

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fairfields School
Number of pupils in school	123 (October census)
Proportion (%) of pupil premium eligible pupils	31.7% (39 pupils – October census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Nov 2023
Date on which it will be reviewed	April 2024 and July 2024
Statement authorised by	Lesley Elder (HT) Katie Usher (PP Governor)
Pupil premium lead	Lesley Elder (Headteacher)
Governor / Trustee lead	Kate Usher (PP & LAC Governor)
Review Periods	April 2024 July 2024

Funding overview

Detail	2020-2021	2021-2022	2022-2023	2023 - 2024	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	9816.95	13567.85	7551.60	£25337.43	
Pupil premium funding allocation this academic year	56609.67	54698.75	£52628	Sept -March	April – Aug
				£30555	£21825 (est)
				£52380	
Post LAC				Sept-March	Apr-Aug
				£1475.83	£1054.17
				£2530	
Recovery premium funding allocation this academic year		11933.50	£35670	£35670	
Total budget	66426.62	80199.68	£95849.60	£115917.43	
Spend	52858.77	72648.08	£70512.17		
Remaining balance	13567.85	7551.60	£25337.43		

Part A: Pupil Premium Strategy Plan

Statement of intent

Fairfields is a Special Primary School educating children with severe or profound and multiple learning disabilities, including Autistic Spectrum Disorder and complex medical needs. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome, including those who are in receipt of the Pupil Premium. As such our approach is designed to ensure that we are able to provide an education of the quality necessary to make sure that having SEND as described above, and being in receipt of the Pupil Premium, is not a double disadvantage. Using the Pupil Premium to improve teaching quality, as well as focusing on more targeted support and pupil wellbeing, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

We are committed to personalised learning around the holistic needs of each pupil. We aim to ensure that there is provision that supports progress towards the academic attainment and/or aspirational outcomes identified in the Education Health and Care Plans for each pupil.

Provision is in place to support progress in the following areas:

- Personal Development and independence - Be able to understand and access the world around them with increasing independence.
- Self-regulation and sensory processing - Improve their ability to self-regulate including improving their resilience and emotional literacy skills.
- Communication Skills - Develop meaningful and effective forms of communication so that they can confidently communicate during a variety of situations
- Cognition and Learning - Use their cognition and learning skills to discover and make sense of the world around them as well as using their functional skills with increasing independence.
- Movement and Mobility
- Social Interaction - Improve their social skills and social understanding to build and maintain relationships with their peers.

Our strategy is driven by the individual needs and strengths of each pupil, based on formal and informal assessment, not assumptions or labels. This helps us ensure that we offer them the relevant skills and experience they require to be prepared for their next stage of education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have used a variety of evidence bases to identify these areas.

Challenge number	Detail of challenge
1	Social interaction and communication difficulties: The vast majority of pupils have communication or speech and language difficulties. Many pupils are non-verbal or have limited language and require a preferred communication device. They need support to develop their skills to ensure that their wants and needs are heard in a variety of contexts. It is essential that pupils have a voice. Additionally, all have social interaction difficulties. Pupils generally have language comprehension difficulties.
2	Independence:

	The EHCP as well as observations and assessment show that many of our pupils have challenges with their physical needs. They require support in accessing their learning and the environment as independently as possible. These independent skills also include self care e.g. feeding, toileting, dressing.
3	Emotional well-being / emotional regulation/sensory processing: Many of our pupils have delayed social and emotional skills. This is identified in their EHCP and all pupils within school have a positive behaviour support plan. Many struggle to self regulate their behaviour. This can be due to sensory processing difficulties or Adverse Childhood Experiences (ACEs). Some of our pupils have had experiences which are highly stressful, and potentially traumatic. Pupils need support to help regulate themselves to enable them to be ready to learn.
4	Family Support: In order to support our pupils beyond school we work hard to support families by providing support and advice. This includes focussed training to share successful strategies used at school such as communication systems, behaviour management strategies. Support is also needed for the family in recognising and accessing services which are available to them to enhance their life experiences, as well as support for behaviour, attendance and medical needs.
5	Cognition and learning difficulties: All pupils have profound to severe cognition and learning difficulties as outlined in their EHC plans. Assessment tells us that pupils require support to develop their reading, writing and maths skills so that they can apply these skills in their everyday lives. They also need support to develop their attention, ability to problem solve and reason. Equally, they need to develop strategies to help them retrieve and recall information. The development of the essential skills e.g. communication, physical and personal and social, need to be developed and embedded to ensure that good progress is made in other areas of the curriculum. These skills are enhanced and enriched through creative approaches using art and music.
6	Attendance: Our whole school attendance for 2022/23 was 84.99%. This is lower than the National Overall Attendance rate in 20/21 for special schools which was 86.8%. Due to the complex health needs of some of our pupils, their attendance is low due to regular illnesses and multiple stays in hospital. We recognise that support needs to be given to some of our families to improve their child's attendance in school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Individual pupils' communication data using Assessment for All framework will show progress. Pupils communicating using their preferred communication mode both in school and home. Total communication environment evident.
Improved sensory regulation and access to learning	Individual pupils' behaviour data using assessment for all framework will show progress. Pupils are regulated and ready to learn or have strategies in place to support them to regulate,

