

## Spring 1



Dear Families

A slightly belated 'Happy New Year'! Not quite the end of term and start to the new year which I had expected but thank you for your patience and support during my absence. I hope you all had a wonderful Christmas and enjoyed spending time with your families and loved ones.

The new term has started with a bang with the Pantomime trip, KS2 Fencing, a visit to Little Stars and Mercury from the Police and Wild Tribe sessions already starting! I am very grateful to our tremendous staff team for ensuring that all of these things were able to go ahead smoothly in my absence. It has been lovely to come back and hear from the children how much they enjoyed the pantomime trip and feel the buzz of learning around the school.

In this newsletter, I have included a section about SEND (special educational needs and disabilities). Mr Thorne has kindly written this to help parents understanding of how we identify SEND in a school. There will be regular SEND updates in the newsletters moving forwards.

Best Wishes

Lesa Garside

Interim Head

## Uniform

A gentle reminder that all children should be in the correct school uniform unless it is a PE day. This includes sensible flat black shoes or boots. On PE days, children should be wearing the school PE uniform. We are noticing a number of children not wearing the correct clothes or shoes. A full description of uniform expectations can be found on the website.

<https://jacobstow-lap.co.uk/parents/uniform/>

## In School This Week



This week Little Stars and Mercury had two very exciting visitors. PCSO Stuart and PC Nina came to talk to us all about what it is like to be a police officer and took us on a tour of the car. We watched the lights flashing and even got to hear the siren.

### Mercury

As part of our computing lessons, we are learning how to program a robot. This week we have enjoyed working in teams to program a Bee-bot robot with a range of commands to make it go forward, backward, left, right, stop and pause. Everyone took turns and worked well in their teams. The Bee-bots have created a real buzz in our classroom, and we can't wait for the next lesson.



### Saturn

In Saturn we have been launching our new learning for Spring 1. We have introduced the Vikings in our History, our Science learning 'From the Amazon Rainforest to Antarctica' and the local artist Sue Read in art. The children have also enjoyed their first fencing lesson this week and have been doing tag rugby with Mr Pitman. What an exciting start to the year and term!



### **What is SEND?**

Special educational needs are referred to as SEN. The abbreviation SEND relates to special educational needs and/or disabilities. Guidance, legislation, and regulations sometimes use the abbreviation SEND.

“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

Individuals who experience SEN comprise the largest potentially vulnerable group of children and young people in Cornwall, 13.5% of the population. Our identification of SEN is in line with the national profile.

### **Special educational needs can mean that a child or young person has:**

- **Communication and interaction needs** - difficulty in expressing themselves, understanding what others are saying or difficulties socially interacting with others
- **Cognition and learning needs** – difficulties in learning or retaining basic skills or a specific difficulty with reading, writing, mathematics or understanding information
- **Social, emotional and mental health needs** – difficulties making friends or relating to adults. May be withdrawn, isolated or find regulating their behaviours challenging
- **Sensory and/or physical needs** –sensory impairments or difficulties such as those affecting sight or hearing, or physical difficulties which impact on their learning

Individual children or young people may have needs that cut across some or all these areas and their needs may change over time.

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?id=dribBZ6n-xw&newlocalofferchannel=0>