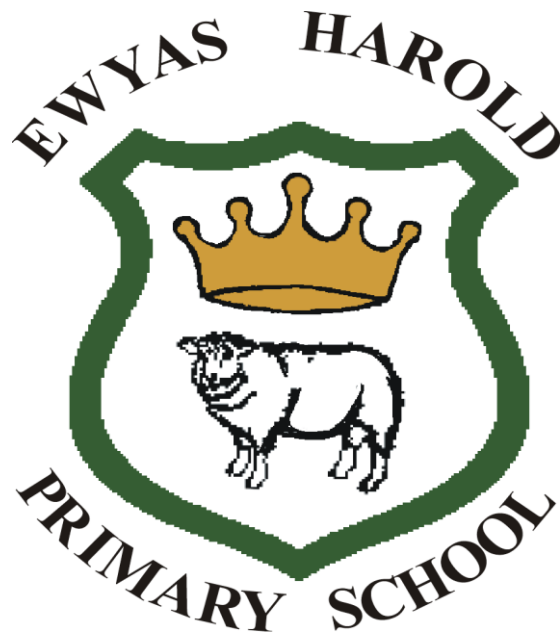


Ewyas Harold Primary School



School Prospectus 2025-26

*“Happy and Hardworking,
Healthy Head and Heart.”*

Ewyas Harold Primary School

Welcome to Ewyas Harold Primary School. The staff, parents and Governors welcome you to our learning community.

Please come into school to see us at any time. We operate an open-door policy – the Head teacher is always happy to see you without an appointment if he is available. If he's in class or at a meeting, the administrative staff will make an appointment for you. Teachers are available after school – although Monday after school is best avoided as this is when we have our weekly teacher meeting.

All of our staff are extremely approachable – the administrative staff will gladly offer you any assistance you may require when attempting to find out what we do or help with any concerns. If any new families would like a tour of the school, then please contact the school office who will arrange a time for you to visit. Our website is also regularly updated so please have a look.

Ewyas Harold is a thriving rural school, situated in a welcoming village, in beautiful countryside. It has attractive buildings and benefits from extensive grounds with a large playing field and Forest School area. The children and staff work extremely hard, and our parents support their children's endeavours. We aim to give our children the best education possible, to enhance their chance of success in the future, and to give them greater choices in life. We are a Values-Based Education school with a rolling programme of values selected by staff, children and parents.

The school currently provides a breakfast club from 7:45am and afterschool clubs until 4:15pm available for all children attending the school. Bookings should be made in advance. We also offer daily hot and cold meals, provided locally, that can be pre-ordered via the My Child At School (MCAS)app.

We hope that you feel our school has what your child needs. This prospectus is intended to provide you with all the information needed to help your child or children settle into school. If you would like further information, please contact the school.

Ewyas Harold is a Primary School for children aged between 4-11 years. We currently have spaces available in some year groups. Please contact the school if you require any further information on availability or to request an admission form.

School Address

Ewyas Harold Primary School
School Road
Ewyas Harold
Hereford
HR2 0EY

Telephone number: 01981 240432

Email address: admin@ewyas-harold.hereford.sch.uk

Website address:

www.ewyasharoldprimaryschool.co.uk



Head teacher

Mr Richard Foster

(All letters should normally be addressed to the Head teacher)

Email address: admin@ewyas-harold.hereford.sch.uk

Chair of Governors

Mrs Ann Jenner

Email address: ajenner@ewyas-harold.hereford.sch

School Hours

8.50am to 3.20pm

We love parents/carers to come in and see us, especially if you have any concerns or worries about your child. However, we request that parents/carers see teachers after the end of the school day – this enables the class teacher to begin teaching lessons promptly, following registration.

If staff are not immediately available, please make an appointment with the administrative staff – they will pass the message on to the class teacher. When visiting school, please report to the school office on your arrival, so that we can ensure that you are signed in. This is to comply with safeguarding expectations.

Herefordshire Council – Schools and Education Department

Herefordshire Council,
Plough Lane
Hereford.
HR4 0LE

Tel: 01432 260000

Web site: <https://www.herefordshire.gov.uk/schools-education>

The Schools and Education Department office deals with most of the matters concerning the school, including admissions, changing schools, secondary places and attendance.

