

Shapwick School



SHAPWICK SCHOOL

Speech and Language Therapy Policy Document

This document 5/09 replaces
the earlier ones
(1997-1998) (2/99) (5/00) (6/03) (12/04) (6/07) and (7/08)



Speech and Language Therapy.

Speech and Language Therapy is available at the school for pupils who have this particular need educationally, medically, psychologically or for social/emotional reasons. Speech and Language Therapy will be provided as determined by, and at the discretion of, the school's Speech and Language Therapist(s) for:

a) pupils whose statements indicate the need for help and support in this area of their development: pupils whose statements give specific Speech and Language Therapy requirements in Parts 2 and 3 of their Statements of Special Educational Needs will receive priority as will those placed at the school specifically with this type of provision in mind. Others will be seen with advice given to staff and parents pending further decisions about therapy.

b) pupils who are revealed by the admission screening procedure (see below) to be in need of such help and support, even if not previously identified, will receive it if the above criteria apply or if the provision of Speech and Language Therapy is accepted by the local authority or parents as detailed below and added to the statement, if one is in place, at annual review.

c) pupils who through concerns expressed by themselves their parents or carers, teachers or other involved parties are brought to the attention of the school's Speech and Language Therapist(s) will be seen for assessment and advice.

Intervention will only be undertaken after consultation with parents and others involved and if agreement to intervention and charges is accepted by the parents, and local education authority where applicable.

d) pupils who are experiencing social communication problems, pragmatic difficulties and have poor peer interaction and relationships may be offered the opportunity to attend sessions (Social Competence and Enhancement Programme: SCAEP) to support these difficulties which may exist either in the presence or absence of other communication problems; these pupils may also be receiving therapy at some other point in the week. There is no additional charge for this particular provision and it is dependent upon timetable spaces and staff availability. Please see note on page 19 about the development of SCAEP within the school (2008 /2009)

Speech and Language Therapy is chargeable on a termly basis at the rate notified with the school fees prior to the commencement of each academic year. (See note on next page for details of provision/charge). Written agreement to the provision will be sought from the parents in all cases (from 6/03) and written agreement to the charge will be sought from the relevant authority or parents as applicable prior to the commencement of any programme of intervention. In the event of the consent/funding not being readily forthcoming, discussions will be held with the headmasters and appropriate correspondence and negotiations undertaken. The therapist's recommendations will be recorded on the pupils' files even if therapy is not accepted. Therapy will only begin when a signed form authorising this has been received by the school.

Provision/charge: There are three termly charging bands: one providing for **one 30-35 minute** session per week with the pupil, the others for two or three designated sessions as specified in the Statement of Special Educational Needs or agreed with the parents / carers. The session may be individual or shared, with the vast majority being individual. Provision also includes the cross-curricular support required and all liaison with staff, parents and other involved parties. It enables a whole school approach to be possible.

All therapy charges are made retrospectively at the end of each term on the school account. As the charges are termly, they are not variable if a pupil fails to attend sessions (see elsewhere for measures taken to try to ensure regular attendance). The only exception to this (from Summer 2009) is that charges at the senior school will reflect the number of sessions made available to the pupil. The number of sessions in the summer term at the senior school is often affected by exams and school trips to support the teaching of the syllabus. No pupil will have less than 6 sessions during this term.

The first term of therapy will be charged at the sessional rate reflecting the number of sessions made available to the pupil after all consents are in place.

Currently no charges are imposed for pupils who attend the sessions for the Social Competence and Enhancement Programme (SCAEP).

Screening Procedure.

All pupils are screened by the school's Speech and Language Therapist(s) within their first term at the school as a matter of policy. Consent for such screening is sought through paperwork sent out with school admission papers. The screening assessment will aim to identify those pupils who will need extra attention to this area of their development by examining their abilities to listen, comprehend, express and deliver speech and language appropriate to a variety of situations. The screening procedure used is relatively informal but includes several standardised test items and has evolved over a number of years to allow the examination of those facets of oral communication found and known to be particularly likely to cause difficulties for young people with literacy problems. It looks at areas including conversation, description, vocabulary, word finding, sequencing, orientation, auditory and visual memory, word meanings and definitions, explanation and auditory discrimination, auditory processing, pragmatics and social communication skills. In addition to this, it seeks the opinion of each pupil with regard to his/her own effectiveness as a communicator.

