

Introduction:

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between September 2021 and December 2021. During this time the Speech and Language Therapists (SALTs) delivered 8.5 days in total, meeting with class teachers, working within classrooms, and directly with identified students. The number of days delivered this term was substantially reduced as the school's main SALT is away on maternity leave. The subsequent priority for SALT(2) has been to ensure:

- Meetings with all class teachers were completed
- Specialist interventions continued
- Some targeted interventions took place in specific classes, and
- Some staff training was planned and delivered.

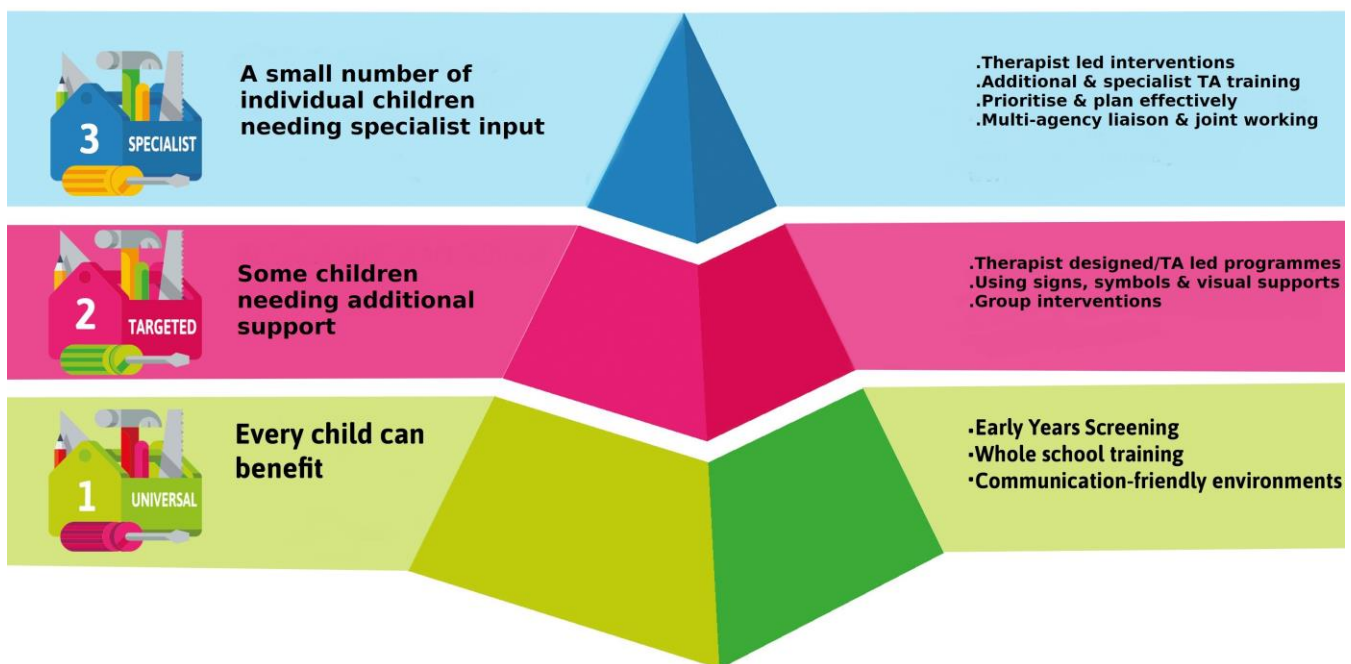
As previously, the activity for this period was focused on working towards goals for this academic year as identified in September by the Speech and Language Therapists (SALTs) in partnership with the Senior Leadership Team:

- 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.



