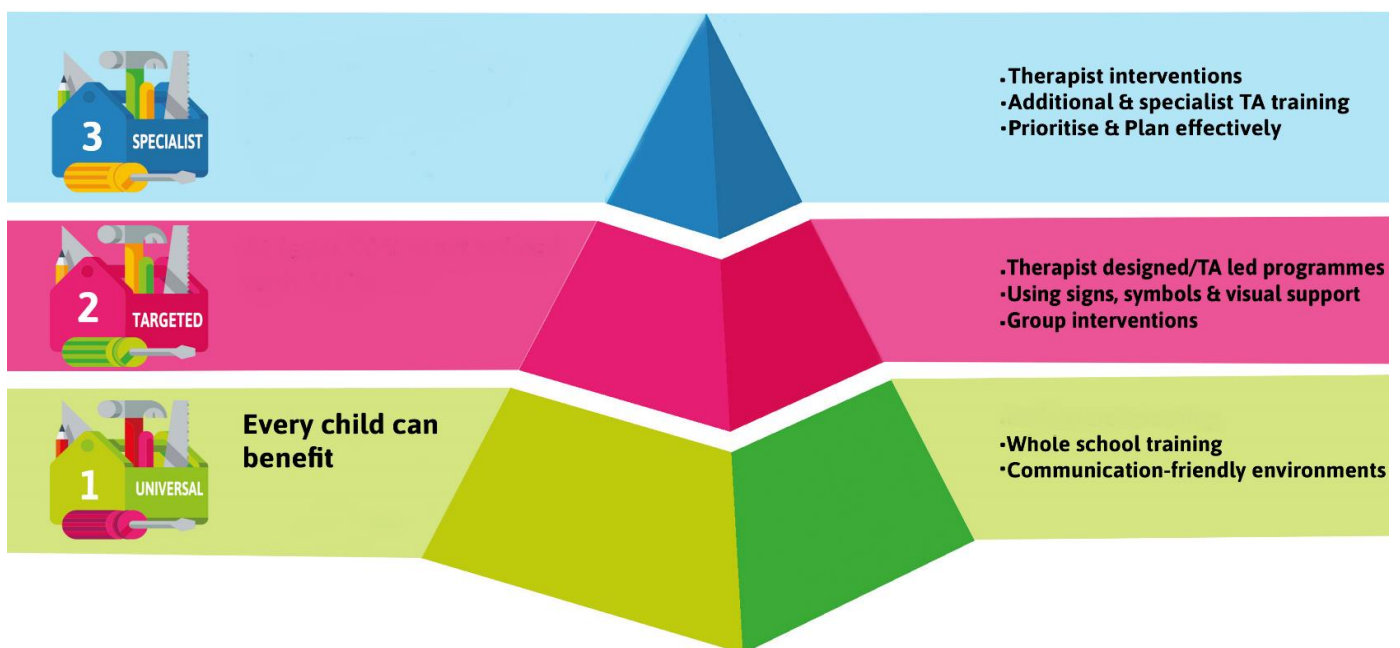


**Introduction:**

The following impact report details activity by Soundswell Speech and Language Therapy Solutions at Old Park School between January 2021 and March 2021. During this time the therapist delivered 12 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 regards 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>• Observations conducted during snack and free flow play.</li> <li>• SALT supported staff identifying missed opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided in class demonstration of how Aided Language Displays can be implemented during play activities.</li> </ul>	



