

# THE SHERWOOD SCHOOL



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## Speech and Language Funding Proposal Outline

### The Sherwood School

January 2020

Our school is in the East Merton area with a deprivation indicator of marginally higher than the national average at 0.27 (0.21 nationally).

We have 408 learners on roll including 40 in EYFS nursery (Autumn 2019).

The percentage of our pupils who speak English as an Additional Language is higher than the national average. 41.2% of our learners have EAL (20.9% nationally).

80.8% of our learners are from minority ethnic groups (32.9% nationally). The ethnic group with the highest percentage is White British (20%). Our Asian group is steadily increasing especially Asian Other (predominantly Tamil) which is now at 14.5%. Our Black African group is at 19%.

The percentage of our learners who have SEN Statements or EHCPs is currently at 2.5% of our whole school population which is higher than the national average (1.4% nationally). 12.8% of our pupils are working with SEND support (12.4% nationally). 23.1% of learners are known to be eligible for free school meals (23.5% nationally).

We hold the Gold Rights Respecting Schools Award (September 2019).



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## Project Details

There are currently 46 pupils identified within the school who are on the SEN register and are identified as having a primary area of need of speech, language and communication (SLCN). 75 % of pupils with SEN/D are pupils who have been identified with a SLC need. Currently, many of these pupils have little or no access to speech and language therapy but have been identified by our assessments as requiring SALT targeted therapy input.

Our project would raise the profile of and aim to support pupils to acquire and develop their speech, language and communication skills required for successful pupil outcomes, academically, personally and socially, at the end of Primary School.

## Goals & Objectives

Initially, we aim to deliver a project lasting 1 academic year that will develop the Speech, Language and Communication skills of pupils on the SEN/D register who have been identified as having SLCN as a primary area of need. These pupils require SALT therapy but do not qualify for an Educational Health Care Plan or intervention.

We aim to appoint a part-time SLC therapist to deliver the project and work in conjunction with HLTA 's and/ or the SENDCO in school to assess, train and deliver programs of interventions for pupils with an identified SLC need.



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We aim to skill our work force of teachers, teaching assistants and nursery nurses to assess, plan and deliver interventions for pupils with SLC needs.

Part of the acquired funding is to be used to build a lending library of games and resources that will develop the speech and language skills for pupils within our school.

## Target pupils

Our aim is to support pupils who have been identified as requiring SALT therapy but do not currently qualify for intervention due to one of the following reasons;

- They fall marginally below the level or threshold required for intervention by our local offer;
- They are pupils who have communication delays and disorder but who do not qualify for an Educational Health Care Plan and are unable to receive funding to access a Speech and Language Therapist;
- They are pupils who are no longer eligible to begin or apply for SALT therapy intervention due to them being over the target age of 5 years;
- They are pupils who are below the age of 5 years old, who have previously accessed SALT from local services who have been recently discharged (within 6 weeks ideally), have a program of intervention and / or follow up support and have parents/carers who may be unable to engage with the follow up work. They may present with a lack of family engagement due to a number of family barriers including but not exhaustive of factors such as EAL,



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Speech and language difficulties, SEN/D and/ or social and personal reasons;

- Those who are identified as pupils who would make significant progress if they were to access support from a familiar setting working alongside adults who are either familiar to them, have access to their recent developmental milestone, already work closely and have good working relationships with families/ carers and who are able to develop pupils individual confidence skills required for successful SALT therapy outcomes;
- Pupils who have an identified speech, language or communication need alongside other complex needs;
- Pupils working in the Early Years Foundation Stage (EYFS) where swift and timely intervention would maximise outcomes from the intervention;
- Pupils where SALT therapy and outcomes would be maximised if family input could be supported at a school community level.

## **Staff / Administration**

Acquiring funding to allow us to resource and appoint a qualified Speech and Language therapist for 2 and a half working days per week to work alongside our Foundation Stage team.

The Speech and language therapist would work for half a day assessing pupils' speech and language needs.

For 1-and-a-half-days carrying out interventions and programs. During this time delivering S&L therapies to pupils working within the foundation stage in The Sherwood School.



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These 1-and-a-half-days' work to also include training other members of support staff during and to be able to carry out the required program of therapy.

Inviting parents and carers of children with identified needs to work alongside the therapist to continue the program of intervention at home.

The last half a day of work to be available to the therapist to plan the programs of interventions and to feed into weekly planning for the whole cohort to raise standard in Speech and language and Speaking and Listening across the curriculum.

## Available Resources

Currently the Sherwood School has access to programs of work designed and carried out at the School by Merton's S&L therapists who support higher level pupils with EHCP's.

The Sherwood School has an identified pack of resources including photocopiable resources that have been previously used to compliment pupils existing S&L therapy programs.

## Required Resource

We will be required to purchase, plan or borrow a SLCN program of intervention.

We plan to purchase and use the ELKLAN TALC - Test of Abstract Language Comprehension -resource (currently £45) to assess individual pupils SLC needs.



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## Personnel

Required - 1 x Qualified S&L therapist to work at The Sherwood School for 2 and a half days per week from Summer term 2020 to Summer Term 2021 at a cost of between £24,214 - £43,772 per annum (Costs from Gov.careers.co.uk) pro-rata depending on experience.

## Facilities

Use of 1 room for focused Speech and Language Therapy work for 2 working days per week.

The proposed space to be used is the Nursery Meeting room.

## Equipment

A budget of £250 to purchase consumable / miscellaneous resources to carry out the Speech and Language therapies to 20 number of pupils during each month would be required.

Over a period of the academic year this miscellaneous budget would equate to a cost of £3000.

Monies from this budget not spent directly on consumable resources required to carry out the Speech and Language therapies would be redirected to pay for resources and games for pupils to use at home with the aim of developing a Speech Language and Communication lending library.

12 months x £250 = £3000



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## Suppliers

**ELKLAN resources for speech and language**

<https://www.elklan.co.uk/shop>

## Budget

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Monies from this budget not spent directly on consumable resources required to carry out the Speech and Language therapies would be redirected to pay for resources and games to build a Speech and Language pupil / family lending library

A budget for staffing costs to appoint a qualified S&L therapist at The Sherwood school for 2 and a half days per week would cost between £12,107 - £21,886 per annum pro-rata depending upon the experience of the appointed therapist.

The total cost to the school for 1 years S&L therapy support to pupils at a whole school level would be between £15,107 and £24,886.

