

'The SaLT team have been integral to ensuring that my class has received the correct support at all times through the year. They have spent the time getting to know all of the students in the class and providing valuable insights and resources for how to best support them with their learning. They have gone above and beyond.'

Teacher at Stormont House

2021-
2022

School Report



STORMONT HOUSE SCHOOL
achievement for all



Children's Integrated
Speech and Language
Therapy Service for
Hackney and the City

Children's Integrated Speech and Language Therapy Service for Hackney and the City

The Hackney Speech and Language Therapy (SaLT) Service work to promote the speech, language and communications skills of all children and young people in Hackney and The City, and beyond.

We also have a key role in supporting children and young people with eating, drinking and swallowing difficulties

We are pleased to work in partnership with Stormont House School to ensure that all children and young people are enabled to reach their potential.

We recognise the importance of evaluating and reflecting on the service we provide, so that we can work together to ensure quality and improvement.

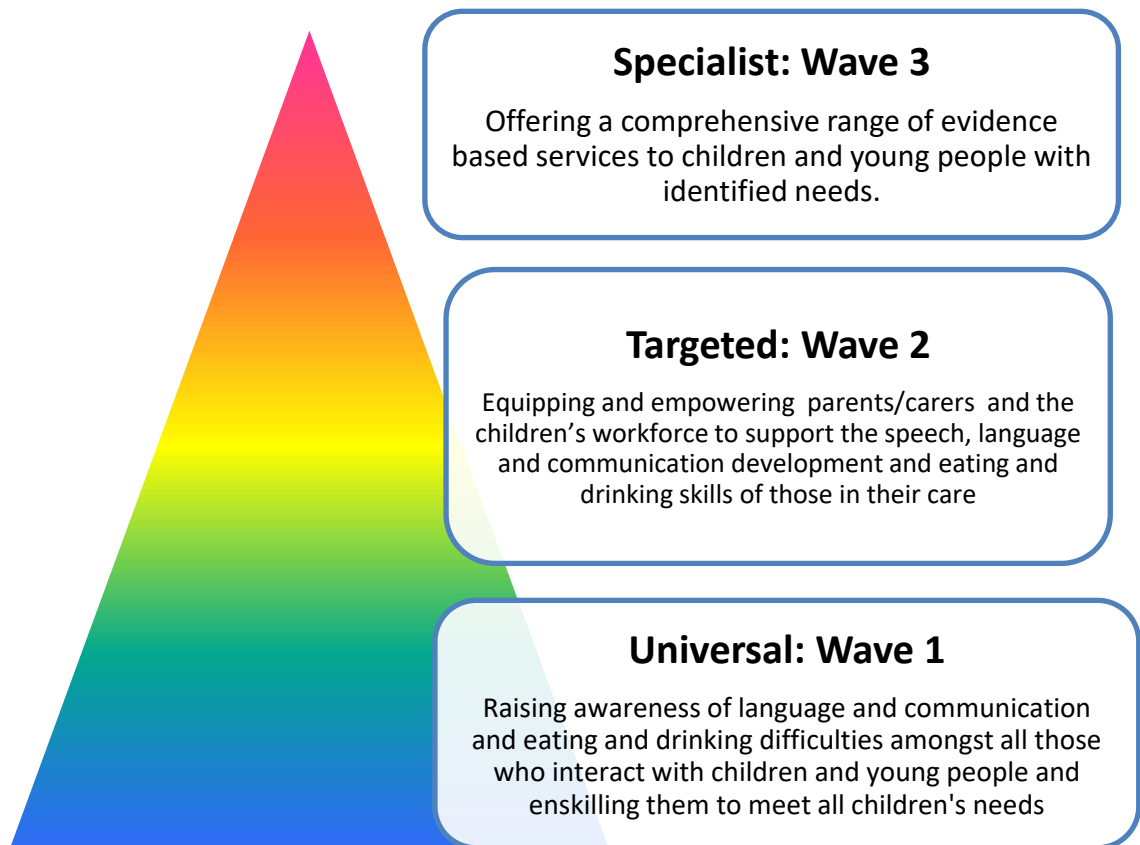
Having a means of communication is a fundamental human right.



This year the SaLT
Service in your
school worked with
106 pupils, all with
Education, Health &
Care Plans

Working in Partnership

We work to improve children and young people's speech, language and communication, and eating and drinking skills by offering a unified system that consists of three elements:



A key strength of the service is that these three elements interact to create a system that is **high quality, cost-effective** and **responsive** to children and young people's needs.

The service believes strongly in working in **partnership** with families and supporting the **team around the child**.

Our Staff Team

Link Speech and Language Therapists

Your link Speech and Language Therapists this year have been Jenny Marcall, Leah Hood and Sophie Lewis.

We have worked closely with Justyna Andrysewicz and Oliver Chapman (Intervention TAs)

Specialist Support

Speech and Language Therapists are able to access advice and support such as second opinions from expert therapists working in the team.

Student Speech and Language Therapists

Our service provides placement opportunities for student Speech and Language Therapists.

We had two student Speech and Language Therapists with us at Stormont House for two days a week in the summer term. They supported in a range of areas including assessments, delivering therapy and designing therapy programmes.

"We have seen his language develop at a faster rate than ever before and his confidence is going up all the time."

Parent



This year your school bought in 4 days per week from the SaLT service (and received 3 days per week as part of the core service).

Universal Work

Expected Outcomes:

- ★ Parents empowered to support their child's SLCN
- ★ The children's workforce enabled to support children and young people with SLCN

✓ Shape Semantics for Narrative and Sentence Structure

This year we trialled the use of Shape Semantics with both Year 8 classes during their English lessons. This approach was chosen between the Inclusion Manager and SaLT team and uses a combination of Shape Coding™ (Ebbels, S., 2001) and Colourful Semantics (Bryan, A., 1997). The trial consisted of:

- Introducing the approach to Year 8 English teachers
- Creation of resources for narrative and sentence structure including Story Planner
- Lesson plans
- Lessons delivered jointly with Year 8 teachers
- Review of trial with staff
- Discussion with Teaching and Learning Lead and agreement to extend trial into Year 8 and Year 9 classes in 2022/2023.