Speech & Language Therapy
High impact, value for money, no exclusion criteria

Special Schools Intervention



Prevention & Intervention

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"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		
Ladybirds	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 	<ul style="list-style-type: none"> Reviewed use of on-body signs with staff team 	
Bumblebees	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		
Giraffes	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		
Dolphins	<ul style="list-style-type: none"> SALT(2) met with class teacher to devise an action plan to develop communication within the classroom 	<ul style="list-style-type: none"> Reviewed use of on-body signs with staff team 	<ul style="list-style-type: none"> Liaison and meeting with class teacher to discuss support around implementation of PODD book with one student Provided support and direct modelling of PODD book with one student in class Direct modelling of PODD book in class – video of session taken to use to support class CPD
Tigers	<ul style="list-style-type: none"> SALT(2) met with class teacher to devise an action plan to develop communication within the classroom 		
Parrots	<ul style="list-style-type: none"> SALT(2) met with class teacher to devise an action plan to develop communication within the classroom 		
Bears	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		<ul style="list-style-type: none"> 1:1 direct support with one student (PEP)

Eagles	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 	<ul style="list-style-type: none"> Demonstration and advice provided to class teacher around embedding use of Colourful Semantics to support curriculum learning tasks 	
Owls	<ul style="list-style-type: none"> SALT(2) met with class teacher to devise an action plan to develop communication within the classroom SALT completed one classroom observation 		<ul style="list-style-type: none"> Meeting with class teacher to provide brief demonstration of Grid3 software and advice provided to develop staffs' skills in use of high tech AAC Discussion and demonstration of how to use / embed high tech AAC system for one student into class tasks / activities
Leopard	<ul style="list-style-type: none"> SALT(2) met with class teacher to devise an action plan to develop communication within the classroom 		
Lions	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan for developing communication in the classroom 		
Class 1	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		<ul style="list-style-type: none"> Advice and resources provided around use of Comic Strip Conversations to support discussions for a specific student
Class 2	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 	<ul style="list-style-type: none"> Reviewed use of on-body signs with staff team 	
Class 3	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan to develop communication within the classroom 		
Class 4	<ul style="list-style-type: none"> SALT met with class teacher to devise an action plan for developing communication in the classroom 	<ul style="list-style-type: none"> Advice and support provided to class team around embedding use of Colourful Semantics to support curriculum learning tasks 	<ul style="list-style-type: none"> 1:1 direct support with one student (PEP)
Forest School	<ul style="list-style-type: none"> SALT(2) met with teacher to discuss progress with 		

	<p>communication in Forest School</p> <ul style="list-style-type: none"> • Additional symbols and Makaton signs provided • Link to Widget seasonal resources also provided 		
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Whole school activity:

Twilight training sessions:

Two training sessions were prepared and delivered as follows:

1. **Objects of Reference:** helped to increase staffs' knowledge in when and how to use this approach with students to support understanding and expression
2. **Developing switching skills:** helped to identify the range of switches available, the importance of positioning (both student and the switch), and how to use a switch to help develop functional choice making and communication.

Both sessions were delivered remotely from school and were video recorded so all staff can access these in the future. A range of resources were also provided by SALT to support the implementation of both strategies.

Working alongside the NHS:

Old Park continues to receive intervention from the NHS Speech and Language Team. The Speech and Language Therapist again met with the NHS team to plan targeted intervention during this academic year. The therapist will continue to meet and oversee the NHS interventions.

On-body signing:

A meeting with the school's senior leadership team, members of the Sensory Support Team and the headteacher from Pens Meadow school was held in early September to discuss the on-body signing system in use within Dudley. Unfortunately, this meeting was not particularly productive, with the Sensory Support Team refusing SALTs access to attend the Dudley Communication Group that is due to meet to discuss the future development of Dudley's on-body signing system.

More positively, SALT(2) has recently liaised with the NHS Speech and Language Therapists to plan joint work around extending the development of on-body signing for students with the most complex needs in school, and a taster training session on the TaSSeLs tactile signing system will hopefully be delivered to the NHS SALT team in early January 2022 to help increase their understanding of the system.

Next steps:

- During Spring term 2022, the therapist will again work towards actions detailed on each classes individual action plan at a universal and targeted level.

- Work will continue with identified students at a specialist level to complete assessments, work alongside class staff and provide direct therapy to ensure these students reach their full potential with communication.
- Support will be provided to specific classes to implement OOR and the functional use of switches.

It is also hoped that the speech and language therapist can begin to deliver remote workshops/coffee mornings for parents from all phases from next term.