

School: Greenshaw High School

Date: September 2021

A. School/resource Expertise and Capacity:

Student numbers

22 in total across KS3, 4 & 5:

- Year 7 – 3
- Year 8 – 4
- Year 9 – 4
- Year 10 – 6
- Year 11 – 4
- Year 12 & 13 - 1

Numbers of Classes

Within the Greenshaw Speech and Language Resourced Provision (GRP from now on), there is 1 class per year group from Year 7 to 11 of a maximum of 6 pupils per group.

Over a week, all Greenshaw High School pupils have a maximum of 24 hours face-to-face teaching time in mainstream classrooms.

GRP pupils have 2 hours (minimum) therapy time which is in lieu of an MFL lesson in KS3.

Some pupils have additional literacy/numeracy/1:1 S&L therapy/ alternative provision at KS4, so can be exposed to an additional 10 hours a week of direct specialist input.

Aims and Outcomes

The aim for pupils who attend the GRP is for them to have a secondary education which is successful and inclusive, reflective of wider society and the need for all children to be able to grow up preparing for adulthood. The broad intention of the GRP is for pupils to manage to access a mainstream curriculum with some direct support of their SLCN needs.

We aim to develop the language skills and strategies required to:

- sustain successful and positive social and professional relationships and to be socially included;
- be successful at social problem solving and maintaining personal safety;
- enable a level of independence appropriate to their age.

Pupils make progress on a pathway of their choosing to further education and do not become NEET.

Curriculum adaptations

Pupils follow a mainstream curriculum which has been devised within Greenshaw to prepare pupils for a rigorous KS4 assessment process.

In KS3, GRP pupils do not access MFL lessons but follow a S&L curriculum instead. English lessons are taught for those pupils as a smaller, more nurturing group which moves slower through an adapted English curriculum, but following the same content as the mainstream. The group size is approximately 16 pupils, which includes GRP pupils if needed.

In KS4, GRP pupils have 2.5 hours a week small group direct work with a S&L therapist, whereby they focus on meeting the objectives of the English KS4 curriculum through over-learning and support by a specialist to cover vocabulary and skills, preparing for the GCSE and for life skills required in literacy. These groups vary between 5 pupils and 15 pupils. English lessons are within the mainstream.

B. Provision:

Pupils who are part of the resource base receive a minimum of 2 hours a week of small group S&L therapy, following a S&L curriculum. This curriculum has been devised by highly specialised therapists aimed at achieving positive academic and social outcomes for students with language difficulties.

Pupils have access to individual and paired S&L therapy sessions where appropriate, following individual need and assessments and consultation with parents and pupils.

Pupils have access to social time clubs at break and lunch, which offers a smaller and more nurturing environment for them to participate in small group social time rather than the busyness of a large secondary school.

Staff are available to respond to individual needs throughout the school day, and to act as advocates around the school for the pupils. Therapists also work very closely with school staff on aspects such as differentiation and adaptation of the curriculum including homework, and are available to support wider school projects, such as literacy and oracy.

The equivalent of two full time therapists also provide regular training to all education staff, ensuring that they are all trained in how to support students with language disorder, and in adapting their lessons to meet the associated learning need.

They also run:

- Option group (6 pupils) focusing on SALT needs to supplement English lessons;
- Sessions by year group (2 hours) on SALT curriculum at KS3 (replacing MFL lessons);
- Visits to lessons (predominantly English) on weekly basis to inform planning and support;
- Additional input as needed.

Staff support pupils and their families in many regards, but especially in post 16 decision-making, including college applications, interview skills including attending interviews with pupils if necessary, liaising with college SEN departments, visiting colleges with pupils (when COVID is not a factor).

The GRP occupies the top floor of a block within the school. There are 5 small rooms within the base which are used for small group therapy (including one room which is equipped with computers), and one medium sized teaching room.

Therapies Provision

Some GRP pupils have Occupational Therapy on their EHCPs and therefore they receive Cognus OT support – sometimes funded, sometimes not.

GRP staff also fund and receive direct training from ICAN, the Speech and Language support charity, who provide supervision to our therapists as well as termly training so that we stay up to date with the latest developments in education and SLCN.

Preparation for Adult Life

In KS4, pupils follow a Post-16 programme which includes identifying the appropriate level of courses - whether in GHS or within a local college - supporting with completion of application forms; practice interview skills; attendance at interviews with pupil if necessary; college visits (pre-Covid); liaison with key staff at the college to enable smooth transition and with the LA to ensure the paperwork goes to the right place.

All pupils at GHS have access to a careers advisor, and GRP pupils are prioritised in Year 10 to have careers interviews.

Enrichment / social activities

Pupils have access to supported social time clubs at break and lunch every day within the RP which is well attended. They are encouraged to attend as many other mainstream clubs as they can, both sporting and academic.

Support staffing

Pupils can expect between 10 to 20 hours a week of mainstream lessons with an additional adult present to support them, including daily support in tutor groups in the mornings.

Where pupils choose to access it, they are also supported for up to an additional hour a day through the nurture social time clubs; homework club is also available after school or lunchtimes.

Pupils will have a S&L therapist to support them and teaching/support staff in a targeted lesson at least once a week.

Pupils can access SEMH support (similar to ELSA) as and when they require – this would be given as a series of 6 or 12 sessions.

To summarise:

- Between 10 and 20 hours LSA in class support
- Nurture social times at break and lunch – 1 hour a day
- S&L therapist 1:1 support up to 2 hours a week, if needed
- S&L therapist small group therapy, 2 hours a week
- S&L therapist in-class support 1-2 hours a week in English lessons – coordinated planning between S&L therapist and class teacher
- S&L therapist – annual observations and assessments of individual pupils
- 1:1 literacy and language sessions – minimum of 2 hours a week, if needed for individual pupil
- 1:1 numeracy support – minimum of 2 hours a week, if needed for individual pupil
- Emotional Mentoring Support – if required
- Transition support via Post-16 programme

C. Admission Process:

Criteria for Admission

GRP children have a language disorder to the severity which requires the support of an EHCP. The SLCN need should be the prime need and the pupil should be able to benefit from the provision. Expectation for entry would be for those children that require a high level of direct SALT therapist input, for example on a weekly basis, rather than those that have support under the direction of a therapist with termly review whose needs could be met within the mainstream offer.

Ability levels should allow access to a mainstream curriculum, with the capacity to sit a reduced number of GCSEs but still able to undertake GCSEs. Pupils' behaviour and mental health should be sufficient to allow them to access the mainstream environment, with all the noise and business that entails – some will require additional shared support but can access without 1:1 support.

D. Review of student provision:

Every student will have an Annual review of the EHC Plan with any recommendations for change. In addition, termly meetings will be held with parents to review the provisions for that term.

E. Outreach Commissioned:

Pupils can access an Educational Psychologist or Occupational Therapist, which are bought in services for outreach.

F. Funding and moderation processes

The Council will develop and put in place governance arrangements that ensure that the different

pathways and numbers within them are part of a moderation process involving specialist provision leaders so that cohort changes are recognised and there is parity across provisions in terms of judgements.

G. Transition Processes

Pupils with a placement in GRP will have careers advice around transition post-16 as well as support with any applications, interviews or other planning required. College visits will be made and encouraged to support pupil choices, if they are outside Greenshaw High School.