Here is an example of a narrative planner using Shape Semantics:

The Story Pencil Planner
I can write key words or sentences in each part of the story planner to help me tell or write a story.

Beginning

When?

What? Who?

What? doing?

Where

Other words I can use in my story:

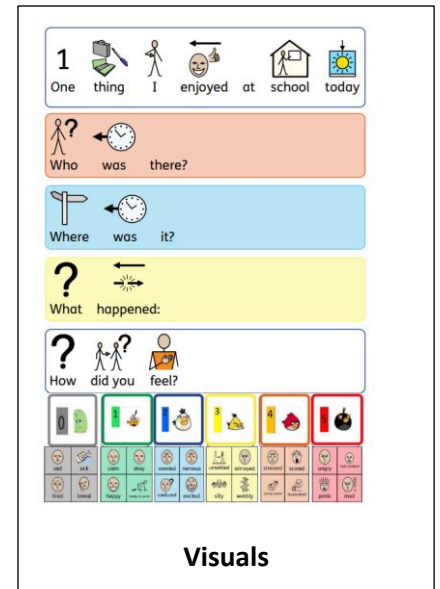
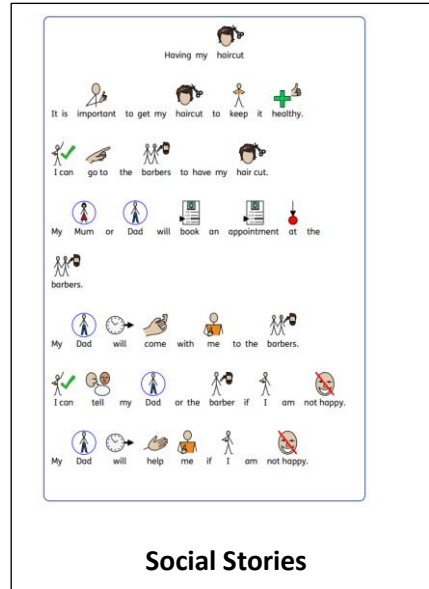
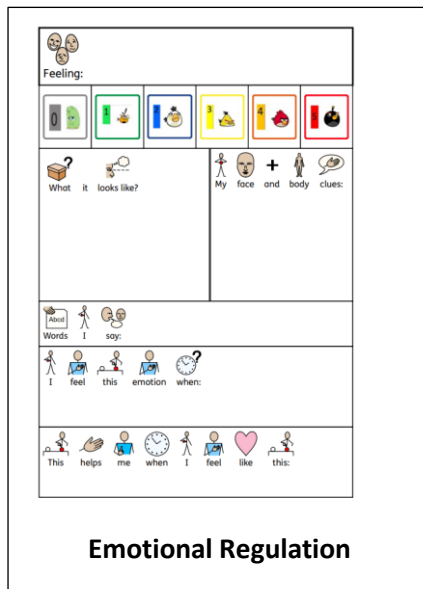
What? Who?

How?

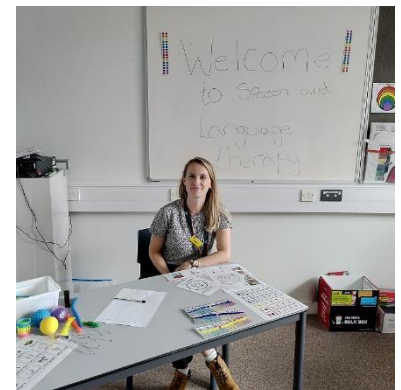
Connectives

✓ Information Station

In May, Stormont House hosted their first parent event for parents of SEND children in Hackney. The SaLT team had a stall at the event to share information about our service and provide key resources to support parents. We had resources and visuals for parents to take home in the following areas:

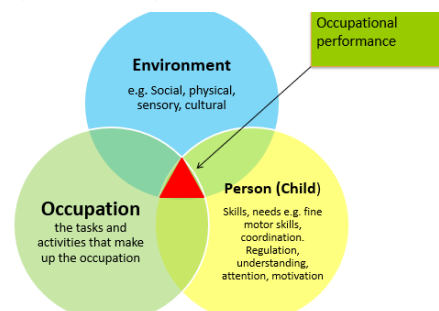


We really enjoyed being apart of the event, meeting parents of our current students and prospective students. We look forward to being apart of the event next year.



✓ Sensory Classroom

During the Autumn term, a main priority for our universal input was a project called "The Sensory Classroom". This was a project run jointly with Occupational Therapy, to build on the emotional regulation work we had already developed. The aim of the project was to support staff with setting up the environment to support the pupils with their sensory needs and to ensure the tasks they carried out supported their sensory needs. Caoimhe (OT) and Leah (SaLT) delivered three CPD sessions over the autumn term, each session focussed on one of these areas:



We gave staff tasks to do between each session and supported them during this time. Examples included:

- Environment: look at your classroom environment, is it over stimulating, what can you change?
- Occupation (tasks): consider what visual supports you are using within lessons and how to incorporate movement breaks into lessons
- Child: consider individual children that require more support for their sensory needs, what can you put in place?

Between sessions, Caoimhe and Leah carried out observations and walk throughs in the school, we were looking at how sensory needs were being supported in the environment, within tasks and how individual pupils were being considered. We then shared the feedback and key learning points in the final CPD session.

Sensory Classroom Observations

Good practice to share:

- Tasks for lesson outlined on the board in clear steps
- Whole class timetables visible
- Tasks broken down- with extra tasks for students who have finished
- Visuals up in some classes
- Movement breaks for whole class
- Lots of short tasks for class with attention needs
- Using the camera to demonstrate how to do something
- Spinning wheel / lollipop sticks on board to select students- all students engaged and participating
- Seating plans considered well
- Space between pupils



Example display in one of the year 7 classrooms to support the student's with their emotional regulation needs.

