

SPECIAL SUPPORT CENTRES IN MAINSTREAM SCHOOLS:

SPEECH AND LANGUAGE NEEDS

1. Pupils supported by these Special Support Centres will commonly:
 - reveal a typical speech and language development.
 - show a disparity between their verbal/language skills and the cognitive skills and learning behaviours which they demonstrate in skill areas that are less dependent on language or do not require the comprehension of, or use of, language.
 - have been identified and assessed by a Speech and Language Therapist as having significant receptive and/or expressive language needs. Pupils may have marked phonological difficulties affecting their expressive language.
 - require a high level of specialist teaching and Speech and Language Therapy support.
 - show speech and language needs in the language spoken at home, if English is not their home language, as well as in spoken English.
 - show communicative intent together with a desire to interact socially with their peers and adults.

Specific areas requiring support may include:

Receptive Language

- understanding and/or retention of verbally given information.
- understanding grammatical structures.
- understanding of vocabulary.
- listening skills.

Expressive Language

- expressing their thoughts and ideas coherently by overcoming difficulties with grammatical structures.
- word finding or retrieval.
- phonological difficulties.
- disordered use of vocabulary.

Some pupils with speech and language needs may have associated or additional needs requiring provision which covers:

- individual and small group teaching to foster the development of gross and fine motor skills.
 - individual and small group teaching of social skills.
 - difficulty in the use of language for communicating, interacting and learning.
 - specific difficulties in the acquisition of literacy or numeracy.
 - emotional needs relating to their communication difficulties.
2. The overall aim of the provision is to support each pupil's development academically, socially and emotionally through a balanced exposure to life in mainstream classes and to individual or small group support from Special Support Centre staff, in order to maximise inclusion.
 3. These Special Support Centres provide specialist individual and small group help from teachers, Speech and Language Therapists and Special Support Assistants who work together as a collaborative team.

Special Support Centres for pupils with speech and language needs offer:

- individual and small group Speech and Language Therapy.
- specialist teaching on an individual and small group basis.
- individual programmes of work jointly devised by the teaching staff and Speech and Language Therapist to address the objectives identified in the pupil's Statement of Educational Needs and to implement the Individual Education Plan.
- backup and support to facilitate pupils' inclusion in mainstream classes.
- an approach which takes into account the specific and interactive effects of the various areas of need which the pupil experiences.
- a commitment to facilitating the inclusion of pupils in the social life of the school.
- advice, support and training to school staff in order to assist them in meeting the needs of the pupils supported by the Special Support Centre and any other pupils attending the school who have similar or related needs.
- opportunities for staff from other schools to attend in-service sessions to extend their knowledge of how to cater for the needs of pupils who have speech and language needs.
- regular liaison with, and support to, parents.