



Newtown Primary School

**Special Educational Needs
Self-Evaluation & SEND Report**

**For year ending
2021-2022
with Development plan
2022-2023**

SEND Self-Evaluation 2021-2022

Date: October 2022

School: Newtown Primary School

School Reviewers:

Gemma Huggon (ghuggon@newtown.cumbria.sch.uk)

Current Ofsted Grade: Special Measures

Date of Inspection: January 2019

Ofsted Comments on SEND Provision from last report: N/A

Number of Pupils on Roll: 119

OVERALL SEND FIGURES FOR NEWTOWN PRIMARY SCHOOL BY YEAR GROUP

Year Group	Overall Numbers	SEND (K)	EHCP (E)	Number on Roll
R	1	0	1	8
1	0	0	0	15
2	6	5	1	21
3	4	1	3	15
4	5	4	1	29
5	1	1	0	9
6	4	4	1	22
TOTAL	22	15	7	119

Other notable SEND characteristics or context (e.g. residential provision, particular specialism, other)
N/A

Service/Support	No. of CYP supported	Comment on effectiveness, value and impact and give rating	(1 poor - 5 good)				
			1	2	3	4	5
Support from SSENS service (specialist teachers)	3	Special teacher for visual impairment – worked with pupil in school. SLA and autism specialist teacher – supported two pupils in school.			x		
Support from Educational Psychology	4	Education Psychologist – completed assessments on three pupils. Completed EHCP assessment on one pupil.			x		
Support from SEND lead workers	N/A						
Support from other professionals	12	Speech and language – worked with six pupils in school. ADHD clinicians – six pupils attended clinics.			x		
Support from other health professionals	N/A						
SEN LAB/Trust Board member	N/A	Met with SEN LAB member twice.			x		
Leading SENCO Project Collaboration with other CET Primary schools	N/A	SEND collaborative meetings held every half term. New to SEND meetings held every few weeks.					x
Volunteers (Inc. parents/carers)	N/A						

What training or support would you like to plan for 2021/22 This will be prioritised based on need	No	Yes	Please specify topics
Termly planning meeting (focus on children/young people)		Y	Embedding the whole-school monitoring schedule. Forecasting resource provision, mapping interventions and evaluating impact.
Leading SENCO programme (focus whole School SEND development)		Y	Improving review cycles for SEND pupils, including termly review meetings with parents. Tracking SEND progress using our new assessment tool (Learning Ladders).
Training from Local Authority SEND Team		Y	Embedding Cumbria County Councils EHCP and Early Help paperwork (October 2021)
Training from Educational Psychologist team		Y	Developing effective classroom strategies to support children with social, emotional, mental health (SEMH) and behavioural needs.
Training from SSENS		Y	
Training from SALT		Y	
Training from CAMHS		Y	
Other support or training		Y	Collaborative working & CET school improvement Group projects.

Overview¹

RAG	Preparing	Developing	Established	Exceeded
Leadership and Management: How effective is the leadership, management and governance of SEN?	Preparing	Developing	Established	Exceeded
1. There is a strategic whole school approach to understanding and responding to the needs of children and young people with SEN. Information. (full information1) The SENCO works closely with the governing body/Trustees and Head teacher to ensure that all children/young people with SEN have an appropriate education, that promotes high standards and the fulfilment of potential ²	Preparing	Developing	Established	Exceeded
2. The school/academy has sufficient, suitably qualified and experienced staff to meet the range of learning support required by learners. (full information2)	Preparing	Developing	Established	Exceeded
3. The school has access to a range of qualified and experienced teams, organisations and provisions to enable a varied, flexible and personalised learning experience for children and young people with SEN. (full information3)	Preparing	Developing	Established	Exceeded (external org. don't deliver)
4. Safeguarding is prioritised for all pupils, but with particular appreciation of the increased risks for children/young people with SEN. There are (where appropriate) risk assessments in place, alongside intervention plans for pupils with SEN ³ . (full information4)	Preparing	Developing	Established	Exceeded
Identification and Assessment: How effective is identification, assessment and planning for pupils with SEN?	Preparing	Developing	Established	Exceeded
5. Identification & on-going assessment of SEND leads to additional or different arrangements being made & a consequent improvement in progress ⁴ Planning for Children and Young People with SEND is person centred and outcome based ⁵ and parents and children, young people feel included, respected and engaged with the learning goals and curriculum. (full information5)	Preparing	Developing	Established	Exceeded
6. The School is responsive to the ways in which SEND intersects with other groups, including Pupil Premium, English as second language, gifted talented, ethnic minority, child protection, care leavers attendance and lateness ⁶ (full information6)	Preparing	Developing	Established	Exceeded
7. Appreciation of transitions are at the forefront of planning and intervention from the earliest point of identification of SEN ⁷	Preparing	Developing	Established	Exceeded

