



Policy on transition from Language Base to a mainstream setting  
September 2023

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 Speech and Language therapy team at the point that the child's speech, language and communication no longer needs intensive intervention for the Worcestershire SALT team. A dialogue will take place between the LB class teacher

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.

**The Half term before transition**

Adult support will have been reduced gradually to promote independence.

**The LB and mainstream teachers will have ensured:**

- Children are settled and have their own place in the classroom
- Booklet of photographs if needed - entry door, playground
- 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, wiggle 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.

#### **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
- Need to establish daily routines again
- School will provide social and emotional support via mental health first aider

#### **Term 1**

Routines established - to provide security.

Friendships supported - group work, collaboration.

Rewards and encouragement - golden tickets, stickers.

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 would be reviewed regularly - EHCP, IPM

Parent Evenings in line with mainstream classes.

#### **Term 2**

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

Advice always taken from other professionals as appropriate.

Routines embedded.

**Barriers**

Being part of a bigger class - going from 10 - 30

Interaction and communication

LB staff know children very well, mainstream staff may not always recognise 'tells' at the start.

(e.g. body language and facial expressions that indicate pupil is unhappy)

**Strengths/Training**

NASENCo Award - DHT and LB teacher

SENDCo Leadership development programme - DHT/SENDCo mainstream

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

Autism champion and lead ASD - LB2 Teacher

Trauma Informed Schools 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?**

**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 access to Family Support workers** who deliver 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

**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.**

## **The Curriculum**

How do pupils access the National Curriculum?

We are passionate about providing a broad and balanced curriculum where all children can achieve, with deep and sustainable learning. Indeed, the National Curriculum is a mastery curriculum and one that is taught at LHPSN through the use of a mastery approach, delivered through many ways listed below:

- 1) **We set high expectations for all our pupils and are ambitious in the curriculum targets we set. This allows all children to achieve the best they can across the curriculum.**
- 2) **Our inclusive, mastery approach ensures we keep all of our children learning together. Any barriers that some children may have in accessing learning are removed through appropriate scaffolding and support. This is achieved with additional resources, time and adult support for the full range of tasks set. Simply put this means teachers are constantly providing different ways for pupils to show their mastery of our curriculum content. Differentiation is about doing tasks differently, rather than doing different tasks.**
- 3) **The teaching and support staff at Lickey Hills have all had access to high quality professional development to ensure that all are skilled in providing the support and challenge needed by all learners, ensuring their potential is realised across the**

## **Curriculum.**

4) Through our constant **assessment for learning strategies and monitoring**, we instantly recognise and adapt our teaching to provide the targeted support required by some children and mentioned above, after the first wave of high quality teaching. Learners who grasp concepts rapidly are challenged with deeper questioning and reasoning.

5) Throughout our entire curriculum, we expose all children to high level vocabulary to develop the use of such vocabulary and language, questioning and opportunities to think more deeply, to ensure and embed a secure understanding built on existing firm foundations of skills and knowledge.

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