

School Context: Laceby Stanford Primary Academy is a small, inclusive village primary school and is part of the Wellspring Academy Trust. The staff ensure that all of the children achieve the best they possibly can in an environment that stimulates a love of learning.	
Pupil profile	Inspired Outreach approach/intervention
is a happy and settled pupil who is beginning to make progress with his communication and relationships with adults. He enjoys sensory play, music, outdoor activities and building blocks and has good gross motor skills. He requires 1 to 1 support at all times due to his limited danger awareness and can become anxious when routines change.	Support focused on developing communication through a total communication approach, increasing engagement through the Curiosity Programme, and supporting emotional regulation and sensory needs through visual strategies, movement breaks and staff modelling.
Implementation	Impact/Outcome
Strategies were embedded into daily routines, including the use of visuals, turn taking activities, communications opportunities, sensory breaks and consistent adult support. Staff received regular guidance and modelling from the outreach service.	has shown increased engagement in adult-led activities and is becoming more confident in communicating his wants and needs through a total communication approach. He is responding more consistently to visual supports and familiar routines, resulting in improved emotional regulation and reduced anxiety during transitions. Music therapy sessions have supported his communication, emotional expression, turn-taking and engagement with others, while sensory strategies and movement breaks have enabled him to remain calm, regulated and focused for longer periods. Staff confidence in adapting communication and learning has increased, ensuring a consistent approach across the school day. As a

	result, he is making steady progress towards his communication, social interaction and independence targets.
Reflections: The outreach support has had a positive impact on communication, engagement and emotional regulation. Continuing to embed the recommended strategies consistently across all environments, alongside close collaboration with parents and external professionals, will further support his progress and independence. Regular review of his provision will ensure strategies continue to meet his evolving needs.	