NOTE: The information in this booklet applies to the academic year 2025-26 and though the administrative particulars are correct in relation to this year, it should not be assumed that there will be no change affecting relevant arrangements at the start of, or in relation to, subsequent years.



Our Staff: 2025-26

Headteacher	Richard Foster	Strategic Development Planning Finance and budgeting Safer recruitment Teaching, learning and standards overview Community Development Performance Management Data analysis Curriculum lead Prevent Single Point of Contact Attendance lead DSL LAC lead Pupil voice / School council lead
Teaching staff	Sophie Jones	Reception/Yr1 teacher EYFS Leader SENCo Early Reading / phonics lead Designated Mental Health Lead (DMHL) Deputy DSL MFL lead Forest School Lead
	Karen Adjei	Year 1/2 teacher History Geography lead RE lead
	Sam Davies	Year 3/4 teacher Maths lead PE lead Computing lead
	Jessica Bolton	Year 5/6 Teacher Literacy lead Science lead Music lead Art / Design and DT lead
SENDCo	Sophie Jones	Special Educational Needs Coordinator
PPA teacher	Gillian Generalovic	
Pupil Support	Julie Jones Julie Cole	ELSA ELSA
Administrator	Janet Mailes Sam Herron	
Cleaner in charge Cleaner	James Powell Laura Prowse	

Lunchtime Supervisors

Cathy Chesworth Julie Cole Judith Humphreys Jessica Powell Laura Prowse
Tina Skyrme Jenny Watkins

Classroom Support

Cathy Chesworth Julie Cole Kerry Cole Gillian Generalovic Judith Humphreys
Julie Jones Teresa Marsh Jenny Watkins

First Aiders

Karen Adjei Cathy Chesworth Julie Cole Gillian Generalovic Judith Humphreys
Sophie Jones Jessica Powell

Catering

All catering provided by RJ and RB Mailes Butchers

Technical Support

John Finch Computers

Parents', Teachers' and Friends Association (PTFA)

Chair Stacey Preece
Vice Chair Jess Powell
Secretary Elena Williams
Treasurer Rachel Evans
Communications Melanie Cosham

The Association organises social and educational events and raises funds to help the school. It provides a meeting-point for Parents and families. The Annual General Meeting takes place in the Autumn Term, at which a committee is elected.

School Governors

Mrs Cathy Chesworth Mrs Rachel Dyson Mr Richard Foster
Ms Hilary Hall Mrs Liz Hall Mrs Nikki Honeyman
Mrs Ann Jenner Mrs Sue Jones Mrs Donna Wylie
Associate member – Eve Jones

Chair Mrs Ann Jenner
Vice Chair Ms Hilary Hall
Head teacher Mr Richard Foster
Clerk to the Governors Mrs Janet Mailes



School Aims

Ewyas Harold is a 4-11 Primary School that strives to motivate all of our children.

Ethos: Happy and hardworking, healthy head and heart

Vision: Nurturing a culture of resilience and respect, curiosity and creativity to prepare our children for whatever the future holds.

We aim to create a caring community in which our pupils feel safe, secure, supported and happy and where they can expect to be treated fairly. We achieve this through our three overarching rules:

- Be Ready
- Be Respectful
- Be Safe

We adopt an 'open-door' policy where we hope parents will join us on a termly basis at our Parents' Evenings to discuss their child's progress, and their achievements related to individualised curricular targets. We encourage more regular contact if there are circumstances at home or in school that are affecting a child's progress.

All parents receive an annual report on children's progress in the Summer Term.

We consider ourselves part of a large family where we share our successes and enjoyable moments, but where we also communicate our problems. We are Values-Based with values underpinning all we do – be it in lessons, during assembly or when playing at lunchtime. We hold class “Circle Times” regularly to promote discussion and provide a forum for children to express their concerns in a mutually supportive environment. We also recognise the importance of children’s well-being, and this is embedded into our daily school life.

Our School Council is very proactive, supported by Mr Foster, with all the children committed to developing our school as part of the whole community.

One of our wow moments each week is our Celebration Assembly, where children share and celebrate personal successes (either in school or out). Here, children of the week are selected by class teachers and awards are presented for attendance, behaviour, work and progress. We also celebrate our school values and award children for their contributions towards implementing these. As well as these, those children who have a birthday receive a card, and everyone sings “Happy Birthday”.



