

**Steyning Special Support Centre (SSC) for children with Speech, Language and Communication Needs Local Offer**

<b>1.) How does the SSC know if children need extra help?</b>	<ul style="list-style-type: none"><li>● The SSC at Steyning C of E Primary School is for children who have Speech, Language and Communication Needs, specifically if they have Speech Disorder. Children need to have a Statement of Special Educational Need (SEN) or an Education, Health and Care Plan (EHCP) in order to access the provision of the SSC. If your child has a place in the SSC you will already be aware that they need extra help.</li><li>● We will know if pupils need extra help beyond that already provided by the SSC when their needs have changed from a primary need of SLCN, and in liaison with multi-agencies.</li></ul>
<b>2.) How does the SSC support a child with SLCN?</b>	<ul style="list-style-type: none"><li>● Liaison with Pre-school and Speech and Language Nurseries, previous settings and parents regarding existing difficulties on entry</li><li>● Provision includes direct intervention from the Speech and Language Therapist (SALT)</li><li>● Direct intervention from the Teacher in Charge of the SSC (TiC SSC) in the form of teaching and Speech and Language work where appropriate</li><li>● Teaching Assistant support in class</li><li>● In class adaptations and/or focussed activities</li><li>● Regular dialogue between SSC staff, SALT, class teacher and wider staff members and parents</li><li>● Transition planning when moving out of the SSC</li></ul>
<b>3.) How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"><li>● The Teacher in Charge of the SSC (TiC SSC) and class teacher use all the information they have about the child to adapt the work appropriately for them to enable them to access the curriculum.</li><li>● Teaching Assistants (TAs) will be allocated to work with the pupil 1:1 or in a small group to target more specific needs</li><li>● Pupils have an Individual Support Plan (ISP) with targets set according to their individual need. This is monitored collaboratively by the TiC SSC and SALT and reviewed termly involving parents and the child where appropriate. The ISP is written with parents' contributions and a copy given to them</li></ul>

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	<ul style="list-style-type: none"> <li>● If appropriate, specialist equipment will be provided e.g. Radio transmitter, pencil grips, seating cushions</li> <li>● In class, teachers use a ‘talk partners’ system where children are paired together and have an opportunity to explore ideas, learning and progress by talking together</li> </ul>
<p><b>4.) How will parents/carers know how their child is doing?</b></p>	<ul style="list-style-type: none"> <li>● Children with Statements of SEN or EHCPs have an Annual Review ( children under 5 years have a review every 6 months) The SALT and sometimes other professionals contribute</li> <li>● The TiCSSC and SALT consider the development of the whole child and understand that children in the SSC develop in different aspects of learning at individual rates, this is communicated to parents at the Review, parent/teacher interviews, annual reports and during informal discussions</li> <li>● The TiCSSC encourages communication about how children are doing using home/school contact books, email and telephone conversations</li> <li>● Parents are welcome to visit the school and meet with the SALT on a Tuesday or Thursday</li> <li>● The TiCSSC can make home visits</li> <li>● Annual Fundraising Events raise money and awareness for Speech and Language UK particularly Developmental Language Disorder and for resources within the SSC and the wider school SALT needs.</li> </ul>
<p><b>4a.) How will the SSC help parents/carers to support their child’s learning?</b></p>	<ul style="list-style-type: none"> <li>● The TiCSSC and SALT may suggest ways parents/carers can support their child’s Speech and Language learning</li> <li>● The SALT may make home visits during the Summer holiday and suggest activities to be done at home</li> <li>● Work completed in school with the SALT is sometimes sent home</li> <li>● The TiCSSC will be able to make suggestions for individual support either with learning or emotional needs</li> <li>● If outside agencies e.g Sensory Support Team, are involved , suggestions are sometimes included in their report for use at home</li> </ul>

