

<p>The Staff</p> <p>Teacher. Higher Level Teaching Assistant. Teaching Assistant. NHS Highly Specialised Speech and Language Therapist (SLT) (3 days) NHS Speech and Language Therapy Assistant. (2 days)</p>
<p>The children</p> <p>15 places. Reception to Year 2 Children who have no other difficulties except <i>significant</i> speech and language disorders. See admissions criteria online SCC</p>
<p>The Admissions Process</p> <p>Before entry a child has been seen by a community SLT who refers to the Joint Assessment Clinic team: an Educational Psychologist, a Highly specialist SLT and a Child Development Nurse Practitioner. Following confirmation of disordered not delayed speech and language, non-language skills within the average range and a recommendation for intensive SLT in a specialised educational environment, all children then need a Statement of Special Education Needs and a Generic Referral Form. The Senco at the child's school can advise about this. Potential candidates are then discussed at termly placement meetings and places allocated by the Education Authority.</p>
<p>What is special about our class?</p> <p>We follow a mainstream curriculum. A child comes to our class if s/he needs intensive SLT fully integrated with their learning. Experienced Educational staff work with 'on-site' SLT staff to enable the children to access the curriculum. With appropriately identified children, this intensive approach is extremely effective, through early intervention, in making real progress with spoken language and in literacy, tackling, and preventing, the often severe associated learning difficulties specific to speech and language disorder. Learning can be greatly affected by difficulties with any of: word meaning, putting words into sentences both spoken and written, listening to sounds, sound production, etc.</p> <p>We aim to 'fast-track' them back to their local school with both spoken and written language levels better able to do justice to their abilities and their desire to communicate.</p> <p>Input will be tailored according to the individual child's needs and therefore delivered in a variety of ways, for example individual therapy up to 2 times a week, in addition to twice weekly groups. Because the SLT staff are 'on site' they can participate directly in class based activities. Work is also done by assistants supervised by the SLT. Integrated working includes joint planning, class target setting and progress monitoring. Joint working between educational staff and SLT staff ensures that the targets set for each child are managed appropriately <i>throughout the whole school day</i>. There is joint tracking of each child's progress. Joint Individual Education Plan (IEP) targets are written and the SLT contributes to the reviews of the Statutory Assessment. (SA)</p>
<p>Leaving</p> <p>Not all children will need to be in our class throughout KS1, they may, for example, have made sufficient progress to no longer require intensive support and be able to progress within a mainstream setting. This and any other issues re appropriateness of placement will be addressed through a review of the SA and involves Educational staff, SLT and parents. The child may still require some ongoing educational and SLT support. The SA is often continued to ensure the child is supported when s/he leaves. The transition process is well supported</p>
<p>Parents</p> <p>Parents are encouraged to take a full part in their child's progress especially as they usually miss out on daily contact. There are: formal reviews, parent's evenings, and the teacher organises special times when parents are welcome to come in and share in their child's activities. Home-school books are also used.</p>
<p>Further information</p>

The following website may be useful: AFASIC esp. their glossary sheets explaining speech and language disorder.