

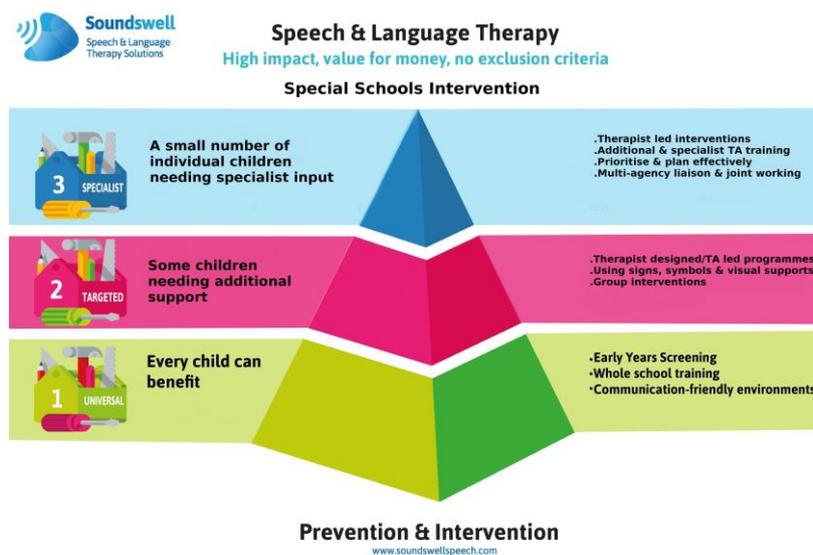
Introduction:

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between January 24 and February 24.

During this time the Speech and Language Therapists delivered 8 days in total, meeting with class teachers, working within classrooms and working directly with identified students.

During this period the therapists worked towards long term goals set in partnership with the Senior Leadership Team in July 2023:

- **Wellbeing and Nurture:** To include ongoing work to establish Nurture at Old Park alongside the multi-disciplinary team, training and modelling of key approaches and principles linked to Communication, Connection and Curiosity and working with behaviour team to create scripts for managing behaviour in the classroom.
- **Speaking and Listening Framework:** This to include additional training around identifying comprehension level of students using Blank Levels and DLS principles.
- **TaSSeLs and OoR:** To continue work to establish consistency and monitor progress for each student.



Activity at each tier:

Level	Universal	Targeted	Specialist
Who?	All children	Additional support	Those with the most significant need
Butterflies	<ul style="list-style-type: none"> • Meeting with new class teacher to update progress up to date and current goals for the class group. • Demonstrated use of Aided Language Displays during free flow provision. 	<ul style="list-style-type: none"> • Supporting key students with choice making at snack time. • Discussed PECS teaching time and explored functional use. 	
Ladybirds	<ul style="list-style-type: none"> • Review of TaSSeLs use across the classroom. 	<ul style="list-style-type: none"> • 	



	<ul style="list-style-type: none"> Reviewed use of OoR across the class group. 		
Bumblebees	<ul style="list-style-type: none"> Observation of morning routine. 		<ul style="list-style-type: none"> Direct work with one student. Training provided to class team and session plans created. Supporting one student with choice making using Aided Language Displays.
Giraffes			
Dolphins	<ul style="list-style-type: none"> Observation within the classroom, specifically to observe the use of ALD's as requested by the class teacher. Feedback provided to the class team. 	<ul style="list-style-type: none"> Classroom observation identified several students who may need some additional advice and support, which needs to be followed up with their class teacher. 	<ul style="list-style-type: none"> One individual has been identified as needing some specialist support. Plan to meet jointly with the class teacher and their family via teams.
Tigers	<ul style="list-style-type: none"> Discussion with the class teacher re communication at break times for the students, following an observation on the playground. Two observations within the classroom. 	<ul style="list-style-type: none"> Observations included a focus on three young people. Two at the request of parents and one the class teacher. 	<ul style="list-style-type: none"> Individual observation/assessment of a young person. Advice provided via email. Plan to follow up to check on the impact of the recommendations. Write a report and liaise with their family. Advice provided via email for the young person the class teacher had requested some support for. The assessment for another young person has been started and is ongoing.
Parrots	<ul style="list-style-type: none"> Meeting with new class lead to discuss current provision and desired outcomes for class. 	<ul style="list-style-type: none"> Explored use of whole class visual strategies including visual timetable and now and next boards. 	<ul style="list-style-type: none"> Direct support with one student to support emotional regulation. Visual resources created for one student and sensory box designed alongside Occupational Therapy. Observation of one student with advice given around supporting transitions.
Bears	<ul style="list-style-type: none"> Discussions with the class teacher to identify areas for continued support and development. The focus 	<ul style="list-style-type: none"> Coaching for some TAs in supporting young people who are working towards accessing Talking Mats 	<ul style="list-style-type: none"> Provided advice/strategies/ideas for



