



PARENT HANDBOOK

September 2026 Edition

Our Vision, Values and Aims

Achievement, belonging and celebration: valuing every child through fostering independence, inclusion, trust, respect and support.

Achievement: learners receive the challenge, care and support needed to achieve their potential

Belonging: we seek to challenge mind sets and help our learners to have a true sense of belonging in their school and wider community

Celebration: We celebrate every learner's success, at every step of the way

Our Aims

New Siblands aims to equip our learners with the skills they need for each stage of their life. These may be academic, social, physical, moral or spiritual. Learners will be supported to communicate, work with others, manage emotions, maintain relationships, and to be as independent as possible. We also prioritise good mental health and wellbeing, so learners have opportunities to engage in activities that will develop their self-esteem and confidence, and support them to feel part of the wider community they belong to.

In order to achieve these aims the school is committed to:

- *Providing a broad, balanced, relevant and flexible curriculum*
- *Teaching in a way that motivates, engages and inspires a love of learning*
- *Offering learning beyond the school walls*
- *Ensuring meaningful inclusion is a reality*
- *Working in partnership with parents, carers and professionals to secure the best support for each pupil*

Mr Karl Hemmings, Headteacher

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Headteacher Welcome

Welcome to New Siblands School, where our vision of 'Achievement, Belonging and Celebration' is at the heart of everything we do. We pride ourselves on creating a positive atmosphere in which all of our pupils feel valued.

Our staff team are highly skilled and committed to bringing out the best in each and every pupil, supporting them to become as independent as they can possibly be. Learning is creative and engaging, encouraging pupils to explore different ideas and develop skills in a range of contexts.

We work in partnership with parents and carers, external professionals and the local community, taking a holistic approach to ensuring all aspects of our pupils' learning and wellbeing are fully supported.

Most importantly, our pupils and their families tell us that they enjoy coming to school and love learning here.

We are so proud of our 'Outstanding' grade from Ofsted, which demonstrates our commitment to an educational experience of the highest quality for all pupils in our care.



General Information

Contact information and useful information

School details	
Address:	New Siblands Primary School Gillingstool, Thornbury, South Gloucestershire, BS35 2EG

	New Siblands Secondary School, Easton Hill Road, Thornbury, South Gloucestershire, BS35 2JU
Email address:	enquiries@newsiblands.org.uk
Website address:	https://www.newsiblands.org.uk
Phone number:	01454 553002
Age range	3-19 years Primary 3-11, Secondary 11-19
Operating hours (term time):	Occupation hours primary: 07:00-17.00 School day: 08:55 – 15:05

Calendar and Important Dates

Term dates		
Term	Starts	Ends
Term 1	Tuesday 1 September 2026	Friday 23 October 2026
Term 2	Monday 2 November 2026	Friday 18 December 2026
Term 3	Monday 4 January 2027	Friday 12 February 2027
Term 4	Monday 22 February 2027	Thursday 25 March 2027
Term 5	Monday 12 April 2027	Friday 28 May 2027
Term 6	Monday 7 June 2027	Wednesday 21 July 2027

Inset Days
Tuesday 1st September 2026
Wednesday 2nd September 2026
Friday 9th October 2026
Monday 4th January 2027
Thursday 25 th March 2027
Friday 25th June 2027

The School Day

Timings	
Pupil arrival times	08.55
Pupil departure times	15.05
Morning Registration closes	09.00
Afternoon Registration closes	13.00

Daily Structure Example

Time	Morning Sessions	Time	Afternoon Sessions
8.55am	Registration	12.00 – 13.00	Lunchbreak – eating and play fully supervised and supported by class team

9:00-10:00	Lesson 1	13.00 – 14.00	Lesson 4
10:00-10:30	Lesson 2/Snack	14.00 – 14.15	Afternoon break
10.30-11.00	Break – play fully supervised and supported by class team	14.15 – 15.00	Lesson 5
11.00 – 12.00	Lesson 3	Home	15.05

Timetables

Individual class timetables will be uploaded to the Class Pages on the school website each term.

