



September 2016-  
July 2017

# Speech and Language Therapy School Annual Report



## Stormont House School

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



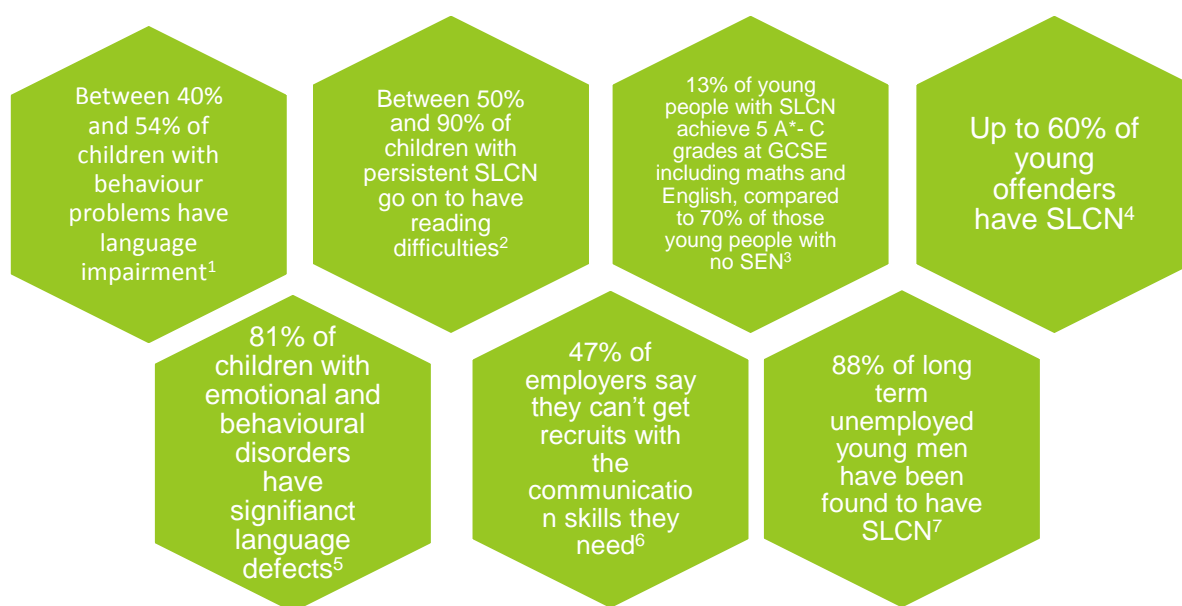
# General Information

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Speech, language and communication skills are fundamental building blocks for life. Without adequate speech, language and communication skills children and young people are significantly disadvantaged in social interaction, academic achievement, and ultimately in employment and emotional well-being for life.

We are pleased to work in partnership with Stormont House School to ensure that all children are enabled to reach their communication potential. We also recognise the importance of evaluating and reflecting on the service we provide, so that we can work together to ensure quality and improvement.

Speech and Language Therapists also play an important role in supporting children and young people who have eating, drinking and swallowing difficulties (dysphagia). They do this by working directly with individuals to assess the nature of the difficulty and work with families to help them understand their child's dysphagia needs and to make informed decisions about their child's dysphagia management. Speech and Language therapists support families and staff to use a range of strategies to ensure mealtimes are as safe and enjoyable as possible for the child/young person.



**Information courtesy of Royal College of Speech and Language Therapists**

**References:**

1. van Daal J, Verhoeven L, van Balkom H. Behaviour problems in children with language impairment. *Journal of Child Psychology and Psychiatry* 2007;48(11):1139-1147.
2. Stothard et al. (1998)
3. Data from DfE
4. Bryan K, Freer J, Furlong C. Language and communication difficulties in juvenile offenders. *International Journal of Language and Communication Disorders* 2007; 42, 505-520.
5. Information provided by the Youth Communication team, North Yorkshire, covering April 2016 to March 2017, and validated by Loughborough University 2017.
6. Courtesy of The Communication Trust
7. Elliott N. (2009) Interim results from a PhD in preparation. An investigation into the Communication Skills of Long-Term Unemployed Young Men.



# General Information

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**Inclusion Manager:** Carole Buxton

**Head Teacher:** Kevin McDonnell

**Deputy Head Teacher:** Frances Jessie

INPUT	AMOUNT
Core services	117 days (3 days a week)
Traded services	117 days (3 days a week)

**Link Speech and Language Therapists:** The current therapists working at Stormont House School are Aria May, Samia Malik and Kerry Burn. The school was also supported by Donal Shea, Emily Alton, Ellen Adams, and locum Joanna Latham over the past academic year.

