

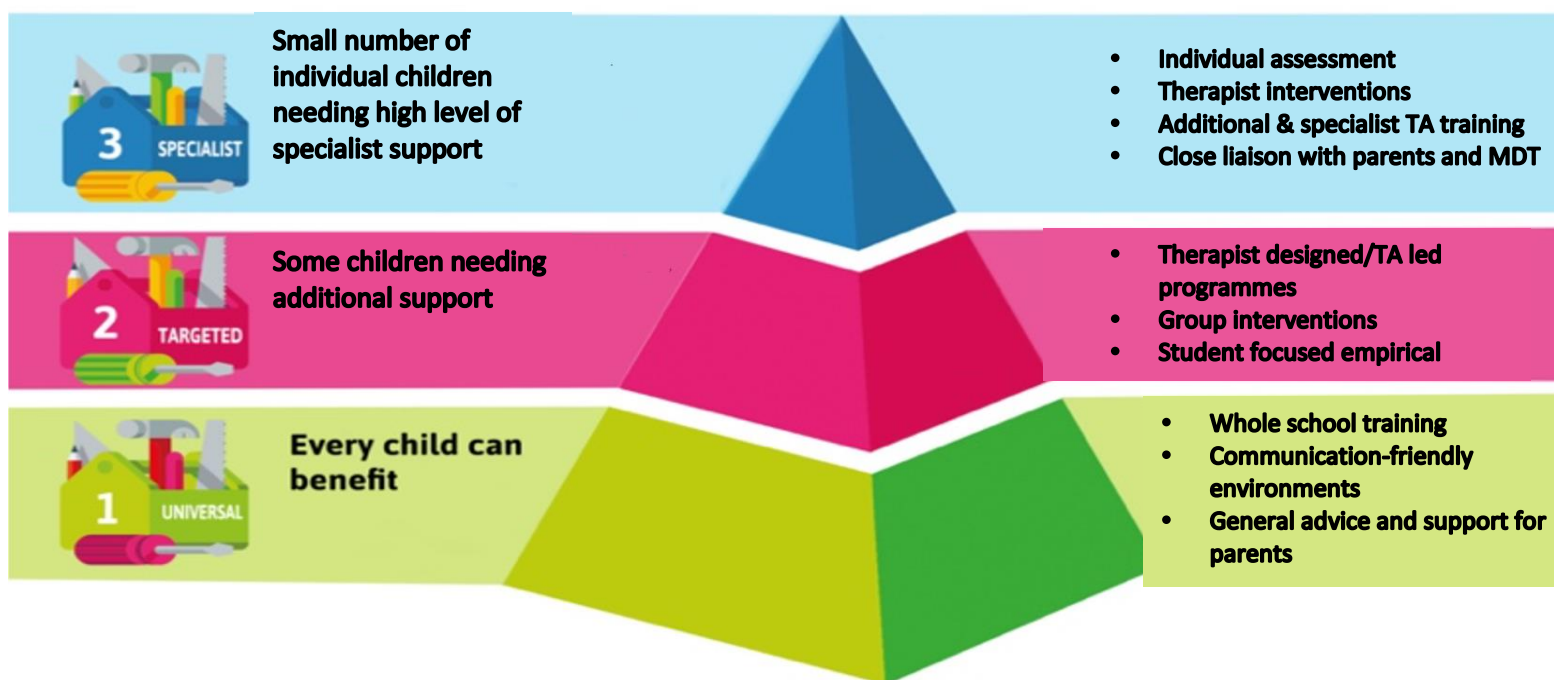
Introduction:

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between April 2021 and July 2021. During this time the therapists delivered 15 days in total, working within classrooms, directly with students and meeting with class teachers. The activity for this period was focused on working towards goals for this academic year as identified in September by the Speech and Language Therapist (SLT) 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 devise a Whole Class Communication Passport to ensure all students have a functional communication system and this information is captured to achieve consistency and support with transition.
- To continue to support the staff team with their continued professional development in regards to speech, language and communication within the classroom.



