

# **Goodwin Academy Specialist Resourced Based Provision (SRBP) SLCN**

## **Entry Criteria**

**Our specialist resource based provision currently has 20 places for young people with speech and language disorders throughout key stages 3 and 4.**

**We are able to include no more than four students per academic year group. This stipulation is made to ensure that the young people are able to work alongside their mainstream peers, enabling effective inclusion and learning opportunities for all the young people. As appropriate to their level of need, students will be supported in accessing mainstream subjects by an experienced team of LSAs. In addition, they will be withdrawn for a number of lessons each week in order to benefit from individual and/or small group specialist teaching, following programmes tailored to their specific needs. Bespoke Speech and Language intervention will be designed and delivered by a highly specialist Speech and Language Therapist.**

**As the aim is to achieve a high level of inclusion in to both mainstream classes and whole school life, placement of a student in the SRBP must not be to the detriment of either the young person or their peers.**

1. The child must have an Education, Health and Care plan (EHC) or statement of special educational needs stating the child's primary need as a speech and language disorder.
2. A young person with a diagnosis of ASD, where an additional speech and language disorder is also diagnosed, may be considered if they fulfil all other criteria i.e. average/above average cognitive capacity; no hearing difficulties and no social, emotional or mental health concerns are raised.
3. The child will have scores within/above the average range for non-verbal abilities.
4. There should be no primary hearing difficulties noted, that require input from the hearing impaired service. Social, emotional and mental health difficulties must not be creating a barrier to learning. These may occur as a temporary difficulty in a young person diagnosed with a speech and language disorder, but these must not present as the main barrier to learning. Were incidents to become frequent and/or intensive; were the young person to stop responding to support; were the young person to pose a risk to self or others, and/or impact negatively on the learning of other students, their place in the SRBP will be reviewed.

Most commonly this will be done through the process of Annual Review, which may be brought forward.

5. Young people in the SRBP will be expected to access a high level of mainstream inclusion in order to experience a variety of learning and social opportunities. Regular daily exposure to mainstream integration will promote generalisation of newly acquired skills and will promote independence. They will not be supported by an additional adult for all of these inclusive opportunities, particularly as they progress through key stages

- 3 and 4. The pupil's projected end of key stage attainment is expected to reach levels that are on par with their cognitive abilities.
6. Places in the unit are commissioned by Kent Local Authority who consult with the Principal and Governing Body. All reports and any other available information will be scrutinised by the Multi-agency Admissions Advisory Panel who will carefully consider the needs of each young person, together with those of others already placed in the SRBP and the wider school.
  7. At keystage 3 transition, students from River Primary School SRPB will be considered for entry to the unit. There will be a planned transition process, beginning in year 5, for those students requiring this specialist provision.
  8. In order to support the decision making process at the point of transition to secondary school, designated staff from Goodwin Academy SRBP will visit identified students in their primary schools to observe them in their current setting and liaise with staff and gain further insight into their needs.

## **Speech and Language Unit**

### **Exit Criteria**

**The progress of each young person will be continually monitored by teaching staff and Speech and Language therapists in collaboration with other professionals involved in their care. If significant changes become evident in the young person's profile and their needs cannot be best met in the SRBP, alternative provision will be considered.**

**Transition from the SRBP to a mainstream setting will be considered at the point where a child has made sufficient progress to no longer require the specialist provision.**

### **This type of transition would be considered where:**

1. The young person's speech and language disorder shows significant remediation such that receptive and expressive language either fall within the average range for their age and/or the scores are on par or only mildly delayed compared to their non-verbal ability.
2. The young person has developed compensatory and self-help strategies to effectively and confidently manage residual speech and language difficulties.
3. The young person is at the end of key stage 4/5 and is moving on to further/higher education or a work placement.

**When a child is ready to leave the SRBP, effective transition will be planned and supported to enable success.**

**If significant changes become evident in the young person's presentation and it is felt that their needs cannot be met at the SRBP, alternative provision will be considered.**

**Transition to an alternative setting will also be considered where a child needs a higher**

**level of specialist support or an alternative type of support because their presentation has changed. This may be due to:**

1. Frequent and/or intensive behavioural difficulties present a risk to self and/or others and are creating a barrier to learning.
2. Significant changes to the young person's speech and language or learning profile indicate that more intensive specialist support is required.
3. The young person is transferring to further/higher education

**Change in circumstances:**

Exit from the SRBP will normally be considered at the formal statutory Annual Review. In exceptional cases where the young person's circumstances change outside of the normal review timescale, the authority will arrange alternative provision; for example, a change of address which results in home to school travel beyond a reasonable distance/ time.

If a student is suggested for admission to the SRBP under the same kind of circumstances they must also fulfil all the entry criteria as described on pages 1 and 2. Should a decision be made, following a visit by designated staff, that the young person's social/behavioural or learning difficulties present too great a barrier and may prove detrimental to the learning/welfare of others, the Principal and Governing Body reserve the right to refuse admission.