² SEND Code of Practice: 0 – 25 Years para 6.1

³ Ofsted School Inspection Handbook September 2015 para 11

⁴ Para182 Ofsted School Inspection Handbook September 2015

⁵ SEND Code of Practice: 0 – 25 Years para 6.44 – 6.56

⁶ SEND Code of Practice: 0 – 25 Years Chapter 10

⁷ SEND Code of Practice: 0 – 25 Years para 8.5 and 5.47

Pupils and carers are supported with a wide range of information throughout their school career. (full information7)				
Quality First Teaching for Pupils with SEN: How well does Quality First Teaching support good progress for pupils with SEN?	Preparing	Developing	Established	Exceeded
8. The assessment and identification of pupils SEN is used effectively to inform planning and support good progress. (full information8)	Preparing	Developing	Established	Exceeded
9. The curriculum meets the needs, aptitudes and interests of pupils with SEN. (full information9)	Preparing	Developing	Established	Exceeded
10. The learning Programmes and activities support the SEN learners wellbeing, welfare, safety and personal development. (full information10)	Preparing	Developing	Established	Exceeded
11. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN ⁸ (full information11)	Preparing	Developing	Established	Exceeded
12. Teaching Assistants (TAs) are deployed in such a way as to maximise their impact, are well prepared for their role and demonstrate good practice ⁹ . (full information12)	Preparing	Developing	Established	Exceeded
13. There is evidenced impact of funded support/interventions leading to progress and attainment ¹⁰ (full information13)	Preparing	Developing	Established	Exceeded
14. The learning Environment supports the differentiation that the SEN learners require and meets the requirements for reasonable adjustments under the 2010 Equalities Act ^{11/12} (full information14)	Preparing	Developing	Established	Exceeded
Achievement: How well do pupils with SEN progress and attain?	Preparing	Developing	Established K	Exceeded E
15. The school has systems in place to support, record, monitor and analyse pupil attainment and progress data for pupils with SEND at least three times per year. (full information15)	Preparing	Developing	Established K	Exceeded E
16. Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and SEND pupils. (full information16)	Preparing	Developing	Established	Exceeded
17. The school has systems in place to support, record, monitor and analyse wider outcomes for pupils with SEND at least three times per year. (full information17)	Preparing	Developing	Established	Exceeded
18. The school uses clear assessment tools for tracking progress including Rochford Review Measures, P scales and post 16 achievements towards independence (where appropriate). (full information18)	Preparing	Developing	Established	Exceeded

⁸ SEND Code of Practice: 0 – 25 Years para 6.37 and 6.4

⁹ Wiltshire's Maximising Achievement and Progress - Toolkit

¹⁰ Para182 Ofsted School Inspection Handbook September 2015

¹¹ SEND Code of Practice: 0 – 25 Years para 6.9

¹² Page 42 Ofsted School Inspection Handbook September 2015

Appendix One – Budget

Annual Funding Source/Income	£	Comments
Element 2 funding within School's budget		
NPA Tops Ups		
Resource Base/ELP/SS Top ups		
Resource Base/ELP/SS place funding		
Total		

Interventions & activities which have directly supported SEND learners	Number CYP with SEND engaged	Frequency	Duration of sessions	Does this activity require class teacher engagement, training, assessment and/or supervision	Comment on effectiveness, value & impact
All Classes					
AAP/EHCP targets	21 (K) 6 (E)	Daily	20-30 mins	Yes (in collaboration with TAs and other professionals)	Pupils worked towards specific targets, making good progress in most cases, refined to more SMART targets in some cases/
Close the gap	All pupils	Daily	20-30 mins	Yes (in collaboration with TA)	Allows pupils to catch up on current learning, preventing gaps from being created, effective use of intervention time.
Pre-teach	All pupils	Daily	20-30 mins	Yes (in collaboration with TA)	Links with close the gap style intervention, supports children to keep up, not catch up.
Purple pen polishing	All pupils	Daily	20-30 mins	Yes (in collaboration with TA)	Effective use of time, allows pupils to keep up, not catch up. Adds challenge and tackles misconceptions in the moment.
Readers	All pupils	Daily	20-30 mins	Yes (in collaboration with TA)	Effective use of time, target bottom 20% of readers daily, also allows all other pupils to be heard reading up to 3 times weekly.

