

2019-  
2020

# 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.

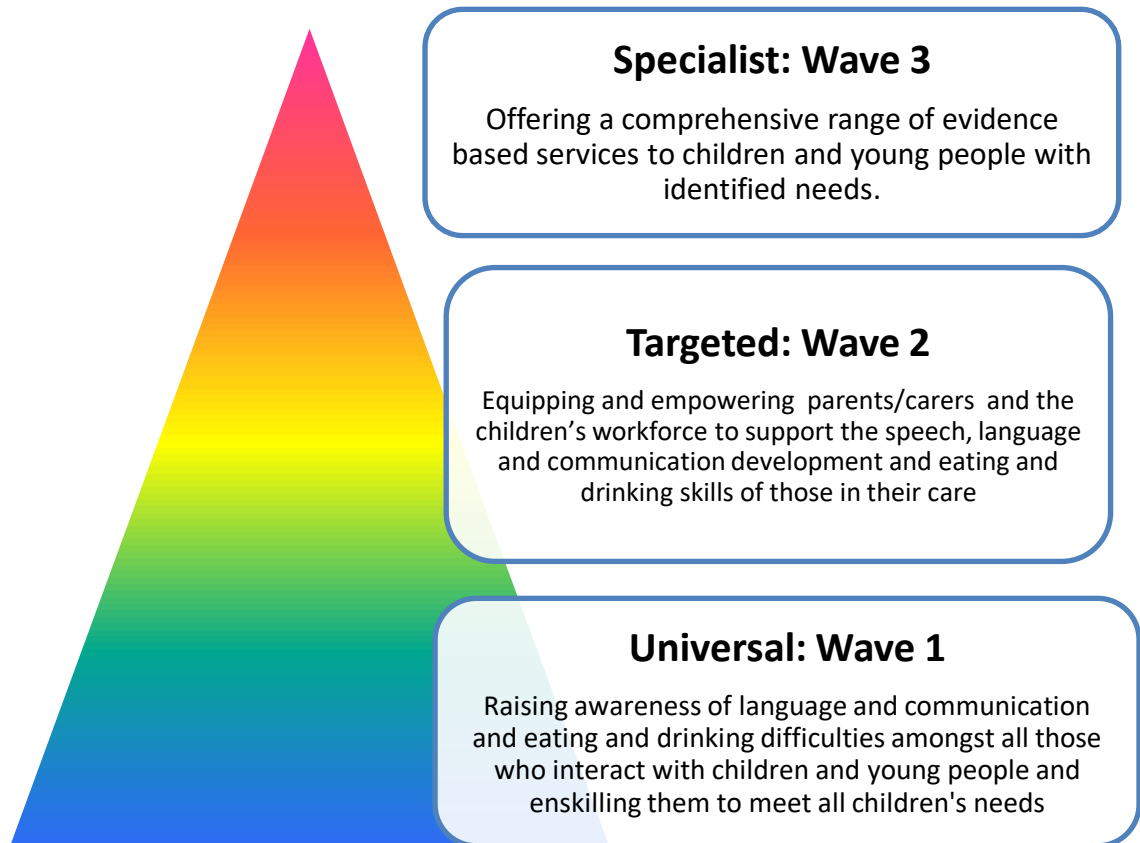


This year the SaLT  
Service in your  
school worked with  
**117** pupils, all with  
Education, Health &  
Care Plans

# Working in Partnership

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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 Jody Laronde, Megan Berrisford-Green and Leah Hood.

We have also worked closely with Justyna Andrysewicz in order to deliver Speech and Language Therapy groups in the school.

## Specialist Support

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

- ➔ Specialist support for AAC trial with a student in Year 11
- ➔ Specialist support for AAC with student in year 10
- ➔ Specialist support for a student with dysphagia in Y8

## Student Speech and Language Therapists

Our service provides placement opportunities for student Speech and Language Therapists. Two Speech and Language Therapy students worked with us remotely during June and July. They ran virtual sessions with students including a problem solving group and vocabulary intervention group. They also designed a programme on understanding and use of idioms.

