



West Kirby School and College

Speech and Language Therapy Policy Document

Written by: Louise Gilmartin, Lead Specialist
Speech and Language Therapist

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Summary of key terms

CAMHS	=	Child and Adolescent Mental Health Services
CYP	=	Child or Young Person / Children or Young People
EHCP	=	Education, Health and Care Plan
HCPC	=	Health and Care Professions Council
OT	=	Occupational Therapy / Therapist (Service/Department)
RCSLT	=	Royal College of Speech and Language Therapists
SaLT	=	Speech and Language Therapy (Department)

School Mission Statement *“Changing Children’s Lives”*

SaLT Department vision and ethos

Our aim is to provide children and young people, with quality and clinically-effective specialist Speech and Language Therapy, through a holistic and individualised approach, to optimise learning and maximise positive outcomes. We do this through a child-centred approach, where Speech and Language Therapy is delivered as an integral part of education and a 24hr curriculum for residential children and young people. Included in this:

- ✓ **Quality, evidence based practice, and clinical outcomes, underpin every decision**
- ✓ **Everyone’s contribution counts**
- ✓ **Ensure quality and best use of resources are not considered in isolation, working together through collaboration and mutual respect**
- ✓ **Ensure our Service is responsive to the needs of our children, young people, and their families**
- ✓ **A commitment to continuous professional development**
- ✓ **Ensure the Service trains and supports our Education and Care colleagues**
- ✓ **To be recognised as a Service of excellence locally and regionally, in Service provision and outcomes for our children and young people**

Core Values

At the heart of our SaLT Service provision are our values. These are the values that Therapists demonstrate every day in their working lives. This is what we expect our CYP, their families, our WKS colleagues and stakeholders to see, feel, and experience. Our core values are based on 6 C’s:

- ✓ **Communication**
- ✓ **Creativity**
- ✓ **Compassion**
- ✓ **Competence**
- ✓ **Courage**
- ✓ **Commitment**

Service overview

The WKS SaLT Department prides itself in providing quality and clinically-effective specialist Speech and Language Therapy, across both Education and Residential settings.

The SaLT department is line managed by a member of the Senior Leadership Team.

The Speech and Language Therapy Service will be provided by qualified Speech and Language Therapists registered by their professional body, the Royal College of Speech and Language Therapists (RCSLT) and maintain their standards. They must also be registered with the Health and Care Professions Council (HCPC), who regulates health and care professionals in the United Kingdom. RCSLT and HCPC registration is the responsibility of an individual therapist to uphold throughout their working career, and is paid for by the individual. Therapists will be asked to show proof of RCSLT / HCPC registration, to HR/Principal, upon request.

The SaLT Service will be provided according to the professional standards detailed and published by the Royal College of Speech and Language Therapists. In general terms, the service provided to each child will meet the Speech and Language Therapy needs detailed in the guidelines laid out by the RCSLT. This will also involve therapists adhering to their professional standards within HCPC guidelines. Liaison with local NHS colleagues and those in similar non-maintained settings is encouraged, in order to share good practice and maintain consistency in professional practice. As part of RCSLT and HCPC guidelines, all therapists must access regular Clinical Supervision; this is provided on a termly basis - the organisation of which, is the responsibility of each individual therapist. Additional Peer Supervision can also be arranged between SaLT team members or within the wider clinical team e.g. Occupational Therapists.

Personnel

Four Speech and Language Therapists are accountable within the team for their professional practice. Therapists have the same core responsibilities as other school staff in respect of key issues such as Health and Safety, safeguarding, GDPR etc.

At present, the SaLT Service at WKS has a staff team which consists of:

- 1 Lead Specialist Speech and Language Therapist (NHS band 7 equivalent)
- 2 Specialist Speech and Language Therapists (NHS band 6 equivalents)
- 1 Speech and Language Therapist (NHS band 5 equivalent)

The therapists are members of the school staff and integrate as far as possible into all aspects of school life.

