



Riverside
Primary School
& Nursery

SPEECH AND LANGUAGE RESOURCE Information Booklet





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Introduction

Riverside Primary School and Nursery is a growing, friendly school, which has educated children in the Cookham Road vicinity for over 60 years. The school is co-educational and provides both Primary and Nursery education for children aged 2 - 11 years.

The school is set in large grounds with traditional playgrounds, extensive grassed areas, a pond and other areas devoted to environmental studies.

At Riverside School there is a Speech and Language Resource, which provides for children with specific speech and language difficulties. All the children in the Resource have a Statement of Special Needs/Education and Health Care Plan and will attend the school full time.





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Service Provision

When a child comes into the Speech and Language Resource at Riverside School, what kind of specialised provision can he/she expect to receive in order to address his/her specific speech/language difficulties?

The Resource at Riverside is an integrated Resource, which means that children who have a place are based in an ordinary mainstream class appropriate to their age. The Resource staff then provide help and support to the children in a variety of ways. The support needs are identified by assessing the impact of the child's communication difficulties on their ability to access the curriculum and communicate with others.

Who works in the team?

The Resource is staffed by one Specialist Teacher, supported by two full time Special Language Support Assistants, 2 part-time Speech and Language Therapists who between them work in the Resource for no less than 10 sessions a week (this fluctuates depending on the number of children), and a Speech and Language Therapy Assistant. There are also two additional assistants who provide support for children in the classroom – the actual hours of support provided can vary with the needs of individual children.

A key factor in providing successful and appropriate help for the children is the ability of the Resource staff to work together with each other and with mainstream school staff. At Riverside, the Resource staff meet regularly to discuss language/teaching aims for the children, to discuss progress and/or difficulties which may arise, and frequently run groups together. There is a high degree of joint planning for English, maths and language groups. There are also frequent formal and informal opportunities for discussion with mainstream school staff, and joint termly teaching objectives are devised for each child in order to formulate appropriate individual programmes which are shared with teachers, parents and all who work with the child.

It is very important that the specialised provision offered to children who attend the Resource is seen as a whole 'package' – that the **combined** contribution of Specialist Teacher, Speech and Language Therapists, support assistants and mainstream staff can provide very strong and effective help for the children. This factor must be remembered when we look at the support offered to children by individual specialists.





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Why do children come to the Speech and Language Resource?

Admission Criteria

The Riverside Speech and Language Resource is here to help children with Specific Language Impairment (SLI) and severe speech sounds disorders including verbal dyspraxia.

It is maintained by the Royal Borough of Windsor and Maidenhead (RBWM) Local Authority (LA) in partnership with the governors of the school.

Decision on the placement of a child in the Resource rests with the RBWM LA.

SLI is a term that is used to describe difficulties with learning and using language. These difficulties are not associated with factors such as general learning difficulties or other conditions for example cerebral palsy, hearing impairment or Autistic Spectrum Disorder (ASD). Children with SLI are often as clever as any other child of their age but they still have difficulties with speech and language, hence the term 'specific' as difficulties are specific to this area. (SLI Handbook, 2012).

Placement within Riverside Primary School and Nursery, which is a mainstream school, can only be considered if the child meets the following criteria:-

1. The child should have an Education and Health Care Plan. In certain cases, the LA will consider an assessment placement, in which case the need for a statutory Education Health Care Plan Assessment will have been agreed.
2. The child has a specific speech and/or language impairment that is having a significant impact on their ability to access the curriculum and communicate with others. As a result they require regular, intensive speech and language therapy and access to specialist teaching support. The impairment may affect one or more of the following to a significant extent:
 - receptive language/comprehension
 - expressive language and vocabulary
 - articulation and phonology.

Listening skills, pragmatic skills and social communication may also be affected as a result of the above.

3. The child has non-verbal ability within broadly average range; verbal ability may fall outside the average range. The child's primary difficulty is a speech and/or language impairment:
 - any specific learning difficulties are secondary to the speech/language impairment
 - the impairment is evident in the child's first/main/predominant language
 - the child does not have a significant hearing impairment
 - the speech/language impairment is not as a consequence of physical or neurological disability
 - emotional or behavioural difficulties are not the primary difficulty
 - autistic spectrum disorder is not the primary difficulty.
5. The child does not require a full signing environment. Signs may be available as a teaching aid.
6. The child is able to gain substantial access to the mainstream curriculum, environment and structure with support and to be able to participate beneficially in some mainstream activities without on-going specialist support.
7. The child has the potential to benefit from the peer group available.



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Speech and Language Therapy staff and Resource Teachers

A child may receive support from the Speech and Language Therapist/Assistant and from the Resource Teacher in several ways:

- Individual
- Paired
- Group
- Classroom support
- Curriculum teaching within the Resource
- Through joint planning and liaison time



Individual

One child works with one adult on activities tailored to meet the needs of that individual child based on the impact of their difficulties.

Paired

2 children whose needs are broadly similar and who would benefit from working together work with one adult.

Group

3 to 6 children whose needs are broadly similar work together with 2 or more adults in order to:

- work on specific aims
- give the children the opportunity to generalise skills in a safe environment
- help the children to learn group working skills – which they must acquire if they are to be able to function independently in a mainstream class.

Classroom support

The Therapist, Resource Teacher or Specialist Teaching Assistant, sometimes works alongside an individual child or a small group within their mainstream classroom in order to help them to use their language skills to take part in and learn from the work being done in class.

This also provides an opportunity for the Therapist or teacher to assess where problems may be arising in the classroom. It also gives the pupil the opportunity to practise the skills they are learning in their class setting





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What is Specialist teaching and Speech and Language Therapy within the Resource?

