

Bi-borough Mainstream Schools Speech and Language Therapy Service

The service provides information at a universal, targeted and / or specialist level to ensure that children and young people can reach their potential, whatever their level of ability and preferred communication method.

What do people we work with say about the service?

"Thanks so much. We greatly appreciate your time and expertise."

SENCo, following attendance at a universal learning workshop.

"Your delivery techniques were highly effective, and it was clear that you have a deep understanding of the subject. I especially appreciated how you addressed questions during the session - your responses were thoughtful and informative, which added great value to the discussion."

School Home Support worker, following delivery of parent workshop at school.

"Thank you so much for coming into school. We all found it incredibly useful and interesting."

Class Team, following targeted support from SLTA.

"I just wanted to say thank you for all your work with our school this year! It is truly appreciated. You have been incredibly helpful and built really good relationships with the students and staff."

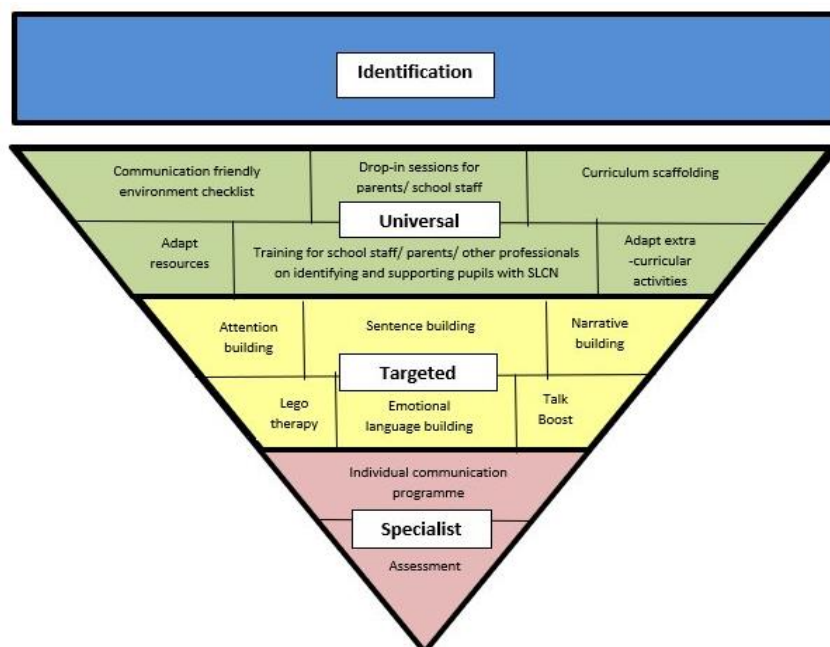
Assistant Head Teacher, following delivery of statutory provision.

"Thank you for looking after our child while he was at school. We appreciate everything you do for SEN children. You gave our family hope".

Parent, following delivery of statutory provision.

What is 'The Whole Systems Approach'?

- ▶ The Whole Systems Approach...
 - ▶ ...offers the right level of support in the right time and place.
 - ▶ ...offers a progression of support for everyday communication partners to work through when offering support.
 - ▶ ...recognises that everyone in everyday environments has a role to play and are best placed to provide communication support.
 - ▶ ...helps children and young people to lead happy and fulfilling lives.
 - ▶ ...understands that not all children with communication needs will require specialist support from a speech and language therapist.
 - ▶ ...works collaboratively with parents and carers, as well as education, early years and health colleagues to provide training and advice and works alongside others to create communication supportive environments.
 - ▶ ...acknowledges change. As a child develops their needs may change and they may move through different levels of the system or even receive multiple levels of support.



- ▶ What do the different levels mean?
 - ▶ Universal:
 - ▶ For all children.
 - ▶ Targeted:
 - ▶ For children who need extra time and practice to develop a specific skill.
 - ▶ Specialist:
 - ▶ For children with more complex, on-going speech, language and communication needs, who need regular changes to their programme to support their communication development and communication success.
- ▶ For more information on the Whole Systems Approach:
 - ▶ <https://www.youtube.com/watch?v=OvTnDHemPCE>

What support is available?

- ▶ Bi-borough wide provision:
 - ▶ Learning workshops (training) for staff (*Universal / Targeted*)
 - ▶ <https://www.services2schools.org.uk/>
 - ▶ Communication Hub (www.communicationhub.org)
 - ▶ Video and paper strategies and resources (Universal / Targeted)
 - ▶ Parent workshops (training) (*Universal / Targeted*)
 - ▶ Advertised on the communication hub
 - ▶ Attendance at Parent Forums (*Universal*)
 - ▶ Make it Happen
 - ▶ Full of Life
 - ▶ Promotion of key national Speech, Language and Communication events (*Universal*)
 - ▶ E.g. Developmental Language Disorder Awareness Day
 - ▶ Working in partnership with the Bi-borough Inclusion Service (*Universal / Targeted*)
 - ▶ Autism Advisory Teachers
 - ▶ Qualified Teachers of the Deaf
 - ▶ Education Audiologist
 - ▶ Qualified Teachers for Vision Impairment
 - ▶ Occupational Therapists
 - ▶ Request for Help Service (*Universal / Targeted*)
 - ▶ Support from a Speech and Language Therapy Assistant, which can be requested via:
 - ▶ clcht.slt-requestforhelp@nhs.net
- ▶ Every local authority-maintained school is offered termly time to complete a piece of universal or targeted work to support many children across their school.
- ▶ Service Level Agreements
 - ▶ Some schools may buy in additional support, which can be delivered at a universal, targeted and/ or specialist level.

