



Personal Development Strategic Overview



Harthill Primary School

Our Intention

We aim to create an ethos where all children are valued and given quality opportunities to thrive in order to support them to become confident, happy and effective learners who in the future will be ready to make positive contributions to society.

We want our children to develop key life skills in order for them to be able to face the realities of the world we live in and, for all of our learners to reach their full potential whilst having an enjoyable and memorable time at school.

We ensure that Harthill Primary School is an inclusive place that meets the needs of all children; our curriculum offer and wider opportunities are open to all.

Our Offer

Our approach to Personal Development is tiered:

Tier 1 – our ethos, which underpins every aspect of school life and drives everything that we do.

Tier 2 – our ambitious, carefully constructed curriculum which supports progression in learning. Personal development is a component of all subjects within the curriculum as a whole; however, the key subjects which teach personal development discretely and have specific personal development skills and knowledge are: RSE, PSHE, PE, Computing and Science.

Tier 3 – details the whole school strategies that all children access universally

Tier 4 – outlines targeted personal development opportunities which are available at specific times for identified children.

Tier 1: Ethos
<p>Our values of Belonging, Ambition, Resilience and Kindness are at the core of everything we do. They underpin our academic, social and emotional and personal development offer to all our pupils.</p> <p>Belonging aims:</p> <ul style="list-style-type: none"> To create a welcoming and friendly environment for all pupils, staff and visitors. To teach children about the world around them and how they can make positive contributions to what it will look in the future. <p>Ambition aims:</p> <ul style="list-style-type: none"> To create a stimulating and supportive learning environment in which every child feels secure, significant and worthwhile. To teach children the knowledge and skills that they need to succeed in their learning, to prepare them for the next phase of their education <p>Resilience aims:</p> <ul style="list-style-type: none"> To develop in the children positive attitudes towards learning, aiming for their personal best in all they undertake. To inspire and support children to want to do their best, learn from their mistakes and feel proud of their achievements. <p>Kindness aims:</p> <ul style="list-style-type: none"> To support children to understand the impact of their actions and develop respect for the needs, opinions, feelings and property of others. To promote valuing the contribution of others, being considerate people and making the right choices for the right reasons.

Tier 2: Curriculum				
Curriculum Design	PSHE	RSE	PE	Computing
<p>Our curriculum enables children to:</p> <ul style="list-style-type: none"> Understand concepts, themes and genres Acquire and apply knowledge and skill Develop vocabulary <p>Explicit links between school and British Values are made at every opportunity across the curriculum.</p> <p>Our curriculum teaches children about figures from a wide range of backgrounds abilities and ethnicities – this is seen through the scientists, artists, authors and key figures who we have selected to teach children about.</p>	<p>Through our PSHE curriculum children will access, acquire attempt and apply substantive (factual) and disciplinary (skill-based) knowledge whilst building on their PSHE vocabulary. They will follow the Jigsaw programme of study, working their way through six 'puzzles' including: Being Me in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. At the start of each 'puzzle' the children will access their prior learning in this area before moving on to acquire new subject knowledge and skills relevant to their age group. As part of the Relationships and Healthy Me puzzle, pupils will be delivered the RSE curriculum which will include learning about healthy relationships. Throughout the curriculum, British Values are also taught and referenced explicitly. In PSHE children have opportunity to explore opinions which differ from their own and to have debates about different points of view.</p>	<p>As part of the Relationships and Healthy Me jigsaw puzzle, pupils will be delivered the RSE curriculum which will include learning about healthy relationships. Teachers are supported to deliver this through access to the online materials and accompanying guidance.</p> <p>Our RSE curriculum is available all year round on our website and a full consultations process was carried out in 2021 when this was first introduced. Since then, we send the information out again annually and ask for parental feedback. We also include information about the year group specific curriculum content on our Summer 1 newsletters and accompany this with a letter just before it is taught.</p> <p>All our pupils access our RSE curriculum and so far no parents have requested to opt out and feedback from parents states they know what and how we teach about healthy relationships (Spring 2024).</p>	<p>Through our PE curriculum children will access, acquire, attempt and apply disciplinary (skill-based) knowledge whilst building on their vocabulary. They will master basic movements, learn the rules to specific sports and associated vocabulary as well as mastering the skills to work together as a team. In KS2, children learn through Sports Education, where they develop the skills of leadership, coaching, referring and managing resources needed to succeed as a team.</p>	<p>Through our computing curriculum, children will access, acquire and apply substantive (factual) and disciplinary (skill-based) knowledge whilst building on their coding skills. We intend to develop 'thinkers of the future'. Through Teach Computing Champions, we want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future.</p>

