

BLOSSOM HOUSE SCHOOL

Policy for Secondary Speech and Language Therapy



Updated Sept 2018

Next Review Sept 2019

POLICY FOR SECONDARY SPEECH AND LANGUAGE THERAPY

Document Purpose

This policy reflects the values and philosophy of the Speech and Language Therapy Department at Blossom House School in relation to supporting pupils with Speech, Language and Communication Needs (SLCN) within the school environment. It gives a framework to which all staff, teaching and non-teaching, work. It gives guidance on planning, teaching and assessment.

Audience

This document is intended for:

- All teaching staff, therapists and classroom assistants
- Parents and carers
- Inspection teams

Copies are saved on the school centralised computer system – ‘shared files’.

Secondary Speech and Language Therapy- Aims of Service

This document outlines the specific speech and language therapy (SLT) provision provided at Blossom House School for secondary pupils. It should be read in conjunction with the Blossom House policy for primary speech and language therapy provision.

The key aims of secondary SLT provision are to provide input that targets a pupil's specific profile of language and/or social communication needs. At secondary level, the main emphasis is upon supporting the development of functional language and social skills required for independence. Additionally, provision is aimed at supporting pupils' ability to access the National Curriculum.

The secondary school therapy department has a scheme of work which is regularly updated. It provides a guide to the type and scope of therapy provided during Life Skills sessions (group SLT). It is important to note that specific provision is needs-led over and above this scheme of work. This ensures that therapy provision appropriately targets individual need. The scheme of work outlines therapy provision in the following broad areas:

- **Developing pupils understanding and use of language skills including:**
 - Semantics
 - Syntax
 - Morphology
 - Narrative Skills:- content, sufficient detail, organisation and relevance (including written and verbal language)
 - Higher Level Language Skills:- inference, deduction, verbal reasoning, problem solving & non-literal language
- **Developing pragmatic language abilities including:**
 - Structured conversation skills development including verbal and non-verbal skills
 - Developing metacognition and metalinguistic skills- self-awareness based activities including video feedback
 - Encountering a range of situations, audiences and activities designed to develop competence, accuracy and confidence in communication and to appreciate different contexts may require different linguistic responses
- **Develop functional language skills through:**
 - Self-awareness- developing pupils' awareness of their own strengths and difficulties and of strategies to support themselves

- Life preparation skills- specific support to develop functional language skills related to real life contexts (activities of daily living)
- Experiential tasks- off-school premises practical life experiences
- Problem solving tasks- using language to persuade, negotiate, ask for help related to practical 'real life' situations
- Exploring passive/aggressive language and behaviour
- To develop pupils' functional language, problem solving and verbal reasoning skills in the wider context including delivering a specific travel training programme and a work experience package tailor made to the specific needs of the individual pupil.

- **Support pupils ability to access the National Curriculum including:**

- Developing metacognition and metalinguistic skills-awareness of own language difficulties and of the impact these have on learning
- Developing strategies to support their access to the curriculum including auditory memory strategies and specific Study Skills training
- Specific support sessions addressing specific curriculum related areas in relation to pupils' specific language difficulties.
- Develop a full understanding of curriculum based concepts through practical experience, focusing on the variety of ways the language of concepts can be used
- Strategies for asking for support
- Support in the speaking and listening aspects of the literacy curriculum where appropriate
- Training and support to utilise access arrangements. In particular, pupils who are eligible for an Oral Language Modifier (OLM) will receive specific training on how to use this access arrangement.
- Support to interpret exam questions, in particular, understanding instructional verbs.

- **ASDAN**

At upper secondary level, (years 9, 10, & 11), ASDAN work is incorporated into group SLT sessions. This allows pupils to develop their language and communication skills in a practical way whilst working towards a vocational qualification at the same time. Pupils complete *either* the **Certificate of Personal Effectiveness (CoPE)** qualification or **Personal Development Programme; Bronze/Silver/Gold Award** depending on their abilities. Modules from these courses are selected according to their relevance to language and communication development and are taught during Life Skills lessons. The remainder of this course is taught in a cross-curricular way through Work Experience, Duke of Edinburgh Award and 'ASDAN' days where required, which is an additional opportunity for the SLT department to liaise with teaching staff and assistants to plan and deliver these sessions. Alternatively, modules are taught by subject teachers where relevant to their specific subject (see ASDAN programme overview).

Provision

- Secondary pupils receive SLT input as follows:

	SLT Groups	In Class Support	PSHE	Grammar Support	Individual
Key Stage 3 & 4	2 x weekly 45 minute SLT sessions known as Life Skills 1 x weekly 45 minute functional skills session (joint SLT, OT and Teacher)	The SLT provides support in the classroom as and when required	1 session per week lasting approximately 30-45minutes	20-30 mins grammar on a needs-led rotation basis	On a needs-less basis unless otherwise stipulated in EHCP

Some pupils may receive individual/paired speech and language therapy **according to their needs**. There is a therapist who is assigned to each class or year group, who is able to provide advice and assistance to teaching staff as and when required. In addition, this key therapist is able to provide therapy, advice and assistance to pupils on a needs led basis.

The number and frequency of individual/paired therapy sessions is based on the nature of the pupil's difficulties.

