



Linden Lodge School

Provider of specialist education since 1903

Title:	Speech and Language Therapy Policy		
Type:	POLICY		
Review Cycle Frequency:	1 year – Autumn Term		
Lead Staff:	Head of Therapy		
Support:	Lead Speech and Language Therapist.		
VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Policy Update		Autumn 2021
3	Reviewed		Autumn 2022
4	Reviewed	Lead staff	Autumn 2023
5	Policy Review	Lead Staff	Autumn 2024
LINKED INTERNAL DOCUMENTS:			
Therapy Policy			
LINKED EXTERNAL DOCUMENTS:			

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachers@lindenlodge.wandsworth.sch.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

This policy has clear links to other policies in our school, in particular to the Therapy Policy which is an overarching policy. This Policy specifically identifies the roles of the Speech and Language Therapy department.

The Speech and Language Therapy Department provides a specialised service to meet the individual needs of all the children at Linden Lodge School delivered as an integral part of their education. The Speech and Language Therapy Team work collaboratively to develop targets that are included in the students' Individual Education and Healthcare Plans, and integrate work within the classroom in order to enable students' access to communication support throughout the school day. By incorporating targets into the student's everyday routine, the student is able to work towards these targets regularly with people that are part of their routine, such as the teachers and teaching assistants. (Gascoigne M. (2006) "Supporting children with speech, language and communication needs within integrated children's services" RCSLT Position Paper, RCSLT: London).

Aims

- To develop and promote each child's functional communication, through verbal and augmentative communication forms including signing and Augmentative and Alternative Communication systems (AAC)
- To enable each child to access the curriculum
- To give each child a sense of self and of his/her ability to communicate with others.
- To enable each child to achieve his/her potential in their communication, i.e., utilising strategies and techniques of all kinds to maximise the child's achievements in communicating.
- To provide detailed information about the child's speech and language and verbal skills and recommended strategies to all involved with the child.
- To work collaboratively with other staff, particularly with the class teacher, teaching assistants and therapy team (occupational therapists and physiotherapists) to integrate speech and language intervention within the curriculum.
- To provide detailed information about the child's phonological and literacy skills where appropriate, for example: functioning within the Impacts Curriculum
- To provide detailed information about the child's receptive and expressive language and social communication skills; and eating and drinking skills, where appropriate
- To promote an environment where communication is continually adapted to the child's needs. Carry over and generalisation of skills should be fully supported.
- To provide clinical learning opportunities for Speech and Language Therapists/Assistants.

Assessment

The Speech and Language Therapists will assess for and provide programmes for therapeutic management of speech, language and communication including AAC. Assessment may be formal, where appropriate or informal in nature, including observations in different sessions, play-based sessions and discussions with teaching staff and families.

Where appropriate, the therapist will assess for, recommend and implement strategies in dysphagia management (Therapist needs to be dysphagia trained).

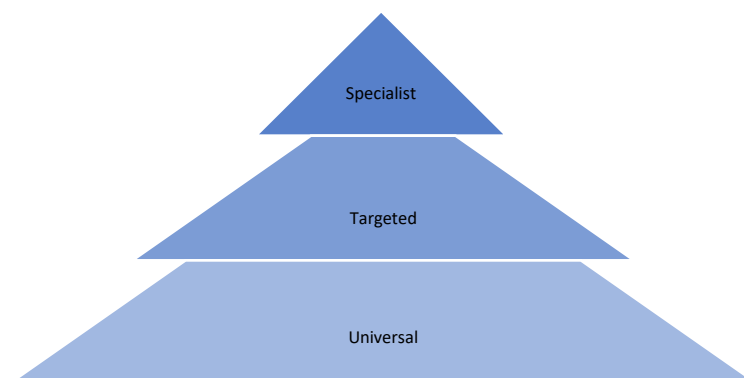
A baseline assessment will be performed on each child with speech and language provision and further reassessment on a yearly basis. This will be aimed at being completed within a multi-disciplinary assessment alongside Physiotherapy and Occupational Therapy, where appropriate.

Delivery

The Speech and Language service at Linden Lodge is a highly collaborative integrated model which is focused on enabling pupils to access the class-based curriculum and to understand and communicate effectively in all school settings. Therapists are attached to class groups of 6-9 children and work intensively and collaboratively with the other members of the staff team. Working closely with a class team is part of the whole school philosophy and allows therapists to take a holistic approach and promote generalisation.

Speech and language therapy time is allocated to each class and priority is determined by the needs of the students. SALT deployment in class will be in consultation with the Professional Lead.

Therapy will be provided as per the WAVE model



Universal: Support for quality language teaching for all students

Universal support involves high quality language teaching at a whole class/school level. At this level speech and language therapist may be involved in building school capacity through:

- Providing professional development around speech, communication, social communication and dysphagia
- Assisting schools to implement a total communication approach
- Assisting teachers to interpret data and to interpret professional reports
- Advising teachers on appropriate resources to support intervention at this level (e.g., object cues/object of reference/Makaton/Body signs)
- Providing support in the development of PLGs.
- Training to staff and parents

Targeted: Group or whole class therapy sessions

Layer 2 support is class based targeted intervention for students or groups of students identified as at risk for learning because of poor language skills. At this level speech and language therapists may be involved in:

- Providing sessions that contribute to EHCP/Statement statutory requirements
- Demonstrating and providing class-based therapy sessions for all students or small groups. All staff required to be present.
- Providing support to teachers and assistants to target specific goals and elicit target responses for individual students or groups of students.
- Advising teachers and assistants on appropriate resources to support intervention at this level.
- Providing plans/programmes
- Providing advice for EHCP/AR reports
- Reviewing students who access basic low-tech devices such as VOCAs.

Specialist: Specialist 1:1 therapy

Specialist intervention would comprise of individual students identified as having severe or profound communication impairment. Students will receive Specialist 1:1 therapy if they:

- Predetermine by statutory guidelines
- Use AAC
- Currently without a functional communication system
- Socially unacceptable behaviours as a result of a communication impairment
- Any student not currently accessing the curriculum (within his/her ability) as a result of speech, language or communication impairment
- Have eating and drinking needs
- Students will be assessed or reviewed, receive a set block of therapy and staff will be trained to carry-over the skills