PUPIL EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY

Understanding need. Supporting regulation.
Promoting emotional wellbeing.



RIVERSIDE BRIDGE SCHOOL

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This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
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OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to promoting and supporting pupils' emotional wellbeing and mental health. It explains the principles, responsibilities and graduated arrangements through which emotional wellbeing is embedded within everyday practice, emerging concerns are identified early and pupils receive support that is proportionate to their individual needs.

At Riverside Bridge School, emotional wellbeing is fundamental to communication, participation, learning, independence and quality of life. Our pupils have diverse and often complex communication, sensory, developmental, physical, medical and emotional needs, and may experience or communicate distress in very different ways.

We therefore understand emotional wellbeing through a communication-centred, neurodiversity-affirming and person-centred approach. Changes in communication, regulation, engagement, interaction or presentation may indicate anxiety, distress, unmet need or emerging mental health concerns and should be understood within the context of the individual pupil rather than interpreted in isolation.

Our approach is proactive and preventative. Strong relationships, accessible communication, predictable environments, sensory-informed practice, personalised learning and appropriate regulation support form the foundation of emotional wellbeing across the school.

Where concerns emerge, the school uses a graduated response. Initial support is provided through high-quality universal provision and adaptations within the pupil's everyday environment. Where needs are more significant or persistent, additional assessment, therapeutic advice, coordinated planning or external specialist involvement may be considered.

Pupil voice is central to this approach. Pupils will be supported to communicate their experiences, preferences and needs using methods appropriate to them, including speech, signing, symbols, AAC, objects of reference, observation, trusted adults and other forms of communication.

Families are key partners in understanding emotional wellbeing. The school will work collaboratively with parents and carers and, where appropriate, education, therapy, healthcare, social care and other professionals to develop a shared understanding of the pupil and promote consistent support.

Emotional wellbeing concerns may also indicate safeguarding need. Where there is reason to believe that a pupil may be at risk of harm, safeguarding procedures will take priority and concerns will be reported immediately in accordance with the Safeguarding and Child Protection Policy.

This policy should be read alongside the Positive Support Policy, Safeguarding and Child Protection Policy, SEND Policy, Medical Needs, Medication and Allergy Safety Policy, relevant curriculum and communication frameworks, and other related school policies.

Our responsibilities to pupils

At Riverside Bridge School will:

- create safe, predictable and communication-rich environments;
- promote positive, trusting relationships and co-regulation;
- recognise changes in communication, regulation, interaction and presentation as potential indicators of need;
- identify emerging emotional wellbeing concerns as early as possible;
- provide graduated and personalised support;
- consider communication, sensory, physical, medical, developmental and environmental factors;
- ensure pupils can communicate their experiences and needs in accessible ways;
- work collaboratively with families and relevant professionals;
- seek specialist assessment or intervention where appropriate;
- ensure safeguarding takes priority where there is risk of harm;
- maintain high expectations while providing appropriate individual support;
- review provision regularly to ensure it remains responsive and effective.

Through these arrangements, Riverside Bridge School aims to ensure that every pupil is understood, supported to regulate and enabled to participate, learn and thrive.

TABLE OF CONTENTS

01	PURPOSE	02	PRINCIPLES
03	OUR WHOLE SCHOOL APPROACH	04	UNIVERSAL PROVISION
05	IDENTIFYING EMOTIONAL WELLBEING NEEDS	06	RESPONDING TO CONCERNS
07	ROLES AND RESPONSIBILITIES	08	WORKING WITH PARTNERSHIP
09	MONITORING	10	RELATED POLICIES AND FRAMEWORKS
15	APPENDICES		

APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE

Promoting wellbeing. Understanding need. Supporting participation.

The purpose of this policy is to establish a whole-school approach to promoting positive emotional wellbeing, mental health and emotional regulation for every pupil at Riverside Bridge School.