How can we identify speech, language and communication needs?

Progression tools

- ▶ What are they?
 - ▶ A tool to support school staff to identify children and young people who may be struggling to develop their speech, language, and communication skills.
 - ▶ This information can be used alongside parental concerns, or goals that children and young people are working towards.
 - ▶ Based on developmental norms from the ages of 3 to 18.
 - ▶ A way to track the progression of speech, language and communication skills over time or following interventions.
 - ▶ You can find out more, including how to use them by attending our Learning Workshop: Using progression tools to identify SLCN in primary/ in secondary.



- ▶ When should I use them?
 - ▶ To identify what level of support a child or young person requires.
 - ▶ Prior to referring for a specialist assessment, or as a part of the confident communicator pathway.
 - ▶ Once completed, the results can be discussed with your school's link therapist, so that they can support you to determine what support a child requires.
- ▶ How can I buy them?
 - ▶ All primary schools in the bi-borough have a copy purchased by the local authority.
 - ▶ Via:
 - ▶ Primary: <https://shop.speechandlanguage.org.uk/products/progression-tools-from-the-communication-trust-for-primary-years-set>
 - ▶ Secondary: <https://shop.speechandlanguage.org.uk/products/progression-tools-from-the-communication-trust-for-secondary-years-set>
- ▶ The Progression tools are published by Speech and Language UK.

Universal Support

- ▶ For all children, at home, at school and in the community, to develop the speech language and communication skills of all children.
- ▶ Families and professionals receive information and resources to create language rich environments where visuals like pictures are added to support spoken words.
- ▶ Universal support can be delivered by everyday communication partners without the need for a speech and language therapist.
- ▶ The Speech and Language Therapy Service support parents and professionals to deliver universal support via:
 - ▶ Training to staff to use the progression tools to identify SLCN
 - ▶ Training on how to support children with SLCN
 - ▶ <https://www.services2schools.org.uk/>
 - ▶ Providing communication supportive environment advice
 - ▶ Supporting teachers to differentiate language within the curriculum
 - ▶ Running parent trainings/coffee mornings to help share information and strategies to support SLCN at home.

Communication supportive environment checklist	Curriculum differentiation	Adapt extra curriculum activities	Drop-in sessions	Training	Coffee mornings	Resources
Audit your classrooms and playgrounds for consistent use of strategies. A pupil voice version is also available.	Support of strategies/ interventions at a whole class level. E.g, pre-teaching vocabulary	Lunch clubs conversation practice	For parents/ school staff for generic advice	Learning workshops for school staff Parent workshops https://communicationhub.org/events/	For parents to learn about a topic or to ask generic questions	Communication hub https://communicationhub.org/resources/ How to guides

- ▶ For children who continue to demonstrate speech, language and communication needs, targeted support should be considered.

Targeted Support

- ▶ For children who need extra time and practise to develop a specific speech, language and communication skill.
- ▶ The Speech and Language Therapy Service support parents and professionals to deliver targeted support via:
 - ▶ Training on how to support specific areas:
 - ▶ <https://www.services2schools.org.uk/>
 - ▶ Working with school staff to set up and run group interventions / groups in school for children who have Speech, Language and Communication Needs.
 - ▶ Running teacher surgeries for staff who have questions about how to support children in their class.
 - ▶ Offering drop-in sessions to help staff apply strategies they have learnt in SLT learning workshops.

Modelling interventions	Resources	Training
Attention builders Comprehension Builders Comprehension Monitoring Language for Thinking Sentence Builders Vocabulary Builders Box Clever Narrative Builders Lego Therapy Emotional Language Building Language for Behaviour and Emotions Transition to Secondary	Pick-up and go packs Communication hub https://communicationhub.org/resources/	Learning Workshops for school staff Parent workshops https://communicationhub.org/events/ https://communicationhub.org/resources/

- ▶ For children who continue to demonstrate speech, language and communication needs, specialist support should be considered.

Specialist Support

- ▶ For children with more complex, on-going speech, language and communication needs, who need bespoke support and / or regular changes to their programme to support their communication development and communication success

- ▶ The specialist offer is inclusive of:
 - ▶ Delivery of specialist SLT provision specified within EHCPs.
 - ▶ School Age Assessment and Advice Service
 - ▶ A one-off assessment.
 - ▶ GP referral required for initial assessment. A report will be provided with information.
 - ▶ Transition Support
 - ▶ One term of support available to children starting in reception who were known to the Early Years SLT service.
 - ▶ School Age Stammering Service
 - ▶ GP referral required for assessment and intervention, if clinically required.
 - ▶ Lighthouse Outreach Service (Primary Age Only)
 - ▶ Support available for children with a diagnosis/ probable diagnosis of Developmental Language Disorder (DLD), following two terms of universal and targeted school support.
 - ▶ Up to 3 terms of support, following evidence of universal / targeted support.
 - ▶ For further information: [Pimlico Primary - The Lighthouse](#)
 - ▶ Confident Communicators (Reception - Year 1 Only)
 - ▶ Support available for children in Reception and year 1 with a high level of SLCN. Referral to include screening using the progression tool.
 - ▶ Up to 6 terms of support provided jointly by SLT and advisory teacher.