



# EDUCATION SERVICES DIRECTORY

2022 | 2023

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# This year we are again offering an early bird discount

To take advantage of the advanced purchase price, confirm your service orders on e-Store by 31st March 2022 for maintained schools and by 31st July 2022 for non-maintained schools.

Additional 'Top-ups' can be purchased, as required, throughout the year.

Visit the e-Store at: [capublic.worcestershire.gov.uk/TradedServices](https://capublic.worcestershire.gov.uk/TradedServices) to find out more.

## EARLY BIRD DISCOUNT

### NEW for 2022

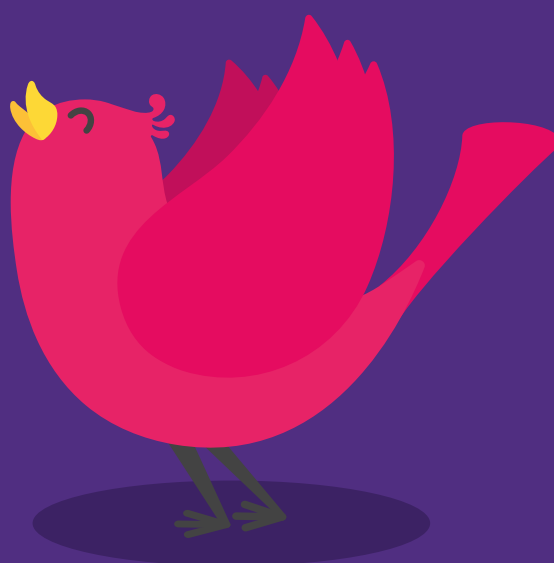
**Look out for our NEW services for 2022 throughout the directory.**

These services have been developed in response to customer feedback and need.

If you do not see a service to best meet your need, then please contact us to discuss your requirements and we can advise on a bespoke solution.

Email: [Schoolservices@worcschildrenfirst.org.uk](mailto:Schoolservices@worcschildrenfirst.org.uk)

Telephone: 01905 844300





# FOREWORD

Worcestershire Children First have children at the heart of everything we do. Our mission is to support children and young people to be happy, healthy and safe.

The directory provides an overview of the traded education services we offer, which underpin our values; good education for all and to protect children from harm.

Our safeguarding and attendance services can help to ensure compliance with statutory and regulatory requirements and assist in attendance related concerns.

To help remove barriers to learning, effectively support emotional health and wellbeing and SEND (special educational needs and/or disabilities) and ensure your pupils participate, learn and make progress, our expert inclusion and SEND practitioners and specialist teachers can provide a range of intervention, group approaches and consultancy.

We offer challenge and support across our range of quality and improvement services to help you to drive improvements, assess and raise standards and deliver a high-quality education.

We aim to provide a bespoke and responsive service which supports your needs and is based on a national framework in the local context.

Please contact us if you have identified any areas of support not listed in the directory, that you think we could offer or need support with.

**[Schoolservices@worcschildrenfirst.org.uk](mailto:Schoolservices@worcschildrenfirst.org.uk)**

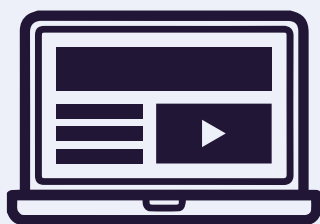
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# Training & Conferences

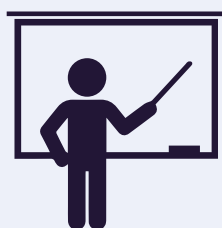
Finding time to focus on continuing professional development can be difficult during these challenging times and ever evolving world of education.

To ensure staff within schools and settings continue to have access to CPD and professional learning we have adapted our CPD offer and delivery approach to include virtual learning.

We offer a comprehensive range of professional development across a range of areas; early years, teaching and learning, assessment and moderation, inclusion, safeguarding, SEND, leadership and governance, behaviour and much more.



**Online Content**



**Expert Teaching**



**Group Discussion**

To find out more visit our website:

[www.worcschildrenfirst.org.uk/education](http://www.worcschildrenfirst.org.uk/education) and search 'conferences' or 'training'

Book training directly on the CPD website:

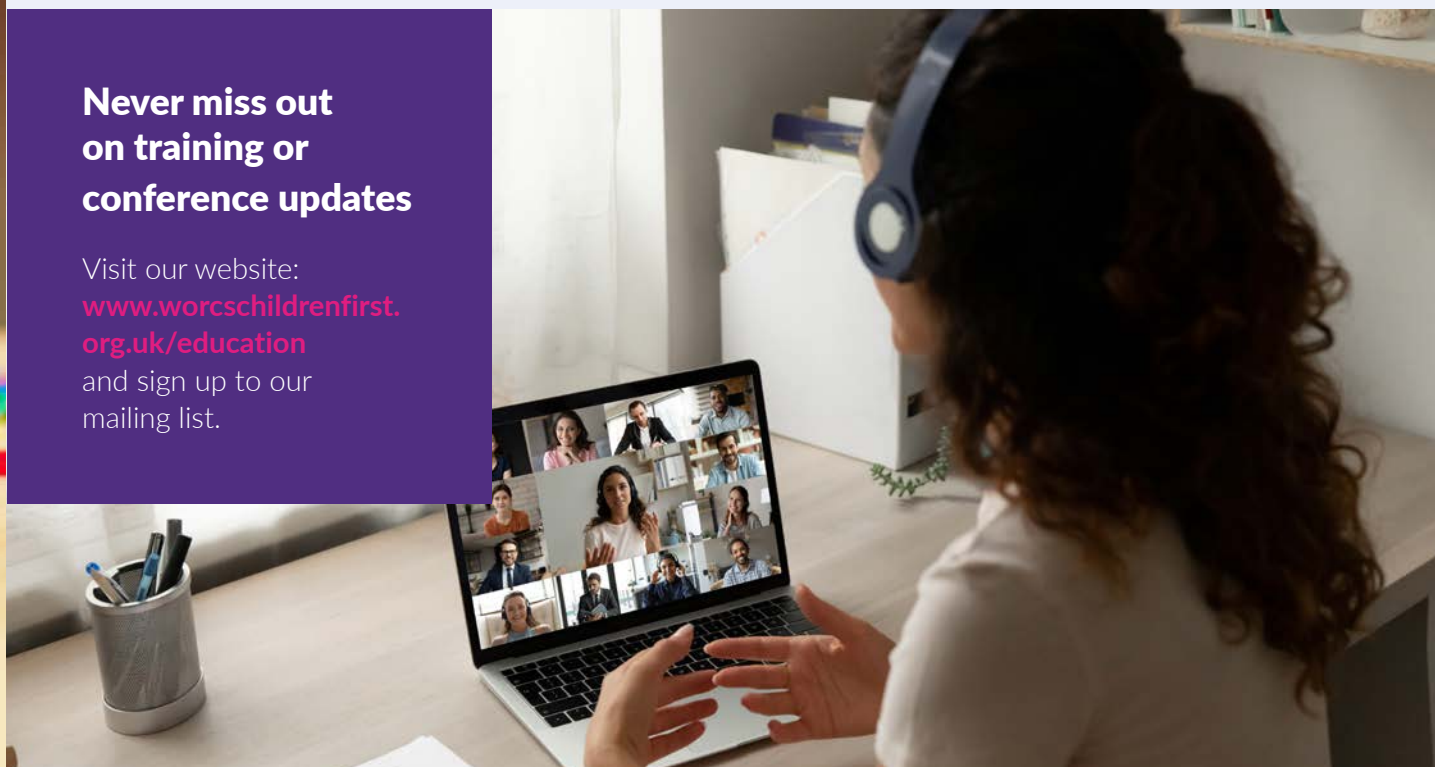
<https://capublic.worcestershire.gov.uk/LearnCPD/CoursesSearch.aspx>

**Never miss out  
on training or  
conference updates**

Visit our website:

[www.worcschildrenfirst.org.uk/education](http://www.worcschildrenfirst.org.uk/education)

and sign up to our  
mailing list.





# Effective leadership of SEND and inclusion

## (Previously 'Securing good outcomes for pupils with SEND')

Developing the leadership of SEND/Inclusion through providing bespoke consultancy and/or conducting a whole school needs audit to improve provision in order to accelerate progress and improve outcomes for the most vulnerable pupils in your school/setting.