	INFORMATION
No. of pupils on SLT caseload	113
No. of pupils with EHCPs / statements with SLCN	113

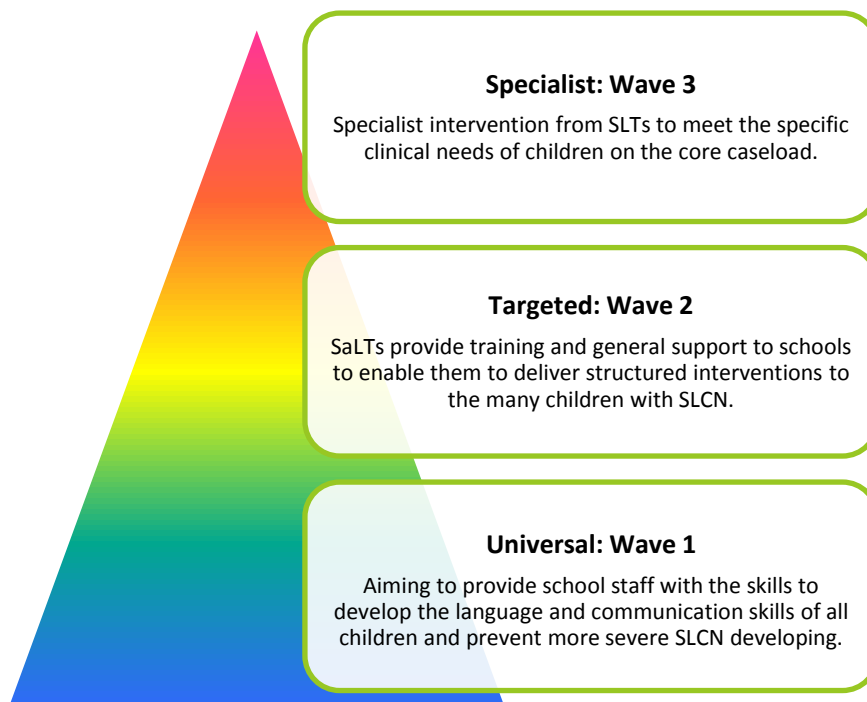


Year 12's out and about in the community with SaLT, ordering food at a café.

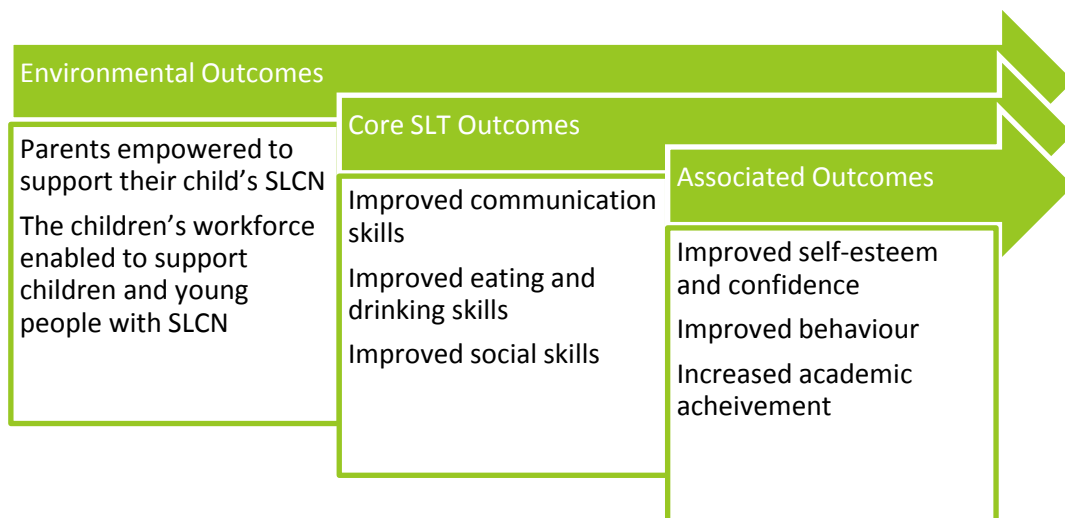


# What did we do?

The Speech and Language Therapy Team worked in partnership with Stormont House School to meet the needs of children and young people with speech, language and communication skills. The Children's Integrated Speech and Language Therapy Service for Hackney and the City work by delivering services at three waves of intervention:



These are the anticipated outcomes of the Speech and Language Therapy Service:





Below are some examples of how we have been working towards these outcomes within Stormont House school.

## Wave One Outcomes

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

**Half termly newsletter inserts** by the SaLT team so families are aware of strategies being used universally within the school and can identify strategies they could use at home to ensure generalisation of skills.

**Half termly planning meetings** between the SaLT team and the School Special Education Needs Co-ordinator (SENCo) to collaboratively look at priorities and needs throughout the school.

**Regular liaison with parents of specific students** to feedback on their child's SaLT input and to provide strategies that could be used at home. Where possible, the SaLT team invited families in to school for face to face feedback sessions and therapy modelling.

**SaLT regularly offered to model** effective communication strategies in class to school staff.

**SaLT delivered INSET day trainings** to support staff on general speech, language and communication needs (SLCN) as well as strategies to support SLCN at school. Training was also delivered on **Using Word Aware to Support SOLO Taxonomy verbs, Communicate in Print** and two sessions on **Social Stories**.

**SaLT attended monthly Multidisciplinary Team (MDT) Meetings** to feedback about recent work completed with specific students, and to collaborate with school staff and external professionals to problem solve about high need children and prioritise intervention.

**SaLT liaised with the SENCo and Deputy Head to further investigate ways to streamline processes in relation to Educational Health Care Plan (EHCP)** assessment and transfer, and developed a template for assessment as well as shared strategies to effectively gain pupil voice.

