

# Education Services Directory 2023 / 2024



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## 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 our 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 responsible 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 this directory, that you think we could offer that you need support with.

- Email: [Schoolservices@worcschildrenfirst.org.uk](mailto:Schoolservices@worcschildrenfirst.org.uk)
- Telephone :01905 844300

## Early Bird Discount

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 31 March 2023 for maintained schools and by 31 July 2023 for non-maintained schools.

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

Visti the [e-store \(opens in new window\)](#) to find out more

## New for 2023

Look out for our NEW Services for 2023 throughout the directory.

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

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

- Email: [Schoolservices@worcschildrenfirst.org.uk](mailto:Schoolservices@worcschildrenfirst.org.uk)
- Telephone :01905 844300

## Training and Conferences

Finding time to focus on continuing professional development can be difficult during these challenging times.

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, inclusion, safeguarding, SEND, leadership and governance, behaviour and much more.

To find out more visit:

- [WCF Education Training \(opens in new window\)](#)
- [WCF Education Conferences \(opens in new window\)](#)

Book training or conferences directly on the [CPD website \(opens in new window\)](#)

### Join our mailing list.

Would you like to receive emails on the latest training, conferences or events, offers and updates from Worcestershire Children First Education Services then [Sign up to our mailing list \(opens in new window\)](#)

## Inclusion and SEND



## Support for SEND and Inclusion

Enhance the effectiveness of SEND/Inclusion policy and practice in your school through providing bespoke consultancy.

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

- undertaking a SEND Health Check
- developing and embedding a clear graduated approach to meeting the needs of pupils with SEND
- joint monitoring activities such as learning walks, lesson observations, learner discussions.
- 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
- understanding SEND funding streams and evaluating impact of expenditure.
- exploring curriculum access and adaptive teaching approaches
- considering Ofsted readiness
- guidance in relation to requests for needs assessments.
- 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

- Strengthen skills, knowledge and understanding of leaders and staff 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:** £352 (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)

**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](#) ([opens in new window](#))



## SEND Review

A SEND specialist from the School Improvement Team will work alongside the school SEND/inclusion Leader to undertake a rigorous review of SEND in your school and model effective practice.

As part of the Review process, the WCF SEND Audit tool will be used to 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 provision and outcomes for pupils with SEND.

By completing the SEND review, the school will gain:

- 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.
- A review of the effectiveness of the SEND statutory policy documentation.
- A 'snapshot' evaluation of the quality of classroom provision and adaptations to meet need.
- A clear and comprehensive overview of the school's Graduated approach and the effectiveness of intervention programmes in meeting pupils' needs.
- Guidance in developing a comprehensive SEND CPD programme for staff at all levels.
- An evaluation of the effectiveness of data tracking systems to determine the impact of provision on learner progress and outcomes.
- Guidance on effective Governance for SEND
- Identification of priority areas for SEND development which can 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 (dependent upon size of school):** £704 (6 hours); £1,056 (9 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)



## Support for Pupil Premium

Our team can provide 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:

- bespoke consultancy with a range of school leaders, including governors
- a review of key policy documentation
- support and guidance in relation to documentation and statutory website compliance
- support and guidance in constructing an effective pupil premium strategy
- 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, learner discussions
- analysis and evaluation of school data to determine the impact of provision on learner progress and wider outcomes
- developing provision management systems to effectively map and evaluate the quality and impact of provision in place
- providing recommendations to ensure that all learners make sufficient progress and that attainment gaps are narrowed between different groups
- providing exemplar templates, tools and materials

### 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:** £352 (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@worcechildrenfirst.org.uk](mailto:SchoolImprovement@worcechildrenfirst.org.uk)

## 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:

- guidance and support to improve your school's Pupil Premium strategy
- 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 narrow gaps 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

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

- preparation for visit involving scrutiny of Pupil Premium documentation and achievement data
- on-site visit to school working alongside the Pupil Premium Leader and other key staff
- 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 is more suitable for larger schools.

