

Resourced provision for children with speech, language and communication needs

Hampshire Children's Services
SEN Service

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Introduction

This document is intended as advice to schools, resourced provision managers/teachers in charge and professionals who work with children who have special educational needs (SEN) that can be described as speech, language and communication needs (SLCN).

The resourced provisions for children with speech, language and communication needs are available in the document *Provision in Hampshire for children and young people with Education, Health and Care (EHC) plans* (see page 5 for further details). They are all part of a mainstream school and those children admitted will normally have severe speech, language and communication needs complicated by other special educational needs. The broad aim is that these provisions will allow identified children to access a mainstream curriculum in a supportive environment where their needs are met by staff who understand their difficulties and are able to provide individual programmes of learning. It is anticipated that most of the children should make progress such that they can attend their local mainstream school in due course.

Resources

The funding for resourced provisions is delegated to schools through the schools' funding formula and is based on the number of pupils in the resourced provision. An Agreed Place Number (APN) is established with the headteacher each year and, although minor adjustments may be necessary, major adjustments are avoided as far as possible in order to enable forward planning and to promote stability and retention of specialist staff.

Please see guidance notes for further details which are available on Hampshire County Council's website at <http://www3.hants.gov.uk/education/schools/budgetshares.htm>.

The resourced provisions have access to the full range of centrally managed educational support services provided through Hampshire County Council but, of particular importance, is the speech and language therapy provision made by the local Health Service.

Speech and language therapy provision is a collaboration between Children's Services and health services with therapists, employed by the Health Service, working closely with resourced provision managers, through direct and indirect contact with the children, to provide a programme tailored to each child's specific areas of need. Speech and language therapists work directly with the children in providing individual and small group therapy in a wide range of areas, including phonology (speech sound awareness and production), understanding and use of language, vocabulary, narrative and social communication skills. The nature of input will vary according to the age of the child, with the youngest receiving more individual therapy. As children get older much of the language need will be met through the incorporation of targets, set in discussion with the speech and language therapist, into classroom activities. Although some children with severe speech disorders may continue to receive individual remediation and some will receive direct therapy in small groups for language and social communication work.

Therapists are also involved in the setting of individual targets and the writing of Personal Plans; ongoing assessment, both formal and informal, and writing reports for annual review; training and support to teaching assistants and outreach training and advice.

Management and staffing

The headteacher and governing body of the school are responsible for spending the budget allocated by Hampshire County Council for the resourced provision. However, a qualified teacher within the school will need to be designated as the resource manager or teacher in charge.

It is a requirement that all teaching and non-teaching staff employed to work in the resourced provision and the resource manager/teacher in charge have appropriate expertise, experience and training (preferably including an accredited qualification) in working with children who have special educational needs, especially in the field of speech, language and communication needs. All staff should have a commitment to continued professional development. The special educational needs inspector and the educational psychologist with lead responsibility for speech, language and communication needs will be able to offer advice on this and are also able to offer advice and support concerning recruitment of staff for the resourced provision.

All additional members of the school staff should receive awareness raising training; whole school awareness is necessary because of the emphasis on mainstream inclusion for children admitted to the resourced provision.

It is recommended that **minimum** staffing levels should be:

- Foundation and Key Stages 1 and 2
1 teacher : 6 children
1 learning support assistant : 6 children
- Key stages 3 and 4
1 teacher : 6 children
1 learning support assistant : 10 children

Schools are expected to manage resourced provisions with regard to advice set out in Hampshire County Council's guidance, *Good Working Practices for person centred approaches in resourced provisions for speech, language and communication needs*, which is reproduced in Appendix 1.

Admissions criteria

These criteria have been produced for school staff and Hampshire County Council staff in order to establish a shared understanding of the level of need likely to indicate the consideration of a placement at a resourced provision for speech, language and communication needs.

In considering children's special educational needs, access to the curriculum is taken to be a central issue. Most children who are experiencing speech, language and communication needs that impair their ability to participate in the classroom generally, can access the curriculum once they have been provided with some additional special educational provision. This is normally provided from the resources available in school, through the delegated funding arrangements for special educational needs, or through an EHC plan.

