

Speech and Language Resource Provision Entry Arrangements

September 2022

Cherry Orchard Primary Academy has a Specialist Resource Provision (SRP) that has 14 places for children with speech and language disorders.

We are able to include no more than two children in the unit per academic year group due to physical space constraints in classrooms for the children to work with their mainstream peers. This stipulation is made to ensure effective inclusion and learning opportunities for all children. As the provision aims to achieve a high level of inclusion into mainstream classes and whole school life, placement of a child in the provision must not be to the detriment of either the child or their peers.

1. The child must have an Education, Health and Care Plan (EHCP) stating the child's primary need as a Developmental Language Disorder (DLD), a language disorder associated with a biomedical condition or a speech disorder.
2. The child will have scores within the average range for non-verbal abilities.
3. There should be no primary hearing difficulties needing input from the hearing impaired service.
4. Social, emotional and mental health difficulties must not be the main cause for concern.
5. There should be no primary diagnosis of ASD. If a child's speech and language difficulties include mild traits of Autistic Spectrum Disorder [ASD], placement in the provision may still be considered. If the child's ASD generates a barrier to the development of communication and learning, it may not be possible to meet these needs in our provision. Social interaction skills must fall within the neuro typical range. A multi-sensory approach can be overwhelming for children with ASD, and this approach is used in our setting.
6. It is recognised that these may occur as a temporary underlying need, as a result of the speech and language disorder, but these must not present a major barrier to the learning of an individual child. Where incidents are frequent or intensive, where the child is not responding to support, where the child poses a risk to self or others, and/or impacts on the learning of other children, their place in the unit will be reviewed. This may be through the process of annual review, which may be brought forward.
7. Children will be expected to access a high level of mainstream inclusion in order to experience a variety of learning and social opportunities, and to generalise their learning and independence. They may not be supported by an additional adult for all of these inclusive opportunities.

8. The pupil's projected end of key stage attainment is expected to fall within the expectations described in the national curriculum end of year descriptors for children from Years 4 to 6.
9. Places in the unit are commissioned by Kent Local Authority who consult with the Principal and governing body. Reports and any other available information will be scrutinised by the Multiagency Admissions Advisory Panel who will carefully consider the needs of each child, together with those of others already placed in the unit and the wider school.
10. Designated staff from our school will visit the child to observe them in their current setting and liaise with staff to gain further insight into their needs and to support the decision making process.

Each child's progress is continually monitored by Teaching Staff and Speech and Language Therapists in collaboration with other professionals where appropriate. If significant changes become evident in the child's profile and their needs cannot be best met in the provision, alternative provision will need to be considered.

Exit Arrangements

Each pupil's progress will be closely monitored and reviewed by the specialist staff 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 pupil continue to require this level of provision. If significant changes in the pupil's 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 child 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
2. The child is at the end of Year 6 and transferring to secondary school.
3. Alternative provision will also be considered where a child needs a higher level of specialist support or an alternative type of support because their presenting needs have changed. This will be through in-year reviews and the Annual Review process.

When a child is ready to leave the provision, effective transition will be planned and supported to enable success in the new setting.