

# The Holden School

## Pupil Premium Statement 2026–2027

The Holden School is an independent special school providing specialist education for children and young people with autism spectrum condition (ASC), social, emotional and mental health (SEMH) needs and associated learning differences.

As an independent special school, our placement fees reflect the specialist provision required to meet pupils' individual needs. Pupil Premium funding arrangements vary between commissioning local authorities, and the school does not receive a consistent, separately identifiable allocation that can be attributed to individual pupils.

Consequently, separate records of Pupil Premium expenditure are not maintained.

Our approach is to ensure that all pupils benefit from a highly personalised educational offer designed to remove barriers to learning, promote inclusion and improve educational and personal outcomes.

This includes:

- Developing inclusive, low-arousal learning environments that respond to pupils' sensory, communication and emotional regulation needs.
- Providing specialist sensory and regulation resources to support readiness for learning.
- Adapting classrooms and shared spaces to improve accessibility, predictability and engagement.
- Providing individualised teaching, communication aids and specialist learning resources.
- Supporting pupils' social, emotional and communication development.
- Providing therapeutic support and targeted interventions where appropriate.
- Developing independence, life skills and opportunities for enrichment and preparation for adulthood.
- Investing in staff training to strengthen specialist practice.

We recognise that, for many pupils with ASC and SEMH needs, the physical and sensory environment can present significant barriers to accessing education. Creating environments that support emotional regulation, communication, participation and engagement is therefore an integral part of our educational provision.

The effectiveness of our provision is evaluated through our established school improvement and quality assurance processes, including pupils' engagement, attendance, behaviour, individual progress and achievement of outcomes identified within their Education, Health and Care Plans (EHCPs).

**Review date:** September 2027