

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) 2024 – 2025

September 2024

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Aims and Intent

Himbleton CE Primary School and Nursery is a voluntary controlled, local authority school which is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

Name of school believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and we have the same high expectations and educational aims for children with special educational needs and/or disabilities as we do for all children in school.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making;
- The early identification of pupils' needs and early intervention to support them;
- A focus on inclusive practice and removing barriers to learning;
- Collaboration between education, health and social care services to provide support;
- High-quality provision to meet the needs of pupils with SEND;
- Greater choice and control for pupils and their parents over their support;
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age;
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Compliance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010

- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Working Together to Safeguard Children 2024'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy

Admission to Himbleton CE Primary School and Nursery for all children complies with the Equality Act 2010, and school facilities comply with the Disability Act 2001 (accessibility). This policy should be read in conjunction with the Inclusion Policy and 'School Offer'; both are published on the school website, and the 'Local Offer' which is also accessible through the Worcestershire Local Authority website or by clicking on the following link: <https://www.worcestershire.gov.uk/sendlocaloffer>

What are Special Educational Needs?

We have regard to the definition of SEN stated in the SEN Code of Practice 2014 and the Children and Families Act 2014.

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

From the SEN Code of Practice 2014

Special educational provision means:

- for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- for a child under two, educational provision of any kind (1996 Education Act, section 312)

Behavioural difficulties do not necessarily mean that a child has a special educational need and would not automatically lead to them being included on our SEN register

As recommended in the SEN Code of Practice 2014 our school adopts a graduated approach to match provision to children's SEN so that, where necessary, we can draw upon specialist expertise in order to respond to a child's individual needs if they do not make adequate progress. Within school, children with SEN are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision

What is a disability?

Himbleton CE Primary School adopts the definition of disability as stated in the Equality Act 2010 as 'a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities.' This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Management of SEND within the School

Our school objectives are:

- to identify and assess the needs of all pupils as thoroughly and as early as possible through Development Matters baseline, reading and spelling tests, curricular assessments, observations, screening
- to embed inclusive practice so that the individual needs of all children are met through a variety of learning experiences;
- to educate children with SEND according to the graduated response as described in the Code of Practice 2014;
- to maintain a close liaison between the Headteacher, class teachers, teaching assistants, SENCO and SEND governor;
- to forge a meaningful partnership with the parents of all children with SEND;
- to work on a regular basis with LA Support Services
- to ensure that staff receive INSET as and when this is needed to build on their skills and effectiveness when working with children with SEND;
- to make SEND an integral part of the School Development Plan;
- to continue to revise our curriculum so that it accommodates the needs of every child.

The role of the Headteacher

Our headteacher is Mrs Kirsty Shaw. The headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision;
- keeping the Governing Body well informed about SEND within the school;
- working closely with the SENCO to ensure appropriate provision is made for children with SEND;

- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The role of the SENCO

The SENCO for our school is Gemma Beattie. The SENCO instigates and co-ordinates the formulation of our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved. She is responsible for:

- overseeing the day-to-day operation of the SEND Policy;
- keeping and updating a register of children with SEND;
- coordinating provision for children with SEND;
- the management of teaching assistants;
- ensuring there is liaison with parents and other professionals in respect of children with SEND;
- advising and supporting teachers and teaching assistants in the school;
- ensuring that appropriate IPMs are in place;
- ensuring relevant background information about children with SEND is collected and updated;
- liaising with external agencies, the LA support services, Health and Social services and voluntary bodies;
- liaising with the headteacher;
- monitoring the quality of provision and teaching of children with SEND;
- maintaining, updating and advising on SEND resources.

All staff are responsible for children with SEND. For effective coordination, the SENCO ensures that staff are made aware of:

- the Code of Practice graduated response procedures;
- the responsibility all teachers have in making provision for pupils with SEND through the inclusion of SEND in the SDP;
- the commitment required by staff to keep the SENCO well informed about pupils' progress through monitoring and the writing and reviewing of IPPs;
- the ability to access all IPMs on the shared area of the school computer system.

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

The role of the Governing Body

The governor with responsibility for SEND is Amy Rowley.

The governing body should:

- ensure that provision is made for children who have SEND;
- ensure that the needs of children with SEND are made known to all who are likely to teach them;
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
- ensure that children with SEND are fully involved in school activities;
- have regard to the Code of Practice when carrying out these responsibilities;
- be fully involved in developing, monitoring and subsequently reviewing SEND policy;
- are kept up to date about the provision, deployment of funding, equipment and personnel resources;
- contribute to the school profile;
- inform the school prospectus on the implementation of the SEND policy and any changes to the policy in the previous year.

The role of the class teacher

The class teacher should:

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for children with SEND;
- collaborate with the SENCO to decide the action required to assist the child to progress;
- work with the SENCO to collect all available information on the child and share it with all relevant staff;
- develop IPMs for children with SEND seeking advice from the SENCO where necessary;
- ensure adaptive planning allows for appropriate provision for children with SEND;
- plan for and work with children with SEND on a regular basis to deliver the IPM targets;
- collect pupil voice, review IPM targets and use this information to develop new, relevant IPM targets;
- develop constructive relationships with parents;
- be involved in the development of the school's SEND policy.