The policy provides a clear framework for how the school promotes emotional wellbeing through everyday practice, identifies pupils who may require additional support and delivers graduated interventions that are personalised to individual needs.

As a specialist setting, Riverside Bridge School recognises that many pupils communicate emotions, anxiety and distress in different ways. Emotional wellbeing is therefore viewed through a neurodiversity-affirming and communication-centred approach that recognises the interaction between communication, sensory processing, physical health, learning and emotional regulation.

This policy aims to:

- promote positive emotional wellbeing for all pupils;
- develop emotionally safe, predictable and inclusive learning environments;
- identify emerging needs at the earliest opportunity;
- ensure pupils receive appropriate support through a graduated response;
- strengthen partnership working with families and professionals;
- support pupils to develop emotional regulation, resilience and independence;
- ensure emotional wellbeing remains central to safeguarding, learning and preparation for adulthood.

Section 02

PRINCIPLES

Putting communication first. Building regulation through relationships.

Riverside Bridge School believes that positive emotional wellbeing is fundamental to successful learning, communication, participation and independence. Every member of staff has a responsibility to promote emotional wellbeing through their daily interactions, relationships and practice.

Our approach is guided by the following principles.

- ✓ **Every pupil belongs** - Every pupil has the right to feel safe, valued, respected and included within our school community.
- ✓ **Communication comes first** - We recognise that changes in communication, regulation, engagement or presentation may communicate need or distress. Understanding how pupils communicate enables adults to respond with empathy, curiosity and appropriate support.
- ✓ **Relationships create regulation** - Positive, trusting relationships provide the foundation for emotional security, learning and personal development.
- ✓ **Regulation before learning** - Children and young people learn most effectively when they feel emotionally safe and regulated. Supporting regulation is therefore an essential part of high-quality teaching and learning.
- ✓ **Early identification leads to better outcomes** - We seek to identify emerging concerns promptly through observation, assessment, collaboration with families and professional discussion so that support can be provided before difficulties escalate.
- ✓ **Families are partners** - Parents and carers know their children best. We value their knowledge, experiences and perspectives and work collaboratively to provide consistent support across home and school.
- ✓ **Every pupil deserves a personalised approach** - Support should reflect each pupil's strengths, communication profile, sensory needs and aspirations rather than relying on one-size-fits-all approaches.
- ✓ **Continuous improvement** - Our practice is continually reviewed to ensure it remains evidence-informed, responsive and reflective of current research and the evolving needs of our pupils.

Section 03

WHOLE-SCHOOL APPROACH

Embedding wellbeing. Working preventatively. Responding together.

Promoting emotional wellbeing is embedded throughout every aspect of school life and is not delivered through a single programme or intervention. It is achieved through consistent relationships, high-quality teaching, effective communication, therapeutic approaches and collaborative working across education, healthcare and families.

Our whole-school approach includes:

- communication-rich classrooms that enable every pupil to understand, express themselves and participate;
- structured, predictable learning environments that reduce anxiety and promote independence;
- positive relationships built on trust, consistency and co-regulation;
- sensory-informed practice that recognises individual sensory processing needs;
- personalised curriculum pathways that reflect each pupil's developmental stage and aspirations;
- proactive Positive Support that focuses on understanding individual need, reducing barriers and supporting regulation and participation;
- multidisciplinary working between education, therapy and healthcare professionals;
- strong partnerships with parents, carers and external agencies;
- a graduated model of support that ensures intervention is proportionate to individual need.

Where additional support is required, Riverside Bridge School operates a graduated approach that builds upon high-quality universal provision.

Graduated Support

❖ **Universal Provision (Core)**

All pupils benefit from:

- high-quality teaching;
- structured environments;
- total communication approaches;
- emotional regulation support;
- sensory-informed practice;
- positive relationships;
- personalised curriculum pathways.

❖ **Additional Support (Enhanced)**

Where concerns are identified, pupils may receive:

- targeted observations;
- additional environmental adaptations;
- personalised regulation strategies;
- targeted therapeutic advice;
- family support;
- short-term interventions.