Admission Policy

Admissions into our Reception classes are organised by the Education Authority Admissions department. Any other ‘In Year’ transfers are agreed by the school. Please call into school if you have any concerns about admissions.

In the event that our classes are oversubscribed, the following ‘priority’ criteria will apply:

Children with a Statement of Special Education Needs or an Educational, Health & Care Plan which names a particular school will be allocated places, after which places are allocated according to an agreed set of criteria, in strict order of priority:

Priority 1: Looked after children and previously looked after children

Priority 2 - Children living within the defined catchment area* of the school

Priority 3 - Sibling connection

Priority 4 - Exceptional circumstances

Priority 5 – Distance - Children who live nearest to the school by the shortest available walking route

Further details can be found on the following document [Admissions](#)

Please be aware that a place in the pre-school does not guarantee a place in our Reception Class. Parents must apply to the Local Authority separately – please see/telephone the school office if you have any questions about this.

School Transport

At present, this is provided for pupils up to 8 years old living more than 2 miles from the school. In the case of pupils older than 8 years the distance is 3 miles. Attendance at a school other than that provided by the Education Authority, negates the entitlement to free transport.

Attendance

Children should arrive at school in good time, but we request that unless they are attending breakfast club, please do not arrive before 8.40am. As I'm sure you are aware, parents/carers are legally responsible for their child's attendance at school and must ensure regular attendance.

If your child is absent for any reason - please inform the school in person, by telephone or via email. This also applies to children who need to leave during the day for any medical appointments or treatment.

Attendance records are kept and published annually, as required by law. Children will not normally be allowed to leave the premises for medical appointments, unless a note or personal call has been received. Parents/carers (over 18 years old) must collect children if they are to leave school during the school day.

Pupil attendance is monitored carefully by the Head teacher and Attendance Officer. For a child to get the most from the education provided by the school, it is important their attendance level is above 96%. We will contact parents/carers whenever we are concerned about the levels of absence and will refer parents to the Education Welfare Service if attendance doesn't improve.

As a school we cannot authorise holidays during term time. If leave of absence is required, we ask parents/carers to complete a leave of absence form from the school website or

office or school website and return it to the Head teacher before the absence is due to begin. Any leave of absence over the time allowed will normally be recorded as an unauthorised absence.

Lunch

We are extremely fortunate to have a local butcher that is able to offer freshly cooked/prepared meals. Hot and cold options are available every day and need to be pre-ordered via SchoolMoney. Meals are served in the school hall. Children in EYFS and KS1 are entitled to Universal free school meals. Packed lunches may be brought from home if parents wish. All meals are eaten under supervision and water is provided.

We do not allow fizzy drinks, sweets or chocolate in school. Could parents/carers also please ensure that all lunch boxes and drink containers are clearly labelled with their child's name and their class – as I'm sure you will appreciate, many children's lunch boxes look the same! **We have a strictly no nut policy please.**



Early Years Foundation Stage

In our Reception Class we place emphasis on making learning fun. Children are encouraged to be active, curious learners and we want them to begin their school days feeling happy and secure. The curriculum is varied and is linked to the interests expressed by the children. Adults use observation and questions to assess children's learning and to plan next steps for them. The children contribute to planning and consequently enjoy a wide range of practical activities such as cooking and creative tasks alongside a structured approach to phonics, reading, writing and maths. During most parts of the day the children can choose whether they want to take part in activities indoors or outdoors. The children also go on trips in the local community to enhance their learning. Assessment is carried out to measure children's progress against the Early Learning Goals.



KS1 and KS2

In KS1 and KS2 the National Curriculum describes in detail what the children should be taught in each subject. English (speaking, listening, reading and writing) is a core subject, along with Mathematics and Science. The children also study Art, Computing, Design and Technology, Geography, History, Modern Foreign Languages (Spanish), Music, PE, PSHE (Personal, Social, Health Education), Religious Education and RSE (Relationships and Sex Education) through a skills-based (integrated) curriculum, which allows links to be made between subjects.

A range of teaching methods are used, including whole class teaching, group work, paired work and individual tuition, to suit what is being taught and the learning styles of the child. This allows a teacher to work on an individual child's needs when required.