	<p>this will include some pupils having an individual sensory diet.</p> <p>Staff are trained and have confidence in supporting pupils who are dysregulated.</p> <p>Staff are aware of the difficulties pupils may have regarding trauma. Within our setting staff will know the wider context of trauma.</p> <p>Monitoring shows that pupils are engaged and have a positive attitude towards learning.</p>
<p>Increased levels of independence through improved physical development, improved emotional wellbeing and improved access to learning. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for their next stage in education.</p>	<p>Pupils will make at least two step progress against relevant strands of Assessment for All framework.</p> <p>Pupils accessing Conductive Education will gain greater control over their movements leading to increased confidence, skills and independence. CE evaluation report illustrates progress.</p> <p>Improved emotional awareness and well-being as evidence through pupil's Annual Review report,</p> <p>Lesson observations evidence improved levels of independence.</p> <p>Pupils are able to access their learning through the correct position, equipment and facilitation being used.</p>
<p>Increased support to parents and families, improving the access to services and ensuring that provisions in place for home and school to support learning and development.</p>	<p>Parents report that they feel well supported and have enough information to support their child's development at home. Increased parental engagement results in pupil making progress either with academic learning or personal and social development</p> <p>Improved attendance for pupils with low attendance.</p>
<p>The vast majority of pupils will make at least 2 steps of progress in English and / or against their communication EHCP outcome.</p>	<p>Performance information will show progress in English/Communication. Phonic assessments will show pupils progress. Pupils' learning journals will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Pupils EHCP outcomes (Evidence for learning) will show progress in communication skills.</p>
<p>The vast majority of pupils will make at least 2 steps of progress in Maths and / or against their cognition and learning EHCP outcome.</p>	<p>Performance information will show progress in Maths/Cognition and Learning. Pupils' learning journals will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Pupils EHCP outcomes (Evidence for learning) will show progress in cognition and learning skills.</p>
<p>Pupils have a positive view of school and the level of persistently absent (below 85%) has been reduced.</p>	<p>Regular monitoring of attendance demonstrates an effective approach to challenging attendance. Parents of children</p>

	with complex health needs, feel supported by the schools approach to managing attendance. School attendance figures are in line or higher than the national average for special schools.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved communication skills - SALT employed for extra day per week to enhance NHS SALT provision (25 days across the year)	<p>Many of our pupils have communication difficulties requiring personalised communication modes to secure positive outcomes. Currently the SALT provision from NHS is limited to the children identified by the service and the intervention package they are allocated.</p> <p>Pupils need to be able to communicate their wants and needs. They also need to be provided with opportunities to socially communicate. The ability to communicate enables pupils to engage in activities across the curriculum as well as having confidence to communicate their ideas and with each other.</p> <p>We feel that this additional support not only supports the development of our pupils' communication it also helps develop staff and parents knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1 2 3
Improved sensory regulation and access to learning – OT employed for a day a week (25 days across the year)	<p>Many of our pupils have sensory regulation difficulties requiring personalised sensory diets to ensure they are ready to learn and achieve positive outcomes. Many of our pupils also require support with positioning and strategies to enable them to access their learning. Currently the OT provision from the NHS is limited to one therapist one day a week who focuses purely on supportive seating. Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor skills of some of the most complex pupils. Children are more regulated following intervention which reduces anxiety and increases these pupil's opportunities to thrive and achieve in what can be an overwhelming environment.</p> <p>We feel that additional support from OT will not only support the development of our pupils but also helps develop staff and parents knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	1 2 3
Improved personal development, communication and self regulation	<p>Each class has an allocated level 4 LSA. Their role is to enhance the teaching practice within the class using specific strategies and interventions to help support and enhance learning. This targeted support will link to academic learning and also support the learning within our essential areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1 2 3