Only those children with the most severe and/or persistent difficulties will require access to resourced provision for speech, language and communication needs.

- 1 It is expected that the child meets Hampshire's criteria for deciding to make a statutory assessment for speech, language and communication needs.
- 2 The primary area of special educational need must be speech, language and communication difficulties made more complex by other areas of special educational need, eg social communication or behavioural needs.
- 3 There should be evidence the child has cognitive skills in the average range and the potential to integrate into the mainstream classroom and access the school curriculum, including the National Curriculum, with modification for their speech, language and communication needs, as appropriate.
- 4 If the child being considered for a placement already attends a mainstream school then staff from that school should have previously sought advice from their educational psychologist/Speech and Language Therapy Service/local resourced provision and implemented an intervention programme for an agreed period of time (usually between 3 and 6 months).
- 5 In those cases where the child's needs are so complex that they require 1:1 support in mainstream classroom for more than 20 hours per week, including supervision at less structured times such as during lunch, then consideration should be given to an alternative placement in a resourced provision for speech, language and communication needs unless it is considered that the additional needs can be quickly addressed and the child can then make progress.
- 6 Where English is the additional language, the child must have an identified speech, language or communication difficulty in their first language.

Admissions procedures

Admission to resourced provision for speech, language and communication needs is via Hampshire County Council SEN Service and not through approaches by individuals directly to resourced provision.

- 1 On completion of an Education, Health and Care (EHC) needs assessment the SEN Service will arrange for the child's proposed EHC plan to be discussed by the County Assessment and Placement Advisory Group (CAPAG).
- 2 CAPAG will consider the child's assessed special educational needs having particular regard to the criteria listed in this document.
- 3 Where placement at resourced provision is considered appropriate, the SEN Service will refer the papers to the nearest resourced provision.
- 4 The headteacher will respond within ten working days, either saying that a place is available and arrangements for the child's admission will proceed, or that the school feels unable to offer a place. The latter may be the case if the resourced school is full or if the school believes it is unable to meet the child's needs in view of the balance of needs within the current group. Such reasons would need to be clearly outlined. In exceptional circumstances, the school may be required to take a pupil by the SEN Service.
- 5 The SEN Service will confirm any offer of a place and, once accepted, issue the final EHC plan or amended EHC plan as appropriate.

Provision

Resourced provision for speech, language and communication needs will provide:

- 1 access to specialist teaching and therapy programmes to meet children's individual speech, language and communication needs, which can be practised and supported across the curriculum allowing access to the National Curriculum and the full school curriculum
- 2 access to appropriately skilled teaching and in-class support
- 3 access to appropriate integration within the main school
- 4 access to direct and indirect support from a speech and language therapist
- 5 a peer group experiencing similar needs
- 6 a school ethos in which speech and language needs are accepted, understood and allowed for, but where strengths are challenged and stretched
- 7 access to on-going review and assessment procedures
- 8 access to a range of technological resources
- 9 an environment in which the emotional impact of the impairment is recognised and managed
- 10 a focus for multi-agency involvement and support, which includes parents, health services and Children's Services
- 11 a signing environment, where appropriate
- 12 enhanced visual support for learning and organisational skills.

Advice about good working practice is set out in Appendix 1.

Exit procedures

Children's needs do change. Schools with resourced provision have a responsibility to ensure that places are not being filled by children who still have special educational needs but no longer require the high level of specific speech, language and communication support available from the resourced provision.

Upon leaving the resourced provision a child would normally be expected to transfer to his/her local school. In some instances there might be grounds to phase the transition moving from the resourced provision, to the main school in which the resourced provision is situated, and then on to the local school. In exceptional circumstances, continuation at the main school, where the resourced provision is located, could be considered with transport provided by Hampshire County Council if necessary but in most cases this would be regarded as parental preference and so Hampshire County Council would not provide transport.