	continues to be embedding the use of Talking Mats and pre talking Mats approaches/ ideas.	Demonstrated ideas/activities.	two individuals at the request of the class teacher.
Eagles	<ul style="list-style-type: none"> Review whole class provision including discussion with class teacher and observation in class. 	<ul style="list-style-type: none"> Colourful Semantics training delivered to class teacher and teaching assistant 	
Owls	<ul style="list-style-type: none"> Observation in the classroom 	<ul style="list-style-type: none"> Advice provided re the use of now and next boards and ALDs 	<ul style="list-style-type: none"> Individual sessions with a young person including demonstrating activities and strategies for the TA's supporting them in the classroom. Discussions with their class teacher and advice provided verbally, regarding shared attention, Talking Mats and ALD's. Report written providing new targets.
Leopard	<ul style="list-style-type: none"> Observations in the classroom. Meetings and discussions with the class teacher re an Inclusive Communication approach for all young people in the classroom 	<ul style="list-style-type: none"> Advice provided re use of strategies such as hand under hand, objects of reference and switches. 	<ul style="list-style-type: none"> Several young people were identified as needing additional support. Advice has been provided for them. This will need to be followed up to check on progress.
Lions	<ul style="list-style-type: none"> Two classroom observations including one at lunchtime 	<ul style="list-style-type: none"> Discussion with the class teacher and advice provided re adapting the use of visuals 	<ul style="list-style-type: none"> Individual assessment with a young person. Telephone contact with their parent. Joint sessions with the OT. Meeting with the School SLT re recommendations and needs. Coaching session planned with the class teacher re ALDs and further observations/ direct assessment needed.
Class 1	<ul style="list-style-type: none"> Supporting class teacher to acquire a whole class AAC device to support access to high tech communication for all students. 	<ul style="list-style-type: none"> Discussed use of ALDs across the class group including appropriate differentiation. 	<ul style="list-style-type: none"> Support for one student with high tech AAC device including meeting with NHS SALT. Troubleshooting session for one student who does not

			have a functional communication system. Discussed use of ALD and High tech communication.
Class 2			<ul style="list-style-type: none"> • Modelling of using intensive interaction with a young person including thinking about positioning e.g. on the floor to maximise their engagement. • Discussion with the class teacher re a specific pupil. Liaison with an NHS SLT. Attendance at an on-line MDT for the young person to plan ongoing support and input for their communication.
Class 3	<ul style="list-style-type: none"> • Reviewed whole class visual strategies currently in place. Discussed appropriate differentiation for students. 		<ul style="list-style-type: none"> • Observation of one student and advise given for managing behaviours that challenge.
Class 4	<ul style="list-style-type: none"> • One observation in the classroom 	<ul style="list-style-type: none"> • Followed up on some of the ideas strategies provided previously for specific students 	<ul style="list-style-type: none"> • Assessment for one individual planned during March

Whole school activity:

Nurture:

Therapists at Soundswell continue to work closely with the Nurture team. This term therapists have worked alongside Occupational Therapy and Teaching Assistants to create visual strategies to support nurture for all pathways. These have been shared with the nurture team for consideration before disseminating to class groups.

Parents evening:

Therapists were unable to attend the parents evening but have responded to any queries raised by families.

Student voice:

Therapists have been working closely with the Assistant Head teacher to embed strategies across the school to empower student voice, specifically when discussing students' future and career. Therapists have devised a twilight training session alongside the Assistant Head Teacher which includes use of Talking Mats to capture student voice and set goals to help students reach their full potential in the future. These twilight sessions are due to be delivered in Summer Term 1.

Next steps:

Over the next term the therapists will work towards the following outcomes:

- To support class teams to be able to screen young people's comprehension levels using resources as part of the SSLEUTHSS project (Soundswell Screening for Language Expression and Understanding Tracker Handbook for Special Schools)
- To further embed the development of approaches to support self-advocacy to include Talking Mats.
- To continue to support classrooms embedding nurture principles alongside the multi-agency nurture team.