<p>Purchasing of assistive technology/digital technology and the relevant software</p>	<p>Technology not only is an a great resources to enhance high quality teaching and learning but for some of our pupils it is a way of accessing the curriculum and promoting independence or communication. Consideration needs to be given to the equipment being purchased and how this will be used by individual pupils as well as consulting with other professionals e.g. OT to ensure the positioning and access to the device is appropriate.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1 2 5</p>
<p>Physical Activity</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. For some of our pupils it supports emotional regulation, while others it supports their independence skills or their cognition and learning, through enhancing their attention control and fine motor skills through gross motor movement.</p> <p>Consideration needs be to given to the resources being purchased to and how these will be used for different groups of children when they access our soft play room.</p> <p>Having opportunities to also develop physical activities while outside are also essential for enhancing learning. Consideration needs to be give to the resources being purchased to support the delivery of the curriculum through outside learning and how this can be enriched through Forest School.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2 3 5</p>
<p>High quality resources to support the teaching of phonics.</p>	<p>Phonics is a supportive resource for many pupils when learning how to read and the DfE have stated that schools need to follow a systematic synthetic phonics programme to support learners. Phonic approaches have been found to be consistently effective in supporting pupils to master the basics of reading, with an average impact of an additional five months' progress for those who are phonologically ready.</p> <p>Within our setting phonics starts with immersive and sensory sounds for pupils to learn skills of phonological awareness, this then progresses to systematic synthetic phonics. Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Pupils who are supported in their reading, and who are able to read, are able to access more of the curriculum which leads to improved outcomes and helps prepare them for the next stage of their education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://monsterphonics.com/dfc-validation/</p>	<p>5</p>
<p>Enriching the curriculum through the creative arts</p>	<p>Arts participation approaches can have a positive impact on academic outcomes. As well as it having an impact on the outcomes within Maths and English, the engagement in learning that involves the arts is highly valuable across the curriculum and to support the outcomes of EHCPs.</p> <p>There are clear links between music e.g. rhythm and beat and the learning of reading and links between art e.g. fine motor</p>	

	<p>and writing. The creative arts are an effective way to really hook the children and engage them in their learning. Also having opportunities to work with experts in this field e.g musicians, artist, dances enhances this learning further through enriching the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved physical development – Conductive Education	<p>Approximately 30% of pupils need to access physical development programmes to help them develop greater control of their movements.</p> <p>Analysis from previous year’s evaluation reports shows that pupils make progress (or on occasions maintain) which has a positive impact on their access to learning and levels of independence as well as promoting their emotional well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p>	2
Purchasing of resources linked to personal development	<p>Approximately 30% of pupils require access to adaptive equipment to allow them to be as independent as possible. This is particularly important when feeding.</p> <p>https://www.wyevally.nhs.uk/media/678899/wvt-feeding-skills-leaflet.pdf is an example of advice to OTs outlining the importance of feeding skills.</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support – Family Support Worker	<p>Our Family Support Worker has successfully supported and engaged parents for the past few years. This has a positive impact on pupil attendance and engagement in their child’s learning and experience in school.</p> <p>We wish to continue providing our families with advice and support to enable them to support their child at home. By designing and delivering effective approaches to support parental engagement, as a school we may be able to support parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>We want to extend the range of ways we engage with parents to enable us to liaise we more of our families across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3 4
Supporting attendance	<p>It is important that parents engage with the activities in school and feel part of the school community so they can see the difference this makes when their child regularly attends.</p>	6

	<p>For children at risk of Emotional, Behaviour School Avoidance, more specific intervention is need to develop school strategies and support individuals in having a more positive view of school. Parents of children with complex health needs, feel supported by the schools approach to managing attendance.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
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Total budgeted cost: £115917.43

Area	Activity	Total Cost	Financial Year Split	
			Sept 23 – Mar 24 (7/12)	Apr 24 – Aug 24 (5/12)
Teaching	SaLT (1 day – 25 weeks)	10500	6125	4375
	OT (1 day – 25 weeks)	10500	6125	4375
	Level 4s (top up of salary)	11370.92	5817.58	5553.33
	Assistive Technology/Digital Technology/AAC	18000	10500	7500
	Software	4000	2333.33	1666.66
	Phonics (ebooks/resources)	£1200	700	500
	Arts Participation	8000	4666.66	3333.33
Targeted	CE (contribution to salary)	21138.83	11979.04	9159.79
	Feeding Equipment	1500	875	625
	Soft Play Equipment	2000	1166.66	833.33
	Outside Learning	10000	5833.3	4166.66
	Forest School	1000	583.33	416.66
Wider Strategies	Family Support (contribution to salary)	15535.04	8815.04	6720.00
	Educational Psychology Team – EBSA (3 days @ £375)	975	568.75	406.25
Total Spend		115719.79		
Remaining budget		197.64		