Progress is assessed regularly and recorded by teachers and reported in writing to parents/carers at the end of each school year. At the end of each academic year, National Standards Assessment tests/tasks (SATs) are given to Year 6 children and NFER assessments are also used for Years 1, 2, 3, 4 and 5. A National Phonics Assessment is conducted in Year 1, with outcomes reported to parents/carers.



Parents' Evenings are regularly held, but parents are encouraged to discuss children's progress at any other time.

English

Reading

Reading is a key aspect of all children's learning and is given high priority, especially in Key Stage 1 where we are teaching the fundamentals of reading. We use a mixture of whole class reading, daily phonics lessons and 1-1 reading to help develop your child's reading ability and love of reading. Children in Reception and Key Stage 1 have dedicated phonics sessions daily and the success rate in the Year 1 phonics test is very high. We aim for children to leave our school reading fluently and with enjoyment.

We place great emphasis on 'reading for pleasure'. We encourage children to do this by taking part in nationwide initiatives such as World Book Day and Key Stage 2's annual visit to the Hay Book Festival.

In class, the children are exposed to a wide variety of texts. We know children make the most progress learning to read when they practice their skills both in school and at home and this is the way parents can make the biggest impact by regularly listening to their children read at home.

Reading sessions are a planned part of the daily timetable and during these times children take part in discussions about books, develop new vocabulary and learn higher order reading skills. Children who have difficulty with reading are quickly identified and are given extra support.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting);
- composition (articulating ideas and structuring them in speech and writing).

Pupils at Ewyas Harold are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Mathematics

The school's mathematics curriculum delivers the programmes of study as described in the Mathematics Programmes of Study: key stages 1 and 2 (National Curriculum in England 2013). The broad aims of the curriculum are to ensure that pupils:

- become fluent in the fundamentals of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and



generalisations, and developing an argument, justification or proof using mathematical language

- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The curriculum is organised into the following domains:

Number - number and place value; addition and subtraction; multiplication and division; fractions (including decimals from Year 4 and percentages from Year 5)

Measurement Geometry – properties of shapes; position and direction Statistics (from Year 2) Ratio and proportion (Year 6 only) Algebra (Year 6 only)

Science

The Science curriculum in our school aims to help children to develop a sense of inquiry and extend their knowledge and understanding of the world around them. Children are involved in activities concerned with living things, materials, forces and energy, the solar system and the influence of science on the environment. A wide variety of teaching methods are used. The school has a tradition of encouraging learning through investigation with emphasis on first-hand experience – ie, wherever possible, we will encourage the children to conduct practical experiments, emphasising the importance of ‘fair testing.’

Science is taught and explored as separate Science themes such as light and sound, materials and ourselves, but are linked with the Integrated Curriculum topics where appropriate.

Activities are planned in such a way as to encourage full and active participation by all children, irrespective of gender and ability, and pupils are given support to achieve their full potential.



History

History both within Key Stage 1 and Key Stage 2 forms a central element of the school's curriculum.

Within Key stage 1, children are given the opportunity to study events and significant men, women and children, from the history of Britain and the wider world. They are also encouraged to discover changes that have occurred within the history of their own families, local area or an area of Britain that is of interest to them.

In Key Stage 2 children experience a range of linked historical periods from the Iron Age settlements to the Viking conquest and occupation, from the Romans to WW11.

Comparisons and contrasts are made with civilisations across the world, there are also opportunities for thematic investigations, as appropriate.

Throughout both key stages children will learn a number of historical skills such as:

- Chronological understanding
- Historical enquiry
- Understanding of historical changes and developments

Geography

At Ewyas Harold, we value Geography because it allows all children the opportunity to explore the inter-relationships between the Earth and its peoples, through the study of place, spatial pattern and the environment.

The children seek to describe and understand not only the location of the physical and



human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features. They study spatial relationships that allow children to explore the relationships between places and patterns of activity, arising from the use people make of the physical settings where they live and work.

We look closely at the environment and how it embraces both its physical and human dimensions.

At Ewyas Harold our geography teaching is designed to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. It encourages the children's sense of wonder of the beauty of the world around them and helps them to develop an informed concern about the quality of the environment, and the future of the human habitat; and thereby enhance children's sense of responsibility for the care of the Earth and its people.