We can create tailored packages according to your school's individual requirements. Activities may include:

- developing and embedding a clear graduated approach to meeting the needs of pupils with SEND
- analysing and using data to target interventions and determine the impact of provision on learner progress and outcomes
- developing effective provision management systems for mapping and evaluating the quality and impact of provision in place
- curriculum support
- preparation for Ofsted inspection
- SENCo development and support (this can include leadership development, effective provision development and target setting, monitoring impact and outcomes, role of the SENCo, communicating with parents and services, leading effective meetings)
- support and guidance in relation to statutory website compliance
- developing the role of the SEND governor
- effective deployment of support staff
- reviewing the effectiveness of policies, procedures and statutory duties for pupils with SEND
- programmes of bespoke training for whole staff, groups or individuals

### Benefits

- Develop a clear Graduated Approach to ensure needs are effectively met
- Strengthen skills, knowledge and understanding of leaders to ensure they act as influential ambassadors for pupils with SEND
- Embed rigorous monitoring processes to effectively evidence impact and evaluate the quality of provision
- Improve academic and wider outcomes for pupils with SEND

### Costs

£335 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

### Contact

[SchoolImprovement@worcschildrenfirst.org.uk](mailto:SchoolImprovement@worcschildrenfirst.org.uk)

### Training

Enhance the quality of provision and support better outcomes for pupils with our SENCo Leadership Development Programme. Dates for scheduled training can be viewed at CPD online:

<https://capublic.worcestershire.gov.uk/LearnCPD/CoursesSearch.aspx>



## (Previously 'SEND audit')

The SEND review will support accurate school self-evaluation and strengthen the leadership capacity of SEND/Inclusion within your school. It will provide evidence to support inspection and identify priorities for improving outcomes for pupils with SEND.

A SEND specialist from the School Improvement Team or Learning Support Team will work alongside the school SEND/inclusion leader to undertake a rigorous SEND audit and model effective practice.

By completing the SEND review, the school will gain:

- a review of the effectiveness of the SEND information
- report and key policy documentation
- a clear and comprehensive overview of the school's graduated approach and the effectiveness of whole school provision in meeting pupils' needs
- an evaluation of data tracking systems to determine the impact of provision on learner progress and outcomes
- 1:1 consultancy and professional discussion with a SEND specialist to model effective practice and provide key recommendations to ensure that all learners with SEND achieve well
- support with action planning to ensure priorities are developmental and lead to sustainable improvements
- the outcomes of this meeting can be used by the school to prioritise areas for SEND development which could be included in the school's overarching self-evaluation and School Improvement Plan

### Benefits

This well-focused programme provides a powerful opportunity for:

- ensuring the school's SEND statutory duties are met
- incorporating a whole-school approach to SEND to ensure an inclusive ethos and culture
- supporting SENCos in the development of their role as influential ambassadors for pupils with SEND and their families
- maximising the quality of provision to further support pupils with SEND and improve outcomes

### Costs

£335 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

### Contact

[SchoolImprovement@worcschildrenfirst.org.uk](mailto:SchoolImprovement@worcschildrenfirst.org.uk)

# Effective leadership of Pupil Premium

## (Previously 'Securing good outcomes for disadvantaged pupils')

Our team can provide a wide range of specialist guidance, bespoke support and professional challenge in order to develop whole school provision to secure improvement and maximise the achievement of disadvantaged pupils.

The needs of schools vary significantly so our team can create tailored packages according to your individual requirements. Activities can include:

- a review of whole school provision, organised in collaboration with SLT, based on agreed objectives and clear evaluation
- joint monitoring activities such as learning walks, lesson observations, work scrutiny, learner discussions
- analysis and evaluation of school data to determine the impact of provision on learner progress and wider outcomes
- a review of key policy documentation
- providing exemplar templates, tools and materials
- bespoke consultancy with a range of school leaders, including governors
- developing provision management systems to effectively map and evaluate the quality and impact of provision in place
- training for whole staff, groups or individuals
- providing recommendations to ensure that all learners make at least expected progress and that attainment gaps are narrowed between different groups
- support and guidance in relation to statutory website compliance
- support and guidance in constructing an effective pupil premium strategy

### Benefits

- External advice and challenge contribute to school evaluation and development planning
- Supports the improvement of high-quality inclusive teaching
- Promotes a whole-school approach to meeting individual learner needs
- Supports leaders in the development of their strategic role
- Ensures school compliance with statutory requirements

### Costs

£335 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

### Contact

[SchoolImprovement@worscschildrenfirst.org.uk](mailto:SchoolImprovement@worscschildrenfirst.org.uk)

Enhance the quality of provision and support better outcomes for pupils with our pupil premium network meetings. Dates for scheduled inclusion meetings can be viewed at CPD online:

<https://capublic.worcestershire.gov.uk/LearnCPD/CoursesSearch.aspx>

# Pupil Premium review

The purpose of the Pupil Premium review is to ensure your school's Pupil Premium strategy is effective and to help you explore a range of approaches to improve academic and wider outcomes for disadvantaged pupils.

The structure and focus of the Pupil Premium review can be tailored according to a school's individual needs but will generally, include:

- review/evaluation of existing provision with a focus on tracking data and learner outcomes
- exploring a range of approaches to support the academic progress and wider outcomes for disadvantaged pupils
- identification of key strategies and effective interventions that help to 'diminish the difference' between disadvantaged learners and their peers
- identification of staff training needs and professional development opportunities
- support to effectively report on the impact of Pupil Premium funding and provision
- guidance and support to improve your school's Pupil Premium strategy

**Level 1** (9 hours) includes:

- preparation for visit involving scrutiny of Pupil Premium documentation and achievement data
- half-day (4 hours) in school focusing on key areas identified
- written report with clearly defined strengths and recommendations for development

This level is only recommended for small schools and settings.

**Level 2** (12 hours) is the same as level 1 but also includes a whole day (7 hours) in school.

## Benefits

- Identification of strong practice and areas for improvement
- Ensuring funding is used effectively to raise attainment and accelerate progress for disadvantaged pupils
- Improving provision and practice through interpreting data, evaluating impact, raising expectations through quality first teaching and targeted interventions
- Meet DfE requirements in publishing an effective pupil premium strategy
- Ensuring a positive commentary on the educational and wider outcomes of eligible pupils

**Don't forget** the Pupil Premium review is an effective and legitimate use of Pupil Premium funds.

## Costs

**Level 1:** £1,004

**Level 2:** £1,338

## Contact

[SchoollImprovement@worcestershirefirst.org.uk](mailto:SchoollImprovement@worcestershirefirst.org.uk)

## Training

Enhance the quality of provision and support better outcomes for pupils with our Pupil Premium network meetings. Dates for scheduled inclusion meetings can be viewed at CPD online:

<https://capublic.worcestershire.gov.uk/LearnCPD/CoursesSearch.aspx>

# Inclusion support for early years in schools

Enhance the quality of teaching and learning of children with SEND in your early years setting with the support of our bespoke consultancy, training and advice service.

We can create bespoke support according to your school's individual requirements. Activities may include:

- supporting early identification and intervention
- observations and planning for children with SEND
- advice on role of Special Educational Needs Coordinator (SENCo)
- guidance on individual support/ educational plans and provision maps
- visual aids and strategies
- strategies to support specific areas of development
- promoting positive behaviour for children with additional needs
- support with liaison with parents for consistency of approach
- guidance on SEND policies required within early years settings
- support with and signposting to a range of professionals and specialist agencies
- advice on providing quality transition support

## Benefits

- Effective leadership and management
- Enhanced quality of provision
- Staff confident in matters of inclusion
- Meet the requirements of the Ofsted framework
- Raised attainment and improved outcomes for children

## Costs

£335 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Contact

[eyinclusion@worcschildrenfirst.org.uk](mailto:eyinclusion@worcschildrenfirst.org.uk)

## Training

Inclusion training can also be purchased as in-house training, which provides practitioners with the opportunity to train all staff (maximum 20) to fully embed the learning in your setting's day to day practice. Training programmes are 2 hours long unless otherwise stated. Some examples of training include:

- promoting positive behaviour 0-5
- introduction to Down Syndrome
- effective early identification for SEND (4 hours)
- individual provision mapping
- inclusive practice workshop
- new to role of SENCo training (includes SEND code of practice and role of SENCo) (4 hours)

Please contact the Early Years Team to discuss your in-house training needs. Prices will be provided on enquiry.



## Inclusion SEND audit for early years in schools

Develop your leadership of SEND and inclusion by conducting a SEND audit of your provision. An experienced early years inclusion consultant will complete an observation of your setting (maximum 2 rooms) using a checklist to audit your provision. It will determine any adaptations, resources, training or activities that require development to support inclusive practice and to improve outcomes for children with SEND. An action plan will be produced in liaison with the setting SENCo and/or manager to achieve future developments.

The early years inclusion consultant will spend 3-hours observing general practice in your setting, and

a staff survey will be completed prior to the observation.

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The audit will incorporate the following areas of practice:

- graduated response
- partnership with parents
- promoting positive behaviour
- inclusion funding
- send policies and procedures
- interactions between staff and child
- staff training and CPD
- children who are looked after

The consultant will feedback their findings to the SENCo and/or manager and an action plan will be produced in conjunction with the setting (approximately 1 hour).

