



the meadow

SEBRIGHT ADDITIONAL RESOURCES PROVISION
for children with significant speech, language and communication
needs (SLCN).



Information booklet for parents and carers.



Welcome to **The Meadow**, our new Additional Resource Provision (ARP) for children with significant speech, language and communication needs (SLCN).

Our vision is to provide specialised, tailored support in a nurturing and enriching environment, where children with speech, language and communication needs can flourish. We aim to forge a seamless link with the provision across the school to ensure children are included and part of the school community.

Our Ethos:

- **Inclusivity:** We believe that every child is unique and deserves the opportunity to succeed. The Meadow is designed to provide personalised, responsive support to meet the individual needs of children with speech, language and communication challenges, increasing their integration into an inclusive mainstream environment.
- **Empowerment:** We aim to empower our children by developing their confidence and communication skills, enabling them to engage fully in their learning journey and develop their independence.
- **Collaboration:** We work closely with families, specialists and the wider community to create a supportive network that enhances the educational experience of our children.
- **Respect and Compassion:** We encourage everyone to treat each other with understanding, respect and compassion; fostering a positive and inclusive school culture.
- **Celebration of Achievements:** We celebrate the achievements of all our children, recognising their individual progress and success.

Our goal is to develop confident, curious learners who feel secure and valued: equipped with skills to thrive within school and beyond.

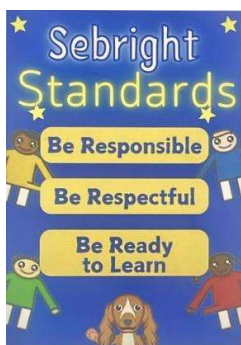


Sebright

Sebright Primary School is a vibrant, nurturing school located in Haggerston, near Regent's Canal and Broadway Market. We provide mainstream education for children aged 3 to 11 years and are proud to be part of the Blossom Federation, alongside Daubeney and Lauriston Primary Schools and Children's Centres.

At Sebright, we believe that every child is unique, and we aim to provide our children with a broad and exciting curriculum which gives them the skills, knowledge and learning to be prepared for their life ahead. We are committed to ***unlocking brilliance through creative learning***. We want to prepare children for a successful future in a real world.

The Sebright Standards



These standards guide our teaching, shape our relationships, and help children grow into confident, compassionate individuals ready for the world beyond the school gates.

We offer a rich and engaging curriculum, supported by a skilled and caring team, a safe and stimulating environment, and a strong focus on character development. Our outdoor spaces, including forest school and play-based learning areas, encouraging children to explore, take risks, and learn through experience.



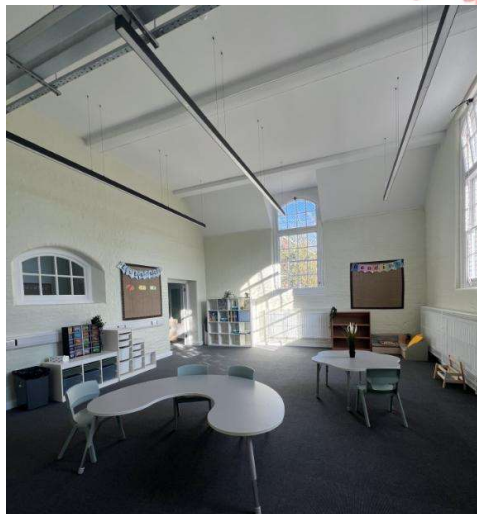
The Space

Our ARP is called The Meadow. It has the following:

- An Early Years & Key Stage 1 Classroom known as ***The Ladybirds***
- A Key Stage 2 Classroom known as ***The Dragonflies***
- An office
- A Large Therapy Room called ***The Hedgehogs***
- A Small Therapy Room called ***The Butterfly Room***
- and a large communal learning space called ***The Green***