In Early Years and Key Stage 1, Geography is about developing knowledge, skills and understanding, relating to children's environment and the people who live there, whilst developing an awareness of the wider world. Children should begin to investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places. The focus is on geographical questions like What/Where is it? What is it like? How did it get like this? This allows children to develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs.

In Key Stage 2, Geography is about developing knowledge, skills and understanding relating to people, places and environments on different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

They look at how and why physical and human features are arranged as they are, in a place or environment, and how people are influenced by and affect environments, as well as having a focus on geographical questions like: What is it like? How did it get like this? How and why is it changing? They develop and use geographical enquiry skills, including fieldwork and ICT skills, geographical terms, making and using maps and using photographs.



Throughout the school children's geographical skills are developed in relation to the history curriculum. Where possible, teachers consolidate pupils understanding of geographical skills through the context of their history topics, to explain differences and change through time.

Teachers encourage children to use geographical language, draw maps and diagrams to

communicate geographical information; to work with others, listen to each other's ideas, and treat each other with respect. Children have opportunities to consider their own attitudes and values, and those of other people and develop a respect for the environment. They are encouraged to evaluate their own and others' effect or impact on it.

Modern Foreign Languages

Modern Foreign Language lessons at Ewyas Harold are taught in Spanish.

In KS1 Spanish is incidental, with greeting and numbers for example, integrated into part of the school day. The objectives of MfL lessons are consolidated as part of day-to-day practice and activities that take place throughout the week, for instance; through class registers, greetings, praise and class routines. Our aim is to integrate MFL learning into everyday school life, with teachers, teaching assistants and children learning together, using and experimenting with their knowledge of different languages whenever the opportunity arises.

We adopt a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and where there is an emphasis on having fun with the new language. I.T. is used where appropriate to enhance teaching and learning and children become enthusiastic about watching videos showing the Spanish culture with people speaking the language. Cultural awareness plays a significant part in language learning. It is essential, that in taught sessions of Spanish, children have the opportunities to explore similarities and differences between our culture and other cultures, describe the life of Spanish children and people, and to respect cultural diversity. The skills taught focus around the strands for language learning, speaking, listening, reading, writing and grammar. Children are taught to listen attentively, engage in conversations, explore the patterns of language through songs and rhymes, read and write words and phrases in Spanish, understand basic grammar appropriate to Spanish language conventions and develop pronunciation skills.

Forest School

This provides the children with opportunities to learn about their local natural environment; to safely use basic garden and domestic tools to make items and create art from nature; to gain confidence in tackling problems where there is no wrong or right answer and develop co-operation and communication skills in an open environment. We have our own Forest School area within the school grounds and a specific Forest School trained teacher to deliver these sessions effectively.



Art

At Ewyas Harold Primary School, Art is taught in combination with other subjects and as a discrete subject. This allows for a wide range of techniques to be taught through an exploration of varied media and materials. Also, the children have the opportunity to apply their skills and knowledge in other curriculum areas. We aim to provide the children plentiful opportunities to appreciate and learn from professionals as well as become independent and creative artists themselves.

Design Technology

At Ewyas Harold Primary School, DT is taught within the integrated curriculum and as a discrete subject. This allows for a wide range of designing, making, evaluating and developing technical knowledge to take place in a variety of contexts. The children explore everything from cooking and nutrition to textiles and construction. They learn a wide

range of skills and techniques and how to handle tools safely and purposefully. The knowledge and skills learnt in DT will support the children in other curriculum areas and everyday life.

Physical Education

Our ethos at Ewyas Harold combines physical learning, health and cognitive thinking across all key stages. We encourage 'Sport for All,' with the emphasis on health-related fitness. We believe that PE and sport play a key role in personal development and well-being and that every child should be provided with opportunities to participate in a wide range of sporting and physical instruction. We believe that children in all years of our school should participate in physical activities.

In the Early Years Foundation Stage, Reception children participate in adult led PE sessions where they learn basic skills incorporating fine motor, gross motor and hand and eye co-ordination to prepare them for future learning and development. This is further supported in class where the children free flow, choosing activities to enhance their physical development. Resources are provided for the children to explore their physical development both indoors and outdoors.

Key stage 1 and 2 children participate in a wide variety of individual and group activities covering gymnastics (including apparatus work), dance, athletics, games, outdoor and adventure activities and swimming. We also participate in a number of different sporting tournaments; this is an opportunity for the children to represent their school. At the end of the school year, we have our annual Sports Day.