Newtown School SEND Development Plan 2022 to 2023

Priority 1. To embed in the moment style interventions to support the progress of all pupils, including those with SEND.

Background of identified priority: A new intervention system was implemented during 2022 review, continue to work on embedding this 'in the moment' style intervention approach.

Intentions	Actions	Timescale	Staff Responsible	Success Criteria
SENDCo and CTs to meet half termly to discuss the needs of class pupils.	Half termly meetings organised.	Half termly	SENDCo/CTs	Pupils identified as SEND have their individual needs met.
CTs to complete CFC/SEND overviews half termly.	Teachers to complete overviews.	Half termly	CTs	SEND needs are identified early and teaching and learning provision adapted accordingly.
AAPs to be updated termly, discussed and agreed with parents and carers.	AAP cycles adhered to.	Termly	CTs	Teacher assessments and intervention data evidences positive progress data for disadvantaged and SEND. Typical trend shows term on term progress.
Ensure staff have the most relevant and up to date training and resources to implement their interventions.	Ensure staff have access to necessary training and resources.	Ongoing	All staff	Rochford Review Measures mirror positive whole school data.
Embed intervention grid across school.	Intervention grids in place.	Ongoing	All staff	Intervention grids and systems are embedded across the school.
Intervention grid to be used daily in all classrooms.	Intervention grids used daily, monitored regularly.	Ongoing	All staff	
Pupils AAP books to be used daily or as necessary when interventions are completed.	AAP books used daily, monitored regularly.	Ongoing	CTs/TAs	
Class SEND files to be kept organised and up to date.	SEND folders kept up to date, monitored regularly.	Ongoing	CTs/TAs	

Priority 2. To improve outcomes for children with SEND.

Background of identified priority: New Learning Ladders data management system will be rolled out across school this academic year which will enable senior leaders, teachers, teaching assistants and subject leaders to closely track progress and attainment data for all children.

Intentions	Actions	Timescales	Staff Responsible	Success Criteria
<p>Implement new Ladder Ladders assessment system across school</p> <p>Embed Learning Ladders into the existing CET Primary assessment and monitoring schedule</p> <p>Learning Ladder data will inform Pupil Progress meetings</p> <p>Learning barriers and needs are identified early, enabling vulnerable groups to receive focused support for achievement and engagement.</p>	Launch Learning Ladders.	October	GB/SL	<p>Attainment and progress data captures from Learning Ladders feeds into the school assessment calendar.</p> <p>Analysis of progress and attainment results inform teachers' next step planning and targeted intervention for maximum impact.</p> <p>SEND needs are identified early and teaching and learning provision adapted accordingly.</p> <p>Teacher assessments and intervention data evidences positive progress data for disadvantaged and SEND. Typical trend shows term on term progress.</p> <p>Rochford Review Measures mirror positive whole school data.</p> <p>Examples of reasonable adjustment is evident.</p>
	Learning Ladder attainment and progress tracking and data CPD for CTs and TAs.	October	GB/SL/GH	
	Develop Rochford Review Measures to compliment Learning Ladder tracking and assessment and ensure accurate teacher assessment of SEND progress.	November	GB/SL/GH Collaborative Group	
	Complex case sessions.	Half-Termly	SN/GH	
	Continue to develop outstanding communication systems in school and with parents.	Ongoing	GB/SL/GH/CTs	
	Use PASS assessments to collect pupil voice.	October	GB/SL/GH/CTs	
	Continued partnership working with external agencies.	Ongoing	SL/GH/CTs	

Priority 3. To develop all staff as adaptive teachers for all pupils, including those with SEND.

Background of identified priority: The development of a quality first teaching approach with a graduated response to SEND in every classroom will ensure that valuable 'learning recovery' time is not lost. The upskilling of teaching staff through the provision of SEND teaching toolkits is proven to help teachers plan and deliver learning to meet every students' needs; including planning, identifying learning outcomes, differentiating and developing English, reading and maths skills.