**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: £1,054 ; Level 2: £1,405

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

## 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:** £273 (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 POA
- Introduction to Down Syndrome POA
- Effective early identification for SEND 4 hours POA.
- Individual provision mapping POA
- Inclusion funding workshop - 2 hours POA
- new to role of SENCo training (includes send code of practice and role of SENCo) - 4 hours POA.

## 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.

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 (6 hours)

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



## SENCO Leadership Programme

The SENCo leadership programme has been designed and developed around the SEN Code of Practice and Ofsted Education Inspection Framework to ensure schools are meeting their statutory duties and that support for pupils with SEND is highly effective. The programme will equip participants with the skills to develop a more strategic approach to leading SEND and enable participants to reflect on current practices to identify how approaches can be adapted to greater influence other key staff and further develop an inclusive school culture.

To enquire and register your interest in the SENCo leadership programme, contact:

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

## WCF Inclusion Support Services

WCF Inclusion Support Services (formerly known as SEND Support Services) continue to work collaboratively to support children, families and educational settings in Worcestershire. The teams that make up WCF Inclusion Support Services are:

- Complex Communication Needs/Autism Team
- Educational Psychology Service
- Learning Support Service
- Sensory Impairment Service

Each team have their individual package offers which can be found on the subsequent pages, or on their websites, however, there are common features of these services that are important to share.

Firstly, all Inclusion Support Services are supporting the graduated approach in settings through embedding the assess-plan-do-review cycle into all areas of their work. No matter which service you are working with, all will work collaboratively with you through a consultation approach to ensure any outcomes and interventions jointly agreed are reviewed with themselves in a timely manner to ensure impact is measured and next steps identified. To enable this, within any package of support you purchase, planning and review time has been included.

All services also employ a consultation model of service delivery. Consultation is about working with the staff of a school or setting to help them think through the issue, clarify the problem and then develop solutions to the problem. (DfEE 'Future Directions Report 2000') Within this model there is an implicit move away from emphasising the importance of within child factors as the key to finding solutions. The role of Inclusion Support Services is to help the adults solve the problems that they experience in helping children to learn and understanding and supporting their emotional regulation and presenting behaviours. It is these conversations that we have with teachers and other adults that are the most powerful agents for bringing about change.

What do we mean by consultation?	Consultation provides a structure and opportunity for adults to explore what will help a CYP access the social and learning opportunities available to them in their setting.
Who will be at a consultation?	The consultation will be attended by the adults who requested Inclusion Support Service for help to understand and meet the needs of a CYP. It will also be attended by other adults who know the CYP well (e.g., families, other professionals involved), depending on the context.  The Inclusion Support Service team will use their specialist knowledge to enable those at the consultation to find solutions
Will there be a report?	The ISS team member who has attended the consultation will write a summary. Everyone at the consultation will get a copy and a copy will always be sent to the family.
What will happen next?	The adults who attended the consultation will put in place the plan that was agreed at the consultation
Review	After an agreed time there will be a review meeting

It is important that Inclusion Support Services help staff and colleagues to find their own solutions. These will be more durable and carry more commitment than solutions offered as advice that they are expected to adopt. Because the process of consultation engages staff in creating their own solutions in their own classrooms, this model of service delivery is inherently biased towards inclusion and intrinsically fosters school improvement. It also fits in well with a social model of disability. To help adults solve their problems, it logically follows that Inclusion Support services need to spend most of their time with the adults who are dealing with the matter. In many cases a solution-focused approach can go directly to conversations about solutions without engaging in unnecessary work with the child first. Assessment remains an important component of our remit but will be focused and purposeful.

Lengthy traditional reports are not, on the whole, effective agents of change and are also very time consuming. They should not therefore be a routine part of our practice. Reports should only be provided when there is an explicit and justifiable purpose. There should however be clear, consistent records of work. These will normally be provided through the 'Discussion Records', which accompany the consultation process as an integral part of the settings' assess-plan-do-review cycle.

### **Joint Packages**

All ISS teams have their separate support packages which are detailed in this brochure, however, there are opportunities to buy combined packages of CCN, LST and EPS by contacting our traded services directly at [schoolservices@worcschildrenfirst.org.uk](mailto:schoolservices@worcschildrenfirst.org.uk) and bespoke packages can be developed to ensure that the needs of your setting are met.