In most cases children are likely to retain their EHCP, which will be amended to specify a level of support on their exit from the resourced provision.

In exceptional circumstances, it may be appropriate for a child in a resourced provision to transfer to a special school.

When a child exits a resourced provision, particularly in the case of a transfer to secondary school, it is the responsibility of the resourced provision to ensure that a transition plan is in place and agreed with the parents and the receiving school. The Speech and Language Therapy Service will be key to the success of any transition arrangements and should be fully involved in the planning process.

If a child is to remain in resourced provision, Hampshire County Council will expect to see evidence in the annual review report that the child continues to need the place.

Further information

List of specialist provision in Hampshire for children and young people with SLCN

- Please refer to the document *Provision in Hampshire for children and young people with EHC plans* available online at <http://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

or go to the Local Offer at <https://fish.hants.gov.uk/localoffer>

Hampshire County Council SEN Criteria documents are available at www.hants.gov.uk/sencriteria

SEND Code of Practice: 0-25 years, DfE, 2015 available at www.gov.uk/government/publications/send-code-of-practice-0-to-25

Schools: guide to the 0 to 25 years SEND Code of Practice, DfE, available at www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

If you would like more information please contact the SEN Service, email enquiries.sen@hants.gov.uk.

Appendix 1

Good Working Practices for person centred approaches in resourced provisions for speech, language and communication needs

Introduction

Effective multi-professional working is central to effective support in promoting the well-being and educational entitlement of all children. This is recognised within *The Children and Families Act (2014)* that now places a duty on all practitioners to work together with the family to share knowledge, skills and resources to make the best possible provision for children and young people. In the context of provision for children and young people who have needs related to speech, language and social communication, the importance of multi-professional working has long been recognised. Closer liaison and partnership between family and professionals sharing their expertise can only further enhance the provision available for children and young people in Hampshire.

The common goal of person centred working is to enable the child to be successful and make progress in their academic, social and personal development. Parents/carers, therapists and school staff have different knowledge and experiences. It is these different perspectives that make working together both rewarding and challenging. In order for the partnership working to be successful an agreed set of principles should be acknowledged and understood.

Key principles

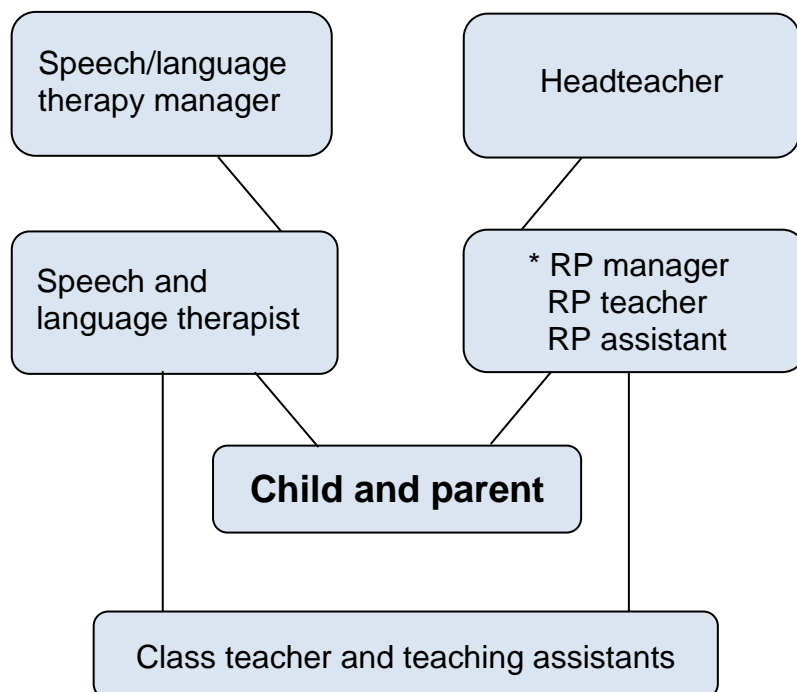
Effective partnership working person centred working in resourced provisions for speech, language and communication needs is underpinned by the following principles:

- The best outcomes for children and young people are achieved through making sure that their needs are placed at the centre of all planning and intervention
- Planning and intervention should integrate the perspectives of all practitioners and the parents/carers of the child or young person based on sound knowledge of the research about effective interventions and best practice
- Clear procedures linked to action based records should inform practice
- Effective partnership is not achieved merely by meeting for collective planning and reviewing. It involves:
 - taking time to understand the context, parameters and professional accountabilities in which other practitioners work understanding and valuing the different contributions that each person may make
 - encouraging a listening and reflective approach
 - respecting the roles and responsibilities of all.

Roles and responsibilities

The professionals involved need to gain a shared understanding about the child's needs and the learning environment they will be working in.

The diagram below represents the key personnel who will be working together to meet the child's needs.



* *RP – Resourced Provision*

According to the complexity of need, a range of other professionals may be involved in supporting the child and the family, eg educational psychologists, occupational therapists, physiotherapists, specialist teacher advisers, outreach staff from special schools, social care staff, learning disabilities team.

The principles for effective partnership working should still apply.

A common understanding of the roles and responsibilities of the team supports effective partnership working.

Headteacher

The overall management of the resourced provision (elements of which may be delegated to the resourced provision manager/teacher) is vested in the headteacher who must ensure that:

- the resourced provision is an integral part of the school and all school policies reflect this
- resources allocated to the school through the funding formula are appropriately deployed to meet the identified special educational needs of the children in the resourced provision

- job descriptions are negotiated, agreed and reviewed with managers, teachers and teaching assistants. The role and responsibilities for working in the school and the resourced provision are clearly defined and highlight the principles of partnership working
- appropriate induction of new staff is planned (involving other professionals working in the *Team Around the Child* as appropriate) and continuing professional development opportunities are provided
- opportunities are provided for the *Team Around the Child* to meet for the purpose of gaining a shared understanding about the needs of the child
- there is an effective communication network with managers of other agencies regarding the provision of services, resources and the management of disagreements.

Resourced provision manager / specialist teacher for speech, language and communication needs

The resourced provision manager/teacher has overall responsibility for meeting the child's needs and the recommendations on the EHC plan and subsequent annual reviews as well as enabling them to achieve positive outcomes for the future. The resourced provision manager/teacher is expected to:

- have additional specialist knowledge and understanding in the area of speech, language and communication needs
- work in both the resourced provision and main parts of school
- have a willingness to demonstrate best working practices and work alongside other teachers to increase their confidence and competence in
- in teaching pupils with speech, language and communication needs
- be willing and able to create opportunities for children in the resourced provision to be fully included in the life of the school
- work in partnership with other professionals involved in the child's case
 - identify the impact of the speech, language and communication needs on learning and participation in the school environment
 - agree suitable learning targets
 - plan for personalised learning and implement strategies and interventions
 - devise and monitor the learning programmes to be supported by teaching assistants
 - monitor progress
 - support the parent/carer
 - contribute to the planning of and ongoing professional development for all staff in meeting speech, language and communication needs.

Speech and language therapy manager

The speech and language therapy manager is responsible for the provision and allocation of speech and language therapy resources, and the management of speech and language therapy staff. He/she is expected to:

- ensure that resources are allocated equitably to the resourced provision in accordance with National Health Service priorities and evidence based practice in meeting speech, language and communication needs
- agree job descriptions for speech and language therapy staff employed by the National Health Service which defines their roles and responsibilities in the resourced provision and elsewhere
- ensure that procedures are in place for the induction of new staff
- manage all speech and language therapy staff including appraisal
- arrange to meet new headteachers of schools with resourced provisions to explain and discuss aims, objectives and provision from a speech and language therapy perspective
- ensure the provision of an effective communication network with Headteachers regarding the provision of services, resources and the management of disagreement.

