

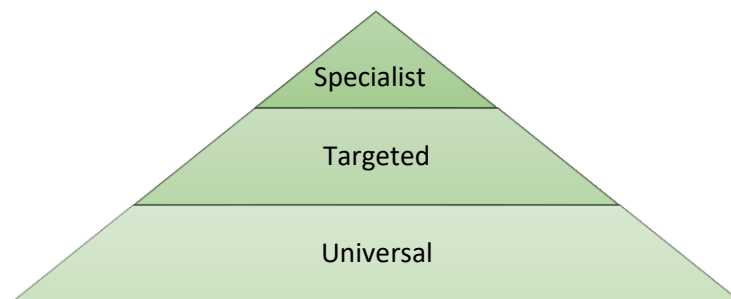
Speech and Language Therapy Team

Sladewood Academy's Speech and Language Therapy team consists of:

- Highly Specialist Speech and Language Therapist (MSc, PgDip, BSc) and Makaton Tutor – 2 days per week
- NHS Specialist Speech and Language Therapist (individual pupils when requested)

Speech and Language Therapy Provision

Sladewood Academy has a specialist/targeted/universal approach to therapy. Much of the speech and language therapy input is by strategies used within lessons and throughout the day. Communication approaches are embedded across the school and planned into all aspects of the curriculum.



Universal interventions available to all pupils:

- Sladewood Academy has a Total Communication environment where signing, symbols, objects, and visual supports are used to support understanding, communication and learning.
- Staff are trained to support students with speech, language and communication difficulties and receive ongoing support, guidance and training from the Speech and Language Therapist.
- All classrooms use the same visual timetable. All staff have symbolised lanyards. Transitions are further supported through music, which is consistent across the school.
- All staff learn a set of Core Vocabulary Makaton signs as part of the induction process. Six 'Signs of the Week' are taught to all staff and pupils every week, via direct teaching in a 'Signing Briefing' and a corresponding document. Subject Makaton folders support the delivery of core words during specific lessons. All staff have attended Level 1 Makaton training. Twelve staff members have attended Level 2 Makaton training.
- All classes have a weekly timetabled 'Word Aware' session to develop vocabulary, where pupils look at the phonetic, semantic and visual elements of a chosen word.
- A bespoke teaching strategy is used in class to deliver teaching inputs called 'Group Time'. This has been created to support development of language, interactions, communication and development knowledge/skills acquisition.

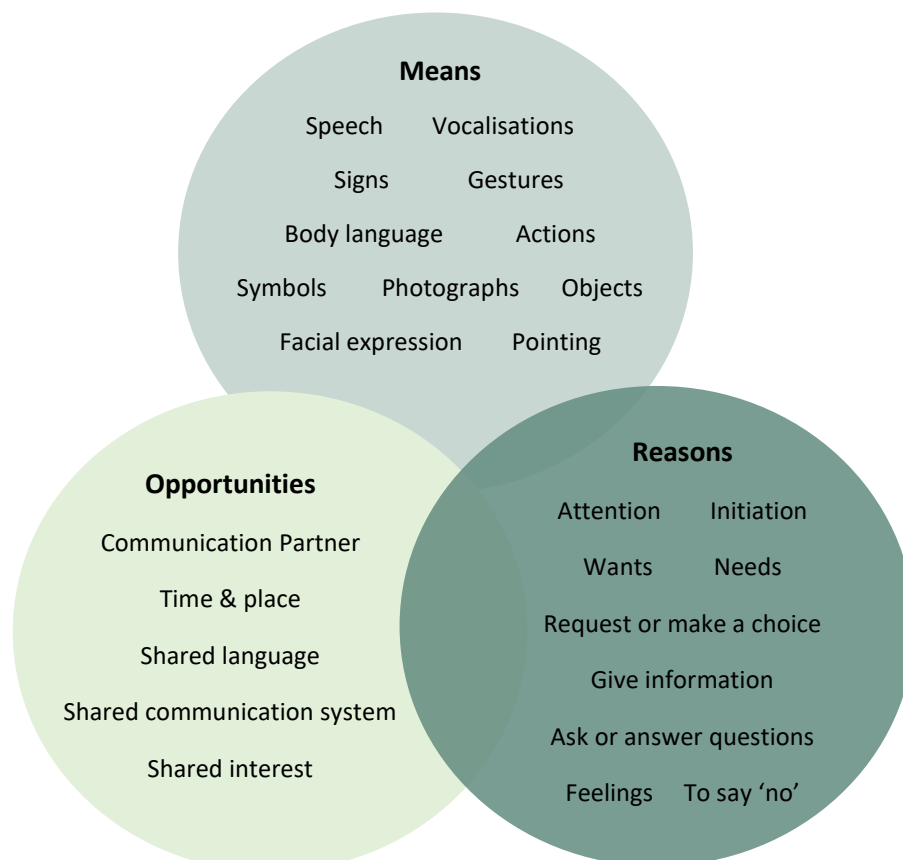
- Gridplayer is used on large class screens to support language within specific lessons. Corresponding communication boards are given to each pupil, with adults modelling key words and phrases.
- Staff follow the school's Symbol Policy for consistency when creating resources.
- Colourful Semantics is used in class to develop comprehension of spoken language and written text by using a consistent scheme of colours and symbols.
- To support annual transitions into new classes, resources are given to provide visual information about the pupils' new class team and environment.
- Whole school Social Stories are often created for events or activities, such as flu vaccines.
- Alongside the Leadership Team, the school SALT conducts regular learning walks across the whole school to ensure the consistency of universal approaches.

