

FROM GREAT TO AMAZING

Speech and Language Resource Base Curriculum Policy Autumn 2022

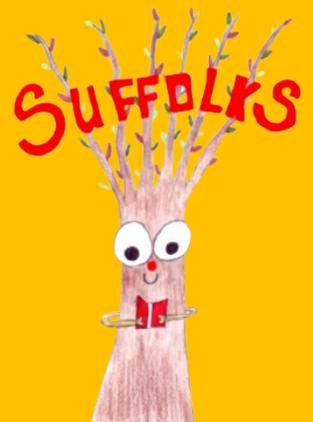
RESPECT, RESPONSIBILITY, EXCELLENCE, FRIENDSHIP

Date implemented: September 2022

Review Date: November September 2023

Signed (Headteacher)

Signed (Chair of Governors)



This policy is designed to be read in conjunction with the following policies:

- Assessment policy
- Guided Learning policy
- SEND policy
- Communication policy
- Curriculum policy

Statement of intent

The Speech and Language Resource Base (SLRB) is a resource funded directly by the LEA that works in partnership with speech and language therapists (SALTs) from the NHS with the aim of supporting children who are referred with specific speech and language (S&L) needs. Places are allocated by the SEN Service at Enfield, following an assessment by the Speech and Language service.

At Suffolks Speech and Language Resource Base, our intent is to provide an intensive learning environment for learners with speech, language and communication needs who may already have Developmental Language Disorder (DLD, formerly known as Specific Language Impairment) or will possibly get a diagnosis of DLD. This is made up of combinations of deficits in areas of communication such as phonology, morphology, syntax, semantics and pragmatics.

The long term aim is for all learners to acquire strategies in order to develop self-help skills, become more independent, to transfer these skills to all settings, and to successfully transition back into their home-school full-time. Research has indicated that these learners are at risk of associated difficulties, poor academic attainments and social-emotional problems. It has been recognised that these learners remain academically vulnerable throughout their education and their progress can be unpredictable.

Our aim is to work with the speech and language therapists, home-school and families to support them in providing continued integration and inclusion within the learner's school (transferral of strategies from SLRB).

At Suffolks, we value each and every child’s education and aim to provide a **broad and balanced curriculum** which is **relevant and engaging for all**. We strive to provide a **diverse curriculum**, which celebrates our community and our people, enabling our children to feel confident in the world around them on their journey to **becoming global citizens**. The curriculum is sequenced in a way which builds upon knowledge and skills which are transferable and retained by our children across all settings. We adhere to the fundamental British values as well as promoting the spiritual, moral, social, cultural, mental and physical development of all of our children through the following aim:

‘Our aim is for all to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens.’

(Creative schools: Revolutionizing Education from the Ground Up)

Curriculum Intent:

At Suffolks, the curriculum encompasses the formal requirements from the National Curriculum as well as opportunities to broaden our children’s learning experiences.

Our curriculum is based around 4 key drivers:

- No opportunity missed for reading
- Vocabulary development
- Diversity
- Promoting global citizens



By ensuring these key drivers are embedded throughout our curriculum, the children are able to make connections within and across the curriculum areas studied thus ensuring children are able to remember more, do more and know more.

As a school, we ensure that our curriculum protects the nine characteristics outlined within the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and is adapted to the needs of all children regardless of any barriers to learning they may have.

Intent and implementation of our SLRB curriculum

Suffolks Primary School's core values of Respect, Excellence, Responsibility and Friendship are reflected in the planning and teaching in the SLRB. As in the main school, we hold themed 'Special Weeks' such as Friendship Week, Our History Week, Enterprise Week and Creative Arts Week to broaden the children's cultural capital and we ensure that our curriculum is representative of our community and celebrates its diversity.

Our curriculum is based on developing transferable communication, interaction and language skills. Each class has a 2 year long term plan. The areas of study selected for each year reflect humanities and science topics from both key stages. This supports pre teaching or rehearsal of subject area objectives covered in mainstream schools. There is an overall topic per term providing a broad curriculum with links to the National Curriculum. Texts are selected for each topic that provide strong models and reflect a range of text types. These enable a focus on spoken language, comprehension and underlying skills necessary for writing composition.