In all other respects the therapists are accountable to the Principal and Senior Leadership Team.

The primary aims underlying provision are as follows:

- To provide the school / residential settings (and staff) with advice regarding the Speech and Language Therapy, and associated needs of those CYP who are known to the Service. Subsequently informing the school / residential settings of the general level of service requirement necessary in order for those needs to be met
- To assess, where appropriate, the speech / language / communication needs of each CYP. This may also include assessment of emotional literacy skills, and areas of social competency in relation to the DSM-V Autism Dyad of Impairments. Recognising that this may involve formal and/or informal assessment and/or observations. This process may vary regarding individual needs of children and young people; frequency; duration; and be ongoing, due to the changing needs of our CYP
- To meet the Speech and Language Therapy requirements as outlined in a CYP's Statement of Special Educational Needs / Education, Health and Care Plan (EHCP). To provide the required means, frequency, duration of service delivery; to oversee / monitor the Statement / EHCP outcomes. To review / evaluate existing outcomes, or identify new outcomes, for CYP in relation to their Statement / EHCP outcomes or requirements
- To integrate each CYP's Speech and Language Therapy requirements as fully as possible into their IEP, to update and monitor targets and to meet each CYP's needs in close collaboration with teaching and Care staff
- To input clinically based information alongside other therapies at WKS, on to a CYP's Clinical Profile. This is a means of disseminating outcomes from assessment / observation, alongside clinically based requirements, advice, recommendations i.e. strategies
- To further the capacity of the school to enable CYP with speech, language and/or (social) communication difficulties to access learning proportionate to their skills and ability, through enabling access to the curriculum
- To support / advise, collaborate, and actively implement ways to improve speech, language and (social) communication skills within achieving academic outcomes for CYP who are accessing learning the National Curriculum at WKS e.g. through IEP targets
- To further the capacity of the school and residential settings, by enabling CYP with speech, language, and (social) communication difficulties, to integrate into all aspects of school and residential life e.g. social and extra-curricular activities

- To take the lead on establishing autism-friendly communication environments and approaches across the school
- To be as accessible as possible to parents / carers in order to maximise progress, ensuring carry-over and generalisation of new skills into home life
- To liaise as fully as possible with all other services / professionals / disciplines, involved in the care, support, planning and provision of services for CYP e.g. the Occupational Therapy (OT) Service, CAMHS etc
- To provide training across the wider community, in line with the School's wider training programme

Access to the Speech and Language Therapy Department

Access to the department is determined by a therapist, either through:

- A CYP's Statement of Special Educational Needs / EHCP
- A referral made to the SaLT department via the SLT; this will be discussed at Clinical Services team meeting, which may also involve relevant teaching and/or Care staff in attendance
- A therapist, having identified a clinical need based on their professional judgement and/or differential diagnosis e.g. assessment results / observation

This ensures that:

- The school / residential settings are aware of every CYP who has specific speech, language, and/or communication needs, following assessment and/or a period of targeted information i.e. information is disseminated through a Clinical Profile
- The school / residential settings are aware of every CYP who is being provided with SaLT interventions e.g. targeted direct sessions and/or indirect interventions such as visual supports
- The system ensures that the CYP at the school have access to the SaLT department based on their specific and individualised need(s) i.e. not solely the need which is (or is not) identified in their Statement / EHCP. This allows for referrals to be made / interventions can be provided, at the discretion of the School, irrespective of what may be written in a Statement / EHCP; it is understood that the in-depth assessment process, capacity, and scope of Service delivery at WKS, may exceed that of other settings/services which the

CYP has previously accessed. It is possible therefore, that SaLT related needs may be first identified by SaLT at WKS, which have not been previously known

The Service provided includes (in addition to above):