## Benefits

- Preparation for Ofsted 'readiness' and quality assurance self-evaluations
- Enhance the quality of provision and support better outcomes for children with SEND and/or disabilities
- Improve provision of inclusive educational activities; embedding a clear graduated approach to meeting SEND needs.
- Recommendations of next steps and areas of staff development

## Costs

£546

## Contact

[eyinclusion@worcschildrenfirst.org.uk](mailto:eyinclusion@worcschildrenfirst.org.uk)





**NEW for 2022**



# We are an extra pair of hands... here to help

Pupils may experience difficulties with learning at any time throughout school life.

The past year has been particularly challenging for many pupils, there is an even greater need to help vulnerable pupils make progress and close the gap.

The Learning Support Team provides support to meet the needs of pupils with Specific Learning Difficulties (SPLD) and those struggling to engage or unmotivated to learn.

A bespoke service is available to offer pupil assessment and tuition, recommend effective strategies, inclusive practices and targeted interventions to improve access to the curriculum, accelerate progress and remove barriers to learning.

***"Thank you so much for all the additional information you sent regarding the Y6 children. It was very comprehensive and very useful. We really appreciate it. Thank you for the recommendations for the Y5 pupil too."***

**To find out how we can help contact the LST**

Email: [Hdavies@worcschildrenfirst.org.uk](mailto:Hdavies@worcschildrenfirst.org.uk)

Telephone: **01905 845397**

## English as an additional language (EAL) support

An EAL service is available to non-maintained and out of county schools to build the capacity of schools to improve outcomes for EAL learners.

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Support available from the EAL service includes:

- bespoke consultancy
- termly networking meetings and a range of training workshops for EAL coordinators, NQTs, class teachers and parents
- EAL audit/health check followed up with help and advice to make your school inclusive and EAL friendly
- fast response visit and toolkit for new arrivals
- assessment guidance and tools
- resource loans

### Costs

Costs for Worcestershire maintained schools are met from de-delegated funding and no purchase is required. The EAL service is commissioned by Worcestershire Schools Forum.

For Worcestershire non-maintained and out of county schools the costs are £260 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

### Contact

[EAL@worcschildrenfirst.org.uk](mailto:EAL@worcschildrenfirst.org.uk)

How well do you support your English as an Additional Language (EAL) learners?

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The Learning Support EAL team will work with you to audit your provision for EAL learners in terms of:

- leadership and management
- teaching and learning
- whole school environment
- assessment
- parents/carers and the community
- emotional health and wellbeing the learning support EAL team will:
- provide a summary which identifies the positive features of your current provision and recommends areas for development and how this might be achieved
- support you to draw up an action plan which reflects your priorities
- offer support by providing advice, resources and or training

## Costs

Costs for Worcestershire maintained schools are met from de-delegated funding and no purchase is required. The EAL service is commissioned by Worcestershire Schools Forum.

For Worcestershire non-maintained and out of county schools the costs are £260 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Contact

[EAL@worcschildrenfirst.org.uk](mailto:EAL@worcschildrenfirst.org.uk)

# Gypsy Roma Traveller Support

To improve attendance, achievement and lifelong outcomes for Gypsy Roma Traveller (GRT) pupils, we offer support and partnership working to remove barriers to education.

The GRT Team are able to offer support via the following:

- Family engagement/liaison work to assist Schools when highlighting families from the GRT Community needing support
- Home visits to families from GRT Community who have become difficult to reach/engage (Home visits are currently only being carried out where deemed essential at the discretion of the Service manager due to COVID19)
- Advice and guidance to Schools relating to GRT students and their families
- Multi-Agency 'joining up' work for families identified as needing support other than what can be provided universally by School

## Benefits

- Increased emotional wellbeing in pupil's ability to engage in education.
- Promoted active involvement of parents
- Develop inclusive values and practices which are shared by learners/staff, Governors/parents and communities.
- Improved outcomes and close the gap for GRT learners
- Demonstrate commitment to vulnerable learners to GRT community and OFSTED.
- Improve access, engagement and participation to education

## Costs

We are currently able to offer different levels of support:

- Package 1 - 3 hour blocks of support - £185
- Package 2 - block of 18 hours support - £1,075
- Package 3 - block of 36 hours - £2,038

We can also offer bespoke levels of support, please contact the team for further details.

## Contact

Contact the GRT Team on

[SFlanagan@worcschildrenfirst.org.uk](mailto:SFlanagan@worcschildrenfirst.org.uk)

Support and advice to help learners with autism or similarly presenting complex communication needs to achieve their full potential. The Autism team will support you to build the capacity of your setting to meet the individual needs of children and young people from Early Years to F/HE. It is our preferred method to empower the setting – and individuals within it – to be able to continue our work beyond our direct involvement to build a setting's capacity and to benefit further young people.

### Work with children and young people

- Detailed report to identify need and strategies
- Modelling specific strategies and resources
- Transition support
- Support with reintegration
- Supporting with Emotionally Based School Avoidance
- Study, planning and organisation skills
- Individual Pupil sensory profiles
- One page profiles
- Emotional regulation
- Autism Awareness Mentor Programme
- Advice on adapting the curriculum

### Developing whole-school autism provision

- Support to implement the Graduated Response
- School Autism-Friendly Audit
- Sensory audits
- Emotional Literacy sessions
- Evidence based approaches such as Lego-Based Therapy, Homunculi
- Peer awareness
- Development of lunchtime and after school clubs
- Consultation approach to improving provision
- Enabling family conversations
- Parent workshops
- Drop-in surgery

### Costs

£260 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

- Package 1 (114 hours): £8,632 (saving of £1,248)
- Package 2 (57 hours): £4,316 (saving of £624)

### High Quality Training

- Practical, directly relevant training, such as:
- Creating an Autism Friendly Classroom
- Autism Champion Programme
- Autism Mentor Programme
- Girls and Autism
- Demand Avoidance
- Emotional Regulation
- How to deliver evidence-backed social skills groups
- Modelling good autism practice

### Contact

[Autism@worcschildrenfirst.org.uk](mailto:Autism@worcschildrenfirst.org.uk)

WCF's Educational Psychology Service (EPS) is a multi-faceted and exciting team of Educational Psychologists who provide professional psychological services for children, young people and families in a wide range of educational and community settings. As a professional service, we use our expertise to apply psychology and evidence-based practice to optimise the progress, learning, development and well-being of all service users. The team aim to be responsive to the varied communities of Worcestershire in order to respond to the diverse local contexts of our schools.

The service has strong links with other services within WCF including: Virtual School, Complex Communication Needs Team, Learning Support Team, Sensory Support Teams, Social Care Teams and SEND Team to ensure there is a comprehensive team supporting our children, families and settings.

The EP service ethos aligns with the WCFs values and aims and thus there is a strong focus on empowering Children, Young People and Families as well as crucially aiming to empower and build the capacity of school's to make the most of their resources.

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### Why choose WCF Educational Psychology Service?

- You will be allocated a dedicated link EP who will work with your setting, children, families and community.
- We are able to provide continuation of consultation and support across non-statutory and statutory (EHC) work.
- Through your link EP you will have access to a team of Educational Psychologists who have expertise and knowledge of best evidence and practice across a wide range of specialisms in the field of educational and community psychology.
- Our service uses a Consultation Model of service delivery (for further information please see our website). You will always receive a summary of the EP involvement in casework and the EP summary of the collaborative work carried out can be used to support evidence of a graduated approach and be shared with SEND / LA agencies.
- Consultation Packages will be informed by an initial planning meeting facilitated by the EP. This could include assessment, intervention, consultation, training, research and bespoke systems-level and curricular projects that support the school SEF (see below and on our website for more information)
- WCF EPS follows British Psychological Society guidance on ethical trading and our service is not for profit, and is founded on the principles of social justice. Consultation packages are for direct work (administration and travel does not come from this time).

- All our EPs hold enhanced DBS for working with vulnerable children and adults and are all HCPC registered. The latter meaning that they undertake regular CPD and supervision to ensure continuing professional development which enhances the outcomes for service users.
- All work completed by WCF EPS will follow the ethical principles of the profession as set out by the British Psychological Society Division of Educational and Child Psychology and by the Health and Care Professionals Council.

### Our Traded Offer to settings could include:

- Psychological assessment:
  - Consultation across a range of casework e.g. individual, whole class, family. Examples could include the use of Solution-Focused consultation, Personal Construct Psychology, PATHs, MAPs
  - Individual assessment if required (e.g. cognitive (including standardised and Dynamic), curriculum-based, mental health and wellbeing)
  - Observations across settings (e.g. school and home).
- Evidence-based therapeutic interventions at an individual or group level.
- Whole class evidence-based interventions.
- Staff supervision, coaching and/or wellbeing support; this includes leadership coaching.