The only exceptions to this procedure being followed will be those pupils whose assessments have been recently carried out at the school prior to entry or elsewhere and on whom current valid reports are still available. These pupils will have an initial interview with the therapist to discuss and evaluate their needs in the light of information available and to complete assessment in any areas not previously covered. Pupils whose parents have not returned the consent form will not be screened until this has happened; in the event of an undue delay, contact will be made with the families concerned. If a parent refuses consent, this will be recorded in the pupil's school file and in department records. It may also be

considered inappropriate to apply this screening procedure to 6th form entrants but each case is considered individually.

Following the screening procedure, reports will be written indicating which pupils require immediate intervention, those requiring later review and possible follow up and those needing no further action. These will be included in the pupils' school files (both sites) and tutor files (Edington). Parents are contacted by telephone to discuss the therapist's findings, then letters are sent to parents, and the LEA where appropriate, to seek consent to therapy and agreement to the charges. Parents also receive an introductory letter explaining the service.

Such screening normally takes place during a pupil's first term at the school with those with previously identified needs or expressed concerns being seen first.

Pupils, parents and staff are able to ask the department to reassess a pupil at any time whether or not that pupil is currently receiving therapy.

Speech and Language Service

The service is currently provided by five therapists working across both sites. The service is administered by the Principal Speech and Language Therapist who heads the department, which includes the other speech and language therapists and three occupational therapists, in conjunction with the headmasters. Some matters are referred to the directors by the headmasters, particularly when decisions of a financial or staffing matter are involved.

The therapists in post have a variety of backgrounds and experience and some have been qualified for over twenty years. The department has recently been extended with the addition of some newly qualified therapists. All posts are staff posts with some of the therapists working exclusively for the school while others have other professional commitments on some days each week. All therapists are required to be members of The Royal College of Speech and Language Therapists and to maintain their registration with the Health Professions Council.

All therapists are involved in the day-to-day running of the department with the senior staff member having overall responsibility and liaison as needed with the headmasters. The head of the department is part of the school's middle management team and plays a part in decision-making and development. The department is an integral part of the school and takes a full part in its life.

Each therapist has her own copy of Communicating Quality, either on site, at home or in the car for availability and there is a shared copy of the SEN Code of Practice.

All therapists make personally owned equipment available to the department if needed. This augments the department's

resources and increases flexibility in delivering an appropriate range of therapy techniques.

The financial control of the department rests with the headmasters and ultimately with the directors. There is an allocated annual budget for equipment which is managed by the head of department. Training or other needs of the service are put forward for consideration by management, as are larger items which would be outside normal budgetary constraints. The service is largely self-funding through the charging system.

Staff training/continuing education

All staff are involved in inset training at the beginning of each term. Staff are also encouraged to become involved in and attend any courses of interest and relevance held either nationally or locally. Staff must ensure they fulfil their commitment to continuing professional development by attending courses, keeping up to date with reading etc. Weekly departmental meetings ensure that all therapists (Speech and Language and Occupational Therapists) are kept up to date with the developments and activities of the school as well as enabling regular updating of skills and knowledge.

Inset training is made available by members of the department to all staff from time to time by specifically arranged sessions. The therapists also ensure that new staff (teaching and house) have the opportunity to become aware of their role within the school and how to become involved and support that work.

For the academic year 2008/2009, one hundred and eleven hours therapy each week is available across the whole school to meet needs previously identified. The hours are divided between the prep and senior schools to cater for varying needs and to take account of the new intake each term.

Provision of Therapy.

The school uses a direct therapy model in order to address the specific needs of the pupils, many of whom have longstanding language difficulties for which they have received little or no therapy prior to admission. Therapy will be provided on a one-to-one, paired or small group basis depending on the needs of the pupils concerned and others in need of therapy. Therapy may be short term to remedy a minor or temporary problem or for a significantly longer period of time dependent upon the problem.

It is not always possible to determine the relevant length of therapy at the outset but the nature of the language problems experienced by dyslexic pupils tends to be long-term and the pupils are likely to require therapy for a number of years.

Discharge from therapy occurs when a pupil leaves the school or when sufficient progress has been made for therapy no longer to be necessary; readmission to therapy is possible should the situation change. A discharge summary will be put in the department files and the school files. Information regarding access to Speech and Language Therapy services after leaving the school is provided if requested.

A pattern of persistent failure to attend leads to investigations as to the reason and a resolution is sought (e.g.: change of time, targets, therapist etc) but it is possible that therapy may be suspended or terminated if a satisfactory outcome cannot be reached after discussion with all parties.