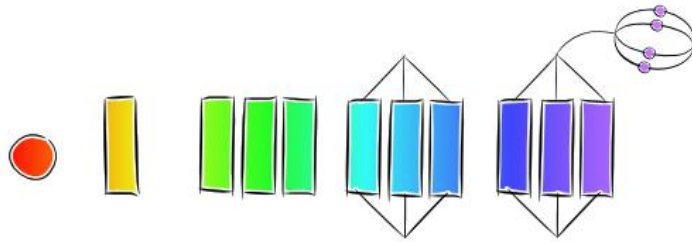
**Individual staff members were invited to attend all therapy sessions** carried out to promote successful carryover of strategies into wider school life.

**Support with the Speech and Language Therapy Learning Support Assistant (SaLT LSA) pilot program** including professional advice for the job description, investigation of the impact and weekly supervision with the SaLT LSA (Justyna Andrysewicz) to develop skills and to plan universal interventions including lunchtime playground games groups.

**Whole day shadowing opportunities** for student nurses attending a placement at Stormont House School every half term to instil the importance of communication in the wider MDT and community.

**Lunchtime groups** run by SaLT LSA Justyna Andrysewicz were supported by SaLT and the SENCO (Carole Buxton).





### **Word Aware/ Solo Taxonomy Project**

This project stemmed from the Communication Project at school. This had been a long term project which looked at identifying some standards and strategies that would be used at a whole school level to support communication. SaLT liaised with the Deputy Principal (Frances Jessie) on a number of occasions to move this forward and drafted some 'gold standards'. It was felt that training for all staff would be useful to potentially set up a communication working party and identify needs within the school. The number one priority identified by Stormont Staff was 'Communication for Learning'.

Following this training, the SaLT team looked at the Visible Learning program currently being introduced within the school – including the the SOLO Taxonomy framework, as well as the Word Aware vocabulary approach that had been successfully been introduced in a few key classes (9C, 10W and 8N) by SaLT. SaLT incorporated them both into a strategy that would look at universal ways to target SOLO verbs using the word aware teaching principles. It was hypothesised that this would support staff and students to have a shared understanding of learning vocabulary and empower education staff to become more familiar with vocabulary teaching methods throughout the year.

In the Summer Term 2, baseline measures were taken for 20 students in Year 7 through to Year 10, and the intervention will be rolled out in Autumn Term 1, following a follow up training to staff and further project development over the Summer holidays. Initial staff feedback in regards to the approach has been positive and staff that have already been exposed to Word Aware techniques have been able to see the impact on the way students have learnt other curriculum related vocabulary over the past year.



## Lunchtime Groups

Lunchtime groups were run by SaLT LSA (Justyna) and supported by SaLT and the SENCo. Groups included Superheroes, Lego, jewellery, drawing and dancing. The groups facilitated positive peer relationships in a small, safe environment. Some students find the busy, noisy environment in the playground difficult so this was a safe, calm place to come to. A few sat on the edge but benefitted from the positive communication environment and joined in when they felt able to. A maximum group size of five meant student conversation and interaction could be monitored and supported. The groups were very focussed on social communication. Students practiced conversations in a friendly way, being encouraged to share thoughts about their work in group, their weekend and their dreams.

Simple rules explained and re-enforced by the SaLT LSA enabled students to work collaboratively. The SaLT LSA actively encouraged turn-taking, sharing and giving compliments. The calm, patient and supportive nature of the SaLT LSA enabled students to have conversations and learn some basic rules of social interaction.

Students were asked what they liked about Lunchtime Groups and how they helped.

They said:

Groups helped me  
calm down

We talked about  
what we do at the  
weekend.

People were nice to  
me. There was no  
bullying

It was amazing.  
Fantastic

We talked about  
Batman (favourite  
superhero)

We talked about our  
dreams

I liked drawing

We used kind  
words

I liked to play

Students opted to join groups rather than being referred and groups were re-organised termly to allow others to attend. Feedback from the SENCO was that the groups have supported social communication in a way that will impact longer term by establishing calm and positive interactions.

