

2020-  
2021

# 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.

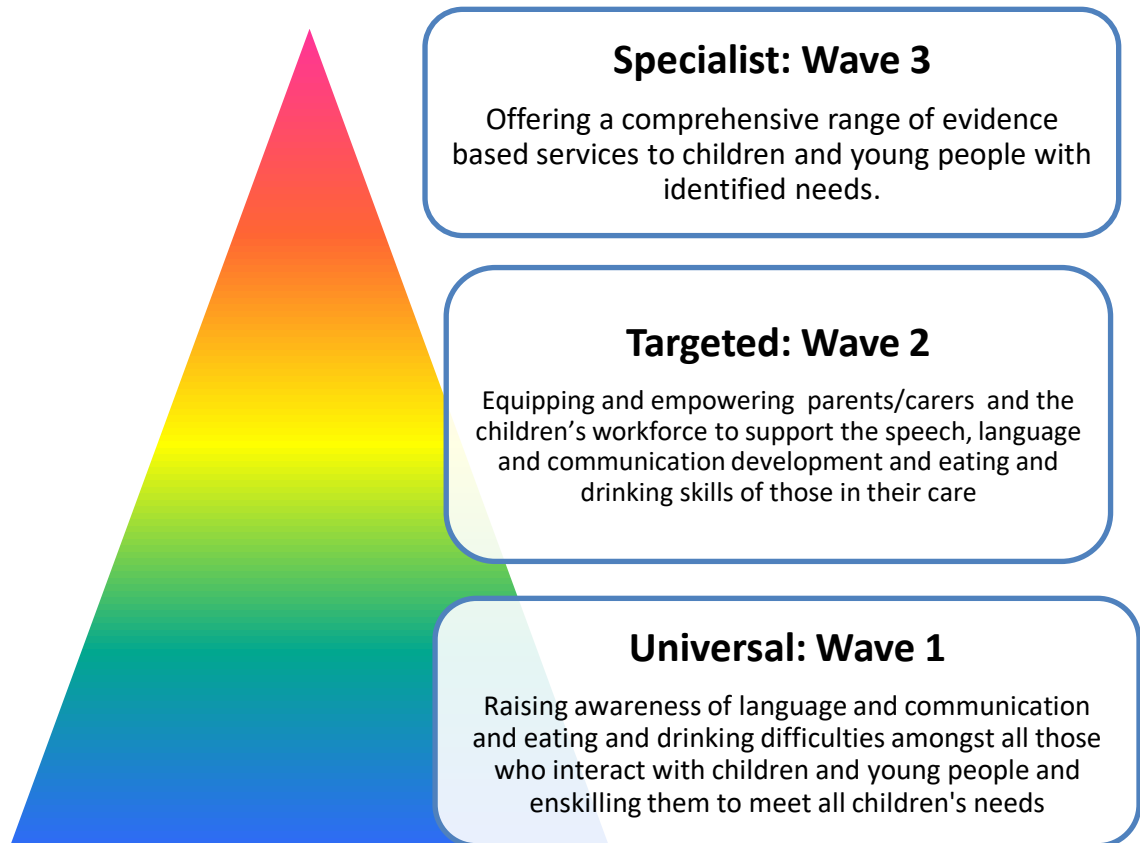


This year the SaLT  
Service in your  
school worked with  
**125** pupils, all with  
Education, Health &  
Care Plans

# 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, Leah Hood, Megan Berrisford Green (Sept – March) and Sophie Lewis (April – now).

We have also 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, designing therapy programmes and making visuals for the classrooms.

*"I have greatly appreciated everything the SaLT team has done for me over the past year"*



