

# Learning Support Service Information Pack

## Introduction

The Learning Support Service is continually seeking to improve its services to schools in such a way as to have more direct and positive effect on outcomes for children.

The range of services described in this pack aims to offer a continuum of support to help schools address the needs of pupils with learning difficulties, including dyslexia, from whole school, quality first teaching approaches through to detailed individualised advice at Wave 3 (see Continuum of Support Model).

In particular, we draw your attention to a new service we are offering – the Pupil Advice Meeting. This is a face to face discussion with relevant school staff to provide advice about pupils, usually at School Action Plus. Successful piloting of this way of working suggests that it will support more *direct* sharing of expertise with those staff working to raise attainment of pupils causing concern. Feedback from schools that have trialled this approach has been very positive.

To help schools make most effective use of LSS, the pack includes a guidance sheet explaining the role of each of the services we offer and the processes involved. The relevant forms are attached.

As LSS is a fully traded service, the pack also contains a list of charges as they relate to the different aspects of our work.

In addition, LSS has moved to a more locality based structure so that teams of staff, including specialist HLTA, can develop ongoing relationships with schools in a specific area of the county, alongside other colleagues within CYPS and other agencies involved with children. (See LSS Structure)

In all cases, schools are welcome to contact LSS before completing a request form, if this will help clarify the decision making process.

We are actively seeking feedback on all our services so that we can continue to tailor our support to help you meet pupils' needs most effectively. To that end, we would be grateful for your response to this pack and to any experience you, your pupils and their parents/carers have of LSS services.

**Val Brown**  
**Acting Service Manager**  
**Learning Support Service**  
**September 2009**

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## SPECIALIST TEACHING SERVICES

### Learning Support Service

Coalville Business Park, Jackson Street,  
Coalville, Leicestershire LE67 3NR

Tel: 01530 513600 Fax: 01530 513610

Val Brown, Acting Service Manager



## PUPIL ADVICE MEETING (P.A.M.)

### Guidance for requesting a P. A. M. from the Learning Support Service

The Learning Support Service is able to offer advice to help schools meet the needs of individual pupils or groups of pupils who have Special Educational Needs.

A Pupil Advice Meeting:

- Can cover areas of need including, for example, reading, writing, spelling, handwriting, mathematics, language, phonics, concentration/attention, handwriting etc.
- Could involve as many people as appropriate who work with the pupil(s).
- May involve the Specialist Teacher working with an individual child for a short time (approx 20 mins).

*In order to use the advice meeting most effectively school should:*

- Complete the referral form and include/attach appropriate assessments, information and data
- Gather views of pupil/s and relevant information from parents (see suggested questions).
- Decide which staff are to be involved and make arrangements to release them. It is suggested that, where possible, all those involved with carrying out interventions with the pupil(s) are present.
- Locate a suitable space for the meeting to take place that would allow for the demonstration of resources

The Specialist Teacher will:

- Usually be in school for approximately 1 hour unless agreed otherwise. Please note that the teacher will not normally meet *separately* with parents.
- Consider all information given prior to the meeting and bring suitable guidance/resources
- If appropriate, spend a short time with the pupil/s
- Discuss ways forward with staff
- Provide a brief written record of the meeting for pupil file/s
- Forward any additional resources or guidance as appropriate.

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**REQUEST FORM FOR PUPIL ADVICE MEETING (PAM)**

Please use a separate sheet for each pupil referred

---

Name/Address of School:

Tel No:  
Head:

Date:  
SENCo:

---

Name of Pupil:

Year Group:

Date of Birth:

Address:

Postcode:

---

In order to use the advice session most effectively, appropriate information about individual pupils/ group of pupils should be included with this referral. Suggested items could include the following (please tick if enclosed):

- |  |                          |
|--|--------------------------|
| ★ Small steps tracking (Phonic, HF word etc checklist) –if appropriate | <input type="checkbox"/> |
| ★ Recent reading test/ miscue analysis                                 | <input type="checkbox"/> |
| ★ Piece of unaided writing   | <input type="checkbox"/> |
| Parental questionnaire   | <input type="checkbox"/> |
| Pupil views  | <input type="checkbox"/> |
| ★ Spelling test  | <input type="checkbox"/> |
| ★ Numeracy test  | <input type="checkbox"/> |
| School questionnaire   | <input type="checkbox"/> |

**★N.B. Copies of actual tests/ pupil's work - not raw scores**

Add further details on reverse

---

Signature of Parent / Carer \_\_\_\_\_

Signature of Head \_\_\_\_\_

**Areas of Concern** (please include scores/ NC levels as appropriate)

**Current Provision in school:**

**Relevant Details:**

Other Agencies involved YES / NO  
(Please specify and include copy of report if available)

Pupil(s) with Statement YES / NO  
(If yes please enclose a copy of the statement or make available on the day)

**Suggested questions for discussion with parents/carers prior to P.A.M.**

**Child's Name:**

**Class:**

**Date:**

**Interview carried out by:**

**Parents/carers supplying information:**

***General:***

What are your concerns about your child?