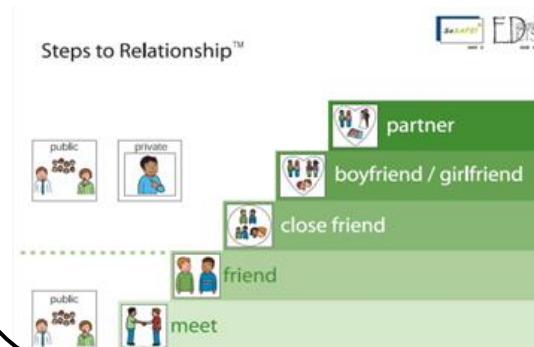


## Wave Two and Three Outcomes

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

### Year 12 Transition Work and Support with Relationships

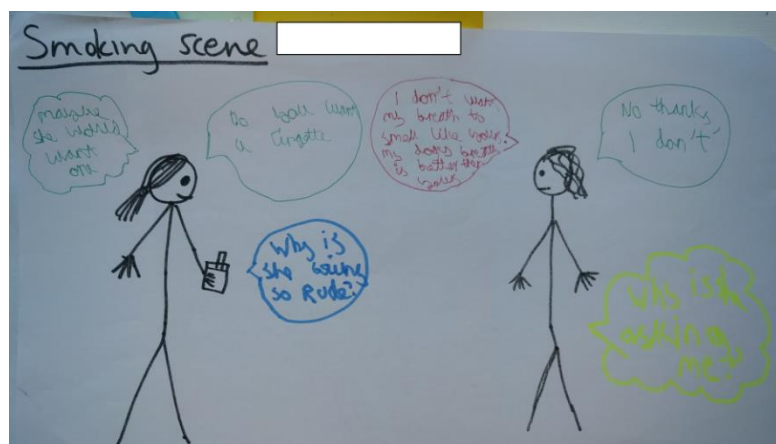
In preparation for their transition to college/ other placements next year, it was identified that Year 12 students required an understanding about the steps towards developing healthy relationships and to demonstrate appropriate behaviours with different people according to context – to keep themselves and others safe. Work followed on from Personal Social Development classes and six students were chosen to participate in a weekly group facilitate by the SaLT team. The group used resources and concepts from the SoSAFE! Approach. SoSAFE! is a



standardised framework of symbols, visual tools and concepts used to teach strategies for moving into intimate relationships in a safe and measured manner. Outcomes were measured using a pre and post questionnaire. By the final session students had improved their knowledge of consent, and knowing what behaviours and interactions were appropriate for different types of people (E.g., a friend, a stranger, a person in the community).

### Year 9 Respect Group

A Year 9 class group was supported to develop their peer interaction skills. The sessions aimed to help students understand appropriate language and behaviour when socialising with their peers. The SaLT planned and delivered a 'Respect' whole class intervention incorporating Comic Strip Conversations and Talkabout video clips. Comic Strip Conversations allowed students to visually depict social situations and reflect on how people's behaviour affected others' thoughts and feelings. The Talkabout video clips showed a variety of relatable scenarios for the students to discuss and base their comic strips on. By the end of the six week intervention, students were more able to take turns during social conversation and could identify how their behaviour impacts those around them.





### **Year 10 Sign of the Week**

O is a Year 10 student with severe verbal dyspraxia. O communicates using a multimodal approach including use of a device, some vocalisations and signing. His preferred mode of communication is fingerspelling and signing. At the beginning of the year O was in a class where none of the education staff knew how to sign thus creating frustration for O and not allowing him to reach his full potential. The SaLT set up a Sign of the Week in tutor time to promote signing within the class, upskill education staff, and empower O's peers to use sign to communicate with him. The entire class enjoyed these sessions and were able to apply use of signs at news time. Following the intervention, O showed greater communicative success with adults within the class as they shared some core signing vocabulary. It is an ongoing goal to continue to support O with his communication in the community.

J is another student who uses signing and has worked with SaLT and his class teaching assistant to model to his peers what some of the signs are.



### **Year 12 Transition Work**

A group of Year 12 students took part in a transition group which aimed to increase their independence and confidence before leaving Stormont House School. Students used worksheets, scenarios, role plays and discussions to target the following: emotional regulation, self-awareness, life goal-setting and conversation skills. For the last session, the group went to a local café where students chose what they wanted from a menu, made their order and paid for it independently. In their post-therapy outcome questionnaires, the students showed an increase in their confidence levels in relation to ordering food at a café, having conversations with others, and managing their feelings.





## Year 7 Emotional Regulation

SaLT led three whole class sessions with class 7D to explore emotions and discover effective ways of managing a variety of feelings. These sessions were well received by the class and class teacher. Emotions were related to Angry Birds (a video game that the class easily related to) and an Angry Birds theme five point scale for emotional regulation was introduced. The class explored a range of feelings in a multisensory way through song, dance, drawing and watching short video clips. Students were provided with a list of ways to manage emotions and enjoyed practising some of these as a class. Deep breathing, counting to ten and walking away from the situation were reported by students to be the most effective management strategies. The class teacher continued this work with the students throughout the term and has made emotional regulation posters for her classroom. The class teacher reports that she now feels confident to carry out these sessions independently with the New Year 7s in the new academic year.



## EHCP Transfers

Across the year, the SaLT team have been writing Education, Health and Care plan transfer reports for the students within the school. This has involved lots of work:

- Each student had an observation session a 1:1 assessment and liaison with key staff and family members.
- Reports were then submitted to the SENCo, family and Hackney Learning Trust ahead of the transfer meeting so that communication outcomes could be included in the final EHCP.
- Where possible SaLTs attended the transfer meetings to feedback in person.
- SaLTs also liaised with the SENCo and students to support pupil voice within the EHCP transfer meetings by using strategies including Talking Mats, Wikis and video.



# Facts and Figures

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The SaLT service uses a database called RiO to record client details and the quantitative activities of our SLTs. We also use our own internal methods of data collection and termly planning. The activity and productivity of our team members is monitored monthly to ensure that, as a SaLT service, we are working as efficiently and effectively as possible for maximum positive impact.