RE	Science	Adaptive Teaching	Ready for next phase	SMSC
<p>Through our RE curriculum we explain the value and purpose of RE to ensure all children access, acquire, attempt and apply substantive (factual) and disciplinary (skill-based) knowledge whilst building on their vocabulary, following the Rotherham agreed syllabus. Children will discover, investigate and understand religions and world views. They will face challenging questions about beliefs, communities and human life. Our pupils will learn to explain and express views, thoughts and ideas with respect and tolerance. They will develop an open-minded attitude, asking questions about the 'why' of religion by gathering evidence, personal thought time and considering and explaining different views within discussion. Learning will be presented as a creative, thought provoking response which shows understanding, imagination and curiosity.</p>	<p>Through our science curriculum children will access, acquire, attempt and apply substantive (factual) and disciplinary (skill-based) knowledge whilst building on their scientific vocabulary. They will develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will develop skills in different types of scientific enquiries that help them to ask and answer scientific questions about the world around them. They will also learn about scientists (both historic and current), different science-focused careers and will be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Children learn about scientists from a range of backgrounds and ethnicities.</p>	<p>As across the whole of our curriculum, we have a "scaffold up" approach to ensure all pupils regardless of need can access learning. This is no different to any aspect of personal development taught through the curriculum. Teachers deploy additional adults, use pre-teaching and retrieval practice, visual resources, video clips, peer support, targeted questioning and over-learning opportunities to ensure all pupils can develop personally. Formative assessment strategies are used to ensure that gaps are identified and addressed. Pupil context and experiences are taken into account and the curriculum is adapted for individuals, cohorts, groups and at a whole school level where required to respond to a rising need.</p>	<p>We strive to prepare our pupils for the next phase at every level, both academically and socially and emotionally. We have designed our curriculum carefully to ensure it builds experiences, knowledge, concepts and vocabulary sequentially, tracking how teaching in one phase is built upon in the next. This is the same for personal development. Children are introduced to concepts in F2 such as democracy through class voting and respect and tolerance through understanding the world; these are then built upon in KS1. As children are prepared for KS2, their exposure to such concepts becomes more complex as they link these ideas through the curriculum, make links and apply them to their own lives. This continues to develop through KS2 until Y6, where pupils leave us with our values embedded in what they do. For those with SEND, we ensure we equip these pupils with the skills needed to enter the next phase with support.</p>	<p>Our underpinning values ensure children:</p> <ul style="list-style-type: none"> develop a strong sense of belonging with a good understanding of the wider world. be inspired to raise their ambition. grow resilience as determined and independent individuals. show kindness, respect and tolerance. <p>This is fostered through all that we do: through our curriculum design but also through assemblies, visits, pupil led bodies such as playground leaders, school council and eco-warriors, Children's University, pupil led assemblies and our reading curriculum choices (Reading for Pleasure materials, recommended reads, core texts and whole class reads).</p> <p>We make good use of our outdoor environment and encourage children to connect with nature – this term's art project, Picture This, is linked to the natural world. We also celebrate Earth Day and have Eco-Warriors. We visit church twice a year, have regular visits from the school vicar and a local church group, Open the Book. This supports children, even if they do not practice a faith, to explore their spirituality outside their RE lessons.</p>