Contact Information and who's who

Senior Leadership Team and non-teaching staff	
Head Teacher	Karl Hemmings
Deputy Head	Margarita Steer
Assistant Head	Hazel Sinclair & Gemma Britton (Primary) Krissy Emery (Secondary)
Office Manager	Debbie May/Clare Bonus
Receptionists	Jenny Simpson (Primary), Sally Walker & Louise Kauz (Secondary)

Teaching Staff		
Class name	Teacher	Support Staff
Red Class	Emma Shearman/Tom Oram	Leah Howell Naomi Hibbard Sam Neates Chloe Herath Harriet Gordon Vicky Hutchinson Claire Padbury
Yellow Class	Isabel Phillips	Abi Stephenson Sue Collard Michelle Slater Katie Johnson Lisa Fox Esther Jenkinson Shellie Rowdon
Green Class	Beth Sinclair	Sian Postle Rebecca Knowles Chelsea Price Aiho Richards Ned Matthews
Blue Class	Alice Walton	Sarah Hancock Brigitta Barath Vanessa Duvenage

		Becca Fiddaman Beulah Suthakaran Ana Ghovaty Beryl Yeung Sarah Dunn Sarah Webb
Indigo Class	Ellen Scotford/ Katie Griggs Trevarthen	Mia Allen Kerrie Giles Vick Welsh Maria Pazar Megan Maude Alanta Fielding Danielle Beyer
Violet Class	Tracy Rogers	Lucy May Lisa Purnell Alisha King Chelsea Bradbury Sarah Storer
Silver Class	Karen Lee	Helen Hewitt Shannon Brace Darcy Collins Kellie Bryant Eunice Pickles Lisa Howell Christie Burrow
Ruby Class	Alina Skelt	Helen Stoliday Laura Wilson Michelle Watkins Claire Gaynor Michelle Slater Zoe Reeves Karen Coles
Diamond Class	Heather Collins/Donna Edmonds	Helen Adams Sally Salter Jaime Ledbury Louise Doyle
Emerald Class	Wendy Boffin/Rachel Smith	Donna Edmunds Naomi Maxwell Nicky Smith Jo Handford Lauren Grose Debbie Williamson Stacey Smyth Hirim Pasabiru
Post 16	Angela Windsor Lynn Bevan Nina Stevenson Chloe Newman	Beckie Cave Tracey Downman Sophie Sobas Casey Bodinar Carol Dyer Wendy Vercoe Juliet Madge

		Raquel Yus Magda Hayley Heads Julia Bisp Harrison Munday Nicole Lovering Sherina Dawkins Lorraine Sayer Jo Risdale Gail Bennett Beryl Yeung Kristina Farrant Eunice Pickles

Governance information (see website for more information)	
Chair of Local Governing Body	Moira Lloyd
Governor responsible for Safeguarding	Andrew Scully

Enable Trust

Enable Trust is a specialist school and Alternative Provision (AP) Trust with a vision to deliver the best quality provision for children with a range of complex co-existing special educational needs, and for children and young people who need short term provision as they may be temporarily unable to attend their mainstream school for a variety of reasons.

Enable Trust is accountable for the education of every child and young person and the professional performance of every employee in providing that education. For more information visit www.enabletrust.org.uk

Enable Trust operates a zero tolerance policy towards harassment and bullying of our staff. Any instances of harassment and bullying towards staff is treated extremely seriously and action is always taken to address concerns raised by staff.

Safeguarding

Safeguarding at **New Siblands School** is of paramount importance.

We are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where pupils, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to create a culture of vigilance to safeguard our pupils.

We ensure that all our staff are aware of, and have the skills to deal with, any child protection or safeguarding concerns. We have robust recruitment procedures and professional development programmes which ensure that all our staff uphold our strong ethos and values. All our staff receive annual training in child protection as well as updates as required. This training gives staff the

confidence they need to raise any concerns in an informed, timely and appropriate way. Staff are all aware that **safeguarding is everyone's responsibility**.

New Siblands School has a very detailed Policy for Safeguarding and Child Protection. The policy can be viewed on our school website.

The school building itself is accessible only through a swipe card system. All visitors are asked to sign in and to wear a name badge / an appropriate coloured lanyard to indicate if they are undertaking regulated or non-regulated activity. Pupils are protected from leaving school unaccompanied by this swipe card system.

