



Lickey Hills Primary School and Nursery

Language Base Policy

September 2023

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

'Dream together, Believe together, Achieve together'

Introduction:

At Lickey Hills Primary School and Nursery our priority for the provision within the Speech and Language Base is to help support the children to make the best possible progress with the following:

- Their specific language difficulties
- Their academic learning across the breadth of the curriculum
- The development of their self-esteem and social skills

Aims:

The head teacher, Teaching staff, support staff and the Speech and Language Therapists aims are:

- To remediate, as far as possible, the childrens' speech and language disorders so that they can be integrated into mainstream school;
- To operate in a manner which is consistent with the mainstream school policy;
- To provide a learning environment within the Language Base which is appropriately differentiated to meet the specific needs of individual pupils;
- To ensure successful integration into the mainstream classroom when appropriate;
- To support the linked mainstream teacher to deliver an appropriately differentiated curriculum;
- To enable pupils to develop effective social communication skills and strategies with both adults and children;
- To liaise with other professionals as appropriate to the individual child;
- To provide an environment which helps the child to develop strategies to cope emotionally with their specific problems and to develop their confidence and self-esteem.

The role of the Head Teacher:

Being a part of the school, the overall responsibility for the Language Base lies with the Head Teacher.

- The involvement in the work of the Language Base of any external professional should be seen in terms of advice given to both the Language Base teacher and to the Head Teacher. Where this advice may result in a modification of the Language Base programme or its organisation, the Head Teacher must be involved.
- To ensure that the Language Base teachers consult, where appropriate, relevant professionals specific to the needs of individual pupils.
- Appoint Language Base staff including teachers and teaching assistants.
- In appointing staff to the main school, the Head Teacher should draw attention of candidates to the Speech and Language base
- To attend EHCP review meetings as agreed with the Language Base teacher
- To ensure that appropriate training/induction and information about the needs of pupils within the Speech and Language base is communicated to all staff including those in the mainstream setting that specific pupils are attached to.

The role of language base lead:

The Language Base lead is the teacher-in-charge of the Speech and Language Base within Lickey Hills Primary School. This person has the following responsibilities:

- To assume the responsibility for the running and organisation of the EYFS/Key stage 1 and Key stage 2 Speech and Language Base.
- To be a member of the Senior Leadership Team within the school.
- To organise and draw up an agreed agenda for termly SALT staff meetings involving all staff linked to the Language Base, and ensure that agreed actions are implemented.
- Will ensure that policies relating to the organisation and running of the Language Base are kept up-to-date and follows the SEN code of practice 2014
- To lead the Language Base team in organising, assessing and planning an appropriate and specific curriculum for each child that effectively works alongside the mainstream curriculum.
- Organise/coordinate a half termly Language Base staff team meeting to share information and all relevant classroom issues.
- Will ensure that all Language Base staff are aware of policies and procedures and that agreed systems are being implemented, including updates and changes that may be put into place.
- Will manage and appraise the performance management programme of Language Base Class Teachers.
- Will ensure that induction/training of new mainstream staff occurs (with regard to learning about the needs of Language Base pupils who integrate into their classes), working in collaboration with Language Base Class Teachers.
- Train staff within the Language Base, and where necessary, in the mainstream school, to ensure all teaching and support practices remain up to date and effective.
- Make Language Base staff aware of training opportunities outside of the school.

The role of the base teacher:

The teacher will teach and manage those children who have specific speech and language difficulties in liaison with the other professionals concerned.

Responsibilities may include:-

- Coordinate annual EHCP reviews for pupils in the base.
- Act as link for parents between all professionals concerned with their child.
- Link with all other support services concerned with language base children, eg speech and language therapy, physiotherapy, educational psychology, etc.
- Organise support timetables.
- Negotiate and agree a 'mutually acceptable' therapy timetable with Speech and Language therapist. The timetable needs to be flexible to allow for changes in grouping and intensity of input.
- Help mainstream staff modify and differentiate the curriculum for speech and language children.
- Support and advise Speech and Language Therapists on educational matters.
- Attend any appropriate courses and meetings to aid professional development.
- Support mainstream staff when base children are integrated into the mainstream class.
- Teach in the language base.
- Keep up to date records of individual pupils.
- Organise the resources of the base.
- Take part as a full staff member in the mainstream school.
- Contribute to admissions decisions - this may involve reading reports about proposed children and attending panel meetings.
- Meet with other professionals involved with language disorder i.e. Speech and Language Therapists, Occupational Therapists, Educational Psychologists etc.
- Attend parents' consultation evenings, IPM reviews, Annual Reviews and liaise with parents.
- Monitor transport arrangements.

