



Policy on transition from Language Base to a mainstream setting
June 2021

Provision for a Pupil Transferring from LB to Mainstream

The decision for a child to return to mainstream from the Language Base

A decision will be made by the Local Authority at the point that the child's speech, language and communication no longer needs intensive intervention from the Worcestershire SALT team. A dialogue will take place between the LB class teacher, parents/carers, Speech and Language Therapist and the SENDCo, in order to conclude the most appropriate next setting.

Transition is seen as a success for pupils and families: the base has achieved its purpose. Although this is another transition/change for the pupil, those who are remaining at LHPSN will already have been accessing mainstream lessons and will be familiar with the peer cohort and class teacher. Those transitioning to a different setting will have access to the new setting through transition meetings and visits.

Parents/Carers will need to apply for a place in the mainstream setting of their choice, through the Local Authority. The children's original place in mainstream will be held for one term following their start date in the LHPSN language base but if provision is deemed appropriate after this term this place will then be offered to other pupils.

The Half term before transition

The pupil will already have been accessing regular mainstream lessons within LHPSN. Adult support will have been reduced gradually to promote independence.

The LB and mainstream teachers within LHPSN will have ensured:

- That a thorough handover meeting has taken place
- That the pupils are settled and have their own place in the classroom

- That there is a booklet of photographs if needed - entry door, playground. This may be in the form of a social story
- The IPM will have been written by the LB teacher for the first term in mainstream
- Health care plans will have been updated
- The pupil passport will have been provided by the LB teacher to the mainstream teacher to ensure all information that needs to be shared about the pupil has been
- Assessments in line with their cohort would take place in areas of maths and English and outcomes including any gaps in learning shared with the mainstream teacher.
- Any EHCP recommendations would be shared with and planned for by the class teacher or teaching assistant.
- Any resources the pupil uses would be passed on; visual timetable, wobble cushion, pencil grip etc
- Classrooms are equipped with resources to support a wide range of additional needs

The school will adapt to meet any evidence based pupil need.

Potential Barriers to take into consideration

The pupil may find it difficult initially integrating into a larger class, going from 10 to 30

The staff in the Language Base know the pupils really well, mainstream staff will need time to develop this relationship and get to know the pupil.

Pupils joining after extended time out of school

- The pupil will be taken back to the last point they were comfortable with and then reintegrated
- Transition may be more difficult because of time the pupil has had out of school
- The pupil may need to re-establish daily routines
- School will provide social and emotional support via mental health first aider

Term 1 - Pupil has joined their mainstream class

Routines will be established, friendships supported and early assessments are carried out.

If the pupil needs additional academic support this will be delivered by either the class teacher or assistant in small groups. Intervention includes pre-teaching and precision teaching usually focused on fluency in reading, spelling and number. Interventions take place for 6-12 weeks and impact is measured and tracked to

ensure pupils are making progress.

If the pupil needs support in developing social skills, there are two pastoral teaching assistants who are employed full time and work across the school on a needs basis. They are highly skilled. One is mental health first aid trained, another is a designated safeguarding lead.

Pupils' targets are reviewed termly via an IPM (Individual Provision Map) and annually if the pupil has an EHCP. The speech and language therapist will continue to monitor the pupil within the first term to ensure a smooth transition.

Parents are invited to parents' evenings in line with mainstream classes.

All children who leave the language base will be visited by the Speech and Language Therapist in their first time within the new setting to ensure that progress has been maintained and that appropriate ongoing support is in place.

Term 2

The pupil continues to benefit from the mainstream team around him/her.

Advice is always taken from other professionals as appropriate.

The routines are now fully embedded.

Children with special education needs and/or disabilities

Pupils may remain on the school SEND register if they have additional needs beyond their speech and language. Once in mainstream they will transfer to the caseload of Mrs Williams as main school SENDCo. The pupil may remain on the register for a short amount of time, until they are working at their age related expectation or may remain on the register for longer as we put support and interventions in place to help them to achieve their full potential.

Children who have left the Language Base to integrate into the mainstream will be invited back for the Language Base special events such as the end of Year Picnic.

Strengths/Training across school

NASENDCo Award - HT and LB teacher

SENDCo Leadership development programme - DHT/SENDCo mainstream

Mental Health First Aid - DHT/SENDCo and Pastoral Support Assistant

Thrive Accreditation - DHT/SENDCo

Building resilience in the classroom - DHT/SENDCo

Precision Teaching Training - All TAs

SEND training - All Teaching staff (2019)

Speech and Language training - Whole Staff (2019/20)

Supporting SEND pupils with remote learning - All teachers
Developing skills as a Trauma informed school - DHT/SENDCo
High standards and inclusive curriculum for all - HT and DHT/SENDCo
Meeting the needs of anxious children in school - 2 x **Pastoral Learning Mentors**
Mental and emotional health in school - **Pastoral Learning Mentor**

We employ two full time Pastoral Learning Mentors who carry out daily 'check ins' with children who are anxious including meeting them at the door and helping them enter the school.

The school regularly makes referrals to or seeks advice from; the Umbrella Pathways Team, Allenscroft Pediatricians, Worcs Pediatricians, OT, SALT, Touchstones bereavement support and the School Nursing Team.

What external agencies or services does the school have access to? How does the school access these services?

Dr Daniel Rouse, Educational Psychologist, Bright Futures Psychology is the school's EP and provides weekly advice, training and support to the school; children and families. The school has an annual service level agreement with Bright Futures Psychology.

Worcestershire Positive Behaviour Team also work closely with the school and staff providing advice, training and support to the school; children and families. The school has an annual service level agreement with PBT.

Stephen Fessey, Worcestershire Children First Complex Communication Needs Team also works with the school to provide advice and support to school children and families. The school works closely with the CCN team to ensure each pupil with ASD has the necessary resources in place for them to be successful in school. Recommendations made by the CCN team are actioned by the class teacher and monitored by the SENDCo. Parents are informed of what is in place for their child and their input is sought for the writing of IPM targets and reviews.

The school has a designated Family Support worker who delivers parental workshops on issues such as helping an anxious child. The FSW also works with identified families to support any needs in the home.

Other agencies we work with include the outreach team at Chadsgrove Special School e.g. receiving support and equipment, therapy sessions etc

Sarah Winwood is the LA SEND link for the Language Base at LHPSN

As well as the school's Early Help Offer which is shared with parents via the

website and regular newsletters, we also share useful websites with parents to help with issues such as the NHS Reach4wellbeing site, the NSPCC and the Koth website.