Speech and language therapist

The speech and language therapist is responsible for identifying and describing the nature of the speech, language and communication difficulty and supporting all the school staff in meeting the needs of each child within the resourced provision.

They:

- assess speech, language and communication skills using formal and informal assessments including observations and discussions with class teachers, teachers and assistants in the resourced provision and parents
- jointly identify the impact of the child's communication difficulties on learning, socialisation and emotional development
- support school staff in creating opportunities for children in the resourced provision to be fully included into the whole school life
- support all school staff in differentiating the curriculum taking into consideration the impact of language on learning
- devise and supervise the communication programmes which the teaching assistants will support
- in partnership with the family and other professionals:
 - identify targets to address speech, language and communication needs and agree a plan of action
 - monitor progress

- negotiate contact with school staff and establish effective communication networks
- support the parent/carer
- identify staff professional development needs based on an audit of staff knowledge, skills and expertise and contribute to the training.

Teaching assistants in the resourced provision

- Have additional knowledge and understanding in the area of speech, language and communication needs
- Carry out learning and communication programmes devised and supervised by resourced provision teachers and speech and language therapists
- Monitor and record pupil performance and report back to other professionals
- Work in partnership with other practitioners who have regular contact with the child/young person in order to gain a shared understanding of the child's needs.

Parents and carers

They know the child best and are equal partners in gaining a shared understanding of the child's needs.

They need to understand:

- the model of working within the resourced provision and the school
- their role within that of the *Team Around the Child*
- how the speech, language and communication needs of their child will be addressed
- how they can support the development of the speech, language and communication skills in the home environment.

To work in effective partnership the parent/carer needs to:

- know with whom they should make first contact
- be involved with the school and the resourced provision in a planned way
- meet all staff involved with their child at the earliest opportunities (ie resourced provision teachers, teaching assistants, class teachers, speech and language therapists etc)
- have the opportunities to be involved in a systematic home-school programme which supports feedback
- know how to support their child at home.

The professionals

The following is identified as good practice:

- modelling of appropriate techniques by the speech and language therapist in class to promote the impact of language on learning
- modelling of new techniques/programmes of work by the speech and language therapist, specialist teacher or assistant where demonstrated to be effective
- flexible timetabling so the speech and language therapist and specialist teacher can work together with groups of children in classes/subject lessons
- flexible time for communication and dialogue in order to develop as reflective practitioners
- regular time for joint planning for curriculum development, utilising the joint skills of teachers and therapists to enrich the curriculum
- time for class observations to inform class-based programmes for the child and any modifications that might be made to the physical or language environment of the classroom
- time for peer observations
- time for action based research
- time for analysis of what works, why and what is the impact on children's progress
- time for a planned induction and continuing professional development programme.

Inclusion

In order to promote the well-being and educational entitlement of all children in the resourced provision all professionals should work towards creating opportunities for each child to be fully included in the life of the school.

The resourced provision should provide:

- specialist skilled teaching and support in the area of speech, language and communication needs
- discrete or significantly modified or adapted curriculum taking into account the impact of language on learning
- an environment that is significantly adapted to meet the speech, language and communication needs including signing and other augmentative communication aids if appropriate
- a peer group for social/emotional support.

In addition, to support effective inclusion in the school community:

- the child should be on the school role and a recognised member of an appropriate class related to their chronological age

- the resourced provision should be suitably located within the school
- each child should have an individual learning plan which is compatible with meeting their special educational needs within the wider school curriculum
- there should be planned mechanisms for sharing information between the *Team Around the Child*.

Conclusion

This document has been developed to provide an overview of the essential components for effective partnership working within the context of resourced provisions for speech, language and communication needs.

Good working practices for professionals working with the child consist of:

- enabling participation for all
- having clear roles and responsibilities
- taking time to understand the world of others
- encouraging a listening and reflective culture.

Many of the suggestions are already happening in resourced provisions in Hampshire and with the developing role of specialist provisions within their local community of schools. There will be further opportunities to share these principles when working with a range of professionals and settings.