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

# Universal Work

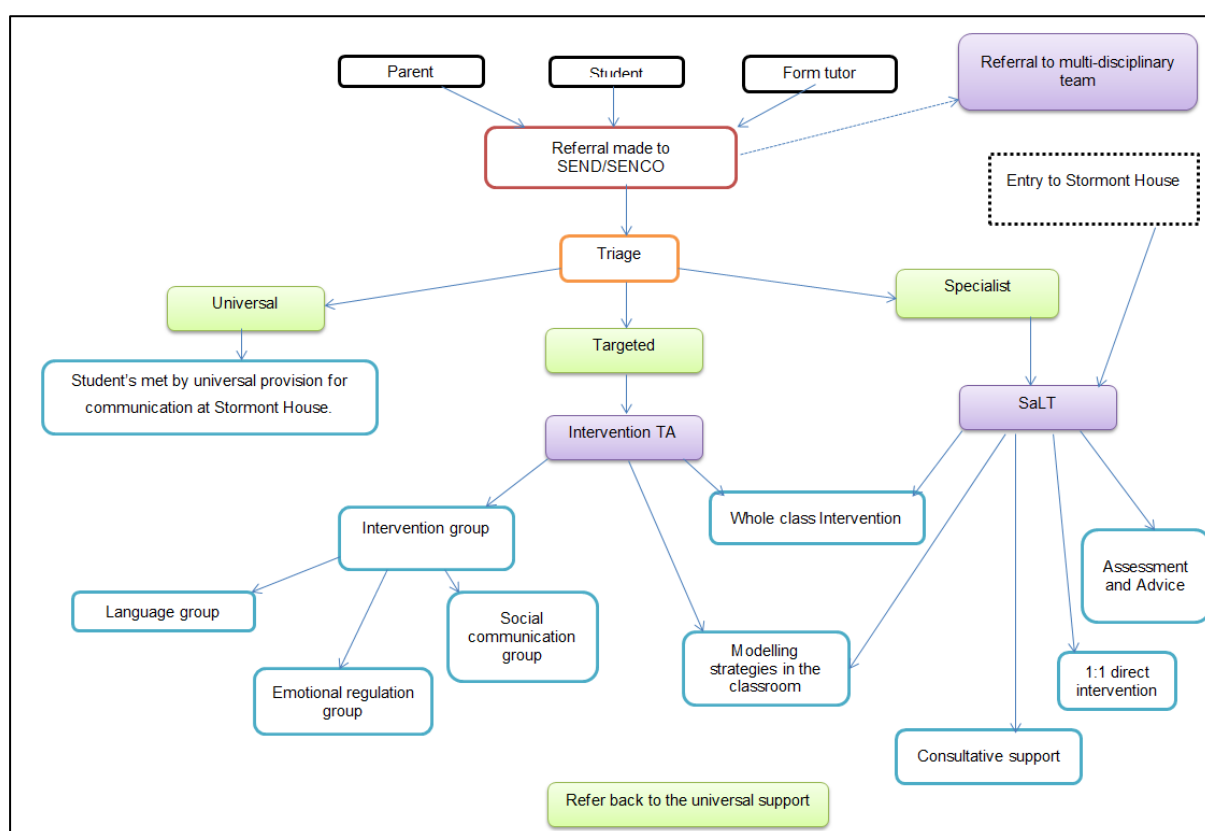
## Expected Outcomes:

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

## ✓ Service development

Following feedback from staff and parents, the SaLT team have worked in collaboration with the SEND Lead (Cat Walton) to increase clarity around how SaLT intervention works at Stormont House, how intervention decisions are made, when intervention is delivered and who receives it. A SaLT intervention flow chart was jointly developed and will now be used to guide intervention decisions within the SaLT team. The flowchart will also be shared with parents and Primary SENCos at the point of consultation, so that the service offer is clear at the entry point to the school.

### SaLT intervention flow chart:



Alongside the intervention flow chart, the SaLT team have worked with the SEN lead, and the intervention TAs to develop a robust 'rolling' group offer for the students at Stormont House. The SaLT team developed intervention programmes (resources and visuals). Intervention groups have one of 3 focuses – language, social communication or emotional regulation (more details can be found in the specialist section of the report).

The SaLT team continue to feed in to discussions and planning around the universal offer of support language and communication at Stormont House. This year that has included work around gathering pupil voice, annual reviews, supporting emotional regulation (using the 6 point scale) and collaborating with the Preparing for Adulthood team (PFA).

### ✓ Gathering Pupil voice



During the Summer term, Leah used some of her universal time to deliver a training to all staff, in collaboration with Cat Walton. The training focused on providing practical tips and resources for staff members to be able to collect pupil voice ahead of the pupil annual review meetings held across the year.

Resources shared in the training included: Blob trees (Wilson and Long), Talking Mats®, Drawing the Ideal Self (DiS)®.

Staff reported that they found the training very useful and liked that it provided practical resources that could be used immediately.

33 (of 34) participants reported that they had found the training helpful and 32 (of 34) participants reported that they would be able to apply what they had learnt following the session

