

Honeybourne Primary School

Special Educational Needs and Disability School Information Report



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September 2024

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Honeybourne Primary School

Honeybourne Primary School is a mainstream primary school that is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school.

Our school motto is:

'Turning Potential into Success'

We try to develop every child, see what their potential is and work hard to ensure they achieve as much as they can. We place high expectations upon our pupils regardless of their background, colour, race, gender, ability or age, and there are no limits on learning. All children can achieve with the support of the adults around them, to offer support where needed, encouragement and praise.

We have incorporated our aims and values into five child-friendly statements to help share our message.

At Honeybourne Primary School, we work together and aim to:

Try something new, have a go and take risks. Accept mistakes as a part of learning.

Always give our best effort – be responsible for our own success.

Think about and use what we already know to improve success.

Be respectful, confident and trustworthy. Take advice so we know how to move on to achieve our goals.

Enjoy our education by learning together, for life.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise

that these may be long or short term. At Honeybourne Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

All teachers are teachers of SEND pupils and as such provide Quality First Teaching which takes account of the individual needs of pupils with SEND within the classroom.

Honeybourne Primary School, School Information Report (SIR) is written in accordance with Worcestershire's Local offer and what is 'Ordinary Available'. This can be found at:

<http://worcestershirelocaloffer.org.uk/>

1. What should I do if I think my child may have Special Educational Needs?

The 'SEND Code of Practice 2015' states that there are four main areas which cover Special Educational

Needs. Children may have difficulties that fit clearly into these areas, however there may be children that have difficulties across two or more areas.

Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically

lead to a pupil being registered as having SEND.

There are 4 broad areas of SEND:

1. Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

2. Cognition and Learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective

learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties (including dyslexia, dyscalculia or dyspraxia).
- Memory and Reasoning
- Problem Solving and Concept Development Skills

3. Social, mental and emotional health

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

4. Sensory and/or physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

If you think your child may have a Special Educational Need and requires additional support please discuss

your concerns with the class teacher in the first instance or contact Rachel Evans-Cook. Appointments can be arranged via the school office to discuss any concerns you may have.

2. How does the school know if children need additional help and support?

At different times in their school life, a child or young person may have a special educational need . The Code of Practice 2014 defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or generally provided for others of the same age in mainstream schools or mainstream post-16
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children are identified as having SEND when their progress has slowed or stopped and children are working below what is expected for their age. This can be identified through a variety of ways including :

- concerns raised by parents/carers, teachers or the child
- liaison with previous school or setting
- limited progress being made and performance below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- termly progress meetings and progress tracking by class teachers and SENDCo

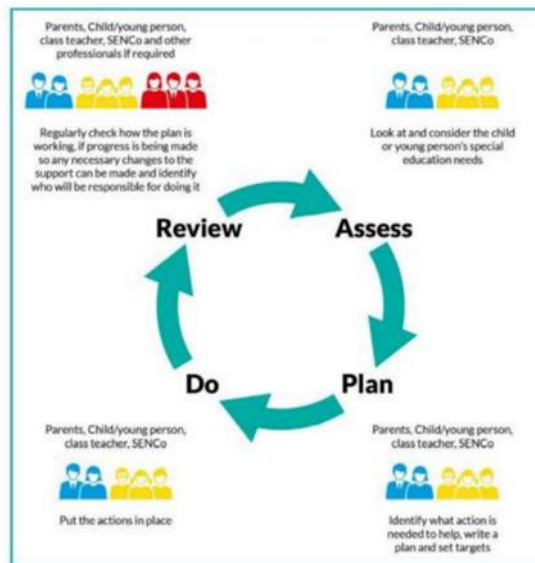
***See our School SEND policy for further information.**

Pupil progress meetings are held termly between Senior Leadership, class teachers and the SENDCo to review children's progress and determine key priority groups for intervention in the next half term.

The level of support your child receives will depend on their needs. The SENDCo is available to meet with all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following terms.

The SENDCo will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure continual progress. At Honeybourne Primary School we have Classroom Support Professionals (CSPs) working within the class to support individual children and/or small groups.