## Autism / Complex Communication Needs (CCN)

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:** £546 (6 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 6-hour sessions can be purchased to achieve delivery.

- Package 1 (114 hours): £9,066 (saving of £1,308)
- Package 2 (57 hours): £4,532 (saving of £655)

### High Quality Training – Refer to eStore for prices.

- Practical, directly relevant training, such as:
- Creating an Autism Friendly Classroom
- Autism Champion Programme
- Autism Mentor Programme
- Girls and Autism

- Demand Avoidance in the classroom
- Emotional Regulation
- How to deliver evidence-backed social skills groups
- Modelling good autism practice

Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.

**Contact:** [Autism@worchildrenfirst.org.uk](mailto:Autism@worchildrenfirst.org.uk)

## Educational Psychology

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 Needs 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 WCFs values and aims, 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 schools to make the most of their resources.

### 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:**

There are five core functions that underpin the work of WCF EPS:

- **Consultation:** Our service works through a consultation model of service delivery, which is a collaborative, preventative, problem solving approach. EPs use psychology to empower others to solve problems. Consultation can be used across a range of systems (individual, group, family, staff) and can also include supervision and coaching for specific staff groups e.g. DSL supervision.
- **Assessment:** Our EPs adopt a range of assessment styles and tools to understand the needs of the child or young person and promote their inclusion in the educational setting as part of the graduated 'assess, plan, do and review' model. Assessment may be via observation, staff/ parent consultation and at times direct assessment with a child/ young person. Assessment tools might include classroom observation, standardised assessment or dynamic assessment for example.
- **Intervention:** Our EPs offer a wide range of evidence-based tiered interventions (at the individual, small group, whole class, systemic for example) designed to support children and young people with complex SEND. Intervention may also include problem solving frameworks and collaborative approaches with the adults in the wider system around a child to promote effective and long-lasting change and build capacity for those we support.
- **Training:** Our EPs offer a range of training support for the education settings we work with. Training is offered at an individual, group and systems level linking research and psychological theory with practice. We are fully engaged with a number of authority-wide training programmes (e.g. ELSA and Emotionally Based School Non-Attendance) and we also offer a small range of centrally held training courses for educational professionals to attend across the year.
- **Research:** Educational psychologists are applied psychologists and as a service we have a number of EP colleagues who are involved in designing and carrying out research, exploring new ideas and promoting effective educational practice. We also have close links to EP Doctoral training courses and each year have a significant number of trainee colleagues who work alongside us who are active in their research endeavours.

**Packages and Costs:** There are a range of packages available to reflect the range of settings and needs across Worcestershire.

- Package 1 – Small School package – under 100 pupils - (9 hours) - £945
- Package 2 (18 hours) - £1,890
- Package 3 (27 hours) - £2,835
- Package 4 (36 hours) - £3,780
- Package 5 (45 hours) - £4,725
- Package 6 (54 hours) - £5,670

All packages of 18 hours and above include an additional 1 hour for an initial planning meeting to agree work across the year.

All packages will run from 1<sup>st</sup> April 2023 – 31<sup>st</sup> March 2024. 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. This also means that packages are not designed to be delivered within a single term, but throughout

the whole year. Academies will be charged in September for this, even though work will begin in April.

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

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

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

## Emotional Literacy Support Assistants (ELSA)

WCF EPS are excited to be able to continue 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.

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 discussion, activities and sharing of helpful resources. Resources to support work as an ELSA are shared. The initial training covers the following areas of emotional literacy:

- Day 1 – An Introduction to ELSA and emotional literacy
- Day 2 – Security and affiliation (sense of belonging)
- Day 3 – Self-esteem, motivation and developing feelings of competency and self-efficacy.
- Day 4 – Loss and bereavement
- Day 5 – Managing emotions and social/friendship skills.
- Day 6 – Active listening, therapeutic stories and measuring outcomes.

