



River Primary School Speech and Language Specialist Resource Provision Entry Guidelines



Our specialist resource based provision (SRP) has 12 places to support children who have an Education, Health and Care plan (EHCP) who require highly specialist provision for their speech, language and/ or communication needs (SLCN).

Children over 5 years old would typically have a diagnosis of Developmental Language Disorder (DLD) formerly known as specific language impairment (SLI), or a language disorder associated with a biomedical condition, or a significant speech disorder. For children under 5 years old, a diagnosis may not be given due to their age but they will have been identified by a Speech and Language Therapist as having 'potential' DLD and a diagnosis confirmed once they reach 5 years old. The DLD diagnosis will likely include a review of the impact of speech and language therapy and refer to formal diagnostic assessment scores that confirm DLD.

However, for all children, there will be evidence that their profile of special educational need requires specialist speech and language provision, including intensive direct speech and language therapy with a qualified therapist, and specialist teaching to be jointly planned and delivered by the specialist team.

As the SRP aims to achieve a high level of inclusion in the mainstream classes and whole school life, placement of a child in the SRP must not be to the detriment of either the child or their peers.

We are able to include no more than two children in the SRP 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.

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 self-help strategies, and develop independence. They will not necessarily be supported by an additional adult for all these inclusive opportunities.

Children who are subject to an EHCP assessment may be identified as potentially suitable for the provision. Places in the SRP are commissioned by Kent Local Authority who consult with the Executive Headteacher and governing body. The relevant Kent SEN officer will send the child's paperwork to the school for consideration. 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. The decision to offer the provision will be taken by the relevant SEN manager in consultation with the other members of the River SRP Multi-Agency Admissions Panel who will carefully consider the consultation papers for each child, alongside the needs of others already placed in the SRP and the wider school.

Exit Guidelines

Each child's progress is closely monitored and reviewed by the specialist SRP team in collaboration with parents/carers and other professionals where appropriate. If significant changes in the child'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 a mainstream setting without the direct support of the specialist team in the SRP.
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.

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