramount importance that the children are inspired by us to lead a healthy and active lifestyle as this not only impacts their bodies but also their emotional and social wellbeing.

The children continue to benefit from coming into school in their PE kits as it reduces the time we take getting ready before PE and ensures a more active lesson. Reception continue to get changed before lessons as it works towards their early learning goals. This term, Key Stage One have been looking at ball skills and dance and Key Stage Two have looked at tag rugby and dance. From squash to swimming, the children have benefited from learning about famous sports people across a plethora of sports. This way, the children have been able to learn about sports they may not have participated in before.

This term, the children from Reception to Year Six also had the chance to try golf. They learnt about putting and how they can use the best technique to hold a golf club before putting towards targets.

This year, some of the children across the school have had the chance to represent us in both football and netball events against different schools from around St Austell. Finally, a huge congratulations to our girls team who competed in the National League Trust Primary Tournament. The children played with great teamwork and came runners up the the plate. We were 1 of 8 schools from Cornwall that were selected to attend. Great work girls!

PESSPA

CRICKET LESSONS IN YEAR 4 WITH GARY FROM ST AUSTELL CRICKET CLUB!



LADDER SKILLS WARM UPS IN YEAR 2



GIRLS FOOTBALL TAKING PLACE IN TRURO

BASKETBALL IN YEAR 4



IN RECEPTION WE HAVE BEEN LEARNING HOW TO BALANCE IN GYMNASTICS!

ORIENTEERING SKILLS IN YEAR 4



Across the school, we follow the **SCARF** scheme of work to enhance our curriculum and support the development of children's skills and knowledge.

Focus of the Term: *Me and My Relationships* and *Valuing Differences*

In EYFS (Early Years Foundation Stage):

The children have been learning to describe different feelings and manage relationships while exploring similarities and differences. These activities help them identify effective ways to support one another.

In Key Stage 1:

The children have been exploring the impact of feelings, understanding that they can sometimes hurt. They have learned strategies to handle challenging situations and provide support to themselves and others. Additionally, they have discussed the qualities of a good friend and what makes friendships strong. The children have also been learning to respect differences, showing kindness to everyone, no matter how different they may seem.

In Key Stage 2:

Children have built on their understanding of emotions through role-play, group discussions, and real-life scenarios. They have practiced coping strategies, assertiveness, and ways to resolve conflicts through negotiation and compromise.

Throughout the day, they are encouraged to apply these skills to support peers and foster a calm, confident, and positive environment for learning and play.

Our Sandy Hill STARS Values:

Self-motivated – Thinkers – Aspirational – Resilient – Supportive

All children work collaboratively and follow school rules that reflect and incorporate British Values.

PSHE/RSE

YEAR 4 COLLABORATIVELY WORKING TOGETHER AS A TEAM!



PIC•COLLAGE

CAN YOU NAME THE DIFFERENT EMOTIONS?



THINKING OF WAYS WE CAN BE KIND TO OUR FRIENDS IN RECEPTION



IDENTIFYING KEY MEMBERS OF OUR FAMILY IN THE NURSERY!



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 in Reception have talked about why Christmas is important to Christians and have enjoyed the traditional Nativity story. We have even been lucky enough to watch some of the older classes performing their Nativity shows and Christmas Concerts. We have learned about the Hindu festival of light, Diwali, and how it is celebrated across the world.

Year One have been learning about the importance about what it means to belong to a faith community, during this we have looked a range of religions including Judaism and Islam.

Year Two have been answering the question 'Who is a Muslim and how do they live?'. The children are able to explain who the prophet Muhammad was and why he is important for Muslims.

Year Four have been learning about 'What do Hindus believe God is like?' they have been busy learning new tricky vocabulary!

RE - Religious Education



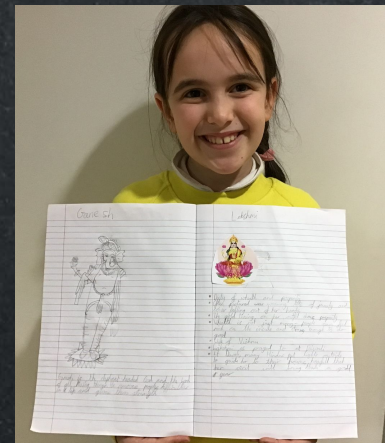
YEAR ONE CHRISTMAS PERFORMANCE!



RECEPTION CHRISTINGLE SING-A-LONG



YEAR ONE LOVED LEARNING ALL ABOUT WEDDINGS!



YEAR 4 ARE LEARNING ABOUT THE DIFFERENT DIETIES IN HINDUISM.

We are excited to share the scientific adventures we have undertaken this term. Each year group has been exploring fascinating topics and developing their curiosity.

Nursery have been looking at their environment and collecting leaves to explore why the leaves change colour.

Reception have used all of the senses in hands-on exploration of natural materials: collecting leaves, looking at shells and driftwood, and noticed their differences and similarities. We were lucky enough to have our own 'Owl Encounter', with a very special owl visit.

Year 1 have enjoyed making close observations relating to seasonal changes and creating some amazing pieces of art.

Year 2 have been learning about the needs of animals and worked as scientists to investigate the size of feet in relation to height.

Year 3 have been studying rock types and creating "chocolate rocks" to mimic sedimentary, igneous, and metamorphic formations.

Year 4 have explored electricity by building circuits and experimenting with components including switches and bulbs- bringing their creations to life.

Year 5 have been investigating the properties of materials and conducting experiments to test their suitability for various uses.

Finally, Year 6 have been learning about the circulatory where they modelled blood composition and also explored the effects of changing components and power within an electrical circuit. Our budding scientists have shown great enthusiasm and we are proud of their achievements this term.