- Bespoke INSET for staff on a wide range of areas (please talk to your link EP about your settings specific development needs).
- Strategic work: EPs are qualified to apply psychology at an organisational level to facilitate change and development. Through the use of a variety of theories and methods, EPs' can utilise their capacity as external consultants to support organisational development in schools and other organisations.
- Research projects: We can be commissioned for evidence based project work and research such as 'The effective use of pupil premium' or 'Effectiveness of whole school mental health approaches'.

## Packages and Costs

**NEW for 2022**

There are a range of packages available to suit a range of settings and needs across Worcestershire. The minimum package that can be purchased is 9 hours which costs £900.

- Package 1 (9 hours) - £900
- Package 2 (18 hours) - £1,800
- Package 3 (27 hours) - £2,700
- Package 4 (36 hours) - £3,600
- Package 5 (45 hours) - £4,500

All packages will run from 1st April 2022 – 31st March 2023. No hours can be carried over and schools are encouraged to plan their work effectively with their link EP so that it is spread across the year.

Capacity limits the number of packages that can be bought by settings and therefore they are offered on a first come, first served basis.

Any questions regarding any information contained here or you would like to speak to someone about your setting's specific needs, please contact [edpsychology@worcestershirefirst.org.uk](mailto:edpsychology@worcestershirefirst.org.uk)



WCF Education Psychology Service is excited to be able to offer ELSA training and supervision for practitioners working in educational settings across Worcestershire.

ELSA stands for Emotional Literacy Support Assistant. ELSAs are school support staff (teaching assistants and/or learning mentors) who have undergone the 'ELSA' programme of training by Educational Psychologists to support the emotional development of children and young people in schools.

The ELSA programme has been widely adopted as an evidence-based early intervention for children and young people in over 100 local authorities in the UK. ELSAs attend training days and group supervision sessions led by the Educational Psychology Service. They will be trained to plan and deliver individualised programmes of support for children to develop their emotional literacy, including:

- Awareness of own and other people's emotions
- Management of stress, grief, anger and conflict
- Development of social interaction skills
- Promotion of a realistic self-concept and self-esteem

ELSAs will also be able to plan and deliver support to small groups of children to support the development of social and friendship skills. ELSA provision within schools can help lower exclusion rates, promote emotional well-being and improve academic outcomes.

The initial training is a mix of psychological theory and application of theory to support children and young people. The training involves tutor demonstration, discussion, activities and homework tasks. Resources to support work as an ELSA are shared. The initial training covers the following areas of emotional literacy:

- Security and relationships
- Active listening
- Emotional competence
- Loss and bereavement
- Building relationships (sense of belonging and circle of friends)
- Using stories in ELSA work (therapeutic and social stories)
- Social and friendship skills
- Lego therapy
- Self efficacy, self-esteem, motivation

and growth mindset

The school/setting will nominate their LSA(s) (identified as having the necessary prerequisite skills to train as an ELSA, see job specification) who will then be released for the training sessions and for on-going half-termly supervision sessions. A member of the teaching staff should be nominated to line-manage the ELSA(s) to support them with the referral process, setting targets and reviewing the intervention. **The line-manager or headteacher will be required to join their ELSA(s) for part of Day 1. This requirement is important to help them understand the parameters of the ELSA role and the line-manager's role in supporting ELSAs.**

The school will also need to release each ELSA for at least the equivalent of one day per week to plan and deliver programmes of support to individual pupils nominated by the school. For very small schools (e.g. 100 pupils or fewer) half a day may be sufficient. The school will need to ensure that their ELSA(s) has access to an appropriate working area to deliver the programme.

Since most ELSAs are likely to have had no specific psychological training beyond those insights provided through initial ELSA training, it is essential for them to receive regular on going support that develops their knowledge and understanding in these areas. Without this they may be left floundering as they seek to support children with a complex range of needs. There is also a risk of them being asked to deal with issues beyond their level of competence which in reality require much more specialist professional input. **Therefore, to practice as an ELSA they must receive regular supervision which is provided by an Educational Psychologist.** ELSAs are eligible to join supervision sessions from the term after they complete their training. Schools must let us know if their ELSA leaves his/her post to avoid paying the continuous yearly charge. No refunds will be made for supervision if ELSAs leave during the year.



## Costs

Two courses will be running this year, the date given is for 9:30 – 3:30:

September 2022 – Dec 2022 (15/9/22; 06/10/22; 20/10/22; 10/11/22; and 8/12/22) - £580

January 2023 – March 2023 (12/01/23; 16/01/23; 09/02/23; 16/02/23; 09/03/23; and 23/03/23) - £500

The price of the first course will include the first two supervision sessions. Attendees of course 2 and those from course 1 continuing their role after March 2023 will need to purchase the supervision subscription from April 2023 at a cost of £240 per ELSA (which includes a half-termly 2 hour supervision session; 6 sessions in total).

## Contact details

[edpsychology@worcschildrenfirst.org.uk](mailto:edpsychology@worcschildrenfirst.org.uk)

# Mindfulness in Schools - Whole Class

## KS2 Intervention

WCF Education Psychology Service is offering a whole class KS2 Mindfulness Programme (from the Mindfulness in Schools Project) that runs as a series of 6 sessions. The package also includes an Introduction to Mindfulness session for school staff and a session for parents.

Mindfulness is now recognised as an important method for supporting mental health and wellbeing, with a growing body of rigorous research evidence highlighting the potential benefits of mindfulness for young people. The classroom-based mindfulness curriculum we are offering is called 'Paws b' and has been developed by the Mindfulness in Schools Project. The programme is run as a 6 session Key Stage 2 curriculum for children aged 7 -11.

Our specially trained EP will deliver 6 lessons directly to the whole class and will work with staff to look at how to also integrate the learning and practices across all subjects and aspects of school life.

During the course the children will be learning about lots of things, including:

- Specific areas of the brain and how these affect our ability to focus, make good choices, recognise when we need to steady ourselves when our body or mind is busy or out of balance
- Ways that mindfulness can support them in many day-to-day activities, including concentration and memory, behavioural self- management, and in relationships with family and friends
- Ways to respond rather than react – and therefore make better choices and take best care of ourselves

As part of the package we will also deliver an Introduction to Mindfulness in Schools twilight session to staff and also one to parents so that they can support their children with practices and even have a go themselves. Over the weeks the EP will also work with a key member of staff to look at ways to sustain Mindfulness in school in the longer term so that it becomes an embedded part of school's Mental Health and Wellbeing strategy.

### Costs

Total cost for complete package £900

### Contact details

[edpsychology@worcschildrenfirst.org.uk](mailto:edpsychology@worcschildrenfirst.org.uk)

Coaching is professional development conversation; it is a skilled activity involving a 'contract' with an agreed focus on specific skills, attributes and aspects of performance. Coaching activities can centre around organisational and individual goals.

Research has shown that coaching positively impacts performance and job satisfaction. It provides people with the opportunity to better assess their strengths as well as their development areas. Coaching can produce long-lasting positive impact as the coach facilitates growth as a partner - not through directing content but process - thereby increasing professional skills in the long-term.

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## Who is it for

Coaching can suit all professional roles across all levels. It can be to support someone new in post or, someone who may want to develop their role or improve performance and confidence. It is relevant for organisational and individual goals that could be wide ranging or very particular and in relation to any area of the overall professional role.

## What it involves

Coaching involves a trained coach, who draws on a range of frameworks and tools to suit the recipient's goals – and carefully guides them to meet these. The process typically lasts for a defined period of time; sessions are typically 1 hour each. A scoping and contract session of around 1.5 hours is followed by a set number of coaching sessions with in-built review components. Coaching sessions are structured and could be divided over a weekly or fortnightly basis or, longer period of time to ensure embedding. An 'end' session can be used for broader evaluation and recording of goals/progress. Supervision and Mentoring can also be offered, if this stems from the initial conversation. Your EP can help you differentiate and consider the best approach.

## Costs

9 hours (£900). Discuss with your EP where there might be other training elements involved alongside the coaching – for example if you are requiring subject specific knowledge in alongside coaching processes, this might be outside or, within the 9 hours depending on the request and context.

## Contact details

[edpsychology@worcschildrenfirst.org.uk](mailto:edpsychology@worcschildrenfirst.org.uk)

Enhance the capacity of your school or setting to meet the needs of children and young people with a range of learning needs, through specialist advice, interventions, assessment and training. Support for schools in delivering the graduated response in all 4 areas of need in the Code of Practice.

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### Communication and interaction

- Identification and assessment of pupils with language delay
- Targeted classroom strategies to support language and communication difficulties in the classroom
- Support with interventions to develop expressive and receptive language skills
- Bespoke training packages tailored to schools' needs
- Assessment and advice for EAL learners with SEN
- Communication friendly environment audits and training

This support can be delivered to individuals, small groups or to whole staff teams.