❖ **Specialist Support (Enhanced Plus)**

Where needs are more complex or persistent, pupils may be discussed through the school's Communication, Participation and Regulation (CPR) Panel, enabling coordinated planning between education, therapy, healthcare and family support services. This may result in multi-disciplinary assessment, targeted intervention planning or referral to external agencies where appropriate.

This graduated approach ensures that support remains proportionate, collaborative and responsive, while recognising that emotional wellbeing is closely linked to communication, participation and successful learning.

Section 04

UNIVERSAL PROVISION

Creating safety. Supporting regulation. Enabling participation.

At Riverside Bridge School, promoting emotional wellbeing is the responsibility of every member of staff and is embedded throughout daily school life. Universal provision forms the foundation of our graduated approach and is available to all pupils regardless of their identified level of need.

Universal provision is designed to create emotionally safe, communication-rich and predictable learning environments that enable pupils to feel secure, develop positive relationships and participate successfully in school life.

Universal provision includes:

- ✓ **Communication-centred practice** - Communication is central to emotional wellbeing. Staff use each pupil's preferred communication methods, including speech, signing, symbols, objects of reference, AAC and visual supports, ensuring pupils are able to understand, express themselves and make choices throughout the school day.
- ✓ **Positive relationships** - Consistent, trusting relationships are at the heart of our practice. Staff prioritise connection, co-regulation and emotional safety, recognising that secure relationships enable pupils to develop confidence, resilience and independence.
- ✓ **Structured and predictable environments** - Classrooms are organised using the school's BridgeWorks approach, providing visual structure, clear expectations and predictable routines that reduce anxiety and promote successful participation.
- ✓ **Sensory-informed practice** - Learning environments and daily routines take account of individual sensory processing needs. Pupils are supported through environmental adaptations, sensory regulation strategies and personalised sensory provision where appropriate.
- ✓ **Emotional regulation** - Staff proactively support pupils to recognise, communicate and regulate their emotions using developmentally appropriate strategies, visual supports and individual regulation plans where required.
- ✓ **Personalised curriculum** - The curriculum promotes confidence, independence, communication, social interaction, resilience and preparation for adulthood through meaningful, engaging learning experiences that reflect each pupil's strengths and aspirations.
- ✓ **Family partnership** - Parents and carers are valued partners in promoting emotional wellbeing. Regular communication enables strategies to be shared consistently between home and school.

Section 05

IDENTIFYING EMOTIONAL WELLBEING NEEDS

Noticing change. Understanding context. Acting early.

While many pupils experience fluctuations in emotional wellbeing as part of their development, Riverside Bridge School recognises the importance of identifying emerging concerns as early as possible.
Concerns may be identified through:

- day-to-day observations by school staff;
- discussions with parents, carers or professionals;
- changes in communication or interaction;
- changes in behaviour or emotional presentation;
- increased anxiety or dysregulation;
- attendance or engagement concerns;
- physical presentation, including sleep, eating or personal care;
- therapeutic reviews or healthcare information;
- safeguarding concerns where appropriate.

As many of our pupils communicate differently, staff consider emotional wellbeing alongside each pupil's communication profile, sensory processing, medical needs, developmental stage and known methods of expressing distress.

Information is gathered from a range of sources to ensure that decisions are based upon a comprehensive understanding of the pupil rather than a single observation or incident.

Where concerns are identified, they are discussed promptly with the appropriate members of staff to determine whether additional support or further assessment is required.

Section 06

RESPONDING TO CONCERNS

Responding proportionately. Coordinating support. Reviewing impact.

Where concerns regarding a pupil's emotional wellbeing are identified, Riverside Bridge School follows a graduated, collaborative and proportionate response.

In the first instance, concerns are explored within the classroom through discussion with the class team, observations and review of existing support strategies. Where appropriate, reasonable adjustments, environmental adaptations or additional regulation strategies may be introduced and monitored.

