

TEACHING AND LEARNING POLICY

Suffolks Speech and Language Resource Base (SLRB)

Suffolks Primary School's Vision

We are a community of learners working together creatively to achieve excellence, enjoyment and lifelong learning.

Aims and Objectives

Our objective is to provide an intensive learning environment for learners with a speech, language and communication needs who may already have Developmental Language Disorder (DLD, formerly known as Specific Language Impairment) or possibly will 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).

Overview of Resource Base

Suffolks Speech and Language Resource Base (SLRB) is a part-time provision in which teachers and Speech and Language Therapists (SALT) work closely together to provide support for children from across the borough with speech, language and communication needs.

We have a Key Stage 1 class and a Key Stage 2 class.

Base	Age Group	No. of attending days	Staffing	Outreach sessions
Suffolks KS1	Reception up to the end of Year 3 (maximum of 6 terms) This will depend on their start date e.g. a child who starts in Year 2 Summer term will attend for a max of four terms.	Group 1 2 days Mon/Tues (7 learners) Group 2 2 days Thurs/Fri (7 learners)	Teacher, teaching assistant and SALT (1 day for each group)	1 teacher, plus 1 SALT
Suffolks KS2	Years 3-5 (maximum of 6 terms) up to the end of Year 5	Group 1 2 days Mon/Tues (8 learners) Group 2 2 days Thurs/Fri (8 learners)	Teacher, teaching assistant and SALT (1 day for each group)	1 teacher, plus 1 SALT

Intake procedures

Referrals to the SLRB are made to the SEN Panel by the SENCOs of the home-schools. Upon receiving notification from SEN Panel that a child has been allocated, the SLRB class teacher for that child will contact the home-school to make an initial visit. This visit will include completing a form, gathering and updating information received with the referral (see appendix 1) and this will be an opportunity to go through the outreach agreement. This visit should include an opportunity to observe the child in class and speak to relevant members of staff to gain a picture of the child. This visit supports the class teacher to assess which group would be most appropriate for the child. Careful consideration has to be given to the particular needs of the learner, the appropriateness of the placement and the time-frame.

The parents and child will be invited in to see the school prior to the child beginning their placement. They will be introduced to key members of the SLRB team, tour around the

school, have the opportunity to ask any questions and complete relevant admission paperwork.

If parents require transport for their child they are advised to request this from Enfield Council. Information can be found at:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/education/travelassistance/>

and parents can ask their home-schools for assistance if needed.

Pupils come to Suffolks in their own school jumper and we provide a Suffolks school jumper free for pupils attending the SLRB.

Each child will also be provided with a Home-School Link Book which facilitates a working partnership between the SLRB, home and the home-school. It is used as a means of communication where the SLRB shares what has been covered in class, the child's achievements and any areas of focus. Home and home-school can also use the book to ask questions or share any relevant news or observations. (See Appendix2). List of targets are attached inside the front of this book and can be referred to in any comments and feedback.

Curriculum

Our curriculum is based on developing transferable communication, interaction and language skills. Each class has a 2 year long term plan. There is an overall topic per term providing a broad curriculum with links to the National Curriculum. There are core books within each topic to enable focus on spoken language, comprehension and underlying skills necessary for writing composition. 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.

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) A class trip linked to the topic is also planned for each term.

Understanding and communication skills underpin all the work in the SLRB. The individual's needs and speech and language targets inform daily planning. Planning should include the role of the adult, key vocabulary and differentiation as appropriate. (See Appendix 3) Observations and lesson evaluations inform future planning.

Evidence of learning

In the KS1 SLRB each pupil has a 'Learning Log', work book, sketch book and guided reading folder. In the KS2 RB 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

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
- → used to indicate follow up question or statement following individual conferencing

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.

Assessment

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 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.

A summary document is completed at the end of each term which provides an overview of the child's profile by the class teacher. It is a concise way of sharing information within the team and with any relevant visitors.

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.

Teaching and Learning Monitoring & Review

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.

Formal Reviews

When pupils are in 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 and if they are in KS1 applying for a place in the KS2 class, this can also be considered.

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-School

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 holds 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.

Child Protection

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 SENCo. 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.

Reviewed June 2020



Admission information from Home School for Suffolk's Speech and Language
Resource Base

Child's name:	Home school:	Year:
Name of Class:	Class teacher's name:	
INCo/SENCo's name:		
Telephone number:		
Email:		
Main areas of need:		
Current Age Related Expectations: Reading: Writing: Maths:		
Any other assessment data:		
Phonics program in school: Book band:		
Any behaviour concerns:		
Any medical needs? (Health Care plan/allergies)		
Any Child Protection issues: Yes/ no		
Do you need to discuss this further with the Designated Child Protection Lead from Suffolk's Primary School?		
Is the child Pupil Premium? Yes/No		
Any other relevant information:		

Appendix 2 – Home School link book

Week beginning _____

Speech and Language Resource Base

Any other information/key dates

School

Home