**Current Caseload Size (July, 2017): 113**

**Number of New Referrals: 8**

**Number of Cease Contacts: 6**

## Providing a high quality service

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The SaLT service ensures the best quality of service provision by recruiting outstanding staff and then providing robust supervision, monitoring performance and skill development opportunities. All of our staff are HCPC registered and DBS cleared. Staff receive continuing professional development (CPD) to ensure they meet the required standards and are compliant with all statutory and mandatory training. The service has a number of specialist SaLTs who are able to provide additional support, particularly with more complex children and young people. We also have strong links with UCL and City University and frequently use student SaLTs to enhance our service offer. The SaLT service values the opinions of our users and other stakeholders and we seek to ensure feedback to be integrated into our continual service review and planning.

### Specialist Support

SaLTs working within the team who maintain advanced skills in working with children and young people with specific and complex needs such as stammering, speech disorders and eating and drinking difficulties, are available to provide school SaLTs with specialist support to enable them to provide the most effective intervention to these children and young people on their caseloads. This may involve the SaLTs meeting to discuss a therapy plan or working jointly together for some sessions with the child. In some instances, the school SaLT may request a 'specialist package'. This involves the specialist SaLT providing a package of support to the child either in school or in clinic. This package is typically short term with the view to the child's care being transferred back to the school SaLT for continued support/intervention as required.



## Specialist Support for Stammering Intervention

The SaLT team received specialist advice about providing J with therapy to target his stammer. Following recommendations from the Specialist SaLT a block of Family Communication Therapy was provided, once a week for five weeks, with J and his mother. Family Communication Therapy is a collaborative approach that focuses on a parent's understanding of what helps develop natural, fluent communication. During the weekly sessions the SaLT, J, and his mother brainstormed the components of



communication, established routine 'special times' for J and his mother to communicate and interact in their home environment, and explored how praise can build confidence and promote improved communication and fluency. J's mother enjoyed the collaborative sessions and carried out all of the homework tasks that were given. J showed improved overall communicative confidence in the sessions when he was given specific praise. J's mother reported that the sessions benefitted her communication with J. She stated: "I can share

ideas with the SaLT and she shows me how to work with my son. Me and J can sit down and play together and make eye-contact. We didn't do that before".

## User Feedback

A survey was conducted of school staff, students and parents. Results are as follows:

### Feedback from students:

**Young Person: Do you like your speech and language therapy sessions? Please also give some comments: E.g. What do you like/dislike about your sessions?**

I really like my speech and language therapy sessions	15
I really dislike my speech and language therapy sessions	0
I don't like or dislike my speech and language therapy sessions	3

I like when Speech Therapy lets me talk about my thoughts. I don't like that speech therapy is quick. I want it to be longer.

It's good- if I didn't like it I wouldn't come here. I like the activities.

Fun and everyone gets to join in and how you respect each other when everyone's talking.

Everything – the think, stop, do.



**Young Person: Do you feel that Speech and Language Therapy has helped you?**

Yes, Speech and Language Therapy has really helped me	18
No, Speech and Language Therapy has not helped me	0

It helps you with your learning and helps you to calm down.

The Speech Therapist understands us.

It's helped me to be more friendly.

It made me learn to be patient and calm.

To teach me words that I don't know. I now know more words.

Helped me with caring more about the world.

It has helped me think about things before I talk, think about what I want to say before I say it. I now take my time when I talk and don't rush.

It helped me to be more joyful.

The best speech and language teacher in the entire galaxy!

Getting along with people and taking turns because I usually interrupt people.

Makes my brain work better and also gives me tips.

**Feedback from Parents:**

**Parent/Carer: How satisfied are you with the Speech and Language Therapy service?**

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Dissatisfied	Very dissatisfied
1	2	0	0	0

[SaLT) involved us in planning and ideas. She kept us fully informed of actions and proposals for our son whilst involving school staff.

I can share ideas with the speech and language therapist and she shows me how to work with my son.



**Parent/Carer: Do you feel that Speech and Language Therapy has made a difference for you or your child?**

Yes, definitely	Yes, a little bit	Not sure	Not really	No, not at all
1	1	1	0	0

### Feedback from Teachers:

**Teachers/Support Staff: How satisfied are you with the Speech and Language Therapy service?**

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Dissatisfied	Very dissatisfied
7	0	0	0	0

**Teachers/Support Staff: Do you feel that Speech and Language Therapy has helped the pupils who have speech, language and communication needs?**

Yes, definitely	Yes, a little bit	Not sure	Not really	No, not at all
4	3	0	0	0

**Teachers/Support Staff: Do you feel that you are better able to support pupils who have speech, language, and communication needs?**

Yes, definitely	Yes, a little bit	Not sure	Not really	No, not at all
2	3	2	0	0

*“There has been good communication through focussed planning meetings and a clear process of prioritisation”*

*“They are such a pleasure to work with. They are professional and work hard to try and get the right activities for the students”*



*“Our SALT team are really effective – more hours would be great”*

*“I have learnt a huge amount from them”*

## **Word Aware with Solo Taxonomy staff training**

All tutors were given training about the Word Aware vocabulary approach and how to use these strategies when teaching Solo Taxonomy verbs. The following feedback demonstrates increased confidence in implementing Word Aware strategies. It also shows that teachers valued the training session.

