

Welldon Park Primary School



Additionally Resourced Mainstream School Admissions Guidance

Specialist provision for pupils with a Specific Language Impairment

Welldon Park Primary School

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Introduction

The vast majority of pupils with an education health and care plan (EHC Plan) or statement of Special Educational Needs (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Welldon Park is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with a specific language impairment.

Description of resourced provision

Welldon Park Junior School has an additionally resourced provision funded by London Borough of Harrow for pupils who have an EHC Plan or statement of SEN with a Specific Language Impairment (SLI) .

Specific Language Impairment (SLI) is a term that is used to describe difficulties with learning and using speech and/or language. The resource is for pupils who have a primary need and not a language impairment associated with other conditions, such as cerebral palsy, hearing impairment or autistic spectrum disorders.

In some exceptional circumstances pupils may access the resource provision when their primary need is speech, language and communication but who also have additional medical or learning needs. In these cases, admission would be based on an individual needs assessment.

The resource base is for pupils from **Reception to Year 2**. These are pupils who require a high level of speech and/or language support. This provision enables children to have access to a skilled team of professionals. Children in the language resource spend the majority of their time in their classroom working alongside their peers, supported by the class teacher and teaching and learning assistants. Children also receive support from a team of professionals including:

- A specialist teacher
- specialist support staff
- speech and language therapists.

A description of the schools provision for pupils with Special Educational Needs (SEN) will be outlined in the schools SEN Inclusion Policy which will be on the school's website, www.welldonparkjuniorharrow.sch.uk .

The purpose of the resourced provision

The aims of the provision will be to offer inclusive mainstream education alongside access to intensive specialist intervention for children with severe speech and/or language impairment. Pupils will be enabled to make good progress with their speech, language and learning skills.

Pupils attending the resourced provision will:

- receive special educational support they require from appropriately qualified staff
- receive intensive (3 times weekly) speech and language therapy
- be provided with any additional services from partner agencies, where required

Admissions Criteria

All pupils with a specific language impairment entering the provision will have:

- An EHC Plan or statement of SEN which indicates specific language impairment as a primary need
- A severe specific speech and/or language impairment that has a significant impact on learning i.e. where speech and language is the primary need and children show strengths in their non-verbal skills
- Children who require intensive speech and language therapy for a minimum of 3 times a week
- Children who can manage socially and emotionally in a mainstream class
- Children who can access the curriculum without continuous one-to-one support.

Admissions Process

- Refer to Appendix A - flowchart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs
- All pupils placed in the resource will have an EHC Plan or statement of SEN.
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan or statement of SEN in line with SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. In the consultation process, the local authority will have due regard to the number and profile/balance of needs within the resourced provision
- The expectation is that a pupil will be admitted into the correct year group for his or her age
- For out of borough pupils their responsible local authority must consent with Harrow Council, Special Educational Needs Assessment and Review Service (email: senassessment.reviewservice@harrow.gov.uk) as the provision is a partnership agreement between the local authority and the school
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

Funding is on a place plus basis whereby each place in the unit receives annual funding of £10,000. In addition each pupil attracts top up funding (Element 3). The school budget pack shows the place funding for £10,000 per place plus Element 3 funding based on the number of commissioned places. The full Element 3 funding will be allocated at the start of the financial year. Numbers commissioned will vary but will be within an agreed range.

At the end of each term, the Element 3 funding will be adjusted to reflect movements in pupil numbers and funding will be clawed back per place. Element 3 funding will be based on real time.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates.

If an out of borough pupil leaves a place midterm, the remaining days will not be funded unless another child fills the place.

The Local Authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

Review, Monitoring and Evaluation

School

The Head teacher of the provider school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

Pupil

Successful outcomes for pupils will include clear progress in their learning and development. Pupil progress will be measured through the EHC Plan or statement of SEN statutory annual review process.

Guidance for transfer out of the provision to a mainstream school

Recommendations for a pupil moving from an additional resource to another mainstream school may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- the pupil has made measurable progress in his/her areas of identified needs to meet his/her outcomes
- there is a noticeable improvement in the pupil's ability to participate in the mainstream curriculum, with reduced levels of support, and to manage the social demands of the school environment
- there is evidence of progress in various contexts, including less structured settings.

Guidance for transfer out of the provision to a different specialist provision

Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment
- limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities
- there is evidence that the pupil's social and emotional wellbeing is becoming adversely affected

- the views of parents/carer, school staff, relevant professionals, and the pupil will be taken into account
- following careful consideration of all information and evidence gathered, SENARS will make the final decision on whether the transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

ARMS REFERRAL PROCESS (QUICK GUIDE)