My class therapist has been so supportive and helpful. I feel like she cares about my class as much as I do and she goes out of her way to find innovative ways to support them and listens to my concerns and gives practical solutions!



This year your school bought in 3 days per week from the SaLT service (and received 3 days a 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

## Parent workshops

During the autumn term the Speech and Language Therapy department delivered two parent workshops.

The first workshop was on **Managing feelings and the 6 Point Scale**. In this workshop we worked on the following:

- What is emotional regulation
- How to support your child to regulate their emotions
- Using the 6 Point Scale with your child
- Exploring regulatory tools to use with your child

Overall parents found the session very useful. Below is feedback about what they found most useful:



Here is a picture of parents trying out different regulatory tools including colouring in, Lego and squeezing balls.

*"Being able to understand how to manage different feelings through different strategies" was most useful*

*"Getting a common language with school for labelling emotions"*

*"Having things explained!"*

*"Giving us the 6 point keyring"*

*"Being aware of my own responses"*

*"(learning about) how to make my child calm".*

The second workshop was on **Vocabulary development**.

In this workshop we explored the following:

- What vocabulary difficulties look like for your child
- Introduced a range of vocabulary activities
- To think about how to use these activities at home with your child
- Share visuals that can be used at home to support vocabulary development

Overall Parents enjoyed the session and appreciated having the opportunity to learn strategies to support their child's language at home.



Here is an example of a vocabulary activity parents tried; brainstorming as many words as they can about "Christmas".

Below is some feedback from parents who attending the session:

*"Everything (was useful)  
I really enjoyed the  
meeting!"*

*"Enjoyed being able to  
try things in groups".*

*"Vey useful...everything".  
"We should have the  
class bit more often".*

## Parents evening



We really enjoyed attending Year 7 and 8 parents evening in December. We met with many parents and provided updates on their progress in relation to speech and language.



## Whole school approaches:

### Parent Newsletters

This year the SaLT team began to send regular newsletters to advise parents of universal strategies being used across the school.

September, 2019

### Rebooted! The Angry Birds 6 Point Scale

This term the Speech and Language Therapists (SaLTs) at Stormont House School are launching the Angry birds 6 point scale project. The project will run across the academic year. This term the SaLT team will be supporting staff across the school, modelling the 6 point scale throughout the day, delivering whole class intervention sessions and school assemblies.

Our aim is to **support all** of the students at Stormont House School to be able **self regulate** and **improve their ability to manage** and **control their emotions throughout the day** (with different people and in different situations).

**Ideas for home:**

- Stick the 6 point scale on the Fridge!
- When watching movies or TV shows, use the 6 point scale to talk about how the characters are feeling.
- Use the 6 point scale to support your child to talk about their day.
- Take pictures on your mobile phone during the weekends and holidays. Use the 6 point scale to think about you felt during those times with your child. Ask them how they felt?

Remember! No point on the scale is a bad point! We all feel angry, stressed or sad throughout the day! Avoid telling your child off for being at a 0 or a 4. We know that we can learn and engage more when we are calm so we need to find way a to get back to a 1!

This Autumn term, staff across the school will be talking to your child about different feeling words. We will be using the 6 point scale to be talk about how we are feeling throughout the day, providing opportunities for the students to see people across the school using the same words and tools to talk about emotions. We will also be using the scale to reflect back to the students what they might be feeling (by saying things like "Your body looks fidgety, you look like you might be at a 3").

This will help students to begin to recognise how their body and mind feel when they experience an emotion and to begin to recognise what things might trigger them to feel anxious, upset or stressed. From here students can start to learn things that can help them to feel calm and ready to learn again!

If you have any questions regarding this leaflet, please contact your Speech and Language Therapy Team on 0208 985 4245.

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### Supporting emotional regulation The 6 Point Scale & PALM Strategy

Developing self-regulation skills is an **ongoing process**. We all have moments where we aren't able to manage as well as we would like to. Sometimes, when a student is unable to manage, they may display behaviours that we find difficult.