This is when the Resource Teachers take responsibility for the planning and delivery of part of the curriculum, e.g. Literacy, and withdraw children into the Resource classroom in order to teach them there. Many children attending the Resource are taught Literacy in the Resource; they are re-integrated into their mainstream classrooms for Literacy as soon as this is appropriate for them. The Therapists contribute to the planning and delivery of Literacy in the Resource.

The level and type of speech and language therapy support is based on the impact of the child's difficulties on their ability to access the curriculum and communicate with others. The level and type of support is reviewed regularly to ensure the child gets support that is appropriate for their needs at the time. Support may become more group/classroom based as the child progresses through the school, although the needs of the individual child will always be the most important factor in deciding on the most appropriate support, whatever his/her age or stage.



Specialist Language Resource Assistants and Classroom Support Assistants

There are Resource classroom support assistants who are based in different classrooms throughout the school. These assistants provide on the spot help for the children within the Resource with any problems they may be experiencing in the classroom due to their speech/language difficulties. They may also join groups in the Resource run by the Teacher or Therapist, and may provide some individual help to children who need daily speech/language practice.

Regular training and communication between all staff ensures that the resource assistants may carry on specific work undertaken by the Teacher or Therapist from the Resource in the classroom.

Once again, the level of classroom support varies for each child, but is always dependent on the individual child's needs and the impact of their difficulties on their ability to access the curriculum.





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Parental Involvement

Ensuring good communication with parents is very important, particularly as most of the children in the Speech and Language Resource travel to school in a taxi. The following arrangements are in place to ensure effective communication:

- Children are given a home/school book, which Resource staff will use to write home and to also receive communication from home. The information is usually informal and related to your child's learning have done during the day. Also the book contains information for homework to be done.
- The Resource Staff also arrange formal meetings during the term to discuss your child's progress, their targets, language objectives and any other issues relevant at the time.
- Parents are invited into school to meet with the class teacher to discuss general progress each term. These meetings are very valuable as they offer opportunities for successes to be shared and concerns to be raised.
- Once a year your child's progress will be reviewed by the Local Authority. This is called an Annual Review and you'll be invited to attend to discuss your child's progress.
- We welcome contact with parents and also offer you the opportunity to attend therapy sessions to observe first-hand the type of activity your child may be doing.
- On occasion your child will be videoed (parental permission is requested), during part of their time in 'Apple' and this information may be sent home for you to view.
- Occasional coffee afternoons (informal get-togethers to meet other parents and talk to staff).
- We can also be contacted by phone: (01628) 674096 or on the main school number (01628) 621741

All the classrooms within the school are named after trees, for example Reception/Year 1 classroom is known as 'Chestnut'. The Resource rooms are known as 'Big Green Apple', 'Little Green Apple', 'Big Red Apple' and 'Little Red Apple'.

Past pupil's parental comment July 2015:

"I am happy my child has progressed this year and with the support of the Speech and Language Resource, he is becoming more confident in his abilities. The support he has had from the Resource has really helped him to progress."



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Pupil Transport

If children live outside the school's catchment area, parents may be offered taxi transport by the Local Authority for their children to and from school. In addition to the taxi driver, very young children are also accompanied by an 'escort'.

When the children arrive at school, the taxi driver (and escort if appropriate), will wait with them until the school is open. A member of the Resource Team meets the children from the taxi and brings them into school. The children's home/school liaison diaries are checked for messages then younger children are escorted to their classrooms to be greeted by their teacher. At the end of the school day a member of the school staff escorts the children to the taxi.

Accommodation

The Resource comprises 4 rooms, 2 large rooms for group teaching sessions and 2 smaller rooms for individual or paired work. When children are seen for individual or group sessions, they are collected by Resource staff from their classrooms and taken to the Resource rooms. The rooms are well equipped with specialist teaching and speech and language therapy equipment, as well as providing a quiet environment in which to work.



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Additional Information for parents

Speech and Language Resource
Riverside Primary School and Nursery
Cookham Road
Maidenhead
SL6 7JA

Tel: 01628 674096
School :01626 621741
Fax: 01628 673155
riverside@rbwm.org.uk

We have introduced an on-line toolkit including a number of advice sheets regarding commonly discussed issues that you may find helpful www.berkshirehealthcare.nhs.uk/cypittoolkits

<https://www.thecommunicationtrust.org.uk/> The Communication Trust is a coalition of over 50 not-for-profit organisations that supports children and young people who struggle to communicate because they have speech, language and communication needs (SLCN) as well as supporting all children and young people to communicate to the best of their ability.

www.afasic.org.uk UK Charity which helps children and young people with SLI, their families and the professionals working with them.
IAS offer information, advice and support to parents and carers of children and young people with special educational needs (SEN).

<https://www.ias-rbwm.co.uk> A new Information, Advice and Support (IAS) Service for Windsor and Maidenhead.

Ofsted Report March 2011 stated that:

“A minority of pupils, including some with statements of special educational needs because of speech and language difficulties, make excellent progress because the specialist provision for them is outstanding.”

Ofsted Report December 2013 stated that:

“Achievement is good in the Early Years Foundation Stage and The Speech and Language Resource .”

“Pupils in The Speech and Language Resource make good progress from their different starting points and achieve well. This is because teaching in the resource base is very closely matched to their needs.”

“In The Speech and Language Resource the pupils show considerable enjoyment of learning and are rightly proud of the writing in their literacy books.”

“Leadership and management of The Speech and Language Resource base and the Early Years Foundation Stage are strong. In both areas, the curriculum is based on a thorough knowledge of the different needs of the pupils and adapted as these change. Careful attention is paid to helping the pupils develop English language skills.”