Breaks from therapy may be offered but, in general, school holidays provide natural breaks. Sessions are normally on a once-weekly basis and each normally lasts thirty to thirty five minutes; the optimum time for concentration and effect has been found to be about twenty minutes for individual sessions

so activities within a session will change to minimise any drop-off effect. For pupils who require more therapy sessions each week, close attention is paid to minimising disruption to their academic timetables. Therapy is provided at the discretion of the school's Speech and Language Therapist(s) within the restrictions of time available and obligations to stated and specifically placed pupils and in line with the provision and charging arrangements. Admission to therapy is achieved by screening and obtaining the necessary consents. Methods of approach will vary to allow each pupil the optimum chance of benefiting from therapy whatever his or her preferred learning style, strengths and weaknesses. Treatment plans and targets are included in the pupils' department files and targets are circulated to staff as required.

Second opinions will be sought as necessary or if requested by any involved party. A referral would be made either to the NHS or an independent practitioner at the request of the parents, the LEA or staff after consultation and with the agreement of the parents; however, due to the very specific nature of the difficulties of these pupils reaching the provision at this school tends to have come from years of being unable to find appropriate support for their needs elsewhere and thus, in practice, the need for onward referral is uncommon.

Pupils can be referred to the retained Educational Psychologist as needed through the SMT. Other outside referrals are made through the appropriate channels.

Prioritisation for treatment is not generally necessary at present but the earlier system whereby the categories below are given priority would apply if needed:

- a) those with Speech and Language Therapy in Parts 2 and 3 of their Statements of Special Educational Needs and for whom both funding and consent have been agreed and those admitted to the school on the understanding that therapy would be provided and for whom the necessary consents have been received
- b) others as required subject to charges and restrictions

Treatment plans are formulated after discussion with pupils, parents and relevant staff taking into account pupils' previous experiences, strengths and weaknesses, specific educational difficulties and current levels of interest and motivation. Pupils are encouraged to become actively involved with target setting and to monitor how well they are moving towards achieving their targets. Reflection and review of sessional work are very important aspects to enable pupils to realise the relevance of the work as well as to see their own progress. All treatment plans are individually formulated and are modified as the weekly sessions take place in the light of each pupil's response to sessions. It is not helpful for pre-written 'programmes' to be distributed as this inhibits flexibility and reduces effective practice; it is the intention that all staff will be involved in supporting our work, but will not have to assume responsibility for it.

Pupils and their families are informed that therapy will continue for as long as appropriate provided that

- 1) the need continues to exist
- 2) the fee continues to be paid
- 3) the pupil continues to be committed in attending and working

Parents may withdraw their children from therapy by letter or orally but are encouraged to discuss the full situation and implications with the therapist beforehand. A term's notice is expected if parents decide to terminate therapy and where parents have responsibility for payment. Therapy for those for whom the LEA pays will usually only be terminated after a decision at Annual Review, or, occasionally, therapy may have been agreed for only a limited time.

Outcome is monitored termly by target review as well as by the more formal processes of reassessment, reports and staff reviews.

Student training/support.

University students studying any course leading to the professional Speech and Language qualification can be accepted by arrangement for block or once weekly placement. The students' programmes during school hours are the responsibility of the Principal Speech and Language Therapist and will involve observation, treatment, assessment, mentoring, debriefing etc as required in line with the requirements of their courses and under the supervision of the therapists. A formal report is made to the student's college at the end of the placement. The current arrangements are with The College of St Mark and St John (Marjon), part of The University of Plymouth and (academic year 2008-2009 onwards) The University of Reading.

Other provisions of the Speech and Language Therapy service at the school.

Reports are written for a variety of purposes:

- a) screening assessment reports - included in school files and may be sent to parents and other professionals if necessary
- b) end of term reports for inclusion with the main school report sent to parents
- c) assessment and progress reports for annual reviews (see *), for other professionals, for tribunals, for future educational establishments, for parents requiring further details etc.
- d) for requests to general practitioners in the event of a pupil requiring referral to a medical specialist

PLEASE NOTE: any report about a child will only be sent to other parties with the consent of the parents, with the exception of the regular end of term reports and contributions to IEPs and Annual Reviews.

*It is our policy to provide **detailed** reports for Annual Review **only if** these are specifically requested well in advance of the annual review. Normal practice is the inclusion of therapy concerns and targets in the pupil's IEP and staff review. LEA representatives are welcome to ask for further clarification/explanation at the Annual Review.