The role of the Teaching Assistant (TA)

The teaching assistant should:

- become familiar with the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND;
- be aware of any available information concerning a child with SEND;
- liaise with the class teacher on a daily basis to deliver the IPM targets, supporting children with SEND and carrying out interventions when required;
- liaise with the class teacher and SENCO for advice and assistance where necessary.

How does the school know if a child needs additional help?

At Himbleton CE Primary School and Nursery children are identified as having SEND through a variety of ways 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.

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 the SENCO (Gemma Beattie) appointments can be arranged in person, by phone or by email (gbeattie@himbleton.worcs.sch.uk)

How will the school support my child?

Who will oversee, plan and work with my child and how often?

Every teacher is an SEND teacher, therefore 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 SENCO and headteacher oversee 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 small 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 each term.

Once a pupil has been identified with SEND, the school will employ a graduated approach as part of Wave 3 provision to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. 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, CCN team or the 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.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Who will explain this to me?

The class teacher will meet with you formally for Parent Meetings twice yearly. We also offer an IPM sharing session each term which provides an opportunity to set targets, discuss your child's progress and the support that they are receiving.

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

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 SENCO to discuss support in more detail if required, or parents and carers are welcome to attend the termly SEND drop in session.

Children who have English as an Additional Language

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

What support will there be for my child's overall wellbeing?

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. 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/>). We also have a fully trained ELSA (Emotional Literacy Support Assistant) to provide further support for any child with social and emotional needs too.

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 SENCO (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, the SENCO and the headteacher.

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 policies' page of the school website.

Parents and 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 to be administered must have been prescribed by a doctor and 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.

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.

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.

How will my child be able to contribute their views?

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

If your child has an EHCP, their views will be sought before any review meetings in the form of 'Pupil voice'.

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.

How accessible is the school environment?

Our school has an adopted Accessibility Plan and sets 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.

How will the curriculum be differentiated to match my child's needs?

Long term curriculum plans are available on the school website, alongside ideas for how families 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 SENCO and 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, thera bands etc.

The 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 SENCO. 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.

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'.

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 to discuss my child's progress?

We are pleased to offer termly SEND drop in sessions for parents and carers to talk with the SENCO informally.

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

Every child has a Reading Diary where parents and school can communicate in 'informal' written form. 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 a termly basis and parents are provided with a copy during an IPM sharing session with the class teacher. The conversation will also provide suggestions as to how you can support your child's learning at home.

When the child's IPM 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, in the form of an Annual Review.

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

The SENCO and the headteacher report 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.

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 educational visits and trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents and carers.

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.

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 and carers is held, in addition to a series of planned settling-in sessions 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 too when appropriate.

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 managed 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.

What specialist services and expertise are available or accessed by the school?

Our SENCO has begun the NPQSEND 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.

What training have the staff supporting children 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, Rocket Phonics, Nessy Dyslexia training and Trauma-Informed Schools 11 day diploma.

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

Early Years Pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves;
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND;
- Designate a teacher to be the SENCO;
- Provide information for parents on how it supports children with SEND;
- Prepare a report on the:
 - Implementation of SEND policy and procedures;
 - Arrangements for the admission of children with SEND;
 - Steps being taken to prevent children with SEND from being treated less favourably than others;
 - Facilities provided to enable access to the school for children with SEND;
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child;
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.
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SEND and Safeguarding

At Himbleton, measures are in place to ensure the effective safeguarding of all children. We are however mindful that children with SEND, children who are absent from school, children requiring mental health support and children with EAL may be at a greater risk and be more vulnerable. Our SEND offer includes:

- A fully qualified and experienced Designated Safeguarding Lead (DSL), supported by a Deputy Designated Safeguarding Lead (DDSL)
- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners
- Quality first social and emotional teaching through our whole school PSHE programme to teach children about healthy relationships and how to keep themselves safe
- Motional programme
- ELSA trained member of staff
- Nurture room
- Working in partnership with parents and carers, building close relationships with them to offer bespoke support
- Effective links with external agencies (e.g. Early Help) to enable rapid identification of changes in behaviour and to facilitate effective early intervention.

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 SENCO (Gemma Beattie) or, in exceptional circumstances, the SEND Governor (Amy Rowley) via the School Office.

The school has a Complaint's Policy and procedure, which is available on the policies' page of the school website and on the 'Parental Feedback' tab.

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.

Monitoring and Review

The Headteacher and the SENCO will ensure that meetings take place termly to review the progress of pupils on the SEND and Inclusion register.

- This policy will be reviewed annually by the headteacher and SENCO and approved by the Governing Body.
- Any changes made to this policy will be communicated to all members of staff who are required to familiarise themselves with this policy.

The scheduled review date for this policy is September 2025.