

Evaluation of Additional Speech and Language Therapy Support Crowle C of E First School Autumn 2022 – Summer 2023

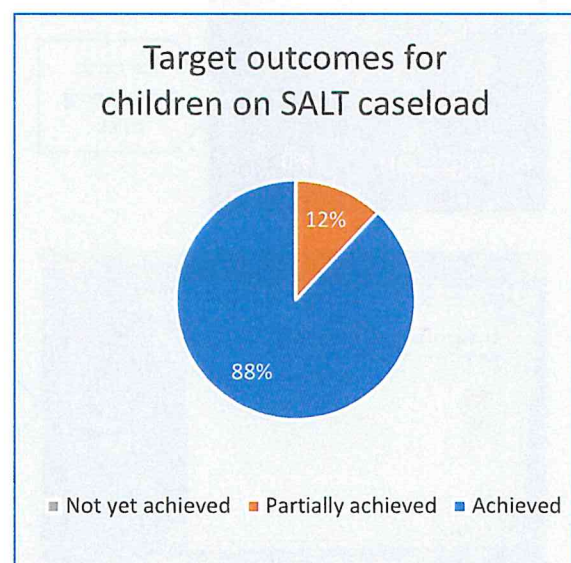
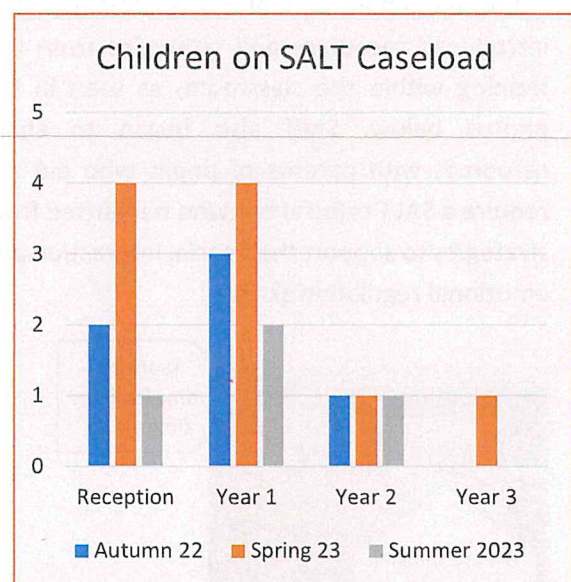
The NHS Speech and Language Therapy Service has worked with school leadership to develop speech, language and communication provision across the school. The Balanced System™¹ was used as a framework to map where speech and language support was focussed: at a universal, targeted and specialist level across five strands that include family, environment, workforce, identification and intervention. The school commissioned half a day of fortnightly additional support from the Speech and Language Therapy (SALT) service during the 2022-2023 school year. The following targets were agreed with school leadership and the outcomes of these are evidenced below.

Target 1 - To make sure that children referred to SALT are receiving appropriate support in school

At the beginning of the school year, there were six pupils on the SALT caseload. Through 'WellComm' and speech sound screening in school as part of the Wychavon Outreach Project and regular liaison between the therapist and school staff, a further five pupils were identified as having SLCN.

Class TAs provided a high level of targeted support by delivering pupils' individual interventions regularly and liaising frequently with the therapist regarding the pupils' progress. Six pupils also received regular direct therapy sessions with the therapist. With this provision in place, 88% of targets were fully achieved when pupils were reviewed. There were no instances of children not having made progress in their specific targeted skills.

By the end of the school year, five children had been discharged as their communication needs could now be met through universal strategies within the classroom. This reflected both progress in the pupils' skills following intervention and increases in staff knowledge and confidence in implementing support universally. A further two pupils transferred to an alternative educational provision.

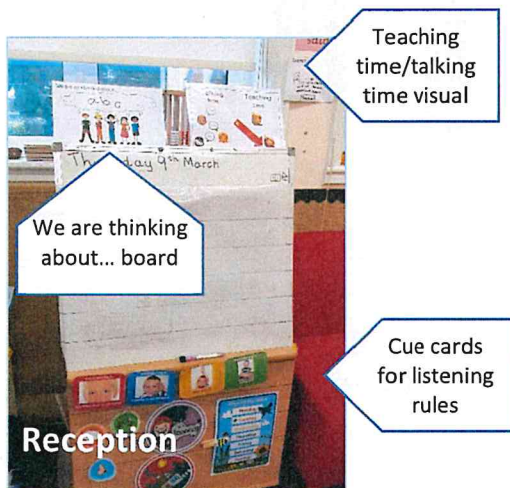
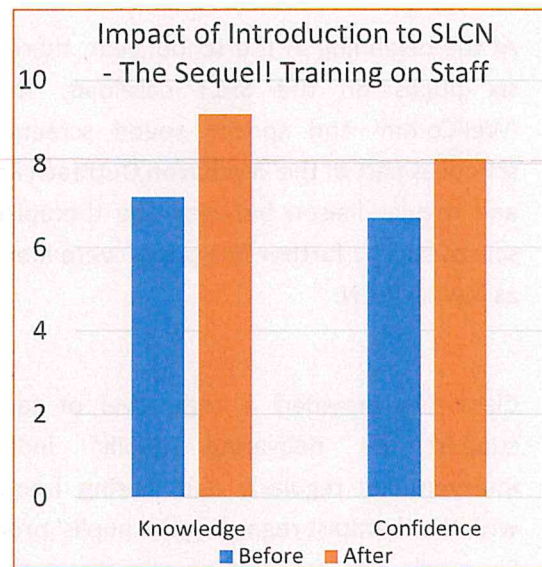


