

Meeting the Needs of Pupils with Severe and Profound Speech and Language Disorder

The Language Provision SEN Report

The London Borough of Bromley Specialist Speech and Language Disorder Provisions are committed to adopt a similar approach to meeting the needs of their pupils who have a Statement or Health Education Care Plan for severe and profound Speech and Language Disorder.

There are two Specialist Speech and Language provisions in Bromley, one at Green Street Green Primary School and one at Raglan Primary School. Bromley Healthcare provides the Speech and Language Therapy team who work closely with the teachers, specialist support assistants and other relevant professionals. There are strict criteria and assessment procedures that the Local Authority applies when deciding on placing a child in the provisions. More details are available on request from The London Borough of Bromley.

ALL ADMISSIONS TO THE TWO PROVISIONS ARE MANAGED BY THE LONDON BOROUGH OF BROMLEY AND NOT BY THE PRIMARY SCHOOLS TO WHICH THE PROVISIONS ARE ATTACHED. The Local Authority hold ONE waiting list and places are allocated from that list. Places are allocated to one of the two provisions as a space becomes available.

The LOCAL OFFER for the two provisions is being published ONLY as a guide for parents whose child has been offered a place in this type of provision, through the London Borough of Bromley.

| Information and Guidance: Who should I contact to discuss the concerns or needs of my child? | |
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| <p>Class teacher</p> | <p>He / she is responsible for:</p> <ul style="list-style-type: none"> Adapting and refining the curriculum to respond to strengths and needs of pupils with Speech and Language Disorder. Checking on the progress of your child and identifying, planning and managing additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. |
| <p>Heads of Provision</p> <p>Mrs Carol Burgess (Raglan)</p> <p>Mrs Jayne Morkill (Green Street Green)</p> | <p>The Head of Provision is responsible for</p> <ul style="list-style-type: none"> Line Managing the “team” of staff within the Specialist Provision. Reporting to Governors Providing specialist advice and facilitating training to ensure that their staff are skilled and confident about meeting the needs of pupils with severe and profound Speech and Language Disorder. Coordinating day to day educational provision for their pupils. Ensuring that parents are: <ol style="list-style-type: none"> Involved in supporting their child’s learning and access Included in reviewing how their child is doing Consulted about planning successful movement (transition) to a new class or school Working with the SENCO to liaise with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. |
| <p>Head Teachers</p> <p>Mrs Kath Margetts (Raglan)</p> <p>Mr David Abrahams (Green Street Green)</p> <p>SEN Governors</p> <p>Mrs Samaris Huntington- Thresher Kayleigh Sawyer (Green Street Green)</p> <p>Mrs Jess Benning (Raglan)</p> | <p>He/she is responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, including the specialist provision. <p>He/she is responsible for:</p> <ul style="list-style-type: none"> Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school. |

Assessment, Planning and Review

How can I find out about how well my child is doing?

All provision pupils will have either a Statement of Educational Needs or an Education, Health Care Plan and will therefore be subject to a regular review and reporting process.

When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

Test Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. For some children, it is not appropriate for them to sit tests and this will be discussed with parents at the end of each Key Stage.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

The specialist Speech and Language Disorder provision teachers are skilled at adapting teaching to meet the needs of the pupils in each class in the provisions. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

This is a vitally important aspect of the provision. Every child, and his/her parent, is encouraged to feel part of the school community. When we identify subjects the child enjoys and can access confidently, he/she is included in mainstream lessons with support when appropriate.

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.

Interventions

How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning support staff

- In all provision classes
- Intensive programmes for key skills

Strategies/programmes to support speech and language where recommended by clinical decision

- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Specific differentiation or modification of resources e.g. use of Widget
- Speech therapy for individuals or groups delivered by speech therapists, teachers and support staff

Strategies to support/develop literacy including reading

- Focused reading programmes
- Phonics catch-up programme
- Small group intervention programmes

Strategies to support/develop numeracy

- Small group individual intervention programmes
- Use of Makaton and Widget to support Numeracy vocabulary and concepts

Strategies/support to develop independent learning

- Alternative recording methods
- Visual timetables for class & individuals
- Steps to success used in every lesson

Access to Medical Interventions

How can the school support my child with medical needs?

- Use of individualised Care Plans
- Liaison with school nurse and/or other medical professionals

Pastoral Support

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes
- Regular 'celebration of success' opportunities

Mentoring activities

- Nurture chats by Listening Ear staff
- Playground pals

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Reduced or modified time-table
- Photo-stories, especially for transition
- Regular contact & liaison with parents

Strategies to support/ modify behaviour

- School sanctions and reward system as set out in School Behaviour policy
- Mentoring
- Individual targets and strategies

Support/supervision at unstructured times of the day

- Break-time SEN staff on duty
- Trained staff supervising during break periods

Planning, assessment, evaluation and next steps

- Regular reviews with Parents
- Pupil progress reviews termly
- Support plans for pupils
- All lessons and homework differentiated to take account of individual needs

Personal and medical care

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical needs
- System for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans
- Modified toilet facilities for individual needs

Increasing accessibility

What support is there to help my child to get about and develop independence in school?

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Funky fingers offered as appropriate

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers)

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Lap-tops etc as appropriate to age and need of child

Partnerships with External Agencies

What support from outside does the school use to support my child?

The provision works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- LBB Inclusion Support Advisory Team
- Educational Psychology Service
- SEN Team
- Sensory Support Service
- Occupational Therapy/Physiotherapy
- CAMHS
- Complex Needs Team
- CATT's Team
- Paediatricians
- Bromley Wellbeing Service

Transition How will the school help my child move to a new class / year group or to a different school?

Children and young people with severe and profound Speech and Language Disorder can become particularly anxious about "moving on" so we seek to support successful transition by:

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

We will arrange induction sessions with the receiving school

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact.

On 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.

| Agency | Description of Support |
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| School may refer as required and implement recommendations following specialist assessment | |
| Speech and Language Therapy Service | On site. Contact through Head of Provision |
| School Nurse | E mail: schoolnurses@bromleyhealthcare-cic.nhs.uk |
| Occupational Therapy/ Physiotherapy | E mail: bro-pct.childrensotservice@nhs.net E mail: childrensphysiotherapyservice@bromleypct.nhs.uk |
| Paediatric Services | Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988 |
| CAMHS (Child and Adolescent Mental Health Service) | Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988 |
| Educational Professional responsible for children who are looked after | Oversees and monitors provision for children who are in the care of the Local Authority Helen Priest, Head Teacher, Bromley Virtual School Tel: 020 8461 7723 E-mail: helen.priest@bromley.gov.uk |
| Bromley Community Wellbeing Service | A single point of access for the emotional wellbeing of young people under the age of 18 in Bromley www.bromleywellbeingcyp.org/ |
| Voluntary agencies | |
| • Bromley Parent Voice | http://www.bromleyparentvoice.org.uk/ |
| • Burgess Autistic Trust | http://www.burgessautistictrust.org.uk/ |
| Bromley Parent Partnership & Choice Service Local Offer We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school. http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet | |

| Staffing Expertise |
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| How skilled are the staff in meeting the needs of my child? |
| An ongoing 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 severe and profound Speech and Language Disorder. |
| The Head of Provision actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with severe and profound Speech and Language Disorder. |

| FURTHER INFORMATION about support and services for pupils and their families can be found in: |
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| The London Borough Bromley Local Offer |
| Bromley Parent Partnership |
| The DfE Code of Practice |

Offer is currently subject to DfE SEN Code of Practice 2014