Interviews are offered to parents of pupils under the care of the school's therapists and to parents of prospective pupils who may have speech and language needs. With parental consent, professionals from outside school and who are involved with a pupil's care may be offered interviews. Appointments are readily available each exeat, half term and end of term. Appointments are arranged through the school offices but it may occasionally be possible for an impromptu meeting to be held.

Telephone contact is often a useful alternative to a face-to-face meeting especially when a query needs prompt attention. Telephone enquiries receive a prompt response, usually on the same day as the call is received. If a delay is unavoidable while enquiries are being made, a message will be passed to that effect and a time scale given for a full response. Courtesy and good relationships with all callers are given high priority.

Cross curricular support is one of the prime considerations of the therapy provided as it is essential that such therapy is relevant to the pupils' overall educational programmes and needs and will facilitate and enhance their other learning opportunities. Attention is given to concerns expressed by staff involved with the pupils in determining the course of their therapy, and particular needs from other curriculum areas are integrated. Communication with and feedback to all staff concerned are possible through weekly staff meetings as well as by direct contact with individual staff. Some pupils additionally have speech and language books or cards at times for practice and communication purposes. Besides specific speech and language work, therapy will seek to support the pupils in other ways necessary to enable and enhance their chances of success, both academically and socially; this may involve working through some study skills to allow pupils to learn how to learn, for example. Increasingly, provision is required to address the social skills pupils need in order to use language effectively and the pupils' awareness of the impact of their communication habits upon those around them. All staff are informed via tutor books, staffroom notices (individual or collective) and staff meetings of pupils who fail to attend or comply, and resolutions are actively sought.

The therapists participate in weekly staff meetings (one on each site) and regular "staffings", the school label for student reviews, when the IEPs for two pupils are updated and discussed in detail. Attendance at these meetings and "staffings" is dependent upon the therapist being present on the particular site on the day but all therapists contribute to meetings and documents as necessary. It is usual for at least one therapist to attend these weekly meetings and report back to the others at the weekly department meeting. The therapists may occasionally attend other meetings, such as annual reviews, by invitation. Other meetings to discuss any pupil's progress/problems will be convened and attended by such personnel as the situation demands. The therapists act as mentors or keyworkers to particular pupils from time to time, especially when they are deemed to be the most relevant members of staff.

Record keeping is done within each pupil's speech and language file as assessments/ reassessments are made. Sessional therapy notes are recorded on each occasion the pupil is seen. School files are updated at annual review and when any other report or request is made. Test data is discussed at an appropriate level with pupils and their rates of progress are regularly reviewed with them. Parents may request data at any time, but such data should only be released with a full explanation or at a meeting when the therapist will be available to explain or answer any queries. Case notes are subject to peer review/audit to maintain adequate standards. Registers are kept on each site to detail attendance and reasons for failure to attend.

Current Speech and Language records (personal pupils' details, assessments and therapy) are kept in locked filing cabinets within the department rooms on each site with all therapists having keys to all cabinets. These records are confidential, but the contents are discussed with staff to facilitate programme

planning and to aid the child's education. Parents, and pupils when they have reached the appropriate age, have the right to see these files upon request. Records (amendment effective from leavers 1997) are kept after the pupil leaves the school until the young person reaches the age of twenty five (in line with policy for all records containing information pertaining to health matters) and are then disposed of by pulping, shredding or burning.

Targets are drawn up for each pupil or group of pupils once a term. For the youngest and newest pupils these may be determined by the therapist alone after consultation with other staff but with the older pupils (about ten years old upwards) the targets are jointly agreed and determined. Each task set thereafter relates to an aspect of the targets and pupils respond positively to being able to see what it is that they are striving to achieve. Target review and feedback are made possible by target sheets maintained within each pupil's departmental file. Parents and LEAs are welcome to request copies of the termly target sheets although these are not routinely distributed at present. Information is readily available to staff and, particularly with the younger children, targets are written to help staff support the Speech and Language needs across the entire curriculum.

Individual Education Plans (I.E.P.s) will contain information on the pupils' current levels of achievement, therapy needs and targets as well as indicating response to therapy and any other relevant information. Key stage attainment levels will be recorded in the I.E.P.s usually by the English teachers but there may be some consultation over the level achieved for speaking and listening.