Children should wear appropriate PE kit for their PE sessions (see uniform section of prospectus). We have a hall with apparatus and a large outdoor space for our PE sessions to take place.

The school has weekly PE coaches to work with the children. Dance plays a big part in our whole school productions including Christmas and Easter shows. The children are encouraged to participate in lunch/break time and after school clubs where a wide range of activities are on offer. Children regularly report their activities in assemblies/displays and receive certificates and rewards for their efforts. After school clubs also provide opportunities for extra PE sessions.



Swimming

Pupils are encouraged to learn to swim - we aim to have all children able to swim 25metres by the time they leave Primary school. A swimming cap must be worn over long hair and towel and swimsuits are needed when it is your child's turn to swim. Lifeguards are always in attendance at the pool, and we employ qualified instructors to teach the children to swim.

Religious Education

We follow the Herefordshire agreed syllabus which provides the framework for the teaching of R.E. This is now taught in the form of questions which relate to all religions and faiths. R.E can be studied via group, class or individual work and a great deal of interest can be generated via exciting stories both from the Bible and through other stories from different faiths. R.E can be dramatic, written or told and often classes perform religious stories during Collective Worship/Assembly times. Across the key stages from the Early Years Foundation Stage through to Year 6, children explore cultural celebrations, special places, significant people and objects, encompassing a range of world religions.

The above are only a selection of topics covered, but we try to give our children an insight into world religions. If you have any concerns regarding the teaching of R.E. please contact the Head teacher.



Music

Reception music activities are linked to expressive art and design in the Early Years Foundation Stage. Children are encouraged to create their own music independently and a variety of instruments are always available both indoors and outdoors. Music is also enjoyed as an adult led focus as songs are sung on a daily basis during circle time.

For Key Stage 1 and 2, music is linked to the Integrated Curriculum and is taught separately using Charanga. We also subscribe to Encore Music who spend a

term teaching each KS1/2 class a different instrument such as ukulele or the penny whistle.

Drum, guitar and ukulele lessons are taught in school by a peripatetic music teacher employed from the Local Authority. Peripatetic music teachers charge for lessons and instruments can be hired through these teachers. Please contact school office who will provide further information.

Reception, Year 1 and Year 2 children perform a musical nativity play each Christmas. Years 5 and 6 children produce a Harvest and Easter celebration and Years 3 and 4 lead the Christmas festival at our local Church, St Michael's. We continue with the tradition of a summer term leavers' show, performed by Class 6 children – an exciting, emotional and highly professional event marking the end of their time at Ewyas Harold.



Computing

Computing is an integral part of the curriculum and is used to support and extend learning across the whole school. All classes have access to laptops and iPads. Computing education starts at Ewyas Harold from Reception where children play a role in using the Interactive Whiteboard/ SMART board, laptops and iPads.

The school has invested in a range of software packages allowing the pupils to access English, Mathematics and a range of other subjects. Children work on a range of data handling, word processing and publication packages to enhance their learning across the curriculum. The access to digital media such as iPads, digital and video cameras allow the children to produce films and animation. We have a strong E-Safety policy and have gained the E safety mark, a national award which is presented to schools who have put E safety at the heart of their working. We always endeavour to find new and innovative ways to bring computing to life in a way that makes it fun and relevant for our children.

Special Educational Needs and Disabilities

All children are special, however the term 'Special Educational Needs and Disabilities' or SEND refers to the needs of a small proportion of children who require additional or different provision from usual, either in their own class, or with a specialist teacher or assistant for short periods or long-term. These needs may be due to sensory (sight/hearing) impairment; physical disabilities or medical problems; learning difficulties both general and specific; emotional and social difficulties; speech and/or language problems; poor attendance. If a child's educational progress is at risk due to any of these factors, they are considered to have 'Special Educational Needs.'

Ewyas Harold endeavours to meet the needs of all its pupils and has an excellent record of providing for those children with Special Needs.

The model advocated by the SEND Code of Practice forms the basis of identifying, assessing and providing for the needs of a proportion of the school population (nationally about 18-20%), who are thought to have Special Needs. Most of these needs are met by the teachers within the school and the SENDCo, Sophie Jones.

Many children are assessed and supported by other agencies from Education Support Services or health professionals. A very small number of children nationally (about 5%) may require more long term support and qualify for an Education, Health and Care Plan.