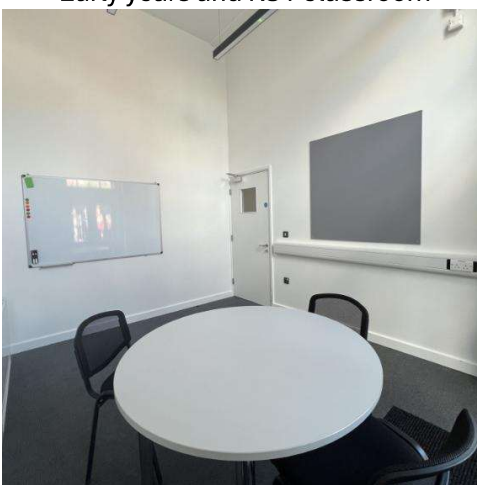
The Green
Communal learning space



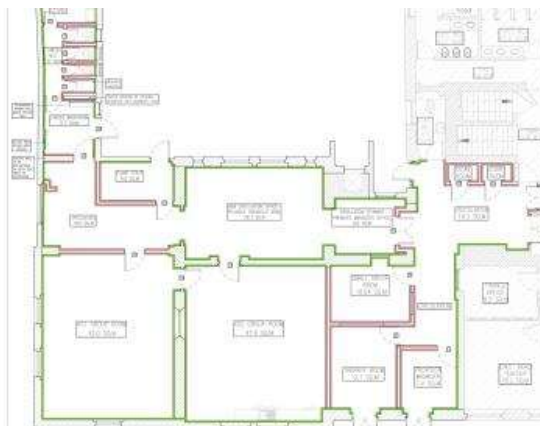
The Ladybirds
Early years and KS1 classroom



The Dragonflies
KS2 classroom



The Butterfly Room
Small therapy room





The Meadow Team

We have also established a team of staff who will be part of The Meadow. This will be led by **Lucie Collins** (Deputy Head Teacher) and **Rowan Tidey** (Lead Professional for the ARP). Rowan will provide leadership and teaching support. We have also appointed **Gabriela Da Silva** who will be the Lead Teacher, working directly with the children and alongside our class teachers. We will also work closely with **Salma Ali** the SENCO at Sebright Primary School.



Lucie Collins



Rowan Tidey



Gabriela Da Silva



Salma Ali

The Speech and Language Therapy team are **Helen Wilson** (Clinical Lead SaLT; Tuesdays) and **Rebecca Allenby** (Specialist SaLT; Monday-Thursday). SaLTs work closely alongside staff from the school to support the children in the ARP.



Helen Wilson



Rebecca Allenby



How are children supported?

Children allocated a place in the meadow are included in mainstream classes enabling them to experience the full curriculum. In addition, they will receive targeted, adapted lessons in the meadow, to support their development and progress, according to their individual needs. Each child will have regular speech and language interventions from qualified Speech and Language Therapists (SaLTs). These sessions might be 1:1, small groups, or within class. In addition, the meadow team, and the SaLT will work with the child's class teacher to ensure that their communication needs are met within the classroom, through tailored strategies and training. Progress is regularly reviewed and targets updated. Staff across the school use Moor House Institute strategies to support learners.

DEVELOPMENTAL LANGUAGE DISORDER

Strategies for activity leaders and coaches

There are some simple things you can do to support a child or young person who has Developmental Language Disorder (DLD). These support strategies can make a real difference to those who might otherwise struggle to join in due to their language needs.

How can I support a child or young person who has DLD?

GET THEIR ATTENTION Say their name and make sure they're listening.	
MODIFY YOUR LANGUAGE Use simple words. Keep sentences short.	
SLOW DOWN Talk calmly and slowly. Give them time to respond.	
KEEP INSTRUCTIONS SHORT Say exactly what you want them to do, one instruction at a time.	
MAKE IT VISUAL Use gestures, facial expression, pictures and diagrams.	
CHECK THEY'VE UNDERSTOOD Ask them to repeat what you have said.	
HELP THEM CHOOSE Reduce the number of choices. Show or point to options.	
EXPLAIN NEW WORDS Talk about what new words mean and repeat them often.	
STOP AND LISTEN Repeat back what they say to check you've understood them.	
CELEBRATE STRENGTHS Make positive comments about joining in and commend effort.	

Further support and guidance can be found at:
moorhouseinstitute.com/dld

COULD IT BE LANGUAGE?

