



Welcome to



At Ark Brunel we are committed to giving our children the very best start in life and encourage them to 'choose brilliance.' Our school values of honesty, enthusiasm, ambition, resilience and thought are at the heart of our work and we integrate the teaching of these values into our curriculum. Our high aspirations and standards mean that our pupils never give up and achieve all that they can.



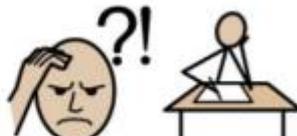
Honesty



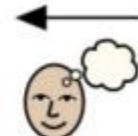
Enthusiasm



Ambition



Resilience



Thought



Welcome to the

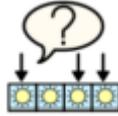


Specialist Resource Base for Speech, Language and Communication Needs

The Ark Brunel Specialist Resource Base for Speech, Language and Communication Needs is an important part of our school. The resource base provides the opportunity for up to 14 children, aged 4-11 years, who have identified speech, language and communication needs (SLCN) the opportunity to access the curriculum and social opportunities offered by a mainstream school, alongside the support of specialist teachers, teaching assistants and a speech and language therapist. The resource base enables small group learning and direct intervention alongside regular classroom learning (Kensington and Chelsea Local Offer, 2019).

Our resource base enables children to follow an individual programme of evidence-based interventions to support the development of the speech and language skills which underpin all learning. Our speech and language therapist works with children both in class and through individual interventions. This collaboration between mainstream class teacher, specialist teacher and therapist ensures that appropriate speech, language, communication and learning goals and opportunities are identified for each individual child.

Children within this resource base are key members of our school. They are heavily integrated so that they benefit from learning in larger environments and mixing with peers, and can develop their confidence, self-awareness and friendships. Children learn in the resource base for their core subjects but access foundation subjects in their mainstream classrooms with support provided in language-heavy lessons. Each student's progress is closely monitored to help target support and interventions effectively. Conversely, when children are ready to integrate for core subjects, this is carefully supported. Children enjoy attending class trips with both their mainstream peers and speech and language class mates, and they participate in school assemblies, plays, sports days and more.



Frequently Asked Questions

1. How do I get a place for my child in the resource base?

The application for a place in the Specialist Resource Base is through the local authority. Children require an EHCP that demonstrates that their primary area of need is Speech, Language and Communication. Once a prospective student's paperwork arrives at the school from the local authority, we carefully read the paperwork and, if necessary, visit the student in their current setting so that we can make an informed decision as to whether our specialist resource base can meet the needs of that individual.

2. What sort of language difficulties do children have?

All the pupils in the resource base have speech and language difficulties. Many have Developmental Language Disorder (DLD; previously known as Specific Language Impairment). Some students have difficulties understanding language and others struggle with their expressive language. Children may also present with specific speech sound difficulties or may have needs in all of these areas of language. These difficulties prevent them from easily accessing the mainstream curriculum and therefore achieving their true potential. Each child that learns in the resource base has an individual set of learning needs that are carefully assessed, monitored and supported by the team to ensure they achieve their potential.

3. How often do children see the Speech and Language Therapist?

The Speech and Language Therapist is based at Ark Brunel full time. Children see the therapist during lessons in the resource base and for small group or 1:1 intervention. The level of time each child spends with the therapist depends on their specific needs and progress. However, the therapist sees each child at least twice a week and is constantly involved in planning their support and monitoring their progress.

4. How are parents/carers involved? As a school there are two parent-teacher conference days a year that provide the opportunity for parents to meet with their child's class teacher and the Speech and Language teacher. Parents/carers are invited to statutory Annual Review meetings once a year to discuss this progress in more detail and to set outcomes for the next academic year. We have termly Speech and Language Department coffee mornings which provide a wonderful opportunity to see your child's work, meet the Speech and Language Department team, and build a network of support with other parents whose children attend the resource base. Our school website provides suggested reading lists, assessment information and a curriculum map. A termly curriculum letter details the topics being covered in both the resource base and mainstream lessons. Children are given weekly homework and a reading book. A school newsletter is sent home every two weeks and our school website and Twitter page is kept up to date with information for all parents about current news and important notices. Should there be any

concerns, a member of the team is always available in the school playground at the end of the day, or an extra meeting can be arranged if necessary through the school office.

5. What lessons do children access in the mainstream?

Children access all foundation subjects in their mainstream classrooms. This includes science, art, project, PE, music and French. During language-heavy lessons, a member of the speech and language department provides in-class assistance, pre-teaching of vocabulary interventions, and small group teaching as required. Furthermore, any class trips, special theme days (for example, Religious Education Days), school workshops, and assemblies, are spent learning alongside their mainstream peers. It is very important to us that the children learning in the specialist resource base feel that they are part of their mainstream class. All children have break and lunchtimes alongside their mainstream peers and participate in all whole school events.

6. What does a student’s timetable look like?

Here is an example of a current Y4 students timetable who learns in the Speech and Language Specialist Resource base.

KS2 Timetable Year 4 Class: Speech & Language		Monday	Tuesday	Wednesday	Thursday	Friday
S&L classroom	09:00-09:30	Reading	Reading	Reading	Reading	Assembly
	09:30-9:45	Maths meeting	Maths meeting	Maths meeting	Maths meeting	Maths meeting
	9:45 – 10:30	Maths	Maths	Maths	Maths	Maths
	10:30-10:45	Break				
S&L classroom	10:45-11:45	English	English	English	English	Speaking & Listening
	11:45-12:00	Assembly		Singing Assembly		Class Reading
	12:00-13:00	Lunch				
Line up with my mainstream class for the afternoon						
Mainstream	13:00-13:45	Spelling & Arithmetic	Spelling & Arithmetic	Drumming	Spelling & Arithmetic	Art
	13:45-14:45	Extra grammar session in SLD	Science	Computing	Project	PE
	14:45-15:15	Lego Club intervention	Speech and Language Therapist intervention	French	PE	
	15:15 – 15:30	Storytime	Storytime	Library	Storytime	Storytime

7. What do current students say about the resource base?

“We get to learn in smaller groups and there are more adults to help us.” (Y6 pupil currently learning in the resource base)
 “We do fun activities like making rockets, pancakes, problem-solving and games.” (Y5 pupil currently learning in the resource base)
 “I like working in the Speech and Language classroom because there are lots of pictures to help me understand words.” (Y5 pupil currently learning in the resource base)

8. What do current parents say about the resource base?

Q: What do you think are the benefits of your child learning in the Speech and Language Resource base? “Personalised learning that suits his needs.” “Specialist teachers, teaching assistants and speech therapist all working collaboratively to ensure specific needs are met.” “They benefit from specialist teaching and support but still work alongside mainstream peers and enjoy mainstream school life.” “Children learn at their own pace and do not feel stressed” Q: What advice would you give to prospective parents? “Speak to the resource base team and visit both the unit and mainstream parts of the school.” “Ask lots of questions, do your research and if you do not understand the terminology do not be afraid to ask for clarification.”



School Contact details

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Thank you for visiting and please do not hesitate to get in contact if you have any further questions