YEAR 4 INVESTIGATING CONDUCTORS AND INSULATORS



EXPLORING SEASONAL CHANGES IN YEAR ONE!



YEAR 6 CREATING MODELS TO REPRESENT THE COMPOSITION OF BLOOD



OWL ENCOUNTER IN RECEPTION



YEAR 5 INVESTIGATING PROPERTIES OF MATERIALS



NURSERY INVESTIGATING THE LEAVES AND WHY THEY CHANGE COLOUR

SYCAMORE CLASS CREATING A SIMPLE CIRCUIT!



INVESTIGATING THE EFFECT OF EXERCISE ON THE BODY



Eco Warriors & School Parliament



ECO WARRIORS FIRST MEETING



SCHOOL PARLIAMENT WERE GIVEN THE TASK TO CREATE THEIR OWN CHRISTMAS DECORATIONS FOR THE CHARLESTOWN FESTIVAL OF LIGHTS.

YEAR 6 SCHOOL PARLIAMENT VISITING CORNWALL COUNTY COUNCIL FOR PARLIAMENT WEEK.



Pupil Premium



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 completed funded for children that are eligible for benefits-related Free School Meals.

Safeguarding Concerns for the welfare of children

If you have immediate concerns or are worried about a child or young person's safety, your concerns may be raised with the [MARU](#) (Multi Agency Referral Unit). The MARU will carry out an assessment to consider the most appropriate help.

The can be contacted by telephone on 0300 123 1116 or out of hours on 01208 251300.

Domestic Abuse Support

If you are at risk of domestic violence, you can walk into a local BOOTS pharmacy and ask for '**ANI**' (Say, "I'm asking for Annie") or ask to access their '**Safe Spaces**' where you will get support with domestic abuse. There will be a trained member of staff.

You can also download and access the Bright Sky app safely. This will give you access to a directory of support agencies and help lines.

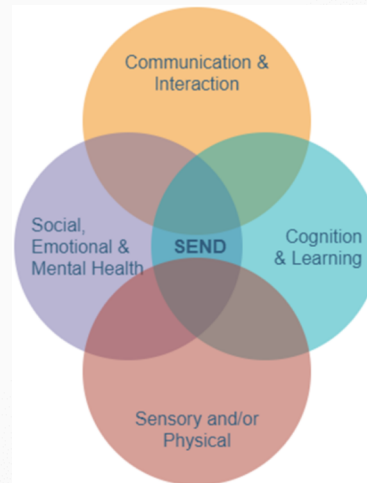
There are 4 main areas of SEND (Special Educational Needs and Disabilities). Pupils may have needs that cut across some or all these areas and their needs may change over time.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” SEND Code of Practice 0 to 25 2015

Communication and interaction needs - difficulty in expressing themselves, understanding what others are saying or difficulties socially interacting with others

Social, emotional and mental health needs – difficulties making friends or relating to adults. May be withdrawn, isolated or find regulating their behaviours challenging.



Cognition and learning needs – difficulties in learning or retaining basic skills or a specific difficulty with reading, writing, mathematics or understanding information

Sensory and/or physical needs – sensory impairments or difficulties such as those affecting sight or hearing, or physical difficulties which impact on their learning.

At Sandy Hill, we offer three levels of support to children who may have SEND.

Universal whole school approaches: These benefit ALL children including those who may have SEND.

Targeted / enhanced provision: Children at this level are added to the school SEND Record of Need as being at SEND Support.

This may include short term interventions and/or reasonable adjustments to help meet their needs and will be recorded as part of a child's Individual Provision Map (IPM) as part of an Assess-Plan-Do-Review cycle.

Individualised support: a small number of children may require more bespoke and tailored support which is significantly over and above SEN Support.

You can find out more about our offer for SEND provision on our school website by [clicking here.](#)

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.

We recognise that there are occasions when it is appropriate to authorise an absence, such as when a pupil is genuinely too ill to attend school.

However, the Government does not support parents taking children out of school unless the school agrees this is appropriate under 'exceptional circumstances'. Any request for leave should be made in writing to the Headteacher using the school's 'Leave of Absence Exceptional Circumstances' request form.

Please click [here](#) to read our whole school attendance letter.

"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.



Events & Activities



Together for Families

Warbarth rag Teyluyow



The [Cornwall Family Information Service \(FIS\)](#) provides information and advice on family matters and support services, childcare, and things to do locally. They support parents/carers, parents to be and children/young people from birth to 19 years, and up to 25 years if they have Special Educational Needs or Disabilities (SEND).

They also also provide a directory of family activities and things to do, all conveniently listed in one place. Please click [here](#) to access their directory.



Please click the image above to read the latest edition of Blackbird Pie.

Time2Move Holiday Programmes



Activities are taking place across Cornwall during the school Christmas holidays

- Multi sports, dancing, forest schools, reindeer feeding, horse riding and lots more!
- For children aged 5 to 16.
- A hot, healthy meal available for all children.
- Funded places for children eligible for benefits-related free school meals.



This Christmas the Time2Move Holiday Programme, in partnership with pool providers in Cornwall, is offering fully funded swimming sessions.

This is for children eligible for benefits related free school meals along with their parent/guardian and siblings!



Scan here for more information and to find out which centres are included!



For more information:
W: www.activecornwall.org/TZMHolidayProgramme/
E: Time2Move.HolidayProgramme@cornwall.gov.uk
T: 01872 324287



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

Mental Health Connect (24/7 Mental Health Helpline) - 0800 038 5300
www.cornwallft.nhs.uk/mental-health-crisis-cornwall

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

Penhaligon's Friends (Bereavement support for children and young people) - 01209 210624
www.penhaligonsfriends.org.uk





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



ParentPay

CLICK ICONS
FOR MORE INFO