If pupil mobile phones are brought onto site, they are turned off, handed in and stored in a lockable box for safe keeping with the assurance that they will be returned to the pupil on leaving at the end of the day. Any personal devices are not covered by school insurance.

DSL Team & Safeguarding Contacts

Designated Safeguarding Lead	Hazel Sinclair/Gemma Britton
Deputy Designated Safeguarding Lead	Karl Hemmings, Margarita Steer, Krissy Emery, Angela Windsor
Local Authority Designated Officer (LADO)	Verity Felles 01454 868508 Lado@southglos.gov.uk
South Glos Access and Response Team (ART)	01454 866000
Out of hours emergency duty team	01454 615165

Attendance

It is important that pupils attend school. If your child is ill and unable to attend school, we expect parents / carers to inform school before 8:55am so we can make an appropriate mark in the register. If we do not hear from you, we will need to record it as an unauthorised absence and the office will contact you.

Pupils must arrive by 8:55am on each school day.

The register for the first session will be taken at 9am and will be kept open until 9.15am.
The register for the second session will be taken at 1.00pm and will be kept open until 1.15pm.

Any child arriving after 9.15am in the morning or 1.15pm in the afternoon will be marked as late, unless an individual attendance plan has been agreed with school leaders. After the register closes at 9.30am pupils will be marked as absent, using the appropriate U code. The minutes late is calculated as Unauthorised Absence. Lateness due to **transport provided by the local authority** should be recorded in a way that does **not penalise the pupil**, as it is outside of their control.

The preferred method to communicate absence is by telephone 01454 553002. Please include your child's name and reason for absence. Please inform us of any medical appointments before they

happen with a copy of the appointment letter. We can photocopy original letters and return them to you.

Sometimes children suffer from sickness or diarrhoea. The Health Protection Authority recommends that children should be kept at home for a minimum of 48 hours after the child has been free of symptoms, before returning to school. [Guidance on infection control in schools poster.pdf](#)

We appreciate having excellent communication links with our Drivers & Escorts for those who use 'Transport', but parents and carers need to call Transport directly if their child is not accessing transport on that day.

If a situation arises where your child needs to take time out of school, for whatever reason, you will need to contact the school office to obtain a "Request for Absence" form or access the form on the school website. The Headteacher can grant such a request if he/she feels the circumstances are exceptional. All absences count against attendance figures on school records, even if authorised.

Pupil leave of absence is not an automatic entitlement and can only be authorised at the discretion of the Headteacher. The Headteacher will consider the reasons for the request, the effect on the continuity of the pupil's learning and his/her overall attendance. Parents are therefore advised not to make any requests for leave of absence / holidays in term time, unless in exceptional circumstances.

To ensure the safety and wellbeing of our pupils, it is important that we are informed of their whereabouts, even during holidays or special events. We kindly ask for honesty and transparency in these situations, and that any time off be requested in accordance with our guidelines. Absence request forms are available to print off on the school website.

Timeframe for contacting parents in relation to non-attendance

Step 1	Step 2	Step 3	Step 4
9.15am phone call home to confirm reason for non-attendance. If no response by 10am, move to Step 2.	10am phone call and text home to confirm non-attendance. If no response, phone second and third emergency contacts, leave messages and send emails. Submit attendance/absence report to SLT. If no response by 11am move to Step 3.	12pm office staff to inform DSL or deputy DSL to follow up with final phone call. If no there is no response from the calls/messages by the DSL, the DSL/Headteacher will deploy school staff to visit the home. If the pupil has a designated Social Worker, the DSL will arrange a home visit by the social worker or school staff. If no response at the home and no further response by the end of the school day, move to Step 4.	Due to the nature and vulnerability of our students any child whose location is not known by the end of one day will be considered at risk and the DSL/DDSL will then take further action. The LA access and response team will be informed, and a police welfare check may also be requested.