	<p>communication and implemented symbols to provide the means for students to communicate during these times.</p>	<ul style="list-style-type: none"> <li>• SALT provided advice for specific students to develop their use of PECS away from snack using the PECS toy library.</li> <li>• PECS record sheet introduced to help capture the impact of PECS within the classroom.</li> </ul>	
Ladybirds		<ul style="list-style-type: none"> <li>• SALT meetings with class teacher to compile list of OOR and use of On-body signing for audit.</li> <li>• SALT provided in class demonstration of the TaSSeLs 'alert' sign and discussed opportunities to use this throughout the day</li> </ul>	
Bumblebees	<ul style="list-style-type: none"> <li>• SALT observed the morning routine including snack time.</li> <li>• SALT supported staff expanding the range of communicative functions when using Aided Language Displays.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided in class training to all staff on the use of Colourful Semantics for language intervention.</li> <li>• SALT supported class using PECS Toy Library for motivator assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT implemented GoTalk 4 for key students in the class, designing vocabulary overlay and providing staff with training and advice.</li> </ul>
Giraffes	<ul style="list-style-type: none"> <li>• SALT observed the afternoon routine including snack time.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SALT supported class using PECS Toy Library for motivator assessments.</li> <li>• SALT supported staff implementing symbols in the environment to increase opportunities for communication.</li> <li>• SALT provided in class training to all staff on the use of Colourful Semantics for language intervention.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SALT supported class teacher identifying communication targets for students EHCP.</li> <li>• SALT supported staff implementing a communication book for one student.</li> <li>• SALT provided advice and support for managing behaviours in the classroom.</li> </ul>
Dolphins		<ul style="list-style-type: none"> <li>• SALT meetings with class teacher to compile list of OOR and use of On-body signing for audit.</li> <li>• SALT discussed use of the ACA to capture student's communicative behaviours</li> <li>• SALT provided in class demonstration of the</li> </ul>	

		<p>TaSSeLs 'alert' sign and discussed opportunities to use this throughout the day</p> <ul style="list-style-type: none"> <li>• SALT discussion with class teacher to follow up use of 'Alert' sign</li> </ul>	
<b>Tigers</b>	<ul style="list-style-type: none"> <li>• SALT observed morning routine and English lesson.</li> <li>• SALT provided advice and guidance to expand the use of Aided Language Displays.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT supported staff implementing a communication book for a number of students.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT liaised with NHS SALT to arrange support for parents.</li> </ul>
<b>Parrots</b>	<ul style="list-style-type: none"> <li>• Three observations took place within the classroom.</li> <li>• SALT supported staff identifying missed opportunities for communication and implemented symbols to provide the means for students to communicate during these times.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT supported class team implement choice boards and Aided Language Displays for key students.</li> <li>• SALT provided advice and guidance around how to use PECS to encourage students to initiate.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT worked alongside class teacher to help identify communication targets.</li> </ul>
<b>Bears</b>	<ul style="list-style-type: none"> <li>• SALT met with class teacher to identify current priorities and discuss students' progress.</li> <li>• Meeting with class teacher to trouble shoot barriers to Colourful Semantics intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of two targeted students.</li> <li>• Advice and recommendations provided for two targeted students.</li> </ul>	
<b>Owls</b>	<ul style="list-style-type: none"> <li>• SALT met with class teacher to identify current priorities and discuss students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided advice and training to support speech sound development in the classroom</li> <li>• SALT discussed communication target setting when using AAC.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT demonstrated how to edit vocabulary on students high-tech AAC device</li> <li>• Advice and recommendations provided to support the implementation of high-tech AAC in the classroom.</li> </ul>
<b>Leopards</b>	<ul style="list-style-type: none"> <li>• Supported provided to write class communication targets.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT meetings with class teacher to compile list of OOR and use of On-body signing for audit.</li> <li>• SALT provided in class demonstration of the TaSSeLs 'alert' sign and discussed opportunities to use this throughout the day</li> </ul>	

Lions	<ul style="list-style-type: none"> <li>• Observation of morning routine and use of PECS at snack time. Provided advice for further development within these routines including identifying missed opportunities for communication and strategies to extend this.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT meeting with class teacher to discuss use of OOR and compile list for audit.</li> <li>• SALT meeting with class teacher to discuss recording progress with use of PECS and alternative recording forms provided.</li> </ul>	
Class 2	<ul style="list-style-type: none"> <li>• SALT meetings with class teacher to compile list of OOR and use of On-body signing for audit.</li> <li>• SALT meeting and discussion with class teacher around functional use of morning greeting routines.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided in-class demonstration of the TaSseLs 'alert' sign and discussed opportunities to use this throughout the day</li> </ul>	
Class 4	<ul style="list-style-type: none"> <li>• SALT met with class teacher to identify current priorities and discuss students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided advice and support around the use of symbols and Aided Language Displays in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT provided training and support for using the DAGG-2 to set AAC targets.</li> </ul>
Forrest School	<ul style="list-style-type: none"> <li>• SALT met with teacher, discussed activities and outcomes of Forrest School.</li> <li>• Action plan devised and resources created.</li> <li>• SALT met with teacher for discussion around sensory seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance provided around the use of symbols and Aided Language Displays in Forrest School.</li> </ul>	