Tier 3: Whole School Strategies

High quality pastoral support	Extra-curricular activities	Assemblies	Inclusion & Celebration of Difference
<p>Pupils have daily check ins using the Zones of Regulation – these are twice daily and followed up by staff. In F2 this is a more simplified version.</p> <p>We are currently liaising with My Happy Mind and there will be a "soft launch" in April 2024 to include the introduction of Happy Breathing as a whole school strategy, staff training and introduction to children and families. This will be launched with pupil journals in September 2024.</p> <p>We are committed to restorative practice at our school and our behaviour policy is built upon the value of mutual respect, relationships and reflection. These principles form part of our pastoral support, ensuring everyone is given clear boundaries within a framework of respectful relationships and trust. We teach children to make good choices in their behaviours and engagement with each other to prepare them to be responsible and caring citizens as they grow, rather than because they are working for a reward – much of our reinforcement is intrinsic rather than extrinsic. We also teach them regulation strategies from EYFS onwards. In F2, we teach PSED and, in line with the Early Learning Goals, track pupil's progress in</p>	<p>We have a wide range of clubs on offer across the year, led by school staff. These are open to KS1 and KS2 from the start of the year and also to F2 from the Spring term. These run in 5 week blocks and allow all pupils to try new interests and explore skills. Clubs vary but include: art, choir, recorders, nature, scouting skills, sewing, rounders, gymnastics, exciting writing, cooking, languages and Lego. Once a year we have a Messy Church club (also known as Wonder Club), as led by our local church members. Our Sports Coach runs 2 sporting clubs every half term in addition to the above. Our clubs are very well attended and usually full (and often over-subscribed). SEND and PP pupils attend our clubs well and we ensure they are accessible to all, including through funding as part of our PPG strategy.</p> <p>All children attending our clubs are eligible for Children's University codes, which they can use to log their engagement with extra-curricular activities. These credits are then recognised through reward certificates, with a graduation ceremony in the summer for all pupils who have achieved 100 or more hours.</p>	<p>Assemblies are 4 times a week and follow the following structure:</p> <p><u>Monday – Values assembly led by SLT.</u> These assemblies focus on the school values of Belonging, Ambition, Resilience and Kindness as well as the key British Values. We link these to world events, religious celebrations, events in schools and arising needs in school, all the time bringing them back to the values that underpin all we do and the values that underpin society and what these look like for our children. These are planned strategically to ensure the intentional SMSC and British Values teaching for our children.</p> <p><u>Tuesday – 'What's In the News?' led by teachers</u> Each week, we hold an assembly which focuses on a recent event in the news, sharing world events, politics, current affairs, local issues, entertainment and sports. These are delivered in a child appropriate way and accessible to KS1 and KS2. We also link these to school and British Values where appropriate.</p> <p><u>Wednesday – Inspiration Assemblies led by SLT and teaching staff</u> Each staff member chooses an artist/artistic style, a book/author, a famous</p>	<p>We are an inclusive school. Children invest in our caring ethos and in the majority model care and consideration for each other through their words and actions. All children are respected, supported and celebrated equally and our restorative practice, use of Zones of Regulation, check ins and responsive support are accessible to all, regardless of need.</p> <p>We strive to consider all factors and as well as being experienced at supporting those with a variety of SEND needs, have also recently been awarded our Prem Awareness and Asthma Aware awards. As well as the consideration we give to inclusion in all our assemblies (see left) we also celebrate National Awareness Weeks (e.g. Autism, Cerebral Palsy, Visual Impairment); in these very special assemblies pupils deliver to the rest of the school about their disabilities, raising awareness of the differences and the impact this has on their lives. Once recent example of this was a pupil led assembly on what it is like living with Cerebral Palsy. We also encourage pupils to deliver assemblies about the places they have been, what is special about them and special celebrations. A few examples from three of our children have been sharing the experience of meeting paternal family on a</p>