Parent Meetings and Annual Reviews

Twice a year, parents / carers will be invited to attend **Parent Meetings** which are held in person or virtually for each student. Details will be sent out in advance and these meetings are seen as a vital part of the communication process between home and school. All appointments are booked using our online system, Arbor. At your child's Parent meeting you will have the opportunity to meet your child's teachers and discuss their progress.

There will be an **Annual Review** for your child where yearly progress and targets can be discussed as well as an opportunity to review your child's Education Care and Health Plan. Details and paperwork will be sent out in advance via the EHCP Team.

Arbor

New Siblands School uses **Arbor** Management Information System (MIS) to manage pupil data, we have enabled the Parent Portal App for you to submit your child's personal and medical information, emergency contact details, photograph and consent preferences. Where provided, telephone numbers and email addresses will be used by the school to contact you in an emergency and to provide you with school communications which we believe are important for you to receive. During the admission process we are required to take a copy of your child's birth certificate to ensure the details we hold for parental responsibility are correct.

You won't need to sign up to this system as this is done automatically through the school, and if you have provided us with up-to-date contact details, you will receive a welcome email with a link to set up your account password. You can then download the Parent Portal app from the app store. Information on help with this can be found using the link on your welcome email.

The initial welcome email will go to each guardian with parental responsibility and may appear in your junk or clutter folder so please check that. The email will contain a link that will take you through to the website for Arbor to register and setup your account. You will then need to verify the account by confirming your child's date of birth.

The Arbor system will allow you to register your child for trips, book parents evening slots, manage dinner and other payments. **If you have any queries regarding the Arbor Parent Portal and on-line payments, please contact the school office.**

We work closely with many **Therapists**. We feel it is essential for the therapists to have access to information about your child. You will be able to provide permission for these services, including the sharing of data within the consent preferences on Arbor.

School Meals

At New Siblands School, meals are provided by Coombs Catering. The meals are freshly prepared each day in our school kitchen using high-quality ingredients from local suppliers. The menus are healthy, varied, and include themed days to make mealtimes fun.

All children in Reception, Year 1, and Year 2 receive a free school meal each day. Families can choose to send a packed lunch instead. Pupils in Years 3 to 14 can choose between a school meal or a packed lunch.

School meals must be booked and paid for in advance using the Arbor Parent Portal. If your child is eligible for free school meals (including universal meals for Reception to Year 2), you must book through the Arbor Portal, but you won't be charged.

Meals cost £2.60 for Years 3-6 and £2.80 for Years 7-14.

We keep families informed about allergies and have procedures in place for children with serious allergies who use an Adrenaline Auto-Injector (epi pen). To ensure safety, the school is nut-free, so we ask that all packed lunches and snacks are nut-free.

Free School Meals (FSM)

Applying for FSM

If you are eligible for free school meals, you need to apply for each child when they start school. This will provide them with a free, healthy lunch each day. You may also qualify for support through the South Gloucestershire Council holiday voucher scheme.

Even if your child has a packed lunch or needs a different feeding method, it's important to apply because the school receives extra funding for these pupils. This funding, called Pupil Premium, is around £1,455 per primary pupil and £1,035 per secondary pupil. This money helps support the school and eligible pupils, and we share how it's spent on our website.

If your child is starting school, please apply in August, the month before they start. If your child is moving from primary to secondary school, their free school meal entitlement will transfer automatically, so you don't need to reapply.

If you've recently moved to the area and were receiving free school meals, you'll need to provide proof to South Gloucestershire Council's Contact Centre, showing the award letter from your previous authority.

To check if you're eligible, use South Gloucestershire Council's online application form via their Citizen Portal: [Citizen Portal - Sign in](#) For help, call 01454 868008 or contact the school office.

Milk and Snacks

As part of our Healthy Schools programme, we offer free fruit and vegetables to pupils in Reception, Year 1, and Year 2 through the Government's School Fruit and Vegetable Scheme. We also provide healthy snacks like fruit, breadsticks, and cereal during snack times, and offer squash to top up student bottles.

We ask for a £10 contribution each term, payable through Arbor. If you prefer, you can send your child with snacks from home. For any payment questions, please contact the school office.

Pupils under five receive free milk every day. Once your child turns five, this stops, but you can still pay for milk if you'd like. If you want to continue milk after their 5th birthday, please let the school office know.