Have any (other) agencies/professionals been involved with the child in any way?

Does s/he make friends easily?

What does s/he like to do?

When is s/he confident?

Does s/he ever seem frustrated or lacking in confidence?

Is there any history of literacy/ mathematics difficulties in the family?

***Early development:***

Were there any difficulties during pregnancy?

Were there any complications at birth?

Did s/he pass through the developmental milestones at appropriate ages e.g. did s/he crawl, walk, speak etc at the expected age?

***Medical Issues:***

Has s/he had her hearing/vision checked?

Has s/he had any long term absences from school?

Has s/he had any medical problems (e.g. asthma, eczema, ear infections, sleep problems etc.)?

***Motor skills/organisation:***

Tell me about his/her co-ordination etc. e.g. Can s/he ride a bike? Can s/he throw/catch a ball, balance etc?

Can s/he use a knife and fork?

Did s/he or does s/he like to play with lego or jigsaw puzzles? Did s/he have any problems with these?

Does s/he like drawing/colouring/making things?

Has s/he had persistent problems with dressing?

Can s/he follow some instructions?

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**Leicestershire  
County Council**



**RECORD OF PUPIL ADVICE MEETING (example)**

**School:** Primary School **Date:**  
**Present:** SENCO, Class teacher, Specialist Teacher  
**Duration of meeting:** 1 hr

FOCUS	DETAILS
Pupil	Name Address dob
Strategies for inclusion	<ul style="list-style-type: none"> <li>• Provide alternative methods of recording*</li> <li>• Allow additional time etc. for possible slow processing speed</li> </ul>
Specific Areas	<p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>• General advice for left handers*</li> <li>• Possible use of <i>Speed Up (LDA)</i>. Handwriting Interest group suggested (4.30pm-5.30pm on 1.4.2009 at Martinshaw Primary School )</li> <li>• Investigate posture, pencil grip, pen type, hand aerobics*</li> <li>• Hand writing self assessment sheet*</li> <li>• Develop spatial perception (use of dot to dots* )</li> </ul> <p><u>Organisation-</u></p> <ul style="list-style-type: none"> <li>• Dump ideas onto sticky notes, bits of paper, then organise</li> <li>• Mind map</li> </ul> <p><u>Touch-typing-</u></p> <ul style="list-style-type: none"> <li>• Programs e.g Typing Instructor Deluxe (Individual Software INC)</li> <li>• Online programs – e.g. <a href="http://www.bbc.co.uk/schools/typing">www.bbc.co.uk/schools/typing</a> <a href="http://www.goodtyping.com">www.goodtyping.com</a></li> </ul>

*\*Resources etc. supplied to school by Specialist Teacher*

**Specialist Teacher**  
**Learning Support Service**

*For Office use only:*

<b>Copy to:</b>			
<b>School</b>	✓		
<b>LSS</b>	✓	<b>Database</b>	✓

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## **FULL DIAGNOSTIC ASSESSMENT**

### **Guidance for requesting a full diagnostic assessment from the Learning Support Service**

***N.B. These are guidelines only – the staff of the Learning Support Service will be happy to discuss any particular cases with you to ascertain if a full diagnostic assessment is appropriate.***

When making a decision please consider the following:

**In one or more areas of the curriculum, the pupil’s progress may be:**

- Unexpectedly limited on tried and tested SEN intervention programmes
- Hindered by other/complex needs e.g. low self esteem, motivation, motor skills, understanding/use of language
- Very out of step with his/her peers

**For example...**

Standardised score(s) of below 80 in spelling, reading or mathematics

Pupil achieving:-

End of	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yrs 7 - 9
<b>In one or more areas, working at or below level ...</b>	1C	1	2C	2B	2	3

- Such that the consensus of professional judgement in school and parents'/carers' views suggest a full diagnostic assessment is necessary

*For children in Foundation and Year 1, a Pupil Advice Meeting (P.A.M.) to discuss appropriate ways forward will usually be more suitable than a full assessment. Please see guidance and request forms for P.A.M.*

