

# The Canterbury Academy Trust

## Schools for all the Talents



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# **The Canterbury Academy Trust**

Speech and Language Policy for the secondary phase of education at The Canterbury Academy.

Aim:

This policy is informed by KCC's Equal Opportunities Policy and The School's Inclusive Education Policy.

The Canterbury Academy Trust recognises that in our society certain small groups and individuals face discrimination or specific difficulties. One such group is children in the Speech and Language SBRP. The Canterbury Academy Trust is committed to ensuring that all learners receive equal treatment irrespective of where they reside and are not disadvantaged by specific conditions or requirements. The Canterbury Academy Trust will, therefore, wherever and whenever possible do the following:

## **1. Appoint and train appropriate staff**

- All staff will be appointed according to the school's inclusion and staff recruitment policies
- All staff will have the opportunity to experience CPD in the needs of S&L students (*e.g. whole school staff training on issues such as Autism Awareness delivered by internal or external providers as appropriate at staff meetings, faculty meeting, development days etc.*)
- Staff appointed to work specifically with Speech and Language students will be given appropriate induction when beginning at The Canterbury Academy Trust and appropriate CPD throughout their careers at The Canterbury Academy Trust

## **2. Ensure that students who are admitted to the Speech & Language Specialist resourced base provision are appropriate for it**

- Each academic year 6, students are offered a place in the Speech and Language SRBP. The Speech and Language SBRP will work within the countywide provision, taking students from the whole of south and east Kent
- These students are selected by a multi-professional panel, which consists of representatives from the Area Education Office, The Canterbury Academy secondary phase, Educational Psychology Service and Speech Therapy Service

## **3. Provide a provision which meets the needs of the students**

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**Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community**

### **a. Transition & Induction**

- The Speech and Language students attend the School Induction Day

They have at least one other visit when they meet and work with both students and staff of the SBRP

- Some students will receive an individualised cross-phase transfer package agreed at the Year 6 Annual Review
- Some students will be allocated a 'buddy' who is older and more experienced and will help with any concerns or problems
- From the beginning of the autumn term the Speech and Language students are included in all mainstream lessons with full support where possible. However, they will be withdrawn from up to 20% of their core lessons, dependent upon need, to work in the SBRP. The lessons from which the students are withdrawn will be agreed upon with their classroom teachers. They are also withdrawn from MFL lessons, dependent on student need and will receive speech therapy input as necessary.
- If students start part way through a term they are at first supported by an experienced TA who will help them settle in school and deal with any immediate issues or concerns

### **b. Attendance of students in the Speech and Language specialist resourced base provision will be monitored**

- Support Managers are responsible for the attendance of the students in their year group and in lessons (*see attendance policy*). They will be made aware of Speech and Language students in their year group.
- Systems applying to the rest of Trust will operate but for students within the Speech and Language SBRP any issues of attendance will be investigated by the Head of The Speech and Language resourced base provision along with the Support Manager. Advice from the Professionals' Group will be sought and meetings arranged as necessary.

### **c. Students will experience an inclusive provision which enables them to enjoy and achieve**

- The Trust's Special Needs Policy reflects all government legislation, especially the new Code of Practice and Good Practice Guidance on Identification and Provision for Students with Special Educational Needs.

- Students are included in the mainstream as far as possible. Key Stage 3 and Key Stage 4 students are mostly taught in mixed ability classes across the curriculum.
- If necessary, Speech and Language students can be withdrawn to the SBRP for additional literacy, numeracy and social skills programmes. These cover basic skills in order to enable the students to participate fully in their mainstream classes Head of The Speech and Language resourced base provision.
- At Key Stage 4 Speech and Language students are supported in the mainstream lessons with their GCSE coursework where appropriate. Students have support lessons in the SRBP to back up examination subjects instead of an extra subject. These also include life skills programmes.
- KS3 Speech and Language students are supported with homework in the SBRP once a week in order to monitor and develop independent working skills.
- Support is also available at lunchtimes in the SRBPP and at lunchtimes and after school in the Homework Club for students in both Key Stages 3 and 4 who require support for completion of their homework

**d. Students will be monitored and supported**

- In so far as it is possible students in the Speech and Language SRP will be fully integrated into the Trust's monitoring and support systems.
- The Speech Therapists will complete speech and language assessments and liaise with parents and SRBP staff to inform progress.
- The Head of The Speech and Language resourced base provision will liaise with the speech therapists regularly to agree and set targets. These will be used to inform the provision mentor when agreeing termly academic targets.
- Spelling, reading and reading comprehension are tested annually and all information is collected and collated by staff to inform progress.
- All Speech and Language students will have a learning mentor who will be a teacher from within the SRBP. This will allow the learning mentor to work more closely with the mainstream teachers advising on appropriate teaching and learning strategies and outcomes.

- The Senco co-ordinates all support in class with students on the Code of Practice register. Faculties are offered advice about speech and language students and help with differentiation of resources as necessary.
- The Head of The Speech and Language resourced base provision co-ordinates all support for Speech and Language students both in the provision and mainstream. SBRP teachers and TAs may liaise with parents and mainstream staff as necessary. Teaching staff from the SRBP and speech therapists may arrange with the classroom teacher to drop into mainstream lessons in order to observe, monitor and support.

If students require any additional support, such as from the Trust counsellor or other external agencies, the teacher in charge will liaise with the Senco to access the appropriate support.

- Speech and Language students are helped to form better relationships through delivery of a social skills programmes such as the Social Use of Language Programme (SULP) and social stories in the provision and through use of buddies in the mainstream if appropriate.
- All students are aware of the whole Trust behaviour policy, which includes anti-bullying. Due to the social problems many of the Speech and Language students have, staff will be informed of any specific problems. Staff within the Speech and Language SRP work closely with Key Stage Managers, and Year Managers to enable Speech and Language students to feel a part of their peer group and minimise bullying.

Points of reference – SEND Code of Practice 2001

[Special educational needs and disability code of practice: 0-25 years](#)