- Assessment of every CYP is completed up on entry to WKS; assessment is administered as part of the new pupil induction process. Following the induction assessment, an induction report is written and submitted towards the induction meeting
- Further assessment following the induction process, and ongoing re-assessment, is completed with CYP as required. Information from this assessment is then provided within a Clinical Profile, and subsequent relevant reports and/or meetings e.g. Annual Review
- Direct interventions are provided, as required and deemed necessary by the Therapist involved. This may include:
 - Individual 1:1 interventions
 - Pair and/or small group interventions
- Specific intervention programmes e.g. Social Thinking©, Language for Thinking©, The Listening Programme©
- Joint interventions e.g. with OT (i.e. Zones of Regulation©), Pastoral Care Team
- Working with CYP in the school e.g. classroom setting; implementing SaLT / IEP targets; embedding practice; differential diagnosis; trialling visual supports / therapeutic interventions or approaches; modelling or demonstration to staff in context; targeting generalisation and/or transference of skills across different contexts / with a wider range of people
- The teaching of whole school Social Communication Targets and Emotional Literacy, in weekly timetabled 'Communication Skills' (KS2-3) or 'Skills for Life' (KS4+) SaLT lessons. See SaLT rationales for further information
- Further opportunity for liaison, planning, target setting with Teachers, Teaching Assistants and Care staff
- Monitoring the progress of CYP through regular formal and informal assessment; and provision of updated reports and Clinical Profiles; IEP targets
- Contributing to ongoing evaluation of CYPs' academic progress including provision of reports and involvement in the annual review process

- Supporting staff in their differentiation of communication / language with CYP in the wider school remit, such as; pupil debrief process; mental capacity; Student Voice, Duke of Edinburgh Award
- Liaison and targeted work as necessary with parents / carers – some of which may take place in the home / residential setting. This may also involve training/workshops, when need is identified or upon a necessary request
- Delivery of staff training to both Education and Care teams – as an ongoing requirement, based on the turnover of staff and the changing needs of CYP. Training may be based on an individual CYP's need, or whole setting training
- Oversee the use of Widgit Communicate In Print 3® i.e. provide staff training via a workshop; support with ad-hoc / ongoing queries; maintain close liaison with the school's ICT Technician to ensure software is installed and in working order across the school and residential settings
- Training of new staff, following recruitment and as part of the WKS staff induction process. Training is completed in areas relevant to SaLT and Autism
- Provide support, advice, and guidance for Education / Care staff in developing language and communication friendly (learning) environments
- Actively initiate and support staff in developing visual supports / specific strategies or approaches, for CYP with language and/or communication difficulties

Where the Service provision to the child or young person involves another member of staff i.e. a TA following a targeted programme of work, the work undertaken will be carried out under the supervision of a qualified Speech and Language Therapist.

The SaLT department provides a lead role in the interventions and strategies provided for Autistic CYP, e.g. in developing an Autism friendly approach to learning and care throughout WKS. The Lead Speech and Language Therapist is the main contact and has oversight of WKS Autism Accreditation.

Where there is a 'theme' in school or event e.g. Anti-Bullying Week, Armistice Day, therapists' will try to focus on this within their SaLT sessions with CYP. Therapists input into the school's SMSC Grid. Therapists use Behaviour Watch to record positive outcomes, incidents for CYP.

The Service is able to offer assessment and interventions for CYP across the residential settings as well as within the school environment. This ensures that strategies and approaches are transferred into the residential (home) setting, in order to support CYPs language and communication needs, as well as optimising

learning through SaLT strategies and interventions. Therapists recognise the benefit that comes from further opportunities to consolidate and generalise learning (skills) in the residential setting. Therapists maintain close liaison with Care Staff, to ensure strategies/approaches e.g. visual supports, are utilised and embedded in the residential settings. Care Staff have the opportunity to attend SaLT training, and also access ad-hoc support as needed – this is either initiated by therapists, or by Care Staff of their own volition.