Full copies of the school's Policy for Special Educational Needs and Disabilities and the DfE 'Code of Practice' documents are kept in school and are available on the school website.

At Ewyas Harold we also have in place a Disability Equality Policy and Scheme which aims to ensure that all those using our facilities (including families, visitors and staff) are able to access the building comfortably, without harassment or discrimination and that all are offered equality of opportunity.

Pastoral Support

At Ewyas Harold we are committed to enhancing our children's lives by providing support and guidance when needed. We are able to develop well-being, self-esteem, build confidence and provide children with the life skills to manage their own emotional and behavioural issues.

By focusing on the positives, we believe that each child is nurtured and empowered, enabling them to recognise and reach their full potential. We address the barriers which can be many and varied, preventing children from thriving, such as perceived bullying or teasing, difficulties at home, communication, bereavement and worries regarding transition. We respond accordingly, referring to other agencies if appropriate.



Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)

At Ewyas Harold Primary School, PSHE/RSE are underpinned by the ethos and values of our school. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE/RSE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective PSHE/RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

PSHE/RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

KS1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

KS2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. Children develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transition to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Well-being

Well-being is a vital part of our School Development Plan and has become a whole school focus due to the great importance of children having a healthy mind. We believe mental health and the way we feel are as important as physical health. We are involved with outside agencies such as the mental health charity Mind, Selfie and Emotion Coaching. Well-being projects are run throughout the year as well as our regular Well-being sessions.

Homework

Class R - Read 5 times a week, phonics sounds for the week

Class 1 - Read 5 times a week, phonics sounds for the week

Class 2 - Read 5 times a week, phonics/spelling sounds for the week, TT Rockstars

Class 3 / 4 - Read 5 times a week, TTRockstars 5 times a week, Foundation project based on the wider curriculum

Class 5 / 6 - Read 5 times a week, TT Rockstars, Maths work (Autumn term), Maths and Reading work (Spring and Summer term)

If parents have any questions about the Curriculum or the way it is being taught they should in the first instance speak to their child's class teacher.

Charging Policy

Many of the activities and studies that take place during a year lead to the organisation of an educational visit. In the majority of cases this will be non-residential.

The most important aspect of the visit is that the children are exposed to a variety of learning and social experiences. Where possible, the costs are met through school, but you may be asked to cover the cost of your child on occasions. With this in mind current legislation permits us to ask only for voluntary contributions towards the costs involved. However, if Government guidance changes or insufficient voluntary contributions are received, the trip may be cancelled.

We expect all our children to be ambassadors for our school, behaving appropriately and with respect. The repercussions of not adhering to this may be that your child is returned at any time of the day, at your expense. Parents should also be aware that the school may

refuse to take child on any visits when behaviour in school has presented as a 'health and safety' concern. The school must take into consideration the safety, enjoyment and welfare of ALL children and if specific children are deemed to be too significant a risk, their place may be withdrawn.

Our annual residential visit for Year 6 operates on a payment basis. The cost of the fees for these trips can be high. We try to spread the cost of these trips, so that parents/carers pay over a period of months, rather than in one lump sum. We also charge reduced rates in the event of second or third children wanting to take part in the trip.

Please contact the Head teacher if we need to be aware of particular funding needs - we will help if we can.

Child Protection and Safeguarding

Our aim is to provide a safe environment for children, which will enable their individual, needs to be met and which will promote their mental, physical, emotional, social, cultural and spiritual development. With this in mind, all staff are familiar with and adhere to the Good Practice Guidelines and the Herefordshire Guidance for Employees in school 'Allegations of Child Abuse'. As part of this commitment, we have guidelines that set out the course of action for members of staff, children and parents, volunteers and friends if abuse of a child is alleged, suspected or observed.

All schools have a statutory duty to have a Child Protection Policy and a named Designated teacher/members of staff for Child Protection in each school. Richard Foster is the Designated Safeguarding Lead (DSL) for Ewyas Harold Primary School and trained to specialist level. Sophie Jones is the Deputy Designated Safeguarding Leads (DDSL). All staff are trained to targeted level and designated trained personnel have clearly defined duties. Staff also have training of specific safeguarding issues as specified in 'Keeping Children Safe in Education' (September 2025).