Key literacy skills are taught throughout the day in all other subjects. Specific skills include using phonic knowledge when writing and reading, basic sentence structure and early grammar skills. The selection of literacy objectives is also reactive to the needs of the child. Our reading aims are to develop their fluency, confidence and understanding relative to their ages and abilities.

There are daily literacy, maths, topic work and circle times and opportunities for intervention. We incorporate appropriate visuals (e.g. colourful semantics, shapes and cued articulation) in our daily practice and these are embedded throughout the day. Alongside these sessions, there is a daily snack time to develop conversation and social skills between peers.

Whilst there are links to the National Curriculum, the SLRB curriculum has a language focus with opportunities to practice conversation skills. It will not necessarily reflect the current learning in the home-school but will provide overlearning or pre-teaching of aspects of curriculum learning. Home-schools should consider how they support the children's transition back into school to access sessions missed whilst at the SLRB. Our priority focus is on developing children's speaking and listening skills in core areas so objectives will be based on this rather than ensuring full coverage of all National Curriculum subject objectives.

The Resource Base Manager (currently the Assistant Head for Inclusion) has oversight on achievement and pupil progress in the Resource Base. The Resource Base Manager has oversight of the overall implementation and impact of the curriculum. The Resource Base Manager consults

and feedbacks to the Leading Practitioners, who have overall curriculum responsibility in the main school, that each area has the desired impact on the children's understanding. Curriculum, assessment and progress in the Resource Base is also fed back to SLT.

Each curriculum area is led and monitored by one of Suffolk's Primary School's curriculum leaders. The role of curriculum leaders is vital in the implementation of the school's curriculum. They are responsible for the whole school approach to teaching and learning in their subject and to have oversight of the progression from EYFS to the end of KS2 and ensuring core end points are met at each stage of the children's learning. In the Resource Base, it has been necessary to tailor this further as the children are in mixed age groups, from different schools and attend only 2 days per week.

As the Resource Base is a provision that is for 2 days per week, a balance of the Foundation and Science led topics has been selected and set as a 2 year overview. Children can attend the Resource Base for up to 2 years so we have ensured there is a humanities or science led topic each term. The topics feed into the text choices for literacy

(See appendix or screenshot below)

At the end of each term, the children demonstrate the knowledge and skills they have learned in the form of a vocabulary reflection (also carried out at the start of term), and a poster, mind-map, or leaflet.

Planning

There is a medium term plan for each topic and a curriculum letter explaining this is sent out to parents. The medium term plan lists focus areas for literacy, maths and topic (with links to science, PSHE, humanities and creative arts) with an overarching unit enquiry question.

Understanding and communication skills underpin all the work in the SLRB.

As the SLRB is part time, objectives from the National Curriculum are selected that have the highest usage and are relevant to the child's stages of learning. Planning is taught through discrete subjects as well as broader, creative themes. We access a variety of resources and schemes to support our

planning as we believe that a single scheme of learning would not represent or provide the unique teaching and learning experiences that we want our children to have.

We use a range of activities to gauge prior learning and use this as a basis for future planning. Staff in the Resource Base attend regular school based CPD to ensure that they are planning and delivering the best curriculum possible.

Long Term planning is created to provide an overview of each subject for each year group. Long term plans outline the whole school progression of skills and knowledge.

Medium Term planning is created to allow teachers to create cross-curricular links and to ensure that enough time is given to each curriculum area.

Short Term planning is used by teachers to break down the programmes of study into daily objectives. These plans are for the teacher’s own personal use and we therefore do not expect any specific level of detail. The individual’s needs and speech and language targets inform daily planning. Planning should include a brief overview of the lesson, the role of the adult, key vocabulary and differentiation as appropriate. (See Appendix 3) Observations and lesson evaluations inform future planning.