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 the morning 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 ongoing 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

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

September 2023 – Dec 2023 (19/9/23; 04/10/23; 19/10/23; 14/11/23; 29/11/23 and 7/12/23) - £605

The price of the course will include the first two supervision sessions. Attendees of the course will need to subscribe to further supervision sessions from April 2024 per ELSA which includes a half-termly 2-hour supervision session; 6 sessions in total over a full year. Costings will be provided for this as part of the course delivery.

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





## 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@worschildrenfirst.org.uk](mailto:Hdavies@worschildrenfirst.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.

Support available from the EAL service includes:

- bespoke consultancy
- termly networking meetings and a range of training workshops for EAL coordinators, ECTs, 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:** 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 £273 (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@worcchildrenfirst.org.uk](mailto:EAL@worcchildrenfirst.org.uk)

## English as an additional language (EAL) audit

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

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:** 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 £273 (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@worcchildrenfirst.org.uk](mailto:EAL@worcchildrenfirst.org.uk)

## Learning Support

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.

Co-production of SMART targets helps staff to prioritise areas of need.

### 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.

### 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.

### Training

- Bespoke training packages tailored to schools' needs are available.
- Centralised training is offered, this year focussed on Early Career Teachers to help them to develop inclusive multi-sensory classrooms to support pupils with a variety of learning needs. Further details are available via the CPD online portal.

### Service delivery

- Support is delivered for 6-hour 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 one day 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.

### Benefits

- Vulnerable pupils make progress, and the gap is narrowed.
- Improved access to the curriculum through the promotion of inclusive practices
- Inappropriate behaviours stemming from previously unidentified or unmet learning needs are reduced.

### Other Packages Available

SLA Title	Description	Delivery
Single Assessment and Consultation	Single assessment and consultation to prioritise needs and set and review targets	6 hours
Dyslexia Identification	Single assessment and review of evidence collected by school. Formal identification of dyslexia if appropriate	6 hours
Intermediate Package for Child Assessments	Time purchased can be used for assessments, bespoke training, modelling of interventions, consultation and advice with SENDCo, Exam Access Arrangements and support with documented implementation of the Graduated Response.	60 hours
Intermediate Package for Child Assessments	Time purchased can be used for assessments, bespoke training, modelling of interventions, consultation and advice with SENDCo, Exam Access Arrangements and support with documented implementation of the Graduated Response.	120 hours
Small Package (Assessments)	Equivalent to 3 assessments or combination of assessments and training	18 hours
Medium Package (Assessments)	Equivalent to 5 assessments or combination of assessments and training	30 hours
Learning Support – One-hour sessions	Single hours can be purchased to supplement other packages. This service can only be purchased AFTER other packages have been ordered.	1 hour

**Costs:** £590 (6 hours). Upon enquiry an adviser will recommend the number of hours required to meet your needs. Multiple 6-hour sessions can be purchased to achieve delivery.

- **Every Week package (32 weeks for £16,522 (saving £2,528)** – Schools purchasing the “Every Week” package will be allocated a named teacher to work with them on one day a week for 32 weeks of the year.
- **Small school package (18hrs, NOR <100): £1,520**
- **Single Assessment and Consultation (6 hours) - £590**
- **Dyslexia Identification (6 hours) - £590**
- **Intermediate Package for Child Assessments (60 hours) - £5,450**
- **Intermediate Package for Child Assessments (120 hours) - £10,700**
- **Small Package (Assessments) (18 hours) - £1,600**
- **Medium Package (Assessments) (30 hours) - £2,850**

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 £100 an hour.**

**Where service delivery involves a child assessment and the school/setting is aware of the child’s absence on the appointment date, it is the setting’s responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

Contact [LST@worchildrenfirst.org.uk](mailto:LST@worchildrenfirst.org.uk)

## 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. 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 a service with a proven, successful track record.
- Settings are compliant with the 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.

**Where service delivery involves a child assessment and the school/setting is aware of the child’s absence on the appointment date, it is the setting’s responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

**Costs:** £128

**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

### 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) – £476.

### Benefits

- Raised outcomes for pupils with sensory impairments from a service with a proven, successful track record.
- Settings are compliant with the 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.

