



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Speech & Language Therapy**

**June 2020**

*Reviewed & updated: June 2020 (Sally Mordi)*

*Next review date: June 2023*

## **Speech and Language Therapy (SaLT) at Durants School**

### **What is Speech and Language Therapy?**

Speech and language therapists (SaLT) provide specialist assessment, diagnosis and support for the communication needs of people with speech, language and/or communication difficulties including autism.

This document should be read in conjunction with the school's Literacy Policy which highlights the emphasis on communication through Speaking and Listening throughout school, the Communication policy and the Positive Behaviour Support policy.

### **Referral to Speech and Language Therapy**

Most pupils are already known to the Speech and Language Therapy service when they join Durants School. Pupils can be referred to Speech and Language Therapy if necessary by their teacher with the agreement of a parent or carer (who has parental responsibility).

### **How we work**

Language and communication is a focus of all staff in school across the week. The Speech and Language Therapists provide regular training to class teams to develop the knowledge and skills of staff.

Speech and Language Therapy at Durants is provided using a three tiered approach. The Speech and Language Therapist will meet with the class team at least once a year to discuss the language and communication needs of pupils and to identify the level of SaLT support that is needed. This may be updated later in the school year. Pupils can move between levels of intervention. Factors that are considered in deciding on the level include:

- Need for assessment (in particular pupils new to school)
- PBS tier. Pupils with a PBS tier 2/3 plan may need targeted or specialist input to work with the team to support identification of communication factors contributing to behaviours of concern and identify and replacement skills and coping mechanisms.
- Progress. Where a pupil is identified by the teacher as not making the expected level of progress the SaLT might work with the teacher to identify support needs.

1. **UNIVERSAL** Work on language and communication skills is a focus of the whole school. Staff support pupils to develop their speaking and listening skills through the curriculum flexibly using a range of approaches (for example, spoken language, natural gesture, Picture Exchange Communication System, Makaton signing, language boards, communication books, intensive interaction, TEACCH and attention autism).
2. **TARGETED** Where a need is identified the SaLT will provide support. Intervention carried out by the Speech and Language Therapist may be direct (i.e. working with pupils within the classroom to demonstrate a particular strategy) or in-direct (e.g. training staff, further discussion of targets, working with parents). Targeted support will be a piece of work designed to help the

class team to further develop the pupils' language and communication skills across the week in response to a specific need. For example:

- SaLT modelling an intervention to the class team who will then deliver this throughout the week (e.g. intensive interaction)
- SaLT supporting implementation of a specific therapy group run by school staff (e.g. attention autism).
- SaLT training parent(s)/carer(s) regarding targeted interventions in order for these to be generalised to the home environment.

3. SPECIALIST interventions address the needs of those children who have a defined communication/feeding need which cannot be met by the teaching staff without a Speech and Language Therapist's input. These pupils require more direct input as the universal and targeted provision is not meeting their current needs. At this point the therapist may work directly with the child through specific assessment and interventions. Examples of specialist interventions are:

- SALTs providing specialist assessment and advice to support communication difficulties.
- SALTs providing highly specific and effective interventions in the most appropriate environment.
- SALTs providing specialist training to support school/home, for example to establish new forms of AAC techniques (including selecting communication systems).
- SALTs providing specialist assessment and management of children with feeding and swallowing difficulties (this is provided by a highly specialist SaLT who will visit Durants as needed).

#### **Contact with parents/carers**

- The SaLT will attend parents' evenings or may provide alternative arrangements for liaising with parents if not able to attend.
- A therapy coffee morning is provided at least annually.
- Workshops may be offered.
- Parents are welcome to contact the therapist at other times by phone, email, or to make an appointment to meet.

#### **Annual review / reports**

- Speech and Language Therapy reports may be written on pupils when they join Durants School if they have not had a recent report.
- The SaLT will discuss outcomes/target setting with teacher prior to the pupils' annual review meeting and this discussion will be incorporated into the teacher's report.
- The Speech and Language Therapist will write an annual review report for pupils in year 13 and 14.
- An annual review may be written at other times if needed (e.g. if change of placement is under consideration).
- A report will be written for school leavers summarizing communication strengths and needs and signposting the young person to adult services so that a referral can be made if needed.

**Summary**

A specialist level of intervention will not be required for every pupil each term at Durants School. All pupils will access a universal level of provision. Targeted and specialist levels of intervention are based on the needs of the pupil at any the time. Pupils can move within the different tiers of intervention from universal to specialist and vice versa throughout their school life. This is in accordance with guidance from the Royal College of Speech and Language Therapists:

“Some children with complex learning needs will not require a specialist level of Speech and Language Therapy intervention as their SLCN may be more appropriately met through universal or targeted services and in some cases no intervention is required. This may be the case where their learning needs are not related to their speech and language difficulty” (RCSLT Guidance on Quality Standards for Local Authorities and Schools as Commissioners of Speech and Language Therapy Services in the UK, 2011)