Where concerns continue or become more significant, the pupil may be discussed with relevant senior leaders, therapists or specialist staff. This may include consideration through the school's Communication, Participation and Regulation (CPR) Panel, enabling education, therapy, healthcare and family support professionals to jointly review the pupil's needs and agree appropriate next steps.

Support may include:

- additional observations;
- personalised emotional regulation strategies;
- communication or sensory assessments;
- targeted therapeutic advice;
- family support;
- healthcare involvement;
- multi-disciplinary planning;
- referral to external agencies where appropriate;
- review of existing provision and outcomes.

Where concerns indicate that a pupil may be at risk of harm, or where emotional wellbeing concerns form part of a wider safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy without delay.

The effectiveness of all additional support will be reviewed regularly to ensure that provision remains appropriate, proportionate and responsive to the pupil's changing needs.

Section 07

ROLES AND RESPONSIBILITIES

Sharing responsibility. Maintaining consistency. Supporting pupils.

Promoting positive emotional wellbeing is a shared responsibility across Riverside Bridge School. Every member of staff contributes to creating a safe, inclusive and supportive environment where pupils can communicate, regulate and achieve their potential.

The Governing Board is responsible for:

- ensuring appropriate policies and procedures are in place;
- monitoring the effectiveness of the school's approach to emotional wellbeing;
- promoting a culture that values inclusion, safeguarding and pupil welfare;
- ensuring sufficient resources are available to support pupils' emotional wellbeing.

The Headteacher is responsible for ensuring that:

- emotional wellbeing remains a whole-school priority;
- appropriate systems, staffing and resources are in place;
- staff receive appropriate training and professional development;
- specialist services are effectively coordinated;
- this policy is implemented consistently across the school.

Senior leaders will:

- support staff in responding to emotional wellbeing concerns;
- oversee the graduated approach to support;
- co-ordinate multi-disciplinary working where appropriate;
- monitor the effectiveness of provision;
- ensure pupils receive timely and appropriate support.

Teaching staff and co-educators play the most significant role in promoting emotional wellbeing through their daily interactions with pupils. They will:

- develop positive, trusting relationships;
- create safe and predictable learning environments;
- identify and respond to emerging concerns;
- implement agreed strategies consistently;
- maintain accurate records where appropriate;

- work collaboratively with families and professionals.

Therapists and healthcare professionals contribute specialist knowledge and advice to support pupils' emotional wellbeing, communication, sensory regulation and participation. They work collaboratively with education staff to develop personalised strategies and interventions where appropriate.

Parents and carers are valued partners in supporting emotional wellbeing. Riverside Bridge School encourages open communication and collaborative working to promote consistency between home and school. Families are encouraged to:

- share relevant information regarding their child's emotional wellbeing;
- work collaboratively with school staff;
- attend review meetings where appropriate;
- contribute to planning and reviewing support strategies.

Section 08

WORKING IN PARTNERSHIP

Listening to families. Co-ordinating expertise. Working together.

Positive emotional wellbeing is best promoted when education, families and professionals work together with a shared understanding of each child's strengths, needs and aspirations.

Riverside Bridge School values respectful, open and honest communication with parents, carers and partner agencies. Families are recognised as experts in their child and play a central role in developing, implementing and reviewing support strategies.

The school works collaboratively with a range of professionals, including:

- Speech and Language Therapists;
- Occupational Therapists;
- Educational Psychologists;
- Healthcare Professionals;
- School Nursing Services;
- Child and Adolescent Mental Health Services (CAMHS), where appropriate;
- Social Care;
- Early Help Services;
- Local Authority SEND teams.

Where additional support is required, professionals work together to develop coordinated plans that are proportionate to the pupil's needs and focused on achieving positive outcomes.

The school also recognises that emotional wellbeing is closely linked to effective safeguarding. Where concerns indicate that a pupil may be at risk of harm, appropriate safeguarding procedures will always take precedence.