**Costs** £238 (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.

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

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

## 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.

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:** £238 (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.

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

**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 pupils

### Training

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

### Additional examples of support

- Specialist equipment support and loan to independent and FHE setting.
- Habilitation training for out of county pupils or settings
- 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) - £476.

### Benefits

- Raised outcomes for pupils with sensory impairments from a service with a proven, successful track record.
- Settings are compliant with the 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.

**Costs:** £238 (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.

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

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

## Braille competency in education test

Staff supporting children and young people with vision 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.

- Support staff in settings can 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 Brail lists in settings.

**Costs** £70

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

**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 multi-sensory 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.

### Specialised assessment and reporting

- Assessment and support of learners with low level vision and/or hearing difficulties and complex needs.
- 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 a 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** £238 (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.

**Where service delivery involves a child assessment and the school/setting is aware of the child's absence on the appointment date, it is the setting's responsibility to contact the named professional as soon as possible to inform them and arrange alternative dates.**

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

## SEND Adaptations Audit **\*\* NEW for 2023 \*\***

A detailed check of classrooms, buildings and the immediate environment to provide advice on accessibility.

### **How accessible is your setting?**

We offer an audit of your setting by a Qualified Habilitation Specialist and Educational Audiologist with a full report to include recommendations for best acoustics and access. These can help make your setting Equality Act compliant through reasonable adjustments.

### **Benefits**

- Accessible learning environments
- All students benefit from an acoustically friendly learning environment and are enabled to achieve their potential.
- Settings are Equality Act compliant.

**Costs** £476 (6 hours).

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

## Specialist Support Cover **\*\*New for 2023\*\***

A Specialist Sensory Impairment Practitioner will support pupils with a vision or hearing impairment when settings are recruiting or if school-employed TAs are absent, to ensure EHCP and other statutory requirements are met.

Our team of Specialist Practitioners will support pupils requiring British Sign Language (BSL), Braille or will support with resourcing and modifying the curriculum due to their sensory impairment. We offer cover for existing school-based TA staff absences and for periods when recruitment is taking place, to ensure all pupils access learning and experience continuity of provision. All our TAs hold additional Braille or BSL qualification and are highly experienced and skilled in their field, ensuring suitable provision in EHCPs continues and that pupils' needs are fully met.

### **Benefits**

- Child/young person experiences access to learning
- Statutory duties are met.
- Modelling of best practice to new staff following recruitment based on the specific needs of the child in their setting.
- Support with recruitment of an appropriate TA
- Consistent provision in times of school-based TA absence meaning no disruption to learning and child is not placed at a disadvantage.

### **Costs**

- £476 per week for full (30 hours) cover
- £238 per week for 15 hours of cover

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



## Safeguarding and Attendance



## Gypsy Roma Traveller (GRT) Support

To improve attendance, achievement and lifelong outcomes for Gypsy Roma Traveller 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 the 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 the 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 - £195
- Package 2 - block of 18 hours support - £1,129
- Package 3 - block of 36 hours - £2,140

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

**Contact:** GRT Team on [SFlanagan@worcschildrenfirst.org.uk](mailto:SFlanagan@worcschildrenfirst.org.uk)

## Safeguarding Subscription

The safeguarding subscription offers schools an enhanced focus of safeguarding. Make big savings on the cost of services when you purchase the Safeguarding subscription over standalone support packages.

The subscription includes.

### Core Offer

- Annual 1 day Safeguarding Audit (includes Single Central Record Audit)
- school complaint guidance and advice to all schools from stage 2 to stage 4
- 7-minute briefings training resource
- Low Level concerns – individual case support – advice and guidance

### Core Training Included within SLA

- Introduction to role of Designated Safeguarding Lead 6-hour session
- Designated Safeguarding Lead training 6-hour specific training for DSLs and DDSLs
- Peer Mentoring For DSL/DDSL 3-hour training
- MHFA Mental Health Awareness Training (3 hours)
- MHFA Mental Health First Aider (accredited by MHFA) (12 hours)

