

Hampton Dene Primary School



Language and Communication Centre

Operation and Entry Criteria

These operation and entry criteria have been drawn up by Herefordshire Local Authority in consultation with school staff responsible for managing the provision and speech therapy professionals involved in supporting the therapeutic needs of children placed in the provision

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Introduction

The Language and Communication Centre (LCC) is a dedicated provision for young people in Key Stages 1 and 2 with either:

- severe, specific speech and/or language difficulties that meet the criteria for Developmental Language Disorder (DLD) or if under five years old, showing features of DLD (see Appendix 1 for clarification) in which the communication difficulties are having a functional impact on communication in all environments.
- severe speech and/or language difficulties which co-occur with autism.

It is based at Hampton Dene Primary School, Hereford a 4-11 maintained community mainstream school.

The LCC consists of four classes.

- There are four classes across Reception, KS 1 and 2. These accommodate children with Speech and Language difficulties and/or a diagnosis of Autism Spectrum Condition.
- For children with a diagnosis of Autism Spectrum Condition, our classes offer a highly structured, low- distraction learning environment. This environment will involve the use of structured teaching, such as TEACCH or other appropriate methods, to support children with Autism.
- Classes are mixed according to need not by diagnosis.

General Information about LCC

The LCC provision is a designated Herefordshire Local Authority specialist provision. It has no implications for any other arrangements that are provided by Hampton Dene Primary School for other young people with special educational needs (SEN).

There is an implicit expectation that the young people placed will be full members of the school community. The school will therefore promote opportunities in line with the DfES guidance *Autistic Spectrum Disorders – Good Practice Guidance* (DfES/597/2002/REV)

The nature of the provision and the methods promoted for teaching young people with a range of speech, language and communication disorders and autism will be agreed from time to time between professionals from the school and the Local Authority, with advice where appropriate from colleagues in other agencies. A key element of the provision is that the school is charged with ensuring that staff are fully trained in the methods adopted.

The existence of this provision in no way prevents another maintained primary school from accepting a young person with disorders matching these criteria if the parents so choose. An alternative Herefordshire maintained primary school would receive equitable additional funding determined using the High Needs Matrix. The school will also have access to relevant professional services, for example Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

Language and Communication Centre Outreach

In addition to making provision for its core pupil group the LCC also offers outreach advice to support other primary schools with young people with language and communication difficulties, or who may be on the autism spectrum.

LCC Classes

Young people admitted to these classes will have speech and/or language impairment arising from one or more of the conditions set out in Appendix 1 at a level that match the specific criteria set out in this document.

Young people admitted to these classes will typically have the potential to access the national curriculum at a broadly age appropriate level and be able to benefit from the flexible class arrangements, including inclusion into mainstream classes, in the host school and eventually their parents' preferred mainstream school.

- Delays in language development in any of the areas set out in Appendix 1 that arise from general developmental delay/cognitive abilities in the moderate range or below are not appropriate for this setting.
- This setting is not appropriate for young people with severe sensory processing difficulties in addition to autism. The LCC is not an appropriate setting for young people who have severe or profound learning difficulties (SLD or PMLD) in addition to autism.
- It is not an appropriate setting for young people with other pervasive developmental disorders (PDD) or for students who have other significant disabilities (e.g. behaviour or moderate or severe learning difficulties) in addition to autism.
- These classes are also not appropriate provision for young people whose primary needs are as a result of Social, Emotional and Mental Health difficulties.

The LCC is charged with providing an intensive period of intervention, involving very close monitoring by Speech and Language Therapists and, in selected cases, Occupational Therapists.

Placements in the Language Classes are made on the understanding that children will make accelerated progress and may/will return to their local mainstream school before secondary transfer age supported as appropriate by an individual funding level. Professionals must ensure that parents are made aware of this expectation whenever entry to this provision is discussed and it should be a question at each Annual Review.