At Suffolks, we believe that a single scheme of learning or learning package does not provide bespoke teaching and learning experience that we want for our children. Below is a range of resources we have available to use to plan high-quality lessons for children whilst supporting teachers with their workload.

| Curriculum Area | Schemes/Resources we access |
|------------------------|---|
| English | Literacy Shed, Pobble, Oxford Owl Spelling, handwriting and phonics, RWI |
| Reading | Read Write Inc, Nicholas Roberts, Accelerated Reader, Junior Librarian, Reading Cloud, DSR. |
| Maths | White Rose, NCETM, Numicon, |
| Science | Reach Out CPD |

| | |
|-------|-------------------------|
| Music | Charanga |
| Art | Art Express |
| DT | Plan Bee DT |
| RE | Enfield Agreed Syllabus |
| PSHE | Jigsaw |

As we are part time, we do not specifically teach PE, French, RSE or Computing

Assessment

Assessment at Suffolks is designed to shape and improve future learning opportunities. A range of assessment opportunities happen throughout the year through testing and assessment for learning strategies

Prior to their entry to the SLRB there will have been assessments carried out by a speech and language therapist. These are used to inform the initial targets which are reviewed when the class teacher and speech and language therapist meet to set new targets at the end of term (or earlier if appropriate).

Further standardised and informal speech and language assessments are carried out by the speech and language therapists and analysis is included in the reports for the meetings for the Term 2 and Term 5 reviews.

On the initial visit to the home-school, the SLRB teacher collects updated assessment data and curriculum achievements from the SENCo and class teacher, including phonics skills, book band level and any other information the school may hold that may be useful to inform the intervention.

Once the child starts in the SLRB, regular formative assessments by all the SLRB class team are undertaken. The daily observation sheet is completed by all members of staff and is part of our on-going formative assessment.

Speaking and Listening progress is tracked by class teachers using PIVATs (Performance Indicators for Value Added Target Setting) each half term. From this the class team can be supported in gauging

whether small steps of progress are being made in the child's communication skills which underpin their progress across the rest of their school curriculum.

Further assessments include Salford Reading and comprehension age scores, book band levels and phonics assessments using the Read Write Inc scheme are carried out as appropriate. These are tracked termly unless the child is in the expected range and there are no concerns. Progress in reading is also tracked using PIVATs. Additional assessments may be carried out by the class teacher to gain an understanding as required to support curriculum access and progress. Pupils' views will also be gathered by informal assessment by the SLRB class team.

Evidence of learning

- Each pupil has a work book, maths book, sketch book, guided reading folder and a word book.
- Classroom displays reflect current learning and are used as on-going working walls.
- Daily observation sheets linked to the children's Speech and Language targets are completed and shared by all members of staff to record achievements, evidence against targets and any other observations.

Marking and Feedback

Teachers follow our Guided Learning Policy by regularly informing children about their progress through a range of feedback approaches. The assessments are moderated termly in Resource Base phase meetings focusing on pupil progress and sharing and moderating each other's assessments. At Suffolks we want our pupils to develop independent thinking and learning skills, which encourage lifelong learning and a proactive role in ensuring their own progression.

To achieve this:

- Feedback is meaningful, manageable and motivating
- Feedback is given in the moment and should have an immediate impact which enables children to reflect on their learning or progress towards their objectives
- Children should be exposed to a variety of feedback that raises self-esteem, develops independence and encourages reflection
- Marking should feed into the planning cycle, being visible through annotations and misconceptions noted and followed up in the next learning session.
- Next steps identified could be incorporated into plenary or starter instead of a follow up in the books

- We adopt child led opportunities to self and peer assessment
- Written feedback is not given priority over other types
- We promote 'marking in the moment' which allows for children to correct instantly and for teachers to address common misconceptions during the lesson
- We promote a balanced, fluid and holistic approach to the teaching and learning cycle which allows better use of teachers professional judgements to meet the needs of the children

In the SLRB, feedback is ongoing and reflects their speech and language targets, strategies they are developing and the language enhanced curriculum rather than the content of the lesson. Feedback is personalised and children receive support with responding to their marking to develop higher quality responses.

In the SLRB we use the following guidelines when responding to children's work both during and after lessons:

- Red pen is used to scribe quotes from children and responses to green pen questions, whether by an adult or child
- Language for Thinking questions are used as a framework for green pen questions to support, extend and reflect on children's learning
- Q is used to indicate an initial question

Target setting

At the end of each term the class teacher and speech and language therapist meet to review current targets and to set new ones. These are then shared with the home-school and parents and include strategies to support development of language and the carry-over of skills to both settings. These targets are added to the observation sheets for all SLRB staff to annotate when working with or observing the pupils. The targets are used to inform planning and specific provision in the coming term. It is expected that SALT targets are included in the pupil's IEP.