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

- Designated Senior Lead for Mental Health
- MHFA Youth champion
- Safer Recruitment in Educational Settings
- Managing Allegations against staff or volunteers
- Governor Safeguarding Training
- School employed only family support Workers FSW
- School Employed Family Support Worker Supervision sessions (1:1)
- Understanding the Single Central Record

### 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 & Academies	Independent Schools
Max 2 DSLs/DDSLs	£380	£1,080
Max 3 DSLs/DDSLs	£575	£1,275
Max 4 DSLs DDSLs	£825	£1,525
Max 5 DSLs/DDSLs	£1,055	£1,755
Max 6 DSLs/DDSLs	£1,265	£1,965
7 + DSLs/DDSLs	£1,470	£2,170

Contact [maddis@worcschildrenfirst.org.uk](mailto:maddis@worcschildrenfirst.org.uk)

## Standalone safeguarding support packages

### Safeguarding self-assessment audit

For independent schools only, who have not purchased the SLA.

**Costs:** £700

### Single central record health check

- For Schools who have not purchased the SLA
- Can be bought as an additional Package.

Schools and colleges must maintain a single central record of pre-appointment checks. Keeping Children Safe in Education 2023.

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 2023) and checking for gaps
- Health check report
- Telephone and email support
- A follow up visit to check on progress and offer further advice.

Cost: £260

## Safeguarding training

We offer a range of services and training which adhere to 'Keeping Children Safe in Education' (September 2023) 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

- **Introduction to role of Designated Safeguarding Lead** 3-hour session
- **Designated Safeguarding Lead training** 6-hour specific training for DSLs and DDSLs
- **Peer Mentoring** For DSL/DDSL 3-hour training
- **MHFA Mental Health Awareness Training (3 hours)**
- **MHFA** Mental Health First Aider (accredited by MHFA) (12 hours)

**Costs:** £410 per delegate for all 5 courses total of 27 hours training / 4.5 days

### Additional training

Training Course	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	Price dependent upon DFE Funding being available
MHFA Youth Mental Health Champion (accredited by MHFA) 1-day	£90	£180
Safer Recruitment in Educational Settings for business staff/HTS/DSLs/DDSLs 1-day	£90	£180
School employed only Family Support Workers (FSW) 1-day	£90	£180
Managing Allegations – 3 hours	£60	£120
Understanding the Single Central Record – 3 hours	£45	£90
School Employed Family Support Worker Supervision sessions (1:1) – 2 hours	£45	£90

**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)

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); £315 to schools.
- For the Whole Multi Academy trust and large schools (6 hours).
  - FREE to those trusts signed up to the SLA.
  - £630 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'.



## Quality of Education and Improvements





## Schools are working harder than ever to manage overwhelming pressures.

Our School Improvement Advisers are available to provide an external view and focus, to help schools deliver effective high-quality education and achieve positive outcomes for pupils.

The School Improvement offer to schools is bespoke and adaptable to ensure it is innovative and fit for purpose. Support is delivered through consultancy, reviews and training and can be adapted for a virtual environment if that better suits the school.

Contact the School Improvement team to talk about your current school needs:

Email: [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.

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-date expert guidance to help secure further improvement.

**Costs:** £352 (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)

## 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** £352

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

## Primary assessment 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)

**NB – We are awaiting confirmation from the Standards and Testing Agency for KS1 arrangements for 2024 and will confirm any necessary changes from September 23.**

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 visits 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

**(NB – We are awaiting confirmation from the Standards and Testing Agency for KS1 arrangements for 2024 and will confirm any necessary changes from September 23).**

### **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: £168
- KS2 assessment support and guidance package: £168
- Primary assessment support and guidance package (KS1 and KS2): £315
- Moderation packages: key stage 1 and key stage 2 assessment packages:
  - 0 – 30 pupils in KS cohort (1 assigned moderator) - £494
  - 31 – 60 pupils in KS cohort (1 – 2 assigned moderators) - £882
  - 61 or more in KS cohort (2 – 3 assigned moderators) - £1,270

Contact [SchoolImprovement@worcschildrenfirst.org.uk](mailto:SchoolImprovement@worcschildrenfirst.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
- 2023/24 assessment updates for KS1/KS2
- getting to GDS in writing at KS1 and KS2

## Curriculum and Subject Specific Consultancy

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** £298 (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)

## 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.

### **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** £298 (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)

## Governor services annual subscription

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 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, 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**

Bespoke governor training for a governing board, MAT/MAC or cluster of schools at reduced price for subscribing schools.