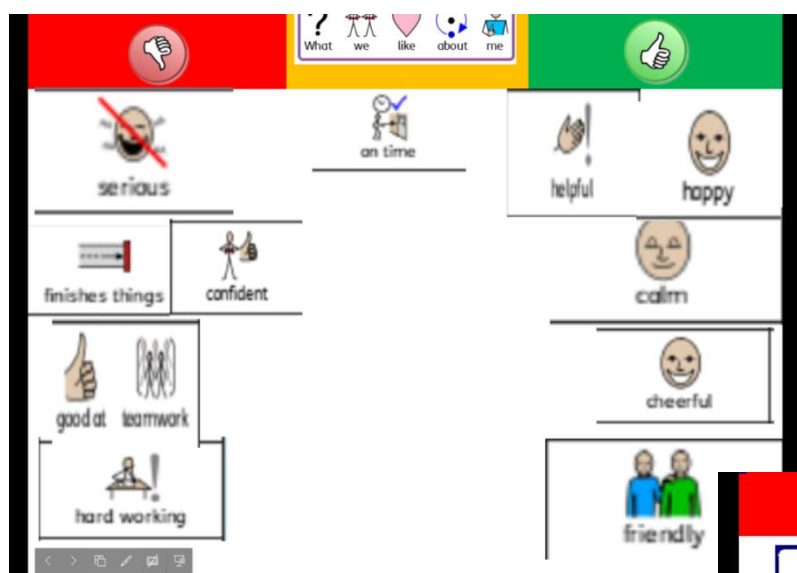




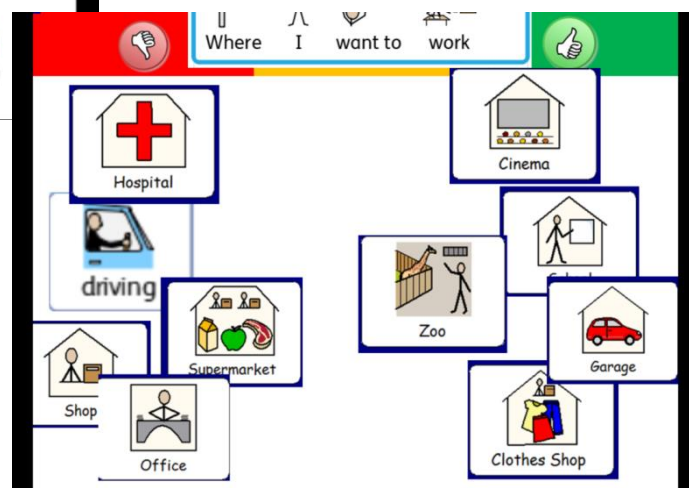
*"One particular child in my group would benefit from this on how to analyse their feelings"*

Following suggestions were gathered from staff during the training session, Blob trees can now be found in every classroom and are accessible in the pupil voice folder in the schools SharePoint. They are being used for annual review preparation and to support student's to reflect on situations in the here and now or post-incident (outside of the annual review context).

Similarly Talking Mats © are now being used to gather pupil voice in relation to their thoughts, feeling and opinions about the present and their plans for the future. A range of talking mats have been created in line with the preparation for adulthood strands.



Here is an example of a student in year 7 who has used the talking mats to think about what she would like to say before their annual review meeting



## ✓ Supporting emotional regulation – embedding the 6 point scale (even further!)

This year we continued our work on the 6 Point Scale. We created visual posters for every room in the school to ensure the 6 Point Scale is always accessible.



During Expressive Arts, all students made their own scales for their desks, which are accessible in their individual trays.

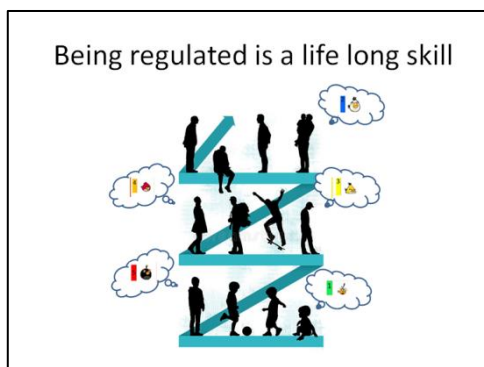
In the Autumn term, we launched **emotional regulation toolkits** for each room in the school. Each toolkit had a range of tools in it that students can access to help regulate their emotions and get back to a 1 on the scale. The tools included:

- Visual breathing tools
- Sensory toys e.g. stress ball, rubix cube
- Water and walk break cards
- Mindfulness colouring



We delivered **staff training** during an inset day in December, the aims of the training were:

- Exploring tools for helping our students get to a 1 on the 6 point scale
- Introduce the emotional regulation toolkits
- Build your own toolbox
- How to use the class toolkits in the classroom



### Three things a staff member learnt from the training:

- ★ It is ok for adults to suggest strategies for emotional regulation
- ★ Adults might say 'I think you're on a 3 because...' to aid students in becoming more familiar with the different numbers
- ★ Different students will find different strategies useful



An Emotional Regulation Tool of the week was introduced in Stormont News.

The SaLT team recorded weekly **Tools of the Week**. These were shared during tutor time with the students. It was great to see staff and students trying out the tools together to support their emotional regulation.

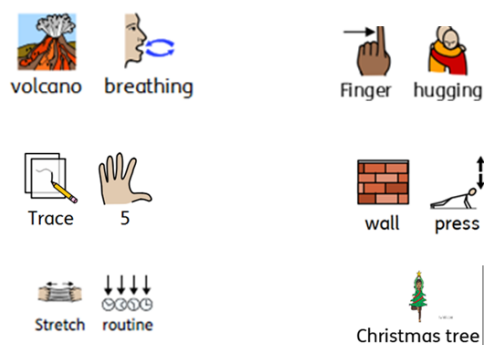


Here is Miss Megan modelling using her keyring to show us how she feels.

