

Speech and Language Therapy Policy

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Developed by: Jessica Maye (Updated by Clare Aldridge and Megan Armstrong)

**Presented to Safeguarding & Clinical Governance
Governors**

Date of next review: September 2021

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 Plan, and to integrate our work within the classroom in order to enable students to access 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, 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 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 occupational therapists 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 oral 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).

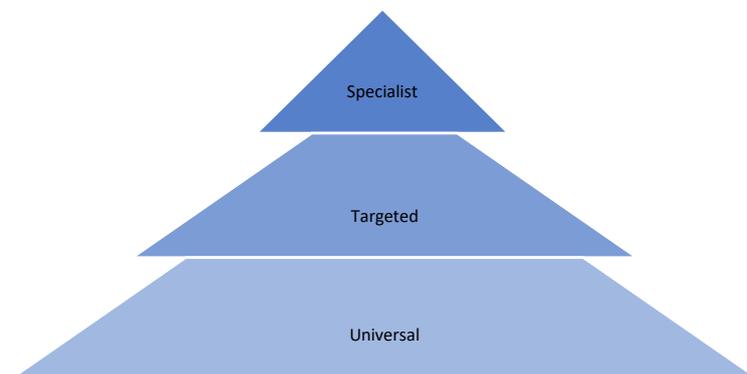
A baseline assessment will be performed on each child with speech and language provision and further reassessment on a yearly basis. This will be aimed at doing in a multi-disciplinary assessment alongside Physiotherapy and Occupational Therapy where appropriate.

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 6-8 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.

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 language
- 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 IEPs.
- 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 Big Macs.

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

Covid-19- Due to the lockdown period from March 2020 therapy services at Linden Lodge had to adapt their way of working to provide remote support and services throughout the Summer 2020 term. In autumn term 2020 services are being provided directly on campus, remotely or in a blend of both depending on individual needs. This has led to a period of recovery in the services from August 2020 which is ongoing. A service recovery timeline is available in addition to the standard therapy policies which sees the services working towards full provision of EHCP needs and the resumption of services, as detailed in the policies, within the safety framework of the Linden Lodge risk assessment, professional body and Government guidelines.