PALM is an approach to managing these behaviours. It helps students recognise how they are feeling and receive **non-directive guidance** about ways they can manage their emotions. It's a **helpful way** to use 6 point scale language in potentially tricky situations. It also helps adults manage their emotional reactions.

The Speech and Language Therapists (SaLT's) have introduced the 6 Point Scale and are busy modelling it throughout the day, delivering whole class intervention sessions and whole school assemblies.

- 1. PAUSE** It's **completely normal** if difficult behaviours take you from a 1 to a 4 on the scale.  
Try to pause and breathe before engaging.
- 2. ATTUNE** The reason for difficult behaviours is not always immediately obvious. Look at their face, body and the situation to attune to what emotion they are trying to communicate with the behaviours.
- 3. LABEL** 'You're using a loud voice and your fists are clenched. You're feeling angry, you're a 5.'
- 4. MODEL** You can help by modelling or offering regulation tools. A great tool is taking 5 slow, deep breaths. Breathe in through your nose for 4 seconds and out through your nose for 5. Offer your child the opportunity to join you, if they want.

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### Makaton Wow

Following its success last year, the Speech and Language Therapy team continued to deliver Makaton sign of the week, each week during the morning briefing.



### Angry Bird 6 point scale

#### The Angry Birds Six Point Scale

0	sad	tired	sick	bored
1	calm	happy	ready to learn	good
2	worried	nervous	confused	excited
3	unsettled	annoyed	silly	wobbly
4	stressed	scared	losing control	frustrated
5	angry	lost control	panic	mad

This year saw the relaunch of the Angry Bird 6 point scale (previously known as the 5 point scale). The scale was adapted to include emotions and feelings associated with when our bodies feel slow. This was in order to capture those students who spend much of there time underwhelmed or needing encouragement to engage in daily activities.

The scale was reintroduced at the beginning of the academic year during INSET day to the whole support staff team.

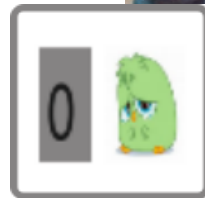
During the Autumn and Spring terms, parent newsletters were sent home with instructions on how to use the 6 point scale at home and a parent workshop was delivered during the Autumn term (see above).

The Speech and Language Therapy team created visual keyrings for each member of staff and provided guidance in using the 6 point scale to talk about feelings across the day. A whole school assembly had been planned with members of the Senior Leadership Team to talk about the 6 point scale to the students (in fancy dress of course!) however this did not go ahead due to the Coronavirus pandemic.



Whole class sessions, led by the Speech and Language Therapy team were delivered to the year 7 classes to support their understanding of the system.

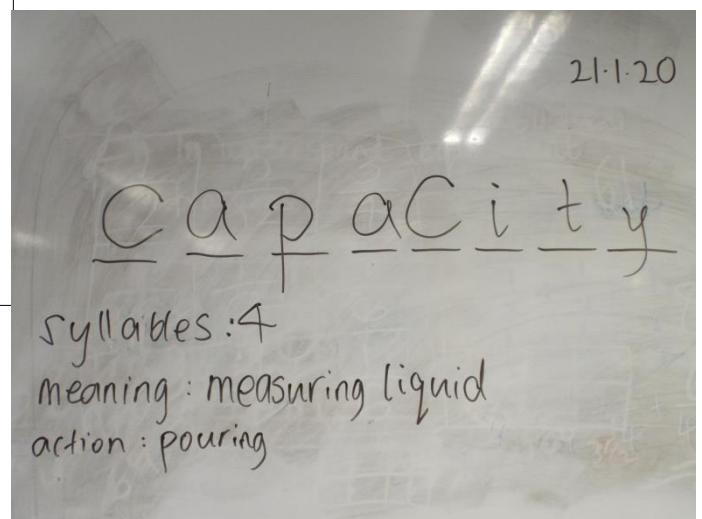
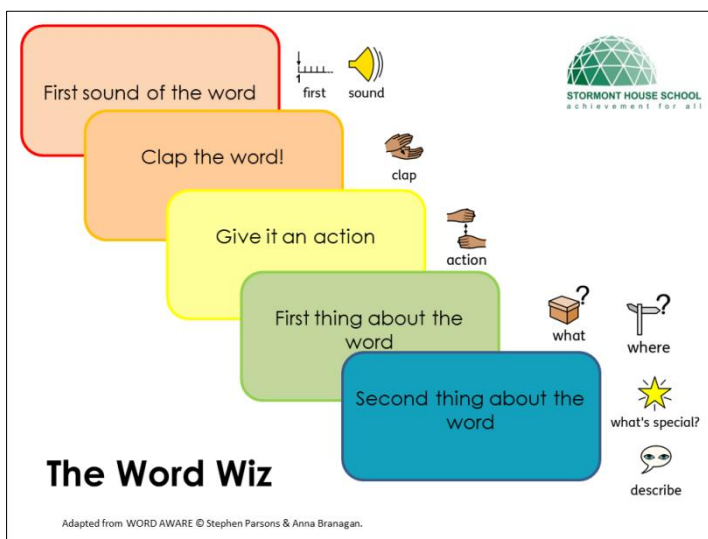
This is 7Mu demonstrating what they look like when they are at a 0.