### Physical and sensory

- Movement assessments leading to advice regarding suitable interventions and classroom strategies
- Supporting schools to use the Dyspraxia Pathway effectively
- Advice, modelling and demonstration of a range of fine/gross motor and handwriting interventions and resources

### Cognition and learning

- Support for schools to meet the needs of pupils with a range of learning difficulties impacting on the development of literacy and numeracy skills
- Full diagnostic assessment report including standardised tests, targets and strategies
- Brief assessment and report with a specific focus
- Modelling strategies and approaches
- Advice and support to enable schools to use a range of ICT solutions to minimise barriers to learning
- Monitoring and evaluation of the effectiveness of provision
- 1:1 tuition or small group teaching
- Cognitive assessments
- Standardised testing to support application for Exam Access Arrangements
- Access to qualified specialist teachers to contribute to the dyslexia decision making process in line with the new dyslexia assessment process

### Social, emotional and mental health

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- Identification of underlying learning difficulties which may impact on pupils' social and emotional development
- Recommendations to enable practitioners to minimise the impact of learning difficulties on emotional health and wellbeing

### Service delivery

Support is delivered in half day sessions. A named specialist teacher is allocated to each school or setting.

Schools purchasing the 'Every Week' package will be allocated a named teacher to work with them for 6 hours a week for 32 weeks of the year. This could include assessment, report writing, attending review meetings, working with children or supporting staff with ideas, resources or training.

enhanced when their learning needs are identified and addressed effectively

- Inappropriate behaviours stemming from previously unidentified or unmet learning needs are reduced

### Costs

£260 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

- 'Every Week' package (32 weeks for £15,735 (saving £905)
- Small school package (18hrs, NOR <100): £1,520

Additional "top-up" hours may be purchased for additional meetings, specialist advice for SENDCOs and class teachers, liaison with parents and other specialist services or other bespoke work requested by the school. This is charged at £86 an hour.

### Contact

[Hdavies@worcschildrenfirst.org.uk](mailto:Hdavies@worcschildrenfirst.org.uk)

### Benefits

- Vulnerable pupils make progress and the gap is narrowed
- Improved access to the curriculum through the promotion of inclusive practices

## Sensory impairment assessment and reporting (SI)

Enhance the capacity of your school or setting to meet the needs of children and young people with a mild, low impact sensory impairment, delivering the graduated response. A specialist teacher with a mandatory qualification (vision impairment, hearing impairment or multi-sensory impairment) will make a short assessment visit and produce a one page recommendations report.

1½ hours of support from a Specialist Teacher, to include: one hour of in-school assessment, observation and feedback plus 1/2 hour for a one-page short summary report, briefly detailing levels of hearing/ vision, recommendations and exams arrangements where appropriate.

- Low-cost, brief assessment of vision and/or hearing for pupils with mild, low-impact losses
- Advice from Specialist Teachers on educational provision
- Examinations recommendations updated annually as appropriate by qualified professionals

Settings who have already purchased specialist support can add extra time in smaller amounts, allowing greater flexibility. Can also be purchased as an "add-on" to existing sensory impairment consultancy, for additional time required for further

assessment and reporting, children and young people will receive the full 1½ hours' support in the setting in this instance.

This is suitable for pupils with mild, low impact losses who are not currently receiving commissioned support, or as an "add-on" to existing support.

## Benefits

- Raised outcomes for pupils with sensory impairments from service with a proven, successful track record
- Settings are compliant with Equality Act – making reasonable adjustments
- Improved access to the curriculum through the promotion of inclusive practice
- Pupils' emotional health and wellbeing is enhanced when their learning needs are identified and addressed effectively
- Inappropriate behaviour or underachievement stemming from unmet needs is reduced

## Costs

£122

## Contact

[SensoryImpairment@worcschildrenfirst.org.uk](mailto:SensoryImpairment@worcschildrenfirst.org.uk)

# Hearing impairment (HI)

Close the gap between Deaf children and their peers and remove barriers to learning for children and young people (0-25 years) with a mild, low impact hearing impairment. Enhance the capacity of your school or setting to meet the needs of Deaf children and young people through specialist advice, interventions, assessment and training. Support for schools in delivering the graduated response from teachers of the deaf, an educational audiologist and specialist teaching assistants. All have extensive experience of working with Deaf children and young people and their families with a range of communication methods (including sign language) to overcome barriers to learning.

## Specialised skills

- Assessment and management of hearing loss, including children with additional needs in special school settings
- Quality assurance of amplification systems (radio aids, sound field systems and hearing aids) including reviewing effectiveness of aided hearing
- Acoustic surveys of listening environments and recommendations
- Access and exam arrangements for Deaf children in independent schools
- Specialist communication methods – to support schools to give CYP an effective communication method for life.
- Aetiology of hearing loss/measurement of hearing/descriptors of hearing loss
- Specialist knowledge to support in further and higher education, including support using Disabled Students' Allowances

## Strategic advice

- Exams Access arrangements assessment and advice, in line with JCQ regulations
- ICT advice for inclusion
- Input into writing of fire evacuation plans
- Risk assessment advice for trips and off-site activities
- Delivery of peer awareness across whole school
- Delivery of communication package across whole school

## Training

- Staff training on Deaf awareness
- Best practice transition advice for vulnerable groups

## Costs

£227 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Examples of support

- Introduction to Signing Training – to support spoken language to enable access to the curriculum.
- Examinations arrangements for FHE colleges
- Specialist equipment consultation and loan
- Training to other professionals (e.g. Health) on early language development and HI
- Acoustic Survey - Check accessibility for learners with mild sensory impairment. Report and recommendations to ensure your school/setting is Single Equality Act Compliant (purchase 2x 3 hours) – £454

## Benefits

- Raised outcomes for pupils with sensory impairments from service with a proven, successful track record
- Settings are compliant with Equality Act and the Code of Practice
- Improved access to the curriculum through the promotion of inclusive practice
- Pupils' emotional health and wellbeing is enhanced when their learning needs are identified and addressed effectively
- Inappropriate behaviour or underachievement stemming from unmet needs is reduced





## Group hearing/vision screening

Functional vision and hearing screening undertaken in the school environment by specialist educational professionals. We test whole year groups, identified cohorts and individuals, to suit your requirements.

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Assessment by a qualified educational audiologist and/or specialist teacher of vision/hearing impairments, to check levels of functional vision or hearing in the school environment. School will receive details of assessments of each pupil screened and any identified issues will be followed up with a referral to health and an initial advisory report. Testing in school offers the opportunity for all pupils to be screened for difficulties with near or distance viewing and hearing. Screening offers the opportunity to identify children and young people with an undiagnosed loss, which may be impacting on their education.

### Benefits

- Quick identification of vision or hearing issues in school setting
- Immediate feedback to school staff with educational advice from qualified teachers
- Referral to health colleagues
- Ongoing support from specialist teachers as appropriate to need
- Improved access to the curriculum through the promotion of inclusive practice
- Pupils' emotional health and wellbeing is enhanced when their learning needs are identified and addressed effectively
- Inappropriate behaviour or underachievement stemming from unmet needs is reduced

## Costs

£227 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Contact

[SensoryImpairment@worcschildrenfirst.org.uk](mailto:SensoryImpairment@worcschildrenfirst.org.uk)

# Vision impairment (VI)

Close the gap between children and young people (0-25 years) with a vision impairment (VI) and their peers and remove barriers to learning for children with a mild, low impact VI. Enhance the capacity of your school or setting to meet the needs of VI children and young people through specialist advice, interventions, assessment and training. Support for schools in delivering the graduated response from teachers with mandatory specialist qualifications in vision impairment, skilled teaching assistants and a qualified habilitation specialist.

## Specialised assessment and reporting

- Assessment, support and reporting of children with mild or suspected vision difficulties to close the gap between their attainment and that of their peers
- Exams access arrangements assessments and reports in line with JCQ regulations

## Strategic advice

- ICT and specialist equipment advice for inclusion
- Input into writing of personal fire evacuation plans (PEEP)
- Risk assessment advice for trips and off-site activities (to be added to the school's risk assessment)
- Best practice transition advice for vulnerable groups

## Emotional support

- Delivery of peer awareness across whole schools/ year groups
- Emotional health and wellbeing support for pupil

## Training

- Staff training on VI awareness
- Inclusive environment training
- Introduction to Braille/sighted guide sessions for INSET days

## Costs

£227 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Additional examples of support

Specialist equipment support and loan to independent and FHE settings

Habilitation training for out of county pupils or settings

SEN Adaptations Audit - Detailed accessibility audits of the school environment to check accessibility for learners with mild sensory impairment. Report and recommendations to ensure your school/setting is both safe and accessible (purchase 2x 3 hours) - £454

Braille- Learn uncontracted and/or contracted braille with support from our experienced, specialist Braille experts. This is suitable for all teachers and TAs as well as parent/carers and other professionals (purchase 2x 3 hours) - £454

## Benefits

- Raised outcomes for pupils with sensory impairments from service with a proven, successful track record
- Settings are compliant with Equality Act and the Code of Practice
- Improved access to the curriculum through the promotion of inclusive practice
- \* Health and safety considerations relating to VI are identified and addressed, reducing risk
- Pupils' emotional health and wellbeing is enhanced when their learning needs are identified and addressed effectively
- \* Inappropriate behaviour or underachievement stemming from unmet needs is reduced

## Contact

[SensoryImpairment@worcschildrenfirst.org.uk](mailto:SensoryImpairment@worcschildrenfirst.org.uk)

## Braille competency in education test

Staff supporting children and young people with visual impairments in settings can take a new test designed specifically to meet the needs of educational Braille use. On passing the exam, you will receive a competency certificate. This is the only available test aimed at support staff in settings and is assessed by qualified specialist practitioners, ensuring provision in EHCPs is met.