Intentions	Actions	Timescale	Staff Responsible	Success Criteria
<p>A quality first teaching approach and the graduated response to SEND is embedded in every classroom.</p> <p>SEND toolkits of 'top tips' are utilised effectively by teachers and TAs to ensure quality first teaching strategies are used which enable every child to access learning, including the most-able.</p> <p>Toolkits used to support the implementation of the new CET curriculum as an inclusive curriculum which supports every child to access knowledge in every subject across school.</p> <p>Inclusion is at the heart of every decision and action.</p>	SEND toolkits shared with staff	November	GB/SN/GH	Every child has equal opportunities for success.
	Toolkit training/CPD for subject leaders/phase leaders/teachers and TAs	November	GB/SN/GH	SEND provision in school goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalised teaching.
	Planning and collaboration to ensure good practice shared	Ongoing	SLT/CTs	Toolkits are used by staff to adopt highly effective, quality-first teaching strategies for each primary area of need within the SEND Code of Practice to create inclusive classrooms. Evidence of this is seen in lesson drops and learning walks.
	Inclusion and accessibility for all embedded into the SEND monitoring timetable	December	SL/GH	Toolkits are used to identify barriers to learning quickly and adapt provision accordingly.
	Progress and data meetings for analysis of impact.	Termly	SLT/CTs	Absence and incidents of poor behaviour will decrease and attitudes to school and learning will improve.
	Opportunities for enrichment and extended curriculum.	Ongoing	SLT/CTs	The development of an inclusive curriculum for students of all abilities, allowing them to access subject knowledge in every subject across the school.
	Gathering and evaluating pupil, parent and staff voice.	Spring	GB/SL/GH	

Appendix Two - Staff experience, qualifications and CPD

Name	Key Strengths and Experience
Sue Newstead	Director of Learning Provision, CET SENDCo
Gemma Huggon	New to SENDCo role, experienced class teacher of SEND, previous experience as an acting SENDCo
Donna Lund	Experienced family learning mentor, mental health champion, Early Help experience, nurture and SEMH trained
Tracy Wardle	Experienced HLTA, EHCP support, in class support, SATs booster tutor, PPA cover teacher
Gail Greenall	Experienced STA, EHCP support, in class support, catch up literacy and maths trained, directed intervention support
Naomi Hodgson	Experienced STA, working towards HLTA standards, EHCP support, in class support, directed intervention support
Jackie Bradley	Experienced STA, EHCP support, in class support, directed intervention support, precision teaching trained
Sharron Willis	Experienced STA, EHCP support, in class support, directed intervention support, reading intervention trained
Kate Latimer	Apprentice TA, new to role

Appendix Three – Evaluation statements to support RAG Overview

Areas covered

Leadership and Management: How effective is the leadership, management and Governance of SEND?	Quality First Teaching support good progress for pupils with SEND?
<ul style="list-style-type: none"> • Strategic whole school approaches • Governance • Staffing and resourcing • Safeguarding and risk assessment 	<ul style="list-style-type: none"> • Planning informing practice • Differentiated teaching meeting need • Support to overall learning goals • High quality teaching • The role of Learning Support Teaching Assistants • Learning environments
Identification, Assessment and Planning: How effective is identification, assessment and planning for pupils with SEND?	Achievement: How well do pupils with SEND progress and attain?
<ul style="list-style-type: none"> • Achievement of Outcomes • Person centred approaches • Engagement and involvement of Families and Parent/carers • Multi-agency involvement • Transition and Information 	<ul style="list-style-type: none"> • Attainment and Progress on education goals • Attainment and Progress on wider goals • High Expectations • The use of Data

Section 1

How effective is the leadership, management and governance of SEND?