Pupil Progress

At the end of each term there is a pupil progress meeting held with the class teacher and INCO. The pupil progress review documents how many speech and language targets are met, progress against PIVATS (speaking, listening and reading), Salford reading ages and summary of outreach visits. This is a time for staff to reflect on the progress the children have made, possible barriers to progress and

strategies that have worked well. Strategies that will support those who have not made adequate progress are identified.

Formal Reviews

When pupils are at the end of their second term there is a formal review involving the child's home-school, parents and staff from the SLRB. For these reviews the speech and language therapist provides an updated assessment report and the SLRB class teacher provides a report on their progress so far. The purpose of this report is to provide updated information of the pupil's speech and language profile and diagnosis of Developmental Language Disorder. This Term 2 review is also a time to consider whether the placement at the SLRB is suitable for the child, whether they are making sufficient progress and if it is considered beneficial by all to continue. The long term impact of speech and language difficulties will be discussed and consideration given to future provision. A list of reviews will be sent to the Educational Psychology service and they can be discussed in their planning meeting with their assigned schools. Schools are welcome to invite their Educational Psychologist to the meetings if they would find this helpful as part of the assess, plan, do, review process. There is another formal review in Term 5 with updated information reports from the speech therapist and SLRB class teacher. Transition back to their home-school full-time and next steps can be discussed.

Reports

In addition to the reports from the review meetings, the class teacher will write a report linked to the style of the reports sent from the home-school classes at Suffolks. These will be produced in Terms 1, 3, 4 and 6. The reports include information on the child's attitude to learning, 'amazing moments' and updates on their progress with their speech and language therapy targets.

In Term 1 the child's parent is given an appointment to discuss the report with the SLRB class teacher. In Term 3, 4 and 6 they are sent a letter with the report inviting them to make an appointment with the SLRB class teacher if they wish.

These reports are also shared with the home-school.

Outreach and working with the Home-Schools

Every child should receive at least 2 outreach visits from an SLRB teacher over the year. Over the course of the placement these visits should include opportunities for the SLRB teacher to:

- Have a professional dialogue with school staff including;

- class teacher,
- support staff,
- phase leader,
- SENCo/InCo
- share successful strategies and resources (in mainstream and SLRB)
- model the use of resources and facilitating the child to use strategies
- provide support around differentiating the curriculum/activities
- gain an overview of how the child is progressing including academic levels and relevant assessments
- gain feedback on the child's developing use of strategies in the home-school class
- observe the child in a whole class setting
- identify some next steps for the child in home-school and the SLRB

The SLRB teachers will identify a suitable outreach package for the school and inform them of this. The school will be contacted in advance and advised of the arrangements they will need to make. An Outreach Visit form is completed by the SLRB teacher recording what was observed, information that was shared and next steps/actions (including for class teacher/ mainstream school staff). Strategies and resources shared are also recorded. A copy of this is sent to the school after the visit and used for future reference. Parents are given verbal feedback about the outreach visit. The main points from Outreach will be included in the SLRB class teacher's Term 2 and 5 review reports.

During their placement each child will also receive a visit from the SLRB SALT who works with the child. This may be a joint visit with the SLRB class teacher. For this also a suitable outreach package will be devised and offered to the school and arrangements needed will be advised.

Staff from the home-schools are expected to visit the SLRB at least once during each academic year. It is preferable that this takes place in the first two terms of the child's placement in the SLRB. Opportunities to observe resources being used and the use of strategies being encouraged will support mainstream staff to successfully implement their application in their own classrooms. This will be followed up by SLRB staff during subsequent outreach visits and further support given as necessary.

Transition Support

The SALT will provide a transition visit to the school if the child is prioritised and SALT will identify a package to be delivered and will advise of arrangements with the school for this.

Coffee Afternoon

Each term the SLRB aims to hold a coffee afternoon where parents may discuss their children's progress informally, meet with other parents, celebrate achievements and engage in practical activities that will help their child's language development at home.

Attendance

If a child is absent on the day they are due to be attending our Resource Base, the Resource Base Admin Assistant will call home to make enquiries and will also inform the home school of the absence and of any reason that was given. If no contact was able to be made, we will also contact the home school to let them know so both schools can monitor the child's attendance and liaise with parents as needed.