Costs £298

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.

This can be delivered in response to:

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

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

The external review of governance identifies the findings and key areas for development, providing recommendations and guidance on how these can be achieved. The recommendations will provide governors with strategies which will support them to create an evidence base to demonstrate governors meet Ofsted inspection criteria.

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.

### Costs

- Package 1: £1,491
- Package 2: £1,791

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

## Other Support Services



## School admissions distance measuring service

For academy, foundation, free or voluntary-aided schools that are their own admission authorities, we offer a distance measuring service to provide accurate and consistent distance measurements of all children applying for your school. This enables your school to rank every application in line with your admission arrangements.

We calculate the distance using a computerised system based on ordnance survey coordinates. These are calculated as a straight-line measurement between the geo-code of the pupil's home address and the geo-code of the school. Distance measuring does not consider walking, cycling or driving routes.

**Costs** The service is priced based on number of applicants.

- 0-100 - £40
- 101 – 200 - £75
- 201 – 300 - £110
- 301 – 400 - £145
- 400+ - £210

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

## Free school meals eligibility checking service.

Streamlining your Free School Meals (FSM) checking process saving you valuable time and resources.

This service offers a seamless, efficient subscription service to check eligibility of students for FSM in non-maintained schools and settings.

A simple initial online form, accessed by parents and carers using the same Citizen's Portal that most are familiar with, to make their application for a school place. Parents/carers only need to enter their forename, surname, date of birth, National Insurance Number (or National Asylum Support Reference Number), email address and telephone number, together with the details of each child they are claiming free school meals for.

- No need for schools to check through the applicant's DWP benefit award notice or HMRC paperwork.
- With swift online checking the whole process is much faster and provides real-time information
- We liaise with the Department for Education's Eligibility Checking Service (ECS) to verify the pupils' eligibility for FSM and provide confirmation.
- We can also undertake individual checks for you as and when required for example in support of children transferring school within Worcestershire or from out of county.
- The whole process is secure and confidential. When making an online application, parents and carers provides permissions to verify applications for FSM and to communicate the results via email and portal messages.

### Benefits

- Save time.
- Save resources.
- Maximise Pupil Premium funding.

### Costs

- 1-50 NOR - £114
- 51-220 NOR - £268
- 221-440 NOR - £447
- 441-550 NOR - £508
- 551+ NOR - £894

Contact [schoolservices@worcschildrenfirst.org.uk](mailto:schoolservices@worcschildrenfirst.org.uk)

## The Key for school leaders

The Key for school leaders is the national information service that provides busy school leaders with instant answers to questions on all aspects of managing a school.

- 3,500+ online articles, with information and resources on all aspects of school leadership
- 1,000+ examples of school policies, plus policy checklists
- Downloadable template forms and reports
- Case studies from our teaching school partners.
- Quick Reads summarising new government policies and legislation.
- School leader planners and checklists
- Our unlimited 'Ask the expert' service.
- Help with preparing for Ofsted inspections.
- An interactive online calendar of important dates
- Evidence Digests summarising research into different teaching and learning strategies.
- News briefing weekly emails and need-to-know alerts.

The Key supports all members of the senior team, including the headteacher and assistants/deputies, school business manager, department heads, special educational needs coordinators and others.

Members can also benefit from discounts on other services and products from The Key.