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- Support staff in settings can now demonstrate Braille competency for educational use
- Low-cost, education-focussed test
- Test includes practical educational Braille tasks relevant to classroom practice including Maths Braille
- Certificate issued by the WCF Sensory Impairment Team – a trusted and respected service with a proven track record of Braille support and knowledge
- Raised outcomes for Braille users in settings

### Costs

£62

### Contact

[SensoryImpairment@worcschildrenfirst.org.uk](mailto:SensoryImpairment@worcschildrenfirst.org.uk)

## Multi-sensory impairment (MSI)

Specialist support for children and young people (0-25 years) with complex needs and/or a dual sensory loss (HI and VI). Enhance the capacity of your school or setting to meet the needs of MSI children and young people through specialist advice, interventions, assessment and training.

The Multi-Sensory Impairment team offers support from a teacher with mandatory specialist qualifications in multisensory impairment, vision impairment or hearing impairment, skilled teaching assistants, educational audiologists and a qualified habilitation specialist in special schools, specialist provision, independent and mainstream settings.

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### Specialised assessment and reporting

- Assessment and support of learners with low level or suspected vision and/or hearing difficulties and complex needs
- SEN adaptations and acoustic audits – Detailed accessibility audits of the school environment, ensuring best practice and preparedness for teaching vulnerable groups
- Functional vision screening and hearing assessment
- Examinations access arrangements
- Quality assurance of specialist equipment and amplification systems including reviewing effectiveness of aided hearing
- Auditory Processing Disorder (APD)/ Cortical Visual Impairment (CVI) – advice and management
- Specialist communication methods – such as on body signing, signing, braille and symbols

### Strategic advice

- ICT and specialist equipment advice for inclusion
- Input into writing of personal fire evacuation plans (PEEP)
- Risk assessment advice for trips and off-site activities (to be added to the school's risk assessment)
- Delivery of communication package across whole school

**Transition**

- Best practice transition advice for vulnerable groups

**Curriculum advice**

- Delivery of peer awareness across whole schools
- Emotional health and wellbeing support and training
- Introductory signing strategies training

**Benefits**

- Enhanced specialist inclusion for pupils with multi sensory impairments from service with a proven, successful track record
- Improved access to learning through modifications training
- Health and safety considerations relating to MSI are identified and addressed, reducing risk
- Pupils' emotional health and wellbeing is enhanced when their MSI is addressed effectively
- Inappropriate behaviour stemming from unmet needs is reduced

**Costs**

£227 (3 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

**Contact**

[SensoryImpairment@worcschildrenfirst.org.uk](mailto:SensoryImpairment@worcschildrenfirst.org.uk)

# SAFEGUARDING AND ATTENDANCE

# Improve pupil attendance and reduce levels of persistent absence

As schools continue to manage attendance matters in challenging circumstances, the Education Welfare Service's team of experienced Education Welfare Officers continues to deliver great value bespoke support to schools.

## The Education Welfare Service can provide:

- register coding advice
- attendance data analysis
- support with whole-school attendance policies and procedures
- early interventions to support pupils at risk of persistent absence
- casework to engage hard to reach families and pupils who are persistently absent



## The EWS team have created a new range of great value services to enhance and support your attendance practices.

Look out for the following services within the directory

- Attendance health-check review
- One-to-one case support sessions
- Extended support packages





The safeguarding subscription offers schools an enhanced focus of safeguarding services when you purchase the Safeguarding subscription over standalone

**NEW for 2022**

### 1) Core training included within SLA:

- Introduction to role of Designated Safeguarding Lead (3-hour session)
- Designated Safeguarding Lead training (1-day specific training for DSLs and DDSLs)
- Domestic abuse training (3-hour session for DSL/DDSL)
- Reducing Parental Conflict (harmony at home) training (3-hour session for DSL/DDSL)
- Peer Mentoring (3-hour training for DSL/DDSL)

### 2) Consultancy:

- School complaint guidance and advice to all schools from stage 2 to stage 4
- DSL clinics to discuss individual cases Early Help assessments
- Assessments and resources
- Early Help model policy 2020
- Safeguarding resources PPT/lessons plans to train all school staff
- Safeguarding resources for DSL to train governors
- 7-minute briefings training resource
- Single Central Record (SCR) assessment - Ofsted/ISI ready 2-hour assessment
- The subscription service for independent schools includes a safeguarding self-assessment audit (the audit is part of statutory delivery for Worcestershire maintained and academy schools).

### 3) Additional training is available to book at a subsidised rate for SLA subscribers:

- Designated Senior Lead for Mental Health – 2-day
- Youth mental health awareness – 3-hours
- Youth mental health champion – 1-day
- Mental health first aid (accredited by MHFA) – 2-day
- Safer recruitment training for business staff/HTS//DSLs/DDSLs – 1-day
- School employed only family support Workers FSW – 1-day
- Managing allegations against staff or volunteers – 3-hours
- Governor Safeguarding Training

### Benefits

- Improvement in the understanding of the safeguarding system by schools and safeguarding leads
- Robust school safeguarding system and processes following statutory guidance demonstrable through Ofsted scrutiny; and improved safeguarding for children and young people
- High quality trained school safeguarding staff
- Improvements in the quality of contacts and referrals to the Family Front Door (FFD) from schools
- Improve schools using early help documents
- Improvement in the understanding of the safeguarding system by schools and DSLs
- Correct application of safeguarding and early help referral pathways

### Costs

Worcestershire Schools and Academies:

- Max 2 DSLs/DDSLs £360
- Max 3 DSLs/DDSLs £545
- Max 4 DSLs DDSLs £785
- Max 5 DSLs/DDSLs £1,005
- Max 6 DSLs/DDSLs £1,205
- 7 + DSLs/DDSLs £1,400

Independent Schools:

- Max 2 DSLs/DDSLs - £1,028
- Max 3 DSLs/DDSLs - £1,213
- Max 4 DSLs DDSLs - £1,453
- Max 5 DSLs/DDSLs - £1,673
- Max 6 DSLs/DDSLs - £1,873
- 7 + DSLs/DDSLs - £2,068

### Contact

[bosullivan@worcschildrenfirst.org.uk](mailto:bosullivan@worcschildrenfirst.org.uk)



# Standalone safeguarding support packages

## Safeguarding self-assessment audit

For independent schools only

**Costs:** £668

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## Single central record health check

Schools and colleges must maintain a single central record of pre-appointment checks. Keeping Children Safe in Education 2021.

Your single central record is a key part of evidence that inspectors will look at when inspecting your school safeguarding.

Working with the person who is responsible for the maintenance of your Single Central Record (SCR), to help them ensure that it is usable, efficient and compliant. We would also welcome the involvement of your safeguarding governor as the health check can assist them in continued monitoring of the SCR.

The package includes:

- A review of the SCR, comparison with the requirements of 'Keeping Children Safe in Education (September 2021) and checking for gaps
- Health check report
- Telephone and email support
- A follow up visit to check on progress and offer further advice

**Costs:** £246

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## School Compliant guidance

- Advice to all schools from Stage 2 to Stage 4

**Costs:** £334

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## DSL Clinics

- To discuss individual cases  
Early Help assessments

**Costs:** £50 per delegate

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## Resource bundle

- 4 Early Help model policy 2020
- Safeguarding resources PPT/lessons plans to train all school staff
- Safeguarding resources for DSL to train governors
- 7 minute briefings training resource

**Costs:** £40

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We offer a range of services and training which adhere to 'Keeping Children Safe in Education' (September 2021) guidance, and which meet the expectations of Worcestershire Safeguarding Children Partnership. Our training provides all levels of staff with the skills they need to be compliant and safeguard children and young people in their care.

### Core training

- An introduction to the role of the Designated Safeguarding Lead (for new DSLs only) - 3 hours, £40
- Designated Safeguarding Lead Training - 1 day, £85
- Domestic Abuse DSL Training - 3 hours, £55
- Peer Mentoring - 3 hours, £55

Costs: £235 per delegate for all 4 courses.

