Speech and Language Therapy Policy



Index

- **Speech and Language Therapy Approach – Three Tier Model** Page 3-6
- **Getting the most out of SALT Provision** Page 6-7
- **Termly Preparation for SALT Provision** Page 8
- **Gaining Consent** Page 8
- **Where to find a consent form** Page 8
- **Who can be seen? When to get the SALT involved?** Page 9
- **Who Oversees Speech and Language Therapy in my School?** Page 10
- **NHS SALT and School SALT – joint working** Page 10
- **SALT Targets and Input** Page 11
- **Ending Speech Therapy Input - Discharge** Page 12
- **Training – Core Offer** Page 12-13
- **Where to find more information on Speech and Language Therapy** Page 13

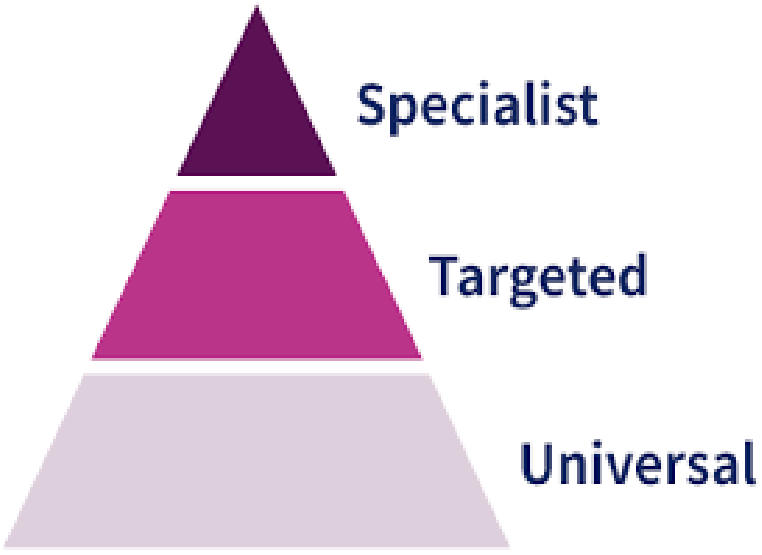
Speech and Language Therapy Policy

Speech and Language Therapy Approach – Gene Gross Three Tier Model

The school Speech and Language Therapist (SALT) is provided through *SaLT and Light The Speech Therapy Company*. Speech and language therapy is an integrated service within the Trust. The SALT takes a lead role in working collaboratively with the SENCo(s), Lead SALT Teaching Assistant (SALT TA), head of department(s) and the wider staff team. This is so that staff can be supported and systems developed across the Trust.

Djanogly Trust offers Speech and Language Therapy intervention using the Three Tier Approach model (developed by Jean Gross, CBE). Providing communication support at a universal, targeted and specialist level of intervention. This endorses the approach that supporting a student's Speech Language and Communication Need (SLCN) is everyone's responsibility.

Some students may be accessing all three areas of the model at the same time. Alternatively a student may be accessing one or two areas. It is dependent on need. This model allows for a bespoke, holistic approach when being student centred in provision of learning and speech therapy.



Specialist Level Input

This level of input requires the SALT's *specialist knowledge* in order to understand a student's speech, language and communication needs fully. At this stage assessment would take place with the student directly and recommendations are made.

The SALT works *directly* with students in the following ways:

- Assessment – formal and informal.
- Review of communication needs and targets.
- 1:1, paired and group therapy.
- Joint parent/student speech therapy consultation.

The SALT will also work *indirectly* in the following ways:

- Writing targets and/or a communication profile
- Writing reports (where appropriate).
- Meeting with internal and external professionals to plan and/or offer specialist knowledge and advice for example, EHCP meetings, planning meetings etc…
- Bespoke training planned and delivered to staff.
- Parent consultations
- Creation of bespoke communication tools i.e. communication books to meet the SLCN.
- Contributing to meetings, providing specialist knowledge, assessment information and recommendations.

The SALT liaises directly with the Lead SALT TA and/or SENCo in regards to all areas of the three tier model. However, any member of staff can liaise with the SALT.

<u>Targeted Level Input</u>

This level of input can be delivered by teaching staff and the SALT has an overview of what input is taking place within school.

Direct work takes place with either 1:1 children or within paired/group or whole class targeted intervention.

Targeted input can look like the following:

- School staff work directly on speech and language therapy target(s) at this level.
- If a student is on the SALT caseload, the staff within their class should be aware of the speech and language therapy targets. Staff should select

one-two targets to work on at a time, integrating these into learning. Input may be paper based using resources provided by the SALT, or targeted within the school day. For example, a child is struggling with understanding first vs. last and teaching staff work on this target when the children are lining up for play or lunch.