Section 09

MONITORING AND REVIEW

Reviewing impact. Identifying patterns. Strengthening provision.

Riverside Bridge School is committed to continually evaluating and improving its approach to promoting emotional wellbeing, mental health and emotional regulation.

The implementation of this policy will be monitored through:

- review of pupil outcomes and engagement;
- quality assurance of classroom practice;
- monitoring of regulation, engagement, attendance and safeguarding information, where relevant;
- evaluation of targeted interventions and support plans;
- feedback from pupils, families and professionals, where appropriate;
- review of multi-disciplinary working and external agency involvement;
- regular review of current research, statutory guidance and evidence-informed practice.

guidance or operational practice require amendment.

Section 10

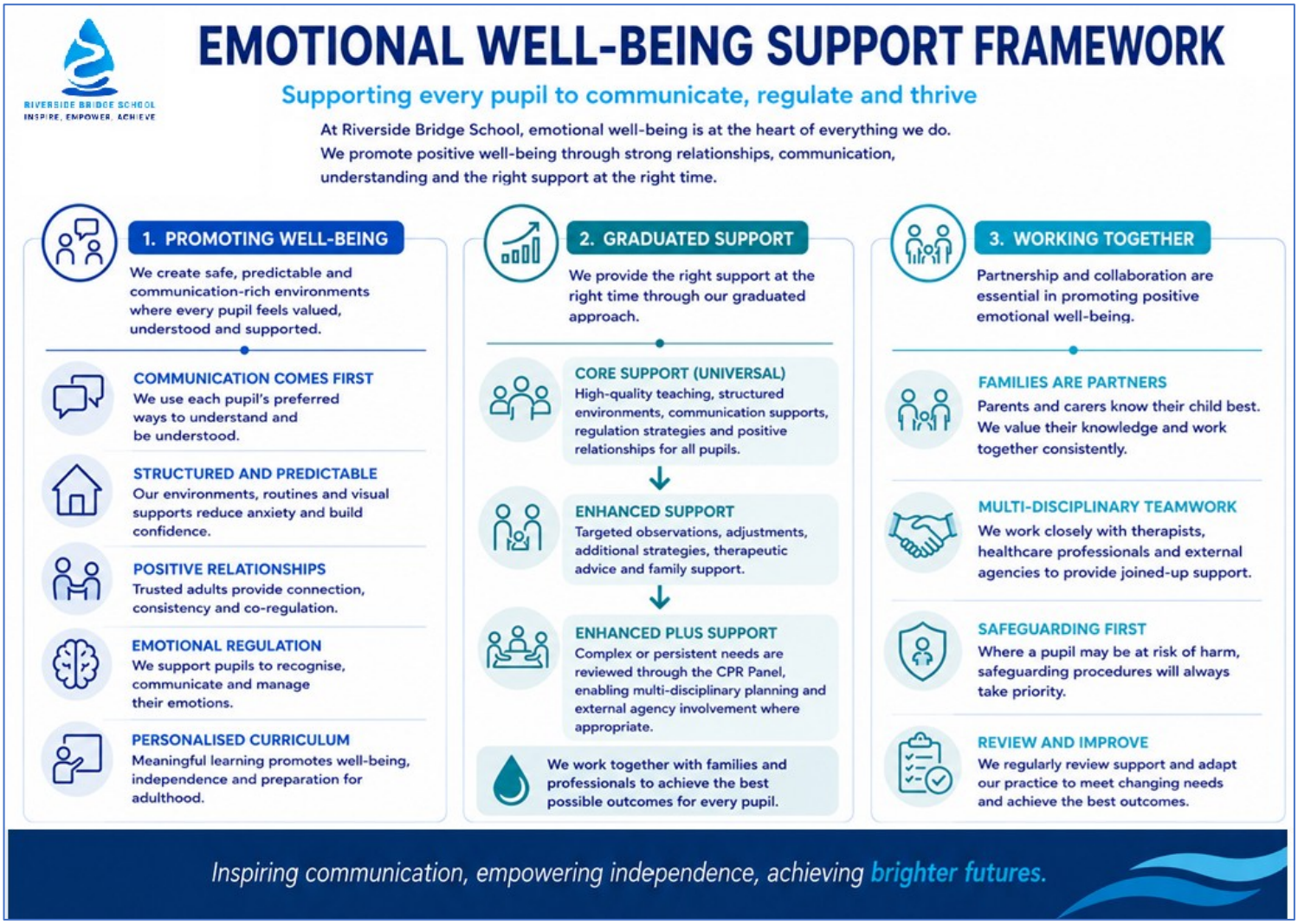
RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Positive Support Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Medical Needs, Medication and Allergy Safety Policy
- Parent Partnership Policy
- Home-School Communication Policy
- Attendance Policy
- Curriculum Policy
- Equality, Diversity, Equity and Inclusion Policy
- Staff Wellbeing Policy
- Relationships and Sex Education Policy (where appropriate)
- Social and Emotional Development Curriculum Framework
- BridgeWorks Structured Teaching Policy
- Total Communication Policy

