



ALL SAINTS
CATHOLIC COLLEGE

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The Bethlehem Centre:
Speech, Language and
Communication Specialist Resourced
Provision at All Saints

2021/22

Context

During the 2021 year, Royal Borough of Kensington & Chelsea commissioned the specialist resource provision (SRP) at All Saints Catholic College. Our school, alongside the borough, identified a need in the community for students with speech, language and communication needs (SLCN) to have access to a specialist provision that provided specialist education for SLCN within a mainstream environment. The SRP opened in September 2021, which is its inaugural year.

Bethlehem is the cornerstone of the Christian story, with all roads leading back to Christ's humble beginning. As such, the SRP is aptly named the Bethlehem Centre, as the birth of education starts with language and communication.

Vision

At the heart of the provision is the desire to provide quality SEN teaching. The provision will seek to identify the individual needs of the students within it and tailor a curriculum delivered at a level which students can access. The curriculum will be designed to facilitate progress within their communication skills, whilst still providing a broad range of subjects so that students receive an enriching education.

Entry requirements

Students placed the SRP must have an education and health care plan (EHCP). Within the plan, the SRP must be named in Section I. Students at All Saints with an EHCP but do not have the SRP named in Section I are educated in the school's mainstream secondary provision.

Students in the SRP must have a primary need of speech, language and communication difficulties (SLCN), such as developmental language disorder (DLD) or a profile, as outlined in Section B of their EHCP, similar to a diagnosis of a speech and language need. Students with a diagnosis of autism may be admitted to the provision as long as their primary need is SLCN. The provision is not suitable for students with challenging social, emotional and mental health needs. The number of students we are commissioned for within the provision is 12.

Teaching

The provision is led by a qualified teacher and supported by teaching assistants all of who are overseen by the school SENDCo. Together, a curriculum is designed with the needs of the cohort in mind. Planning is informed by the needs as described in Section B and the outcomes outlined in Section E of the students' EHCPs, alongside advice from the school's allocated speech and language therapist. This is of course supplemented by our understanding of the students, which will be informed by assessment and communication with parents and carers.

Students based in the SRP will still be able to access mainstream lessons where they possess the ability to access the content. For example, some students with communication needs may still be able to access mainstream mathematics and will therefore be provided with the opportunity to take core mathematics. In addition, students will still have a form tutor and form class and are encouraged to attend form class including PSHE. This provides students with the opportunity to be part of the school community, feel a sense of belonging and have opportunities to communicate with students in a structured classroom context.

Applications

Applications to the SRP follow the same process as a typical EHCP phase transfer. Prospective parents are strongly advised to come to our open evening in October so that you can speak with the SENDCo and discuss the suitability of the provision before electing to name the SRP as a placement preference with your local authority. If it is agreed that the SRP might be a suitable placement, the school can request EHCP paperwork from your local authority and begin liaising with professionals, such as primary schools, to make an informed decision about the placement and our ability to meet needs. If professionals are in agreement that the SRP is the best placement for the student, parents can choose to name the SRP as their first preference in their phase transfer review, which is typically the final annual review of the year in Year 6.

Contacts

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