

West Malling C of E Primary School

The McGinty Speech and Language Centre Specialist Resource Provision (SRP)

Through love, trust, compassion, hope, forgiveness and perseverance, we flourish as one inclusive family.

Pupil Profile

The McGinty Speech and Language Centre is a Specialist Resource Provision (SRP) within West Malling C of E Primary School for an identified group of children with a severe speech and/or language disorders from Year R to Year 6.

The SRP supports children with an Education, Health and Care Plan (EHCP) who require highly specialist provision for their speech, language and/or communication needs within a mainstream school. In exceptional cases, the provision may be offered as part of an initial plan to determine pupil's individual needs.

Children will typically have a diagnosis of a Developmental Language Disorder (DLD) formerly known as specific language impairment (SLI) or a Language Disorder associated with a biomedical condition, or a speech disorder.

Children who are less than 5 years of age will have been identified by a speech and language therapist as having 'potential' DLD and a diagnosis confirmed once they reach 5 years old. The DLD diagnosis will likely include a review of the impact of speech and language therapy and refer to formal diagnostic assessment scores that confirm DLD.

There will be evidence that their profile of special educational need requires specialist provision for speech, language and communication needs including intensive direct speech and language therapy and specialist teaching to be jointly planned and delivered by the specialist team.

There should be evidence that the child will respond positively to intensive provision and has made good progress towards speech and language targets within a block of therapy. The child should also be able to capitalise on the specialist teaching approaches used within the language centre (e.g. signing, shape coding, multi-sensory experiences and displays).

The child's primary area of need should be Speech, Language and Communication Needs (SLCN); however they may also present with social, emotional and mental health needs, cognition and learning needs or physical sensory and motor needs.

If the child has a diagnosis of social communication difficulties/Autism Spectrum Disorder, there should be evidence that language difficulties are the main barrier to accessing the curriculum. The child should be able to cope with the demands of the structure of the day within this provision, including transitions between different learning environments. This would include accessing the language centre classroom in the morning, the mainstream classroom in the afternoon and a range of groups throughout the day (different teachers, peers social and learning environments).

Children need to be able to access small group learning without 1:1 support, a mainstream classroom environment with shared specialist staffing and less structured times without specialist support (e.g., lunch, play and some afternoon foundation subject learning).

Entry Arrangements

Referral for a placement at the Language Centre would be made by the Local Educational Authority (Assessment and Placement Officer) as part of the EHCP process.

- Children who are subject to an Education, Health and Care Plan assessment may be identified as suitable for the provision. In this case the relevant Kent SEN officer will send the child's paperwork for consideration by the school/academy
- Children with an existing Education Health and Care Plan may be identified as appropriate for a place in the SRP through their Annual Review. In this case the school should make the relevant Kent SEN officer aware of the request for a change in provision/placement and if appropriate he/she will send the child's paperwork for consideration by the school/Academy.
- The decision to offer the provision will be taken by the relevant SEN Manager in consultation with the specialist team in the SRP, following consideration by the Local Educational Authority SRP Panel.

The Language Centre Lead Teacher and Specialist Speech and Language Therapist jointly review the placement consultation request and aim to respond on behalf of the Head Teacher and Governors within 2 weeks. The paperwork must include a recent Speech and Language Therapy report and recent Educational Psychologist report, and a formal response cannot be provided without access to this information.

In addition to considering whether the placement can meet the child's needs, the numbers on roll for each year group and current/predicted pupil cohorts will be carefully considered to ensure that provision needs can be fully met.

If the paperwork indicates that the Language Centre can meet the child's needs and there is a place, the Head of the Language Centre and Specialist Speech and Language Therapist will visit the child in their current educational setting to confirm that the placement will be appropriate, prior to finalising the placement offer.

If a place is offered and accepted, there is a comprehensive transition procedure to help the child and family prepare for moving to the new setting. This includes visits to the mainstream school and language centre, and photographs to take home.

Provision

The majority of children at the Language Centre learn within specialist classrooms in the morning, taught by specialist teachers and supported by highly trained teaching assistants. Some children are taught within their mainstream classes according to their individual strengths and needs. The majority of children learn the following subjects in their specialist classrooms:

- Guided reading
- Phonics (letters and sounds)

- English
- Maths

The Language Centre provides a high level of practical learning experiences to support children with speech, language and communication needs to access the curriculum. Approaches to support children's SLCN and literacy are integrated within the learning and teaching, taking into account the holistic needs of each child. A wide range of approaches are used, including multisensory learning, gestures, visuals, Makaton signing, Cued Articulation, symbols (e.g. Communicate in Print), Shape Coding, and assistive technology (e.g. Clicker 7).

All children at the Language Centre include into the mainstream school at West Malling for registrations, worship, lunchtimes, playtimes, and foundation subjects (e.g., Science and PE). Some mainstream inclusion is supported by specialist centre professionals, while some is independent of centre support. All staff at West Malling CEP School have experience and training in speech, language and communication needs and ways of supporting children with SLCN. For some cohorts, Key Stage 2 topic teaching may be delivered for a number of terms by specialist staff within the Language Centre, if the nature of the topic is highly abstract and requires additional differentiation so that children can access the topic.

Children attend twice weekly language groups, which focus on pre-teaching vocabulary, and other areas of speech, language and social communication (e.g. grammar, comprehension monitoring, narrative, body language). Children are taught and supported to use a range of compensatory strategies within their specialist and mainstream classrooms to facilitate their learning (e.g. visuals, Makaton signing, Cued Articulation, comprehension monitoring, assistive ICT).

There is currently an NHS speech and Language Therapist based in the Language Centre two days a week, and an NHS Speech and Language Therapy Associate Practitioner based in the Language Centre one day a week. The therapy team offers direct therapy as needed and provides advice to language centre staff regarding how best to support children's SLCN. Therapy intervention may be provided individually, in pairs, in small groups or within the classroom. Therapy targets are planned in collaboration with language centre staff and parents and they form part of a child's Provision Plan.

For children who are 'open' to external agencies e.g., Occupational Therapy, we work jointly to support and continue set therapy programs. Strategies to support sensory regulation and attention and listening are incorporated into learning within the specialist classes (e.g. regular movement breaks, sensory strategies, supportive seating). Children's physical, sensory and motor needs are supported as appropriate (e.g. Motor skills groups, BEAM).

Partnership working with parents is considered to be an integral part of each child's placement at the Language Centre. It is expected that parents will be fully involved in all decisions and that they will be active partners in meetings, including Provision Plan meetings, annual reviews and parent consultations.

Exit Arrangements

Each child's progress will be closely monitored and reviewed by the specialist team in collaboration with mainstream school staff and parents/carers including the pupil as appropriate. Other professionals may be involved.

The EHCP In Year review and Annual Review meetings will regularly consider the outcomes of support to determine whether the needs of the CYP continue to require this level and type of provision. If significant changes in the CYP profile occur, therapy input and alternative provision may be considered. Transition from the provision to a mainstream setting will be considered at the point where a CYP has made progress and no longer needs the provision. This could be where:

1. Resultant or additional learning needs can be met within the mainstream setting without the direct support of the specialist team in the SRP.
2. The CYP is at the end of Year 6 and transferring to secondary school.
3. Alternative provision will also be considered where a CYP needs a higher level of specialist support or an alternative type of support because their presenting needs have changed. This will be discussed as part of the EHCP review process including In Year reviews and an Annual Review.

When a CYP is ready to leave the provision, effective transition will be carefully planned for, in consultation with the child, their family and the new setting and supported to enable success.