APPENDICES


RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE
EMOTIONAL WELL-BEING SUPPORT FRAMEWORK
Supporting every pupil to communicate, regulate and thrive
At Riverside Bridge School, emotional well-being is at the heart of everything we do.
We promote positive well-being through strong relationships, communication, understanding and the right support at the right time.
1. PROMOTING WELL-BEING
We create safe, predictable and communication-rich environments where every pupil feels valued, understood and supported.
COMMUNICATION COMES FIRST
We use each pupil's preferred ways to understand and be understood.
STRUCTURED AND PREDICTABLE
Our environments, routines and visual supports reduce anxiety and build confidence.
POSITIVE RELATIONSHIPS
Trusted adults provide connection, consistency and co-regulation.
EMOTIONAL REGULATION
We support pupils to recognise, communicate and manage their emotions.
PERSONALISED CURRICULUM
Meaningful learning promotes well-being, independence and preparation for adulthood.
2. GRADUATED SUPPORT
We provide the right support at the right time through our graduated approach.
CORE SUPPORT (UNIVERSAL)
High-quality teaching, structured environments, communication supports, regulation strategies and positive relationships for all pupils.
ENHANCED SUPPORT
Targeted observations, adjustments, additional strategies, therapeutic advice and family support.
ENHANCED PLUS SUPPORT
Complex or persistent needs are reviewed through the CPR Panel, enabling multi-disciplinary planning and external agency involvement where appropriate.
We work together with families and professionals to achieve the best possible outcomes for every pupil.
3. WORKING TOGETHER
Partnership and collaboration are essential in promoting positive emotional well-being.
FAMILIES ARE PARTNERS
Parents and carers know their child best. We value their knowledge and work together consistently.
MULTI-DISCIPLINARY TEAMWORK
We work closely with therapists, healthcare professionals and external agencies to provide joined-up support.
SAFEGUARDING FIRST
Where a pupil may be at risk of harm, safeguarding procedures will always take priority.
REVIEW AND IMPROVE
We regularly review support and adapt our practice to meet changing needs and achieve the best outcomes.
Inspiring communication, empowering independence, achieving brighter futures.

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RECOGNISING AND RESPONDING TO EMOTIONAL WELL-BEING NEEDS

Recognising changes that may indicate a pupil needs additional support.

At Riverside Bridge School, many pupils communicate their emotions through changes in behaviour, communication, engagement or physical presentation. A single indicator does not necessarily suggest a concern; however, patterns of change, increasing frequency or significant differences from a pupil's usual presentation should be discussed with the class team and monitored appropriately.

WHAT CHANGES MIGHT YOU NOTICE?