Key strategies to support language disorders in the classroom

Developmental Language Disorder (DLD) is a hidden but common condition when a child has difficulty using and/or understanding language and is a sub category of SLCN (Speech, Language and Communication Needs)

Support strategies

TIME to process information and instructions	
VISUAL SUPPORT visual templates, language rich displays and clear/simple signage	
SIGN IT gesture, facial expressions and body language	
DO IT multi-sensory teaching approach	
MODIFY YOUR LANGUAGE rate of speech, one instruction at a time, keep it short	
CHUNK INFORMATION pause, repeat, be explicit, use literal language	
WORDS explicitly teach key vocabulary	
SMALL STEPS break down tasks	
REPEAT IT recap previous learning, do activities more than once	
MODEL IT whether spoken or written model the language	

Find out more about DLD and training for teachers at:
moorhouseinstitute.co.uk/dld-training

Moor House Research & Training Institute, 1011 Lane, Putney, London, SW15 2NU

How are staff supported?

The whole school staff receive regular CPD to support their understanding of SLCN (Speech, Language and Communication Needs). Training on the strategies to support pupils includes colourful semantics, DLD Awareness, Moorhouse Institute Strategies to support language disorders, Word aware and use of widgits.

Our SALT team provide training for specific adults who work alongside children and groups that require targeted and specialist intervention.



Speech and language therapy

Each child in The Meadow has a named Speech & Language Therapist (SaLT). The SaLT will see your child most weeks for a 1:1 and/or small group therapy session, with follow-up sessions carried out by school staff. The SaLT team will also work closely alongside the ARP and Class Teachers and Teaching Assistants, and Leadership staff, to implement strategies into the child's learning.

Each child will have targets set by the SaLT and updated regularly, and, more formally, as part of the annual review process. Targets will be shared with school staff and with families, and ideas about how to support your child's speech and language skills at home will also be provided.

'An exemplar of a week in the life of a child in The Meadow'

Our classes are split into EYFS/KS1 and KS2. The children in these classes will be split into different teaching groups according to their comprehension levels. Below is an exemplar of what 'A week in the life of a child in The Meadow' may look like.

	 SESSION 1 - 9am	 10:00-10:15	 SESSION 2 - 10:15-11:00	 11:00-11:15	 11:15-11:30	 SESSION 3 - 11:30-12:30	 12:30-1:30	 SESSION 4 1.30-3.30	
 Monday	 IN CLASS P.E	 BREAK	 IN CLASS MUSIC	 ASSEMBLY	 BREAK	 IN CLASS MATHS	 LUNCH	 THE MEADOW LITERACY	 IN CLASS CROSS CURRICULAR
 Tuesday	 IN CLASS MATHS	 BREAK	 THE MEADOW Reading	 ASSEMBLY	 BREAK	 THE MEADOW LITERACY	 LUNCH	 THE MEADOW Speech and language intervention	 IN CLASS CROSS CURRICULAR
 Wednesday	 IN CLASS MATHS	 BREAK	 THE MEADOW Reading	 ASSEMBLY	 BREAK	 THE MEADOW LITERACY	 LUNCH	 IN CLASS CROSS CURRICULAR	
 Thursday	 IN CLASS MATHS	 BREAK	 THE MEADOW Reading	 ASSEMBLY	 BREAK	 THE MEADOW LITERACY	 LUNCH	 IN CLASS CROSS CURRICULAR	 THE MEADOW Speech and language intervention
 Friday	 IN CLASS MATHS	 BREAK	 THE MEADOW Reading		 BREAK	 THE MEADOW LITERACY	 LUNCH	 IN CLASS CROSS CURRICULAR	

Admissions Criteria

We will have places for 24 children with Education & Health Care Plans (EHCPs) for SLCN. Places are allocated through the Local Education Authority.



Eligibility:

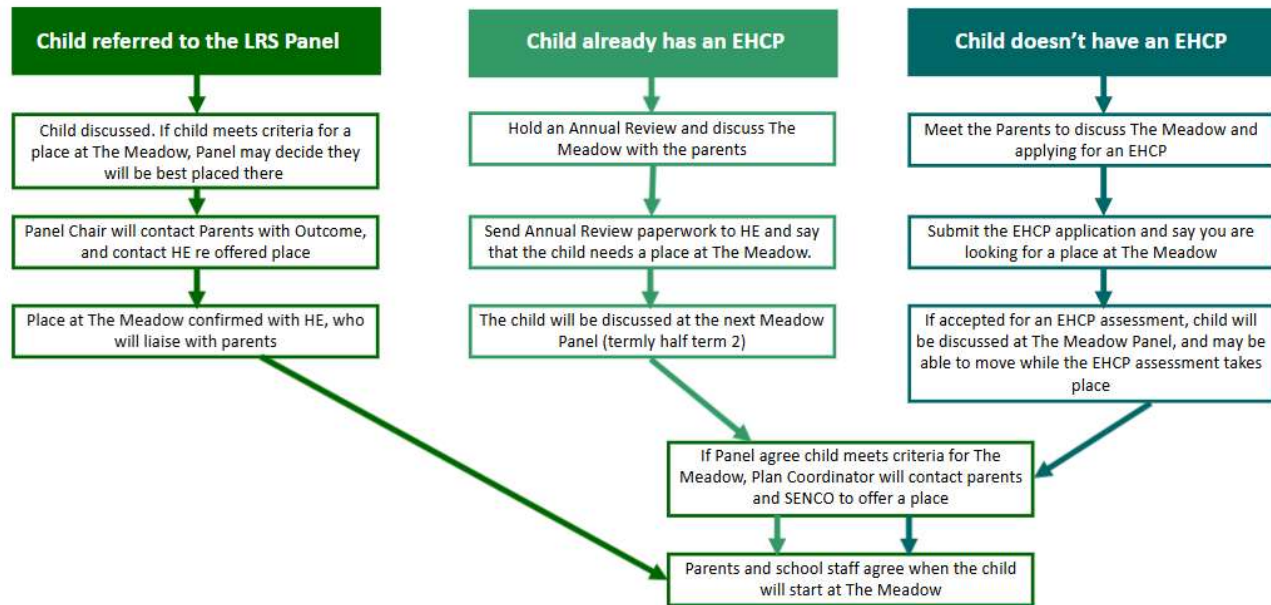
- The pupil must be within the primary range of Reception to Year 6 (ages 4-11).
- The pupil must have an Education Health and Care Plan (EHCP) where Speech, Language, and Communication Needs (SLCN) are identified as the primary barrier to accessing the learning environment, and specialist teaching and intensive speech and language therapy are required, over and above that offered to a mainstream pupil with an individually banded EHCP.
- The pupil must have a recent speech therapy assessment diagnosing and providing evidence for a severe specific speech and/or developmental language disorder, apparent in both languages if bilingual.
- Pupils may present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory) but these will respond to teaching and learning strategies for children with SLCN.
- Pupils may present with a variety of specific communication needs, such as:
 - o Developmental Language Disorder (DLD)
 - o Expressive/Receptive language difficulties
 - o Speech sound disorders and articulation difficulties
- Pupils should be able to access the curriculum without continuous 1:1 support.
- Daily interaction and inclusion within a mainstream school and class is identified as beneficial and feasible.
- Professional reports should indicate that the child will make the best progress in this type of educational setting.

The provision is not suitable, or beneficial, for pupils with:

- Emotional or behavioural problems sufficiently severe to warrant regular intervention, requiring specialist teaching and learning strategies for pupils with social, emotional, and mental health needs.
- Sensory difficulties requiring a low arousal environment.
- Severe cognitive delay or difficulties that would prevent them from benefiting from intensive speech therapy input or specialist teaching.



- A diagnosis of autism which presents with high sensory needs and/or accompanying challenging behaviour.
- Hearing impairment which would require alternative communication systems (e.g., British Sign Language).
- Visual impairment that would prevent them from accessing the visual support provided in the unit.



Parent/carer involvement

At the meadow, we believe that the involvement of parents and carers is crucial to the success of our children. We are committed to fostering strong partnerships with families to ensure that each child receives the best possible support. We do this through:

Regular Communication: We maintain open lines of communication through regular updates, meetings, and progress reports to keep parents and carers informed about their child's development and achievements.

Collaborative Planning: Parents and carers are actively involved in the planning and review of their child's individual plans, ensuring that their insights and aspirations are reflected in the support provided.

Workshops, Training & Information: We provide information, and offer workshops and training sessions for parents and carers to equip them with strategies and tools to support their child's speech, language, and communication development at home.



Feedback: We value feedback from parents and carers and provide opportunities for them to share their experiences and suggestions, helping us to continually improve our provision.

Together, we can create a nurturing and inclusive environment where your child can thrive and reach their full potential.