

BROWICK ROAD PRIMARY SCHOOL
POLICY STATEMENT FOR THE Specialist Resource Base for Speech and
Language
(The Language Development Centre - LDC)

Introduction

This policy is a statement of the aims, principles and practice for Browick Road Primary School's SRB for Speech and Language, the Language Development Centre (LDC). It has been drawn up with regard to documentation prepared by Norfolk Children's Services, in consultation with Browick Road Primary School Staff and Governors, and the Speech and Language Therapy Service.

What is the SRB?

An SRB is a specialist provision, operated by a mainstream school with delegated funding provided by the Local Authority. The school works to a Service Level Agreement with the Authority. SRBs provide short-term teaching and specialist support to meet the needs of individual children and offer opportunity for assessment and planning around individual needs, whilst promoting positive behaviour.

The SRB at Browick Road Primary School is currently funded to provide for 10 full time places for children in Reception, Year 1, and Year 2, identified as having SSLI (specific speech and language impairment). It is based in the converted school house attached to the main school. Parallel centres exist in Norwich, Great Yarmouth, Cromer and King's Lynn. Children come mainly from the southern part of the county and Norwich.

Admissions to the SRB are decided by the SRB Admissions Panel (see below) which meets once every half-term to discuss admissions to all speech and language SRBs in Norfolk. The majority of children are admitted on an up to 4-term sessional placement, when they remain on the roll of their home school. Occasionally they may be given a long-term placement in which case may transfer to the roll of Browick Road Primary School. Permission is sought from the SRB Admissions Panel for an extension to the placement for children who have a fixed-term placement but who need a further term at the SRB. Placements are 4 days per week with children returning to their home school on Fridays. On Fridays outreach for mainstream children at Browick is offered by SRB staff.

There will be regular contact between the SRB and the home school, both informally by comments in home/home school/SRB contact books, weekly photo and summary of

learning, telephone and email contact and visits and more formally by termly summaries of assessments and more formal meetings as transfer back to mainstream approaches

Achieving Success Together - Aims of the SRB

The SRB adheres to the requirements of the 2014 Code of Practice for Special Educational Needs and the 1996 Education Act. The vision and ethos of the SRB are those of Browick Road Primary School.

In Achieving Success Together we:

- Provide intensive speech and language therapy and education for 10 children in YR, and KS1 who have SSLI (specific speech and language impairment) defined as:
 - A severe, persisting speech disorder (usually Developmental Verbal Dyspraxia – DVD)
 - A severe expressive language disorder
- provide a curriculum which is differentiated according to the child's linguistic difficulties and to allow maximum and equal access to learning opportunities. This is informed by the school's Equalities Information Objectives & Scheme and makes reference to the Index for Inclusion.
- create opportunities for the children to work and play and thus rehearse communication skills with other children providing appropriate language models in mainstream educational environments.
- Provide outreach support to and liaison with 'home' schools of children at the SRB to enable successful inclusion during the placement and successful reintegration once the placement ends.

Admission to the SRB

The referral of a child to be considered for a place at the SRB will be prepared (via a Request for Support form) by the child's educational or pre-school setting along with a recommendation from the speech and language therapist. Other agencies may also contribute to this referral which is made in the parents' knowledge and with their consent. The referral form is available on the Norfolk Schools website.

<http://www.schools.norfolk.gov.uk/Pupil-needs/Specialist-Resource-Bases/NCC098690>

Request for Support forms, and accompanying evidence, is submitted electronically to Panel at least two weeks before the Admissions Panel meeting.

In addition, completed copies of the form and all supporting documents are sent to the parent/carer by the home school. The Panel, in consultation with the SRB, decides the type, length, start and finish date of each placement. Following Panel decision the parent/carer will receive written confirmation of a place. Transport arrangements are made by the Business Support Team providing administrative support to the SRB Admissions Panel.

Characteristics of children attending the SRB

Language provides the key to acquiring and using knowledge and so is central to the learning process and human relationships. All children will develop language at their own pace and many can show some signs of immaturity and/or delay on entry to school. The majority of these however will be resolved naturally through a combination of normal development, learning from others and direct responses to the education process.

For a small number of children this does not happen because their language is disordered in some way which limits or blocks normal processes. This disorder is not always easy to identify with young children but early identification is essential if frustration, isolation and faulty learning are to be avoided.

For children attending the SRB there will often be an absence of primary, general learning and also physical, hearing or behavioural difficulties. Where there are behavioural difficulties they will often be attributable to frustration stemming from the communication difficulty itself and there will be evidence of effective learning in areas which do not involve language processing.

These children are likely to experience a range of difficulties including:-

- Attending and listening.
- Remembering, processing and understanding language.
- Word finding.
- Stringing words and ideas together in normal or logical sequences.
- Restricted or unusual sound system.
- Restricted verbal functions of interaction, negotiation, enquiry, symbolic and social play etc.
- Poor rehearsal and generalisation of learning and skills.
- Poor self-esteem and fear of failure often generating considerable anxiety.

