

Longdean School



Speech and Language Base Policy

Reviewed:	Autumn 2017
Ratified:	September 2017
Next Review	Summer 2020

School context

The Speech and Language Base at Longdean School is an integrated resource intended to meet the educational, social and emotional needs of children and young people who have an identified Developmental Language Disorder (DLD). This means that language skills, such as vocabulary knowledge, sentence structure and speech sounds may not have developed in a typical way. The difficulties with language will be severe or complex and will be creating a barrier to learning. The extent of the language difficulties may also affect peer interaction and self-esteem.

All children and young people placed in the Base will have an Education, Health and Care Plan, under the SEN Code of Practice, Children and Families Act, 2014. Places are allocated by a Provision Panel, organised by the LA and attended by a multidisciplinary team of professionals including a speech and language therapist. Longdean staff may also be invited to attend. Information on academic progress, social behaviour, speech and language development, as well as a full learning profile, is readily available to panel members. Students and parents are fully consulted and this is especially important as travel from other parts of the County is often necessary in order to access this specialist provision. This process can begin as early as Year 5 of Primary schooling, as this is the school year in which planning for Secondary Transition begins. Parents and carers will be guided in choosing an appropriate school for their child by the *School Information Report* and Hertfordshire's Local Offer.

Policy Statement

The Base Lead is the designated person responsible for coordinating provision for Base students, who are entitled to full and fair access to the National Curriculum. To achieve this students require specialist support which is provided by the Base Teacher, a Speech and Language Therapist [SALT] and Teaching Assistants, trained in interventions specific to the students' disability. The role of all Base staff is to provide meaningful learning opportunities for students at the appropriate level in order that they make progress and achieve their potential.

This policy sets out how the school creates, monitors, reviews and evaluates provision for students on the roll of the Base.

The Base Lead

The Base Lead will ensure that:

- Learning profiles, describing the students' learning needs and suggesting appropriate classroom strategies, are available to the whole school at the start of each academic year and updated as required. The SEN Code of Practice, 2014, outlines the requirement for all teachers to adapt the curriculum in a person-centred way, tailored to students' needs.
- CPD will be provided and advice given, to all staff who will teach or support students with Developmental Language Disorder. All training materials and advice on classroom strategies will be made available on the school Intranet. CPD will be ongoing in order that both the Base and the school deliver 'best practice' when addressing the language

needs of the students. The Base Lead will carry out regular classroom observations to better determine training needs.

- Each student will have a baseline assessment in the first term and appropriate targets set in conjunction with the Speech and Language Therapist. Targets will be reviewed termly, as required by the SEN Code of Practice, 2014, and in line with Quality First Teaching. Progress will be tracked, evaluated and recorded. Parents will be consulted regularly about progress and achievement. All the students will have an EHCP Annual Review which is their statutory right under the SEND Code of Practice. In preparation for the EHCP Review meeting, all stakeholders will be invited to submit their views on the student's progress. The Speech and Language Base at Longdean School will ensure that both the parents/carers and the students' views are clearly and fairly represented. It is the responsibility of the Base Lead to ensure that good liaison between the school and the parents/carers of the students on the roll of the Base, takes place.
- In addition to the specified sessions of speech and language therapy, the Base Lead will ensure that sessions are offered in the Base, according to need, to address students' weaknesses in literacy and numeracy in addition to providing specially tailored programmes to facilitate their social inclusion and appropriate post-16 placement. In recognition of duties under 0-25 provision, a programme to facilitate post-16 Transition will be offered, from Year 9 onwards. Liaison with colleagues in the Connexions Service and LDD Advisers will support appropriate post-16 placement.
- Provision is designed to be flexible to accommodate the changing needs of the students. It may consist of: support in the classroom; 1:1 and small group instruction for language and literacy skills; small group intervention for the development of social skills; preparation for the world after school, including Transition to work or college and Life Skills. A part of this work includes supporting students to develop resilience and self-advocacy.
- Provision will be in line with that specified in the Education, Health and Care Plan, as this is a statutory requirement.
- The Speech and Language Base at Longdean School supports the wider school community in the early identification of SLCN. This may include discussion about useful classroom strategies or an assessment of language and literacy skills to identify barriers to learning which may have arisen because of previously unidentified Speech, Language or Communication Needs.

The Speech and Language Therapist

The Speech and Language Therapist is contracted to Longdean School from the NHS to provide a range of professional services to the school. This contract takes the form of a commissioned service between the NHS and Hertfordshire Local Education Authority.

- These range of services include: assessment; direct speech and language therapy, according to need; the provision of advice and classroom strategies; training of teaching/support staff; observing staff and students in a classroom environment; joint planning with the teaching /support staff, including for set

targets; report writing; attendance at EHCP Review meetings; liaison with parents/carers and other professionals, including the Base Lead.

- The Speech and Language Therapist is a full member of the Speech and Language Base team at Longdean and works within the framework of the school's policies and procedures.

Teaching Assistants

Teaching Assistants will work both in the Base and in the mainstream classrooms to support the learning aims of the students and the teaching aims of the teachers.

- They will be aware of which strategies are appropriate to ensure that the students are able to access the curriculum.
- They will liaise with the subject teachers concerning all aspects of the subject they are supporting.
- They will monitor student progress both formally – against targets, and informally, noting pastoral and social concerns.
- They will feedback to the Base Lead who will keep a record.
- When working in the Base, whether to assist the Speech Therapist or the Base Lead, they will participate fully, in order to support the students in transferring appropriate strategies to mainstream classrooms.
- Through participation in specialist training sessions they will have a thorough understanding of the communication skills and learning needs of the students they are supporting. They will, therefore, be able to assist in the delivery of all intervention programmes designed to address the learning needs of students on the roll of the Base, including reading, phonics, numeracy and targeted speech therapy support.

Governors

The SEN link governor will monitor the role of the Base as an integrated resource within the school.