

## **Thurnby Lodge Speech and Language Designated Specialist Provision (DSP)**

### **The Learning Space**

Headteacher: Mrs C Redmond

SENCO: Mrs N Stait

Base 1 Teacher: Mrs C Brooks

Base 2 Teacher: Mrs W Follows

Speech and Language Therapists: Mrs Baines and Mrs Barnes

Designation: Speech, Language and Communication Needs (SLCN)

Age Range: 5-11 years (Year 1-Year 6)

Available Places: 17

### **Aims and Purpose of the DSP**

The aims and purpose of the Thurnby Lodge Speech and Language DSP are to:

- Provide children with specialist teaching targeted at those with SLCN
- Provide children with individualised speech and language therapy
- Provide a structured, supportive environment where children can feel secure, develop confidence and achieve their full potential
- Provide a broad and balanced curriculum using a wide range of teaching methods and styles to meet the needs of individual children
- Provide opportunities for specific interventions, for example to develop independence and social skills
- Enable children to be included in mainstream lessons and extra curricula activities whenever this is appropriate
- Work in close partnership with parents/carers, outside agencies and the children

### **Admission Criteria**

The DSP is for children who have an Education, health and care plan (EHCP), which details their primary need as **speech, language and communication**. Included in the selection criteria are children with:

- phonological difficulties
- comprehension difficulties
- expressive language difficulties
- semantic and/or pragmatic difficulties
- articulatory disorder

The DSP is unable to cater for children with complex physical and medical difficulties. Children given a place in the DSP are primarily from Leicester and Leicestershire.

**Further information on the transition process for admission can be found in the DSP admission document**

### **Provision and Facilities**

The DSP caters for up to 17 children across KS1 and KS2. All of these children have an EHCP; and a primary need of speech, language and communication. The DSP environment has 2 teaching classrooms (Base 1 and Base 2), a withdrawal teaching room and a speech and language therapy room.

### **Home to School Transport**

Transport is provided in accordance with the Local Authority SEN transport policy.

### **Identifying and Reviewing Need**

The DSP operates within the framework of the revised SEN Code of Practice 2014, Local Authority Guidance and the Leicester City Council MIN document for Speech and Language.

All children have individual goals, which include speech, language and communication targets. Progress towards goals are continually monitored and formally reviewed three times a year (once will be at the annual EHCP review) with parents/carers, and if appropriate, the child, in accordance with the revised SEN Code of Practice 2014. At these meetings new goals may be set in collaboration with professionals, parents/carers and the child where appropriate. Children's goals are communicated clearly with all relevant parties involved in working with the children e.g. speech and language therapists.

Children may also undergo other formal and informal assessments, where appropriate, by the DSP team, SENCO and/or outside agencies, such as the Educational Psychologist.

### **Speech and Language Therapy**

Julie Barnes and Helen Baines are the speech and language therapists who support children within the DSP, currently one and a half days per week. The children are seen either individually or in small groups to carry out targeted speech or language activities. Support within the classroom and the therapists collaborate with the DSP teachers and support staff to set children's individual speech and language goals.

The therapists also regularly meet with parents/carers to discuss progress and provide support to parents/carers on how best to support their child's speech and/or language needs in the home environment.

### **Access To A Broad and Balanced Curriculum**

The DSP reflects the inclusive nature of the school. All children in the DSP follow a broad and balanced curriculum, which meets the requirements of the New National Curriculum at an appropriate level. The curriculum is flexible and is adapted to meet individual needs. Disapplication from National testing, such as SATS, may occur dependent on individual needs.

Where appropriate children attend mainstream classes and trips, with support if required; this inclusion is reviewed half termly. Children have opportunity to take part in all school events and activities and have the same access to the school's facilities and resources as all other children. Independence, self-help skills and speech, language and communication skills are integral parts of all aspects of the DSP curriculum.

Children in the DSP also have access to a wide range of specific interventions designed to meet the needs of the individuals within the DSP; examples of these are: Phonological awareness, Social Skills, Movement skills and Anxiety groups.

### **Home-School Links**

Parents/carers are actively encouraged to be involved with all aspects of their child's education. Parent's evenings are held twice a year, EHC reviews yearly and goal reviews three times a year. Parents/carers are always welcome to make an appointment or have a telephone conversation to discuss any concerns they may have.

All children have a home-school book that can be used to share information on a daily basis. All children are set homework in line with school policy.

### **Links Beyond School**

Staff have access to the full range of services in the City and County in order to meet the needs of pupils. These may include the Educational Psychology Service, Special Needs Teaching Service and other agencies as appropriate to the children's needs.