



## Language Provision

### Intent Statement 2023-24

#### Intent

The Language Provision at Raglan Primary School is a 2-class Additionally Resourced Provision (ARP) for up to 30 children (aged 4-11) with Speech and Language needs. Currently, the classes are decided by the age of the children; Sharks class with children between Reception and Year 3 and Frogs class with children from Year 4 to Year 6.

The children who attend the Language Provision all have an Educational Health Care Plan which states that their main need is speech and language, whereby they are recommended to receive intensive speech and language therapy on a weekly basis.

Pupils who attend the Language Provision have access to specialist teaching to address and support their individual needs. They are provided with opportunities to develop a number of aspects of their learning, primarily their communication and language skills but also their social interaction with their peers, both in the ARP and with those in the mainstream school. All pupils in the Language Provision are placed by the Local Borough of Bromley.

#### Implementation

In the Language Provision at Raglan Primary School, we offer an exciting and creative curriculum which is broad and balanced across all age groups. Teaching and learning is carefully planned, with the needs of the children being at the forefront of all areas of development and learning.

The curriculum is ambitious because it is underpinned by the National Curriculum. We use the same threshold concepts that were formed with our Trust, and adapt these to provide access to all the children. We weave through the School's Curriculum Drivers – the same as for the mainstream. From this, the teachers form curriculum overview maps at the beginning of the year. The teachers then adapt these in response to children's needs. We ensure coverage of the curriculum by looking at all year groups' threshold concepts, and then planning sequences of lessons that build to end points.

For maths the provision uses White Rose (which is underpinned by the National Curriculum). The teachers make the adaptations to the curriculum implementation to ensure that it meets the individual needs of the children.

For English, the teachers use a combination of the EYFS Framework and the National Curriculum to underpin planning and lesson sequencing. This is done utilising the speech and language targets from children's EHCPs, and those recommended by the speech and language therapists. The provision shows fidelity the Raglan Phonics Scheme, but this is taught at a pace that fits the need of the children. The Raglan Early Reading Scheme is also followed.

The development of communication and language skills, social interaction, independence and life skills, as well early numeracy and literacy skills underpin the offer of the curriculum to the children in the Language Provision.

Learning is adapted and tailored primarily from the Early Years Foundation Stage framework and the National Curriculum. Due to the range of a variety of learning styles, the planning of the curriculum is highly tailored to meet the individual needs of all children in the ARP.

Teaching and learning in the Language Provision takes place through a balance of child-initiated play and learning, small teaching focus groups led by an adult and cross provision learning where children's needs are met by learning with those working at a similar ability level. Where children are unable to access subject-specific study, modifications to the Early Years Foundation Stage Framework and the National Curriculum are made in order for the children to develop an awareness of the world around them, as well as to engage and inspire them through a variety of learning opportunities. The provision of Personal Development in the provision setting is paramount and central to the children's learning and development. We follow the same provision for PD as the mainstream.



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#### **Impact**

Teachers and Speech and Language therapists review outcomes termly, and this feeds into the annual review process.

The school uses B-Squared for assessing the children and this shows that children make good progress towards meeting EHCP and B Squared targets.

The children socially and emotionally show a willingness to engage in all areas of school life, learning to regulate their behaviours.

The children are well equipped for the next stages of their school journey.