

You are welcome to visit the LRPs to see for yourselves!

Informal visits are encouraged. Parents can ask someone else who already works with their child to arrange this for them, or can get in touch with the schools directly (see the details below).

There are differences in how the two schools organise their LRPs. It is sensible to visit both LRPs to find out more about how they organise classes and to discuss a child's individual needs.



Contact Details for the LRPs

Cyril Jackson LRP:

Telephone: 020 7987 3737

Email: admin@cyriljackson.towerhamlets.sch.uk

The SENDCOs are Mark Wiltshire and Maryum Qureshi

Globe LRP:

Telephone: 020 8980 1738

Email: office@globe.towerhamlets.sch.uk

The Language Resource Provision Leader is Liz Miranda.



Language Resource Provisions in Tower Hamlets

What are Language Resource Provisions (LRPs)?

Language Resource Provisions (LRPs) are specialist provisions within mainstream schools. They are designed to provide the best support for children who have lots of difficulties with talking and/or with understanding spoken language. They are not special schools, but allow extra help to be given to children within a mainstream school.

There are two Language Resource Provisions (LRPs) in Tower Hamlets. Both are in primary mainstream schools:

- Cyril Jackson Primary School in Limehouse
- Globe Primary School in Bethnal Green

Children move from their current setting into the LRP at one of these schools. Children in a LRP get extra help from adults who are trained and experienced in working with children with speech, language and communication needs (SLCN). This extra help includes more intensive speech and language therapy than is usually possible in other mainstream settings.

Parents' Views



A parent of a child who attended Cyril Jackson LRP said:

To be honest, I've had a nice and fast experience from first referral (at 18 months) to now. My child was receiving treatment at Steels Lane and Mile End Hospital. The provision referral was quick and easy (not much paperwork on my part - Yay!). Before he started in Cyril Jackson, I had a meeting with the Ed Psych and Speech Therapist. Everything was in place for him to start.

Obviously the speech and language team are great and we saw progress and a confidence growth. By the end of Reception we were happy for him to come off the provision as he'd become the resident chatterbox. He was able to talk very clearly about his favourite topic (dinosaurs). His vocabulary expanded. I was asked regularly about what I thought he needed help with. By then he didn't really need any help.

Overall I am really happy with his progress and I know the provision does amazing things!



Other useful contacts



Parents Advice Centre

The Parents Advice Centre can help parents of children with special educational needs get the support their children need.

Address: 30 Greatorex Street, London. E1 5NP

Telephone: 020 7364 6489

AFASIC (Association for All Speech Impaired Children)

This charity helps families of children with SLCN.

Telephone: 0300 666 9410

Email: info@afasic.org.uk

www.afasic.org.uk

Talking Point

This is a website for information about children with SLCN.

www.talkingpoint.org.uk

Bart's Health NHS Speech and Language Therapy Children's Service

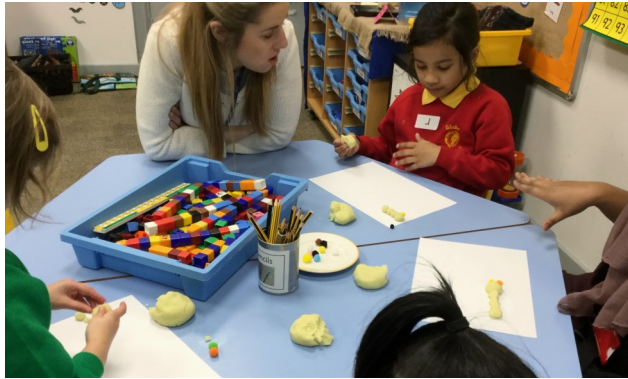
This service provides speech and language therapy in the LRPs and can provide assessments and therapy for younger children.

Telephone: 020 8223 8943

Educational Psychology Service

Educational Psychologists assess children's learning and can advise on the best ways of helping them in school.

Telephone: 020 7364 4323



What is special about Globe LRP?

There are two language provision classes for younger children with speech and language needs in Globe LRP. These classes are smaller than the other classes in school, with up to 10 children in each class. These classes are organised on the basis of current language and learning skills. Each class has a part-time speech and language therapist, a full time teacher and teaching assistant. All the staff have lots of experience and expertise in working with children with DLD (Developmental Language Disorder). The high adult-child ratio enables staff to focus on providing the targeted support each child needs. Children form strong friendships with the other children in these smaller classes; these friendships often last throughout their time in school.

When children are ready, they join mainstream classes in Key Stage 2. These children also receive targeted support from teachers, teaching assistants and a speech and language therapist, but spend most of their time in their mainstream class with their peers.

A parent of a child who attended Globe LRP said:

Our 8 year old son has recently completed two very happy years in one of the LRP classes. He has made great progress in both his speech and social interaction. This has enabled him to slip effortlessly and confidently back into a mainstream class.

He has benefitted greatly from the kindness, patience and specialist skills of all the staff in his small class, and continues to receive Speech Therapy support. We feel that he couldn't have been in a better place and has been very fortunate to receive such high levels of support and encouragement.

A parent of a child who attends Globe LRP said:

The Language Provision at Globe and the continued impact it has on my son is immeasurable. His speech and language development has improved exponentially and it is wholly down to the dedicated staff without whom it would not have been possible.

The Language Provision has been my lifeline too, as a parent who was anxious, frightened and lost as I tried to navigate this new world of having a child with a Language Impairment. They started supporting me from the moment I made contact, even though my son would not join them for another year.

They have supported and developed my son's ability to communicate effectively, to understand and be understood and building his confidence to the point that he is unrecognisable; from a once quiet little boy who joined them in reception, to a supremely confident and boisterous little boy; as all little boys should be.