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 Susan O'Brien – Service Manager

## REQUEST FORM FOR A FULL DIAGNOSTIC ASSESSMENT

Please use a separate form for each pupil referred

### REMINDER OF GUIDELINES FOR MAKING A REFERRAL

- Limited progress on intervention programme(s)
- Complex needs
- Out of step with peers (e.g. standardised scores in reading or spelling etc. below 80)
- Consensus of professional judgement indicates the necessity

Name/Address of **School:**

Tel:

Head:

SENCO:

Name of **Pupil:**

Date of birth:

Year group:

Address

**Focus of assessment:** (please tick) **Literacy**  *and/or* **Numeracy**

### Areas of concern (please tick relevant boxes):

- |   |                          |
|---|--------------------------|
| Understanding/use of spoken language      | <input type="checkbox"/> |
| Phonological awareness/phonetic knowledge | <input type="checkbox"/> |
| Reading accuracy                          | <input type="checkbox"/> |
| Reading comprehension                     | <input type="checkbox"/> |
| Spelling                                  | <input type="checkbox"/> |
| Handwriting                               | <input type="checkbox"/> |
| Text level writing                        | <input type="checkbox"/> |
| Basic number work                         | <input type="checkbox"/> |
| Gross motor skills                        | <input type="checkbox"/> |
| Concentration                             | <input type="checkbox"/> |
| Self-esteem                               | <input type="checkbox"/> |
| Other (please specify)                    | <input type="checkbox"/> |

Please add details of concerns as appropriate:

Recent formal/informal test results:

- standardised scores (e.g. in reading, spelling, maths)
- results of phonic or high frequency word checklists
- National Curriculum Levels

**Current provision in school:**

**Other information (eg. involvement of STS/other agencies/medical issues):**

Signature (Parent/Carer):

Signature (Head/SENCO):

Date:

Please return to the above address. Confirmation will be sent on receipt of the request form

## **SPECIALIST TEACHING SERVICES**

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Val Brown, Acting Service Manager



## **PROGRESS REVIEW**

### **Guidance for requesting a review of progress from the Learning Support Service**

A request is appropriate where school has:

- previously received advice from the Learning Support Service (LSS) about an individual pupil
- put a programme in place for the pupil based on LSS recommendations
- identified that progress is not evident despite intervention

School should complete the referral form for review of progress providing details of ongoing areas of concern, up to date scores and any further information about the pupil that was not available when s/he was originally seen by LSS.

Following receipt of the referral, the tutor will send part of the final joint report form to school requesting the following written information:

- specific input provided in school following the initial assessment
- pupil's views about their progress
- parents'/carers' views

The Specialist Teacher will:

- usually be in school for approximately 1 hour unless agreed otherwise
- spend a short time with the pupil
- discuss ways forward with staff
- provide a written report for the pupil's file

- forward any additional resources or guidance as appropriate.



**SPECIALIST TEACHING SERVICE**

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**REQUEST FORM FOR PROGRESS REVIEW**

Please use a separate sheet for each pupil referred

Name/Address of School:	
Tel: Head:	SENCO:
Name of pupil:  Date of birth: <span style="float: right;">Year group:</span>  Address	
Date of original involvement of LSS:  Areas of ongoing concern: (please include updated scores/NC levels/work samples as appropriate)	
Other information: (e.g. issues arising following previous involvement of LSS)	
Please continue on reverse	
Signature (Parent/Carer):	
Signature (Head/SENCO):	Date:

Please return to the above address. Confirmation will be sent on receipt of the request form.

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### REVIEW REPORT

<b>Child:</b>	<b>Date of Birth:</b>
<b>Address:</b>	<b>Year Group:</b>
<b>School:</b>	

	Previous Assessment	Review Scores
	Date:	Date:
Chronological Age		
Reading Age (NFER)		
Accuracy		
Comprehension		
Spelling Age (Vernon)		

### Other Tests

	Previous Assessment	Review Scores
High Frequency Words		
Phonic Check		
Maths		

### Strengths:

--

**Main Areas of Concern identified by LSS Assessment - Date:**

**Main Recommendations:**

**Follow-up Support:**  
(Strategies used to support child following initial report)

**Pupil's Views About Learning Progress:**

**Parents Views:**

**Summary of Progress:**

1. Reading (Accuracy/Comprehension)

Sight Vocabulary

2. Writing

3. Spelling

4. Maths

5. Other

**Further Recommendations from LSS Tutor:**

**Conclusions**

**Signed (School):**

**Date:**

**Signed (LSS):**

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## **SPECIALIST TUITION**

### **Guidance for requesting specialist tuition from the Learning Support Service**

The Learning Support Service is able to offer direct teaching to individuals or groups of pupils who are normally at School Action + or in receipt of a Statement of Special Educational Needs and whose literacy and/or numeracy difficulties are persistent and significant despite support provided by school.