Medication and Care Plans

All medications, prescribed or not, must have a completed and signed medication form. These can be found on the school website or by contacting the school office.

For prescribed medications, we encourage parents to ask doctors if the medication can be taken outside of school hours. Any prescribed medicine must have the pharmacy label on the bottle or tube, not just the box. Unlabelled medication will be returned for relabelling.

Non-prescription medication is only given for short-term or specific needs (e.g. broken limbs, menstruation). Barrier creams must be unopened.

On the first day of Term 1, we will check and log all medicines and consent forms. Medicines will be returned to parents for disposal when no longer needed or expired, and all medications will be sent home at the end of Term 6.

If your child has a Care Plan (e.g. for epilepsy, asthma, or allergies), please provide it in advance and update us if anything changes. If your child has been in hospital, a discharge meeting is required before returning to school to ensure safety and proper support.

School Uniform

School uniform can be ordered in store or online from <https://www.linelashop.co.uk> and delivered to the school or your home address. Alternatively you can contact LINELA on 01454 615300. You will find a selection of uniform with the school logo including: polo shirts, sweatshirts, cardigans and fleeces. There is also a selection of uniform including trousers, skirts, pinafores and PE kit.

Parents and carers may be able to get financial help with their child's school clothing. South Gloucestershire Council are offering a 'school clothing grant' to support with school uniform costs.

It is important that all clothing should be clearly marked with your child's name.

Uniform
Reception - Year 11 • Navy sweatshirt or cardigan • Navy or white polo shirt • Grey or black trousers, skirt, shorts or jogging bottoms
Post 16 • Purple sweatshirt or cardigan • Purple or white polo shirt • Grey or black trousers, skirt, shorts or jogging bottoms • Grey zipped hoody (optional)
PE Kit • White t-shirt or polo shirt • Navy shorts or jogging bottoms • Trainers • Bottle green polo shirt for Post 16 (optional)

Communication

We believe strong communication between school and home is key to supporting your child's learning and well-being. Below is a guide to how we keep in touch:

Whole-School Communication

Emails are our primary method for sharing school-wide updates, reminders, and important announcements.

Termly Newsletters are posted on our website, highlighting school news, key dates, student achievements, and upcoming events.

Trips & Payments

All trip information, permission requests, and payment details are shared through Arbor, our secure parent portal. Please check your Arbor account regularly for updates.

Class & Teacher Communication

We maintain regular communication about your child's learning and progress through:

- Evidence for Learning (used to share photos, work samples, and learning updates)
- Paper diaries (used in some classes for daily or weekly notes between home and school)
- Class Email (for direct communication with your child's teacher)

Urgent Communications

For urgent matters, such as illness, accidents, or changes to pick-up arrangements, we will contact you directly by telephone.

Please note: Teachers are unable to speak with parents during **direct teaching time**, as their focus is on classroom learning.

However, we welcome conversations — **please feel free to make an appointment** via email or through the school office, and we'll be happy to arrange a suitable time to talk.

Questions or Concerns

If you have any questions, concerns, or would like to arrange a meeting, please feel free to contact your child's teacher via email or through the school office.

It is pivotal that you ensure that the school office has your current phone number and emergency contact details. Please ensure these are up to date using the Arbor Parent Portal.

Should you ever have a concern, please be assured that a clear complaints policy and procedure is in place. In most cases, concerns can be resolved informally by speaking directly with your child's class teacher or the relevant staff member.

Our school is committed to providing a safe, supportive, and respectful environment for all members of our community — including pupils, staff, parents, and visitors.

We operate a **zero tolerance policy** and ask all families to work in partnership with us and to communicate in a way that upholds our school values of respect, kindness, and collaboration.

Parent Meetings and Annual Reviews

Twice a year, parents / carers will be invited to attend **Parent Meetings** which are held in person or virtually for each student. Details will be sent out in advance and these meetings are seen as a vital part of the communication process between home and school. All appointments are booked using our online system, Arbor. At your child's Parent meeting you will have the opportunity to meet your child's teachers and discuss their progress.

