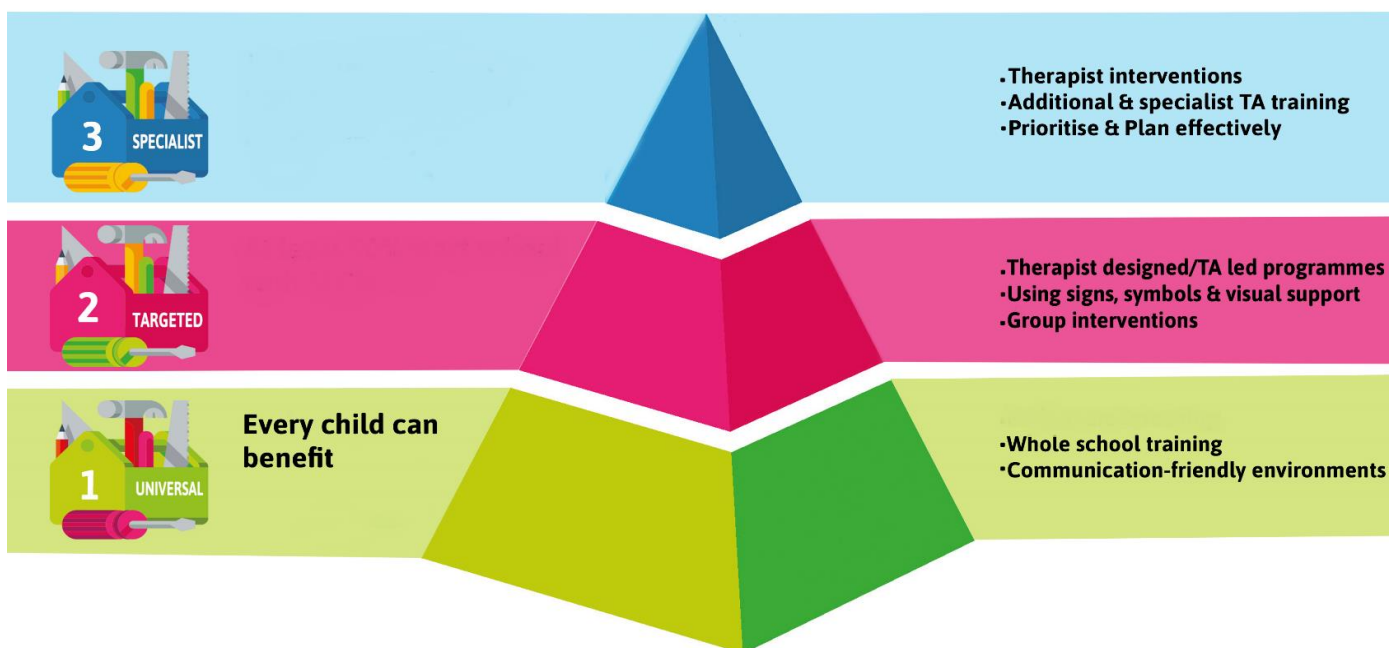


**Introduction:**

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between September 2020 and December 2020. During this time the therapist 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 regard 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"> <li>• Speech And Language Therapist (SALT) met with class teacher to devise an action plan to develop communication within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance provided around Phase 2 PECS for targeted students</li> </ul>	



Ladybirds	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>To observations conducted in the classroom</li> <li>Support provided to ensure the timetable is accessible for all students</li> </ul>		
Bumblebees	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>Whole Class Communication Passport devised</li> </ul>	<ul style="list-style-type: none"> <li>SALT provided PECS training for teaching assistants working with targeted students</li> <li>PECS recording sheets modelled and provided to help record outcomes</li> </ul>	
Giraffes	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>SALT devised lesson plans for supporting communication through whole class activities</li> </ul>	<ul style="list-style-type: none"> <li>SALT observed snack time, modelled how a physical prompter is used and provided targeted advice to develop PECS use</li> </ul>	
Dolphins	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>SALT completed two whole class observations</li> <li>Whole class Communication Passport devised</li> <li>SALT (2) met with class teacher and carried out brief class observation</li> </ul>	<ul style="list-style-type: none"> <li>Support and modelling provided around use of Aided Language Displays in the classroom</li> <li>Support provided for targeted children to embed Objects of Reference</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with class teacher to discuss implementation of TaSSeLs and individual OOR for specific students</li> <li>Support provided to class teacher setting up 'Important to me' bags.</li> </ul>
Tigers	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>Whole class observation completed</li> </ul>		<ul style="list-style-type: none"> <li>Communication Book set up for one student</li> </ul>
Parrots	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to develop communication within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>PECS recording sheets modelled and provided to help record outcomes</li> </ul>	
Bears	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan to</li> </ul>	<ul style="list-style-type: none"> <li>Colourful Semantics demonstrated for class staff</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



