

Inclusive Practice in Our Speech, Language and Communication Specialist Resource Provision

At our Specialist Resource Provision (SRP), we are committed to creating an inclusive, communication-friendly environment where every child can learn, participate, and thrive. Our team includes a specialist teacher, teaching assistants and an NHS Speech and Language Therapist. We work in partnership with families, the wider school and other professionals to ensure that children with Speech, Language and Communication Needs (SLCN) are supported in a way that best suits their individual strengths and differences.

Our Approach to Inclusive Practice

Not all children in our SRP are open to the Speech and Language Therapy (SLT) caseload. However, every child benefits from high-quality universal and targeted communication support, provided collaboratively by school staff supported by the SLT team. This approach follows The Balanced System® framework, which ensures that support is available at the right level, at the right time, for every learner.

The Balanced System® divides support into three levels:

1. Universal Support:

Strategies and approaches that benefit *all* children in the SRP and are built into the everyday learning environments within the SRP and wider school.

Universal support means creating a **communication-rich environment** where every child has what they need to understand, express themselves and engage confidently in learning.

Our universal provision includes:

Communication-Friendly Classrooms

- Consistent use of visual timetables
- Key vocabulary and concepts displayed clearly
- Use of multimodal communication (spoken words, signs, symbols, gesture)
- Well-structured routines and predictable transitions

Language-Supportive Teaching

- Adults model clear, accessible language
- Teachers use visual cues, repetition and simplified instructions
- Pausing and processing time is routinely built into interactions
- Opportunities for talk and interaction are planned across the day

Whole-Staff Training and Coaching

All staff are provided with:

- Training on speech, language and communication needs (SLCN)
- Modelling of strategies in the classroom to support SLCN
- Joint problem-solving around communication barriers

This ensures that all adults in the school have the skills and confidence to support communication throughout the day for all children, including those in the SRP.

Universal support benefits *every* child, including those without identified SLCN.

2.Targeted Support:

Some children in the SRP will benefit from **additional targeted activities** to support specific aspects of their communication, over and above the universal support available.

Targeted support may include:

- Small-Group communication sessions: led by trained SRP staff, using SLT-recommended resources and approaches. Groups may focus on:
 - Vocabulary development
 - Narrative and storytelling skills
 - Social communication and turn-taking
 - Speech sound awareness
 - Understanding and following instructions
- Targeted Classroom Strategies: The SLT team works with teachers to plan and embed strategies such as:
 - Simplifying question types
 - Scaffolded sentence starters
 - Vocabulary pre-teaching
 - Chunked instructions with visuals

These small but powerful adjustments ensure children can access learning alongside peers.

- Indirect Support from the SLT Team: Even when children are not receiving direct therapy support, SLTs contribute through:
 - Environmental audits
 - Providing resources (visuals, word maps, AAC guidelines)
 - Staff coaching around specific children's needs
 - Supporting transitions between groups or classes

This ensures that every child in the SRP benefits from specialist knowledge without needing to be individually referred or supported.

Why Universal and Targeted Support Matters

This approach means:

- All children experience **consistent, communication-supportive teaching**.
- Barriers to learning are reduced early, before they escalate.
- Children practise communication skills across meaningful, real-life contexts.
- All staff feel confident and supported in meeting a wide range of needs.

Children in the SRP who are not open to Speech and Language Therapy team still receive a high standard of support as part of the SRP's ethos of **inclusive, communication-focused education**.

3. Specialist Support

Some children within the SRP can require a highly individualised level of support. Depending on the recommendations, this support could be delivered by the trained teaching/support staff or by the speech and language therapist.

Direct Speech and Language Therapy Support in the SRP:

Some children within the SRP receive periods of direct speech and language therapy support from our NHS therapist. This support is agreed, monitored and reviewed in liaison with the lead teacher, parents/carers and Special Educational Needs Coordinator (SENCO).

Children who are open to the NHS Speech and Language Therapy (SLT) team within our Specialist Resource Provision (SRP) may receive *direct therapy* as part of their personalised support package. Direct therapy is provided by a qualified NHS Speech and Language Therapist or an SLT Assistant under therapist guidance. It is tailored to each child's individual communication profile and their educational and social needs.

What Direct Therapy May Include:

1. Individual Therapy Sessions

These sessions focus on highly personalised goals based on detailed assessment.

A child may work on:

- Understanding spoken language
- Developing expressive language and sentence structure
- Speech sound development
- Using Augmentative and Alternative Communication (AAC) systems
- Functional communication relevant to everyday school life

Sessions are planned to be motivating, interactive and meaningful, often incorporating play, curriculum links and real-life communication tasks.

2. Small-Group Therapy

Some children benefit from working alongside peers who share similar communication targets. Group therapy may support:

- Turn-taking and conversation skills
- Narrative and storytelling abilities
- Vocabulary and concept development
- Listening and attention
- Problem-solving and social understanding

Group sessions help children practise skills in a more natural, social environment.

3. In-Class Therapeutic Support

Direct therapy can also happen **within everyday lessons**, where the therapist works alongside the child in their classroom or SRP group.

This may include:

- Modelling strategies to support the child's understanding
- Coaching the child to use visual supports, AAC, or communication strategies in real time
- Supporting the child to participate in class discussions or learning tasks
- Helping staff implement specific targets during teaching activities

This approach ensures therapy is connected to the curriculum and day-to-day school demands.

4. Specialist Assessment and Target Setting

Direct therapy may also involve:

- Formal and informal assessments
- Detailed observation of communication in different settings
- Setting specific, measurable and functional communication goals
- Reviewing progress with families and school staff

Assessments inform the level of support needed and ensure interventions are evidence based and purposeful.

5. Joint Sessions with Staff or Other Professionals

Some direct therapy includes working alongside:

- Teachers

- SRP support staff
- Wider school staff
- Other professionals (e.g. occupational therapists, physiotherapists, educational psychologists, Early Help, social care teams)

Joint sessions help ensure consistent approaches and shared understanding across everyone supporting the child.

What Families Can Expect

When a child is receiving direct SLT support, families will:

- Be kept informed about assessment findings and therapy targets
- Be invited to attend therapy sessions
- Receive advice and strategies for use at home
- Have opportunities to ask questions and contribute to planning
- Be involved in review discussions about progress

Why Direct Therapy Matters

Direct therapy provides children with:

- Focused time to develop specific skills
- Opportunities to practise communication in structured, supported environments
- Tools and strategies that help them access learning and build confidence
- Specialist input tailored to their needs

This sits alongside the universal and targeted support available to all children in the SRP, ensuring a balanced and holistic approach to communication development.