Alongside this work, we made sure each classroom still had their sensory packs from last year with clear visuals and tools to support the student's emotional regulation needs.

Feedback from staff:

3. Do you feel you will be able to apply what you have learnt to your classroom environment, lesson planning and individual students?

[More Details](#)

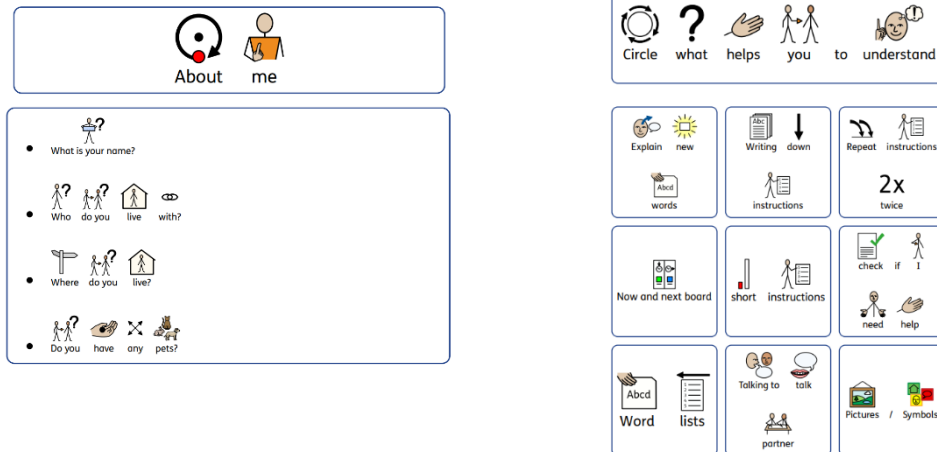
Yes	23
No	0
Maybe	2



✓ Pupil Passports

Last academic year, we had a universal focus on gathering pupil voice and capturing this in the annual review process. We wanted to build on this further this year and work towards each student in the school having a passport with relevant information about them, that really captures their voice. We had started this through individual sessions with Year 11 pupils, to ensure they had this document to support their transition to college. We then trialled whole class sessions with Year 7, this was a series of sessions for them to fill out their Pupil Passports. Students focused on different aspects of the passport in each session and with the support of visuals, they were provided with ideas on how to fill out each part.

Examples of the visuals used:



By the end of the sessions, each Pupil had a Pupil Passport created on the following template:

Pupil Passport
Name: X DOB: X

<p>About me </p> <p>PHOTO</p>	<p>You should know </p>	<p>My likes </p>	<p>My dislikes </p>
<p>Help me understand by </p>	<p>Help me express myself by </p>	<p>I show my feelings by </p> <p>Help me stay calm by </p>	<p>I am working on </p>

We hope to roll this out across the school with the aim of by the end of the next academic year, each student at Stormont House School will have a Pupil Passport. This should be a working document that can be updated each year ahead of each student's annual review meeting.

✓ CPD sessions

Over the last year, we have delivered several CPD sessions for staff, these have included:

- The Sensory Classroom
- High tech AAC
- Social Stories
- Down's Syndrome
- Developmental Language Disorder
- Vocabulary and Word Whizz
- Social Communication Strategies
- Widgit Online

Feedback from staff on the trainings delivered:

1. How helpful did you find the session on AAC devices and technology in the classroom?

Very helpful	8
Somewhat helpful	4
Neither helpful nor unhelpful	0
Somewhat unhelpful	0
Very unhelpful	0



5. Do you feel you will be able to apply what you have learnt with the students you work with?

Yes	11
No	0
Maybe	1



"There is always something new that we can learn, I found this CPD very useful"

"Yes, as it brought a greater awareness of DLD specifically related to the students who carry the disorder in school"

"Thank you for this very helpful training. There is a lot to digest and to apply but it has been very useful indeed"

"Clear information explaining the needs and impact, opportunities to reflect, opportunities to consider individual students"

✓ Vocabulary and Word Whizz

The focus for the universal input in the Spring and Summer term was on language. At a whole school level we wanted to upskill staff on the importance of oral language including supporting vocabulary development.

The SaLT team delivered a training on vocabulary in January. The aims of the training were:

1. Introduce vocabulary and the importance of pre-teaching vocabulary
2. Introduce “Word Whizz”
3. How to implement/ embed vocabulary learning into the curriculum
4. SaLT universal plan for vocabulary development at Stormont House

We revised how the “Word Whizz” looked to make it more user friendly and launched it again in the training.

Word Whizz



first sound



clap



rhyme



action



say



write

Word: _____



Meaning



Sentence



Picture or drawing



Adapted from WORD AWARE © Stephen Parsons & Anna Ranaivosoa

Since relaunching the “Word Whizz” we have observed staff using it more and considering the importance of pre teaching vocabulary within their subject areas. We hope to build on this further, supporting individual subject area leaders with embedding this approach further into their area and considering pre-teaching of vocabulary as a fundamental part of curriculum planning.

✓ Year 7 Transition

A member of the SaLT team attended each of the Year 7 transition sessions held at Stormont. They helped with supporting the students, especially those experiencing anxiety, answering questions and helping with the smooth running of the sessions. They took the opportunity to speak to the primary school staff members about the new students' strengths and needs. During the Year 7 Parent workshop the SALT presented slides to help parent's understanding of how their children will be supported at Stormont. Some example slides are below. We updated the Year 7 Transition booklet to reflect changes including staff changes and shared this with administration staff to be sent to families. The SALT team also collected information from the primary school SALTs for the new Year 7s and have shared all relevant information with Stormont staff.

Who are the Speech Therapists?



Jenny Marcall



Sophie Lewis



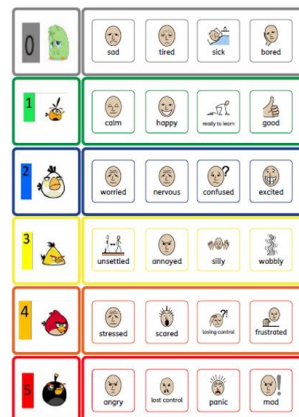
Chelsie Fox

Part of the Children's Integrated Speech and Language Therapy Service for Hackney at the City



What emotional regulation tools will my child learn?