	Did you find this training useful?					
	0 Not at all	1	2	3	4	5 A lot
Number of teachers	0	0	0	3	4	7

	How confident do you feel about putting what you have learnt into daily practice?					
	0 Not at all	1	2	3	4	5 A lot
Number of teachers	0	0	0	6	7	1

*I think the structure will be really useful.*

*Useful ideas for a whole school approach.*

*Can definitely immediately implement a few strategies.*

## **Making a Difference**

The Speech and Language Therapy Service sets and review targets for every intervention that we provide, ensuring that interventions are appropriate and effective. Outcomes are recorded on the RiO database.

SaLT can also make a significant contribution to improvements in the self-esteem, quality of life and academic achievements of pupils. These positive changes are recorded through case studies.



### SaLT LSA

One of the pilot projects for the year was supporting the training up of a staff member to be a SaLT Specialist LSA. This included ongoing clinical support and mentorship throughout the year, modelling of interventions, and informal training to the SaLT LSA (Justyna Andrysewicz).

The SaLT LSA's responsibilities included running universal lunchtime groups, running targeted small groups (E.g., social skills, playground games, comprehension monitoring), and specialist one to one programs all modelled and reviewed by the SaLT team. The SaLT LSA was allocated half of her time in school to take on these additional responsibilities and this allowed her to provide intervention to 32 students over the year.

When carrying out intervention sessions, Justyna was observed to have a warm nature with students and it was evident that they trusted and felt safe within sessions, to have a go and engage.

Justyna's support freed the SaLT team to carry out more whole class work with individual tutors and meet the needs of other students within the school who in the past may have 'slipped through the cracks'.

Feedback was received from the SaLT LSA in regards to the role.

**Did you like the role?** 'I did enjoy it because we did so many things, it was creative, I saw the impact and it was beneficial for the children. The groups were most beneficial to build confidence and social skills... they really enjoy new games. I bought Pop-Up Pirate. It's not easy taking turns – it's a basic thing but it takes time to teach them'.

**How do you feel you've been supported?** 'It was useful to meet with you [SaLT], Miss Buxton was as well supportive. I wish I could have some new training and skills.. every time I do a new therapy with children I take that in.. wish it was more organised.. more materials'.

**Did you feel it made any difference?** Yeah definitely, the children looked forward to that and after a while you see the effects but it takes a lot of time to teach them like what is compliments. It doesn't work if you say it once or twice – it takes a lot of time. It has to be simple – a lot of visuals. If it's too much info they get lost.

Social communication group: 'B is so positive and engaged in sessions, K is so good with him and they have lots in common with each other because they have big imaginations'

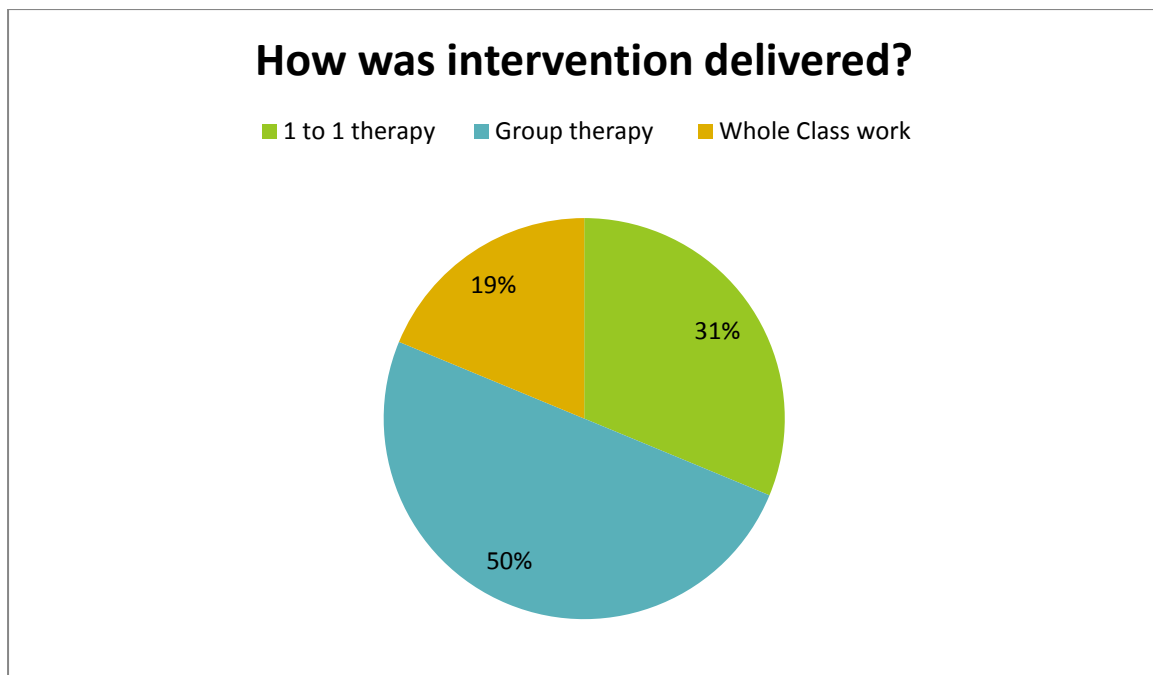
Comprehension monitoring group: ' They can be confused if there are too many details. First we work on basics like colours and directions



## **Success of Interventions**

The SaLT team worked flexibly in order to maximise the impact of their therapeutic intervention. Working 1:1 with a student allowed for a specialist focus and was suited to students who struggled in group settings. Group therapy was useful when working on social skills as students had ample opportunity to practice using strategies with each other. Whole class work targeted the most functional skills that could be easily generalised into classroom settings. It also upskilled education staff who could then continue using strategies outside of the formal SaLT sessions.