¹ <https://www.thebalancedsystem.org/>

Case study – Pupil L in year 2 presented with significant speech sound difficulties associated with a repaired cleft palate. He was seen for fortnightly therapy sessions. Over the course of the year, this pupil progressed from producing 37% to 93% of single words accurately within a speech sound assessment. This pupil is also now able to produce all sounds expected for his age in all word positions (at the beginning, middle and end) with prompting. He will soon be appropriate for discharge from the service, just needing ongoing support for the time being to develop the consistency of his targeted sounds in conversational speech.

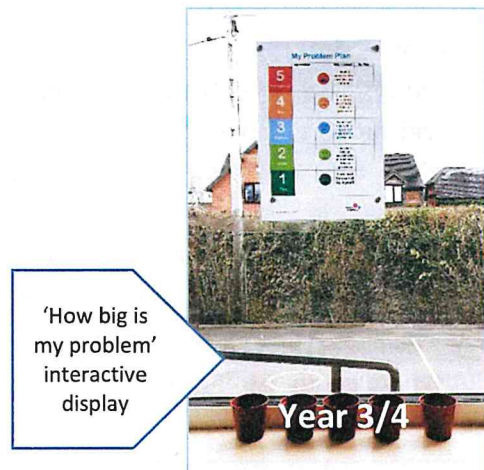
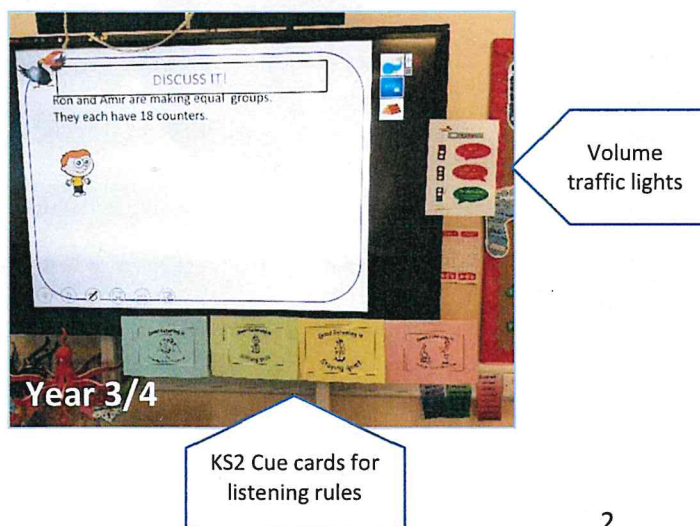
Target 2 - All staff will have an understanding of speech, language and communication needs and have a basic knowledge of general strategies to support them

Following whole school SLCN training, staff introduced resources and strategies from this training within the classroom, as seen in the photos below. Staff also began to share resources with parents of pupils who did not require a SALT referral but who benefitted from strategies to support their social interaction and emotional regulation skills.

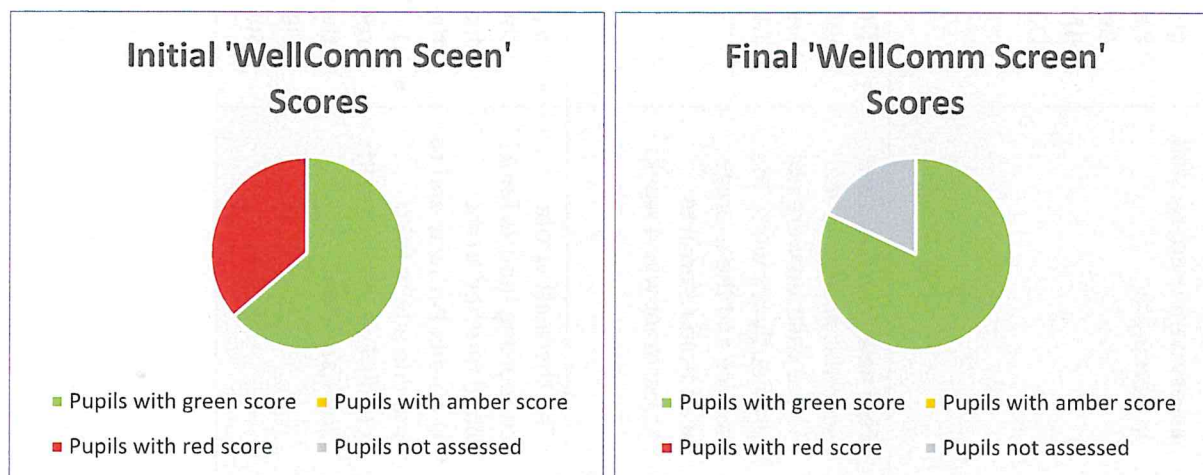


"Lots of useful resources and strategies to use."