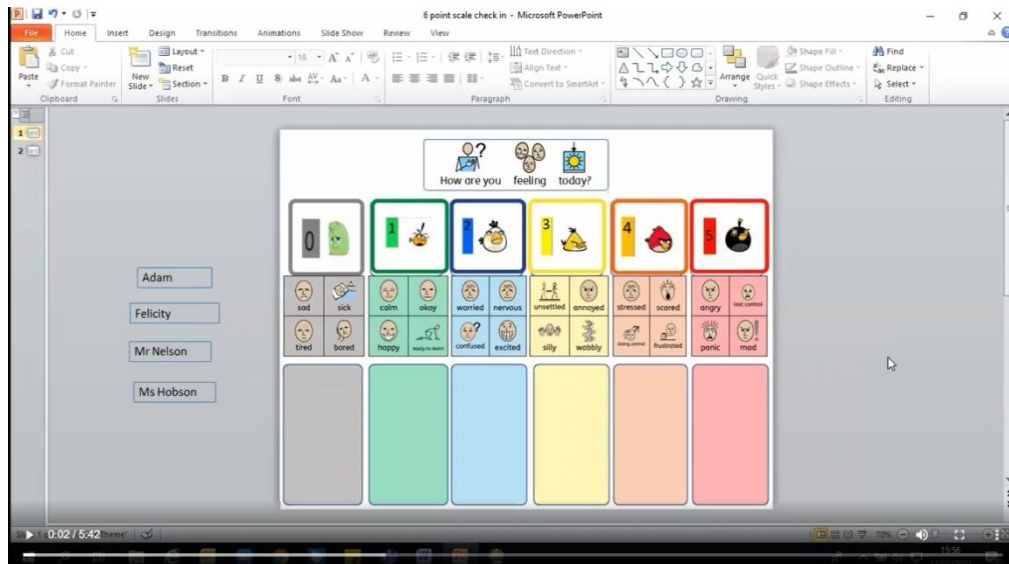
Miss Megan models *finger breathing* to help herself to feel calm.



## Tool of the Week



During the lockdown in January, staff delivered their teaching via MS TEAMS. As requested, the SaLT Team produced a virtual Team's **6 point scale check in** and a short webinar to accompany it to support staff on how best to use it.



During the Summer term, we also delivered a virtual parent workshop on emotional regulation; this was run jointly with Cathy McLellan, WAMHS Practitioner.

# Specialist and Targeted work

## Expected Outcomes:

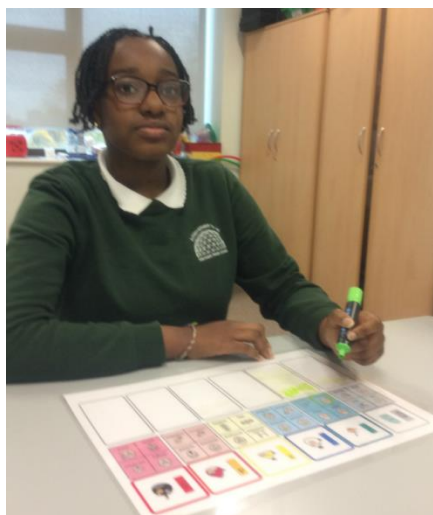
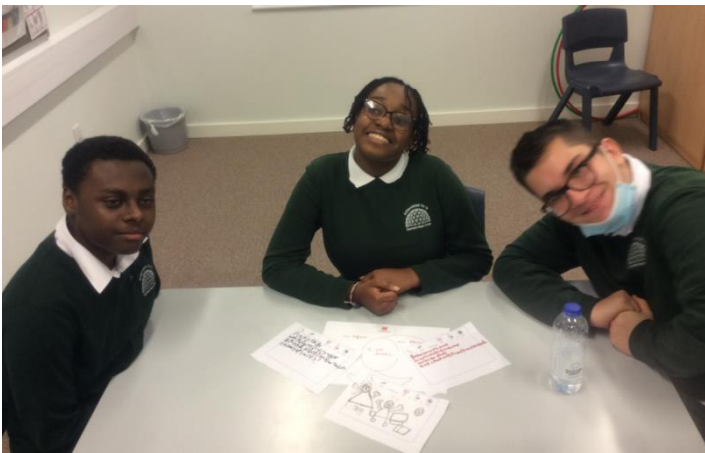
- \* Improved communication skills
- \* Improved eating and drinking skills
- \* Improved social skills
- \* Improved self-esteem and confidence
- \* Improved behaviour
- \* Increased academic achievement