The Angry Birds Six Point Scale



Specialist and Targeted work

Expected Outcomes:

- | | |
|---------------------------------------|---------------------------------------|
| * Improved communication skills | * Improved self-esteem and confidence |
| * Improved eating and drinking skills | * Improved behaviour |
| * Improved social skills | * Improved social relationships |
| * Improved emotional regulation | * Increased academic achievement |

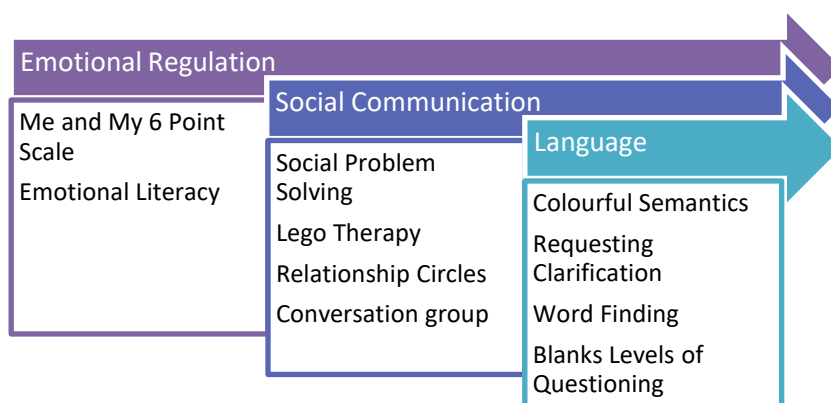
✓ Targeted group offer

Over the past year, we have developed a targeted group offer in the following areas:

- Emotional Regulation
- Language
- Social Communication

Sessions are run weekly by trained Speech and Language Teaching Assistants Miss Andrysewicz and Mr Chapman. The Speech and Language Therapists have designed therapy programmes, modelled the groups to ensure that the Teaching Assistants are up skilled and confident with running these interventions. We meet at the start of each term to talk through the groups and students and at the end of each term to discuss outcomes from the groups. The programs and resources are actively reviewed and adapted as required.

Examples of groups that have been running over the past year:

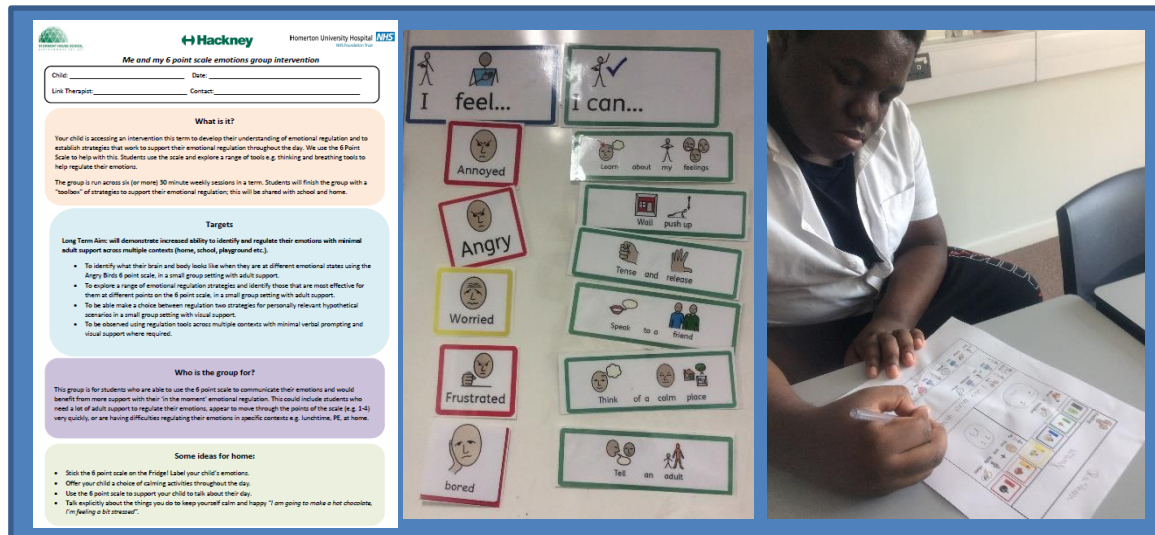


Over the past year there have been between 12 and 22 targeted interventions running each term.