The following pie chart shows the spread of interventions across delivery methods:

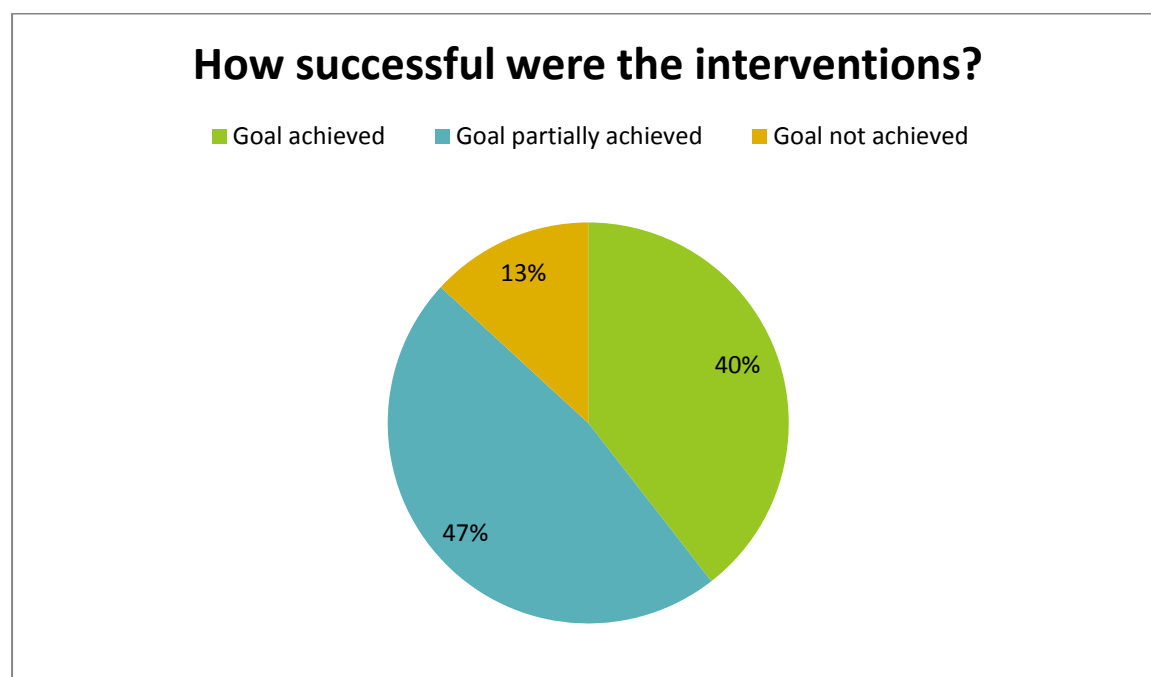


The SaLT team supported students with a range of needs. Therapy targeted the following clinical areas:

- Social interaction and communication
- Language development
- Emotional regulation
- Speech
- Transition
- Augmentative and alternative communication (AAC)
- Self-help skills and comprehension monitoring



Following intervention, therapy targets are reviewed using a variety of means. The SaLT team uses pre and post therapy measures such as questionnaires, discussions with staff and family, observations and students' feedback to review how successful input had been. The following pie chart shows the percentage of students that achieved/part achieved and did not achieve their goals.



The most successful interventions were due to consistent teamwork and liaison between the SaLT and education staff. Education staff were part of the therapy sessions and carried over strategies into the classroom. The students were ready and willing participants in therapy activities and targets were realistic and achievable. Therapy materials and activities were engaging and functional.

Analysis of the data indicates that some targets were not achieved. Factors contributing to non-achievement included non-compliance or reduced engagement of students in sessions, non-attendance of sessions, reduced opportunities for education staff to follow through with strategies, and unavoidable school commitments such as school trips.

