

Speech and Language ERP Admissions Criteria

Application for a part time (morning) place from September 2017

1. The pupil has a statement of SEN/EHC Plan or has been assessed to be at School Action/My Support Plan (Band 2). S/he requires provision significantly greater than that which the school could provide from its own SEN delegated budget but will benefit from education in a specialist mainstream setting.
2. The placement has been formally approved by SENAP following consultation with the parents, home school, SaLT, EP and host school.
3. The placement process complies fully with the legal guidance in the SEN Code of Practice 2014
4. Children admitted to the ERP will:
 - have specific speech and language difficulties as their primary need (please note exception outlined in section 6);
Pupils will usually present with a combination of the following:
 - Listening and attention needs associated with the language difficulty;
 - Unintelligible speech with a disordered sound system;
 - Disordered or restricted spoken language (single word utterances, syntactical errors, word finding and word retrieval difficulties);
 - Receptive language difficulties (inability to follow simple instructions, inability to process information, inability to understand the meaning of words, inability to make inferences, literal interpretations);
 - Social use of language difficulties (inability to show or respond to non-verbal aspects, poor interaction with peers and adults at a functional level).
 - Have non verbal skills within the average range and be able to access mainstream school with a level of support at band 2a. This could be assessed through a consultation between the school and EP, through an observation by the EP, through NC levels or testing.
5. Children admitted to the ERP will

- Be in a position to fully benefit from provision in the ERP;
- Be able to access the mainstream primary curriculum, spending 0.5 of the week (every afternoon) in their home school with as much planned independence as possible.
- Require specialist SLCN support and intervention enabling a greater access to a mainstream curriculum.
- Be working to develop reciprocal social interaction, both verbal and non-verbal.

6. Other Relevant Factors:

There are some places designated for pupils who have a diagnosis of autism, for these pupils autism will be recorded as their primary need; however speech language and communication will be seen as their primary barrier to learning (see sections 4 and 5).

Some children admitted to the ERP may also experience a range of challenging behaviours, or display obsessive and repetitious behaviour, but they will only meet the criteria for admission if these behaviours are felt to be related to their specific language impairment.

The pupil's needs / levels are not primarily due to sensory-neural hearing loss or English as an Additional Language