## ✓ Targeted group offer

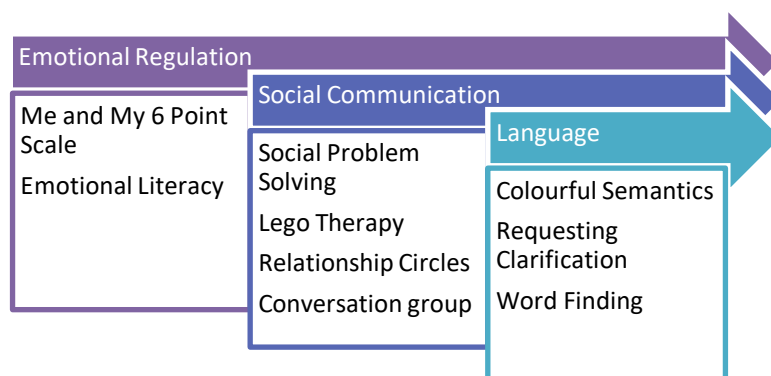
Over the past year, we have developed a targeted group offer in the following areas:

- Emotional Regulation
- Language
- Social Communication

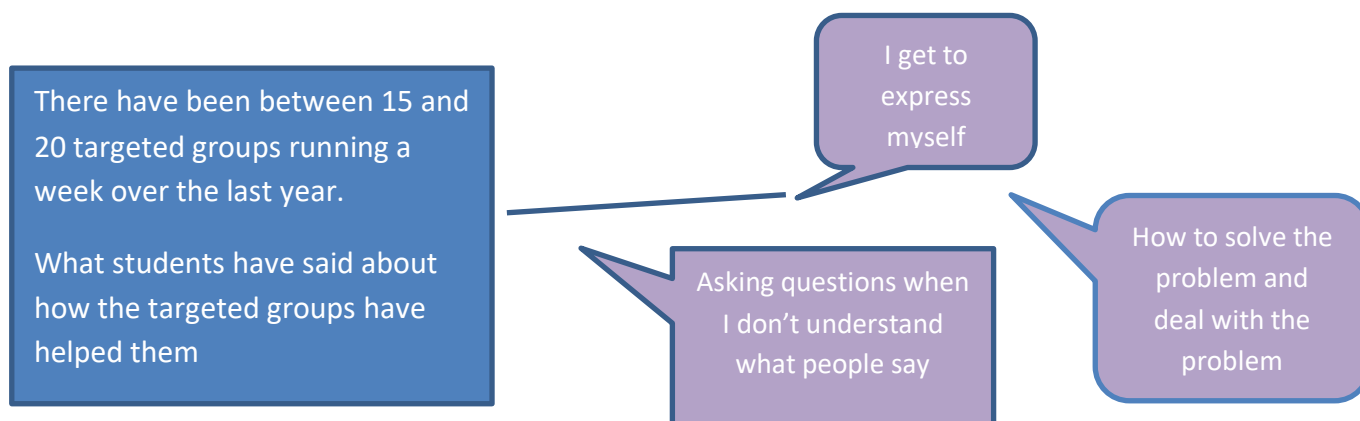
These groups are run by trained Speech and Language Teaching Assistants Miss Andrysewicz and Mr Chapman. The Speech and Language Therapists have designed therapy programmes, modelled the groups to ensure that the Teaching Assistants are up skilled and confident with running these interventions. We meet with them 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.



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



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 SaLT's to have more resource and time to deliver specialist pieces of intervention with individual students.



## Case studies

### Case Study: Emotional Regulation and the 6 Point Scale

Max was referred for specialist input with Leah by 6<sup>th</sup> Form Lead, Claire Napier. Claire identified that Max required support with regulating his emotions; he would become deregulated quickly and did not have strategies in place to support his emotional regulation. He accessed sessions with the Speech and Language Therapist; this was a combination of video sessions during lockdown and direct sessions when he was back in school. This combination worked well as it allowed Max's parents and school staff to both be involved in the intervention and supporting Max's emotional regulation needs. We worked on the following areas in sessions:

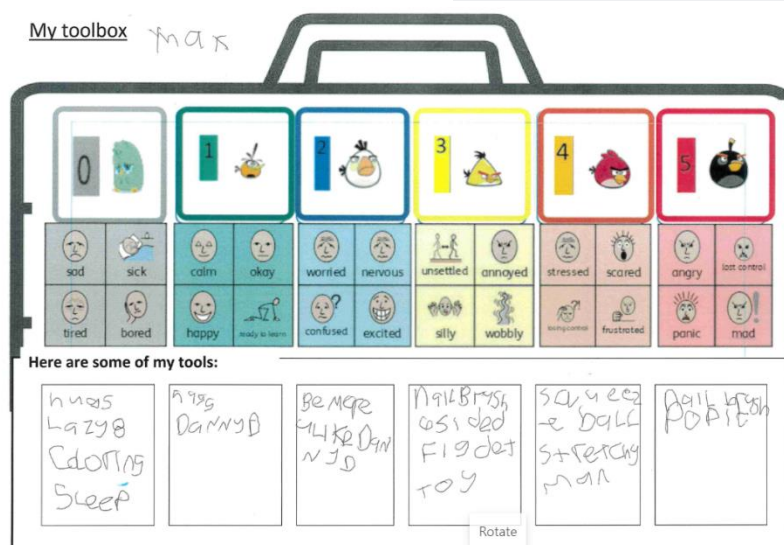
- Get to know the six point scale
- Use the six point scale to say how I am feeling
- Create a toolbox to help me when I am not at a one on the scale