There will be an **Annual Review** for your child where yearly progress and targets can be discussed as well as an opportunity to review your child's Education Care and Health Plan. Details and paperwork will be sent out in advance via the EHCP Team.

Mental Health and Wellbeing Support

We play a vital role in promoting mental health and wellbeing through education, prevention and early intervention strategies. We create a safe and supportive environment that fosters emotion development and resilience. The school website has links to agencies and resources available to you.

Evidence for Learning

Evidence for learning (E4L) is a platform whereby we can take photos and record observations of your child's learning and development. We link them directly to curriculum areas or to your child's priority learning goals (PLGs), directly linked to their Education, Health and Care Plan (EHCP) outcomes.

E4L gives us the ability to share the work with home through any online browser. If you would like to access it from home you will need internet access and a device (smartphone, iPad, laptop etc.). Please consent to the agreement on Arbor and provide the office with an email address so that we can send you a link and password. Once logged in you will be able to see evidence that your child's class teacher shares. You can also take photos and videos at home to share with school, should you wish. We hope you will find it useful and enjoyable, and we look forward to sharing your child's achievements and progress with you. Because some photos and videos may include other pupils we ask that you not share images from Evidence for Learning on social media or share your log in details beyond your immediate family.

Transport

All pupils coming into school as new starters will need to complete a **travel assistance** application form, found on the school website and return it by post or to the email address on the form.

Transport is not organised by school, it is organised by South Gloucestershire Council Transport Department. We do however make sure that they are clear about when your child will be starting and of any individual arrangements. The transport department will advise you of pick-up times when they have organised their routes.

It is important that parents/ carer notify transport of any changes to seating with as much advance notice as possible e.g child is getting a new wheelchair. It is important to notify Transport of the make and model of this including estimated delivery time.

We use a “travel passport” system which means important details such as seizure activity are readily available for the passenger assistants.

Students in Post 16 education are not immediately entitled to transport to school and any support is discretionary. The local authority also withholds the right to ask for a contribution to transport. **For pupils in Post 16, they must complete a Post 16 travel application every year.**

Diamond Travel Card

In addition to school transport students in Post 16 are also able to apply for a free Diamond Travel Card bus pass, which is available to anyone with a registered disability. The fact that most students are entitled to free escorted school transport means they get a free 'companion' pass – this is for them & one other person. It is valid for several years and can be used on any bus all over the country.

Becoming confident users of public transport is an important part of Post 16 learning and therefore we would like all students to be holders of a Diamond Travel Card. We can support you to apply for these cards, once your student is settled into Post 16 life.

Curriculum

Our curriculum is based on a holistic, developmental model, appropriate for learners at early cognitive developmental stages and directly linked to their EHCP outcomes. It is taught across curriculum subject areas. For our youngest learners - and those who benefit from a play and sensory-based curriculum - these areas are taught in a cross curricular way. Older pupils may be taught through distinct curriculum subjects, according to their need. Theme overviews ensure that across the year pupils' learning is enriched by elements of all the EYFS Areas of Learning and/or National Curriculum areas, so that pupils are engaged and stimulated throughout their learning journeys. Our curriculum is run on a three-year rolling cycle with different theme overviews for pupils on the Primary and Secondary sites. The theme overviews ensure the curriculum coverage is progressive throughout the school and that the curriculum is relevant and meaningful. For more information about the curriculum, please refer to the school website.

Post 16, Preparation for Adulthood

In Post 16 the Preparation for Adulthood (PFA) curriculum aims to support students to prepare for their next steps, which are likely to be into either an educational, employment or community placement.

Learners will follow one of three differentiated learning pathways. Each pathway will cover the four areas of focus, appropriately weighted to equip them with the skills they most need in preparation for adult life. All pupils will have access to accredited awards and qualifications.

For more information about the Post 16 curriculum, please refer to the school website.

Careers and Transition Planning

At **New Siblands School**, we understand each student's unique journey. We support them in making informed decisions and choosing paths that match their interests and abilities.

We focus on real-world learning, raise aspirations, and challenge stereotypes by exploring various careers. Through careers education and guidance, we aim to inspire students to pursue further learning, internships, apprenticeships, or employment. Our approach is personalized to meet each student's needs.

