



Specialist Resource Provision (SRP) for SLCN – Entry and exit offer

The SRP supports children and young people (CYP) with an Education, Health and Care Plan (EHCP) or SSEN who require highly specialist provision for their speech, language and/or communication needs (SLCN). In exceptional cases, the provision may be offered as part of an initial plan to determine pupil's individual needs.

CYP will typically have a diagnosis of a Developmental Language Disorder (DLD) (formerly known as specific language impairment (SLI)) or a Language Disorder associated with a biomedical condition, or a speech disorder.

There will be evidence that their profile of need requires specialist provision including intensive direct speech and language therapy and specialist teaching to be jointly planned and delivered by the specialist team.

Entry Arrangements

CYP who are subject to an Education, Health and Care Plan assessment may be identified as suitable for the provision. In this case the relevant Kent SEN officer will send the child's paperwork for consideration by the school/academy.

CYP with an existing Education Health and Care Plan may be identified as appropriate for a place in the SRP through their Annual Review. In this case the school should make the relevant Kent SEN officer aware of the request for a change in provision/placement and if appropriate he/she will send the child's paperwork for consideration by the school/Academy.

The decision to offer the provision will be taken by the relevant SEN Manager in consultation with the specialist team in the SRP.

Exit Arrangements

Each CYP progress will be closely monitored and reviewed by the specialist team in collaboration with mainstream school staff and parents/carers including the pupil as appropriate. Other professionals may be involved.

The EHCP In Year review and Annual Review meetings will regularly consider the outcomes of support to determine whether the needs of the CYP continue to require this level of provision. If significant changes in the CYP profile occur, therapy input and alternative provision may be considered. Transition from the provision to a mainstream setting will be considered at the point where a CYP has made progress and no longer needs the provision. This could be where:

1. Resultant or additional learning needs can be met within the mainstream setting without the direct support of the specialist team in the SRP.
2. The CYP is at the end of Year 6 and transferring to secondary school.
3. Alternative provision will also be considered where a CYP needs a higher level of specialist support or an alternative type of support because their presenting needs have changed. This will be discussed as part of the EHCP review process including In Year reviews and an Annual Review.

When a CYP is ready to leave the provision, effective transition will be planned and supported to enable success.