

Himbleton CE Primary School and Nursery



Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

“Faith, Hope, Love...the greatest of these is Love.” (Corinthians 13:13)

“So in everything, do unto others what you would have them do to you.” (Matthew 7:12)

“Wise men and women are always learning, always listening for fresh insights.” (Proverbs 18:15)

Special Educational Needs and Disability Policy (including Information Report)

Date Approved by Governing Body: 28th April 2022

Review Date: April 2023

HIMBLETON CE PRIMARY SCHOOL AND NURSERY IS A VOLUNTARY CONTROLLED, LOCAL AUTHORITY SCHOOL WITH AN INCLUSIVE ETHOS. THE SCHOOL WORKS IN ACCORDANCE WITH WORCESTERSHIRE'S LOCAL OFFER – PLEASE SEE <https://www.worcestershire.gov.uk/sendlocaloffer>

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Himbleton CE Primary School and Nursery children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- liaison with previous school or pre-school setting
- child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- concerns raised by a parent
- concerns raised by a teacher, for example, if behaviour or self-esteem is affecting performance
- liaison with external agencies e.g. a physical/ sensory issue
- use of tools for standardisation
- children with an EHCP already have many of their needs clearly identified and their placement at our school is a decision that is made by the Local Authority in consultation with the school.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Please talk to us – contact your child's class teacher about your concerns in the first instance. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCO/Headteacher (Gemma Martin). Appointments can be arranged in person, by phone or by email (head@himbleton.worcs.sch.uk).

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

All children are entitled to Quality First Teaching, appropriately resourced. This is 'Wave 1'.

Our SENDCO/Headteacher oversees the progress of all children, including any child identified as having SEND.

Your child may have additional adult support if required, usually to work on a specific intervention, either individually or as part of a group. This will be under the direction of the class teacher and will initially be for a short, specified period of time. SMART targets will be set and reviewed regularly. This is an example of 'Wave 2' support and parents will be informed about the targets and objectives being worked on and their impact.

Should children need further support for specific reasons, there may be a longer, individual programme of support put in place. This, again, will have SMART targets which are reviewed regularly. This will form part of the plan of provision for the child and forms 'Wave 3' support and is likely to include input and support from external agencies. The content and aims of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

Should a child have extensive needs then an Educational Health and Social Care Plan may be put in place through application to Worcestershire's SEND Services Department. This will only happen where staff, other professionals and parents agree that more than 20 hours of personalised support is needed for the child to make expected progress or better. Assessments to inform this decision will be made over a period of time, reflecting the views of different agencies (i.e. Educational Psychologist, Speech and Language Therapist, Learning Support Teacher, Behaviour Support Team). Such a plan will possibly enable access to Higher Needs Funding, the most appropriate use of which will be discussed between parents, schools, the Local Authority and other agencies.

3b. WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment can be made with the SENDCO/Headteacher to discuss support in more detail if required.

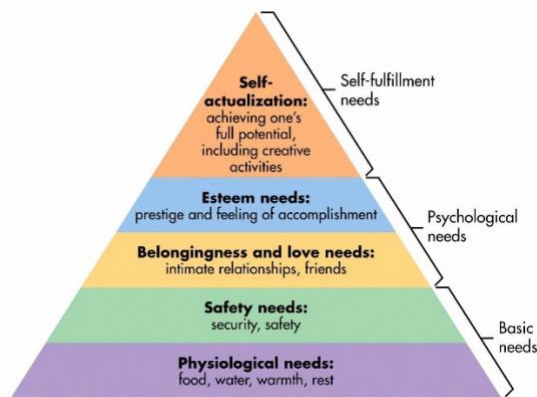
Where a child is accessing targeted support, parents may be asked to support the work being done in school with appropriate home learning tasks.

Individual provision maps will be shared with you and your child (age-appropriately). These detail what your child needs to learn or to be able to do in order to make progress, what the school is doing to support this and what you can do to help. It will also detail the support that your child is receiving both in class and in smaller groups or, if needed, individual work.

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

4a. WHAT IS THE PASTORAL, MEDICAL, SOCIAL AND EMOTIONAL SUPPORT AVAILABLE IN THE SCHOOL?

We are an inclusive school that holds a child's emotional and social development as an absolute priority. We work with the principles of Maslow's Hierarchy of Needs at the forefront in order to achieve our aims – basic and psychological needs must be met to enable inquisitive thinkers and inspired learners with kind hearts:



The class teacher has overall responsibility for the pastoral, medical, social and emotional care of every child in their class.

Children have access to experienced staff throughout their day, who are well informed about the emotional needs and challenges for all of our children. A 'Learner Profile' document is shared with staff to ensure that they have up to date information about the children in their care. Staff have undertaken training regarding mental health and wellbeing so that the best support can be provided and we have a dedicated Mental Health First Aider.

We have support staff, supported by internal experts and external specialist professionals, who are able to provide additional emotional and social support for children who may benefit. As a school, we use the Motional programme to structure our work in this area (more information can be found at <https://motional.io/>).

The school will work with all families to provide support where it is needed; this may be in the form of an Early Help Assessment and Plan. In addition, parents or carers can ask for or consent to a referral for Early Help through the Family Support Worker. More information is available through the Headteacher/SENDCO (please also see our Early Help Offer and <https://www.worcestershire.gov.uk/earlyhelpfamilysupport>).

Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the class teacher and the SENDCO/Headteacher.

4b. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.

Parents/carers need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A medication form must also be completed by the parent/carer and medicines handed into and collected from the School Office.

On a day-to-day basis, our first aid trained staff will oversee the administration of prescribed medicines. Another member of staff will witness administration and detailed records are kept.