The speech and language therapist regularly reviews the pupil's progress so that therapy is continuously needs led. Therapy may therefore take the form of a block of 1:1 therapy with a break for consolidation of skills. Similarly, the therapist may judge that the child responds more successfully in a pair or small group to target a specific skill.

Please see separate document describing delivering therapy in accordance with an EHCP.

Team teaching and SLT support within the classroom

Collaborative working between all staff is required. This enables cross-curricular teaching and transference of new skills and knowledge. The way in which we can achieve this is under constant review and development. For example:

Each Form group has an assigned speech and language therapist who will be the main point of contact for the children in that group. The teachers working with the specific class group will be able to call on the therapist's advice and expertise to refer for intervention for specific areas of the curriculum where necessary.

The therapist assigned to the form group will be responsible for ensuring that all the children within the group are seen for a course of individual therapy if and when this is indicated. Therapy will be prioritised according to the child's immediate needs and the department have a clear prioritisation and waiting list protocol.

The therapist and group leader (GL) work collaboratively to ensure that the language and social needs of the pupil are being targeted and generalised beyond the direct speech and language therapy sessions. This includes weekly group based PSHE sessions to target social and emotional aspects of learning. These sessions are jointly planned and delivered by the GL and SLT and are designed to address the specific needs of a year group. This includes a particular emphasis on play and social interaction skills development.

The therapy team within each key stage will also ensure that support is provided in the classroom where needed. This may be in the form of team teaching with teaching staff, for example, to introduce key concepts, or it may be to support individual pupils to implement strategies they have worked on in therapy to aid their language processing and understanding in the classroom.

Additionally, there is an SLT assigned to a literacy group (on rotation). The SLT and the Literacy teacher are responsible for planning and jointly delivering a needs-led programme targeting grammar development. The staff are required to follow the school framework for teaching grammar and use 'Shape Coding' as a tool for delivering this intervention as far as this is appropriate.

Planning and Monitoring of Speech and Language Therapy

Based on the results of formal and informal assessments, SLTs devise Individual Education Programmes (IEPs) for each pupil they see, which is specific to their speech and language needs and reflects statement objectives for pupils who have a statement. The IEPs consist of objectives that are specific, measurable, and achievable within the time and realistic

(SMART). IEP objectives are shared with teachers and parents. In addition to SMART targets, the SLTs also have session goals for each pupil related to current therapy aims.

Additionally, SLTs set functional termly targets for each pupil. The pupils are baselined against these set of targets using a traffic light system (red- not achieved, yellow- partially achieved and green- achieved) and their progress is tracked during each group SLT session. Following a block of therapy, the target outcomes are written in the clinical notes. Data is analysed termly to ensure that pupils are making expected levels of progress.

Where appropriate, pupils are given their functional targets so that they understand their own specific therapy goals. These are ticked off within sessions for the pupils to see and monitor their own progress.

Following each therapy session, the SLTs write up clinical notes in relation to the activities carried out. Additional goals and activities for the next session are planned. If a pupil achieves therapy objectives before the end of a term, this will be noted in their notes and on their IEP. New therapy objectives may then be devised.

Review of Speech and Language Skills

The IEP objectives are formally reviewed on a half termly basis and new targets set each term. The pupils' language skills are also reviewed on an annual basis through formal assessment and this coincides with their annual review.

Following each term of therapy, the therapist may:

- Provide a further episode of individual therapy to achieve additional goals
- Change the frequency/intensity/format (e.g. individual, paired or group) of individual therapy
- Allow for a period of skill consolidation before resuming further therapy
- Seek alternative professional advice (e.g. arts therapy, OT or PT)

SLTs write annual reports for each pupil. The timing of this report is set to coincide with the pupil's annual review. The report always provides an overview of the pupil's SLT and communication profile and their response to input. Formalised assessments will also be carried out in years 7, 9 and 11. Between times, assessments may be required according to individual need.

Liaison

The Secondary SLTs liaise with each other at fortnightly SLT departmental meetings and there is a formal half termly planning meeting. The SLTs liaise with other staff (e.g. specialist teachers, class teachers and therapy team) as appropriate. SLTs write termly

plans which are circulated to parents to ensure all parents know the content of their child's group SLT provision.

The parents are kept up to date with their child's progress through the annual reviews and annual reports, termly parent meetings, termly IEP feedback and informal feedback as appropriate. Informal liaison is facilitated through the pupil's Specialist Advisor.

Therapists will inform parents when their child is receiving a block of individual therapy. If parents request the opportunity to observe an individual SLT session, then arrangements will be made for a session to be videoed. Parents will have the opportunity to ask questions about this if they wish.

Student Placements

As part of the SLT Provision, there are several student placements offered at Blossom House each year as part of their training. These placements are subject to Safer Recruitment checks, receive induction before joining the school and are held to the same standards as Blossom House staff with regards confidentiality, conduct and behaviour. Students work under the close supervision of qualified SLTs at all times and regular meetings are held to monitor and assess progress and the placement itself. If you have any concerns with this arrangement, please contact the school or Head of Speech and Language to discuss.

Updated: Sept 2018, Laurie Prichard