Max had his own lanyard with the 6 Point Scale on it, this allowed staff to support Max throughout the day to check-in with how he is feeling.



In therapy sessions we looked at the emotions on the scale in detail, using his favourite T.V shows to explore how characters are feeling and what are their triggers. Max also explored how these emotions feel in his body, what are his triggers and what tools help to manage his emotions. As Max became familiar with this vocabulary and increased in confidence with using the 6 Point Scale at school, he was then ready to create his own “toolbox”. Max was able to relate to the emotions on the scale and identify what tools would help him at each point.

Emotions	Feelings I feel in my brain and body
My point	123 The number I am feeling on my scale
Triggers	Things that make me not a 1
Tools	Things I can do to manage my emotions



We explored a range of sensory, movement and breathing tools, Max was then able to say if they are helpful or not and if they were, at what point on the scale it would be helpful. Max’s “toolbox” has been shared with his parents, school and college, with the hope that adults around him are aware of strategies that work well for Max to support him to regulate his emotions. Strategies include “Lazy 8 Breathing” when he is a 0 on the scale, reminding him to “be more like Danny Dyer” when he is a 2 on the scale and squeezing a ball when he is a 4 on the scale.



Max filled out a feedback form following the sessions, he shared that Speech and Language Therapy sessions really helped him and he is now able to “use my toolbox to show how I am feeling”.



### Case Study: Smile Therapy, requesting and rejecting in a shop

Seven year 12 students took part in SMILE based therapy intervention, delivered jointly by SaLT's Leah Hood and Jody Laronde. The module the students focused on was requesting and rejecting an item in a local shop.

Leaflets were sent home to inform parents of the targets that the student would be working on.

**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

Before the intervention sessions started, the 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). The 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.



#### Student JB

During the pre intervention video, Student JB was observed to walk in to the shop with the money on his device (causing concerns around his safety). When paying for the items, JB also paid for other items on the counter that were not his.

During intervention, JB learnt to make sure his money was safe (by putting it in his pocket and asking for a receipt), to follow a written list and to check the list before he paid for the item. JB also practised asking for help when he could not find an item.

**JB: Post intervention video -**



JB makes sure he has his money in his pocket this time. He remembered his carrier bag and he asked the therapists to write his items on a written list before he went in to the shop.



JB looks for items on his list independently

JB making sure that he has put his change in his pocket. He has his bag ready to put his items in and keep his hands free.





### Student AW

During the pre intervention video, student AW walked around the shop looking for the items. When she could not find the item, she swiftly left the shop. She opened the door, held it open, and shouted out to the therapist outside "I can't find it".

During intervention, we worked on asking for help from the shopkeeper when you are not able to find something, and leaving the shop "calmly" (AW's own words).

### AW: Post intervention video -



"Where's the ketchup?"

"and the salt?"

AW asks the shopkeeper for help **independently**



# Making a Difference

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
<b>All Total</b>	79	28	18
<b>Percentage</b>	62%	22%	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

- 51 pupils accessed group interventions
- 24 pupils accessed one to one interventions
- 41 pupils accessed whole class work
- 2 pupils had support from specialist packages



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**

Our digital and teletherapy offer has continued to grow and develop this year. This has involved both individualised sessions for specific children and families, and a wide variety of groups that have been accessed by children and families across Hackney. These groups have ranged from Colourful Semantics and Lego Therapy for KS1, to DLD & Me and Conversation Skills for KS3



This has meant that children, families and schools have been able to receive a service throughout the various lockdowns and bubble closures this year.

### **Launchpad for Language goes Digital**

We now have a dedicated Launchpad for Language Twitter feed, where Alan the Alien shares some of the things he's been learning about – including feelings, Art with Alan and concepts.

We have developed and shared videos and other digital resources with schools and families, so that Launchpad has been able to continue, and parents have been able to engage with the service, even while they haven't been able to come into school



### **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. Members of our team worked part time as part of the Ward Communication Team and as Bedside Buddies in ICU. They supported hospital inpatients to be able to communicate with their families while they were not allowed to have visitors and supported the nurses





on ICU to care for the sickest patients. We also supported a large team of Student SaLTs within the hospital, providing support and supervision to help develop therapists of the future.