### Additional training

Training	Per delegate with SLA	Per delegate without SLA
Designated Senior Lead for Mental Health (DSL-MH) 1-day	Price dependent upon DfE Funding being available	
Youth mental health awareness (accredited by MHFA) 3-hours	£55	£110
Youth mental health champion (accredited by MHFA) 1-day	£85	£170
Mental Health First Aider Qualification (accredited by MHFA) 2-day	£145	£290
Safer recruitment training for business staff/HTS/DSLs/DDSLs 1-day	£85	£170
School employed only Family Support Workers (FSW) 1-day	£85	£170
Managing Allegations – 3 hours	£55	£110

**Make big savings on the costs of additional training per delegate, when you purchase training together with our Safeguarding Subscription.**

### In-house training (subject to trainer availability)

- In-house DSL training - 1 day
- In-house level 2 - All school staff (2-3 hours)

We offer opportunities throughout the year for training on issues relevant to schools and academies in the local area. Plus, bespoke training to meet the individual requirements of schools and settings and whole school safeguarding training.

- Whole School Safeguarding Training (3 hours);
  - FREE to those schools signed up to the SLA.

- £300 to those schools without the SLA.

- For the Whole Multi Academy trust (6 hours);
  - FREE to those trusts signed up to the SLA.
  - £600 to those trusts without the SLA.

In order to book any in-house training, please email: [workforcesupport@worcschildrenfirst.org.uk](mailto:workforcesupport@worcschildrenfirst.org.uk)

For further information on available safeguarding training visit the website: [www.worcschildrenfirst.org.uk/education](http://www.worcschildrenfirst.org.uk/education) and search 'training'.



# Education welfare support

The Education Welfare Service can provide bespoke staff training and whole school support relevant to your setting.

- Attendance – a whole school issue
- Register regulations and coding compliance
- Effective attendance practices
- Effective punctuality practices
- Vulnerable learners and attendance
- Tackling term time leave
- Best practice casework
- Robust record keeping
- Home visits and lone worker safety

## Contact

To discuss your requirements for attendance related training, please contact Michelle Fowler: **[Mfowler2@worcschildrenfirst.org.uk](mailto:Mfowler2@worcschildrenfirst.org.uk)**

The Education Welfare Service (EWS) supports schools to proactively promote regular attendance and provides early interventions that are fundamental to preventing persistent absence (PA).

The team of highly experienced, qualified Education Welfare Officers (EWOs) work in partnership with schools and MATs to provide bespoke packages of support to best meet your attendance needs.

All EWS packages offer expert advice and guidance to ensure your register coding is legally compliant, as well as casework support, whereby officers will lead on attendance related concerns and conduct home visits, as necessary, to absent pupils. In making such home visits, officers are able to support schools to expedite your attendance safeguarding duties and ensure pupil well-being checks.

### Regular SLA packages could also include:

- Attendance policy writing, procedures and case escalation support
- Attendance/punctuality whole school focus weeks
- Attendance and register coding audits
- Support for your school attendance lead in managing attendance
- Support to ensure robust leave of absence and term time holiday procedures
- Register marking, de-rolling and portal reporting support
- Whole school staff training to ensure attendance becomes 'everyone's business'
- New intake year support
- Support with pupil reintegration/transitions back into school
- Support with initiating and monitoring personal support or individual healthcare plans (PSP/IHPs)
- Addressing parental responsibility
- Support to initiate formal attendance panels

### Benefits

- Early, regular interventions improve pupil attendance, well-being, attainment and wider outcomes
- Access to a named EWO for consistent attendance advice and support
- Supports DfE good practice recommendations
- Ensures sound data awareness in readiness for Governor/Ofsted reporting
- Timely safe and well home visits ensure safeguarding and pupil welfare remain paramount
- Enhanced strategies to actively engage parents/carers that school may find difficult to engage with
- Ensures legally compliant, streamlined attendance policies, practices and procedures
- Alleviates lone worker safety concerns and insurance costs incurred if school staff are required to make off site welfare visits
- Quality assurance

In continuing to offer a selection of regular support packages the EWS is able to ensure your school is most appropriately equipped to make a positive impact upon attendance:

SLA Packages start from:

01-04-2022 until 31-03-2023 for maintained schools

01-09-2022 until 31-08-2023 for non-maintained schools.

**Package 1:** Every week premium package - cost £11,583 (saving £2,417)

6 hours per week for 35 weeks (210 hours total)

**Package 2:** Every week standard package – cost £5,792 (saving £1,208)

3 hours per week for 35 weeks (105 hours total)

**Package 3:** Half termly basic package - Suitable for schools with <200 pupils on roll – cost £2,164 (saving £236)

6 hours per half term (36 hours total)

**Package 4:** Small school support package Suitable for schools with <100 pupils on roll – cost £1,082 (saving £118)

3 hours per half term (total 18 hours)

In addition to our SLA packages, we offer 2 further stand-alone products. These can be purchased in addition to your attendance SLA package to further enhance support, or in isolation, without an SLA:

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### **Attendance Health Check Review - POA**

*Ideal for schools planning to review their policies and procedures*

An attendance health-check can review the impact of your school's attendance policies and procedures, assess the usage of your available resources and can evaluate how well your school's statutory duties are being met.

It will:

- Identify strengths and areas of suggested development for further action
- Support Headteachers, Governors and Attendance Leads to report upon their school's progression in addressing attendance matters
- Evaluate Impact
- Aid self-evaluation through discussion
- Assist governor reporting/Ofsted readiness
- Identify attendance trends
- Provide quality assurance

Includes:

- A review of documents and data prior to visit
  - 3 hours in school focussing on key areas identified
  - A concise recommendation 'plan on a page' outlining strengths and suggested areas for development
- 

### **One to One Case Support Sessions - POA**

*Ideal for school-based attendance officers*

One to one case support sessions offer individual guidance and specialist support for school-based attendance officers who are often lone working and therefore have very specific CPD requirements.

To ensure attendance officers feel fully supported by qualified attendance specialists, we offer one to one sessions whereby regular opportunity to discuss challenging case scenarios and find best practice, solution focussed approaches, are a planned part of CPD.

Our offer to provide CPD to complement that already offered by school ensures your attendance officer will have access to the most up to date guidance and will be empowered to respond confidently and with impact, even in the most challenging scenarios.

Working to address attendance matters within the current climate continues to be testing. As attendance must remain a priority, attendance officers will be better equipped and better supported when regular, effective case support is sought.

Sessions will:

- Provide personalised one to one case advice
  - Support lone worker personal wellbeing, efficiency and impact
  - Enable participants opportunities to reflect on their own practice and build their knowledge base
  - Improve clarity and objectivity in decision making
  - Deliver better outcomes through exploring and discussing new ideas
  - Identify further development opportunities
- 

### **Individual 3-hour sessions – cost £200**

For schools who may wish to further enhance their existing SLA support packages, we continue to offer 3-hour sessions. Multiple 3-hour sessions to meet delivery requirements can be purchased alongside your SLA.

For schools who may consider purchasing minimal support, as and when required, rather than a regular SLA, whilst we endeavour to offer 3-hour sessions (and multiples of 3-hour sessions to meet delivery requirements), please be advised that whilst we will always do our best to try and meet need, this cannot always be guaranteed, and may not be with the same

[schoolImprovement@worcschildrenfirst.org.uk](mailto:schoolImprovement@worcschildrenfirst.org.uk)

Telephone:  
**01905 844490**



### School improvement consultancy

Maximise your school capacity to raise standards and improve outcomes for learners by working in partnership with us. We will make sure we understand the context of your school, its specific challenges and needs and establish coherent development strategies at all levels of the organisation to bring about sustainable improvement.

Our school improvement service offers a comprehensive menu of bespoke consultancy (delivered through School Improvement Professionals, Learning and Teaching Professionals and external associates) and professional development to support whole school improvement and help you achieve your goals.

#### Key service features

With the on-going challenges of the pandemic and the pressures around the inspection framework and other external accountability measures, our tailored consultancy visits will provide the challenge and insight that headteachers and senior leaders value, but provide the opportunity for you to set the agenda, ensuring that the focus will be supporting your school to achieve your goals.

Activities might include:

- joint monitoring activities such as lesson observations/learning walks/ work scrutinies, learner discussions to validate school judgements
- preparation for inspections including:
  - external quality assurance of the school self-evaluation and improvement plan
  - guidance on how to identify key data trends and identification of key lines of enquiry
  - preparing the monitoring and evaluation evidence base and analysis
  - preparing SLT and governors for leadership interviews.
  - school website and policy compliance review
  - managing communications for parents and carers
- tailored staff professional development
- support with strategic planning and self-evaluation processes
- coaching support for leaders or to support improvements in teaching and learning

#### Benefits

- Receive a tailored, bespoke programme of support
- Engage in professional discussion to support self-evaluation and identification of areas for further development
- Build leadership capacity amongst staff
- Receive up-to-date expert guidance to help secure further improvement

#### Cost

£335 (3 hours). Upon enquiry an advisor will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

#### Contact details

[Schoolimprovement@worcschildrenfirst.org.uk](mailto:Schoolimprovement@worcschildrenfirst.org.uk)

# Headteacher appraisal

In maintained schools, academies and free schools, governing boards have a statutory duty to appoint an external adviser for the headteacher/principal appraisal process. Our advisers have the skills, experience and objectivity to provide the level of support and advice required to ensure a robust headteacher appraisal process.

