

Specialist Base (DSP) Provision Statement: Speech, Language and Communication Needs (SLCN)

School	Barley Croft Primary School
Headteacher	Rebecca Dulieu
Specialist Base Lead	Lucy Smith
SENDCo	Kate Tobin

Our School

Barley Croft Primary School is a Leicester City Local Authority maintained mainstream primary school, educating approximately 315 pupils from Nursery to Year 6. We are committed to an inclusive approach where all children are valued, belong to our school community, and are supported to achieve their full potential. Within this inclusive setting, we host a Specialist Base (DSP) for Speech, Language and Communication Needs (SLCN), which provides targeted specialist support as part of our whole-school provision.

Our Provision

Our Specialist Base (DSP) provides time-limited or longer-term specialist support for children with Education, Health and Care Plans (EHCPs) whose primary need is Speech, Language and Communication.

The base has capacity for up to 15 pupils (Y1–Y6) and operates as part of the wider school, ensuring pupils remain active members of their mainstream peer group wherever appropriate.

The purpose of the Specialist Base (DSP) is to:

- support children to develop functional communication skills
- enable access to mainstream learning and school life
- promote independence, confidence and participation
- reduce barriers to inclusion over time
- ensure specialist expertise is embedded across the school

Pupils are not separated from the school community; instead, support is carefully planned to ensure a balance of specialist teaching, targeted intervention, and meaningful inclusion in mainstream learning.

All pupils take part in wider school life, including:

- assemblies
- playtimes and lunchtimes
- PE and sport
- school trips and residential experiences
- performances, celebrations and school events

Admissions

Admission to the Specialist Base (DSP) is determined through Local Authority EHCP processes and commissioning arrangements for Inclusion Bases.

Placement is agreed where a pupil's primary need is identified as Speech, Language and Communication, and where specialist provision is required to meet needs that cannot be fully met within mainstream classroom settings alone.

Our Expertise

Pupils accessing the Specialist Base (DSP) typically have primary needs in one or more of the following areas:

- phonological development
- receptive language difficulties
- expressive language difficulties
- semantic language needs
- social communication and pragmatic language differences
- speech sound disorders

The Specialist Base (DSP) is not suitable for children whose primary learning needs require a pre-key stage curriculum or a predominantly Early Years continuous provision/free-flow approach.

Our Specialist Base Model

Within our Specialist Base (DSP), pupils receive a carefully planned blend of specialist teaching, targeted support and inclusive mainstream opportunities.

Support includes:

- specialist teaching in speech, language and communication
- small-group and individualised learning when needed
- structured support to enable access to the mainstream curriculum
- personalised targets linked to EHCP outcomes
- integrated speech and language therapy in partnership with NHS Speech and Language Therapy services
- consistent communication support strategies embedded throughout the school day

This provision is delivered by a specialist teacher and trained teaching assistants, working closely with the SENDCo and external professionals.

Pupils in the Specialist Base (DSP) are full members of both the base and their mainstream year group. Their learning is carefully planned so they can benefit from specialist input while also participating in inclusive classroom experiences.

Inclusion is planned, structured and purposeful to ensure meaningful access to mainstream learning and wider school life. Pupils may access:

- mainstream class lessons where appropriate
- specialist base teaching for targeted skill development
- whole-school activities and enrichment opportunities

Speech and Language Therapy

Pupils receive regular input from NHS Speech and Language Therapy services in line with their EHCP provision.

This may include:

- individual therapy
- small group intervention
- collaborative programmes delivered throughout the school day

Therapy is embedded within daily practice, ensuring strategies are consistently reinforced by Specialist Base (DSP) staff.

Communication, Curriculum and Assessment

Pupils in the Specialist Base (DSP) access a fully inclusive and structured learning offer that integrates communication support, curriculum delivery and assessment of progress.

Communication and Learning Approaches

A consistent range of communication-supportive strategies is used across the school and Specialist Base (DSP) to support pupils in understanding language, expressing themselves and accessing learning. These include:

- Makaton signing

- Widgit symbols
- Colourful Semantics
- visual timetables and structured routines

These approaches are embedded consistently across all learning environments to ensure continuity of support and promote communication development across the school day.

Curriculum Offer

All pupils in the Specialist Base (DSP) have access to the full National Curriculum, which is appropriately adapted to meet individual needs and developmental stages.

Core curriculum provision includes:

- English, delivered at an appropriate developmental level
- Mathematics, differentiated to meet individual learning needs
- Foundation subjects delivered through a thematic REAL project approach

Where pupils demonstrate readiness to access learning at age-related expectations, they may participate in lessons within their mainstream class.

In addition, pupils access:

- life skills learning (including independence, cooking and community participation)
- outdoor learning opportunities
- enrichment activities, including music, choir and wider school experiences

Assessment and Monitoring of Progress

Assessment is used to inform planning, ensure appropriate challenge and support, and monitor progress across communication, learning, independence and social development. A range of approaches is used, including:

- ongoing teacher assessment
- specialist tracking systems (e.g. iASEND or equivalent)
- speech and language therapy targets and reviews
- EHCP annual review outcomes
- pupil and parent voice

Progress is reviewed regularly through ongoing assessment, therapy reviews and EHCP processes, with a focus on:

- communication and language development
- academic progress
- independence skills
- social interaction and emotional wellbeing

Working in Partnership, Transport and Transitions

We place strong emphasis on working in partnership with parents and carers to ensure children are supported consistently across home and school.

We communicate regularly through:

- WEDUC messaging
- email
- newsletters
- phone calls where needed
- parent meetings

Parents and carers are actively involved in:

- Education, Health and Care Plan (EHCP) annual reviews
- target-setting discussions
- transition planning
- wider school events and celebrations

We aim to ensure families feel informed, involved and supported throughout their child's educational journey.

Transport

Where required, transport is arranged in line with Local Authority SEND transport policy. Applications are made via Leicester City Council once a Specialist Base (DSP) place has been confirmed.

Transitions and Progression

We work closely with families, schools and professionals to ensure smooth and well-supported transitions into, through and out of the Specialist Base (DSP).

Transition support may include:

- phased transition visits
- sharing detailed pupil profiles and communication support strategies
- transition booklets and visual supports
- staff-to-staff information sharing
- support for reintegration into mainstream learning or transition to the next stage of education

Pupils may move on to:

- mainstream secondary education
- specialist or support bases within mainstream schools (including DSP provision where appropriate)
- special school settings, where this best meets their needs

Some pupils may also return fully to mainstream education where their communication needs have developed sufficiently to enable access to learning at age-related expectations.

Our Commitment

At Barley Croft, the Specialist Base (DSP) is not a separate provision; it is an integrated part of our inclusive school model.

We are committed to ensuring that every child:

- belongs to our school community
- receives the right specialist support at the right time
- is supported to access learning and relationships
- develops independence and confidence
- is prepared for their next stage of education and life beyond school