<p>their self-regulation, managing of self and relationship building.</p> <p>We are currently trialling Conflict Resolution strategies to further enhance our restorative practice and aim for wider staff training to take place in Autumn 2024.</p> <p>We have 2 members of staff who are Psychological First Aiders and a Mental Health lead.</p> <p>As part of our universal offer, we work with early help, including providing school based early help families. We have a n open door policy and make it clear that we are happy to meet with families to discuss anything that may be impacting on their lives and signpost them to the best sources of support.</p> <p>We monitor attendance carefully, with great consideration for emotional based school avoidance, pupil well-being and family circumstances – it is these considerations which drive our support for families.</p>	<p>Each year, School Council canvas pupil opinion to make sure our clubs on offer match the interests of our pupils.</p> <p>Children’s University credits are also awarded for pupils who engage with extra-curricular activities outside school, such as music lessons, swimming or various sports clubs. We celebrate pupil achievements in these clubs in assembly too.</p> <p>We very much live by our motto, ‘A School at the Heart of Its Community’ and pupils are very involved in wider community life. This is includes (but is not exclusive to):</p> <ul style="list-style-type: none"> • School’s entry of a float to Harthill Carnival each year. • Pupil involvement with fundraising: sponsored penalty shoot outs, donations to Rags 2 Riches, donations to raffles, selling raffle tickets, sponsored Santa Dash (more below), bake sales and much more! • Our School Choir – Little Village Voices – performs across the year including in church, at the well-dressing and annually at the village hall performance with the Village Voices community choir. • Attendance and contributions to the Village Well-Dressings across the year. • Santa Dash – this is an annual event when children walk around the village singing and dancing to Christmas carols and music for the community. • Macmillan Coffee Morning – this is always organised and run by an UKS2 class. • Village litter picking run by Eco Warriors. • A strong and celebratory online presence on social media. • Attending the annual Children’s University award ceremony for those who achieve their Gold. <p>Some families attend out of school activities which are not currently recognised by CU because of their location – we make sure we celebrate achievements of <u>all</u> after school achievements in classes and in assembly with our half termly Spotlight Assemblies.</p>	<p>person and a musician/musical genre and each week someone delivers and assembly on one of their choices. We aim to deliver inspirational assemblies based on our staff’s passions and interests and information linked to current events (i.e. Martin Luther King Day, Science Week, anniversaries and world events). We also consider diversity and deliver art, music, literature and people from a range of countries, cultures, backgrounds, disabilities and orientations.</p> <p><u>Friday – Celebration Assembly led by SLT</u></p> <p>In Friday’s assemblies we celebrate:</p> <ul style="list-style-type: none"> • Star of the Week • Reader of the Week • Winner of the Weekly Reading Raffle • TTR/Numbots certificates • Staff Star of the Week (nominated by pupils) • Weekly attendance board <p><u>POT/ROT</u></p> <p>Each term we celebrate Pupil and Reader of the Term – these are the pupils who have gone over and above to show our values and as enthusiastic and passionate readers.</p> <p><u>Music Assembly</u></p> <p>Twice a year we hold a Musical Celebration where all children learning an instrument in or out of school perform in a special assembly, supported by Rotherham Music staff.</p> <p><u>Children’ University</u></p> <p>Each term we hold a Children’s University Award Ceremony to celebrate all the children who have achieved a certificate.</p> <p><u>Spotlight Assembly</u></p> <p>From Summer 1, each half term we will be holding a Spotlight Assembly to celebrate the achievements of those who have had significant achievements in their out of school activities.</p>	<p>trip to Nigeria, talking about what it is like to come from a family who does not speak English as a first language and talking about how their family celebrates Eid.</p> <p>Through the PSHE curriculum children are also taught explicitly about difference in their lessons, and the Jigsaw Curriculum gives them opportunity to learn this in different contexts, to openly discuss what this looks like in their lives and to reflect on this. The Re curriculum also teaches children about different faiths and beliefs. British Values, including those of Mutual Respect and Tolerance of Different Faiths and Beliefs, are explicitly referenced across the curriculum and are discussed regularly in assemblies.</p>
Pupil leadership/responsibility	Families	Physical health	
<p>Opportunity for pupil leadership comes from: <u>School Council</u></p> <p>School Council are elected members from each class in KS1 and KS2 who meet half termly with the headteacher to discuss school development. This has recently included:</p> <ul style="list-style-type: none"> • Writing and gathering responses for pupil and parent questionnaires (including staying behind at parents evening, attending fundraisers and canvassing on the yard.) • Spending the playground equipment budget based on pupil voice. • Making plans to develop certain areas of school such as the library. <ul style="list-style-type: none"> • Delivering assemblies on school rules. • Writing posts for the school social media to promote events. <p>School Council regularly talk to classes about the issues that they feel are affecting them, either based on a direct theme or more generally. School council then share our pupil version of “Your Thoughts, Our Actions” and we</p>	<p>Families are welcomed into school regularly to share learning and pupil experiences. Each term there is one occasion where the whole school community is invited in, for open classroom events, parents join us for our Christmas performances, church events and the summer fayre and are also invited to join us on the Village Carnival Float each year. For our open classrooms, parents join us for focused activities such as Christmas Crafternoon, Book + Biscuit and Picture This art workshop.</p> <p>Each class holds one open classroom session per year, separate to the whole school events, where parents are invited to share and support in pupil learning. Each week we hold an early reading drop in for F2 and Y1 parents to offer advice around reading with their children.</p> <p>Parents are encouraged to support us and engage with Children’s University, logging their children’s engagement with out of school activities online.</p> <p>We have offered a range of workshops to parents including on restorative practice, online bullying and early writing. Our decisions about what to run are led by the responses to parental questionnaires.</p>	<p>Pupils access PE twice a week and are taught invasion games, gymnastics and dance across the year.</p> <p>Active 15 is in place every day, where children engage in 15 minutes of physical activity every day including mini games, dance and daily mile.</p> <p>A Sports Coach is in school three afternoons a week to facilitate additional activities at lunch on the ballcourt and to support PE lessons, allowing for lower staff to pupil ratios.</p> <p>In Y5 all pupils go swimming and we offer at least 2 sports related after school clubs every half term.</p> <p>We have a range of outdoor opportunities to promote physical health including our spacious outdoor environment, large F2 outdoor equipment, Adventure playground equipment, football nets and ball court. Balls, bats, spacehoppers, hula hoops and skipping ropes are also available to use at lunchtimes.</p> <p>In Dt and PSHE, pupils are taught about healthy eating and a balanced diet, including the cooking of nutritious meals. We also run a cooking club once a year which teaches children new recipes and encourages them to try new meals. This year, as part of our links with Children’s University, we also delivered a family based club called</p>	

