

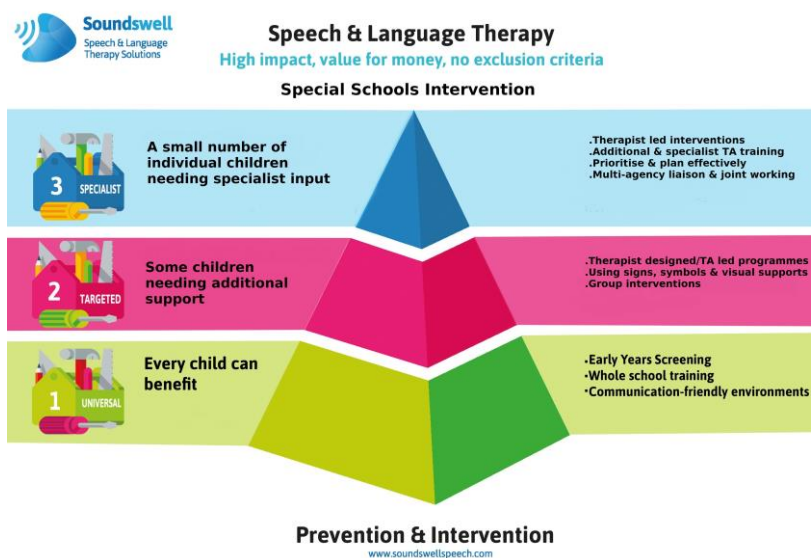
Introduction:

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between September 23 and December 23.

During this time the Speech and Language Therapists delivered 13 days in total, meeting with class teachers, working within classrooms and working directly with identified students.

During this period the therapists worked towards long term goals set in partnership with the Senior Leadership Team in July 2023:

- **Wellbeing and Nurture:** To include ongoing work to establish Nurture at Old Park alongside the multi-disciplinary team, training and modelling of key approaches and principles linked to Communication, Connection and Curiosity and working with behaviour team to create scripts for managing behaviour in the classroom.
- **Speaking and Listening Framework:** This to include additional training around identifying comprehension level of students using Blank Levels and DLS principles.
- **TaSSeLs and OoR:** To continue work to establish consistency and monitor progress for each student.



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"> • Meeting with class teacher to devise action plan for this academic year. 	<ul style="list-style-type: none"> • Observation in class • Discussion with TA Re: suitability of PECS for targeted students • Discussion around expanding use of ALDs for functional tasks 	



Ladybirds	<ul style="list-style-type: none">Meeting with class teacher to devise action plan for this academic year.	<ul style="list-style-type: none">Observation of eye gaze session and support with target setting	
Bumblebees	<ul style="list-style-type: none">Meeting with class teacher to devise action plan for this academic year.	<ul style="list-style-type: none">Observation in the class.Support to appropriately differentiate curriculum tasks for key children.	<ul style="list-style-type: none">Direct work with one student. Training provided to class team and session plans created.
Giraffes	<ul style="list-style-type: none">Meeting with class teacher to devise action plan for this academic year.	<ul style="list-style-type: none">Classroom observation for high priority students as identified by class teacher.Support provided to expand communication books within the classroom.	<ul style="list-style-type: none">Guidance providing around transitions for one student.
Dolphins	<ul style="list-style-type: none">Meeting with the class teacher to identify areas for continued support and development.Two observations within the classroom	<ul style="list-style-type: none">Advice and some coaching provided re specific communication systems	<ul style="list-style-type: none">One individual has been identified as needing some specialist input. This has included liaison with their family and planning a meeting to share information
Tigers	<ul style="list-style-type: none">Meeting with the class teacher to identify areas for continued support and developmentTwo observations within the classroomFurther observations and coaching are planned	<ul style="list-style-type: none">Observations included a focus on three young people. One at the request of a parent and two the class teacher	<ul style="list-style-type: none">Telephone contact with the parent of the young person who had requested support. Agreed to complete an assessment, meet with the parent, write a short report and close their fileAdvice for one of the young people was provided to their class teacher verbally and then summarised in an email. The young person is presenting with some behaviours that are concerning and a multidisciplinary approach to support is recommended
Parrots	<ul style="list-style-type: none">Meeting with class teacher to devise action plan for this academic year.	<ul style="list-style-type: none">Two classroom observations.Guidance provided around use of PECS at Phase 2.	<ul style="list-style-type: none">Direct support with one student to support emotional regulation.
Bears	<ul style="list-style-type: none">Meeting with the class teacher to identify areas for continued support and development. The focus	<ul style="list-style-type: none">Coaching for one of the TAs in supporting two young people who are not yet ready to access Talking Mats in ways they can	