The aim of the period of tuition is to boost pupil progress and to provide a model of effective practice for school staff to take forward.

When completing the request form, and in order to maximise the impact of the tuition, schools are advised to:-

- Consider whether individual or small group teaching would be most appropriate (choose relevant form)
- Obtain parental consent
- Consider frequency, timings and duration of teaching sessions
- Identify an appropriate work space
- Identify a focus for tuition that is matched to the needs of the pupil/s and the timescales involved
- Identify member/s of school staff to observe/liaise with the specialist teacher
- Ensure that groups (where relevant) consist of pupils with similar levels/needs
- Provide relevant background information on the pupil/s, including internal and external reports, targets/outcomes, SATs results, test scores, work samples, etc
- Provide information about current provision in school in relation to identified pupil/s

The Area Team Leader for your school will contact you to discuss your request, the details of which will then be outlined in a written agreement.

The Specialist Teacher will provide a written report at the end of the period of tuition, or more frequently if teaching is to be provided on a longer term basis.



Specialist Teaching Services  
Learning Support Service  
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Val Brown, Acting Service Manager

**REQUEST FOR INDIVIDUAL TUITION**

Name/Address of School:	
Tel:	
Head:	SENCO:
Name of pupil:	
Date of birth:	Year group:
Address:	
Number of hours required per week:	
Days/time <i>not</i> convenient:	
Period of tuition required unless ongoing:	
Class teacher/Form Tutor:	
Staff involved in follow-up work:	
Areas of concern: (please include/attach scores, NC levels, statement details etc.,)	
Current provision in school:	
Focus for tuition:	
Other information: (e.g. involvement of STS or other agencies, medical issues etc.)	
Signature (Parent/Carer):	
Signature (Head/SENCO):	Date:

Please return to the above address. Confirmation will be sent on receipt of the request form.



**SPECIALIST TEACHING SERVICES**

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**REQUEST FOR GROUP TUITION**

Name/Address of School:	
Tel:	
Head:	SENCO:
List pupils names, ages and year group/s:	
Areas of concern (please include scores, NC levels, statement details etc., as appropriate):	
Specific focus required for group work:	
Number of hours required per week:	
Period of tuition required unless ongoing:	
Staff involved alongside tutor and for follow-up work:	
Signature (Parent/Carer):	
Signature (Head/SENCO):	Date:

Please return to the above address. Confirmation will be sent on receipt of the request form.



Learning Support Service,  
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Brown, Acting Service Manager

**Agreement in relation to tuition provided by the  
Learning Support Service**

School:

Name/s of pupil/s:

Tuition start date:

Period of tuition:

Visit day/s and time/s:

Agreed focus of tuition:

School staff involved:

LST tutor:

Charge per week (until end of financial year):

Total to be invoiced if short block of tuition requested:

You have requested the above involvement of the Learning Support Service.

The Learning Support Tutor will undertake to :-

- Be punctual and inform the school of any planned absences or unavoidable changes to planned visits
- Carry out a baseline assessment of the pupil/s involved (unless school can provide the necessary information)
- Plan and implement an appropriate programme of work
- Provide suitable resources in addition to those in school, where necessary
- Provide follow-up activities to be carried out in-between visits
- Monitor pupil/s progress
- Provide verbal and written feedback to school staff/LA as appropriate
- (For longer term tuition of individual pupils) liaise with parent/carer
- Act in ways that promote and maintain pupil safety and well being

In order to maximise the impact of the tuition you are purchasing from LSS, school is advised to:-

- Inform and encourage involvement of parents/carers in support of the pupil/s
- Provide relevant background information on the pupil/s, including internal and external reports, IEPs, SATs results, test scores, work samples, etc.
- Identify, in discussion with the tutor, suitable groupings (where relevant) and targets for tuition that are matched to the needs of the pupil/s and the timescales involved
- If tuition is to take place outside the classroom, provide a suitable working space
- Ensure pupil/s are available on time
- Create opportunities in class for pupil/s to carry out follow-up work in between tutor visits
- Create opportunities for staff (and, where relevant, parent/carer) to liaise with tutor
- Inform the tutor in advance of planned pupil absences or planned changes to school timetables
- In the event of unplanned pupil absence, inform the STS office (number above) as soon as possible

If you have any concerns about any aspect of the service provided or any queries about additional services from LSS, please discuss them with the tutor. If your concerns/queries remain unresolved, please contact the Service Manager at the address/number above.