<p>share in assembly how pupil voice has been heard. This is also reflected on our school council display.</p> <p>School council are also responsible for welcoming parents to special events in school and collecting the fire registers every lunchtime and delivering them to the school office.</p> <p style="text-align: center;"><u>Playground Leaders</u></p> <p>Playground Leaders (Y4-Y6) are selected each half term on a volunteer basis. They choose clubs that they would like to run and organise these once a week, which children have to sign up for. It is their responsibility to run the club and their responsibility to give out the Children's University Codes for attending.</p> <p>Other children prefer to lead playground games or support on the Adventure playground with younger pupils.</p> <p style="text-align: center;"><u>Eco-Warriors</u></p> <p>Eco-Warriors (Y3-Y6) volunteer to be on a rota to litter pick and encourage others to treat our school grounds with respect. They check lights are switched off, paper is recycled and that teachers are remembering to switch off computers at night – they even make reminders to go on walls to reinforce this. Eco-Warriors have also led assemblies raising awareness of being Environmentally Friendly, tips to save the planet and promoting special days such as Earth Day.</p> <p style="text-align: center;"><u>Gardening Club</u></p> <p>Members of Gardening Club are instrumental in the organisation of the annual School Open Garden. They make and grow various things on the run up to sell, ensure the garden is looking beautiful, promote the event and act as tour guides on the day (always giving up their own time on a Saturday).</p> <p style="text-align: center;"><u>School Fayre – Enterprise</u></p> <p>Each year, every class is given “£10 to Grow”. They use their £10, with support from the adults in their class, to set up a stall, aiming to raise the most money for school. The class with the most profit made wins a prize.</p>	<p>Each term, we provide an online questionnaire for parents which is written by SLT in conjunction with School Council.</p> <p>Afterwards, we provide a response in the form of “Your Thoughts, Our Actions” to inform parents of how their responses have influenced school development.</p>	<p>Yes Chef! Parents and their children attending, making nutritious meals, learning how to make the best use of leftovers and about how to eat a balanced diet.</p> <p>In June, we hold Sports Week – this is a full week dedicated to all things sporty, including our Sports Days, links with local sports clubs (eg. Rotherham Titans and Rotherham Millers) and fun inflatables.</p> <p>Throughout the year we also hold sports themed fundraising events including our annual Santa Dash and a sponsored Penalty Shoot Out.</p>
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Keeping safe

We ensure our pupils feel safe at our school.