If you have any concerns regarding the safeguarding of any child or adult, please contact Richard Foster or Sophie Jones immediately.

GDPR

Governing bodies and proprietors ensure relevant staff have due regard to the latest data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Whole School Behaviour Regulation Policy

At Ewyas Harold we support children by developing relationships. We believe children who know they are liked and valued are happier, more hardworking, and more able to regulate when something goes wrong.

We support all children to learn and apply our three simple school rules (Be Ready, Be Respectful, Be Safe).

School Routines

The school gate opens at 8.40am and morning school begins at 8.50am. Children are to be dropped off at the gate.

The side gate is opened at 3:20pm. Parents make their way onto the playground, and the children are dismissed from classes by their teachers.

School Security

As a school community we are very aware of the need to be vigilant. We require all visitors to report to the office to sign in and out. Parent helpers and visitors will be given a lanyard and badge to wear for the duration of their visit. Following recent incidents in schools nationwide, all helpers and new employees must undergo an enhanced Police check (DBS), the results of which remain confidential.

Parents will need to report to the office if collecting a child outside of normal hours. We really like to encourage the involvement of our parents/carers and appreciate your support in keeping our children safe and helping them to feel secure in the school environment.

At the end of the school day, children in Year 5 and 6 are able to walk home alone with their parents' written consent.

We request that children in Reception and KS1 are not collected from school by older brothers/sisters/cousins etc unless they are over 18yrs of age.



Ewyas Harold School Uniform

We are proud of our school and how well we present to the community we live in. It is for this reason that we are very keen for all children to wear school uniform.



WINTER

Trousers (not jeans), skirt or skort - school grey/charcoal/black

Shirt/Blouse - white

Polo shirt or T-shirt - Royal Blue or white (plain or school print)

Jumpers, sweatshirts or cardigan - Royal Blue (plain or school print)

Socks/tights – white/school grey/charcoal/black



SUMMER

As above or:

Charcoal grey or black shorts/culottes/skorts (for boys and girls).

Blue and white checked or striped dresses may also be worn.

Socks– white/school grey/charcoal/black

SHOES

Preferably black and below ankle height. They should be as flat. **We do not allow children to wear trainers in school, except during PE sessions.**

HATS/SUNGLASSES/SUNCREAM

In winter and summer, hats are always encouraged. We suggest children can bring sunglasses during sunny weather for playtimes and lunchtimes. Sun cream should be applied at home by parents/carers before school. Older children can apply their own sun cream during the day but must be warned not to share it with others. School staff cannot apply sun cream to children in their care.

All items can be ordered directly at www.YourSchoolUniform.com or [My Clothing](#) via the school (prices vary according to size and style).

Games Kit

WINTER

Football boots/trainers

Black/navy (plain) tracksuit or jogging bottoms

Black/navy shorts

White t-shirt/polo shirt (plain or school print)

Sweatshirt (plain or school print)

INDOOR/SUMMER KIT

Trainers

Black/navy shorts

White T-shirt or polo shirt (plain or school print)

With regards to school uniform, unfortunately we cannot be responsible for the clothing of every child in school. We also try to encourage our children to be as independent as possible, taking responsibility for themselves and their possessions. In order that we can return lost items of clothing, PLEASE ensure that you have labelled all items of your child's uniform.

We do have lost property which you are welcome to look through at any time. However, we cannot replace lost items of clothing or reimburse the cost of the items.

Jewellery

For health and safety purposes we do not allow children to wear jewellery (rings, necklaces, bracelets), except an inexpensive watch and small earrings. Unfortunately, we cannot be held responsible for the loss of watches or earrings. Children will be expected to remove earrings for PE and swimming lessons or cover them with plasters. In terms of presentation, we also do not allow children to have any other kind of body piercing other than ear-piercing. We also actively discourage the use of hair gel/mousse and hair dye during the school day. We also prefer parents not to have 'tram lines' or designs/logos cut into their children's hair during term time – surprisingly, we find it impacts directly on the behaviour of children.

Please also note that mobile phones and smart watches are not allowed in school, unless with prior agreement with the Head teacher.

Disabled Access

Our admissions policy does not exclude any child on the grounds of disability. We also have a disabled parking space, access and toilet provision for children and adults. Ramps and safety rails have been installed across the school to improve disabled access.