

West Sussex Special Support Centres (SSC) In Mainstream Schools.

Provision Descriptor

Type: Speech, Language and Communication Needs

Background:

Bognor Nursery school is a maintained nursery located in Bognor. It has pupils aged 0-4 and has a Special Support Centre (SSC) offering provision for pupils with speech, language and communication needs (SLCN).

The SSC Offer

Overall aims are:

- to support each pupil's development academically, socially and emotionally through a combination of support in the SSC and support in mainstream classes
- to 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
- to enable pupils to access the provision set out in the EHC Plan and achieve the agreed outcomes
- to ensure the provision offer is in line with the fundamental principles set out in the SEN 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
 - 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 participation of children, their parents and young people in decision-making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- high expectations for the pupils attending the SSC

The setting will focus on:

- inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living, community inclusion, good health and employment (PfA pathways)

- supporting needs associated with speech, language and communication needs
- supporting pupils to make good progress in relation to their speech, language and communication and from their relevant starting points in their learning
- providing a smooth transition to their next identified setting (education, employment or training)

Needs of the Pupils

The SSC will support:

- pupils with significant speech, language & 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 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 are 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)
 - fluency difficulties e.g. stammering
- Their speech, language and communication needs may also mean that they have difficulties with:
 - understanding or using social rules of communication and reading social interaction cues
- This may lead to some children and young people feeling anxious or frustrated. This can affect their self-esteem, how they deal with situations and their social relationships with peers and adults.
- All pupils referred for placement will have an education, health and care plan with a primary need of speech, language & communication difficulties or be undergoing a 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 speech, language & communication needs. 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 and/or teachers.
- 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
 - supporting the development of wellbeing and emotional regulation

Therapies

- A co-ordinated 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 EHCP.
- The SSC will have a Speech and Language therapist from the local health teams linked to the SSC. Specialist Speech Therapy will be provided as required. The therapist and key SSC staff will jointly review the needs of all pupils on roll at the start of each school year with a view to agreeing appropriate intervention and support. The annual agreement can be revisited at any point in the school year in response to any change in need.
- 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.

Mainstream Inclusion

- Pupils will be supported appropriately to enable inclusion in a range of mainstream opportunities as appropriate i.e. classes, school visits/trips (including residential), 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.

Co-production with Families

- There will be regular co-production with, and support given to, parents and carers of CYP attending the SSC.
- CYP 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 or without an EHCP within the mainstream school but mustn't be at the detriment of the provision delivery of the pupils placed in the SSC. The provision for any new pupil placed in the SSC would have to be prioritised over that of pupils in the mainstream.

This may also relate to pupils with underlying significant speech, language and communication needs 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, whenever possible, work flexibly within their locality to support other mainstream schools by offering advice, outreach and in-reach to demonstrate the delivery of specialist interventions.