	<p>develop communication within the classroom</p> <ul style="list-style-type: none"> <li>• SALT completed one classroom observation</li> </ul>	<p>working with targeted students</p>	
Eagles	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>• SALT completed one classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• Advice provided for two targeted students</li> <li>• AAC group plans devised and resources created. This has been shared with class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Owls	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>• SALT completed one classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• Next steps identified and shared with the class team for targeted students use of AAC</li> <li>• AAC group plans devised and resources created.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Communication Technology meeting attended for one student</li> <li>• Support provided to embed high tech AAC system in the classroom</li> </ul>
Leopard			
Lions	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan for developing communication in the classroom</li> <li>• Twilight meeting with whole class team to discuss PECS and AAC within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Four cell Aided Language Display provided and modelled for targeted students</li> <li>• PECS recording sheets modelled and provided to help record outcomes</li> </ul>	
Class 1	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan to develop communication within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Advice provided around use of Talking Mats to support discussion around wishes and feelings for targeted students</li> </ul>	
Class 2	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan to develop communication within the classroom</li> </ul>	<p>Advice provided around:</p> <ul style="list-style-type: none"> <li>• greeting routine</li> <li>• timetable, and</li> <li>• days of the week</li> </ul> <p>all using multi-sensory referencing as more functional way to link to above concepts.</p>	
Class 3	<ul style="list-style-type: none"> <li>• SALT met with class teacher to devise an action plan to develop communication within the classroom</li> <li>• Observation in the classroom and discussion with class teacher around curriculum differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Advice provided for targeted students around use of Aided Language Displays</li> <li>• Aided Language Display templates created and shared</li> </ul>	

<b>Class 4</b>	<ul style="list-style-type: none"> <li>SALT met with class teacher to devise an action plan for developing communication in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>AAC specialist input for one student: Identifying device, supporting with set up and training class staff.</li> <li>Access to Communication Technology meeting attended for one student</li> <li>Advice and support provided to class team around embedding AAC as part of the curriculum</li> </ul>
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### Whole school activity:

In previous years, the therapist worked within a selection of targeted classes. This academic year, due to the COVID-19 catch up funding, each class have and will continue to receive universal and targeted support from the speech and language therapist. This will mean all students will be able to access speech and language support over the academic year.

Other whole school activity includes:

- Talking Mats training delivered to all staff to help support students express their wishes and feelings in an accessible way.
- Communicate In Print 3 training delivered to all staff to enable them to be able to create symbol supported resources quickly and efficiently.
- Meeting with NHS Speech and Language Therapists to coordinate therapeutic work and identify students who should be receiving specialist support as part of the NHS caseload.

### Feedback from staff:

Staff continue to be very positive and relationships between the therapist and class teams have continued to develop. As the therapist has an 'open door' policy, staff often seek in-class support and solutions can be quickly identified.

Feedback received this term:

*" Thank you for the twilight tonight, it was really helpful"*

*"Great training sessions yesterday. Thank you for the difference you are making and for encouraging everyone to try new systems of working. Our pupils will certainly benefit from MORE communication"*

*"Talking mats will be really useful in the classroom, it will help our students express how they feel and reduce their anxiety"*

*"I'm planning to use Talking Mats as part of my English lesson planning"*

*"Thanks for all you hard work and support with Xxx it is much appreciated. She has been told you have a device for her and she said 'Thank you!'"*

*"Thank you Sophie, I really enjoyed tonight's training"*

*"I think the communication passport will be useful in class - as a reminder of what communication tools can be used with each child"*

*"Thank you for all that you are doing for our pupils and staff. CPD Training, MORE communication, profiles ... the list is endless!"*

#### Next steps:

- Over the next term the therapist will 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.