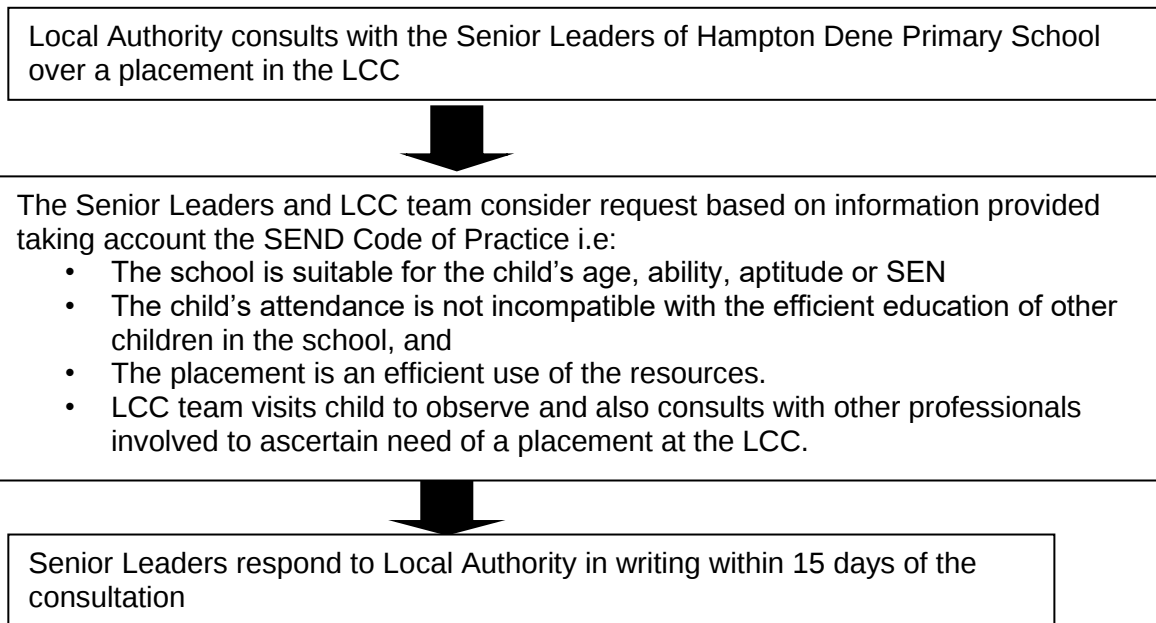
The school is charged with organising and supporting successful transitions in good time to return the young person where placement on the roll of the LCC is no longer justified.

Method of Entry

- Children referred to the LCC will have undergone a statutory assessment of their special educational needs that has clearly determined the nature and severity of the language disorder and a multi professional diagnosis in the case of Autism and have clearly identified the specific and quantifiable provision that needs to be made. They will have an Education, Health and Care plan in place.

- The school will be formally consulted over all placements in line with the 2014 SEND Code of Practice.
- Entry to the LCC will generally occur at the start of the academic year.
- Placement will be specified in the EHC Plan.
- Professionals from any agency should not pre-empt the Local Authority decision concerning placement. Professionals without direct responsibility for consulting with the LCC concerning possible admission should be careful not to express an opinion that will give parents or schools the impression that this should or will happen.
- It is not possible for parents to be offered a place in the LCC for their child through ordinary admission arrangements to Hampton Dene Primary School.

Entry Procedure



Specific Criteria for children with Speech and Language Difficulties

1. For school age children there will be evidence that the child is experiencing a significant and severe receptive and/or expressive primary language disorder with no bio-medical underlying cause that is having a functional impact on their ability to use language effectively in all environments. They may also have co-occurring social interaction (pragmatic) language difficulties.
2. **For children in early years provision not yet of school age there will either be:**
 - Evidence that the child is experiencing a significant and severe receptive and/or expressive primary functional language/speech disorder that has no bio-medical underlying cause.
 - Where a child is unable to cooperate with formal assessments the following table provides an indication for practitioners. This is for guidance only. It is anticipated that the child's language development should be measured at or below the developmental level indicated.

Chronological Age	Developmental expressive and/or receptive language level
24 months	12 – 15 months
30 months	15 – 18 months
36 months	18 – 24 months
42 months	21 – 27 months
48 months	24 – 30 months
54 months	27 – 33 months

3. Speech sound disorders cannot be described with norm referenced figures, therefore there should be descriptive evidence of a speech disorder described by a SaLT in qualitative terms (e.g. atypical sound substitutions, vowel distortions, syllabic structure of words altered, several persistent and long term developmental sound substitutions 3 years below chronological age) and such that the speech difficulties have a significant functional impact on the child's ability to express their wants, needs and opinions with their communication partner.

Specific Criteria for children with a diagnosis of Autism Spectrum Condition:

4. All children with Autism in the LCC will meet typical diagnostic criteria for Autism, unless there are exceptional circumstances.
5. A multi-disciplinary group of suitably qualified practitioners will typically make a diagnosis of autism over a period of time on the basis of actual symptoms. Rating scale evidence, for example from parent/ carer interviews, is not, in itself, sufficient. Suitably qualified practitioners include paediatricians, SALT with experience of Autism and Clinical or Educational Psychologists.

Review and Monitoring

Short and medium term monitoring of progress is the responsibility of the LCC staff. In particular:

- The school is responsible for ensuring that planning for transfer to secondary school takes place from Year 5 onwards and that it involves parents, the child and all relevant agencies.
- The school will follow the Annual Review process in line with the SEND Code of Practice.
- The school will ensure that the SEN Team in the Children's Wellbeing Directorate is notified of all Annual Review dates and the Children's Wellbeing Directorate will ensure that a professional representative attends Annual Reviews wherever possible.

Exit Criteria for the Language and Communication Centre

Each pupil's progress will be reviewed annually as a minimum, in accordance with statutory requirements related to the EHC Plan.