	<p>was on embedding the use of Talking Mats</p> <ul style="list-style-type: none">• General advice and support re Talking Mats provided via email• One observation within the classroom• Coaching in the use of Talking Mats with the classroom with some of the children/ young people within the classroom• Coaching of the class teacher and two of the TAs on Talking Mats	<p>support them to develop the skills to be able to utilise a Talking Mat.</p> <p>Demonstrated the activities they might try and plan to review in before Christmas 2023</p>	
Eagles	<ul style="list-style-type: none">• Meeting with class teacher to devise action plan for this academic year.	<ul style="list-style-type: none">• Advice given for managing behaviours within the classroom.	
Owls	<ul style="list-style-type: none">• Meeting with the class teacher to identify areas for continued support and development.• Observation in the classroom	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Individual sessions with a young person including some assessment of progress towards previous targets and demonstrating activities and strategies for the TA's supporting them in the classroom. Telephone contact with their parent. Discussions with their class teacher and advice provided verbally including advice regarding making choices, shared attention and Talking Mats
Leopard	<ul style="list-style-type: none">• Meeting with the class teacher to identify areas for continued support and development.• Observation in the classroom. Further sessions in the classroom are planned to look at use of switches within the classroom	<ul style="list-style-type: none">• Advice provided re simplification of the ALDs being used with one young person	<ul style="list-style-type: none">•
Lions	<ul style="list-style-type: none">• Meeting with the class teacher to identify areas for continued support and	<ul style="list-style-type: none">• Suggestions provided via email re a request from a parent regarding AAC apps	<ul style="list-style-type: none">•

	development. No specific support requested		
Class 1	<ul style="list-style-type: none"> Meeting with class teacher to devise action plan for this academic year. 	<ul style="list-style-type: none"> Classroom observation. Advice provided around use of visual timetable to support transitions. 	<ul style="list-style-type: none"> Support for one student with high tech AAC device including liaison with NHS team.
Class 2	<ul style="list-style-type: none"> Meeting with the class teacher to identify areas for continued support and development. One observation in the classroom 	<ul style="list-style-type: none"> Discussion about some individuals within the class. Observation of one young person identified as needing some support Suggestions/ ideas provided for the young person who does not present as motivated to communicate. 	<ul style="list-style-type: none">
Class 3	<ul style="list-style-type: none"> Meeting with class teacher to devise action plan for this academic year. 		<ul style="list-style-type: none"> Observation of one student and advice given for managing behaviours that challenge.
Class 4	<ul style="list-style-type: none"> Meeting with the class team to identify areas for continued support and development Meeting with the class teacher. During the meeting, discussed possible screening of levels of understanding of language and expression using the Blank Language Scheme. Provided an Elkan Language Builders resource for reference Two observations in class 	<ul style="list-style-type: none"> Demonstration of the use of Talking Mats with three young people for some of the TAs Discussion re individual young people. Problem solved and provided some suggestions such as some adapted ALDs, Talking Mats, communication strategies specifically relating to behaviour and well-being and looking at comprehension screening/ assessment for some young people 	<ul style="list-style-type: none">

Whole school activity:

Nurture:

One therapist from the team delivered whole school training on nurture principles at the beginning of the academic year alongside the multi-disciplinary nurture team. This training was well received by the staff team and the nurture team met

again this term to discuss next steps. The therapists will continue to support embedding the nurture principles within classrooms at Old Park.

Parents evening:

One therapist from the team attended parents evening. The therapist met with five parents during the evening and also followed this up with a further two phone calls with parents who requested additional support.

Next steps:

Over the next term the therapists will work towards the following outcomes:

- To support class teams to be able to screen young people's comprehension levels using resources as part of the SSLEUTHSS project (Soundswell Screening for Language Expression and Understanding Tracker Handbook for Special Schools)
- To further embed the development of approaches to support self-advocacy to include Talking Mats.
- To continue to support classrooms embedding nurture principles alongside the multi-agency nurture team.