RAG	Good Practice	Success Criteria	Exemplar evidence
	<p>1. There is a strategic whole school approach to understanding and responding to the needs of children and young people with SEND.</p> <p>The SENCO works closely with the governing body/Trustees and Head teacher to ensure that all children/young people with SEN have an appropriate education, that promotes high standards and the fulfilment of potential¹³</p> <p>(BACK1)</p>	<p>There is a qualified SENCO who is part of the leadership team¹⁴.</p> <p>There is a governor with specific responsibility for SEND and s/he is able to challenge and influence SEND practice.¹⁵</p> <p>There is an SEND Information report published on the school/academy website which includes the values and practice that the school espouses for SEND¹⁶</p> <p>There is a provision for enabling parent/carers to have regular information and consultation for children/young people with SEND and that the parental and child/young person's voice is valued and respected.</p> <p>The School Development plan includes performance objectives for SEND.</p> <p>There is a clear expectation that the school/academy has responsibility for making best endeavours to meet the needs of children/young people with SEND¹⁷</p>	<ul style="list-style-type: none"> •School Development plan includes SEND. •Minutes of LAB meetings/visits show discussion and challenge on SEND. •Links to collaborative working groups is secure. •Staff feel well supported in relation to working with SEND. •Records of parental visits and meetings show consistently high engagement/ •Parent View and other engagement of parent/carer views express support for the schools SEND policies.
	<p>2. The school/academy has sufficient, suitably qualified and experienced staff to meet the range of learning support required by learners</p> <p>(BACK2)</p>	<p>The staff development programme includes a quality induction programme for new staff, and opportunities for all staff to develop experience and qualifications in working across the range of learning needs represented in the school's enrolment;</p> <p>The SENCO and leadership team keeps up-to-date with relevant educational research, continually reviews her/his own pedagogical</p>	<ul style="list-style-type: none"> •Staff appraisal records show access to training/CPD. •Staff meeting minutes' evidence inclusion of SEND. •Collaborative working across CET to share good practice.

¹³ SEND Code of Practice: 0 – 25 Years para 6.1

¹⁴ SEND Code of Practice: 0 – 25 Years para 6.84 - 94

¹⁵ Page 42 Ofsted School Inspection Handbook September 2015

¹⁶ SEND Code of Practice: 0 – 25 Years para 6.79 – 6.83

¹⁷ SEND Code of Practice: 0 – 25 Years para 6.2 – 6.7

		<p>practice, and ensures that there is opportunity to share and learn from good practice;</p> <p>Classroom assistants are deployed flexibly and effectively, and contribute to the observation and monitoring of the learners, to lesson plans and the assessment of the learners with whom they work;</p> <p>There is a clearly defined role for each child's key worker/form tutor to make additional observations, and monitor progress and development where initial concerns have been raised;</p> <p>Staff are given opportunities to reflect and debate SEN practice, they are committed to quality first teaching, and leaders have created a climate in which teachers are motivated and trusted to take risks and innovate³⁴.</p>	<ul style="list-style-type: none"> •SEND policy and review information is known by all staff •Monitoring and pupil progress records show learning and development contributed to by a wide range of staff •Staff deployment timetables show flexibility and capacity
	<p>3. The school has access to a range of qualified and experienced teams, organisations and provisions to enable a varied, flexible and personalised learning experience for children and young people with SEND.</p> <p>(BACK3)</p>	<p>Any external support provided, addresses a specific, assessed need of a learner or group of learners, and that the external support is also targeted on building the capacity of the staff. Part-time timetables have clear objectives, timescales and children/young people have an identified school lead worker tracking progress¹⁸.</p> <p>There is clear understanding of the budgetary implications, value and outcomes when accessing support whether through arrangements with the Local Authority, Health, personal budgets, and the schools funded provision¹⁹.</p> <p>The SENCO/Leadership team has a good relationship with external/additional organisations (including LA) which enable positive information flow, clarity for parent/carers, holistic assessment and planning and good outcomes for children and young people SEN²⁰.</p>	<ul style="list-style-type: none"> •New CET creative Primary Curriculum is accessible to all learners and puts children at the heart of all teaching and learning opportunities. •Feedback and reports from external professionals evidence the development of strong, professional working partnerships to ensure needs of children are identified quickly. •Annual review documents show good outcomes related to provision.