"Great interactive session, good shared practises"

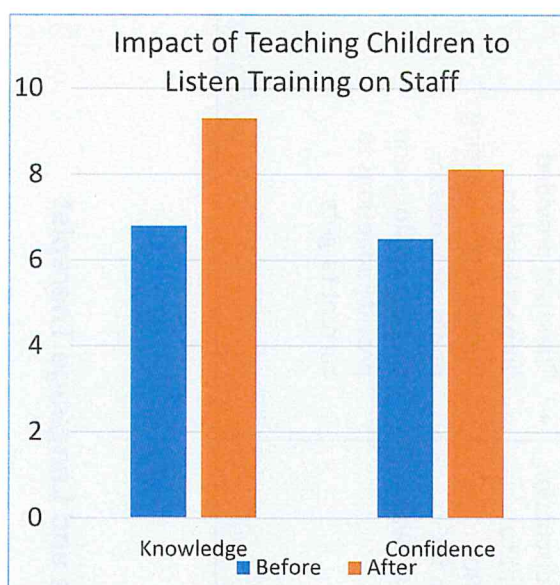


Target 3 - To continue to effectively using the 'WellComm' Screening Tool and intervention in Reception



School staff used the WellComm screening tool to assess the language skills of pupils in Reception in the Autumn and Summer terms. This was used to identify two pupils not yet known to SALT who then progressed to score as 'green' (appropriate language skills for their age) by the end of the school year.

Target 4 - To develop the listening skills of children in Reception

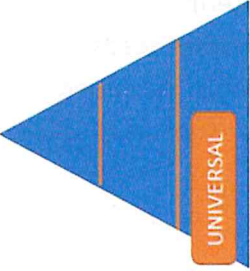

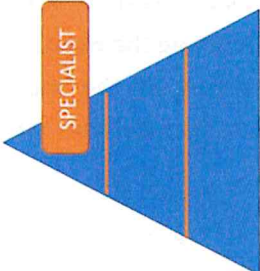


Following the Teaching Children to Listen training and staff experience through the Wychavon Outreach Project, staff in Reception were confident in delivering whole class listening group interventions without direct support from the Speech and Language Therapist. They also used a range of visuals to help pupils to generalise their skills from specific listening activities – see photo from Reception class above.

What was the most useful part of the session? - *"An array of activities to use within the classroom"*

Possible additional services targets for 2023/24

- To assess and set targets for the children in the new Reception cohort already known to the SALT service in the first term
- To ensure that all children with SLCN in Reception are identified in their first term
- To support staff in meeting the needs of a new pupil with complex communication needs
- To continue to effectively use the 'WellComm' Screening Tool and intervention in Reception
- To continue to ensure that children referred to SALT are receiving appropriate support in school

Level:	Family Support	Workforce	Environment	Identification	Intervention
	<ul style="list-style-type: none"> Therapist attended new starter session to meet new parents and provide general advice Staff shared resources from training sessions with parents 	<ul style="list-style-type: none"> Teaching Children to Listen and Introduction to SLCN training sessions delivered to support strategies in class 	<ul style="list-style-type: none"> Individual resources provided to staff following training sessions 	<ul style="list-style-type: none"> 'WellComm' screening assessment used by staff in Reception 	<ul style="list-style-type: none"> Whole class listening group run by staff in Reception during the Autumn Term as part of the Wychavon Outreach Project
	<ul style="list-style-type: none"> Telephone calls to parents following assessment or review in school 	<ul style="list-style-type: none"> Regular liaison with and demonstration of activities for with TAs delivering SALT interventions Communication TA training in Speech Sounds 	<ul style="list-style-type: none"> Specific 'catch me doing it' chart resources were provided for use in class to support generalisation of pupils' targets 	<ul style="list-style-type: none"> Five new referrals were seen this academic year. These children were not previously known to the service and the average wait from referral to assessment was 4 weeks 	<ul style="list-style-type: none"> Therapist provided written specific targets and resources for class TAs to implement
	<ul style="list-style-type: none"> Telephone discussion with a parent to gather further information for Umbrella Pathway referral 	<ul style="list-style-type: none"> Therapist provided 'Impact Logs' to update staff regarding pupils' progress in therapy sessions and provide adaptations to current targets 		<ul style="list-style-type: none"> The therapist wrote supporting reports for a pupil referred to the Umbrella Pathway and to provide advice for a pupil's Education, Health and Care Plan 	<ul style="list-style-type: none"> 6 pupils received direct therapy intervention from the therapist over the course of the year 1 of these pupils received fortnightly therapy due to his significant speech sound difficulties

Chloe Jameson

Chloe Jameson - Speech and Language Therapist