### Stormont House Word Wiz

Last year it was recognised that there was a need across the school for a consistent and robust approach for teaching vocabulary. In collaboration with the Teaching and Learning team we developed the Stormont house word wiz. The word wiz is designed to be able to be used throughout the lesson to emphasis and recap key vocabulary words.

The word wiz was to be presented at a CPD session in the year however due to coronavirus the launching of this tool had been postponed.





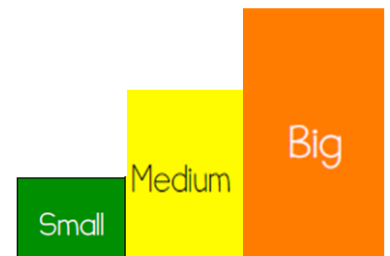
# Specialist and Targeted work

## Expected Outcomes:

- ★ Improved communication skills
- ★ Improved eating and drinking skills
- ★ Improved social skills
- ★ Improved self-esteem and confidence
- ★ Improved behaviour
- ★ Increased academic achievement

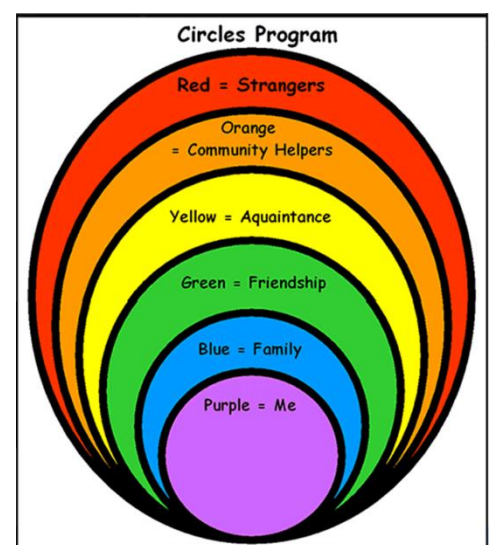
## Year 11 Problem Solving

A Year 11 class started a whole class intervention to target problem solving. The SaLT worked with a PSD teacher to support with a learning outcome set within their PSD curriculum on 'Dealing with Problems in Daily Life.' The SaLT introduced a visual approach to support with this called 'Size of the Problem'. Within the approach, students learn to categorise different problems into small, medium and big problems. It teaches them to think about the impact of the problem to help them to categorise it e.g. how many people it impacts, how long does it last and how many people does it take to solve the problem. The second stage of the approach is to consider how to react to problems and solve them, pupils are asked to match the reaction to the problem to the size e.g. a small problem would have a small reaction. Pupils were given the opportunity to discuss problems in pairs and to consider if they would react to problems in the same or a different way. The class teacher reported that the 'Size of the Problem' visual was a helpful approach to structure conversations on problem solving. She also reported that she really enjoyed delivering class sessions jointly.