Please sign this agreement, keep the original in school and make a copy for the tutor. Thank you.

Signed  
(Headteacher/SENCO).....

Signed (LSS Tutor).....Date.....

 .....

At the end of the tuition period, please return this slip to the address above with your views about the impact of our tuition on pupil/s and on staff development.

Signed.....Date.....

School.....

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## **CONSULTATION**

### **Guidance for requesting a consultation from the Learning Support Service**

The Learning Support Service is able to offer general advice regarding, for example,

- assessment materials
- teaching methods
- multi-sensory approaches
- intervention methods
- reading books
- spelling resources
- ICT programs etc.

School should complete the *Consultation Request* form identifying the focus for the meeting and the relevant staff.

The Area Team Leader for your school will contact you to finalise consultation details, date and time.

A note of visit will be completed for school records.

Where appropriate/convenient, consultation about resources might take place at Rothley House.

***If you require advice regarding individual pupil(s) please see guidance for requesting a Pupil Advice Meeting (P.A.M.)***

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## **REQUEST FOR CONSULTATION**

---

Name/Address of School:

Tel No:  
Head:

Date:  
SENCo:

---

Please tick box(es) relevant to consultation:

Assessment Methods/ Materials	<input type="checkbox"/>	ICT Materials to support SEN	<input type="checkbox"/>
Whole school SEN	<input type="checkbox"/>	Relevant Reading Materials	<input type="checkbox"/>
Dyslexia	<input type="checkbox"/>	Dyspraxia	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Dyscalculia	<input type="checkbox"/>
Concentration/ Attention	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>
Other (Please Specify)	<input type="checkbox"/>	Language	<input type="checkbox"/>
		Phonics	<input type="checkbox"/>

---

**FURTHER DETAILS ABOUT PARTICULAR INPUT REQUIRED:**  
Please include members of staff involved (SENCo, Teachers/TAs)

**NB. If you require advice about individual pupils please use the Pupil Advice Meeting Form**

---

Preferred day/s of the week:

---

The Area Team Leader for your school will contact you to discuss/finalise details

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## **IN-SERVICE TRAINING**

### **Guidance for requesting In-service Training from the Learning Support Service**

The Learning Support Service is able to offer training:

- on all areas relating to the identification, inclusion and attainment of pupils with learning difficulties, including dyslexia
- across all key stages
- for all adults, in addition to teachers and assistants, who contribute to the inclusion/attainment of pupils, including lunchtime staff, parents/carers and governors
- during or outside the school day
- tailored to the needs of individual/groups of schools

School should complete the *In-service Training Request* form identifying

- the focus for the training
- who the training is for
- any relevant background information, e.g. to follow up previous training provided, to link with a local initiative, to launch a new development, etc.
- whether the session will take place on a Teacher Day at a single or series of staff meeting/s or at some other time
- expected numbers (if necessary, finalised nearer to the date)
- preferred dates/timings, giving options where possible

The Area Team Leader for your school will contact you to discuss your individual needs and allocate appropriate presenter/s who will finalise details with you nearer to the date.

Presenter/s will usually bring a memory stick and require access to:

- projector
- laptop
- flipchart or whiteboard

Presenter/s will provide all handouts and demonstrate appropriate resources.

If you like to discuss your thoughts before completing a form, please contact LSS on the number above.

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**REQUEST FOR INSERVICE TRAINING**

---

Name/Address of School:

Tel No:

Head:

Date:

SENCo:

---

Topic for professional development:

Target group (i.e. teachers, TAs, Key Stage, Subject Department, family of schools, parents, governors or other relevant group/s):

Any relevant background to choice of topic/target group:

Format (i.e. staff meeting, Teacher day, during school day, evening event, etc):

Numbers expected/estimated:

Preferred dates/times:

