

Where to go for more information

Contact the school

Deanesfield Primary School
Queens Walk
South Ruislip
HA4 0LR

Tel: 020 8845 2715
Fax: 020 88456833

Email: admin@deanesfieldschool.org.uk
Website: www.deanesfieldschool.org.uk/

SEND Policy and SEN Information report

The school's SEND policy and SEN Information Report sets out more detailed information about the support available for children with SEN and disabilities.

You can access the policy on our website.

External links

Hillingdon Care and Support

This directory provides information about the range of local, regional and national services that support families with a child or young person up to the age of 20 (or 25 for young people with a disability). It also includes information about the Local Offer for children and young people with a disability in Hillingdon.

<https://careandsupport.hillingdon.gov.uk/Categories/133>

Glossary of terms

EHC plan - education, health and care plan
SEND - special educational needs and disability
SLCN – speech, language and communication needs
SRP – specialist resourced provision



SRP

Specialist Resourced Provision



What is the Specialist Resourced Provision?

The SRP [Specialist Resourced Provision] is a mainstream class based resource for children with Speech, Language and Communication Needs. This is half way between mainstream education and special education.

Support provided in school from Specialist Resourced Provision:

- Weekly Speech and Language Therapy [Individual sessions as well as paired and group work]
- Specialist Language Teacher support where and when appropriate
- Additional teaching assistant support where and when appropriate
- Inclusion in mainstream classroom, accessing positive language role models
- Specialist assessment and resources
- Highly differentiated planning and learning, support by Specialist Language Teacher and Mainstream Classroom Teacher

What is Entry Criteria?

A child must have a severe expressive and/or receptive language disorder falling at or below the 1st percentile

This must be the 'Primary' difficulty identified in the Statement of Special Educational Needs or Education Health Care Plan

The child must not have English as an 'additional language', causing their difficulty

The child may have a significant communication disorder such as Developmental Verbal Dyspraxia.

What is a Language Disorder?

A significant difficulty using and understanding language for communication. Some or all areas of spoken language can be affected - i.e. the vocabulary, syntax, grammar, semantics and/or the social use of language.

Receptive Language Disorder: Occurs when a child has difficulty understanding spoken language. This may result in difficulty following longer or abstract instructions, understanding new vocabulary, understanding concepts and following social conversation at times.

Expressive Language Disorder: Occurs when a child has difficulty producing spoken language. This may result in difficulties such as: difficulty constructing sentences and using correct grammatical markers, using 'jumbled' sentence structure, word finding difficulties and/or limited vocabulary.

Dyspraxia: (for example; developmental verbal dyspraxia, apraxia of speech, speech dyspraxia)
A severe speech disorder that affects a child's ability to sequence and say sounds, syllables and words. Messages from the brain to the body parts needed for speech (i.e. jaw, lips, tongue etc) become 'jumbled'.
Results in:

Effortful speech

Speech that can be very hard to understand at times

Difficulty co-ordinating lips, tongue, palate and cheeks for movements

Limited number of sounds

Unusual and inconsistent production of words

Children with dyspraxia are often very aware of their difficulties and can become reticent to speak. They require intensive speech therapy, and often their literacy skills are adversely affected.

FAQs

Why should I opt for Specialist resourced Provision support?

Children with SLCN learn best through positive language role models. Being able to remain with their own mainstream class provides them with a language rich environment, access to a supportive learning journey, positive social relationships and the ability to generalize new skills learnt within therapy.

What if my child also has a diagnosis of Autism?

As long as the main area of need is identified as Speech and Language and there is space within the provision then a placement will be considered.

How will the school decide what type of support my child receives?

We understand that every child's Speech and Language needs are different, and that these may change over time.

We assess each child's needs closely to identify which support suits them best.

We regularly review the support your child receives to see what is working and what isn't, and we welcome your views on this too.

What if I think my child meets this criteria?

Please speak to your EHCP/SEN Officer at the Local Authority.

Or alternatively contact our Inclusion Manager to arrange a visit and to see the provision.