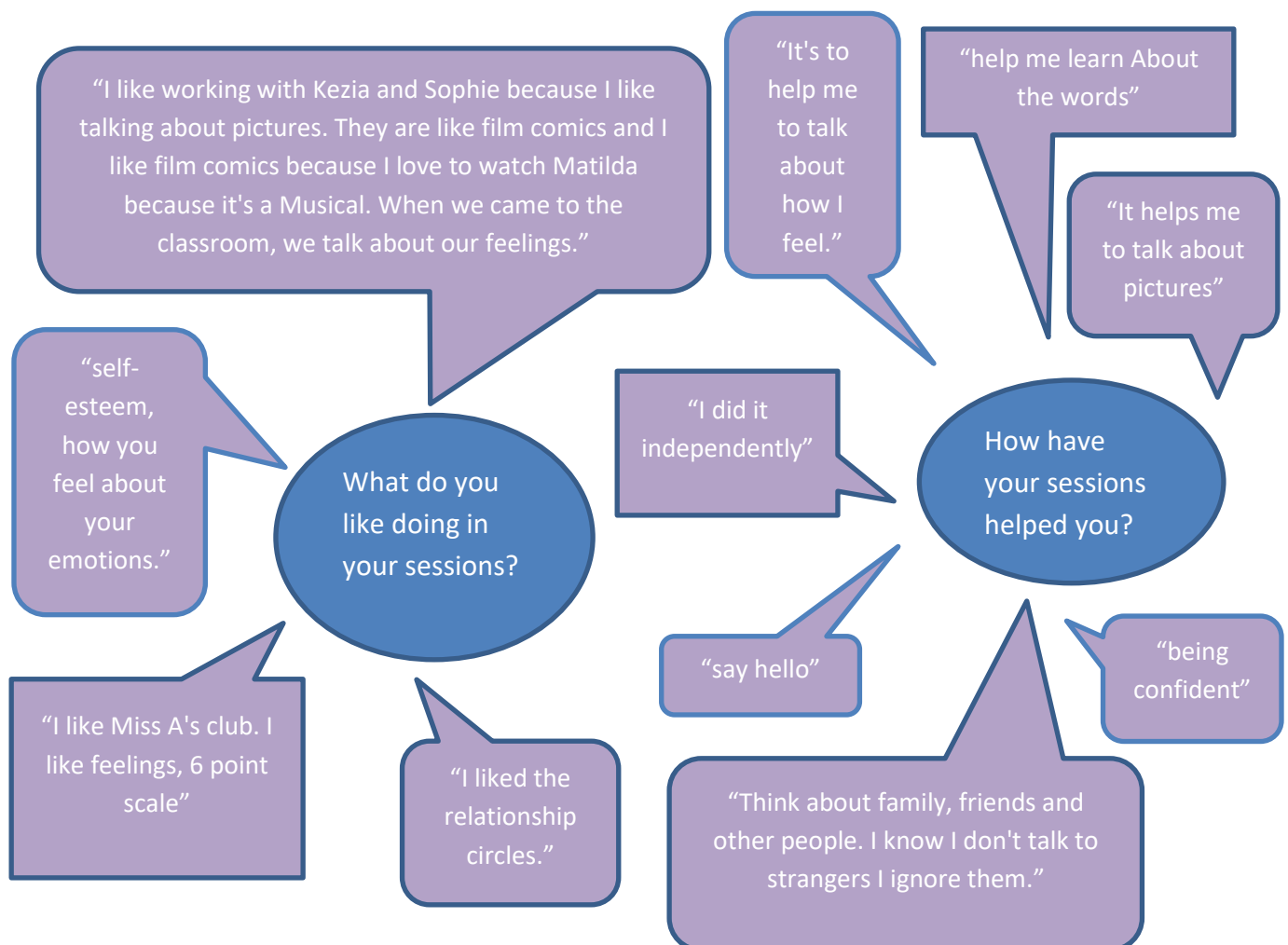
Most targeted interventions have been delivered in small groups of 2-3 students. Some have been delivered one-to-one where more unique needs were identified or where students required increased support and time to make progress.

The development of the group offer has ensured more students have had access to targeted interventions than previous years at Stormont House. It has also enabled the SaLTs to have more resource and time to deliver specialist pieces of intervention with individual students.

Examples of targeted groups resources used this year; *Me and My 6 Point Scale* intervention:



Student views on targeted groups:

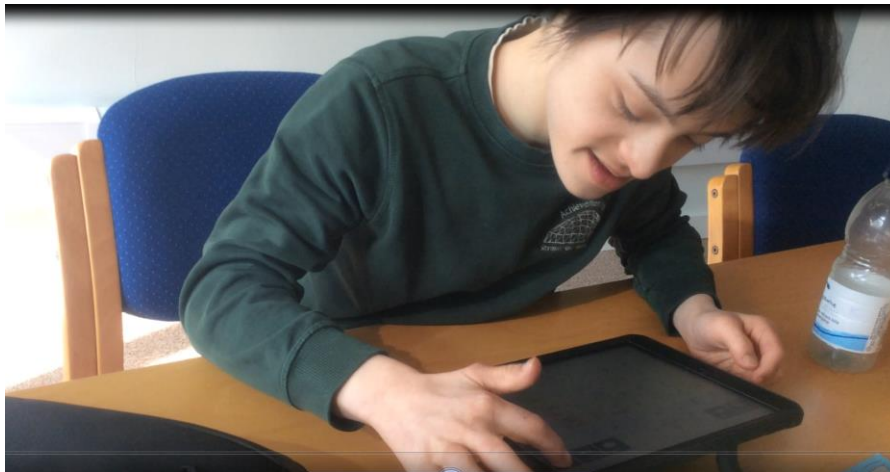


Specialist: Case studies

Korin: AAC support

Korin's English teacher raised interest in Korin using a "high tech" AAC device as she felt that his expressive language was being held back by his limited speech. Korin's expressive language was far lower than his understanding of language. His Speech Therapist provided the following support:

- **Assessment** of his use of AAC alongside a Speech Therapist who specialises in AAC
- **Application for a trial** of an AAC device from AAC company Smartbox, which was given for two weeks.
- **Meeting arranged and held** with parents, school staff including staff who could support with technology
- **Roles and responsibilities allocated** to staff and families
- Two week **trial** ensuring Korin had many opportunities to practice using his AAC
- Final **one-to-one session** with Korin to assess his use of the AAC
- **Feedback from parents and staff** about his use of AAC including how beneficial they feel it was
- **Application for a second trial** following feedback that he had enjoyed using it and had communicated with more different people when he had it but did not have enough time to fully master all the function
- **Feedback taken from parents and staff** following the second trial.
- **AAC report written** showing what he was able to do with the AAC device which he is not able to do without
- **Application to Hackney Education** to purchase the device for him as a permanent AAC.



