

# **Additionally Resourced Provision for children and young people with: Speech, Language and Communication Disorders (SLCD).**

## **3. OVERVIEW**

These centres are directly managed by Solihull Local Authority and are staffed and resourced by the Specialist Inclusion Support Service.

They are for pupils with Speech, Language and Communication Disorders as their primary need, who, with significant additional support, can succeed in a mainstream environment. Such pupils do not meet the threshold for a special school in Solihull or there is parental preference for a mainstream school. These centres are not intended for short term or emergency placements.

## **4. RESPONSIBILITIES AND REQUIREMENTS**

### **The Provision is expected:**

- to provide a resource base within a mainstream setting
- to ensure that funds delegated to the work of the resource base are used to ensure that the needs of the target group of the pupils are being met
- to ensure staffing ratios are as in the model agreed with the LA and any permanent changes are in consultation with the LA and school
- to be responsible for the supervision of staff
- to ensure the school Senior Leadership Team and Governing Body are fully involved in the development and monitoring of the resource base
- to provide the flexibility to move teachers and teaching assistants, depending on the needs of the young people, including moving into mainstream when appropriate
- to provide opportunities for children and young people to integrate with their peer group and the flexibility to be able to spend as much time as is required in the resource base to meet the needs of the young people
- to plan flexible styles of organisation within the resource base for example working in small groups, pairs etc.
- to ensure that staff have appropriate specific qualifications and experience including additional specialist teaching qualifications where applicable (ARP Manager/ Teacher in Charge), or intend to complete them

### **Training and partnership**

- ensure relevant, evidence based staff training is provided for both resource base and staff across the school, about the needs of the children and young people, including self-evaluation and action planning through the use of the Speech, Language and Communication Framework, Communication Trust, Solihull Communication Friendly Setting Audit and Toolkit. and
- work in partnership with the local collaborative schools including mainstream, special schools other resource bases and the SISS Speech, Language and Communication Disorder Team, in regards to Speech and Language provision, to provide a seamless education package

### **The Environment**

- the resource base should be fully accessible in accordance with DDA legislation
- have safe and secure internal and external environments
- comprise of a range of flexible, transformational spaces for teaching and learning
- spaces for children should be of a size to create a comfortable environment for children and young people with SLCD

### **Teaching and Learning**

- to carry out a full range of assessments to ensure that the child/young person's learning needs are met
- provide access to specialist teaching.
- provide a flexible timetable for the children and young people to include flexibility to arrive early and leave late
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities; specialist writing equipment;; visual information etc.
- incorporate a range of teaching and learning strategies which have been shown to be effective for children and young people with SLCD and for which there is an evidence base

**Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for  
primary aged children with- SLCD:  
Valley Primary School and Bishop Wilson C of E Primary School**

**1. Provision**

In line with this Service Level Agreement and the Local Offer, Valley Primary School and Bishop Wilson C of E Primary School ARP will provide:

- Valley Primary School, SLCD provision is for a maximum of 16 pupils across Reception, Key Stage 1 and Key Stage 2 for pupils **who require more than 50%** of their teaching within a specialist resource base.
- Permanent staffing (who are employed by the Specialist Inclusion Support Service) will be a minimum of 2 specialist teachers and 2 Inclusion Support Practitioners (ISPs)
- Bishop Wilson provision is for a maximum of 12 pupils across Key Stage 1 and 2 and is for pupils **who require up to 50%** of their teaching within a specialist resource base.
- Permanent staffing (who are employed by the Specialist Inclusion Service) will be a minimum of 1 specialist teacher and 1 ISP.
- Pupils will be admitted on the roll of the Primary School.
- The day-to-day running of the provision is the responsibility of the specialist teachers, overseen by the Teacher in Charge.
- The overall management of the ARP is the responsibility of the SISS Manager and SLCD Team Coordinator, working closely with the Head teacher and school governing body.
- Pupils will access mainstream classes as appropriate to their needs both with and without support.
- Class teachers will take an active role in ensuring progress and well-being when in their care in consultation with ARP staff as necessary.
- In Valley Primary ARP Pupils will be placed by the local authority from Reception to year 5. New pupils will not normally be placed in the provision at year 6.
- In Bishop Wilson ARP Pupils will be placed by the local authority from year 1 to year 5. New pupils will not normally be placed in the provision at year 6.
- Valley and Bishop Wilson schools and ARPs will provide a socially and emotionally supportive environment which fully involves parents in their child's learning, including wider outcomes.

- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes.
- The Teacher in Charge of the ARP will work closely with the school SENCo so that learning is shared across the school and ARP staff.
- Staff in the ARP will share expertise across the whole school enabling communication friendly practice to be embedded across the setting.
- The ARP staff will work alongside the SLCD Outreach Team to support other schools in Solihull to develop communication friendly practice through a range of outreach activities e.g. providing training for TAs, support for parents and opportunities for schools to observe the Communication Friendly practice within the ARP etc.

## 2. Entry Criteria

- The placing authority is Solihull MBC. The child will have a verified diagnosis of speech and/or language disorder or severe speech and language difficulties that have a significant impact upon their learning and well-being. This will be made by appropriately qualified specialists from the health service.
- The child will not always require an Education, Health and Care Plan but will have SLCD identified as their primary need.
- The child has potential to benefit from access to an intensive speech and language approach to learning, delivered by specialist teachers, in conjunction with a Speech and Language Therapist.
- The child will also benefit from a differentiated mainstream curriculum and function with the peer group available.
- The expectation is that the child will work towards returning to a full mainstream curriculum without ARP support.
- Interventions recommended by external specialists in SLCD will have been used and despite these, the pupil shows little or no progress or intensive support is required to ensure progress.
- An SLCD Specialist and Speech and Language Therapist will have been involved with the child and will have identified the need for this type of provision. **This recommendation will have been discussed with the Team Around the Child at a review meeting or annual review meeting prior to a referral being made.**

### 3. Required evidence

The following evidence MUST accompany the standard application form for additionally resourced provision

- Written evidence of a diagnosis of SLCD/DLD from an appropriately qualified professional e.g.: Speech and Language Therapist
- Evidence of work with SLCD Team including initial assessments, Pupil Support Plan carried out and reviewed by school.
- A completed cycle of support from an SLCD Inclusion Support Practitioner including a review of outcomes.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment.
- The pupil's perception of their own strengths and what they would like support with.