From Year 7, students can meet with a qualified Careers and Transitions Adviser for advice and support. In addition to classroom learning, students gain practical work experience, including on-site opportunities, group work, and tailored placements.

We invite employers and training providers to visit, host workshops, and participate in events like our Transitions/Preparation for Adulthood sessions. In Post-16, we focus on life skills, especially literacy and numeracy, to prepare students for adulthood.

Positive Behaviour Support

Pupils have a right to feel safe, to be valued and to be listened to. With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour. Strong relationships across the school lead to mutual respect and encourage positive behaviour. Consistent implementation of our best practices promotes positive learning behaviours. Parental communication and engagement is essential to work collectively to develop strategies as part of a positive behaviour support plan for pupils. These strategies are implemented by the class team and monitored by the Positive Behaviour Support team and Senior Leadership Team. You will find the positive behaviour and handling policy on the policies page of the school website.

Swimming / Hydrotherapy

Swimming / Hydrotherapy will be timetabled throughout the year so you will know which term your child will be swimming. When advised, please ensure your child brings in a swimming costume and towel in a bag. If your child requires swimming nappies you can bring in a packet and we will let you know if we need more. You will also need to provide incontinence swim pants or shorts. The fit must be snug on the waist and thighs to form a secure seal that will hold in any accidents. There is a good range available at **splashabout.com** which also has a very handy size guide so you can ensure you buy the correct size for your child.

Toileting

Pupils may be supervised or supported to go to the toilet. An intimate care plan will be in place for any pupils requiring staff support in the toilet. This will be developed in consultation with parents and will need your signature.

We have a range of toilet facilities to cover all needs.

Photography / Filming

We frequently take photographs and videos of pupils. We use these photos and videos in lots of different ways to celebrate our school life, around and sometimes outside the school. These images may also be used after your child has left the school if they are on the website or in printed

material. You will be able to provide or withdraw permission for your child within the consent preferences on Arbor.

Consent

At New Siblands School we work closely with many **Therapists**. We feel it is essential for the therapists to have access to information about your child. You will be able to provide permission for these services, including the sharing of data within the consent preferences on Arbor.

Data Protection and Privacy Notice

Please see our Data Protection Policy and Privacy Notice for information on how your data is stored, processed and shared by the school. This can be found on the school website.

Digital Safety / Online learning

We are committed to helping pupils stay safe and responsible when using digital technology, both in school and at home. Many of our schools use secure online platforms such as SeeSaw or Evidence for Learning to support learning and share progress.

Online Safety

We teach pupils how to use the internet safely and respectfully. Our schools follow a clear Online Safety Policy, and pupils are supervised when using digital devices.

Tips for Families:

- Keep devices in shared family spaces.
- Talk regularly with your child about what they're doing online.
- Use parental controls and privacy settings.
- Remind pupils never to share personal information.

Home Learning

If remote learning is needed (e.g. during school closures), schools will provide clear instructions and support. We expect pupils to use online platforms responsibly and follow the same behaviour expectations as in school.

Families will be kept informed about digital tools used and how to access them safely.

Inclusion and Equality

Our school is committed to providing a safe, welcoming, and inclusive environment for all children and families. We value and respect differences in race, religion, gender, language, disability, and background.

We follow the Equality Act and are committed to preventing all forms of discrimination. Every child is supported to achieve their full potential, and we provide extra help when needed to make sure no one is left behind.

We support pupils who speak English as an Additional Language (EAL) and can provide interpreters or translated materials to help families understand and engage with school life.

We believe that diversity strengthens our school community, and we teach all children to respect and celebrate what makes each person unique.

Pupil Voice

We believe pupils should have a say in school life. Through the Student Council and other activities, pupils can share their views and help shape decisions.

We make sure all pupils can take part, including those with communication needs, by using the right support to help everyone be heard.

Parent/Carer Support Groups

We believe in building a strong community where families feel supported. Our school offers various ways for parents and carers to connect, including a range of school events such as performances and tea parties, events linked to the curriculum and sports events.