"I have noticed a significant change in Korin's confidence to speak." Tutor

"Korin has been using the device a lot and teaching others how to use it too. I definitely think he needs one. Without it he only communicates with certain people but this has allowed him to speak to a wider range of people." HLTA

Jacob: AAC Support

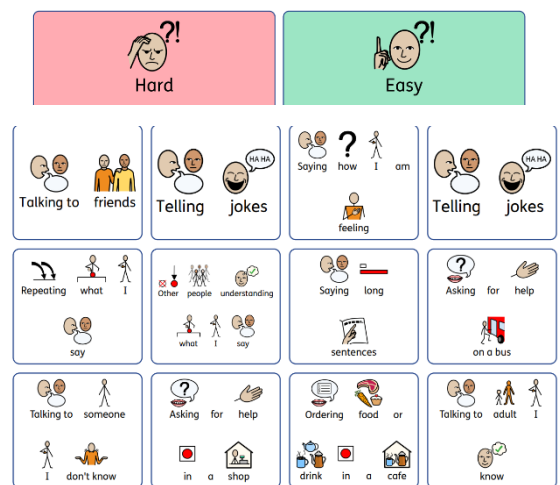
Jacob is currently in Year 11, he is a young person with Down's Syndrome and Verbal Dyspraxia. Jacob's dyspraxia can significantly impact his intelligibility. Jacob relies on the use of signing and familiar adults understanding his needs during times of communication breakdowns. Through discussions with Jacob's mother, it was felt that Jacob would benefit from an additional tool to support his speech when he is not understood to others. This is a particularly important time to consider this as Jacob transitions to college full time in September, where he will be interacting with lots of new people. It is also important to consider Jacob's further, how we can support him to be more independent with his communication as he moves into adulthood.

It was important for Jacob and his mother for the programme to support Jacob's speech to be on his current phone, so that it is easy to travel with and Jacob won't "stand out" from his peers.

Through the use of a Talking Mat, we gathered Jacob's views on his speech. Jacob identified most areas as easy for talking that were familiar to him e.g. talking at college, Angel Shed, talking to friends. He identified asking for help in a shop as hard.

Jacob was able to identify the following strategies as helpful for his speech when he is not understood by others:

- Signing
- typing the word
- saying a similar word



It was then decided that Jacob would benefit from an app on his phone that he could access to write what he wanted to say when he was not understood by others. Writing is a strength of Jacob's. He has some difficulties with spelling, therefore he required an APP that would learn his spelling patterns and have predictive text. Jacob would also benefit from accessing some key phrases that are relevant to him on the APP e.g. his address, his typical order in a café.

We then had a few sessions together exploring different apps. Jacob was able to share if he liked or didn't like them. We then found one that worked well for Jacob and he was able to navigate called "Speech Assistant AAC". Jacob practised using the app in school, asking for something from the school office and then using the device to write down what he needs when the receptionist could not understand him. Jacob also explored the device at home with his mother, saving important phrases to them. Jacob quickly picked up how to use it, he was able to add phrases independently and navigate the app well.

Jacob now has access to this app on his mobile device. He can access it at any time and would benefit from ongoing support in college to practise using it in the community. This has been shared with his college provision.



KS4: smiLE Therapy

This year 13 students in KS4 participated in smiLE therapy intervention groups delivered jointly by SaLTs and Teaching Assistants. A variety of modules were delivered to support functional communication skills within the school environment and wider community.

This intervention includes videoing students before and after therapy sessions in order to measure progress and emphasise individual progress. Leaflets were sent home to inform parents of the targets that the student would be working on based on which module they were participating in.

Module: entering and leaving a shop or requesting in a shop

The students will work on the following communication skills:

- ☐ Remembering the item that they need to get before entering the shop
- ☐ Using a friendly face and friendly body language
- ☐ Using friendly words such as *hello, can I have.....please, thank you bye*
- ☐ Waiting if a person is busy before asking them for help
- ☐ Politely rejecting an item if it is wrong
- ☐ Closing the door quietly behind you

Example module: Requesting and rejecting an item in a local shop

Before intervention sessions started, all students were videoed going to a local shop. Before entering the shop, the therapist asked the student

to get an item from the shop (such as mayonnaise, teabags, ketchup). At this time students were offered little help to complete this task and encouraged to do it independently. This was to get a baseline of what they could achieve before the intervention block.

Intervention focused on using role play based on a communication skills checklist developed collaboratively with the students. The checklist consisted of between 12- 17 points and was adjusted for each student. The pre checklists were scored by the adults leading the group. The students then had the opportunities to watch their videos and score themselves. All students made progress in the post checklist. We also invited parents in to watch the videos and celebrate their children. It also gave them opportunities to see what they can do in community settings like a shop and what skills they can support them with e.g. being more independent with money.



Adapting smiLE therapy at Stormont House; supporting independent travel skills

During the summer term SaLTs planned and delivered intervention sessions to support the year 12 cohort develop communication and problem-solving skills when using public transport. These bespoke intervention sessions, based on smiLE therapy, took place after school and were attended by 4 students. They aimed to support students to:

- * *discuss common interests and increase opportunities for social interaction*
- * *consider a range of social and practical problems that may occur in the community and possible solutions*
- * *increase confidence in the community*
- * *practice communicating with community helpers (e.g., bus driver, shop keeper)*
- * *increase familiarity with typical people, places and items associated with using public transport*
- * *practice functionally planning routes and using maps (electronic and paper)*

Throughout sessions students were supported to plan a community trip which took place during the final week. The group chose to visit an ice cream shop and were successfully able to plan two different routes to their destination - one via overground train and a back-up route by bus which was used during the trip.

Feedback from students was that they enjoyed choosing and going on a trip after school and also liked playing games together within the sessions. Students reported that they would like to be able to do this again next year and that they thought that peers at Stormont House would also enjoy this intervention.

8C: whole class support

The Angry Birds Six Point Scale



In the Autumn term 8C were identified as a cohort to receive support for emotional regulation and focus within their usual learning environment alongside their form tutor and support staff. SaLT worked closely with 8C's form tutor to set goals during autumn term, deliver direct whole class sessions which were meaningful for students and staff and monitor progress throughout the school year.

Direct sessions were initially modelled by SaLT and delivered collaboratively with their tutor throughout the autumn term before handing over for the class team to continue. Bespoke sessions combined 'learning to listen' activities with existing regulation strategies which were known to be supportive for the individual students.