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<p><b>5.) What support will there be for the overall wellbeing of a child with SLCN in school?</b></p>	<ul style="list-style-type: none"> <li>● The ethos of the SSC is to support each child to develop to their fullest extent</li> <li>● The school operates a system of using Talk Partners in class to support children with SCLN</li> </ul>
<p><b>6.)What specialist services and expertise are available at or accessed by the SSC?</b></p>	<p>Services and expertise available in the SSC</p> <ul style="list-style-type: none"> <li>● The services of an experienced Specialist Speech and Language Therapist are available to the SSC two days a week</li> <li>● The TiCSSC has qualified teacher status and attends up to date training from NHS Speech and Language training courses, from Speech and Language UK (formerly Ican charity) as well as the NEU.</li> <li>● Speech and Language and SEN training is sought after which is pertinent to the children we support at any given time. This is either cascaded or directly attended by the SSC Teaching Assistants.</li> </ul> <p>Other outside agencies accessed by the SSC include;</p> <ul style="list-style-type: none"> <li>● Educational Psychologist</li> <li>● Sensory Support Advisors for hearing impairment</li> <li>● Inclusion support advisors for learning, behaviour and social communication</li> <li>● Child and Adolescent Mental health service</li> <li>● Social Services</li> <li>● Family Link Worker Service</li> <li>● School Nurse</li> <li>● Child Development Centre (Worthing Hospital) – Occupational therapists, Physiotherapists</li> <li>● First Team</li> <li>● Education Welfare Officers</li> <li>● Traveller Education</li> <li>● Private OT and Educational Psychologist agencies</li> </ul>
<p><b>7.) What training is the staff in the SSC having?</b></p>	<ul style="list-style-type: none"> <li>● On the job training is provided for new TAs and they are encouraged to undertake further study</li> <li>● All staff have Continuing Professional Development and are encourage to read widely around the subject to keep up to date with new developments</li> </ul>

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<p><b>8.)How will my young person with SLCN be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>● Children with SLCN are accompanied on school visits by a TA or the TiCSSC who allocated to ensure that the children gain understanding of the visit and contribute to activities arranged</li> </ul>
<p><b>9.) How accessible is the SSC?</b></p>	<ul style="list-style-type: none"> <li>● The school has been designed to be accessed by children in wheelchairs; we have a toilet that can be accessed using a wheelchair.</li> </ul>
<p><b>10.) How does the SSC prepare and support a child to join the SSC and transfer to a new setting?</b></p>	<ul style="list-style-type: none"> <li>● Children are sometimes visited in their previous settings before joining us and they have visits to our school to begin the transition process</li> <li>● Liaison work is carried out between settings</li> <li>● Transition booklets are prepared for the child and they work on transition with the TiCSSC or a TA, this might including discussions</li> <li>● Transition is discussed during Annual Review meetings and if appropriate at parent/teacher interviews</li> <li>● Paperwork and information relevant to the child is passed between setting.</li> </ul>
<p><b>11.) How are School's resources allocated and matched to a child's SLCN?</b></p>	<ul style="list-style-type: none"> <li>● The SSC is funded from a pool of money referred to as the High Needs Block. It is for School Governors to determine how the money is allocated within the school's main budget.</li> </ul>
<p><b>12.) How is the decision made about what type and how much support a child will receive?</b></p>	<ul style="list-style-type: none"> <li>● The TiCSSC and SALT determine how much and what type of support is given to each child based on their individual needs</li> <li>● The SENCo at the school and Headteacher are involved</li> <li>● Parents are involved through the Annual Review process</li> <li>● The SALT and TiCSSC, with input from class teachers and parents, judge whether the support has had an impact</li> </ul>
<p><b>13.) How are parents involved in the school?</b></p>	<ul style="list-style-type: none"> <li>● Parents are involved in the school decision making through direct conversations with staff working in the SSC</li> <li>● Parents may be asked to complete questionnaires on changes made in the SSC</li> </ul>

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**14.) Who can I contact for further information?**

- Nicky Parkin, (Assistant Head for Inclusion, SENCO), would be your first point of contact if you want to discuss something, are worried or considering if the SSC is suitable for your child
- The SALT can provide you with further information and you can make an appointment to see her on Tuesdays or Thursdays
- Speech and Language UK <https://speechandlanguage.org.uk/>
- NEU Supporting Language in the classroom <https://neu.org.uk/advice/classroom/teaching-resources/supporting-language-development>
- West Sussex Parent Partnership can support you further on 01243 752379
- You can find our Local Offer at West Sussex Local Offer <https://www.westsussex.gov.uk/local-offer> work in progress