Informal periodic reviews should also examine the effectiveness of teaching and learning and involve parents and other agencies as appropriate. A record of progress made to individual targets will be available at all reviews. These reviews will inform the pupil, staff and

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other agencies if the level of progress made indicates whether alternative provision arrangements should be planned. The following broad exit criteria should be met:

- Communication skill level is compatible with that of others of the same age and ability in alternative placements e.g. mainstream school.
- The communication difficulty is no longer the priority cause for concern given the overall profile of the pupil's SEN.
- The assessment of the pupil's SEN shows that their needs can be met in alternative placement in terms of appropriate facilities and resources.
- The needs as identified on the EHC Plan no longer require specialist provision.
- The pupil has reached a chronological age at which transfer to another school is required.

The LCC should ensure that any proposed transfer is in accordance with pupil and parent wishes. The transition must be properly planned and executed with support through outreach to the receiving school.

The model of phased inclusion will be assessed as appropriate to individual need and begin with partial inclusion in mainstream classes leading to full time inclusion within Hampton Dene Primary School mainstream classes.

Outreach and links with the receiving school will be developed during this time in order to enable effective re-entry to the child's local school community.

Staffing of the Centre

The school is responsible for making staffing appointments but it may be appropriate to involve the Local Authority in recruitment.

Funding the Centre

The Local Authority annually commissions placements at the LCC. The specific funding arrangements are:

- The High Needs Matrix will be used to inform funding decisions about individual children.
- The provision is intended for a maximum of 40 students on roll at any one time. The funding is related to placements and therefore will provide sufficient resources for the school to provide a range of additional adult support depending on the number on roll. The funding will also provide sufficient resource for teaching staff for four classes (including management cover) for as long as the actual and projected numbers of children requiring such provision (as determined by the Local Authority) merit four separate classes.
- Additional placements will be by agreement with the school and funded accordingly.
- The funding formulae will be reviewed as appropriate and may be adjusted in consultation with the school and Schools' Forum.

Appendix – Speech, Language and Communication Disorders
Written by Wye Valley NHS Trust Speech and Language Therapy Department

Developmental Language Disorder (DLD)	
DLD is a severe speech and language disorder that is the primary disorder of communication rather than secondary to sensory or physical impairment, general learning difficulty or emotional/behavioural difficulty. • There should be no primary hearing difficulties. • Disorders should be evident in both languages for bilingual children • Self help/care skills should be age appropriate Children with DLD can experience problems in any one or combination of the areas below.	
Speech sound disorders	
These difficulties are likely to be long term and adversely affect the development of receptive and expressive language and negatively impact on social interaction, relationships and academic skills.	• Phonology delay/disorder (discriminating and using speech sounds contrastively) Delay refers to normal developmental substitutions which are taking significantly longer than expected to resolve. Disorder refers to atypical substitutions and omissions • Developmental Verbal Dyspraxia (co-ordinating at will the complex sequence of sounds used in speech) • Articulation difficulties (problems in moving the articulators i.e. tongue, soft palate, jaws, teeth, lips to produce speech sounds). Children with problems solely with articulation would not require specialist LCC provision. Children admitted to the LCC would therefore have articulation difficulties in conjunction with other difficulties in language development.
Expressive language difficulties	
Difficulties in formulating and expressing ideas through words and sentences using the grammatical and semantic (meaning) rules of language. The child may have difficulties with:	• Content/meaning of language -limited vocabulary, difficulties expressing abstract concepts, categorisation problems. • Form of language - word forms (plurals, tenses, pronouns) and grammar (word order, structuring sentences)
Receptive language difficulties	
Difficulties in understanding spoken information and instructions. Specifically the child will have difficulties in understanding any one	• Vocabulary/concepts, the grammar/sentence structure, implied/inferred information. • Auditory memory problems are often

or combination of the following:	apparent as well.
Social interaction difficulties - pragmatic language impairment, co-occurring with one of the 3 difficulties above	
These difficulties can occur as part of - autistic spectrum condition - difficulties with social cognition - specific language impairment - a language delay/disorder. Social interaction difficulties occurring on their own with no language delay would not require specialist LCC provision.	Features of social interaction difficulties can be as follows: • Inappropriate initiation of conversation, so can make tangential inappropriate remarks • stereotyped language • difficulty in understanding and using the context of spoken language so for example can be over literal, miss the point of jokes, only take in 1 or 2 words of a sentence so misinterprets what has been said. • difficulties with understanding and using nonverbal communication • will often 'miss the wood for the trees' with verbal and visual information i.e. undue attention to minor detail without taking in the whole
Evidence of significant ongoing speech and language intervention of at least a year prior to application for entry to LCC is desirable.	
Children who are totally dependent on alternative or augmentative communication systems including technology based systems as a result of a neurological condition are not normally considered for a placement at the LCC. Examples of this would be Cerebral Palsy who have an intact age appropriate internal language system.	