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



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"> • Observations conducted during snack time and structured PECS teaching sessions. 	<ul style="list-style-type: none"> • PECS troubleshooting session for targeted students to help with progression onto the next PECS teaching phase. 	



	<ul style="list-style-type: none">• Advice provided around creating opportunities for PECS throughout the daily routine• Discussed and demonstrated how to use Aided Language Displays for input modelling.	<ul style="list-style-type: none">• Advice provided around embedding TEACCH approach.	
Ladybirds		<ul style="list-style-type: none">• SALT follow up on use of the TaSSeLs 'alert' sign	
Bumblebees	<ul style="list-style-type: none">• SALT delivered monitoring visit to review all children in class.• Advice around next steps and target setting provided.		
Giraffes		<ul style="list-style-type: none">• SALT conducted observations of key children to help inform EHCP target setting• Advice provided about setting up TEACCH approach in classroom• TEAACH activities shared	<ul style="list-style-type: none">• Trouble shooting session around behaviours observed in the classroom
Dolphins		<ul style="list-style-type: none">• TaSSeLs 'alert' sign being used consistently with one student• SALT discussion with class team regarding switch progression and provided copy of the Switch Progression Roadmap• SALT discussion with class teacher regarding symbol size on ALDs for one student with dual sensory impairment newly returned to school	<ul style="list-style-type: none">• SALT provided support with PECS for student MW and demonstrated the 4-step error correction
Tigers		<ul style="list-style-type: none">• Advice provided about setting up TEACCH approach in classroom• TEAACH activities shared	
Parrots	<ul style="list-style-type: none">• Whole class observation	<ul style="list-style-type: none">• Guidance provided about how/when to use PECS vs. ALDs• PECS record sheet provided and demonstrated	<ul style="list-style-type: none">• Advice and guidance for one student using PODD in the classroom

			<ul style="list-style-type: none"> Advice provided around behaviours for one child at home
Bears	<ul style="list-style-type: none"> SALT met with class teacher to identify current priorities and discuss students' progress. Whole class observation 	<ul style="list-style-type: none"> Targeted observation of two students Advice shared and next steps for communication identified. SALT met with class teacher to discuss a new arrival to the class. Advice and recommendations provided. 	<ul style="list-style-type: none"> A block of 1:1 therapy sessions delivered with one student. Outcomes shared with class staff and recommendations for next steps identified.
Owls	<ul style="list-style-type: none"> AAC therapy groups delivered to whole class. As part of these groups SALT demonstrated how AAC can be embedded into teaching. Session plans and resources shared with class team. 	<ul style="list-style-type: none"> SALT met with class teacher to identify priorities for AAC in the classroom. 	
Eagles	<ul style="list-style-type: none"> AAC therapy groups delivered to whole class. As part of these groups SALT demonstrated how AAC can be embedded into teaching. Session plans and resources shared with class team. 	<ul style="list-style-type: none"> SALT met with class teacher to identify priorities for AAC in the classroom. 	
Leopards		<ul style="list-style-type: none"> Discussed use of the TaSSeLs 'alert' sign. Not currently implemented as awaiting outcome of meeting with Dudley Sensory Support Service in September. 	<ul style="list-style-type: none"> SALT meeting with class teacher / liaison with class team re: communication support for one student (GM) Observation of one student in class (GM) to provide communication advice Liaison with school nurse regarding toileting programme for GM
Lions	<ul style="list-style-type: none"> Observation of Forest School session. Provided advice for preparation for this session. Observation of morning routine and snack time. ALDs being used well by staff at snack time with 	<ul style="list-style-type: none"> SALT meeting with class teacher to discuss recording progress with use of PECS and alternative recording forms provided. 	<ul style="list-style-type: none"> SALT meeting with class teacher to discuss and demonstrate use of Talking Mats with one student (HO) to explore feelings around respite.