Our safeguarding outlines our rigorous procedures around pupil safeguarding; staff are regularly trained and updated inline with school and MAT policies, KCSIE, and Working Together to Safeguard Children. All staff have awareness of our contextual safeguarding concerns and training and briefings regularly focus on these. Our curriculum has also been designed with our contextual safeguarding concerns in mind and these are addressed through PSHE (water safety, road safety, keeping safe when playing out, online safety). We also use additional online materials, worksheets, video clips and lessons to enhance our curriculum, regularly revisit safeguarding issues with pupils and reinforce key messages.

Online safety is a core focus for us and we regularly address this, not only through the Jigsaw and Computing curriculums, but also through focused days/weeks, in line with local and national advice and in response to specific issues arising in school. We promote materials with our families on a regular basis through our newsletters and social media and we work closely with the Anti-Bullying Company in supporting our children to learn about online safety.

Bullying is not tolerated at our school and all staff have been trained in Child on Child Abuse: what to look for and what to do about it.

Tier 4: Targeted Personal Development

EYFS	KS1	KS2
<p>The EYFS curriculum ensures that pupils are given lots of opportunity to practice their social skills in the foundation stage, as part of their progress towards being ready for KS1. Through the environment, guided and independent engagement with others and explicit teaching, children develop their regulation, management of self and their relationships.</p> <p>Where additional support for individuals is required it is done so including:</p> <ul style="list-style-type: none"> • Small group games led by an adult • Social stories (where appropriate) • Sensory circuits • Wishes and Feelings/3 Houses • Now/Next + Visual timetables • Individual plans to address communication, interaction and/or sensory needs 	<p>In addition to the Universal offer, additional support includes:</p> <ul style="list-style-type: none"> • Social Stories • Emotional literacy intervention • Now/Next + Visual timetables • Basic 3 point scales • Sensory circuits • Motivational jigsaws • “Working for” boards/focused reward charts • Wishes and Feelings/3 Houses • Identity work • Self esteem work • Bespoke intervention and individual plans to address communication, interaction and/or sensory needs. • Identified safe spaces to support regulation 	<p>In addition to the Universal offer, additional support includes:</p> <ul style="list-style-type: none"> • Social Stories • Emotional literacy intervention • Now/Next + Visual timetables • 3-5 point scales • Sensory circuits • Motivational jigsaws • “Working for” boards/focused reward charts • Wishes and Feelings/3 Houses • Identity work • My Hidden Chimp • Identified safe spaces to support regulation • Bespoke intervention and individual plans to address communication, interaction and/or sensory needs.

<ul style="list-style-type: none"> • 1:1 adult support for some or all of the time • Partial timetable. 	<ul style="list-style-type: none"> • Circle Time/small group work • Funded access to Breakfast Club and/or after school clubs where required. • Targeted support accessing Children's University • 1:1 adult support for some or all of the time • Partial timetable. 	<ul style="list-style-type: none"> • Circle Time/small group work • Funded access to Breakfast Club and/or after school clubs where required. • Targeted support accessing Children's University • Use of specific technology/software • 1:1 adult support for some or all of the time • Partial timetable.
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<p><u>Targeted support for nurturing and developing interests, providing opportunities and developing SMSC</u></p> <ul style="list-style-type: none"> • Targeted discussion/questioning around pupil interests to support building of staff/pupil relationships • Targeted pupils to lead lunch clubs to help build confidence and share interests with others • Spotlight Assemblies • Pupils identified to lead assemblies (sharing about their disability, native country, family celebrations, special events etc). • Use of PPG to ensure pupils can take part in residentials, after school clubs and breakfast club • Use of PPG to support access to music lessons • Targeted support to engage with Children's University – workshops, parent support, liaison with out of area or new learning destinations specific to our school. • Village events: Carnival, well-dressing, local fundraising, making bunting, Flower and Garden Show, Open Garden. • Y6 residential (with funding support from PPG) • Y6 Lifewise Centre (learning about safety in the community) • Individual class/pupil involvement engaging local business in supporting school with donations (we have had Easter eggs, raffle prizes, a Christmas Tree, sports equipment and writing equipment from this) • Pupil letter to leadership to suggest changes to school policy and to inform school improvement

<p><u>Working with other professionals</u></p> <p>We are constantly developing our targeted offer for pupils and this includes working with other agencies including Aspire, Fusion, EPS, CAMHS, counsellors, SALT, therapists, early help, school nurse and social care.</p>
