

Admission Procedure and Profile of Needs for Wimbledon Chase Additionally Resourced Provision for children with Speech, Language and Communication Needs (SLCN ARP).

Admission Procedure

Children are admitted to the ARP through application to London Borough of Merton SEN Decision Making Group (DMG).

All applications for the SLCN ARP are for children who have existing Education Health Care Plans or who are in the process of being assessed for an Education Health Care Plan (See Merton website for SEN Local offer).

Formal application is not made directly to Wimbledon Chase School.

- 1) An application is made to Merton SEN Team at Merton Civic Centre. This can be part of the initial assessment for a proposed EHCP, a request following a joint decision taken at a school interim or annual review or parental request for change of placement. Applications from neighbouring boroughs must also follow this procedure but in these cases the application must be made via a **borough to borough** request from the L.A. in which the child is resident.

A request for admittance to the SLCN ARP will be discussed at the SEN DMG at Crown House, Merton Civic Centre.

- 2) If agreed as a potential SLCN ARP pupil at the main DMG, the child's paperwork will then be submitted by a Senior Case Officer to the specific Speech Language and Communication Needs DMG. This group involves Wimbledon Chase ARP staff, a member of the Senior Leadership Team, a Speech Therapist, an Educational Psychologist and Merton Senior Case Officer. The paperwork submitted to the SLCN DMG usually includes a recent Speech and Language Assessment or report and an Educational Psychologist report.

If agreed that a child fits the criteria and would benefit from the educational provision at Wimbledon Chase SLCN ARP a place will be offered via the designated Senior Case Officer and Wimbledon Chase SLCN ARP will be named in the EHCP.

Any request for transport will be dealt with separately by Merton SEN Team.

Selection for Wimbledon Chase SLCN ARP.

The child's primary need identified on draft EHCP must fall within the Code of Practice description of SLCN.

Children are selected if it is clear that they need and would benefit from working with a SEN teacher in a small group that focuses on receptive and expressive language skills within the curriculum, plus direct and indirect intervention from a Speech Therapist.

The support required is more intense than is offered to a mainstream pupil with an individually banded EHCP.

Daily interaction and inclusion within a mainstream school is identified as beneficial and possible. The professional reports should indicate that the child will make best progress in this type of educational setting.

Children are accepted if they have social communication difficulties, however Wimbledon Chase SLCN ARP is **not** for children with a primary or significant need of ASD. (See Merton offer for children with ASD)

Consideration is also given to the existing ARP cohort (numbers and age) in the SLCN ARP when deciding to offer a place.

The type of profile of needs supported in the SLCN ARP.

The range of expressive and receptive speech and language difficulties that can be supported in the ARP includes; articulation, verbal dyspraxia, oral dyspraxia, understanding and retaining vocabulary, pragmatic difficulties, problems with coherent and narrative speech, listening and attention skills. These difficulties would have been identified by a paediatrician, speech therapist or educational psychologist prior to application to ARP. However, ongoing assessment and further identification of needs is part of the support provided in the SLCN ARP.

Children with additional physical and /or sensory needs can also be included in the cohort as long as they have a primary need of speech and language. Additional needs may be hearing and visual impairment, dyspraxia, developmental coordination disorder, dyslexia, dyscalculia, medical, physical or genetic conditions.

The ARP is based in a mainstream school and the children in the SLCN ARP must be able to manage some aspects of mainstream school life independently. It is anticipated that the children will learn from mainstream interactions and to practise skills learnt in the ARP within a peer group. Each child is attached to a mainstream class, year group and phase. They have the same access to facilities as their mainstream peers, including school clubs, outings, themed days and extra-curricular events. The children share same break and lunch times as their mainstream peer group.

The children have individual timetables and programmes of work. The amount and areas of the curriculum a child is able to access in a mainstream class is individually assessed. The mainstream lessons most frequently attended are in the afternoon and include PE, Music, Computing, Library, RE, Art and DT lessons. It is not possible to timetable TA support for all 14 pupils every afternoon therefore if a child cannot manage in mainstream without adult support then additional lessons for these subjects are planned and run by the teacher and nursery nurses in the Ark or the Study every afternoon.

All ARP children are given the opportunity to take part in whole school celebrations such as assemblies, concerts, and performances with support. For some lessons TAs are timetabled to support children in mainstream class.

Organisation and staffing of the ARP for children with SLCN.

The SLCN ARP is centrally funded by Merton LA to provide two SEN teachers, two teaching assistants and part time speech and language therapist. Additional individual banded funding is allocated by Merton following consultation if additional needs have been identified as requiring adult support.

Wimbledon Chase ARP is arranged into two main registration classes that reflect the organisation of the mainstream school. “**The Ark**” caters for children from Phase One and Two - children from Reception through to Year Three. “**The Study**” caters for children from Phase Three - Years Four, Five and Six. This organisation makes it easy for the children to access the mainstream activities and lessons without causing too much disruption to the Ark and Study timetable.

Since September 2015 an additional classroom has been resourced for the ARP children offering additional small group teaching or individual activities based on the children’s developmental needs not just their chronological age.

In the ARP classes language is core to the curriculum and the staff are qualified and experienced to understand the impact that a Speech and Language disorder or delay has on a child’s learning. Staff support each child’s learning through direct intervention and individual differentiation of learning and concepts for all core subjects.

ARP Staffing

The SLCN ARP is supervised and monitored by Mrs Warwick the Inclusion Manager and Wimbledon Chase’s Senior Leadership Team.

SEN teachers: Mrs Knapman, Miss Hollywood and Mrs Nicholas.

Merton Speech therapist: Miss L French.

2 ELKLAN trained TAs

2 Nursery Nurses.

Speech and Language Therapy.

The Speech and Language Therapist for the ARP is a member of Merton’s Language Behaviour and Learning team. Currently the therapist is in school every week. The Speech and Language Therapist works with children in individual sessions and in group sessions. The frequency and amount of time each child works directly with the therapist is individually assessed and is described on the child’s EHCP. The success and style of therapy is reviewed and the therapy package can be altered with parent consultation. The therapist has additional time to run groups which are in addition to time allocated on EHCPs. The therapist works closely with school staff and is

available to discuss concerns and progress, help plan activities, provide resources and set targets.

The SLCN ARP is resourced with a wide range of equipment and games to support articulation, receptive and expressive language. Cued articulation is used with some children who have specific sound production difficulties, shape coding and colourful semantics programmes to support grammar and sentence construction. Shape coding is used with spoken and written language. Makaton signing is used to reinforce specific concepts and to assist pupils who have limited language.

Occupational Therapy

Some pupils may have programmes written by the NHS Paediatric Occupational Therapy Service. There is not an Occupational Therapist attached to the ARP but the ARP staff are experienced in delivering OT programmes. The children take part in a gross motor and co-ordination group once a week planned and led by ARP staff. Within this weekly session many of the exercises recommended in OT home school programmes are practised, Fine motor skills and pre writing skills are practised daily in the ARK. If parents have been advised that their child needs ongoing direct contact with a trained Occupational Therapist this should be agreed through discussion with Merton SEN department.

Contacting the SLCN ARP

We always welcome enquires and visits from parents and children; appointments for a visit should be made through the school office: **Telephone: 020 8542 1413.**

If parents require additional independent support for an application to the SLCN ARP or for the Education Health Care Plan process they can contact: **Merton Special Educational Needs Information and Advice and Support Service.**

Mr Chris Wilson

Contact Telephone 020 8543 8854

Contact Email chris.wilson@merton.gov.uk

Additional advice can be seen on Merton web site – Family Directory and Merton SEN Local offer.