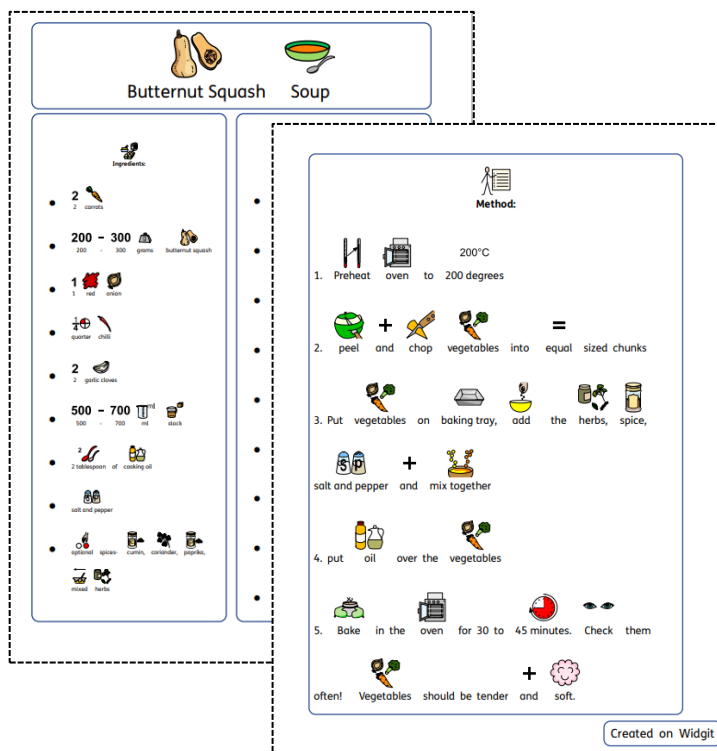
The service as whole supported this by offering additional online sessions for children in order to free up time for the therapists working in the hospital. The schools that these therapists worked in were supportive of the slight disruption that they faced.

Our therapists learned a lot from working in the hospital and were also able to help doctors and nurses communicate effectively with more vulnerable patients in very stressful circumstances. We are very proud to have supported the Homerton Hospital and its patients in this way.

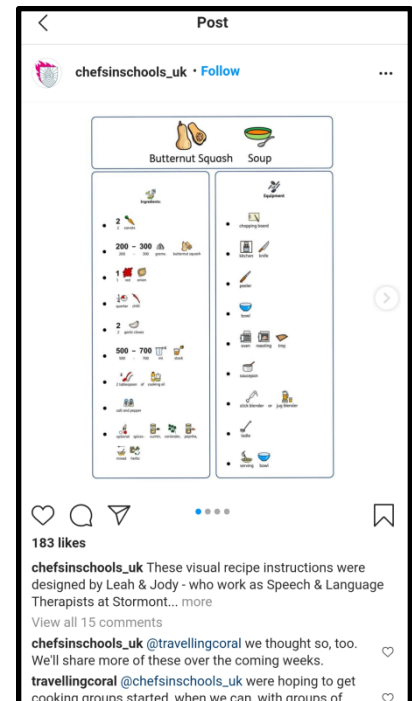


We have been reflecting on the positive impacts the pandemic have had on our service, for example, more engagement from parents, and the continued development of our digital offer

We will be continuing to develop our service to make sure it clearly fits with the needs of schools, colleges, families and children / young people, and that it supports students to have the skills and support they need to transition to the next stage of their lives.



The SaLT team at Stormont House collaborated with the Chef Educator Charlie to co-produce recipe cards the students could use at home during the 2<sup>nd</sup> lockdown. Charlie also produced a weekly cookalong video.



This was also shared on the @chefsinschools\_uk instagram page

The SaLT team supported with creating numerous resources for students in order to prepare them for lateral flow testing on their return to school in March.



*A slide taken from a presentation shown to all classes in preparation for the school wide lateral flow testing.*

# 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 feel that they are doing there best to help my child"*

Parent

*"I am kept informed with my child progress I am asked if there are any issues I want addressed"*

Parent

*"The team are always available to answer questions and suggest solutions to my child difficult behaviour or struggles".*

Parent

*"They have been a great help to my son for the last few years at Stormont House"*

Parent

12 pupils gave feedback via our survey

11 pupils said that SaLT sessions really helped them

*"I felt happy during my sessions"*

Student

*"X is doing well with his speech and Language if he says something wrong he will think about it and start again"*

Parent

83% pupils said that they enjoy their SaLT sessions

58% parents felt SaLT made a difference to their child

*"I get to express myself"*

Student

58% parents were satisfied with the SaLT provision their child recieved

12 parents responded to our survey

*"Miss Leah has helped me breath and has also helped me calm down"*

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.