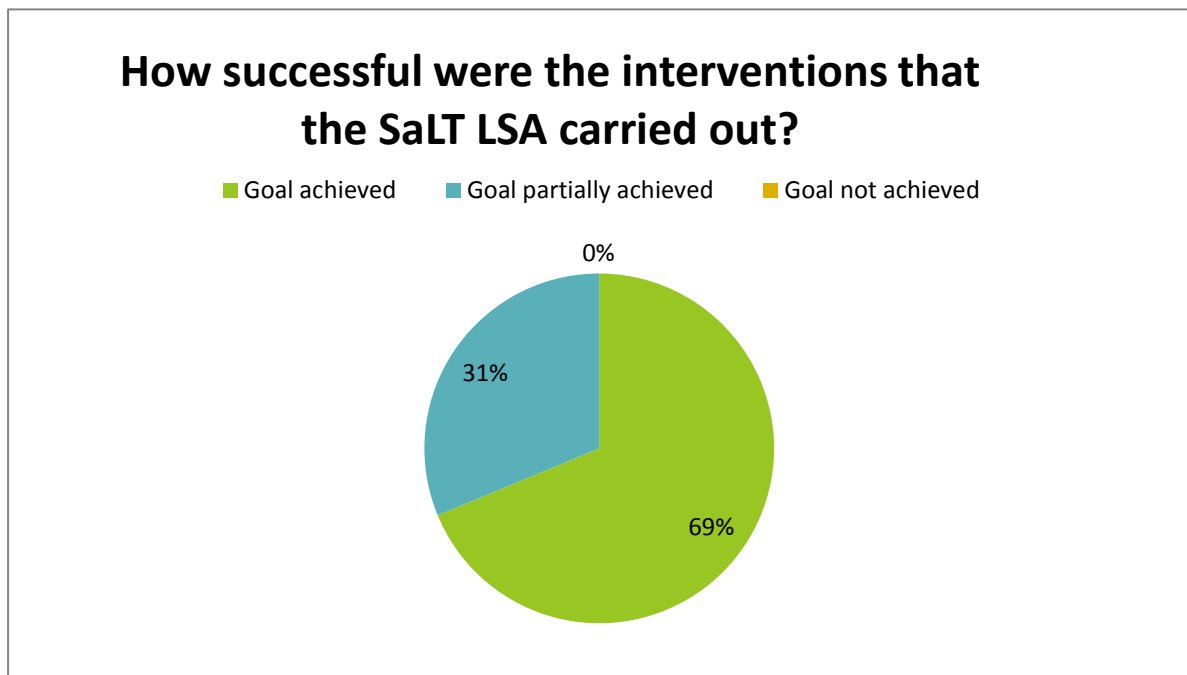
The way that data was collected also meant that if, for example, a student had multiple goals as part of an intervention block each of these would have to be achieved for the system to record the intervention as fully met.

The interventions that the SaLT LSA carried out over Spring and Summer terms are outlined in the table below:

Type of intervention	Number of interventions carried out
Playground games group	6
Social communication group	3
Comprehension monitoring group	2
Friendship development group	2
One on one intervention	2
Vocabulary development group	1



The SaLT LSA monitored the progress of students within the interventions that she ran based on their ability to meet targets that were set by the SaLT team. The pie chart below shows the percentage of students that achieved, partially achieved or did not achieve their targets. All interventions carried out by the SaLT LSA were either partly achieved or achieved. The more frequent intervention sessions made possible by the SaLT LSA appear to be highly beneficial for students' progress and outcomes.



It will be important to evaluate consistency between the SaLT LSA's evaluation of outcomes and the SaLT therapists in the next academic year and the SaLT LSA may benefit from some additional training in this area.



## Additional Comments

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The SaLT team have enjoyed working in partnership with Stormont House School during this academic year. The changes of therapist over the year have posed a challenge, but therapists have worked closely together to ensure robust handovers. Though the initial term's focus was on comprehensive assessments for EHCP transfers, Spring and Summer terms saw a number of highly successful interventions take place. The team have carried out more universal and class work than previous years, which has supported a wider range of students and upskilled education staff.

The introduction of the SaLT LSA to the team has been extremely beneficial and it is recommended that the SaLT LSA role continues for the new academic year with the following suggestions:

- Greater emphasis on formal skill development including a performance appraisal process with potential competencies
- Information shared to staff on the role of the SaLT LSA and acknowledgment of the skills and expertise of this staff member
- Incentives for staff to take on the role of the SaLT LSA
- Clearer line management and guidance of the role

It continues to be a priority that education staff are released to attend SaLT sessions and follow up with interventions. With the increasing need and numbers at the school it is acknowledged that the school and SaLT team must work creatively in order to meet SLCN needs. SaLT should review the current caseload and think about any students whose needs could be met by a universal offer. The universal offer will require continued development and the school would also benefit from implementation of communication standards across the school.

Part of the universal offer should include greater training opportunities for education staff and whole class modelling. The Word Aware/ SOLO project will be implemented at a whole school level and pre and post assessment measures will allow us to measure its impact. A similar approach will be taken to supporting students with emotional regulation. This is a high area of need for students at the school and the 'Zones of Regulation' program will be introduced to staff and students, following the initial success with individual students and within a year seven class this year.

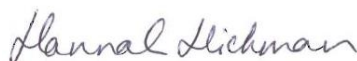
The 2017-2018 academic year will have a new SENCO and present with opportunities to tighten procedures including referrals, clarify processes, and review prioritisation.

Another key area of need is greater engagement with families including coffee mornings and more opportunities for joint working, in order to facilitate carryover in the home setting and empower families to support their children in life after secondary school.

The SaLT team are looking forward to another year at Stormont working with inspirational students and education staff who are committed to positive learning and communication outcomes for the students.



**Aria May  
Samia Malik  
Kerryn Burn  
Link Speech and Language Therapists**



**Hannah Hickman  
Speech and Language Therapy Manager**





## **Contact us**

**Children's Integrated Speech and Language**

**Therapy Team for Hackney and the City**

020 7683 4262

[sltinfo@homerton.nhs.uk](mailto:sltinfo@homerton.nhs.uk)

[www.gethackneytalking.co.uk](http://www.gethackneytalking.co.uk)