

Specialist Strategies and Resources

Where appropriate, Makaton signing, symbols and gesture are used as additional visual strategies across the provision. It is also used within mainstream classes to support understanding and expression and especially for developing active listening, question words, connectives and concepts. Signing is incorporated into services and performances where possible. We also have a signing choir comprising of pupils from across the provision and mainstream classes.



We deliver learning through flexible use of the National Curriculum at an appropriate developmental stage, with an emphasis on Speaking and Listening. Specialist strategies, techniques and resources such as Language Through Colour writing frames, prompts, vocabulary boards, Communicate in Print, Clicker 8, Shape Coding and Cued Articulation are used to support learning across the provision and mainstream.

We always adopt a small step approach to learning and target setting and use B Squared Primary Steps to build up an assessment profile.

Updated June 2023



Symbols help to communicate ideas and information.



TAs and Teachers from other schools within the locality are welcome to visit the provision by making a request through LIFT or directly to the school. Through these in-reach opportunities, staff will be able to share ideas for using or making resources and strategies for meeting Mainstream Core Standards,

Schools may also make requests for Outreach visits from Specialist Teachers working within the SRP. Again, requests for access to any outreach or in-reach visits should be made via LIFT.

The local Makaton Charity, 'Without Words', provide free Makaton courses for parents and carers of children with speech, language and communication needs.



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Specialist Provision for SLCN



SRP

Dolphin Class

Welcome to our Specialist Resource Provision for Speech, language and Communication

We are a Specialist Resource Provision (SRP) comprising of 2 classrooms located within Hythe Bay Church of England Primary School.

All children have an Education and Health Care Plan (EHCP) identifying Developmental Language Disorder and/or Phonological (speech sound) Disorder with a profile of need appropriate to an SLCN SRP. This includes a Speech and Language Therapist (SLT) recommendation for intensive daily Speech and Language Therapy and joint planning and delivery between SLT and a Specialist Teacher. SLCN should be the priority area of need. Places are allocated by the LEA SEN Panel following formal consultation with the SRP.

While many pupils will be working at a level lower than their peers, this should be a result of their language needs and they should have the potential to access a mainstream curriculum with the appropriate level of differentiation and language support and access to specialist teaching.

Children travel from a variety of locations across South East Kent.

We are staffed by a team of 2 Specialist Class Teachers, a Specialist HLTA, 4 Specialist TAs and a small team of Speech and Language Therapists.

All children are part of a mainstream class and there is an expectation that they access all the usual school activities and routines.



Typical Day

Children arriving by taxi are met by SRP staff while those living locally go straight to their mainstream class. Children then register in mainstream class before going to their SRP class.

In the mornings, KS1 and KS2 Literacy and Maths sessions are taught discretely within the SRP for most children. SRP pupils access 1:1, group or collaborative therapy as appropriate. Some lessons are team taught jointly by the Specialist Teacher and the Speech Therapist.

Children access play, lunchtime, and assembly with mainstream peers and with support from SRP staff.

KS1 and KS2 cross-curricular lessons are accessed in mainstream by most children in the afternoons with support again from SRP staff.

Year R children access small group SLCN support in the SRP in the afternoons.

Additional learning-based interventions are delivered within afternoon sessions where appropriate.



Speech & Language Therapy

We currently have three therapists working across the provision. Teachers and Speech and Language Therapists jointly plan and/or deliver some of the curriculum, particularly phonics, literacy and social skills. This affords us unique opportunities for children to rehearse, develop and generalise their skills within different contexts, through real experiences and with greater regularity.

Children also receive individual, paired and group therapy throughout the week as required.

Speech and Language Therapists help the team to identify additional strategies for specific situations and contribute fully to Education Health Care Plan reviews and Provision Plan target setting.



Multi-Agency Working

We are fortunate to enjoy a close working relationship with a variety of Outside Agencies in order to support pupils presenting with secondary needs in addition to speech and language. These agencies currently include Occupational Therapy, Specialist Teaching and Learning Service, Community Child Health and Child & Adolescent Mental Health Services.

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