	<p>some students beginning to point to single symbols to make requests.</p> <ul style="list-style-type: none">• Chased up preparation of whole class communication profile and provided another copy to class teacher.		
Class 1	<ul style="list-style-type: none">• Observation of First Aid lesson.	<ul style="list-style-type: none">• Targeted advice provided around the use of ALDs in the classroom. Resources created for one student.	<ul style="list-style-type: none">• 1:1 direct therapy delivered for one student.• Visual resources created to support student with self regulation.
Class 2	<ul style="list-style-type: none">• SALT meetings with class teacher to discuss positive impact of use of 'alert' sign for all students. Use of TaSSeLs signs increased to include: moving in a wheelchair'	<ul style="list-style-type: none">• SALT provided in-class demonstration of the TaSSeLs 'moving in a wheelchair' sign and discussed opportunities to use this throughout the day. Staffs' signing technique also observed and supported.	
Class 3	<ul style="list-style-type: none">• Observation of whole class.	<ul style="list-style-type: none">• Two meetings with class team to discuss communication in the classroom.• Advice and recommendations provided for all students.	<ul style="list-style-type: none">• Advice provided for parent of one student around purchasing AAC equipment at home.
Class 4		<ul style="list-style-type: none">• SALT delivered refresher Colourful Semantics training for whole class team.• SALT delivered Cued articulation training for whole class team.	<ul style="list-style-type: none">• A block of 1:1 therapy sessions delivered with one student. Outcomes shared with class staff and recommendations for next steps identified.• SALT carried out direct assessment with two individual students and formal observation with one student in class.• Provided IEP targets for all three students.• Assessment results discussed with class teacher and individual reports written.

Forest School	<ul style="list-style-type: none"> SALT prepared sensory session ideas and sensory stories for use in Forest School. SALT observed Forest School session with students from Lions Class. 	<ul style="list-style-type: none"> Guidance and resources provided around additional symbols and checklists that would be useful. 	
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Whole school activity:

On-body signing:

The Senior Leadership Team and SALTs met with staff from Dudley Sensory Support Service to begin discussions around the use of tactile (on-body) signing for students in school. A further meeting will be held on 9th September to discuss this method of communication in more depth.

Objects of Reference:

We are currently awaiting an agreed list of OOR from the Senior Leadership Team to accompany the PMLD curriculum. SALTs will then provide support for specific classes to implement functional OOR for those students that would benefit from this approach.

Whole school training:

The SALT team delivered whole school training at the beginning of the summer term. All staff received Attention Autism and TEACCH training. This training was pre-recorded and can now be shared with any new member of staff. The SALT team also provided follow up visits into each class to help staff embed these approaches. The training was well received with both approaches now routinely used within classrooms across the school.

Aided Language Display project:

The SALT team provided support for Jonathan Wiggin to create a training video demonstrating how Aided Language Displays should be created in order to support the sequence of learning. These videos detailed how to identify vocabulary, how to create a range of communicative opportunities, how to differentiate and also how to use these displays when working with students.

School signage:

SALTs worked closely with the Senior Leadership team to identify what signage is needed around the school as we transition to the use of Widgit symbols. SALT liaise closely with Widgit Software to create bespoke symbols needed for gender neutral changing rooms.

Staff feedback:

“You have been invaluable when giving advice recently to parents. We know that if we have any concerns we can email you at any point.”

“We particularly feel that several of our students have made considerable progress using ALDs and PECS in a short period of time.”

“Class 3 staff feel more confident to make resources, share their views and discuss openly as a team for example if a student is ready to move on to the next step.”

“We have already begun putting this action plan in place and the pupils are responding brilliantly”

“Thank you for the training today, staff are eager to get started with Colourful Semantics “

“Thank you so much – we really appreciate the support for us and our students”

Next steps:

For the remainder of this term the Speech and Language Therapy team will:

- deliver a parent Aided Language Display training session
- complete therapy for PEP students and write individual impact reports
- continue to support the whole school through the period of transition to Widgit Symbols, supporting teaching staff implementing these symbols in the classroom appropriately and consistently
- support the implementation of OOR once these have been identified for each individual student

In September the SALT team will:

- meet with all class teachers to support with transition and create action plans for the academic year 2021-2022
- attend the Dudley Communication Group meeting to discuss on-body signing and the proposed changes at Old Park
- meet with the NHS team to identify students they should be targeting through their new way of working