

## ENHANCED PROVISION PROPOSAL

### SPEECH AND LANGUAGE PROVISION AT WOODLANDS SCHOOL

Speech and Language Provision at Woodlands School is an integral part of our Learning Development Faculty. The provision is in place to support pupils who need additional guidance in accessing a mainstream curriculum due to their identified speech and language needs.

Woodlands School are funded by Essex County Council to provide 10 pupils with Speech and Language support. This includes providing a qualified therapist, classroom support, mentoring, curriculum support and appropriate SMSC to help pupils with social interaction.

All pupils are included in mainstream classes and are encouraged to participate in all aspects of school life. Their academic achievements are monitored by the SENDCO, who also has regular communication with parents / carers and carries out all necessary review meetings or delegates to other appropriate staff. Support offered is dependent on the needs of the individual pupil. This could include one-to-one therapy sessions addressing specific needs such as extending expressive language, pre teaching of vocabulary, making semantic links, grammar, understanding complex language, literacy and improving articulation. Our pupils are included in small group intervention programmes which involve mainstream students. These address strategies to improve auditory memory, narrative skills, assertive communication and social use of language. Our Progress Mentors also provide in-class hover support, where strategies are in place for each pupil to work towards independent learning.

Teaching staff may then be asked to monitor specific areas of communication development for these identified pupils. Pupils supported by the resource are monitored by a Speech and Language Therapist who is a permanent member of staff and provides an annual report for each pupil. Pupils are supported through their transition phases from Primary school then later as they move on to Further Education colleges.

Pupils, who have been identified with the appropriate level of needs by the LA, must meet one or more of the criteria below:

- A lack of information retention from verbal instructions that have been issued
- Confusion with similar words and / or meanings
- Obvious delay in responding to verbal cues
- Having difficulty in acquiring and retaining vocabulary
- Often failing to organise their sentences into a recognised structure
- Verbal interaction may be slow and / or stuttered leading to frustration
- Having difficulty in selected the correct sounds and then putting them into the correct order
- Other, associated literacy difficulties
- And have been issued with a Statement or EHCP which includes speech and language needs.

All pupils' progress is reviewed annually and where appropriate, pupils are returned to a full mainstream curriculum when appropriate.

**PURSUE EXCELLENCE AND SEIZE OPPORTUNITIES**