# **Correction and additional information**

# **Proposed changes to Warwickshire’s Designated Speech and Language Provision – Information for Consultation**

## Introduction

Warwickshire Council has been carrying out consultation on proposed changes to existing Designated Speech and Language Provision (DSLP) for children with Specific Language Impairments (SLI) in six primary phase schools across the County.

The consultation started on the 19th January 2016 and was due to finish on the 26th February 2016.

An error in the original consultation paper entitled ‘Proposed changes to Warwickshire’s Designated Speech and Language Provision – Information for Consultation’ has come to light that needs to be corrected. This document provides that correction as well as additional supplementary information to further clarify the proposals.

In order to allow sufficient time for respondents to consider this new information the consultation is being extended to a new finish date of Friday the 18th March 2016.

You are invited to respond via the questionnaire on the ‘Ask Warwickshire’ website here:

<https://askwarks.wordpress.com/>

## A summary of the proposals

We are proposing changes to the existing DSLP settings at six schools in Warwickshire. The changes will mean that the places available at these schools are available to children based with a broader range of communication and interaction needs and are not solely restricted to children with a Specific Language Impairments (SLI).

The changes will also ensure that children can receive the support they need from Speech and Language Therapy services across a range of school settings, including their local schools, without the need to travel to one of these six schools.

The changes will be phased so that children currently using these DSLP settings will be able to stay until they are due to leave.

## What was the error in the original summary document?

Page 5 of the original document included the following text under heading C, paragraph iii:

### *Will this mean a reduced level of support for the type of learners currently attending the DSLPs?*

1. *Under these proposals those who receive this support in mainstream schools will still receive regular input as required from specialist teachers and Speech and Language Therapists but due to the challenge of covering a large geographical area this will be at a lower level than is currently possible within the DSLP settings. Speech & Language Therapists (SLTs) currently provide an average of 12 hours SLT per child per term within the DSLP bases. Following the proposed changes this could reduce to an average of 7 hours per child per term although the individual allocation would be dependent on needs.*

**These figures are incorrect.**

The correct figures are as follows:

* Children attending the Designated Speech and Language Provision (DSLP) currently receive an average of 58 hours input annually from Speech & Language Therapists (SLT), or 19 hours per term. This is made up of 90 minutes of 1:1 or small group face to face time with a therapist each week.
* This differs greatly from other children with high needs who attend mainstream schools (i.e. not a special school, and not a DSLP primary school) who can expect to receive 12-20 hours per year. This is the SLT outreach offer.
* The disparity between the two offers is a result of the ability to group children in the DSLPs (so multiplying one hour of the therapist’s time by the number of children in the group) and by minimising therapist travel time.
* The exact figure and the mix of support provided is dependent on individual needs; it is important to understand that SLT time is one element of the overall support provided. Children receive support from therapists, specialist teachers, specialist teaching assistants (based in the mainstream school). Reductions in SLT support would partly be offset by staff support in the mainstream school, with direction and oversight from the SLT.
* Children with similar needs in mainstream settings usually have an EHC plan in place in order access the highest levels of support. There are around 140 pupils in mainstream schools with EHC plans or statements with high level speech and language need in receipt of outreach support from Speech and Language Therapy.
* The Council’s Specific Language Disorder Team (SLDT) have an outreach caseload of around 200 children attending mainstream schools. These pupils generally make good progress.
* Warwickshire schools have been issued with new guidance (2015) explaining how to screen for speech and language needs, directing to resources and advice on how to meet their needs and providing guidance on when to refer for specialist support. This has clarified expectations as to what every school should be offering for learners with additional needs.
* It should also be noted that under these proposals children with the highest level needs will still be eligible for a place in one of the County’s SEN resourced provisions for pupils with communication and interaction needs. There will be more of these bases than the current 6 DSLPs; plans are in place to have 2 primary-age bases in each of the County’s five Districts. The draft admissions criteria and process for Warwickshire’s specialist provision including the proposed criteria for the redesignated DSLP bases is included with this document to download from the Ask Warwickshire website as Attachment 5 here:

<https://askwarks.wordpress.com/2016/01/19/proposed-changes-to-warwickshires-designated-speech-and-language-provision/>

The proposed criteria are on page 17 but it essential these are viewed in the context of the wider document. This document is still a work in progress, which is under development. It is included here in this incomplete form as it provides a useful insight into who the proposed communication and interaction resource bases will serve and the wider context of developing specialist provision in the County.

* In order to illustrate what the wider outreach offer looks like we are providing a number of case studies below of children who are eligible for a DSLP place but currently attend mainstream schools and receive outreach support. These examples illustrate the range of factors that impact on the provision offered including:
* Rates of progress
* School co-operation
* Other professionals involved
* We believe these examples illustrate that outreach support provides the ability to meet a wide range of needs in mainstream settings with the flexibility to provide an enhanced or reduced offer depending on need.