- Avoidance strategies.
- Inappropriate attention-gaining behaviours.
- Confusion and frustration.
- Over-dependence on trusted adults, persisting immaturity etc.
- Inappropriate use of jargon and repetitive phrases.
- Inappropriate social use of language.

Profiles of children appropriate for SRB placement

Typically, children admitted to the SRB should demonstrate a need for:-

- Intensive daily speech and language therapy.
- Specialised teaching, in small groups.
- An integrated approach to teaching and therapy with shared targets.
- Access to a highly individualised education programme.
- A consistent and structured team approach across the curriculum.
- A structured environment.

Children should demonstrate:

- Cognitive ability of a level and character such that they can make use of intensive specialist teaching and speech and language therapy.
- Ability to access the curriculum within a mainstream school setting.
- Difficulties that are primarily language based and not a result of sensory impairment, cultural/social disadvantage, emotional, psychological, behavioural difficulties, English as an additional language.

We would expect to consider for admission children with severe speech and/or language or communication disorders e.g.

expressive language disorder
severe verbal dyspraxia
severe phonological disorder
semantic and pragmatic disorder
receptive language disorder
(This is not an exhaustive list)

Strong emphasis is placed upon parent partnership with SRB staff.

Staffing

The SRB has a team of specially trained staff which includes two part-time specialist teachers, one full-time specialist teaching assistant, one part-time teaching assistant and one part-time speech and language therapist. We also have a Shared Outreach Teacher who is based at The Hall School and who works with all of the Speech and Language SRBs in the county to provide support and outreach.

Outreach

The SRB provides a variety of outreach support which is being developed with the Shared Teacher:

- Provide outreach advice and support to mainstream schools which are the 'home' schools for children at the SRB in order to ensure consistency of approach between the two settings
- Offer observation and shadowing opportunities to mainstream school staff to enhance their knowledge and skills in working with learners with SLCN
- Provide or contribute to outreach support, training and development activities for schools and clusters within a defined area, to better meet the needs of children with a wide range of SLCN
- Provide outreach to children in the mainstream school at Browick who have speech and language difficulties, under the supervision of the community therapist. This is currently provided by the Specialised Teaching Assistant on Fridays.

Inclusion within Browick Road Primary School

It is important that children in the SRB also see themselves as part of the mainstream class. Children attend with the mainstream children for assemblies, play and lunchtimes. They are also included in special events such as visits, sports days and Christmas productions and have access, particularly in EYFS, to the indoor and outdoor EYFS mainstream areas.

SRB staff give advice as necessary about strategies for supporting individual children. MSAs are also given guidelines to help them give appropriate responses to children in the SRB while they are caring for them at lunchtime.

The mainstream environment provides the following advantages for pupils and staff working within the SRB:-

- A structure for expected levels of good behaviour.
- A framework for integrated assemblies, playtimes, lunchtimes and other activities as appropriate, offering opportunities for support and observation.
- A framework for curriculum planning and record-keeping.

The SRB offers the following advantages to the mainstream school:-

- Specialist knowledge and experience of staff working with children with language difficulties.
- Additional space and resources for use by other children and staff.

Parental Involvement

Many of the children attending the SRB travel a considerable distance by school transport, therefore parental contact can be more difficult than for mainstream children. Daily contact is maintained through the use of a Contact Book and telephone calls. Parents are invited to a progress meeting each term with the SRB teacher and the Speech and Language Therapist when the child's academic progress and the current speech and language targets are discussed. Parents are welcome to visit or contact the SRB whenever they wish. Parents are invited to termly 'sit and see' sessions where they can look at the work the children have been doing in the SRB. There are also less formal meetings in the form of social events during the second half of each term - a reading or maths café, a coffee morning and a picnic tea party, when parents are invited to come into school and share social time with the children.

At the end of the placement – transition back to mainstream or extension

When children in the SRB no longer require intensive speech and language therapy then the process of returning fully to mainstream begins. This may be at the end of the 4-term placement or, in some cases, before. There will be a transfer meeting at the SRB when the SRB teacher, Speech and Language Therapist, parents and home school staff meet to determine the most appropriate transition. There is usually a phased return where a child will attend their home school for more than one day each week during their last half-term at the Base. There may also be a need to continue speech and language therapy under the community therapist and again this will be discussed at the

meeting. If a child has come to the end of the 4-term placement and still requires intensive therapy provision then an application for an extension of the placement may be appropriate. This will be made by the home school and will go to panel.

Evaluation and Review

This policy will be subject to review every three years unless changes in legislation, staffing etc. deem an earlier review necessary.

Pauline McMullen- Headteacher

Chris Knight – SRB Lead Teacher