1. COMMUNICATION & ENGAGEMENT

CHANGES IN COMMUNICATION

- Reduced communication
- Increased frustration when communicating
- Changes in interaction with adults or peers
- Reduced initiation

CHANGES IN ENGAGEMENT

- Loss of interest in favourite activities
- Reduced participation
- Avoidance of learning
- Increased withdrawal

2. EMOTIONAL REGULATION

EMOTIONAL PRESENTATION

- Increased anxiety
- Heightened emotional responses
- Reduced resilience
- Difficulty recovering following upset

SENSORY REGULATION

- Increased sensory seeking
- Increased sensory avoidance
- Greater need for regulation support
- Changes in tolerance of everyday environments

3. PHYSICAL WELL-BEING

CHANGES IN DAILY PRESENTATION

- Sleep difficulties
- Changes in appetite
- Increased tiredness
- Physical complaints without clear cause

FAMILY OR ENVIRONMENTAL FACTORS

- Significant life events
- Changes at home
- Bereavement or loss
- Concerns raised by parents or professionals

RESPONDING TO CONCERNS

Where concerns regarding a pupil's emotional well-being are identified, we follow a graduated, collaborative and proportionate response.

1 EXPLORE IN CLASS

- Discuss concerns with the class team.
- Observe patterns over time.
- Review existing support strategies.

2 ADAPT SUPPORT

- Introduce reasonable adjustments.
- Adapt the environment.
- Implement additional regulation strategies.
- Monitor impact.

3 SEEK ADDITIONAL SUPPORT

- Discuss with senior leaders, therapists or specialist staff.
- Consider referral to the Communication, Participation and Regulation (CPR) Panel, where appropriate.

4 PLAN & DELIVER SUPPORT

Support may include:

- Additional observations
- Personalised regulation strategies
- Communication or sensory assessments
- Targeted therapeutic advice
- Family support
- Healthcare involvement
- Multi-disciplinary planning
- Referral to external agencies where appropriate
- Review of existing provision and outcomes

5 REVIEW & SAFEGUARD

- Review the effectiveness of support regularly.
- Adapt provision as needs change.
- Follow the Child Protection and Safeguarding Policy immediately where there is a safeguarding concern.

Inspiring communication, empowering independence, achieving brighter futures.

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GRADUATED EMOTIONAL WELL-BEING SUPPORT

Providing the right support, at the right time, from the right people.

We provide a graduated approach to emotional well-being support.
Support increases or decreases according to the pupil's individual needs.

UNIVERSAL SUPPORT (CORE)

Every pupil benefits from:

- Positive relationships
- BridgeWorks structured environments
- SCERTS-informed practice
- Total Communication
- Sensory-informed classrooms
- Emotional regulation support
- Personalised curriculum
- Family partnership
- High-quality teaching
- Inclusive environment

Who is involved?

- Class Team
- Teachers
- Co-Educators
- Therapists (universal input)

ENHANCED SUPPORT

Additional support may include:

- Increased observations
- Environmental adaptations
- Personalised regulation strategies
- Communication support
- Sensory advice
- Targeted therapeutic guidance
- Family support
- Regular review
- Support to build independence

Who is involved?

- Class Team
- Senior Leaders
- Therapists
- Healthcare Team
- Families

ENHANCED PLUS SUPPORT

Where needs are more complex or persistent:

- CPR Panel discussion
- Multi-disciplinary planning
- Personalised support plans
- Specialist therapeutic input
- Healthcare involvement
- External agency referrals
- Regular outcome reviews
- Transition planning where required

Who may be involved?

- CPR Panel
- CAMHS
- Educational Psychology
- Social Care
- School Nursing
- Local Authority
- Other specialist services

NEEDS CHANGE
Support increases or decreases according to the pupil's individual needs.

WORK TOGETHER
Education, families, therapists and healthcare professionals collaborate.

REVIEW REGULARLY
Support is continually evaluated and adapted.

EVERY PUPIL IS DIFFERENT
There is no one-size-fits-all approach; provision is personalised.

Inspiring communication, empowering independence, achieving brighter futures.