# Case Studies – Examples of the Outreach Support Provided to High Needs Children with Specific Language Impairments in Mainstream Schools

These examples are set out in more detail in Annex 1 below.

**Pupil A – Attending a mainstream primary school in Stratford**

The child was identified with a high level speech and language need. The child receives support for speech and language needs from the SLT service (4.5 hrs per term), the SLDT service (12 hours per term) and ongoing small group work led by the school’s teaching assistant (around 12 hours per term). Additional support is provided weekly by the specialist services to the teaching assistant through demonstrations, resources, reports and planning/review meetings.

**Pupil B – Attending a mainstream primary school in Central Warwickshire**

The child was identified with a high level speech and language need. The parents declined a DSLP reception place because they wanted their child to attend the local school with their sibling. The child receives support for speech and language needs from the SLT service (6 hrs per term), the SLDT service (6 weekly small group sessions of 30/40 mins) and ongoing small group work led by the school’s teaching assistant (around 12 hours per term). Additional support is provided weekly by the specialist services to the teaching assistant through demonstrations, resources, reports and planning/review meetings.

**Pupil C - Attending a mainstream primary school in Central Warwickshire**

The child was identified with a high level speech and language need and receives additional funding for SLT from SENDAR.

The child receives support for speech and language needs from the SLT service (6 hrs per term), the SLDT service (28 hours in Spring term, reducing to 12 hours the following term) and ongoing small group work led by the school’s teaching assistant (around 25 hours per term). Additional support is provided weekly by the specialist services to the teaching assistant through demonstrations, resources, reports and planning/review meetings.

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**Pupil D - Attending a mainstream primary school in Nuneaton**

The child met the criteria for a DSLP place but there were insufficient places available in the area. Therefore, support was provided on an outreach basis to the mainstream primary school. The child received support from SLT service (4.5 hours per term) and SLDT (24 hours per term). The pupil moved to a DSLP setting when a place became available.

**Pupil E - Attending a mainstream primary school in Nuneaton**

The child met the criteria for a DSLP place and attend a Key Stage 1 DSLP. The child attended a mainstream setting in key Stage 2 due to parental choice. The child receives support from SLT service (3 hours per term) and SLDT (24 hours per term) as well as ongoing support from the school’s teaching assistant (around 12 hours per term). The SLDT are now in discussion with school to request an Education Health and Care Plan as the child has long term needs and will need this in order to access the required support.

**Pupil F - Attending a mainstream primary school in Nuneaton**

The child met the criteria for a DSLP place but parental choice opted for a mainstream primary setting and received support from SLDT for 12 hours during the Spring term. The child made excellent progress with their speech and was discharged from receiving support in the Autumn term.

# What will happen to consultation responses that have already been submitted?

The correction above does not change the substance of the arguments presented nor the rationale for the proposals; rather it provides additional detail as to the impact of the proposed changes the proposed ‘outreach’ offer and the proposed admissions criteria for the designated bases. Therefore responses received up until this point will still be considered as valid.

If you have already submitted your response and wish to amend your response or add further comment please do so through the ask Warwickshire page on the ‘Further Feedback’ tab.

# Revised Timetable

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| --- | --- |
| Event | Date |
| Formal consultation on proposed changes (*Public meetings, Ask Warwickshire, etc.)* | 19th January – 18th March 2016 |
| Decision (determination) on proposal | April 14th Cabinet Meeting |
| Announcement of Council Decision | By end of April |
| If recommendations are approved period for formal representations | End of May 2016 |
| If no formal representations – proceed to implementation | September 2016 |

The above timeline is dependent on the feedback to this consultation process. Having received the gathered feedback the Council may decide to explore alternative options.

# Annex 1 - Case Studies – Examples of the Outreach Support Provided to High Needs Children with Specific Language Impairments in Mainstream Schools

