

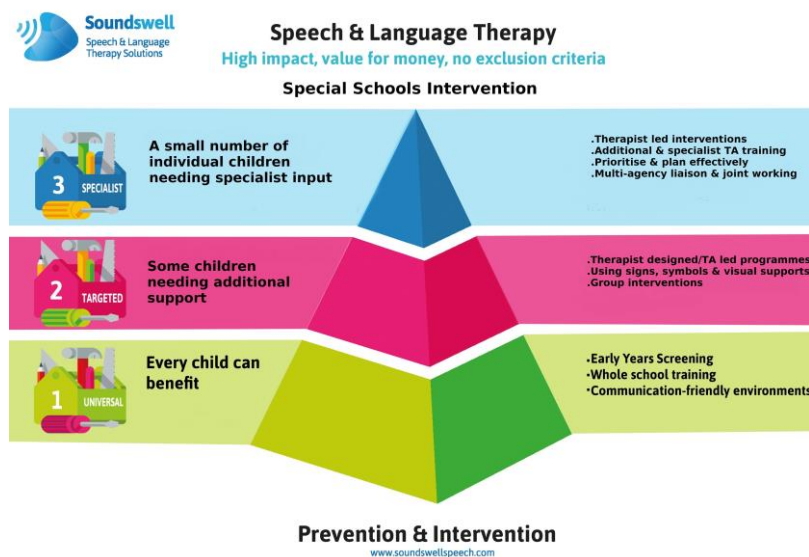
Introduction:

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between January 2022 and March 2022.

During this time the Speech and Language Therapist delivered 10 days in total, meeting with class teachers, working within classrooms and working directly with identified students. The therapist also delivered one half day training session for all staff. The number of days delivered this term were reduced due to phased return from maternity leave.

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

- To develop **MORE** communication within each classroom: **M**eans, **O**pportunities, **R**easons and **E**nvironment as detailed within the Communication and Interaction Policy
- To support staff to consolidate the knowledge and skills learned in supporting a range of speech and language needs
- To continue to support the staff team with their continued professional development regarding speech, language and communication within the classroom.



Activity at each tier:

Level	Universal	Targeted	Specialist
Who?	All children	Additional support	Those with the most significant need
Butterflies			
Ladybirds	<ul style="list-style-type: none"> • Observed the morning routine and provided an action plan to increase communication opportunities 	<ul style="list-style-type: none"> • Demonstrated TaSSEls 'Alert' and 'Move' sign to all staff 	<ul style="list-style-type: none"> • Supported Class Teacher (CT) with planning using the Engagement model for one student.



Bumblebees	<ul style="list-style-type: none"> Provided guidance around use of Attention Autism. This is working well with CT observing noticeable improvement in attention and listening skills for all students. 		<ul style="list-style-type: none"> Support and guidance for one student using a communication book.
Giraffes	<ul style="list-style-type: none"> Met with CT to review current communication goals in the classroom. Next steps were advised. 		
Dolphins	<ul style="list-style-type: none"> Observed the morning routine and provided an action plan to increase communication opportunities 	<ul style="list-style-type: none"> Demonstrated TaSSEls 'Alert' and 'Move' sign to all staff 	<ul style="list-style-type: none"> Provided advice and guidance for one specific student experiencing anxiety during transitions. Supported staff adapting on body signs for one student.
Tigers	<ul style="list-style-type: none"> Reviewed all communication systems and provided advice around next steps. 		<ul style="list-style-type: none"> Identified apps to support one child communicating at home.
Parrots			
Bears	<ul style="list-style-type: none"> Reviewed all communication systems and provided advice around next steps. 		<ul style="list-style-type: none"> Supported CT using Talking Mats to promote student voice following a safeguarding issue.
Eagles	<ul style="list-style-type: none"> Provided guidance and support for using Colourful Semantics in the classroom. 		
Owls	<ul style="list-style-type: none"> Whole class morning observation. Meeting with CT to discuss communication needs within the classroom and devise action plan Created whole class Core Vocabulary Aided Language Display. 	<ul style="list-style-type: none"> Trained one Teaching Assistant(TA) to use a High Tech Communication device/ Trained one TA to use Communication in Print to create Aided Language Displays. 	<ul style="list-style-type: none"> Specialist advice and support provided for one student using PODD book.
Leopard		<ul style="list-style-type: none"> Demonstrated TaSSEls 'Alert' and 'Move' sign to all staff 	
Lions			
Class 1			