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Full reports can be found in the Pupil Premium File

Improved communication skills - SALT employed for one day per week to enhance NHS SALT provision

An evaluation report written by our commissioned Speech and Language Therapists, provided by Powerful Voices clearly outlines the difference their role is making in school.

Training was given to all staff on 'What is Communication?' This covered the communication chain, the means reasons and opportunities model and a taster demonstration of different communication methods. Some staff members have taken the training on board and are showing that they want to learn more, approaching us more, thinking about language functions more.

Staff have been provided with templates of communication boards and books when appropriate. This has created consistency across the school, allowing staff to become more independent in creating these resources for their classes and individual students.

The team attempted to deliver transition timetables in EYFS. The idea was to start with EYFS as a model to then get this approach rolled out into other classes. Original plan around this did not take place as envisaged. The team supported staff with this, however it was a big project and smaller steps were needed for the class team. Class teachers agreed to start with Now/Then boards as it was deemed as more appropriate/manageable at this time for the child and the staff team. Support will continue to be provided to enhance transitions for pupils. Recommendations have been made for classes/some individuals across the school for which type of AAC is appropriate e.g., encouraging the use of communication boards across the classroom to create a friendlier communication environment/ recommending for a student to be moved on from PEC's or a simple book to something more advanced. Teachers have been given guidance for how to best support their learners so they can develop the children's communication so that they can reach their full potential. Alongside this teachers have been given guidance on times in the day to start implementing communication boards and communicative opportunities. Support has also been provide with developing eye-gaze/switches for AAC with some students. Staff knew that students needed moving on but were unsure of how to do this and sought our advice. Staff have taken this on board, and it has given the students access to a whole new communication method/ access appropriate referrals and assessments. Since SaLT support and training, staff are now rolling out communication boards across different activities and parts within their day. This is starting to create a communication friendly environment which all of the students can access through play, learning and social opportunities. As teachers are seeing successes happening, this is then encouraging them to reach out further for more support and is giving them the motivation and incentive to try different approaches and roll them out to other areas e.g., outside.

Charlotte Martindale and Sadie Woodward – Powerful Voices

Improved sensory regulation and access to learning – OT employed for a day a week

At the start of the year I provided an equipment list of resources that would increase the range of sensory integration strategies available in the den as well as items that could be loaned out to classes to trial with pupils to support their sensory regulation needs. It has proved to be a very useful opportunity to be able to trial therapeutic resources such as weighted equipment, compression vests and rocker chairs in the classroom. Staff have reported positive feedback on the impact of their use

with specific pupils and the increase they have seen in more regulated behaviours and engagement in the classroom.

Teaching staff and LSA's have had the opportunity to observe sessions to help understand the strategies and activities I have been using and why. I have also tried to increase awareness amongst staff on how to use the room and equipment in it, such as the platform swing appropriately in order to ensure it provides pupils with the right level of sensory input.

Following a block of sessions a summary report was completed for each pupil seen with a brief overview of their sensory needs and recommended strategies, interventions and a "sensory diet". These summary reports were also available to be shared with parents to provide support with sensory processing needs at home as well as at school. In addition to recommendations to support regulation within the classroom LSA's and teaching staff could use the sensory diet to access the den during the week. This has helped a number of pupils manage their transition into school and at the end of the school day to support their regulation, motivation and engagement in class. The intervention plans also allow for the den to be accessed to support pupils experiencing periods of dysregulation during the school day.

In addition to the 1:1 sessions I have also been available to provide general advice and support to staff. Staff are able to email me with queries related to pupil's needs in school and concerns parents may be having. When queries arise I will visit pupils and staff in class and provide observations, recommendations, advice and sign posting.