Planning and provision

Speech and Language Therapy provision is based upon the results of individual CYP's formal and/or informal assessment or observation. A Statement of Special Educational Needs / EHCP may detail specific requirements or outcomes which relate to SaLT provision. However, due to any in-depth SaLT assessments which take place at WKS, Therapists use these alongside clinical reasoning and differential diagnosis, to further determine what type / frequency of provision is required. This may differ to previously determined provision within the Statement or EHCP. Close liaison is maintained between Therapists and the school's SENCo, in order to ensure that a child or young person's outcomes are SMART, and that provision of Service reflects current need.

Therapists underpin their clinical practice by using professional judgement, based on differential diagnosis (i.e. assessment), evidence based practice and clearly defined rationales. This is also based on clinical guidelines from the RCSLT.

Speech and Language Therapy provision is reflected in the CYP's IEP, where appropriate. IEP targets are taken from the long term outcomes from a CYP's Statement / EHCP. At WKS, SaLT related targets are shown through the 'communication and interaction' target on an IEP. Therapists are responsible for initially setting these SMART targets, thereafter reviewing these on a half term basis, in liaison with teaching staff. This ensures that appropriate and meaningful (SMART) targets are set by clinicians, and subsequently reviewed with teaching staff who are able to add to the evaluation of each target e.g. whether a target remains relevant; to what level (competency) this has been achieved, consolidated and/or generalised.

A 'Clinical Profile' is provided for all CYP to show assessment results, and related advice, which is available for all staff. Pupil Communication Profiles (PCPs) are provided for CYP who are at a transition stage of education. PCPs provide more detailed information and assessment results, in order to support CYP who are making the transition to Higher / Further education.

All CYP have weekly class based SALT lessons. These are planned and delivered by a Speech and Language Therapist. Where CYP are involved in additional individual, pair or group interventions, Speech and Language Therapy is planned and recorded for each CYP. Therapists keep records of all contacts regarding every CYP i.e. sessions delivered and/or cancelled, liaison with parents/professionals and

record written documents i.e. reports. This is in accordance with professional guidelines from RCSLT and HCPC.

The needs of each CYP are subject to regular review both in the context of the Speech and Language Therapy Service itself, and within the requirements of the SEN assessment and review procedures.

The content and delivery of the Speech and Language Therapy caseload will be subject to regular monitoring. In general, this is monitored via the Lead SaLT, in close liaison with their line manager. If required thereafter, by means of meetings with the Senior Leadership Team, Principal and Clinical Governor.

Service monitoring and review

The service will need to be reviewed with regards to:

- Statement/EHCP requirements
- Caseload size and content; with consideration of safe and effective caseload management i.e. Therapist capacity; Individual Therapist knowledge/ skills/ experience; complexity of CYP need
- Service integration with Education and Care staff
- Working practices
- Clinical Supervision, Continuous Professional Development and training
- Budget issues and the effective use of available resources

Each CYPs therapy targets are regularly reviewed and adjusted accordingly. This is done in accordance with RCSLT and HCPC guidance, the School's IEP process/policy. Primarily, reviews are based on a therapist's clinical judgement and differential diagnosis. Therapists will contribute to the full SEND review process within the school as a matter of course in relation to each CYP on the caseload.

Therapists follow school policies and complete mandatory training relating to legal obligations and code of conduct i.e. GDPR, Safeguarding. Thorough checks and formalised audits are undertaken within the Clinical Services Department at WKS; this ensures that practices are being upheld to the highest standard. GDPR, confidentiality, and record keeping is of utmost importance in the Service's daily practices; therapists must comply with this in relation to HCPC and Information Governance, which is outlined in RCSLT's Communicating Quality document. This is concerned with the safe, secure and ethical handling of information, professional accountability and autonomy. It is a framework of legal and professional codes of practice and guidance; it is clearly understood throughout the Service at WKS that everyone holds a responsibility for this.

For further information please see Lead Specialist Speech and Language Therapist for department models, rationales and examples of best practice.