

West Sussex special schools centres (SSC) in mainstream schools provision descriptor

Type: speech, language and communication needs

Steyning Church of England Primary School is a maintained mainstream school located in Steyning. It has pupils aged 4-11 and has a Special Support Centre offering provision for pupils with significant speech, language and communication needs (SLCN).

The SSC offer

Overall aims:

- Support each pupil's development academically, socially and emotionally through a combination of support in the SSC and support in mainstream classes.
- Enable pupils to benefit from the access to a range of mainstream experiences alongside the more specialist support of the centre. Mainstream integration will be flexible and reflect individual pupil needs and interests.
- Enable pupils to access the provision set out in the EHC plan and achieve the agreed outcomes.
- Ensure the provision offer is in line with the fundamental principles set out in the special educational needs and disability (SEND) Code of Practice 2015, in particular the setting will have regard to:
 - the views, wishes and feelings of the child or young person, and the child's parents
 - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions, and
 - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The setting will support this by ensuring the following:

- The participation of children, their parents and young people in decision-making.
- Providing greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- Providing high quality provision to meet the needs of children and young people with SEND.

The setting will focus on the following:

- Inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.
- Supporting needs associated with speech, language and communication challenges including social interaction skills.

Needs of the pupils

The SSC will support:

- pupils with significant speech, language and communication needs whose associated learning needs will be most appropriately met with access to a broadly mainstream curriculum
- pupils who may be working at levels significantly below their expected age-related curriculum outcomes due to the impact of their significant speech, language & communication needs
- the profile for every child or young person with speech, language and communication needs is different.

They may have difficulty with:

- using clear speech (speech production)
- finding words and structuring sentences to express themselves (expressive language)
- understanding what others say (receptive language and / comprehension skills)
- understanding or using social rules of communication and reading social interaction cues
- fluency difficulties e.g., stammering or elective mutism, and
- difficulties with SLCN may lead to some children and young people feeling anxious or frustrated. This can then present as problems with behaviour, self-esteem and impact on social relationships with peers and adults.

All pupils referred for placement will have an education, health and care plan or be undergoing EHC needs assessment.

Staffing

The SSC will have an identified Teacher in Charge of the centre. They will be experienced in meeting the needs of pupils with communication and interaction challenges. They will have relevant qualification(s) in addition to their qualified teacher status or extensive experience in supporting the needs of pupils with SEND/communication and interaction needs.

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experienced in meeting the needs of pupils with speech, language & communication challenges. They will have relevant qualification(s) in addition to their qualified teacher status or extensive experience in supporting the needs of pupils with SEND/speech, language & communication needs.

The SSC will have suitably qualified and/or experienced support assistants.

All staff members will be provided with continuing personal/professional development opportunities to ensure they maintain experience/knowledge and expertise within the facility.

Curriculum

Specialist teaching will be provided for pupils on an individual basis and in small groups as appropriate to each pupil's needs.

There will be a specific curriculum offer for pupils with significant speech, language & communication challenges focused on the delivery of key targets across a broad range of educational activities.

Broad, balanced and individualised curriculum leading to appropriate learning and social outcomes for all pupils.

Individualised programmes of work will be based on the pupil's EHCP and may focus on:

- developing a pupil's speech production skills
- developing word finding and sentence structuring skills
- supporting comprehension and receptive language skills
- developing understanding or using social rules of communication and reading social interaction cues, and
- supporting the development of wellbeing and emotional regulation.

Therapies

A coordinated and shared approach to therapy provision ensuring it is integrated throughout the school day by school staff in consultation with the relevant therapy teams.

Delivery of therapy provision will be responsive to need as detailed within the pupil's EHC plan.

The Local Authority and SSC will discuss and agree suitable action if individual pupil need requires a different approach to therapy delivery.

Environment

An educational environment that is safe, structured, provides visual support and embeds language enriching strategies.

An appropriate teaching area to enable speech therapy programmes to be delivered.

To see what the SSC looks like, visit the [Steyning Church of England Primary School website](#).

Mainstream inclusion

Pupils will be supported appropriately to enable inclusion in a range of mainstream opportunities as appropriate i.e., classes, social activities etc.

Mainstream inclusion will be responsive to pupil need ensuring these experiences contribute to the pupil's overarching educational outcomes.

Staff working within the mainstream school will be expected to access appropriate support and training from the specialist staff within the SSC, LA specialist support team and therapy team to assist them in meeting the needs of pupils experiencing integration into the main school.

Engagement with families

There will be regular liaison with, and support to, parents and carers of pupils attending the SSC.

Pupils at the SSC and their families will be fully involved in decisions about their support in school in line with the overall aims described above.

Flexibility of offer

Whilst the pupil's needs and associated provision described above will most commonly be supported through this facility, it will also be possible to consider flexibility and differentiation of the core offer to accommodate pupils who may benefit from the available facilities.

This may relate to pupils with underlying significant speech, language & communication challenges currently presenting themselves as an alternative primary area of need e.g., emotional need or an additional need like a physical disability. The Local Authority and SSC will work together to consider how these needs will be best met.

The SSC should work flexibly within their locality to support other mainstream schools by offering advice, outreach and in-reach to demonstrate the delivery of specialist interventions.