### 4. Admissions process

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for SLCDARP provision. It must be accompanied by evidence set out in section 3 above. The application must have been discussed with parents at a review meeting and be signed by them indicating consent. The application must be sent to the START Team manager, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 0UG.
- The application will be considered by the LA at a dedicated admissions panel. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team. Papers will be circulated **at least three weeks** prior to the Panel, to all Panel members.
- The Panel will be chaired by the START Team Manager and attended by the Head Teacher and/or one other school representative, a specialist from the Specialist Inclusion Support Service an Educational Psychologist, and a Speech and Language Therapist.

- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and advise on the placement. It is expected that places will be balanced across the different year groups.
- Following agreement a transition package will be agreed between the team around the child to ensure successful transition into the ARP. This will be planned based upon the need of the child, in partnership between ARC staff and the child's mainstream school, to ensure a successful transition for the young person and their family.
- Following placement there will be a review within the first term and subsequently there will be reviews at least each term.

## **5. Exit criteria**

- Generally, pupils will remain in the provision for the whole of the relevant Key Stage. It is expected that the majority of children will transition into their local mainstream secondary school following the additional ARP support. Some may transfer to another SLCD Additionally Resourced Provision at the end of the appropriate Key Stage. For a small minority of pupils it may be appropriate to transfer to a more specialist provision.
- Criteria for moving on from the provision into mainstream are:
  - the pupil is making academic progress in line with or above expected levels and/or
  - the pupil has made significant progress in their speech and/or language to enable successful access to a full time mainstream placement.
  - the pupil can access the mainstream curriculum with additional support as outlined at Band 2a or 2b.
- Criteria for moving on from the provision into more specialist provision are:
  - despite accessing an appropriate environment, curriculum and staffing designed to maximise learning for children with SLCD, the child has not made academic progress in line with expected levels indicating additional learning difficulties alongside SLCD.
  - despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for children with SLCD, the child continues to experience significant difficulties with

interaction, communication and behaviour that would indicate more severe difficulties

- the pupil continues to require a level of support that is in addition to that normally provided by the SLCD Additionally Resourced Centre

## **6. Exit process**

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this.
- Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from primary to secondary education a review meeting should be held no later than the Autumn term of Year 5 to ensure appropriate placement at Key Stage 3 can be made.
- The ARP will develop a transition plan with the new provision to ensure a smooth transition into the new setting for the young person.

## **7. Expected outcomes and impact**

- The school will have high expectations for all pupils attending the ARP, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make good progress in relation to their social communication, interaction and behaviour, but also to make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
  - the school's data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile. termly planning and review meetings and through Annual Reviews
  - reports generated by other agencies involved with the child
  - evidence of successful outcomes related to SLCD by Speech and Language Therapist evaluated on a regular basis
  - targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.

- For all pupils there is evidence of Pupil Voice/Engagement that demonstrates that their views are sought, listened to and acted upon
- All pupils to have an emotional wellbeing assessment upon entry to the ARP with a positive action plan created and then reviewed regularly. This will measure the ARP's impact upon the individual emotional wellbeing of its pupils.
- 90% satisfaction rate from parents, assessed through on-going evaluation and survey results in the summer term and on an annual basis thereafter
- The LA Lead SEND Specialist, SISS Team Manager, will collaborate with the Head Teacher to review the performance of the ARP on an annual basis

### **8. Support and Monitoring**

- The LA will provide support and challenge for the ARP through the SISS SLCD Team Coordinator.
- The LA, through its specialist teaching service, will coordinate regular meetings for staff working in the Primary SLCD ARPs and SLCD Outreach Team, providing opportunities for additional training and peer to peer support.
- The ARP school and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.
- A report on performance and pupil progress for pupils attending the ARP will be provided to the SISS Manager, Head teacher and Governors on a termly basis.

### **9. Quality assurance**

- The LA SISS Manager will:
  - ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development
  - ensure staff have continued access to training and professional development and that this relates to the development of the ARP

### **10. Governor responsibilities**

- The Head Teacher and governing body will work in collaboration with the LA SISS Manager, SLCD Team Coordinator and Teacher in Charge to ensure service delivery and intended outcomes are achieved.



- Ensure staff participate in multi agency meetings as appropriate (e.g. Single Plan, Team Around the Child).
- Demonstrate that the needs of children and young people accessing ARP support are met and progress is being made.
- Ensure that the need to continue building the capacity, capability and confidence of all ARP staff is part of the School Development Plan.
- Request a report from the ARP Manager/Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually.

#### **11. Solihull Council Children's Services will**

- Fund up to the maximum number of places allocated to each ARP.
- Work collaboratively with the ARP school and appropriate external agencies.
- Support appropriate training opportunities for designated staff within the ARP School.
- Monitor the progress and outcomes for the children attending the ARP.
- Support ARP resourced schools through termly ARP network meetings.
- Manage admissions and exit criteria to and from the ARP, in line with the SLA.
- Monitor outreach requests/provision.