We also follow the universal approach of the 'Means, Reasons and Opportunities' model (Money and Thurman, 2002), to support all pupils in reaching their full communication potential. The SALT works alongside staff to ensure the below three areas are secure:

Means – how we communicate

Reasons – why we communicate

Opportunities – where, when and with whom we communicate



Targeted interventions, set by SALTs and delivered by the class team:

- All pupils have an up-to-date SALT target, which is created by the SALT.
- The weekly timetable includes a designated Communication session, where pupils are supported to work on their SALT and C&I EHCP targets. Resources are provided and LPs are trained to conduct specific interventions.
- The school SALT meets each teacher termly to discuss individual pupil targets. Progress is discussed and new targets are set.
- Bespoke training is delivered to individual class teams to raise awareness about certain needs, e.g. selective mutism, or to provide training in specific approaches, e.g. Intensive Interaction.
- Some pupils require more specific visuals to support their transitions throughout the day, these systems are personalised to individual pupils' needs and can be in the form of Objects of Reference, Now/Next boards or micro schedules.
- Personalised Social Stories are created to explain an event or situation when appropriate.
- Bespoke personal care resources are created for individual pupils.
- Learning visual supports, such as task management boards, are provided for support engagement in lessons.

Specialist interventions, led by the Speech and Language Therapy Team:

- Formal assessments of expressive and receptive language skills, followed by reports with targets and recommendations, are conducted by the NHS SALT.
- Direct work with identified pupils to develop speech, language and communication needs, either in a one-to-one or small group setting.
- Many pupils are provided with bespoke AAC aids, to make choices, express feelings and needs, and involve themselves in the world around them.
- Collaboration with the Occupational Therapist, including joint work and recommendations.
- Ongoing liaison with parents, via face-to-face meetings, telephone calls, emails and Class Dojo.
- The SALT contributes to, or attends, EHCP annual review meetings when possible.
- The SALT works as part of Sladewood Academy's multi-disciplinary team, attending regular meetings to discuss individual pupils and provision development.

It is also the SALT's responsibility to ensure we are following the 'Five Good Communication Standards' (RCSLT, 2013), which are:



Speech and Language Therapy at Sladewood Academy



1. There is good information that tells people how best to communicate with me
2. Staff help me to be involved in making decisions about my care & support
3. Staff are good at supporting me with my communication
4. I have lots of chances to communicate
5. Staff help me to understand & communicate about my health

The SALT works alongside other professionals across the school to ensure these standards are met.