Students were able to:

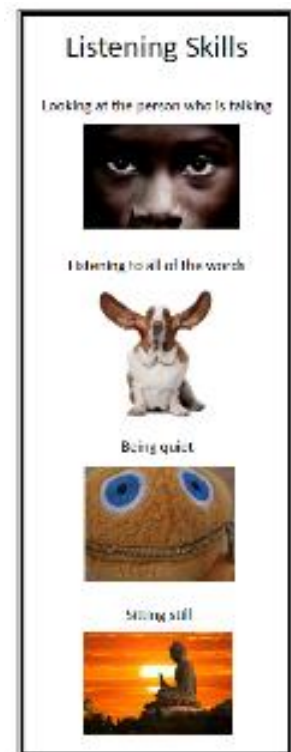
- ★ express their emotions using the 6-point scale
- ★ engage in calming activities to become 'ready to learn' with adult support
- ★ identify four key principles of 'good listening'
- ★ identify individual listening challenges and strategies, for example 'burning questioner' writing down a question to ask later / 'reactor' learning the classroom to calm down
- ★ apply learnings to engage in short whole class social games and learning activities within the classroom



Joint delivery of the whole class sessions also offered frequent opportunities for SaLT to observe which individual strategies work best for the class and help teaching staff to identify these and further embed them into the routines. A working document of whole class strategies was created and shared with other teaching staff who support 8C and observations were completed by SaLT within different environments during spring term.

Whole class regulation and listening strategies identified by SaLT and form tutor this year include:

- * calming music when class are entering a room
- * regular emotions check in at start of class/ after breaks to acknowledge feelings
- * use of emotional regulation tools regularly as whole class and some students to have 1:1 adult support to effectively use tools during this
- * use learning to listen vocabulary when talking about listening
- * consistent use of visual listening rules
- * consistent use of visual listening challenges + strategies
- * lots of praise for good listening
- * lots of praise for good ignoring distractions
- * adults consistently modelling calm behaviour when there are distractions
- * adults using nonverbal prompts to give students specific listening prompts (e.g., give student the listening visual and pointing to specific listening rule they need to follow, putting finger on lips, point to ear, waiting/modelling)
- * adults waiting for the class to return to being calm before carrying on when there is a distraction (e.g., pause if someone leaves/enters the room and calmly wait for the distraction to stop then redirect back to task)
- * adults being flexible with timing/reactive in lesson times as students are currently requiring lots of time to calm and be ready to learn

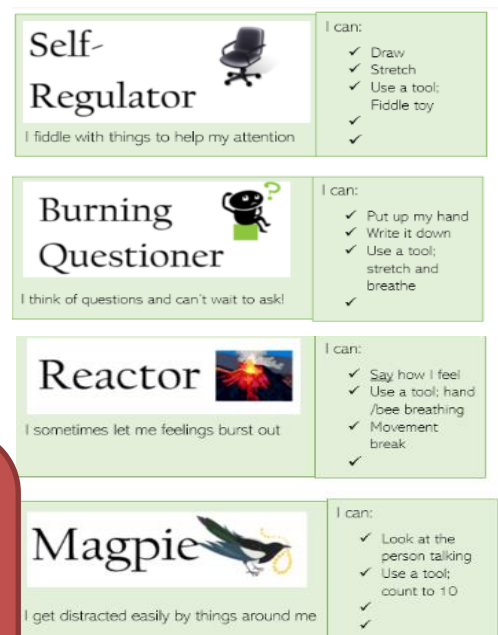


Increased communication between the SaLT and form tutor throughout the year also gave increased opportunities for students within the class to be quickly identified when they required further support for example targeted group support.

During targeted groups SaLT supported SaLT assistants to continue to embed the specific visuals and tools from whole class input to also support within group sessions and allow students to better access learning opportunities.

"This year the class has responded well to being given tools in order to help them to express how they are feeling and then begin to deal with these feelings. Some of the students really struggled to speak at all, or recognise how they were feeling and put it into words, at the beginning of the year. This situation had vastly improved by the end of the Summer term."

8C Form tutor



Making a Difference

"The SaLT team have provided sessions and training for all of the students in a variety of different ways. These have been in the forms of individual and group sessions, depending on what is needed for individual students."

Teacher at Stormont House

Speech and language Therapists within our team provide packages of intervention for students identified as having a need for specific support.

Individual targets are set with each child and young person at the beginning of an intervention block.

We measure the effectiveness of our therapy by monitoring the targets set and recording whether targets are met.

	Met	Partially met	Not met
All Total	181	37	4
Percentage	82%	17%	2%

Types of Intervention

- 152 targeted interventions delivered
- 50 specialist interventions delivered
- 9 blocks of whole class work delivered
- 6 pupils had support from specialist packages

Speech and Language Therapy is overwhelmingly effective. When targets are not met, staff members work hard to address blocks and barriers to progress.

Barriers to effective intervention this year included unavoidable timetable clashes when scheduling interventions, the complex needs of the children on the caseload and the need for intensive repetition of activities and school-wide generalisation of learning opportunities to ensure the child has learnt each skill fully.

Quality and Satisfaction

The views of children, young people and families

We believe that children, young people and their families have a right to be involved in the decisions that affect them. We work to ensure that children's voices are heard.

"I am treated with respect. My daughter can now talk more clearly. Thank you for the support"

Parent

"Very pleased with the progress my child has made with SaLT input"

Parent

"I really miss it so much, Leah and Justyna are fantastic."

Student

"It's to help me to talk about how I feel."

Student

12 pupils gave feedback via our survey

All pupils said that SaLT sessions really helped them

"My Speech and Language life is really amazing! I will never forget."

Student

"It has been amazing to be with the two best staff to help me going to the shop"

Student

92% pupils said that they enjoy their SaLT sessions

100% parents felt SaLT definitely made a difference to their child

86% parents were "very satisfied" with the SaLT provision their child received

7 parents responded to our survey

"I like Miss A's club. I like feelings, 6 point scale"

Student

Working in Partnership

The Views of Staff Members

We value the feedback from school staff. Our annual survey is a chance to reflect on our partnership working and the effectiveness of SaLT provision.

Four staff responded to the survey this year.

