

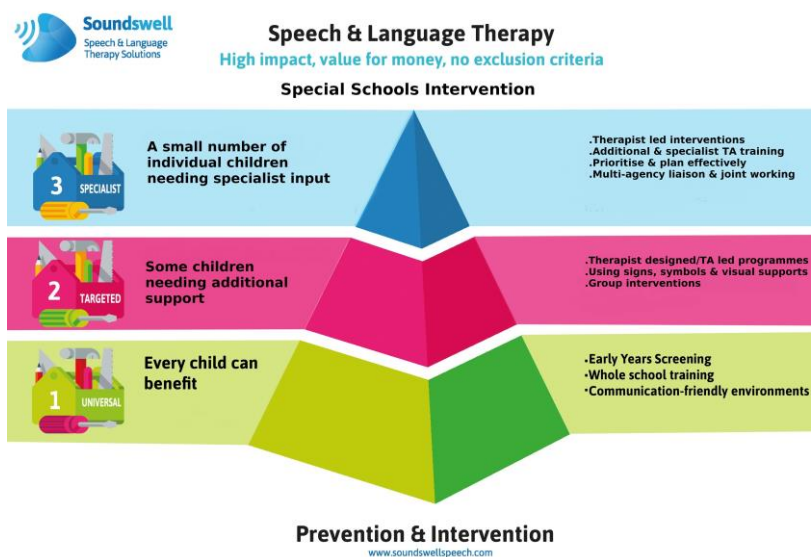
**Introduction:**

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

During this time the Speech and Language Therapist delivered 12 days in total, meeting with class teachers, working within classrooms and working directly with identified students. The ongoing goal is to develop **MORE** communication within each classroom: **M**eans, **O**pportunities, **R**easons and **E**nvironment.

The focus for this academic year will be:

- Introducing and embedding the Speaking and Listening Curriculum
- Developing communication practices in Pathway 1 and 2 looking specifically at Objects of Reference, Multi-sensory referencing, TaSSeLs and Intensive Interaction
- Expanding the use of technology to support communication including use of Eye Gaze and iPad apps.
- Developing an on going programme of parent workshops in conjunction with Family Support team



**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"> <li>• Observation during snack time, with guidance and support on how to optimise communication during this time.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance provided around use of PECS – students who should be using this approach and possible goals for students.</li> </ul>	
Ladybirds	<ul style="list-style-type: none"> <li>• Whole class observation</li> <li>• Advice and support provided to help create</li> </ul>	<ul style="list-style-type: none"> <li>• Trained all staff to use TaSSeLs sign</li> </ul>	



	communication opportunities as part of the curriculum.	<ul style="list-style-type: none"> <li>Trained all staff to use Objects of Reference (OoR)</li> <li>Demonstrated both TaSSeLs and OoR with students.</li> </ul>	
Bumblebees		<ul style="list-style-type: none"> <li>Identified which students should be accessing OoR and TaSSeLs.</li> <li>Trained staff to use TaSSeLs with key students.</li> </ul>	<ul style="list-style-type: none"> <li>Advised on specific language goals for one student and demonstrated a therapeutic intervention.</li> </ul>
Giraffes	<ul style="list-style-type: none"> <li>Classroom observation and reviewed communication environment with Class Teacher.</li> <li>Discussed importance of shared attention and child attention during PECS/ symbol use, based on concrete observations.</li> </ul>	<ul style="list-style-type: none"> <li>Advised on next steps with PECS with some more advanced students.</li> <li>Discussed and advised on extended use of OoRs in class, based on the ones already in use and considering a combination of joint use of OoR and symbol.</li> </ul>	<ul style="list-style-type: none"> <li>Observed 2 students with high levels of activity and some challenging behaviours. Made recommendations re: Early Communication/ Intensive Interaction targets..</li> </ul>
Dolphins	<ul style="list-style-type: none"> <li>Supported the implementation of Objects of Reference</li> </ul>	<ul style="list-style-type: none"> <li>Trained all staff to use TaSSeLs sign</li> <li>Trained all staff to use Objects of Reference (OoR)</li> <li>Demonstrated both TaSSeLs and OoR with students.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated how PODD is used.</li> <li>Provided specific targets for one student and demonstrated these in the classroom.</li> </ul>
Tigers	<ul style="list-style-type: none"> <li>Whole class observation and discussion with leading HLTA.</li> </ul>	Discussed strategies already in place/ working well and the focus for discussion with new class teacher: support with transitions and emotional regulation, implementation of ALDs and 'First-Next' board.	<ul style="list-style-type: none"> <li>Liaison with carers of AB who uses a communication device at home, to identify any potential differences in communication ability between home and school and how to overcome these.</li> </ul>
Parrots	<ul style="list-style-type: none"> <li>Classroom observation. Provided support and guidance on the Implementation of Objects of Reference</li> </ul>	<ul style="list-style-type: none"> <li>Identified opportunities for shared play and Intensive Interaction based on Classroom observation and discussion with leading HLTA.</li> </ul>	<ul style="list-style-type: none"> <li>Interaction with 2 individual students.</li> <li>Provided advice on communicative use of Communication Book/ ALDs.</li> <li>Support and guidance regarding the use of OoR in combination with familiar symbol for one particular.</li> </ul>
Bears	<ul style="list-style-type: none"> <li>Worked alongside Class Teacher to identify SALT targets for each student</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated use of Colourful Semantics</li> </ul>	<p>One student receiving regular 1:1 therapy:</p> <ul style="list-style-type: none"> <li>1 liaison with key TA</li> </ul>