## Year 7 Pupil: Understanding Relationships with Different Types of People

Taya in Year 7 was referred to the SaLT service in the autumn term 2019, following a discussion with Taya's carer. She reported that Taya was over friendly with strangers and did not understand the danger of talking to strangers. Taya attended one to one therapy sessions with SaLT in the spring term to target this area using an adaptation of the approach 'Relationship Circles'. Through this approach, Taya was supported to categorise a range of people in her life into different colour circles from family to strangers. Taya was then introduced to the terminology "expected" and "unexpected." With adult support she was able to list expected and unexpected behaviours in each colour of the circle. E.g. it is expected to hug and kiss people in the blue circle and it is expected to walk past people in the red circle. At the end of the sessions, Taya had a visual poster to take home that could be used to facilitate ongoing conversations on what to do with different types of people. Taya's carer gave good feedback



following the intervention, she reported that the SaLT team “have keep me updated and have given me good feedback on Taya’s progress” and “she now knows about stranger danger”.

## Year 8 whole class targeted work: Emotional Regulation and Social Behaviour Mapping

Mr Austin and Jovi raised concerns with their link SaLT Megan that 8A were having difficulties regulating their emotions and engaging with each other in an expected way, which was impacting their learning as a group. Megan led a block of whole class sessions with this group during their tutor time, which aimed to increase their understanding of their own emotions and the impact that their emotions has on the thoughts and feelings of those around them. The sessions also introduced practical tools for thinking about tricky situations, ranging from ‘thinking’ strategies like the Size of the Problem to sensory strategies like head massagers and fidget toys. Staff reported finding Size of the Problem particularly helpful, saying ‘I would love to keep going with that, it really helped with perspective and communication for the kids and myself.’

During one session, Mr Austin, Jovi and Megan role played common unexpected behaviours displayed by the class and asked the students to complete social behaviour maps. These involve identifying the unexpected behaviour, how it makes other people feel and how this impacts how people respond. As well as finding this amusing, students were able to reflect on their own behaviours and how this might impact the thoughts and feelings of staff and their peers.

Situation:			
Expected behaviours	How they make other's feel?	Positive outcomes	How they feel about it
Unexpected behaviours	How they make other's feel?	Negative outcomes	How they feel about it

## Year 11 Specialist Package: AAC assessment and device training

Aesha was seen for her annual review assessment and expressed that she was unhappy with her speech. She and felt that the current strategies that she uses at Stormont to help people understand her wont be helpful in a new college setting. She expressed a desire to try an ipad with a text-talk program on it.

Following this, Megan received specialist support from another SaLT in the team. Together they looked at Aesha’s language and communication profile and decided which programme would be most suitable for her. They decided on Grid’s Text Talker, which features typing, predictive text and set phrase options. Aesha was given a two week loan ipad with this software and received intensive input from Megan and Alex. This included classroom observation, a trip to the co-op to buy snacks for 11C in which Aesha used the device to request help from a store assistant and a trip to a café where Aesha used the device to order pancakes for herself and Megan!

Following this two week trial, Aesha and both SaLTs felt confident that this was the right device for her. Megan and Alex submitted a report for funding and in July 2020 (following a delay due to COVID-19) Aesha received her device. Megan and Alex had a Zoom check in with the family and were pleased to see that Aesha was using the device independently and had remembered the majority of the functions despite the long wait. Her parents commented how pleased they were and that it would make a real difference to her communication.

# Making a Difference

Speech and language Therapists within our team provide packages of intervention 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
<b>All Total</b>	89	71	25
<b>Percentage</b>	48%	38%	14%

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, COVID-19 school closures, 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.