We follow the 'Graduated Approach' for supporting children with SEND. Through the 'assess, plan , do review' cycle we ensure we are identifying the best way of meeting the needs of all of our learners to allow for adequate progress to be made.



Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Provision Map and will form the basis for termly review meetings, which could involve Parent /Teacher Consultations and Children/Staff conversations.

Do – providing the support for learning or learning aids in order for the child to make progress – as set out in the Individual Provision Map.

Review – involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and inclusion manager – contribute to this review. This stage then informs the next cycle, if necessary.

If throughout his process it is determined that a child has a Special Education Need (in consultation with parents), children will be placed on the schools SEND register and will receive SEN support. If a child continues to require significant individualise support then an Education Health Care Plan may be requested. There are two levels of SEND:

- SEN support
- Educational Health and Care Plan (EHCP)

SEN Support

If a child is identified as having Special Educational Needs, you will be advised by the class teacher and invited to a meeting with the class teacher to agree targets. These targets will form part of an IPM (Individual Provision Map) and will include details of the intervention and arrangements needed to support participation and progress. IPMs are reviewed regularly and decisions made on how much progress has been made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.

Education Health Care Plan (EHCP)

Some children are supported in mainstream schools with an EHCP (previously known as a statement of Educational Needs). EHCPs give details of specific individual provision which may include a higher level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCP/Statements are reviewed annually with parents

3. How will I know how my child is doing and how I can support my child's learning at home?

At Honeybourne Primary School we believe it is vital that parents work closely with the school in order for their child to achieve their learning potential.

Parents are given the opportunity to attend termly meetings to discuss their child's progress with their class teacher and discuss their most current IPM (individual provision map). These meetings will give you the opportunity to discuss your child's progress, any concerns you have and how you can support your child's learning at home.

If we feel that a referral to an outside agency is required to support your child's need, we will discuss this with you before making a referral. Outside agencies will observe and work alongside your child in school and then report on any additional strategies and support that can be implemented
. A copy of this report will be sent home and discussed with you.

Copies of your child's IPM will be sent home regularly detailing their targets and the support and strategies being used within school to enable them to achieve their next steps.

4. How do you involve my child in their learning?

At Honeybourne Primary School we believe that it is important to involve children in their learning and value their views and ideas.

Children who require additional support will have an IPM. Class teachers discuss with children their targets and the provision that will allow the targets to be achieved. Children are encouraged to take an active role in their learning and access a wide range of resources to support their learning.

Following Pupil Progress Meetings, children have the opportunity to discuss their views on their learning. Children are encouraged to identify what they are good at, and any areas where they feel they still need support. During Annual Reviews of Education Health Care Plans, children are asked to contribute about their learning and school experiences.

Throughout the academic year, pupils' views are sought regarding a range of key areas including bullying, safety and learning.

5. What support is available to my child?

At Honeybourne Primary School we ensure that our teaching and learning for all pupils reflects the Local Authority's 'Ordinarily Available' document that describes the entitlement of all pupils no matter what school they attend across Worcestershire. The 'Waves of Intervention' model describes how different levels of intervention are used to support children at Honeybourne Primary School

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. The following pages highlight the strategies, provision and interventions (at waves 1,2 and 3) that children receive at Honeybourne Primary School across the different areas of SEND.