- The school may select individual students to work on SALT targets with the Lead SALT TA or another TA. This is in addition to work within the classroom.
- Some students may not be on the SALT's caseload, but be receiving targeted input based on the WELLCOMM screening results. This is often preventative work or targeted work to help a student excel in speech and language expected levels.
- WELLCOMM screening is delivered in F1, F2 and yr 1. This screening is completed in Autumn term 1, Spring term 1 and Summer term 1.
- WELLCOMM intervention – staff review screening language data, plan delivering targeted intervention. This can be in 1:1, group or a targeted whole class approach.
- The Speech Therapist may also observe targeted intervention delivered by staff and then provide specialist advice.

N:B If staff are unsure if a student is being seen by the SALT, they should ask the SENCo.

Not every school has WELLCOMM screening tool. Please speak to your SENCo or Lead SALT TA to identify if WELLCOMM is used.

<u>Universal Level Input</u>

This is a level where all students access best practise communication approaches, facilitating language development. A child may or may not have a speech, language and communication delay. This level of input helps children to achieve and excel with *their* speech, language and communication use.

The classroom should be communication friendly, following the Trusts non-negotiables in supporting communication. The SALT will also audit each school environment to ensure staff are implementing supportive communication approaches and following specific recommendations made at a specialist level (if appropriate). *All students access the universal level of input.*

All staff *access* bespoke training from the SALT, resulting in specific speech and language skills being implemented by teaching staff into the classroom.

Getting the most out of SALT Provision

Top tips and guidance to make the most of Speech and Language Therapy time in your school.

- Have consent forms signed so that the SALT can assess or provide therapy to children in your school.
- Inform the SALT of who you'd like them to see, brief overview of their need(s) and which class they are in. This can be via email before the SALT is due in school i.e. X in year 5, speech sounds. Alternatively you can meet with the SALT in school at the start of the day to discuss the children. If school doesn't name any children as a priority on the day that the SALT is in school, the SALT will select children off the identified caseload. Priority children might be children that you are concerned about or you feel they have met their targets.
- Identify a room or quiet space the SALT can provide therapy/assessment in.
- Make sure staff are aware of the day that the SALT is in school.
- Be sensitive to children with particular needs who are due to see the SALT i.e. Autism. Children may need to be told with advance warning or simply on the day, that the SALT is coming in, to cope with a change in their routine. This may need to be planned carefully with the SALT/teaching staff so that a child can access a SALT session.
- If there are any changes to the timetable, please inform the SALT of the classes/age group this impacts on the day that she's in.
- Make sure school has a named member of staff that the SALT can liaise with, this is usually either the SENCo and/or Lead SALT TA. A school that identifies a TA who wishes to take a lead in overseeing and delivering some speech therapy, often has a much bigger impact in speech therapy intervention.
- Teaching staff can observe the SALT delivering therapy. This can be very helpful in raising confidence to know how to support speech and language needs in school.
- The SENCo or Lead SALT TA overseeing speech and language needs, should make sure the SALT programmes and resources are shared with staff and parents/guardian. This then has a bigger impact on progress with speech and language targets.
- Teaching staff should familiarise themselves with the SALT targets and identify one/two to focus on, integrating these into the school day where

possible. *It is everyone's responsibility to care for a child's speech and language needs.*

Termly Preparation for SALT Provision

A referral form will need to be completed by the SENCo or Lead SALT TA towards the end of a half term. This form should provide the following information:

1. An estimated number of students that school feel need assessing in the *next half term.*
2. An estimated number of students who need to be seen for ongoing therapy in the *next half term.*

This referral form should then be emailed to the Inclusion Support Officer (ISO). The ISO will send you an email to inform you of the date that this data is needed by. Each school in the Trust will be allocated SALT time based on these figures for the next half term.

Gaining Consent

All students must have a consent form signed by their parent/guardian. A template letter has been given to the SENCo.

This consent form is provided to the parent/guardian via school staff – either the teacher or Lead SALT TA. Even if verbal consent has been gained, the SALT will not see a student unless written consent is gained. The signed slip must be returned to school and a copy shown to the SALT either in paper or electronic form. *The consent should be saved electronically on a student's school file by the SENCo or Lead SALT TA.*

Where to find a consent form

The SENCo has a copy of the speech therapy consent form. It is then the responsibility of the SENCo to send a copy out to staff or place on a shared file.

If you are unsure of where to find a consent form, liaise with the SENCo directly.

Who can be seen? When to get the SALT involved?

Please see the ages and stages chart in the SLCN guidelines document for speech and language development information. Alternatively staff can answer yes/no questions on Child's Progress checker - Speech & Language UK www.progress-checker.speechandlanguage.org.uk to identify is a SALT is required. If you have identified that the student has not met their age/stage, they can be referred to the SALT.

If you are unsure if a student needs to be assessed, you can speak directly to the SALT. They will recommend to staff if a student would benefit from having an assessment.

If your school uses WELLCOMM, a student should be exposed to the WELLCOMM screening and intervention for two half terms before a SALT referral is made. If they still have not achieved a 'green level' after two terms of input or you have high levels of concerns before then, please make a SALT referral.