### Whole school activity:

#### The transition to Widgit symbols:

At the beginning of the term the decision was made, by the senior leadership in collaboration with the speech and language team, to transition from Makaton symbols to Widgit symbols. This decision was made to support our students as they transition into the wider community and to more complex AAC systems that typically do not use Makaton symbols. This decision would also allow symbol resources to be created quickly and easily and ensure staff can access these resources when saved remotely. The Speech and Language team provided whole school training sharing this rationale with all staff, along with refresher training to ensure symbols are used appropriately and consistently across the whole school. Although this is a significant change for Old Park, feedback from staff has been positive. Staff find the software easy to use and are excited about developing and expanding symbol use in the classroom.

### **PECS advocates:**

During the academic year 2019-2020, the speech and language team targeted PECS across the whole school, providing training opportunities for staff and parents and supporting school to create the PECS toy library. To continue to build on this work, this term PECS advocates have been created. These advocates are teaching assistants and higher level teaching assistants who have volunteered to promote and embed PECS across the school. The advocates are currently developing the PECS toy library for all phases ensuring the toys are motivating and the appropriate symbols/photos are available. The speech and language team have also provided additional training for the advocates so they are able to support class teams using the PECS record sheets and identifying the correct PECS phase. The speech and language team will continue to work closely with the PECS advocates to develop their knowledge, understanding and PECS practice to empower them to support others using PECS in the classroom.

### **Aided Language Displays and reading scheme:**

As part of the transition to Widgit symbols and increasing symbol presence within the classroom, the Speech And Language Therapist worked alongside the English Coordinator and the Senior Leadership Team to develop a sequence for learning when using Aided Language Displays to support reading. The speech and language therapist devised guidance for teaching staff and also created an example of Aided Language Displays at each stage.

### **Working alongside the NHS:**

Old Park receive two days from the NHS Speech and Language Team and historically these two days have been spent completing observations and writing reports for Education, Health and Care Plans. However, these observations had little impact on the students and did not allow time for therapists to provide in class training and support. This term the Senior Leadership Team and Speech and Language Therapist met with the NHS team to devise a way to increase in class support by limiting the numbers on the NHS caseload. The Speech and Language Therapist then worked with the NHS team to identify what students should remain on the caseload and share this rationale with teaching staff. The Speech and Language Therapist will continue to meet regularly with the NHS team to ensure all students have access to support as/when they need it provided by either the independent therapists or NHS team.

### **Objects of Reference and On-body signing:**

A full audit of the OOR and Dudley NHS On-body signs being used within school was carried out by SALT. This found that:

- A large number of OOR have been identified but are not necessarily being used.
- The generic OOR for locations around the school are not currently being utilised due to Covid restrictions
- Staff are keen to use OOR but feel there are too many to be used functional by students
- Individual student's needs are not being met by the use of just generic OOR, e.g. no consideration to their sensory preferences or referents that are more meaningful to them
- Only a small number of Dudley On-body signs are being used, which are mainly with a few individual students
- Although staff had originally been given training on how to carry out the Dudley On-body signs, this was reported to have been some time ago. Most of the staff trained have either left the school or have never received refresher training. Most of the current staff team have not received any training in how to carry out the signs.
- The use of both OOR and On-body signing is inconsistent across the school and there is currently no process for checking/supporting consistency of use.

SALTs met with the senior leadership team to discuss the next steps for both OOR and the use of tactile (on-body) signing. It was agreed that further consideration needed to be given to the Pathway one curriculum prior to further decisions about OOR being made. In addition, a meeting with the Dudley SALT service was also considered a useful next step in order to discuss the most relevant tactile signing system to meet the needs of students at Old Park.

### Next steps:

The Speech and Language Therapist will:

- continue to support the whole school through the period of transition to Widgit Symbols, supporting teaching staff implementing these symbols in the classroom appropriately and consistently
- support the implementation of OOR once these have been identified for each individual student.

The speech and language therapy team will:

- attend the Dudley Communication Group meeting to discuss on-body signing and the proposed changes at Old Park.
- continue to work towards actions detailed on each classes individual action plan at a universal and targeted level.

Due to COVID-19 restrictions, therapists have been limited in their ability to support parents. This term the speech and language team would like to deliver remote workshops/coffee mornings for parents from all phases.