Communication and interaction

<u>Wave 1</u> (quality inclusive teaching for all children)	<u>Wave 2</u> (specific, additional interventions for some children)	<u>Wave 3</u> (targeted support)
<p>Adapted curriculum, planning, activities, delivery and outcome. E.g. simplified language, short simple instructions</p> <p>Clear success criteria and learning outcomes displayed</p> <p>Structured school and class routines.</p> <p>Opportunities for talk</p> <p>WellComm - Receptive screening programme (Reception children)</p> <p>Access to talking postcards</p> <p>Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking</p> <p>Give cues/gesture/re-phrase if instruction or concept is not understood</p> <p>Extend vocabulary through language rich approach</p> <p>Emotions boards/ key rings, fans, zones of regulation</p> <p>Working walls – English, Maths and phonics.</p> <p>Good listening visual displayed and used in each classroom</p> <p>Attention and listening games (Time to Talk, teaching children to listen)</p>	<p>Individual Provision Maps</p> <p>Speech and Language intervention groups (seeking guidance and support from Speech and Language therapist)</p> <p>Talk Partners</p> <p>'Listening skills' interventions delivered by specialist speech and language TA.</p> <p>Class profiles created by Educational Psychologist</p> <p>Individual timetable/ now and next board</p> <p>Pre –teaching of specific topic vocabulary or concepts</p>	<p>1:1 support in class</p> <p>Educational Psychology Assessment</p> <p>PRU outreach team</p> <p>LST outreach team</p> <p>CAMHS referral</p> <p>Paediatrician</p> <p>CCN team</p> <p>1:1 speech and language support</p> <p>Individualised work Stations</p> <p>EHCP if required</p> <p>SALT support to implement recommendations and advice</p> <p>SLCN pathway</p>

Cognition and Learning

<u>Wave 1</u> (quality inclusive teaching for all children)	<u>Wave 2</u> (specific, additional interventions for some children)	<u>Wave 3</u> (targeted support)
<p>Adapted curriculum planning, activities, delivery and outcome.</p> <p>Adapted Learning</p> <p>Effective feedback</p> <p>Increased visual aids and modelling including Widget</p> <p>Multi-sensory approaches</p> <p>Use of practical and real life Examples</p> <p>Visual timetables</p> <p>Pre-teaching of specific concepts/vocabulary</p> <p>Use of writing frames</p> <p>Key vocabulary lists/word mats</p> <p>Additional thinking time</p> <p>Flipped Learning</p> <p>Working walls</p> <p>Accelerated reader</p> <p>Phonics</p> <p>Access to a range of concrete apparatus (eg Numicon, Base 10)</p> <p>Use of equipment such as number squares/number lines</p> <p>Whole class/small group teaching</p> <p>Use of different individualised teaching approaches according to needs</p>	<p>Literacy Intervention including: Phonics Toe by Toe</p> <p>SALT interventions</p> <p>Maths interventions</p> <p>Colour overlays</p> <p>Writing slopes</p> <p>Reading rulers</p> <p>Individual Provision Map</p>	<p>Highly adapted /personalised curriculum for children who have an EHCP</p> <p>LST support and guidance</p> <p>1:1 support if required</p> <p>Application for an Education Health Care Plan if required</p> <p>Support from Educational Psychologist – cognitive ability assessments</p> <p>Dyslexia pathway</p>

Social, Mental and Emotional Health

<p align="center"><u>Wave 1</u> (quality inclusive teaching for all children)</p>	<p align="center"><u>Wave 2</u> (specific, additional interventions for some children)</p>	<p align="center"><u>Wave 3</u> (targeted support)</p>
<p>Whole school positive relationships and behaviour policy</p> <p>Whole school/class rules including zone boards, stickers</p> <p>Class/School reward systems including house points</p> <p>PSHE - Circle times</p> <p>Emotions boards/ key rings, fans</p> <p>Restorative approach to dealing with behaviours and solutions</p> <p>Growth mindset- whole school approach</p> <p>Anti-bullying week</p> <p>Attachment training for all staff</p>	<p>'Calm boxes'</p> <p>Friendship groups</p> <p>'Catch me charts'</p> <p>Additional 'Transition' for Yr 6 pupils moving to high school</p> <p>ABC Behaviour Logs / Charts</p> <p>Social Skills Intervention</p> <p>Anger management/self-esteem groups</p> <p>Protective Behaviour groups</p> <p>Social stories</p> <p>Individual Provision Maps</p> <p>'check ins'</p> <p>5 Point Scale for emotional Regulation</p> <p>Sensory room</p>	<p>Calming area' inside the Classroom</p> <p>1:1 support</p> <p>Referral to CAMHS (Child and Adolescent Mental Health Services)</p> <p>Support from BST (Behaviour Support Team)</p> <p>Support from Educational Psychologist</p> <p>Application for an Educational Health Care Plan</p> <p>ELSA support</p>