Clare Davenport – Blossom Children's OT

Improved personal development, communication and self regulation

By having a designated level 4 within each ensured there was consistency in each class in the absence of the teacher. Our Level 4s accessed a bespoke training package, providing more depth to our practices in school. They were encouraged to reflect on their current practice and were given tasks to trial in their own classrooms. This allowed them to effectively support the teacher as well as supporting individual pupils by scaffolding learning or enhancing this. They were also able to support the other staff within the team, role modelling expectations and raising the standards of practice in the classroom. Some took on a responsibility in the classroom under the direction of the teacher e.g. maintaining the enabling environment, focusing on communication. We have really seen this practice deepen for some of our level 4s this year, especially when this has strengthened the class team. Our Level 4's have built on this professional development, and with support of the Deputy Head, now take full responsibility for planning and setting up of the outside learning environment. Recent monitoring identified the following strengths:

- Level 4s collaborate as key stage teams to create planning.
- All classes had outside learning set up at some point in the week.
- Most classes displayed their planning.
- Engagement and persistence of the children accessing the learning was very strong.
- Some of the adults could feel the benefit and see how valuable this play was and what it provided.
- Some L4's really cared and wanted to know that they had got it right and done a good job – they had pride in their work.
- Spaces and activities set up were inviting and catered for a variety of different skills and learning styles.
- Some classes have clear designated times for access to the outside learning areas either as a group or as specific individuals.
- Pupils were creating their own activity with resources that were outside (pots and pans, band playing rhythms).

Improved physical development – Conductive Education

Conductive Education continues to be a strength of the school. An evaluation report written by our conductor clearly outlines the difference their role is making in school

Despite the difficulties, we worked very hard to support our children and staff. We had to rethink how we can continue providing this specialist provision for our pupils whilst keeping high expectations and quality of learning. I have spent lots of time in those classes where CE children were and we put great emphasis on transferring and applying their skills in the wider environment (classroom, around school, during transition, bathroom, lunch-and snack time, outside play and learning, home).

This also gave me a greater insight what were the areas needed greater support, as well as teaching opportunities for staff to learn the CE strategies.

I supported our other conductor, Nikki with the life-skills sessions, which were great success. The children had the opportunity to learn every-day skills such as washing hands, brushing their teeth and hair, preparing simple snacks such as toast/sandwich, using a knife for spreading and cutting, grating cheese; making their own drinks -pouring, opening bottle, making milk shake, washing their own dishes, setting the table...etc.)as well as experience wider range of skills such as using different tools-hammer, hand drill, baking cookies using rolling pins, cookie-cutters or pasta wheel-cutter. We also practiced coordination-and problem-solving skills throughout all sessions. The children loved these sessions and enjoyed the “grown up” activities.

I was also part of the PE learning team, supported them with the planning, creating stickers for the assessment process whilst incorporating the CE principles and values. We also planned and delivered a very successful sports day; we had lots of parents participating.

Benigna Constantinou - Conductor

Improved personal development: emotional wellbeing – Music Therapy

An evaluation report written by our commissioned Music Therapist from NMPAT clearly outlines the difference their role is making in school

It has been wonderful to work with the children and staff at Fairfield's and I have really enjoyed developing different ways of helping each individual client and those in groups to develop in all sorts of areas. I am confident that many of the elements that have blossomed in the therapy room will be making a significant mark on the everyday lives of the children. Having small groups alongside individual sessions, and changing clients more frequently has enabled me to see many more children than I did during my first year at Fairfield's, thereby increasing the impact of this intervention in the school.

Serenna Wagner – Music Therapist

I feel that the children and I have begun to form a positive and trusting therapeutic relationship with one another. They appear to be happy to come to music therapy each week and appear relaxed and comfortable in my presence. I have noticed lots of moments of connection with good eye contact, particularly when I use my voice to draw out anticipation in the music. It captures their attention and they look to me for a resolution to the music phrase. I have also witnessed some beautiful interactions between the children and their TAs. The quiet and safe space allows for attuned interactions and shared musical experiences whereby they can be playful and creative together. The group members are gaining an increased awareness of other members in the group and are learning how they personally fit into this group dynamic. For example, during the hello and goodbye songs each child takes a turn to play a solo whilst the other group members and I sing hello to them. They respond very well to this opportunity and always appear to love having their name sung. They also give space to each other and listen patiently to the child whose turn it is.

Aimee Egan July 2023

Family Support – Family Support Worker

We believe that input from our Family Support Worker is essential. Our Family Worker supports parents at a variety of meetings always acting as their advocate, ensuring the voice of the child is heard. Our family support worker both leads and supports Early Help Assessments, attends Child In Need meetings, carries out home-visits and liaises wherever possible with a variety of other agencies. Her dedication for our families supports the partnership between home and school.

All full evaluation reports can be found in the PP section of the leadership and management file 22/23.