

## Specific Information regarding the Specialist provisions at Rushmere Hall

	HSB – Hearing Specialist Base	SLH – Speech and Language Hub
<b>Year Groups</b>	Year R – Year 6	Year R – Year 2
<b>Primary Area of Need (which is stated on the Education Health Care Plan - EHCP)</b>	<p>Hearing loss is the primary area of need for the child or young person.</p> <p>Children will have a hearing loss that has a significant impact on their day-to-day functioning in relation to communication and access to learning.</p>	SCLN – Speech, Communication and Language
<b>Additional criteria</b>	<ul style="list-style-type: none"> <li>• Children will have an Education Health Care Plan.</li> <li>• The EHCP will require children to receive daily access to specialist support.</li> <li>• The EHCP will require children to receive bespoke teaching and interventions delivered and/or planned by a Teacher of the Deaf.</li> </ul>	<ul style="list-style-type: none"> <li>• Children need to be able to sit and work independently and with others in order to access the therapy.</li> <li>• Children need to be able to respond to basic instructions.</li> <li>• Children should not be displaying any behaviour challenges.</li> </ul>
<b>Integration with Mainstream School</b>	Wherever possible, and for the greater proportion of their time, pupils will access learning in mainstream	<p>Children are supported primarily in the Speech and Language Hub.</p> <p>Children do access some of the activities carried out by the mainstream school.</p>

	<p>classes. Most often this is with the support of specialist staff.</p> <p>Individualised provision may include the following:</p> <ul style="list-style-type: none"> <li>● pre and post tutoring</li> <li>● small group and/or individual teaching</li> <li>● social interaction groups or social skills support</li> <li>● focused programs of vocabulary/language development</li> <li>● use of specialist approaches such as visual phonics</li> <li>● active listening programs</li> </ul>	<p>Children are not assigned to mainstream classes.</p>
<b>Admission</b>	<p>Parents can request a specialist place in a resource base through the Education, Health and Care Plan (EHCP) process. This may be when a plan is first drafted or through an annual review.</p>	<p>- Children need to be already known to the NHS speech and language therapy service. - NHS therapists normally recommend the provision if they feel it would be appropriate. Please ask your child's NHS Therapist if they believe this provision is appropriate.</p>
<b>Who manages the admissions process?</b>	<p>The Local Authority manages the admissions process. They will decide if the unit is a suitable setting for your child.</p>	<p>The Local Authority manages the admissions process. They will decide if the unit is a suitable setting for your child.</p>
<b>Support provided/ within the provision</b>	<p>Provision is coordinated by Teachers of the Deaf.</p>	<p>Provision is coordinated by a Speech and Language Teacher.</p>

	<p>This may include support and input from:</p> <ul style="list-style-type: none"> <li>- Specialist teaching assistants</li> <li>- Specialist Speech and language</li> <li>- British Sign Language Tutors</li> <li>- Communication Support Workers</li> </ul>	<p>The provision includes a Speech and Language T.A and NHS Therapist.</p>
<b>Length of placement</b>	<p>Usually until the end of Year 6.</p>	<p>This is dependent on the progress made with speech and language within their therapy sessions. Once the children no longer require intensive therapy input, arrangements are made for them to transition back to their mainstream settings. Placement will finish at the end of year 2 at the very latest.</p>
<b>What happens at the end of placement?</b>	<p>Children would normally finish their placement in Year 6. Teachers of the Deaf work closely with families in identifying and requesting an appropriate secondary school placement for their child. This may be a local mainstream setting or a secondary school resource base.</p>	<p>At the end of year 2, or when the children have secured the skills to access mainstream teaching, they return to their original provision*. The school supports families with this re-integration. <b>*Providing a space remains available.</b></p>