The role of the speech and language therapist:

Provision in language bases consists of therapy which is delivered by both Speech and Language Therapists and Base Class Teachers. The therapist supports the delivery of the curriculum just as the teacher supports the therapy input. The therapist gives strategies and targets for each child which all the base staff know. Written aims and objectives are given and training for base staff is provided. LB2 has five half day sessions of speech and language therapy input and LB1 and Language Base has six half day sessions.

Intervention consists of -

1. Assessment (formal and informal) Speech and Language Bases Policy
2. Intervention spread flexibly throughout the week, which may include one or more of the following - Classroom support and joint working with base teaching staff. This may include; Speech work in which children are prompted to use sounds during lessons,

- Language work such as correction of language errors through the use of forced alternatives, modelling simplified and reduced language and reminders to staff about individual pupil targets,
- Demonstration of signing,
- Strategies to aid comprehension and word retrieval such as syllable clapping and rehearsing vocabulary,
- Demonstration of teaching materials such as shape semantics and Language Through Reading
- Small group sessions
- Individual sessions
- Support during integration (where possible)
- Home visits where appropriate

3. Administration/ liaison includes -

- Joint planning sessions with teaching staff (e.g. literacy, maths, science letters etc)
- Planning individual and group intervention
- Input into IEP, planning joint aims/targets
- Providing written reports
- Planning/writing programmes
- Keeping case notes
- Contributing to class records, e.g. social notes as relevant
- Appropriate onward referral to other professionals if needed
- Contributing to whole school/base policy and planning
- Contributing to Ofsted inspections

4. Meetings/liaison involves -

- Consultations with parents
- Attendance at parent/teacher consultation evenings and other parent group meetings as appropriate
- Liaison with base staff in regular team meetings
- Liaison with other professionals as appropriate (e.g. Educational Psychologist, Occupational Therapist etc)
- Support and training for teaching staff and LSAs in base
- Some support and training for teachers and LSAs in mainstream school · Attendance at review meetings
- Provide a plan and/or flexible timetable Time needs to be allowed for the Speech and Language Therapist to do the following
 - attend speech and language therapy team meetings
 - receive training
 - give training to other therapists and some therapy students
 - give second opinions on possible language base candidates and other language disordered children
 - fulfil general administrative duties related to the Health Service e.g. provide system, one data and visits to children who have transferred out of a base into mainstream schooling.

The role of the mainstream class teacher:

The mainstream Class Teacher will teach pupils from the speech and language bases when they integrate into their classes. They will do this in liaison with the Base Teacher and the Speech and Language Therapist.

- Pupils from the bases will be integrated according to their specific needs, in subjects through which their educational provision will be enhanced. Generally they will integrate each afternoon, although they may be withdrawn for specific work in the base. They integrate into mainstream classes for educational and/or social reasons.
- A pupil may be supported by an LSA from the base, where it is felt to be necessary to enable a child to access the learning.
- Mainstream Class Teachers will have the opportunity to observe base pupils who integrate into their classes in speech and language therapy sessions and to discuss the pupils' needs with the Speech and Language Therapist.
- The mainstream Class Teacher is expected to provide an appropriate learning environment to support the needs of base pupils. This may take the form of the following - - modifying and simplifying language when addressing the pupil - providing differentiated teaching materials - providing a drawer or storage space for the pupil to keep their work - providing visual teaching aids to support understanding

The role of the base learning support assistant:

The prime purpose of the Base LSA is to assist the teacher in supporting and developing the pupil's communication. This means supporting:

- Language function (ability to communicate effectively)
- Language competence (development of ability to use language)
- Differentiation of the National Curriculum. The context will be in learning and social interaction.