'The impact of the support from speech and language means that we as staff can better understand the needs of our students and how best to communicate with them "on the same page". This enables us all to help to encourage the students to speak and communicate more confidently and though it may take time, the students gradually learn new skills with new resources as well as to use their existing skills to communicate more successfully and more appropriately. This helps their well being and of course affects their ability to engage with their learning as well as, very importantly, in daily social situations.' *Teacher at Stormont House*

## Types of Intervention

- 71 pupils accessed group interventions
- 22 pupils accessed one to one interventions
- 31 pupils received communication environment work
- 59 pupils accessed whole class work
- 3 pupils had support from specialist packages

# Speech and Language Therapy and the Covid-19 Pandemic

The events of recent months have been a period of huge change and challenge for our staff, our colleagues in schools and settings and of course for the children, young people and families with whom we work. Below is a summary of some of the ways in which the Speech and Language Therapy Team have responded and adapted to these challenges

## Adapting our Provision to Support Families

### Teletherapy and developing digital offers

We have developed a comprehensive digital offer for children, young people and parents, providing initial assessments, ongoing therapy, training and group work via online methods. This has been a steep learning curve for our team but we have received very positive feedback and we were even featured on ITV news as an example of how services have adapted during Lockdown.



### Developing our web presence

We have been regularly updating our website and adding to the information with regular blog posts, advice leaflets and resources for teachers and parents. We have also been using YouTube, webinars and other digital means to inform and update children and families.



### Deliveries of Resources

Not all families have been able to access our digital therapy options. Our therapists have been working together with our admin team to create and deliver resources for those that need it most, with volunteer SaLT couriers delivering therapy packs all around the borough, backed up with telephone contact.



### Continuing to offer home visits

Throughout the pandemic we have continued to offer face to face appointments where necessary, mostly visiting families at home.



## Responding to the National Crisis



### Supporting the NHS

As NHS employees some members of our team were called upon to support our colleagues in Homerton Hospital. Some members of our team volunteered to be ward clerks, others were trained as PPE Safety Officers. We have been using our speech and language expertise across the hospital, for example by giving support and advice around supporting communication whilst wearing PPE and sharing resources on how to explain coronavirus to children.



### Oak Academy

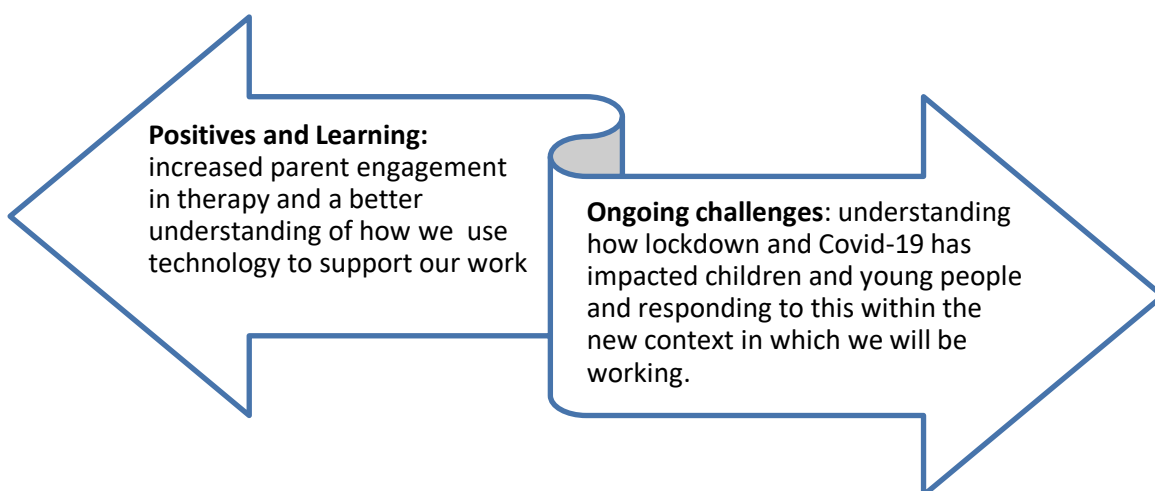
The Oak National Academy is a DfE-sponsored online portal of lessons for students, families and schools to access during Covid 19. The Hackney SaLT Service was asked by the Royal College of SLTs to support the Specialist SEND section of the website through the creation of online sessions for parents and students on topics such as vocabulary, choice making and transitions.