Reviews of progress are carried out regularly in order to assess the efficacy of therapy and the pupils' responses to it. Adjustments are made as required to therapy, targets and approach. Pupils are made aware that such reviews assess the therapist's work as much as their own and they are encouraged to be actively involved by being invited to comment on how they feel about various aspects of the work they have done. Attainment is easily measured on an ongoing basis from response to therapy as well as by the more formal process of testing. Review by testing facilitates and enables decisions to be made about future therapy thus allowing for better planning and strategies for future work to be developed.

Feedback to pupils is an integral part of the review and therapy processes and is therefore an ongoing feature of the provision to these pupils. Feedback to staff, parents and professionals is, as already mentioned, through the process of reports and interviews. Pupils can receive immediate feedback during a therapy session by means of praise and by reward through the school housepoint system.

Attendance at the sessions is recorded in registers on each site. As well as maintaining a record of attendance, this facilitates data handling and planning with all registers having coded entries making it possible to see why sessions are missed and to see if this influences the outcome of therapy. Pupils are encouraged to take responsibility for remembering to attend their sessions but a variety of tactics and strategies exists to support them in this (daily appointments cards distributed/available for collection in a prominent place, reminders to individual pupils/staff, additional individual strategies determined jointly by a pupil and therapist as required). If a pupil frequently misses sessions and is thought to be avoiding attending, a discussion will be held initially with the pupil with further discussion with tutors or parents as required; 'failed to attend' (fta) forms are completed at the

senior school when a pupil misses sessions and these are placed in the appropriate tutor file. Discussions with pupils may result in an altered attendance, e.g.: coming out of a different lesson, paired therapy or replacing a missed session with another at a mutually agreed time. The system is designed to be as flexible as possible. If a suitable solution cannot be found then the future of therapy will be reconsidered.

Service monitoring is carried out informally by means of an appraisal given once a year to the headmasters by the head of department. This reviews the numbers of pupils within each year group currently in need of the provision together with their status (funded, statemented etc). More frequent reviews are submitted should the need arise. Additionally the department has introduced annual Independent Professional Reviews (IPRs) for all its members as part of the school's ongoing development and planning.

Service/therapist information: the family of each pupil in need of therapy is contacted after the initial assessment has been carried out. At this point the therapist introduces herself and the service to the family, providing as much or as little detail as they require at that time and making clear the accessibility and availability of the therapist to the families whenever they feel the need for contact. The position regarding end of term interviews and reporting is also explained. Parents are invited to make appointments to see or to contact the therapists at any time. An introductory letter and consent forms will then be sent to the parents of pupils requiring therapy.

Links:

- SCAEP
The Social Competence and Enhancement Programme exists to support the development of areas of social language and interaction and non-verbal behaviours which affect communication and learning. In the school year 2008-2009, all pupils from years 7 and 8 have attended in their teaching groups for at least half a term for one session per week, whilst Year 9 pupils have attended as part of the Carousel programme to give attention to progress in this area before they embark upon their GCSE courses. There may be some pupils who need to continue this work in Years 10 and 11 and a way to provide this with minimal impact upon the academic timetable is being sought.
- PITSTOP (senior school)
This is a programme to support pupils who have such difficulty with planning, routines, organisation and social integration that they find themselves attracting negative attention for those things. Initial referral is usually by a member of the senior management team with subsequent attendance being by agreement between the therapist and pupil concerned. A sheet advising of the pupil's attendance is placed in the tutor file. An spin-off of this, named 'Spares and Repairs', has evolved for pupils who recognise their own need for this type of support.
- Y10 English support
To support the Speaking and Listening component of English GCSE, pupils who have found it difficult to prepare and present their Year 9 talks attend a double lesson each week for the second half of the Autumn term in Year 10 to assist them with their Year 10 talks early in the Spring term.
- PEP
Personal Enrichment Programmes are helpful to some pupils in providing an assessment and a course of

exercises to help to fill in, underpin and strengthen weak and underdeveloped aspects of a pupil's profile. This is a service which can be bought in through our contacts by parents/ LAs for pupils for whom it is recommended. The department takes responsibility for co-ordinating this programme.

- **GCSE revision support:** a number of subjects are actively supported through the department by the production of and help in using a variety of revision aids and study skill techniques .
- **Careers / trips**
Members of the department all take part in supporting the school's careers programme by assisting with development days and projects. They also go on some of the school trips to support colleagues and to obtain a different view of the pupils with whom they work than the one they see in a one-to-one situation.
- **Exam support**
All therapists assist pupils with preparation for exams and act as readers and amanuenses.