¹⁸ Page 15 para 37 Ofsted School Inspection Handbook September 2015

¹⁹ Page 42 Ofsted School Inspection Handbook September 2015 and SEND Code of Practice: 0 – 25 Years para 6.97

²⁰ SEND Code of Practice: 0 – 25 Years para 3.13 - 16

	<p>4. Safeguarding is prioritised for all pupils, but with particular appreciation of the increased risks for children/young people with SEND.</p> <p>There are (where appropriate) risk assessments in place, alongside intervention plans for pupils with SEND²¹.</p> <p>(BACK4)</p>	<p>There are arrangements beyond that available generally, to safeguard and promote the health, well-being, welfare and protection of learners with SEN²²</p> <p>The designated teachers have received appropriate training in child protection and in understand the greater vulnerability for those pupils with SEN conditions requiring alternative awareness, support and sensitivity.</p> <p>All teachers have had training and support in intervention plans for children with SEN, alongside manual handling, risk management and health/medical plans.³³</p>	<ul style="list-style-type: none"> •CPOMS data and pastoral records show evidence of awareness, raising conversations and appreciation of safeguarding issues. •EWO works closely to support the Safeguarding team, SENCO, teachers and support colleagues to ensure safeguarding remains a priority. •Personal and social development programme are enhanced and adapted for children/young people with SEND. Small group interventions delivered by specialist staff to personalise the learning outcomes for students with SEND.
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Section 2

How effective is identification, assessment and planning for pupils with SEN?

RAG	Good Practice	Success Criteria	Exemplar evidence
	<p>5. Identification and on-going assessment of SEND leads to additional or different arrangements being made and a consequent improvement in progress²³</p> <p>Planning for Children and Young People with SEND is person centred and outcome based²⁴</p>	<p>The school assesses each pupil's skills and level of attainment on entry and regular assessments of progress are made for all pupils and this is understood by all staff and stakeholders</p> <p>There is recognition that parents know their children best and staff listen and understand when parents and children and young people express concerns and aspirations about their development and learning goals.</p> <p>Teachers are able to differentiate between:</p> <ul style="list-style-type: none"> • those children and young people who need support to catch up with their peers; and 	<ul style="list-style-type: none"> •AAPs and EHCP targets are SMART •Annual reviews are timely and comprehensive •Statutory assessment timescales are met. •Pupil voice records show participation and inclusion in a relevant way •Parent View is supportive of the success criteria described •Records of Multi-agency meetings show reflection and challenge

²¹ Ofsted School Inspection Handbook September 2015 para 11

²² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

²³ Para182 Ofsted School Inspection Handbook September 2015

²⁴ SEND Code of Practice: 0 – 25 Years para 6.44 – 6.56

	<p>Parents and children, young people feel included, respected and engaged with the learning goals and curriculum.</p> <p>(BACK5)</p>	<ul style="list-style-type: none"> those children and young people who need a more tailored approach to address a specific SEN that is impacting on their ability to learn²⁵. <p>All those who work with children and young people are alert to emerging difficulties and respond early.</p> <p>Particular care is given to identifying and assessing SEN for children or young people whose first language is not English.</p> <p>Arrangements are in place to Equality Act 2010 and if so what reasonable adjustments the school may need to make for them</p> <p>The impact of interventions/provision is regularly assessed and learning used to develop practice.</p> <p>EHCP/Statements/individual plans for learners with SEN are outcome based and can be measured.</p>	<ul style="list-style-type: none"> Conversations with parents and children/young people show engagement and differentiation. Advice from external professionals are adopted to ensure individual needs are met and strategies for engagement are successful.
	<p>6. The School is responsive to the ways in which SEND intersects with other groups, including Pupil Premium, English as second language, gifted talented, ethnic minority, child protection, care leavers attendance and lateness²⁶</p> <p>(BACK6)</p>	<p>The school is aware of the combined disadvantage of SEN with other factors and seeks to support the family and the child to achieve learning and social objectives.</p> <p>The school works closely with Local Authority, Health and independent multi-agency specialist to support the child's whole life wellbeing²⁷.</p> <p>Budgets for different groups are used creatively to maximise outcomes for children/young people in these groups.</p>	<ul style="list-style-type: none"> Records from annual reviews show regular involvement of multi-agency staff. Engagement of EWO and Pupil Premium Coordinator ensure disadvantaged cohorts are supported well in school and the delivery of nurture groups supports with social emotional and mental health (SEMH) needs. Pupil records, class observations, and staff meetings evidence involvement of external staff

²⁵ SEND Code of Practice: 0 – 25 Years para 6.20 - 24

²⁶ SEND Code of Practice: 0 – 25 Years Chapter 10

²⁷ SEND Code of Practice: 0 – 25 Years para 6.58 - 62