All staff members have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.

At any time, a minimum of four staff have first aid qualifications, which are updated regularly in line with requirements. Two members of staff have the required Early Years qualification.

Staff are unable to dispense non-prescription medication, such as Calpol or throat lozenges, and these should not be in school (unless they have been prescribed). Residential visits are the only circumstance that this will be permissible.

4c. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school has clear behaviour and exclusion policies. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

The school has the highest expectations of behaviour both in and out of the classroom and all staff are committed to ensuring that the children understand the need to behave appropriately. This is always taken in the context of our deeply Christian ethos and identified values, understanding the uniqueness of every child.

Parents are involved closely with the setting of expectations and rewards and sanctions in these circumstances.

The school has an agreed Attendance and Leave of Absence Policy, which reflects recent legislation and Local Authority policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher, who will liaise with families and may involve the Education Welfare Team, Early Help Assessment Team or Children's Services if this becomes a concern.

The school are also able to support families in making contact themselves with other agencies who can provide appropriate support. This may include a Family Support Worker or Education Welfare Officer.

4d. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have individual provision plans discuss their progress and targets when these are reviewed (age-appropriately), as well as during regular learning conversation meetings.

If your child has an EHCP, their views will be sought before any review meetings.

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

All children are provided with the opportunity to be voted onto our Pupil Parliament, as well as hold other designated positions of responsibility, allocated by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Our school has an adopted Accessibility Plan and set clear objectives in accordance with legislation. This can be found on our website.

Accessible, disabled toilet facilities are available by the school library. This facility includes full bathroom management accommodation.

If you have specific access queries please do speak with us for further information.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

Long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school. Our curriculum intent, in line with statutory requirements, clearly outlines how the curriculum is accessible to all.

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be different levels of scaffolding and challenge available for a class (with a focus on developing depth of understanding), however on occasions this might be individually differentiated to provide a personalised curriculum.

The class teacher, alongside the SENDCO/Headteacher will discuss a child's needs and what support will be appropriate.

Children with SEND will have access to the appropriate resources needed in order to help them to make individual progress e.g. phonic mats, coloured overlays, talking tins, writing slopes.

The SENDCO/Headteacher reports to the governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

The governor responsible for SEND also meets regularly with the SENDCO. They report on their visits to the full board to keep them all informed regarding school, Local Authority and national information.

The governors agree priorities for spending within the SEND budget, as well as Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment, staffing, training and facilities. Statutory information relating to this is reported on our website as required.

7. HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that children are making progress academically against national age-related expectations, and/or from their starting points and that the gap is narrowing between them and their peers.
- By reviewing children's targets on individual provision maps and ensuring that they are being met. This happens regularly through Pupil Progress meetings between class teachers and the Headteacher.
- Through verbal feedback from the child, the parent/carer and teacher to build a 'wider picture'.

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

As well as the aforementioned termly updates, you are welcome to make an appointment to meet with either the class teacher or SENDCO/Headteacher at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Every child has a Reading Diary where parents and school can communicate in 'informal' written form. These books are checked by school staff daily. In addition, the messaging facility on ClassDojo can be used as a communication tool if preferable.

Your child may have an individual provision map that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.

When the child's plan is reviewed, comments are made against each target to show the progress the child has made.

If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

9. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we track and analyse the children's' progress in learning against national expectations and age related expectations regularly. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed in all areas of the curriculum.

As a school, we track children's' progress from entry through to exit, using a variety of different methods, both summative and formative. Please ask the school if you require any further details.

Pupil Progress Meetings are held regularly between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and actions are discussed and agreed.

Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example the Worcestershire Dyslexia Pathway and various standardised assessments, such as Single Word Reading/Spelling. Children may be referred for further assessment through the Education Psychologist, Learning Support Teacher (LST), Complex Communication Needs Team (CCN) or Behaviour Support Team (BST).

Parents are consulted prior to any assessment and information that they provide is used to create the child's individual plan if required.

The SENDCO/Headteacher reports regularly to the governing body. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and attends briefing sessions. They also report back to the governing body (see section 6).

10. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety is secure. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. Parents/carers will be kept fully updated regarding such risk assessments.

A variety of extra-curricular clubs are provided during lunch times and after school. The school operates before and after-school provision. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children to visit the school prior to starting. For children starting in Early Years at the start of an academic year, a meeting for parents/carers is held in addition to a series of planned visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.

A transition form is sent to all pre-schools and other schools prior to children transferring to Himbleton CE Primary School and Nursery. The Headteacher and/or teachers will visit settings where it is felt there is a need.

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and fully understood.

If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both schools.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary phase of education.

12. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Our SENDCO has the required national SENDCO accreditation qualification. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff team has as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. dyslexia friendly, visual timetables, individual work stations as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Behaviour Support Team, Health services including: GPs, school nurse, CAMHS, clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help, social workers; and specialist advisory teachers.

13. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. The specific training held by support staff includes: Team Teach, Positive Behaviour Training, Numicon, Rapid Phonics, Introduction to Trauma-Informed Schools.

The school also operates an internal training programme for staff, facilitated by the SENDCO/Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled.

14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

General information relating to SEND can be found on the school website, including within this SEND Policy.

For more specific queries you should discuss matters with your child's class teacher in the first instance.

Further information is available from the SENDCO/Headteacher (Gemma Martin) or, in exceptional circumstances, the SEND Governor (Sue Plummer) via the School Office.

The school has a Complaints Policy, which is available on the policy page of the school website.

15. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office (office@himbleton.worcs.sch.uk) or by telephone on 01905 391231 in the first instance for further information about the school and to arrange a meeting with the Headteacher.