	<ul style="list-style-type: none"> <li>Reviewed Communication environment and provided feedback</li> </ul>	<ul style="list-style-type: none"> <li>Discussed targets for Colourful Semantics</li> <li>Provided guidance to differentiate activities when using Colourful Semantics.</li> </ul>	<ul style="list-style-type: none"> <li>2 classroom observations, 1:1 interaction within classroom and liaison with TA</li> <li>2 sessions of 1:1 therapy and liaison with teaching staff.</li> </ul>
Eagles		<ul style="list-style-type: none"> <li>Discussed and demonstrated input modelling using communication book.</li> <li>Discussed and demonstrated colourful semantics.</li> </ul>	<ul style="list-style-type: none"> <li>Advised teacher on behaviour management strategies for one student.</li> </ul>
Owls	Classroom observation and discussion with Class Teacher, with a focus on particular students.	<ul style="list-style-type: none"> <li>Guidance provided on how to utilise ALDs in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Training two members of staff to use high tech communication aid for one student.</li> </ul>
Leopard	Classroom observation and discussion with Class Teacher, with a focus on particular students. Discussed application of Engagement Profile for students with a variety of needs.	<ul style="list-style-type: none"> <li>Guidance provided on how to transition from class specific OoR system to school wide system.</li> <li>Advice provided on specific use of touch in TaSSEls.</li> </ul>	<ul style="list-style-type: none"> <li>Discussed impact of ability to switch attention on ability to process verbal language and symbols; guidance provided on how to adapt input.</li> <li>Recommendations on adapting own language to facilitate vocabulary learning.</li> <li>Guidance provided on how to use a pupil's interest in interaction to regulate her need to engage intensely in self-stimulatory activities, causing her to lose focus on the group activity.</li> </ul>
Lions	Whole class observation. Provided guidance and support with use of OoRs.	<ul style="list-style-type: none"> <li>Advice provided on ALDs and use of Big Mac Switch in conversation with Class Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Observation/ interaction with HA during choosing time, working alongside staff. Guidance provided on implementation of Intensive Interaction and how to monitor progress.</li> </ul>
Class 1	Group observation, interaction with several students and liaison with Class Teacher. Discussed students' difficulty to	<ul style="list-style-type: none"> <li>Supported Class Teacher with plan to introduce standardised</li> </ul>	One student presents with a particular selective use of language, and questiregarding his level of comprehension.

	initiate communication despite good understanding and use of ALDs, provided guidance on next steps.	<p>communication books for general use.</p> <ul style="list-style-type: none"> <li>• Advised on work on sequencing skills to support narrative skills.</li> <li>• Provided guidance/ demonstrated modelling of use of Communication Book and ALD.</li> </ul>	Class Teacher as advised on how to conduct a basic assessment, following which it was decided that an individual referral would be appropriate.
Class 2		<ul style="list-style-type: none"> <li>• Provided support and guidance regarding TaSSeLs</li> <li>• Advised on use of OoRs to support turn-taking activities following interaction with 2 students.</li> <li>• Discussed different communication uses of ALDs and Communication Book.</li> <li>• Provided guidance on/ demonstrated use of existing emotions symbols in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled and advised on use of communication book for one particular student following observation.</li> <li>• Provided template for ALD/ adapted version of communication book.</li> <li>• Provided guidance on PECS/ use of symbols with one particular student following observation.</li> </ul>
Class 3	<ul style="list-style-type: none"> <li>• Reviewed visuals currently used to support access to routine. Advice and next steps discussed.</li> </ul>		<ul style="list-style-type: none"> <li>• Provided advice for one student with a privately sourced AAC device.</li> </ul>
Class 4	<ul style="list-style-type: none"> <li>• Whole class observation</li> </ul>	Provided guidance and support regarding use of Aided Language Displays.	

#### Whole school activity:

#### Parents evening:

Met with 4 sets of parents/ carers, explained Soundswell SLT service, discussed communication at home and provided suggestions and advice.

Liaison with OT regarding shared classes/ children and impact of sensory needs of one particular child.

#### Speech and Language Action Plans:

At the beginning of the academic year therapists met with each of the class teachers to create a Speech and Language Action plan. These meetings provided the opportunity for teachers to ask any questions, request in class support and request further training. The action plans are shared with the senior leadership team and updated across the academic year.

#### Launching Objects of Reference and TaSSeLs:

The focus for this academic year is to continue to develop communication for students in Pathway 1 and 2. During this term we launched TaSSeLs and Objects of Reference in each of the target classes. These classes received refresher training in each of these approaches with the therapist demonstrating how they can be used in the classroom. The therapists will continue to monitor and support to ensure these approaches are well embedded in classrooms across the next academic year.

#### Next steps:

- The therapists will be delivering a whole school training day on 3<sup>rd</sup> January. Topics to be covered: Good principles for Communication, Objects of Reference, TaSSeLs and Intensive Interaction
- Ongoing work towards the Speech and Language Action plans
- Attending Parents evening and liaising with family support team to discuss future Parent Workshops.