A consent form then needs to be gained and it is school staff responsibility to liaise with the parent/guardian directly regarding a SALT referral. If a parent/guardian has concerns and would like to talk to the SALT, you can pass on the SALT's email and telephone number to the parent/guardian. If you pass on the SALT's details, the member of staff who has done so *must* tell the SALT directly.

NB: If a child has English as an addition language (EAL), they should be exposed to English for two years or more before a SALT referral is made. If parents are reporting concerns in the child's first language and second language, they can be referred to the SALT sooner.

A child must have a consent form signed before they can be seen by the SALT.

Who Oversees Speech and Language Therapy in my School?

The SENCo will always have an overview of all SALT input. The school should also have a Lead SALT TA for children on the SALT caseload.

If you are unsure if a student in your class is on the SALT caseload, liaise directly with the SENCo.

NHS SALT and School SALT – joint working

If a parent/guardian has informed you that their child is on the NHS speech therapy caseload, they can also be seen by the school SALT too. Best practise in line with the Royal College of Speech and Language Therapy (RCSLT) is that the NHS and school SALT work together.

School staff should inform the school SALT that the child is also on the NHS SALT caseload. This should be done before the school SALT does an initial assessment. Any targets and/or resources should also be shared with the school SALT. It is important that this information is shared so that staff, parents/guardians and the student do not become confused or overwhelmed.

SALT Targets and Input

After a student has been assessed by the SALT, they will either be discharged (end of input) or placed onto the speech therapy caseload.

Following a therapy or assessment session, if the student has a need, they will have targets written for them and resources provided. In some cases, such as stammering, a child may not have targets written but will have advice and actions written regarding them i.e. school and home completing a stammering diary to gather information. Following this, targets will be set. The SALT will provide strategies and advice within the targets about how to support the child. The child may also be provided with resources to help their speech and language development.

Targets can be worked on in 1:1, pairs or within a group. Frequency of work on targets should be 'little and often' unless specified differently in a student's target programme or report.

Within 24 hours of the SALT seeing a child, targets will be emailed to the SENCo and/or Lead SALT TA. It is school staff's responsibility to then share this information with the student's teacher and home as soon as possible. If a student has not achieved their target(s) when the SALT sees them, the SENCO/Communication Lead will be informed of this.

SALT targets should be stored in their individual file, under SALT Targets. It is everyone's responsibility to know what the student's current SALT targets are. If at any point you are feeling overwhelmed, please contact the SALT, SENCo or Lead SALT TA. It may be that school work on one target to begin with and then build from there.

In some circumstances staff may need or wish to have some additional support in helping them identifying how to integrate SALT targets into the learning and everyday activities. You can either inform the SALT directly that you wish to meet with her. OR you can inform the SENCo or Lead SALT TA who will then liaise with the SALT.

Parents may also request to meet with the SALT. This can be arranged via the SENCO/Communication Lead who will liaise directly with the SALT.

Ending Speech Therapy Input - Discharge

A student may be discharged for many different reasons:

- Their speech and language is within normal limits – age appropriate.
- They are not ready for speech and language therapy.
- Their speech and/or language is in line with their learning.
- Needs a different service i.e. Psychology.

The SALT will assess a student and identify if ending of input (discharge) is appropriate. If discharge has been identified, then a discharge letter will be written. This will be sent to the SENCo and/or Lead SALT TA who should then share with the parent/guardian.

In some cases, the SALT will discuss discharge directly with the student's teacher and/or parent/guardian.

Training – Core Offer

The SALT will individually identify a school settings training need by auditing the environment and liaising with staff regarding needs. Once this information has been gathered a bespoke training package will be offered to the school. This information will be shared with the SENCo and the Lead SALT TA.

All staff working in infant and primary school setting must attend mandatory training **– Essential Communication Tools in the Environment.** At the end of this training you will need to read through the SLNC guidance document. This should be read through within one week of completing the training. Once this has been read through the staff member needs to sign a document provided via the SENCo to confirm they have read and understood it.

Some of the possible training offered:

- Wellcomm
- Intensive Interaction
- Lego Therapy
- Social Stories
- Colour coding
- Word Aware
- Objects of Reference
- Early Communication Approaches
- Signing
- Visual Support systems – generic – visual timetables, communication keyrings.
- Visual training follow up – bespoke – PEC, LSBs, Communication book
- Using Communicate in Print
- ELKLAN
- Speech Sounds
- Feeling Approaches

Where to find more information on Speech and Language Therapy

If you want more information on communication approaches used within Djanogly Trust or how SALT intervention is delivered, you can read through the below documents:

- Communication Approaches Policy
- SLCN Guidelines
- Read your student's SALT programme for bespoke guidance on targets if they are on the caseload.

Speak to your SALT, SENCo or Lead SALT TA if you have any concerns or questions regarding a student in your class.

Written by: Sherisse Green SALT, November 2024

Revised by: Tara Gibson, September 2026