Sensory and Physical needs

<u>Wave 1</u> (quality inclusive teaching for all children)	<u>Wave 2</u> (specific, additional interventions for some children)	<u>Wave 3</u> (targeted support)
<p>ICT is used to increase access to the curriculum where appropriate.</p> <p>Wide range of sports activities</p> <p>Finger gym activities</p> <p>Alternative ways of recording – including flow charts, mind mapping</p> <p>Variety of writing equipment in each classroom e.g. rulers, pencils, scissors, pens, pencil grips, writing slope</p> <p>Join It-Handwriting</p> <p>Use of coloured background especially when using the whiteboard</p>	<p>SMART moves</p> <p>Jimbo fun box</p> <p>Children have access to writing slopes</p> <p>A variety of pencil grips</p> <p>Access to particular equipment such as easi-grip scissors, fidget aids, pencil grips, move n sit cushions, sound field hearing system as recommended by specialists</p> <p>Individual Provision Map</p> <p>Dyspraxia pathway</p> <p>Ear Defenders</p>	<p>Physiotherapy programmes followed when recommended</p> <p>Occupational Therapist support and recommendations implemented and support provided within school</p> <p>Individual support for toileting (as appropriate)</p> <p>Modified equipment as recommended by specialists</p> <p>Application for an Educational Health Care Plan if required</p> <p>Support from Educational Psychologist</p> <p>Implementation of sensory diets</p> <p>1:1 support (as required)</p>

6. Who will support my child's progress?

Class teachers

Each class teacher is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils.
Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEND policy

SENDCo: Rachel Evans-Cook

The school's SENDCo is responsible for:

Coordinating provision for children with SEND and developing the school's SEND policy.

Ensuring that parents are:

Involved in supporting their child's learning and access.

Kept informed about the range and level of support offered to their child.

Included in reviewing how their child is doing.

Consulted about planning successful movement (transition) to a new class or school.

Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.

Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Head: Rachel Evans-Cook

The school's head is responsible for:

The day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor: Steve Martin

The SEND governor is responsible for:

Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

*Further information about roles and responsibilities can be found in the School's SEND policy

7. How will the teaching be adapted for my child with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Learning is planned so that it is matched to each child's stage and level of development. Daily planning takes into account individual pupil's needs and requirements. Adaptive learning is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Speech and Language

Most classroom support practitioners (CSPs) and nursery practitioners (NP) at Honeybourne Primary have received specialist Speech, Language and communication Needs (SLCN) training, which is ongoing through the support from the speech and language therapist contracted by the school. CSPs and NPs provide targeted support for pupils 1:1, in small groups and ensure the implementation of strategies within the classroom environment.

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

8. How will I know my child is making progress?

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed formally with the Head teacher/SENDCo and SLT every term in reading, writing and numeracy during pupil progress meetings. In EYFS children's progress is tracked using the 'Learning outcomes' and then assessed at the end of Reception against the Early Learning Goals. Children who require additional support are monitored using the 'Worcestershire Early Support' documents. Children are assessed using WellComm as they enter Reception class.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). Pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Regular book looks, lesson observations and learning walks will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high (see Assessment Policy).

IPMs are reviewed regularly by the class teacher and parents are kept informed with the progress their child is making. This is an ongoing process throughout the academic year. When children participate in an intervention, they are assessed at the beginning and end of the intervention to show the impact it has had on individual's learning.

The progress of children with An EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

9. How is extra support allocated to children?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher/SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

10. What support will there be for my child's overall wellbeing?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Staff have received Attachment training to support vulnerable learners. Honeybourne Primary School has developed 'aims and values' that are embedded into all aspects of school life.

All staff at Honeybourne Primary School appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Restorative approach to dealing with conflict and resolution
- PSHE
- Friendship groups
- School council – each member of the school council is an ambassador and responsible for different areas including communication, e-safety, and friendship.

Peer mentors

UNICEF committee

- Praise assemblies
- 5 point scale anxiety scale

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Behaviour Support Team and/or Educational psychologist.

Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues. Relevant support is put in place and targets are set.