Child Protection

At any time that the child is on the site of Suffolks Primary School, the school's safeguarding and child protection policies shall apply. In addition, the school's Safe use of Computer Equipment (KS1) and Online Safety Policy shall apply to any electronic equipment that is used.

During the initial visit to see the child in their home-school, the SLRB class teacher will fill out an Initial Visit form in conjunction with their SENDCo. This includes asking the home-school about any Child Protection (CP) information that needs to be shared. If there is, the SLRB class teacher will notify the CP Lead at Suffolks who will then contact the home-school to gather the full information.

If a child makes any disclosures or signs of abuse are spotted by SLRB team or Suffolks staff, Suffolks CP procedures will apply. Staff may ask the child questions using the TED guidelines (Tell, Explain, Describe) and will record all observations on the CP recording sheet (pink sheet) and hand immediately to the Designated Child Protection Lead. If needed, a referral is made to the duty line or parents are invited to discuss the matter further. Whatever the outcome the home-school will be kept informed and, if needed, further updates gathered from them before any action is taken.

The SLRB requests that home-schools keep the SLRB informed of any relevant CP concerns or updates.

Monitoring the implementation of our curriculum

The Resource Base Manger ensures that the curriculum is being covered; lessons are delivered clearly; children are making good progress and that the Resource Base is well equipped to provide children with a first-class education. Curriculum leaders at Suffolks will develop their knowledge of the Resource Base Curriculum as they gain confidence in their role. The Resource Base Manager updates SLT and the Leading Practitioners, who have oversight of the curriculum and make adaptations where needed.

Within the Resource Base we evaluate and review the curriculum and adaptations are made where needed.

The SLRB is part of the whole school cycle for monitoring and feedback of teaching and learning in line with the school policy. This includes peer observations and regular drop-ins by a member of SLT to monitor every-day practice including carrying out book looks.

There is a termly formal observation of teaching and learning and regular pastoral care and learning environment checks.

Impact

- Our children are aware, tolerant and respectful to all as a result of our diverse curriculum
- Our children are prepared for the next stage of their education due to our broad and balanced curriculum
- Children have the strategies and confidence to return to their mainstream schools full time
- Our children have aspirations for the future due to our curriculum which celebrates their individual talents
- Our children are able to make positive contributions to the world they live in as our curriculum enables them to become global citizens
- Our children are proud of their primary education because our curriculum is relevant and engaging to all

Roles and responsibilities

The governing body:

- Approving and monitoring the content of this policy
- Formulating a curriculum committee, who assist the schools with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all

The Headteacher and the Senior Leadership Team (SLT):

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of SLT
- Communicating the agreed curriculum to the governing body on an annual basis
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring that any difficulties are addressed and mitigated as soon as possible
- Receiving reports on the progress and attainment of pupils and reporting these to the governing body
- Making any necessary adjustments to the curriculum where required
- Keeping up-to-date with any relevant statutory updates and taking action where required

Teachers:

- Implementing this policy consistently throughout their practices
- Ensuring lessons are reflective of the school's curriculum
- Implementing the curriculum in creative ways to keep pupil engagement
- Creating short term plans with fellow colleagues and reporting these to Leading Practitioners
- Working with the SENDco and TAs to ensure those in need receive additional support in lessons

- Ensuring academically more able pupils are given more challenging work
- Celebrate children's achievements and talents
- Reporting on the progress of pupils with SEND to the SENDco and ensuring difficulties identified are discussed and resolved
- Monitoring the progress of all pupils and reporting to the assessment leader
- Working to close the attainment gap between academically more and less able pupils

Subject Leaders:

- Supporting and offering advice to colleagues on issues relations to their subject/curriculum area
- Monitoring pupil progress for their subject/curriculum area through the use of book monitoring, planning check, drop ins and observations
- Monitoring and providing efficient resources for their subject/curriculum area
- Maintaining and evaluation of their subject action plan

SENDco:

- Collaborating with staff to ensure the curriculum is accessible to all
- Carrying out SEND assessment where necessary and ensuring pupils receive the additional help they need
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Reviewed: September 2022