Class 2		<ul style="list-style-type: none"> Demonstrated TaSSEls 'Alert' and 'Move' sign to all staff 	
Class 3	<ul style="list-style-type: none"> Reviewed all communication systems and provided advice around next steps. 		<ul style="list-style-type: none"> Identified apps to support one child communicating at home.
Class 4	<ul style="list-style-type: none"> Reviewed all communication systems and provided advice around next steps. 		<ul style="list-style-type: none"> Liaised with NHS SALT regarding one students communication system. Provided targeted advice for one student following a request from parents.

Whole school activity:

MORE Communication training session:

At the beginning of term the therapist delivered a half day training session for all staff on MORE Communication (Means, Opportunities, Reasons and Engaging Environments). As part of this training session teaching staff were invited to reflect on the practice within their classrooms, looking specifically at routines such as the 'Good morning' routine. Following this training session many staff have changed their routines in order to create more opportunities for communication. Teachers have also invited the therapist into class to observe their routines and provide advice and support. Staff are beginning challenge their own practice, moving away from students sitting around a circle waiting for a turn to communicate and moving towards activities that promote engagement and interaction from their students. This is ongoing and will continue to be a focus for the therapist during the Summer Term.

Aided Language Displays in communal areas:

The therapist has worked closely with the senior leadership team to increase access to language for students within shared spaces. The therapist has created a series of Aided Language Displays that are applicable for shared spaces such as outside, library, kitchen, sensory room etc. The Aided Language Displays for the outside areas have been ordered and are now in place. Teachers have commented that students are very interested in these, they are already engaging with them and staff are modelling how this language can be used during outside play.

TaSSEls:

The therapist worked with the senior leadership team to decide to move towards using TaSSEls on body signing system across the school. A member of the Soundswell team has delivered an 'Introduction to TaSSEls' twilight training session to all staff and is planning to deliver a two day training course for key members of staff in April 2022. The therapist has been into all PMLD classes to demonstrate early TaSSEls signs and staff are positive this system will support their students understanding and accessing the world around them while making our students active participants within the classroom.

Communication fans:

The therapist worked with the Deputy Head to devise communication fans to provide all staff and visitors with access to symbol vocabulary at all times. All staff now wear these and are routinely observed using these to support language in

the classroom. Communication fans have also been created for transport and early feedback is showing that they are reducing anxiety experienced by students on transport, increasing engagement and reducing behaviour incidents.

Objects of Reference:

The therapist has worked closely with the senior leadership team and PMLD teachers to identify a list of Objects of Reference that will be used across the school. The therapist shared best practice and supported staff with identifying the best objects to be used. These have now been ordered and the therapist will support teachers to embed these as part of the daily routine during the Summer Term.

Speaking and listening curriculum:

The therapist has worked closely with the English curriculum team to develop the Speaking and Listening curriculum. The Soundswell Communication Pathway has been used to provide evidence based guidance to create curriculum descriptors applicable for all students at Old Park school. This is still in development and will continue to be an active work stream during the Summer term.

Next steps:

- Work to continue to develop the Speaking and Listening Curriculum.
- Support will be provided to specific classes to implement Objects of Reference and TaSSeLs.
- Ongoing universal support for targeted classes working towards MORE communication.
- Increased support for parents, working closely with the family support worker to offer specialist advice for identified parents and universal training opportunities.