At Honeybourne Primary School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Friendships/social skills groups
- Lunchtime and playtime support through planned activities and groups. •

Interventions promoting self-esteem

For pupils with medical needs:

- A detailed Care Plan, compiled with support from the school nurse in consultation with parents/guardians may be written. These are discussed with all staff who are involved with the child.
- Staff may receive specialist training delivered by the school nurse.

Attendance and punctuality

Attendance of every child is closely monitored by the Senior Leadership Team (SLT) and the Education Welfare Officer. Attendance and punctuality are actively encouraged throughout the school and rewarded on a regular basis.

11. How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk Assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

12. What happens when my child changes class/leaves Honeybourne Primary School?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When entering EYFS

- Parents are offered home visits from EYFS staff
- Parents and children are invited to 'Stay and play' mornings before entering EYFS
- Learning journeys are shared between settings to build on children's prior learning.
- Extra transition can be arranged if required.

When Transferring from KS1 to KS2:

- During the Summer term a timetable of visits and class swaps allows all children to meet their new teacher and spend time in their new classroom.
- Class teachers meet regularly and swap classes to enhance their knowledge of the children.
- When required children create 'passports' and 'photo books' take home over the summer to remind them of their new classroom and teacher.

When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible.

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

13. Working with outside agencies

Honeybourne Primary School works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher and/or SENDCo will discuss this with you and will gain your consent before any referrals are made.

We hold regular (on a termly basis) meetings with outside agencies to monitor the support put in place, review the progress that has been made and make any changes to the provision already in place.

Listed below are some of the outside agencies with whom we work collaboratively:

- Worcester Special Educational Needs Team
- Child and Adolescent Mental Health Service (CAMHS)
- Visual Impairment Service
- Educational Psychologists (EPs)
- Hearing Impairment Service
- Speech and Language Team (SALT)
- Behaviour Support Team (BST)
- Learning Support Team (LST)
- CCN Team

- Physiotherapist
- Occupational Therapist (OT) • Paediatricians
- School Nursing Team • Family Support Team

Emma Checketts - Speech and Language Therapist

I work weekly at Honeybourne Primary School, in both the school and the nursery, as an NHS Speech & Language Therapist.

I carry out individual assessments and/ or therapy for children referred to the Speech & Language Therapy Service. I work closely with teaching and nursery staff; and strategies and targets are collaboratively developed to support children's speech, language and communication skills.

Teaching staff work regularly on children's targets and I am available to provide additional advice and resources to support implementation of targets. I also liaise regularly with parents to provide advice on supporting children's communication skills at home. I am available to provide training in school to staff and parents.

www.hacw.nhs.uk/childrens-speech-and-language-advice

Kevin Mackelworth - Educational Psychologist

I've worked with Honeybourne Primary since 2016 and currently visit the school approximately once a month.

I'm an HCPC registered educational psychologist with over 20 years' experience working within local authorities and in private practice.

Before training as an educational psychologist, I worked as a primary school teacher and taught across the age ranges from Reception to Year 6.

As an educational psychologist, I've worked in a variety of schools and early years settings, specialist provision and children's residential homes.

In addition to direct work with children, I work closely with teachers in the school and regularly contribute to training and professional development activities for school staff. Schools and parents sometimes ask if I can also contribute to multi-professional discussions about the needs of individual children.

Nicholas Appleton -
Complex Communication Needs (CCN)

I have been a teacher for 30 years, and 18 years with the Autism team. I hold a degree in Theology & Music, a PGCE in Secondary Education plus a Post Graduate Autism qualification from Birmingham University.

I cover all the settings in Evesham, plus Martley, Upton-upon-Severn and Nunnery Wood High School pyramid in Worcester, from pre-school to post 16; approximately 50 schools and pre-school settings.

The local authority commission work that I undertake includes assessments for Pre-School Forum, EHCP, change of placement, Umbrella and tribunals.

Setting commissioned work includes support for pupils/ students with a diagnosis of autism or social communication difficulties.

The main aim of our work is to support schools to be able to meet the needs of their pupils/ students through assessment of need, interventions and staff training.