| **Child & School** | **Background** | **Brief description of SLT support** | **SLT hours per term (face to face, liaison, paperwork & travel)** | **Integrated Disability Service SLDT Input** | **School input specifically to support SLT** |
| --- | --- | --- | --- | --- | --- |
| Pupil A - Primary in Stratford | Identified in the SLDT reception year screening for pupils who have been identified pre-school as having a high level speech and language need. | School visits weekly – half term on / half term off to provide therapy  Demonstrate to TA’s, provide resources, review progress and attend meetings with school staff, IDS and parent. | Face to face: **4.5hrs**  Liaison: **2 hrs**  Planning and paperwork: **4 hrs**  Travel: **2 hrs** | Autumn term 2013 - Initial assessment.   * Followed by 3 terms 1x Specialist Teacher and 1x Specialist Teaching Assistant one hour each weekly (= **12 hrs** per term) * Then reducing to 3 terms of 1x Specialist Teacher OR 1x Specialist Teaching Assistant one hour each weekly (= **6 hrs** per term) * Termly review meetings throughout this period with parents, school staff, SLT & IDS teacher (= **2 hrs** per term) | TA: **12 hours –** 20 min sessions at least 3 times a week  - OR shorter daily sessions. |
| Pupil B - Primary in Central Warwickshire | Included in the SLDT Reception year screen, for pupils who have been identified pre-school as having a high level speech and language need.  Offered a reception place at DSLP but parents declined because they wanted their child to attend the local school with their sibling. | School visits weekly or fortnightly to provide therapy, demonstrate to TA’s, provide resources, review and attend meetings with school staff and IDS and parent | Face to face: **6hrs** per term.  Liaison: **2 hrs**  Planning and paperwork: **4 hrs**    Travel: **2 hrs** per term | Autumn Term 2015 initial assessment  Spring Term 2016 - 6 weekly small group sessions with Specialist Teacher of 30/40 minutes – Time to Talk (= **3 or 4 hrs** per term)  Planning/ review meeting at school with school staff and SLT each term (= **2 hrs** per term). | TA: **12 hours –** 20 min sessions at least 3 times a week  -  OR shorter daily sessions. |
| Pupil C - Primary in Central Warwickshire | This child has very high level needs and receives additional funding for SLT from SENDAR.  Identified in the SLDT reception year screening for pupils who have been identified pre-school as having a high level speech and language need. | School visits weekly to provide therapy, demonstrate to TA’s, provide resources, review and attend meetings with school staff and IDS. | Face to face: **6hrs** per term.  Liaison: **3 hrs** per term.  Planning and paperwork: **6 hrs** per term  Travel: **3 hrs** per term. | Autumn term 2013 - Initial assessment.  Spring term 2014 - Two lots of twice weekly 1:1 intervention (Specialist Teacher / Specialist Teaching Assistant) for blocks of 6 weeks = **24 hrs** that term  Followed by 2 terms 1x Specialist Teacher and 1x Specialist Teaching Assistant one hour each weekly (= **12 hrs** per term)   * Then reducing to 4 terms 1x Specialist Teacher OR 1x Specialist Teaching Assistant one hour each weekly (= **6 hrs** per term) * Termly review meetings throughout with parents, school staff, SLT & IDS teacher (= **2 hrs** per term). | 2 T.A’s minimum of **25 hrs** per term. |
| Pupil D - Primary School Nuneaton | Met criteria for a DSLP place but did not have enough places in September 2014 so SLDT worked with pupil on an outreach basis.  The following year September 2015 able to offer a place and pupil is now at a key stage 2 DSLP base in Year 3. | SLT used to try and see pupil termly for a short block of therapy mainly focused on expressive language. Progress in mainstream was slow – moved to IDS SLDT outreach support. | Usually an hour a week for 4/5 weeks to work on targets. | 1x Specialist Teacher and 1 x Teaching Assistant one hour each weekly for 3 terms (= **24 hrs** in total per term) | SLT reported limited engagement from school |
| Pupil E – Primary School Nuneaton | Disordered speech and disordered language – Initially attended a Key Stage 1 DSLP but parent did not want child to go to the KS2 base on another site as wanted child to stay with friends.  IDS has supported pupil for 2 terms, but school now need to consider Education Health and Care Plan as pupil clearly has long term needs and IDS will not be able to support her long term without one. | No direct SLT support since September 2015 as has been receiving weekly input from the specialist IDS teacher following joint programme – with frequent liaison with SLT. Due for review Spring term and block from SLT in Summer term. | Will require 3 hours per term currently – paperwork and travel will be normal hours e.g as per EHCP - **3 hrs** per year | Has severe SLI so for 2 terms have supported with 1 x Specialist Teacher and 1 x Specialist Teaching Assistant weekly (= **24 hrs** per term) | Currently working directly with IDS – when this ends, will liaise with school for support – It’s difficult to estimate time, but SLT would request at least 1 hour per week (= **12 hrs** per term) |
| Pupil F - Primary School Nuneaton | Identified in the SLDT reception year screening for pupils who have been identified pre-school as having a high level speech and language need.  Was offered a place in DSLP Reception for September 2014 but parents declined and he went to mainstream primary instead.  Pupil made excellent progress - closed case in the Autumn term because of excellent progress.  Was more of a speech issue; parents worked with child every day to help with speech production. | Received both direct and indirect therapy programmes to support his speech sound development, before being discharged in September 2015.  Discharged as fully intelligible both in and out of context, most sounds realised, persisting minor immaturities, able to communicate effectively in the classroom, no concern from parents at time of discharge. | N/A – pupil supported by IDS | Met criteria for 1 Specialist Teacher session a week (= **12 hrs** per term) - provided this in the spring term. | N/A |

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