1 year's membership of The Key for school leaders runs from:

- 01/04/23 - 31/03/24 for maintained schools.
- 01/09/23- 31/08/24 for non-maintained schools

### Costs

No of pupils	Key SL rate card	Key SL 15% discount rate
0-50	£416.00	£353.60
51 - 100	£589.00	£500.65
101 - 200	£659.00	£560.15
201 - 400	£805.00	£684.25
401 - 600	£972.00	£826.00
600 - 900	£1,215.00	£1,032.75
901 -1500	£1,382.00	£1,174.70
1501 - 2000	£1,528.00	£1,298.80
2001+	£1,917.00	£1,629.45

All prices exclude VAT.

Order The Key via e-Store by 31/03/23 (maintained schools) or 31/08/23 (non-maintained schools) to receive 15% discount on the standard rate.

e-Store: <https://capublic.worcestershire.gov.uk/TradedServices/>

## Service Information

We bring together a range of professional expertise in educational improvement, enrichment and inclusion services to support improved outcomes for children and young people.

### Quality of service provision

As a provider of services to schools, we aim to:

- ensure a high level of satisfaction.
- work in partnership with schools to develop services that are efficient, effective and valued.
- listen and respond to customer feedback.

### Customer feedback

We want to ensure all our services meet the needs and expectations of schools and settings. For this reason, we urge you to get in touch with any comments, praise or complaints you may have with any of our services so that we can work to continuously improve our offer. Our aim is to become the educational partner of choice for schools and settings.

For all comments, please contact our Traded Services Manager Mark Ballett, in the first instance, so that queries or concerns can be resolved through a single point of contact:

[mballett@worcestershirechildrenfirst.org.uk](mailto:mballett@worcestershirechildrenfirst.org.uk)

### Meet with us.

In addition to the directory, we would like to offer a representative to meet with you to help inform your work and to answer questions about the services offered. The objective is to ensure all your service requirements are efficiently commissioned. To arrange an appointment please contact the Traded Services Manager: call 01905 844300 or email: [Schoolservices@worcestershirechildrenfirst.org.uk](mailto:Schoolservices@worcestershirechildrenfirst.org.uk)

Further information and service specifications are provided on the website:

<http://www.worcestershirechildrenfirst.org.uk/education>.

### Service delivery during the pandemic

Schools and settings have remained open throughout the pandemic, to deliver education to children and young people. It has been our priority to continue to deliver high quality educational support to Worcestershire school and settings.

We have worked in partnership with Worcestershire County Council, including Public Health teams, monitoring the changing situation and guidelines in order to react and adapt our service delivery.

We are currently operating a combination of venue and virtual service delivery. Our venues and method of delivery have been carefully considered with safety and wellbeing in mind. We only use venues that are Covid-19 secure and operate with suitable and safe measures in place.

We have changed much of our course and service delivery to a digital/virtual format and moved away from attendance at a physical venue or in a school/ setting for all delivery of services to a mixed hybrid model designed to provide a mixture of face to face and virtual delivery.

Our service charge is based on consultancy time and therefore prices remain unchanged whether delivery is virtual or in person.

## Service costs and payment

### How to purchase

Following consultation with the service delivery team services, subscriptions and packages can then be ordered through the e-Store at: <https://capublic.worcestershire.gov.uk/TradedServices>

If you have forgotten your password, please click on 'forgotten password' on the login screen.

If you have any queries, please call 01905 844300 or email:

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

### Prices exclude VAT.

Information in this directory is correct at time of going to print.

### Number on roll

Where prices are dependent upon the number of pupils on roll (NOR), the data will be taken from the latest local authority NOR data.

### Terms and conditions

Terms and conditions are applicable to all orders and must be read and accepted as part of the ordering process. A copy of the terms and conditions is available upon request from:

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

### Additional purchases

Schools and settings that wish to vary their service provision i.e. buy an additional service or increase the level of an existing service can do so via the e-Store:

<https://capublic.worcestershire.gov.uk/TradedServices>

### Bespoke training

This can be delivered in school or an establishment of your choice.

### Academies

Schools that transfer to academy status can contact the Traded Services Manager, to discuss variations to provision [Schoolservices@worcschildrenfirst.org.uk](mailto:Schoolservices@worcschildrenfirst.org.uk)

### MATs and federations

MATs and federations may also purchase services through the e-Store. All federations can set-up an account.