Three staff were 'very satisfied' and one 'satisfied' with the Speech and Language Therapy service this year.

All four staff felt that Speech and Language Therapy helped their pupils who have speech, language, and communication needs this year.

All four staff felt better able to support pupils who have speech, language, and communication needs.

"The SaLT team... have been continually supporting me throughout the year. As a new member of staff, they have taken the time to explain different resources with me and create a sensory classroom."

Teacher

"I feel respected by members of the team who have helped me very much over the year by modelling how to carry out emotional check ins. All my questions have been answered"

Teacher

"The SALT team have provided sessions and training for all of the students in a variety of different ways. These have been in the forms of individual and group sessions, depending on what is needed for individual students."

Teacher

"The SaLT team have been integral to ensuring that my class has received the correct support at all times through the year. They have spent the time getting to know all of the students in the class and providing valuable insights and resources for how to best support them with their learning. They have gone above and beyond."

"There is always something new that we can learn, I found this CPD very useful."

Staff member

"The team has been immensely helpful. Thank you for all of your support."

Teacher

We also collect feedback from staff throughout the school year verbally and via surveys, especially following the delivery of CPD training sessions.

General feedback indicates that staff find SaLT trainings informative and helpful and are able to apply learnings to their role at Stormont House.

"I can definitely apply what I have learned in my role teaching Humanities and English as well as Music. I will vary the way I ask questions- according to the Blank levels of students. I am sure this will help with behaviour management, as much as in the context and content of lessons."

Staff member

"Practical training techniques are always helpful"

Staff member

Areas for future development

The SaLT team have continued to enjoy working closely with Stormont House staff this year. We have embedded systems that were new last year, have brought in new processes and have created plans for areas of future development. We continue to use the three tiers very clearly in our work. One day that the school has bought in has been solely for the use of Tier 1 work. This has been delivered by Leah Hood and has been invaluable in supporting the wider school and upskilling staff. Having two Teaching Assistants available to run tier 2 work has been hugely beneficial and allows the majority of SaLT time to be used on Specialist work with students including AAC, Eating and Drinking, Stammering and review sessions ahead of Annual Reviews.

Two systems which are now fully embedded in the school are the universal emotional regulation support and the targeted groups process. The 6 point scale for emotional regulation is used at all levels: universal (e.g. whole class emotion check ins), targeted (e.g. emotions vocabulary group, Me and my 6 point scale group) and specialist (bespoke support as needed). The targeted group process has been written into a shared document with plans for when new groups will be planned, and later reviewed, and who is responsible for the administration and the carryover into the classroom. The TAs are now very confident and competent at running most targeted interventions. A SaLT jointly runs any new interventions before they run them independently. In the last term TAs had more time allocated to being physically in classrooms helping students applied what they had learnt to real life situations. We are keen to listen to the autistic community about the input they feel is most helpful. We are therefore creating a new intervention called "This is Me" which will be more neurodiversity affirmative than the previously used "I am Special" (Vermeulen, 2013).

We are keen to use our time flexibly depending on the activities that the Senior Leadership Team and teaching staff feel would have the most value for the school. The Senior Leadership Team see the value of each student having a "Pupil Passport" and this year requested that the SaLT team work towards this goal. Passports have many benefits including students gaining a greater understanding of themselves, being able to advocate for themselves as well as being used for staff to gain an understanding of students with whom they are less familiar. This year students in Year 7, Year 11 and Year 12 have created their own passports with a member of the SaLT team. A member of school staff has created Pupil Passports for the Year 7 students. Next year we plan to support remaining students to create pupil Passports prioritising students in the new Year 11.

We listen to opinions of teaching staff regarding the best use of CPD slots to provide valuable, useful (and interesting!) information. This year staff asked for a session on the different SaLT interventions. We look forward to delivering this and hope that the following increased understanding allows more staff to feel able to refer students to SaLT interventions. Following a CPD session on language development, staff identified that it would be very useful to have the Level of understanding of each student logged on a shared document which they could check to help plan their lessons for individual classes. The SaLT team have created a spreadsheet with the current information and plan to continue to assess student's understanding using the Blanks Question Levels (Marion Blank, 1978) and

add to this spreadsheet throughout the year. Next year a member of the SaLT team and one of the Deputy Heads will become Autism Education Trust trainers as part of a one year partnership between the AET and Hackney Education. We will use this opportunity to increase the school's knowledge and practice of supporting students with autism.

This year the Inclusion Manager was keen to increase the awareness and knowledge of the teaching staff. She therefore requested a weekly Bulletin from the SaLT team including information on a set topic each week and a weekly Sign, emotional regulation tool and visual. This ran for one term before the Senior Leaders decided it would be a better use of time to have a Handbook for staff to access at their convenience. We look forward to working with the school to create a document which is accessible and provides staff with useful information which is practically applicable.

This year we have been able to spend more time face to face with parents, which parents had identified as something they would like more of in last year's survey. The survey results for this year suggest a large increase in parents' levels of satisfaction with the service – last year 58% were "satisfied", this year 86% were "very satisfied" (and 100% were either "satisfied" or "very satisfied"). This may partly be due to the higher levels of face to face contact. It may also reflect the way that the Wave system of intervention is working well for students and therefore families. This year we were pleased to attend the first Information Station event. We saw many families both from Stormont and from Hackney more widely. We shared lots of information verbally, provided lots of physical resources and also emailed parents after the event with specific resources they felt would be useful at home for their young people with communication needs. We hope to attend more face to face parent events this year.

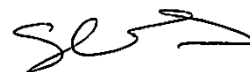
The SaLT team feel a lot has been achieved alongside Stormont House this year. We look forward to continuing to develop and innovate the offer next year!



Jenny Marcall



Leah Hood



Sophie Lewis

Stormont House Speech and Language Therapy team



Contact us

Children's Integrated Speech and Language

Therapy Team for Hackney and the City

020 7683 4262

sltinfo@homerton.nhs.uk

www.gethackneytalking.co.uk

www.facebook.com/gethackneytalking/

@HackneyTalk