



Meadow Vale Primary School

Speech and Language Resource admission criteria

The Speech and Language Resource is maintained by Bracknell Forest Local Authority, in partnership with the school. Legally, the decision on the placement of a child in the Resource rests with the Local Authority.

Placement within the Speech and Language Resource can only be considered if a child meets the following criteria:

1.a) The child should have an EHCP with Communication and Interaction as the primary need. It should state that the child needs specialist teaching and support and intensive Speech and Language Therapy.

OR

1.b) Following an application for an EHCP assessment and an assessment by the Resource team the Local Authority may consider an assessment place for a child in consultation with the Head Teacher and SENCo of Meadow Vale Primary School.

2.) The child has a Developmental Language Disorder or Speech Sound Disorder that requires specialist teaching approaches to be able to access some of the curriculum and intensive speech and language therapy delivered through individual 1:1 support, small groups and where targets and strategies are fully integrated into the child's learning environment. The disorder may affect one of more of the following to a significant extent:

- Receptive language (verbal comprehension);
- Expressive language and vocabulary;
- Articulation and phonology (pupils will be considered but may not be given priority for admission where their only difficulty lies with articulation and phonology).

3.) The child has a functional communication system (a way of communicating) which may or may not involve Augmentative Alternative Communication system (AAC) as augmentative (ie supporting verbal communication) but not as an alternative to verbal communication.

4.) The child's primary difficulty is a Developmental Language Disorder or Speech Sound Disorder. The primary difficulty is NOT

- Autistic Spectrum Disorder
- Social Communication difficulties
- Emotional and behavioural difficulties
- Listening and attention
- Literacy difficulties / Specific Learning Difficulties.
- Significant hearing impairment.
- Learning English as an additional language. The disorder is evident in the child's first/predominant language.



5.) The child has demonstrated the ability to access some of the mainstream National Curriculum or reaching age appropriate stages in some areas of the EYFS Statutory Framework.

The child's verbal ability may fall outside the average range but:

- The child is able to gain independent access to some parts of the mainstream National Curriculum;
- Some National Curriculum work will require small group or specialist language teaching;
- The child has the potential to benefit from specialist input available with the aim of continuing in mainstream education at their Designated Area school.

6.) Where a child resides within a different Local Authority, a child will only be placed at the Resource on condition that:

- An appropriate representative from the designated Local Authority attends the child's Annual Review;

And/or

- An appropriate professional from the designated Local Authority assesses the progress of the child in preparation for the child's Annual review or transition out of the Resource.

7.) Considering the current cohort number and the needs of the children already in the Resource, there is space to accept another child.