We also provide information on our website about external support networks, such as SENDIAS and universal services, to help families navigate additional support. New families are encouraged to join these groups and meet others to share experiences and advice - [New Siblands School - SENDIAS](#)

Emergency Procedures

In the event of an emergency such as a fire, lockdown, or unexpected school closure (e.g. due to severe weather), we follow clear guidelines and safety procedures to keep everyone safe. Parents will be informed as quickly as possible through our usual communication channels (text, email, or parent portal app). If a child becomes seriously unwell or injured at school, we will call 999 for emergency medical help and contact parents or carers immediately.

Checklist

- Remember to name everything!
- School bag with spare clothes/pads to bring to school every day.
- Include anything else your child needs daily, eg splints, glasses, hearing aids and cleaner, inhaler
- Welly boots to leave at school
- PE Kit to leave at school: drawstring bag with navy blue shorts, white T shirt, daps optional
- Nappies (in bulk if you prefer)
- Sun cream and hat in summer
- Coat in autumn and winter
- It is important to have emergency medication which can be left in school (not sent home every day)

Glossary of Terms

Arbor

Definition: A cloud-based platform designed to help schools manage student records, attendance, communications and payments.

Arbor Parent Portal

Definition: An app designed to enhance communication and engagement between schools and parents.

Autism Spectrum Disorder (ASD)

Definition: A developmental disorder that affects communication, behaviour, and social interaction, with symptoms and abilities that vary widely across the spectrum.

Child and Adolescent Mental Health Services (CAMHS)

Definition: Specialized services that provide mental health care to children and young people, particularly those with emotional or behavioural difficulties.

Dyslexia

Definition: A learning difficulty that primarily affects a person's ability to read, write, and spell, despite having average or above-average intelligence.

EHCP (Education, Health and Care Plan)

Definition: A legal document that sets out the educational, health, and social care support a child or young person (aged 0-25) with SEND needs should receive.

Hearing Impairment

Definition: A condition where a child has partial or total loss of hearing, which may affect speech and language development, requiring the use of hearing aids or other forms of support.

IEP (Individual Education Plan)

Definition: A personalised plan created for children with special educational needs to set specific learning goals and outline the support or accommodations the student will receive.

Inclusion

Definition: The practice of integrating children with SEND into mainstream education settings rather than segregating them in separate schools, while providing the necessary support for their individual needs.

Intervention

Definition: A targeted program or activity aimed at addressing specific educational challenges faced by students with SEND, such as extra tutoring, speech therapy, or behavioural therapy.

Makaton

Definition: A communication system that uses signs, symbols, and speech to help individuals with communication difficulties express themselves.

Moderate Learning Disability (MLD)

Definition: A condition where a child has some difficulties in learning but is able to work towards a general education curriculum with support.

Personalised Learning

Definition: An educational approach that tailors instruction to the individual needs, strengths, and interests of students, particularly those with SEND.

SEND (Special Educational Needs and Disabilities)

Definition: A broad term used to describe children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

SENCO (Special Educational Needs Coordinator)

Definition: A teacher in charge of overseeing the provision for students with SEND in the school. The SENCO ensures that the school's SEND policy is implemented and that resources are available.

Speech and Language Therapy (SALT)

Definition: A therapy provided to students with difficulties in communication, language, or speech, aimed at improving language skills and communication abilities.

Social, Emotional, and Mental Health (SEMH) Needs

Definition: Refers to children who may have difficulty managing their emotions or behaviour and require additional support to help them succeed in the classroom.

Severe Learning Disability (SLD)

Definition: A condition where a child has significant intellectual difficulties and requires substantial support with daily living skills and academic learning.

Specialist Provision

Definition: An educational setting or service designed specifically to meet the needs of children with SEND, often providing a higher level of support than mainstream schools.

TA (Teaching Assistant)

Definition: A member of staff who assists the teacher in supporting students

Transition Planning

Definition: A process that helps students with SEND move from one educational setting to another, such as from primary to secondary school, or from school to post-school activities.

Visual Impairment

Definition: A condition where a child has reduced vision that cannot be corrected with glasses or contact lenses, which may require assistive devices or modifications to the learning environment.

