

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change? What problems are we solving? Parents and wider community - Parents' survey shows dissatisfaction with the SEND support in school for their children. - Parents feel communication needs to be improved - Parents voice that they feel children with neurodiverse needs are being met before non-diverse children. - There are few opportunities to engage the Social and Emotional skills in the wider community. Pupils - The incidence of dysregulated behaviours has increased in 2024-2025 - Pupils who are SEND and are pupil premium are more likely to be emotionally based School Avoiders or be persistently absent from school. - Suspension rates have increased across the school last year.(17 given last year to seven different children – 23.5 days lost). Staff- Teachers - Staff in school do not always have consistent approaches to behaviour management and how to de-escalate behaviours. - There is a new SENDco in post who is new to the school and role. Curriculum - SEMH audit completed in Spring 2025 shows the curriculum needs adapting to meet the emotional needs of the pupils at the school. - Small groups of children are dysregulated and unable to learn in the classroom. Environment - The classroom environments are busy and maybe dysregulating some children. Attendance - Attendance data shows that attendance is lower for children with SEND who are in receipt of pupil premium funding.	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working? Core Component 1: Parental engagement is strong, helping to shape policies, understanding how support can look different for different children. Core Component 2: The curriculum is meeting the needs of the most vulnerable children in the school Core Component 3: All staff across the school are using strategies and creating a classroom learning environment that helps to reengage children in their learning and regulate their behaviours.	How will it be done? What blend of activities is required? - PINS project with DCC Autism and Derbyshire Prent Voice. - Review the behaviour policy and include new learning from the trauma-informed practice from the Virtual Schools. - Revisiting the restorative approach with all staff and ensuring this is completed with pupils - Communication policy-DFE guidance for teacher workload.https://improve-workload-and-wellbeing-for-school-staff.education.gov.uk/workload-reduction-toolkit/address-workload-issues/communications/parental-communications-policy/ - Use the DFE resources on improving communication and reducing complaints. Reduce complaints by building strong relationships with pupils, parents and carers - Improve workload and wellbeing for school staff - Staff trained and revisited the use of dual coding to communicate with children - Educational Psychologist offering sessions to parents on inclusivity in schools and what this means. - SENDco and PSHCE leads are adapting the SEMH planning and implementation in the school. - ISAT teacher support. - Staff training on a planned and structured outdoor learning which can be used across the school and with other children who are EBSA. - Planning and teaching the 5 areas of Social and Emotional Learning through the assemblies in school (self-awareness, self-management, social awareness, relationship skills, responsible decision making.) - Annual audit of SEMH from the EEF shows progress from last year Improving Social and Emotional Learning in Primary Schools EEF - The school council to organise a community event to show respect and kindness towards the wider community.	Short term- by December 2025 - Behaviour policy to be updated with the trauma-informed learning from the Virtual School. - Communication policy updated; parents involved in behaviour policy review. - New SENDCo trained and engaged with the PINS project, identifying successes at the school and next steps. - Children are engaged in more outdoor learning to help to build resilience, team working and confidence in managing new situations. Staff are trained in delivering this. - Staff trained in dual coding and outdoor learning. Midday supervisors trained on emotional coaching. - The 2 areas of Social Emotional Learning are taught through assemblies in school. (Self-awareness and self-management). - School council plans termly community events (e.g. litter picking). - Pupils involved in shaping SEL and behaviour approaches. Medium term- by April 2026 - Parents attend neurodiversity awareness sessions. - Teach 2 more SEL areas; - social awareness and relationship skills; community project planned. - Outdoor learning embedded, fewer behaviour incidents in school and suspensions. Outdoor learning supports EBSA pupils. - Classrooms and the playground adapted to meet diverse needs. - An annual Audit of the Social Emotional Learning in Primary Schools has been completed from the EEF, and progress can be seen in delivery, training and outcomes. Long term- by July 2026 - Parent surveys show improved satisfaction and trust. - The final areas of Social Emotional Learning are taught through assemblies in school- (Responsible decision making). - Suspension rates fall below 10; children co-regulate effectively. - Attendance gap between SEND and non-SEND pupils narrows to less than - Children who have had more outdoor learning have had less suspensions. They are co-regulating. - Learning environments support regulation and engagement. - Children organised an end-of-year community event.	How will pupils, teachers and the school benefit? What do we want our plan to achieve? How will all the stakeholders benefit? Parental Engagement: Positive survey feedback; fewer complaints. Parents feel listened to and informed. SEND provision is seen as responsive and inclusive Community: Children are taking part in community events termly to show service, respect. Litter picking etc Pupils: They are aware of the 3 areas of social emotional learning: self-awareness, self-management, social awareness, relationship skills, and decision making. Staff development: Staff trained in outdoor learning, dual coding, emotional coaching. SENDco role. Curriculum: All 5 SEL areas taught; SEMH audit shows progress, social emotional learning: self-awareness, self-management, social awareness, relationship skills, and decision making. The school has a structured outdoor learning curriculum that engages children in school. Environment: Classrooms support neurodiverse needs Attendance for children who fall into SEND and Pupil Premium is rising in line with Non-SEND and Pupil Premium. The gap has reduced to less than 1.4% Behaviour: Fewer than 10 suspensions; with improved regulation