### RCSLT support for policy making

Members of our team have contributed to profession-wide guidance and lobbying around support and adaptation of children's SaLT services during this time. We have also been actively involved in collecting and sharing good practice and networking across the country via Clinical Excellence Networks and on social media.

## Towards a New Normal



**Positives and Learning:**  
increased parent engagement in therapy and a better understanding of how we use technology to support our work

**Ongoing challenges:** understanding how lockdown and Covid-19 has impacted children and young people and responding to this within the new context in which we will be working.



## Examples of resources we have made and sent out during Covid-19

### Making a Jam Sandwich

You will need:

- Two slices of bread
- Knife
- Plate
- Butter
- Jam

1. Using the knife, spread the butter on the two pieces of bread

2. Using the knife, spread the jam on top of the butter

3. Put the two pieces of bread together, cut the sandwich in half

4. Put the sandwich on the plate. Take a bite and enjoy!

Done

### I am learning about expected behaviour on devices

Lots of people like to spend time on devices with screens. These include phones, tablets, TVs, computers and laptops, and gaming devices.



People use screen devices for lots of different reasons. They use them for work and for school or other learning, to find out information, to watch TV and films, to communicate with friends and other people, and for relaxation. This is expected behaviour.



It can be ok to use screens for all these different functions, if we are being safe. We can make sure we are safe on devices by showing expected behaviour. I have learned about this at school.

Expected behaviours	Unexpected behaviours
<p><b>Expected</b> is something that you think will happen. When people say or do expected things it can make other people feel happy.</p> <p>calm and pleased.</p>	<p><b>Unexpected</b> is something that you don't think will happen. When people say or do unexpected things it can make other people feel upset, stressed and uncomfortable.</p>

? Being kind to my family at home

I am spending all of my time at home now because of the Coronavirus.

I live at home with:

Being fit, healthy and strong at home.

I am spending lots of my time at home now because of the Coronavirus.

Size Act Think Ask Feelings Draw

Draw

Go

Ask

Draw

Think Feelings Size Ask

**PROBLEM**  
**PROBLEM SOLVING**

Act Think

# 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.

*"They have kept me updated and have given me good feedback on \*\*\* progress" Parent*

8 pupils gave feedback via our survey

6 pupils said that SaLT sessions really helped them

*"...the support he has received has been outstanding work with a TA Miss A who knows \*\*\* very well and what works well with him. I'm very happy with all aspects of program and hope it continues we are making progress even..." Parent*

*"They have kept me updated and have given me good feedback on progress" Parent*

75% pupils said that they enjoy their SaLT sessions

81% parents felt SaLT made a difference to their child

*"I can talk n get more confident" (Year 7 Student)*

81% parents were satisfied with the SaLT provision their child received

11 parents responded to our survey

*"I feel that \*\*\*'s feelings and thoughts are taken into account" (Year 7 Student)*

*"We are grateful that \*\* is receiving all the necessary help and support from all professionals involve" Parent*

*"I love speech and language because you get to play games together which I miss rite now because off the vivid 19". Pupil. (Year 7 pupil)*

# 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.

7 staff responded to the survey

6 staff members felt better able to support the pupils they work with as a result of SaLT

6 staff members felt that SaLT provision had made a difference to their pupils

Unfortunately the responses from the staff survey were limited this year. This is likely due to shifting priorities created by the COVID-19 pandemic.

Of the staff whole responded to the staff survey, most felt that the SaLT team were “supportive” and “knowledgeable”. Most staff were very satisfied with the service delivery. Teacher reported that they preferred to have a “link” therapist assigned to their form class which meant the therapist was able to provide continued support and recommendations with consistency.

Staff reported that say the benefit of running joint whole class session with the SaLT Team and requested more of this type of input.

One staff member stated that it might be helpful for staff to be more aware of those with Eating and drinking needs by highlighting these students in a centralised place (such as the staffroom).

Another staff member suggested being able to work more closely with class Teaching assistants to share expertise and carry over specific things in to the classroom. These suggestions will be considered for planning the provision for next year.