The three-and-a-half-hour session provides:

- pre-visit preparation
- on site meetings with the headteacher and appointed governors to facilitate a review meeting and setting objectives
- agreed monitoring arrangements
- post-visit drafting of review statement and agreed objectives

## Benefits

- Support governors and headteachers in undertaking the appraisal process
- To support the setting of clear and measurable objectives
- Provide impartial guidance and support

## Costs

£335

## Contact

[SchoolImprovement@worcschildrenfirst.org.uk](mailto:SchoolImprovement@worcschildrenfirst.org.uk)

Ofsted's revised framework has placed curriculum at the centre of the accountability framework. This provides an opportunity to focus on the importance of the curriculum in shaping and supporting your pupils' life chances and accelerating their achievement.

We can undertake an objective whole school review of your curriculum or focus on specific subjects and evaluate whether you are effectively meeting the learning needs of all pupils in core and foundation subjects.

Consultancy may include:

- practical advice and guidance on developing an inclusive curriculum
- supporting curriculum design, planning and assessment
- developing specific teaching and learning strategies to support curriculum delivery
- support to plan for progression and transition
- mentoring subject coordinators and new or non-specialist teachers
- provide ongoing professional development for teachers
- interviews with middle leaders regarding curriculum change and transition
- interviews and/or surveys with pupils regarding engagement and challenge in their lessons
- scrutiny of pupils' work across key stages and curriculum areas
- observations or learning walks in specific curriculum areas
- workshops and/or individual support to curriculum areas on resources to engage and challenge all learners

## Benefits

Whole school, phase and targeted reviews can:

- give senior leaders, governors and subject/phase leaders confidence and reassurance about the quality of the schools' curriculum and that the curriculum meets government expectations
- support the identification of curriculum priorities and plan how to address them to secure accelerated achievement and greater social mobility
- improve outcomes for pupils through improved levels of engagement and challenge
- create a renewed energy and interest to identified areas of curriculum
- develop the leadership capacity of staff
- Secure sustainable improvement

## Costs

£284 (3 hours) Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Contact

[SchoollImprovement@worcschildrenfirst.org.uk](mailto:SchoollImprovement@worcschildrenfirst.org.uk)

# Primary assessment support and moderation

All non-maintained schools (academies and free schools) are required to select an authorised service provider for key stage 1 and key stage 2 monitoring and moderation activities. As set out in the statutory guidelines, all non-maintained schools are responsible for ensuring all such agreements are in place and that they comply with the national assessment arrangements as part of their funding agreement. (Please refer to ARA guidelines for key dates).

## KS1 assessment support and guidance package

(first and primary schools)

This includes the following:

- Allocation of an authorised provider to oversee monitoring activities and a written local agreement to confirm provider to STA
- e-mail and telephone access to a team of qualified advisers who can give advice relating to assessment, including teacher assessment and statutory testing arrangements
- advice on the Phonics Screening Check and P Levels
- monitoring of KS1 tests
- advice on teacher assessment of writing for year 2 (Please note: This DOES NOT include moderation package – see below)

## KS2 assessment support and guidance package

(primary, first and middle school)

This includes the following:

- allocation of authorised provider to oversee monitoring activities
- e-mail and telephone access to a team of qualified advisers who can give advice relating to assessment, including teacher assessment and statutory testing arrangements
- advice on the Phonics Screening Check and P Levels
- monitoring of KS2 tests
- advice on teacher assessment of writing for year 6

## Primary assessment support and guidance package

(primary schools with KS1 and KS2 pupils)

This package is for schools who have pupils in KS1 and KS2 and incorporates both the KS1 and KS2 support and guidance packages (as outlined above).

## Moderation packages

Should your school be selected for a statutory moderation visit there will be an additional cost.

### Key stage 1 moderation package includes:

- half-day moderation visit to the school by an

assigned moderator(s) to verify teacher assessment judgements in reading, writing and maths

- a brief written report and suggestions for next steps

### Key stage 2 moderation package includes:

- an assigned moderator(s) who will visit the school to verify teacher assessment
- a brief report focused on judgements in writing and suggestions for next steps

## Maladministration and appeals support

In the event of a school being investigated for maladministration, support can be provided. The nature and scope of the support will need to be discussed with the Statutory Assessment Lead and a package/cost of support agreed.

## Costs

- KS1 assessment support and guidance package: £160
- KS2 assessment support and guidance package: £160
- Primary assessment support and guidance package (KS1 and KS2): £300
- Moderation packages: key stage 1 and key stage 2 assessment packages:
  - 0 – 30 pupils in KS cohort (1 assigned moderator) - £470
  - 31 – 60 pupils in KS cohort (1 – 2 assigned moderators) - £840
  - 61 or more in KS cohort (2 – 3 assigned moderators) - £1,210

## Contact

[SchoolImprovement@worschildrenfirst.org.uk](mailto:SchoolImprovement@worschildrenfirst.org.uk)

## Training

In addition to the above support packages we also offer an additional range of support and training to cover statutory assessment in Y2 and Y6 and in-school assessment for all year groups. This includes:

- supported moderation for Y2 and Y6 statutory teacher assessment
- moderation support for school and clusters of schools in any year group
- 2022/23 assessment updates for KS1/KS2

## Governor services consultancy

Specialist support, advice and guidance for governing boards is provided by experienced trainers and facilitators who have in depth knowledge of governance and leadership to support the work of the governing board.

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### The effectiveness of the governing board

We can provide consultancy to help improve the effectiveness of the governing board

- Monitoring and evaluation
- Governor visits
- Ofsted ready!
- Working with the clerk – effective clerking
- Governor self evaluation
- Headteacher appraisal
- Ofsted framework

### Effective leadership and management of the governing board

- Working with the headteacher/Working with the clerk
- Leading and managing the governing body

### Effective clerking

- Taking effective minutes
- Preparation for clerks accreditation
- Working with the chair/headteacher/governors
- Being Ofsted ready

## Costs

£284 (3 hours) Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 3-hour sessions can be purchased to achieve delivery.

## Contact

[governorservices@worcschildrenfirst.org.uk](mailto:governorservices@worcschildrenfirst.org.uk)

### The subscription includes:

- school governance procedural support, advice and guidance for maintained schools and academies, from experienced governance advisers during term-time, accessible via the Governor Services telephone helpline and via the Governor Services email address
- inclusion in clerks' mailings, including updates on changing legislation, regulations and policies which may affect your governing board
- weekly Governor Alert mailings providing governors with a brief update on recent news and links to external resources
- clerk to governors access to the Governor Services password encrypted webpages, where they will be able to download procedural guidance notes/ templates, access the Governor Services weekly Governor Alerts and find useful links to external documents
- access to discounted comprehensive governor training and development programmes, saving on average 20% on every WCF Governor Services course
- a 'New Governor Welcome Pack' for new governors of subscribing schools; sent direct to new governors of maintained schools and accessible via the Governor Services secure webpages for academy schools
- a 'Clerk to Governors Welcome Pack' sent direct to your new clerk to governors when appointed



### **Additional services available**

- The option to purchase 11 monthly editions of the Bristol University Document Summary Service at a discounted rate
- Bespoke governor training for a governing board, MAT/MAC or cluster of schools at reduced price for subscribing schools

### **Costs**

£284

### **Contact**

[governorservices@worcschildrenfirst.org.uk](mailto:governorservices@worcschildrenfirst.org.uk)



## External review of governance

We offer a consultancy service to audit the effectiveness of governance and provide support for the governing board to ensure they meet the 3 core strategic functions.

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This can be delivered in response to:

- an Ofsted requirement following an inspection
- a recommendation by the school's school improvement adviser
- the governing boards own self evaluation

Whatever the rational for the external review of governance the audit will ensure governing boards develop clear strategies to improve the effectiveness of governance meeting the 3 core strategic functions and statutory responsibilities.

The external review of governance identifies areas for development and provides guidance on how these can be achieved and improved on in relation to Ofsted inspection criteria.

The objective of the review, when recommended by Ofsted, is to enable the school or setting to move from a judgement of 'requires improvement' to at least 'good' at the next inspection. For schools/settings with a judgement of 'inadequate' the objective is initially move to 'requires improvement' and then to at least 'good'.

This review can be purchased by any school, at any time.

Package 1 is 2.5 days consultancy time

Package 2 is 3 days consultancy and includes a 3 hour follow up progress review of the action plan after three months

## **Worcestershire Children First**

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