Who goes to a LRP?

There are places in LRPs for children from three (nursery) to eleven years old (Year 6). The children come from all over Tower Hamlets, and if they do not live nearby, then parents can apply to the SEN Section in the Local Authority for transport to and from school.

Children who come to a LRP:

- Have an education, health and care (EHC) plan or are in the process of getting one.
- Usually have a diagnosis of Developmental Language Disorder (DLD). See below for more information about DLD. Sometimes young children who start in a LRP won't yet have a confirmed DLD diagnosis because it is difficult to diagnose DLD in children under 5 years old. In this case, children with suspected DLD can join a LRP.
- May sometimes have speech difficulties e.g. Developmental Verbal Dyspraxia that are not part of DLD.
- Do **not** have a diagnosis of Autism Spectrum Disorder (ASD) or suspected ASD.
- Do **not** have a general learning disability (sometimes known as an intellectual disability) which affects all aspects of their learning.



What is special about Cyril Jackson LRP?

Children who join the Language Resource Provision in Cyril Jackson will join a class of children the same age. A maximum of 4 children in each year are part of the LRP. As well as accessing the National Curriculum with their peer group, the children linked to the LRP receive additional support, both in and out of class. Within their mainstream class they will receive additional support such as small group teaching and curriculum based interventions (e.g. for literacy or maths). Teachers meet regularly with the speech and language therapist to set targets and share strategies for supporting the children.

The children also benefit from regular sessions with a speech and language therapist and with specially trained teaching assistants. The speech and language therapist models interventions to the teaching assistant, who then repeats the intervention at other times in the week. Interventions include individual or paired speech and language therapy sessions. There may also be additional group or class-based support. Speech and language therapists regularly hold parent coffee morning and workshop events. School staff also receive regular training from the speech and language therapists.

How do parents and carers stay in touch with the LRP?

Keeping in close contact with families is a priority for both of the LRPs. We know that parents of children who live a long way away from school will miss the day-to-day contact with school staff at the school gate.

Staff in school use a range of approaches to make communication with home easier e.g. by using a home-school book. For children travelling on Local Authority transport, passenger assistants and drivers also help keep us in touch with parents and carers.

Parent consultations are held each term so that parents can find out more about their child's progress.

We also invite parents and carers to informal meetings or workshops. These will help parents get to know each other and to learn more about how best to help their children at home.

How long do children stay in a LRP?

Many children stay in LRPs until the end of Year 6. Children that stay in LRPs until Year 6 will then usually go to a mainstream secondary school in Tower Hamlets.

Some children leave LRP before Year 6 because they have made so much progress that they no longer need the additional help given within the LRP. These children sometimes stay in Cyril Jackson or Globe if there is space in the school and if parents want this to happen. Sometimes children return to their original school or move to another school in the area where they live. All moves and any changes in arrangements are discussed and planned with parents well in advance.

What is Developmental Language Disorder (DLD)?

DLD was previously known as Specific Language Disorder (SLI), but the name has recently changed. This diagnosis will often be given by a Speech and Language Therapist in consultation with an Educational Psychologist and other professionals.

Children with DLD:

- Have difficulties in learning and remembering words and putting words together to make sentences.
- Usually have difficulties in understanding spoken language, including instructions and questions.
- Sometimes have difficulties in talking clearly so that other people find it difficult to understand what they are saying.
- Have difficulties in using and understanding both their home language **and** English (if these are different).
- Do **not** have a diagnosis of ASD or a learning disability.

When is it best for children to start in a LRP?

Our experience is that children with DLD make most progress with their language if they start in LRP when they are about 5 years of age e.g. during their year in Reception class.

Some children start later than this and make good progress too, but it gets more difficult for children to catch up if they start in a LRP when they are older.

How do children get into a LRP?

If the parents and professionals working with the child think that a child would benefit from a place in a LRP, the child's current school or early years provider will:

- Ensure that the child sees a speech and language therapist for an assessment and then on-going support.
- Refer to an Educational Psychologist for an assessment.
- Start the process of 'statutory assessment' to get an education, health and care (EHC) plan for the child. The child will need this support whether they stay in their school or move to a LRP.
- Tell parents about the Parents Advice Centre who can help explain the statutory assessment process and support parents through the process.
- Support the child's parents to arrange visits to both LRPs.

Parents can then say that they would like a place in a LRP and say which one they would prefer when they give their views as part of the statutory assessment process.

With advice from parents or carers and other professionals, the Local Authority SEN panel will then consider whether a place in a LRP is best for the child. They will also consult the schools before agreeing the EHC Plan.

If there is space, a child can move straight away from their original school to the chosen LRP. Sometimes, when there is no space, there may be a waiting list for places in a LRP.

What do the children do in a LRP?

The children do the same kind of work as other children of their age but with additional support and with more focus on learning language alongside other parts of the curriculum. Staff working with children in LRPs are skilled and experienced in how best to support children with Developmental Language Disorder (DLD).

We make sure that we promote children's self-esteem and confidence and also make sure that children are able to communicate their ideas in social and learning situations. We support children to build up a group of friends, especially if they have moved school to be part of the LRP.

Speech and language therapists work alongside teachers and teaching assistants on curriculum activities as well as on speech and language activities. Most of the help is given in the child's classroom but other activities may take place outside the classroom, either individually or in small groups.

Children join in all aspects of school life along with their friends in the mainstream provision.

Some of the children may have other needs e.g. with their literacy or handwriting skills. We will then ask for advice and support from other professionals e.g. occupational therapy, as we would for any other child in school.