*“I am always impressed with the high quality of service delivered by the SaLT team at Stormont. They are always available to talk to, respond promptly to queries and are willing to work collaboratively on new initiatives”. Stormont staff member*

*“My class therapist has been so supportive and helpful. I feel like she cares about my class as much as I do and she goes out of her way to find innovative ways to support them and listens to my concerns and gives practical solutions!” Stormont staff member*

## **Areas of Development for the Future**

The SaLT team have enjoyed working in partnership with Stormont House School during this academic year. The therapists in the school have developed relationships with staff members and the SaLTs feel like they are part of the school team. Many plans were set in motion at the beginning of September 2019, however due to COVID-19, much of the collaborative and innovative work planned had to be placed on pause. Below is a summary of key areas of reflection for this year and moving forward in to the next academic term.

### **Universal provision**

There has been ongoing discussion across SLT and the SaLT team about ensuring students at Stormont House have access to a high standard teaching and learning and inclusive practice. It has been understood that input from the SaLT team is vital in continuing to increase the standard of universal provision across the school.

Recently, a further one day buy in has been secured to provide the SaLT team additional time this academic year to focus on supporting the development of the universal provision at Stormont. In the first instance, it has been agreed that a full catalogue of CPD trainings should be developed. Ideally, these will be accessed by teaching and support staff on a rolling basis.

Last year staff at Stormont report reflected that although they felt well supported that they would like further opportunities to share ideas, interventions and strategies. This year the SaLT team delivered an increasing number of whole class sessions. The feedback from staff from this has been very positive and has impacted on evidence based approaches being used and embedded across the school day. The SaLT team will continue to provide interventions, were suitable on a whole class basis, in order to 'skill up' the staff working with the students throughout the school day. Working on a whole class basis has allowed the SaLT team to be more visible and accessible to both students and to staff members which ensures the continuing development of working relationships and shared knowledge across the team.

This year we also aim to work with the SENCo to ensure that there is a consistent standard of learning supports (e.g. visual prompts, word maps, emotion keyrings, break cards) across the school for staff and students to access.

Finally, the SaLT team will continue to collaborate with SLT to feed in to the PSD curriculum, particularly in line with the PFA framework. We also plan to think more widely with the teaching and learning team around whole school approaches to vocabulary learning.

### **Streamlining SaLT across the school**

This year we trialled allocating each class a link speech and language therapist. The overwhelming feedback from parents and staff is that this worked very well, making it clearer and easier to access the SaLT team where needed.

Last year we had feedback from staff that it was often difficult to know what the specific communication needs of the students were, the communication targets in place, input students may have had and where to find this information. With this feedback in mind, the SaLT team have created communication passport style reports, which outline clearly each student's communication strengths and needs and associated targets. These are now accessible on the schools central IT system and we will continue to work with SLT to find ways of ensuring information is properly accessible and shared with the staff members who need it.

We have also had positive feedback from post 16 providers that these reports help providers to be clear on how best to support the students who transition to their settings. There is currently a discussion with the Year 12 coordinator about how we could write these profiles jointly next year, so that they provide full transition information for the students leaving Stormont House.

Last year, it was acknowledged that both the school and SaLT team would need to continue to work creatively in order to meet the increasing and varied communication needs across the school. Positively, the SaLT team have an additional day to work solely in building support across the universal provision for the school, raising the communication standards across the school to better meet the needs of the students.

Alongside this, the SaLT team will continue to work alongside the Head Teacher and SENCo to think strategically about the effective delivery of targeted and specialist support to students across the school within the time available. This also needs to be clearly communicated with parents, staff and the students themselves.

Overall, this year has seen lots of positive change in a collaborated journey to better support the outcomes for the pupils that attend Stormont House. The SaLT team are excited to return in September to continue this journey.



Jody Laronde



Megan Berrisford-Green



Leah Hood  
Stormont House Speech and Language Therapy team





## **Contact us**

**Children's Integrated Speech and Language**

**Therapy Team for Hackney and the City**

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