---

**The Area Team Leader for your school will contact you to discuss/finalise details**



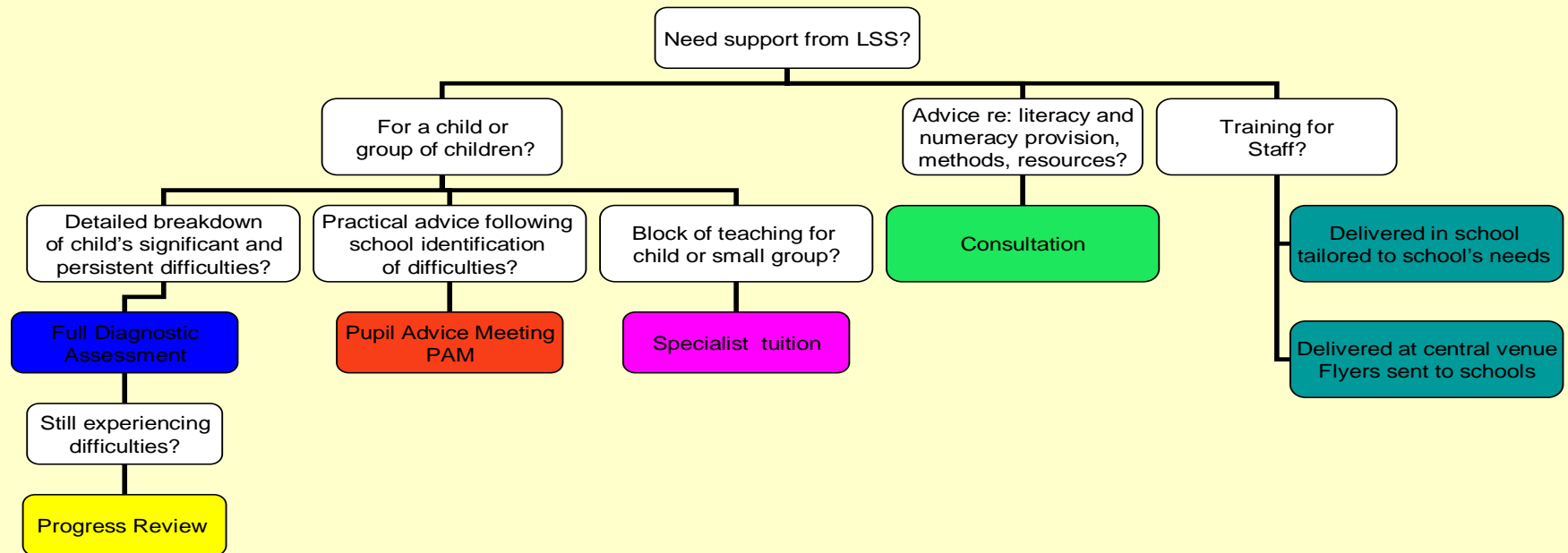
## Learning Support Service: Charges

(from April 09)

<b>Pupil Advice Meeting, Progress Review Meeting or Consultation:</b>	£110 per hour	Experience, over time with schools, suggests that most of this work can be undertaken within 1 hour
<b>Full Diagnostic Assessment:</b>	£400.00 per pupil	Please consider whether a Pupil Advice Meeting (see above) would be more appropriate
<b>Specialist Teaching Support:</b>	£80.00 per hour	For individuals or selected groups of pupils
<b>In-Service Training: Centre Based</b>	£98 whole day course £50 half day course	Charge per participant
<b>In-Service Training: School Based</b>	£110 per hour	Schools could consider sharing training and costs between families of schools/development groups

For further information or discussion, please contact:  
**Val Brown, Acting Service Manager**  
☎ 01530 513600

## Choosing from LSS Services



Blank rectangular box at the top of the diagram.

Light blue rounded rectangular box, the first level of the hierarchy.

Light blue rounded rectangular box, the first of three main branches.

Light blue rounded rectangular box, the second of three main branches.

Light blue rounded rectangular box, the third of three main branches.



Light blue rounded rectangular box, the top sub-branch of the first main branch.

Light blue rounded rectangular box, the middle sub-branch of the first main branch.

Light blue rounded rectangular box, the bottom sub-branch of the first main branch.



Light blue rounded rectangular box, the top sub-branch of the second main branch.

Light blue rounded rectangular box, the middle sub-branch of the second main branch.

Light blue rounded rectangular box, the bottom sub-branch of the second main branch.



Light blue rounded rectangular box, the top sub-branch of the third main branch.

Light blue rounded rectangular box, the second sub-branch of the third main branch.

Light blue rounded rectangular box, the third sub-branch of the third main branch.

Light blue rounded rectangular box, the bottom sub-branch of the third main branch.

# Learning Support Service - continuum of partnership with schools