To do this the LSA will need to be directed by the base teacher/ inclusion manager in:

- Implementing IPMs;
- Working alongside the pupil in individual, group or class work and social activities.
- Preparation of support materials for individual, group and class activities;
- Modelling of social communication;
- Implementing speech and language therapy programmes as directed by the Speech and Language Therapist in agreement with the base Class Teacher;
- Supporting the pupil when they integrate into mainstream classes and recording their achievements and progress in this environment;
- Liaising with professionals - Class Teachers, Speech and Language Therapist;
- Recording achievement using class recording mechanisms;
- Recording successful strategies using class recording mechanisms;
- Assisting the pupil to develop and use their own methods for recording progress;
- Assisting the pupil in the development of strategies which support effective communication;
- Assisting the pupil in developing independent learning strategies;
- Responsible to the base Class Teacher.

Equipment and Resources:

The language base is part of the school. The base is resourced with general and specialist materials, eg SEND teaching resources, speech and language teaching materials. The Base should:

- Have a therapy room and small office area available for small group work and individual assessment.
- Have an acoustically good environment with carpets and curtains;
- adequate power outlets;
- lockable filing cabinet and cupboard, large table/desk and adult chairs.
- Consumable stock, e.g.: paper, felt tip pens and general classroom supplies.

Teaching and Learning:

Language base children are supported in a variety of ways.

- Individual or small group speech and language therapy
- Learning environments
- Trained Mainstream staff
- Individual or small group work carried out by the base Class Teacher, Speech and Language Therapist or Learning Support Assistant
- Working as a member of the mainstream class supported by base staff
- Working as a member of the mainstream class without support, but monitored by base staff and the class teacher
- Multi-sensory teaching strategies (Reading and Spelling, Grammar and Comprehension, Visually Supported Learning, Fine and Gross Motor Skills, Paget-Gorman)
- Signing

National Curriculum:

The difficulties of each child are taken into account when addressing the National Curriculum. A modified curriculum may be taught. All children will have access to all areas of the National Curriculum as well as RE and daily assemblies. Curriculum leaders and class teachers in the bases and mainstream classes will differentiate the National Curriculum for individual pupils. The Base Class Teachers will provide materials and knowledge to enable further differentiation for children with severe language impairments. The children may be taught a modified curriculum.

Assessment and monitoring:

These guidelines are in line with the school Assessment Policy. When the children enter the base they are assessed using both standardised and informal assessments. The base team then draw up an Individual Provision Map (IPM) for each child. This contains attainment and learning targets focused on the child's needs as outlined in the child's Statement of Need and from assessments. Daily/weekly records are kept by base staff on all aspects of the IPM. These records are monitored termly by the base Class Teacher and Speech and Language Therapist and mainstream staff (where appropriate). The base staff meet weekly to discuss the progress and needs of pupils. Base Class teachers and Speech and Language Therapists meet with parents on a termly basis to discuss their child's progress. The progress of pupils in the bases will be tracked on a half termly basis.

EHCPs - There is a legal responsibility for the Local Education Authority to hold an annual review for each child. The child's EHCP is evaluated each year. There is a meeting to which parents and the professionals who work with each child are invited. At the annual review progress and difficulties are discussed and changes in the child's educational needs are highlighted.

Transport:

Arrangements are made by the Transport Department of the Area Education Office to transport children to and from school by taxi, if the children live a sufficient distance from the school (see County guidelines). An adult meets the children in the morning and escorts them to their transport at the end of the school day. The school has no authority to determine the nature of the transport provided or the company which receives the contract for transport.

Equality:

Our Speech and Language Base Policy seeks the promotion of equality and seeks to tackle any discrimination through the provision of high quality education for those pupils in need of specialist provision to ensure that they are given an appropriate learning environment for their needs.

Health and Safety:

At all times the safety of the pupils in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments are completed. **(see Health and Safety Policy)**

Pupils work in a healthy and safe environment.

- We ensure that all tasks that the pupils undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Headteacher and complete a risk assessment form.
- Risk assessments are shared with both participating staff and pupils.
- Parental permission for educational visits is always sought.

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