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

As a team we have been having discussions with staff throughout the year, gathering feedback about what works well and not so well, adjusting how we work accordingly.

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

We met with the HLTAs in the Autumn and Spring term, these were constructive meetings where they shared their views of priority areas for support from the SaLT team. This included:

- Training in specific areas including Makaton and Eating and Drinking
- Access to and training in Communicate in Print software
- Staff having a clear communication line with SaLT team
- Carryover of targets into the classroom
- Emotional regulation strategies in the classroom.

We have addressed some of these areas already, this has included target sheets in the blue folders to support carryover, Communicate in Print installed on school computers, clarifying line of communication with SaLT team (through SENCo and accessing class link SaLT), emotional regulation packs in the classrooms, training of staff in emotional regulation. We are also hoping to arrange a training in eating and drinking in the next academic year.

Feedback from a staff member:

"I have greatly appreciated everything that the SALT team have done for me over the past year – timely reports for AR's with notification of completed reports in advance of planned meetings.

Your team input to MDT meetings has been invaluable – enabling swift update of work that is taking place with students.

As ever your ability to help me out with the student nurses even though I haven't had many this year.

As a wish for next year – to improve our parental uptake for workshops / coffee mornings / drop in sessions.

You are all fabulous as ever!!!!!"

These suggestions will be considered for planning the provision for next year.



## **Areas for future development**

Despite what has been a challenging year for staff and students alike, the SaLT team have continued to enjoy working in strong partnership with Stormont House School. The therapists at the school have developed relationships with staff members and the SaLT's feel like they are part of the school team. Despite some service interruption due to COVID-19, the team were successful in setting several work streams in motion. Below is a summary of key areas of reflection for this year and moving forward in to the next academic term.

Following on from work initiated last academic year, there has been a continued focus on improving the quality of universal and targeted provision across the school. The additional universal day allocated this year has been invaluable in providing additional time for the SaLT team to implement and monitor change.

This year there has been a large emphasis on developing skills, knowledge and tools across the staff body in order to better support the emotional regulation of student's attending Stormont House School. There have been some key strategies and standards (as implemented across the school with success (emotional toolkits, blob trees, 6 point scale posters and keyrings). Next year we hope to work alongside the Occupational therapist, the SEND lead and other members of the MDT to think more about the environmental factors across the school and supporting staff to think about the impact on emotional regulation and engagement during the lesson.

There has also been SaLT input in to the PFA framework across the school, with Leah attending regular meetings and contributing ideas towards its development, working closely with Angela McKell. We have worked closely with the Teaching and Learning TAs to implement environmental audits in order to reflect jointly on the environmental supports (such as visual supports) being used across the school. This joint work will continue next year.

In Autumn 2020, the SaLT team were able to work with the SEN Lead (Cat Walton) to develop a SaLT targeted group offer. The group offer consisted of "core intervention groups", delivered by the SaLT intervention TAs (with the support of the SaLT's). Intervention resources were developed by the SaLT team and shared with the intervention TAs (also uploaded to the School sharepoint for all staff to access). A SaLT intervention spreadsheet and waiting list was implemented. Students are now able to be added to the waiting list for core intervention groups. This has supported greater transparency between the SEN lead and SaLT team regarding the number of interventions being delivered and also highlights the number of students waiting for interventions, allowing the SEN lead to allocate resources accordingly.

An additional benefit has been that the SEN lead has been able to allocate students to groups autonomously, which meant intervention groups were still able to be delivered when the SaLT team were not on site (due to Covid 19). The development of a core intervention group offer has also supported the therapists to be more 'available' to deliver more specialist interventions with specific students.



There will continue to be an emphasis on developing the clinical skill of the SaLT TAs delivering these sessions, ensuring their efficacy and that staff feel supported in their development. Work has already started on thinking about how best to share targets and progress with the class teachers (using target sheets in the blue folder) and thinking of ways the SaLT team can widen availability for discussions about embedding strategies and learning across the school day.

This year we delivered a number of CPD sessions across the school year. Next year we hope to work with the SEND lead to implement a visual system to support vocabulary and sentence building across the whole school. Last year, it was 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. This continues to be a focus of the coming year.

Unfortunately this year we were unable to deliver the number of parent sessions that we had hoped too. Given the feedback in the parent feedback, there is a clear need to increase parental engagement and the level of SaLT support for parents of students who attend the school. Additionally, there is a need for continued clarity on what the speech, language and communication offer is across the school. We have worked jointly with the SEN lead to identify clear pathways for SaLT provision at the school. It feels crucial that we continue to work together to increase the clarity for parents.

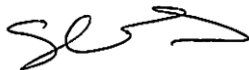
Despite the difficulty and changeable year, we have seen lots of positive change in a collaborative journey to better support the outcomes for the pupils that attend Stormont House. The SaLT team are excited to return in September to continue this journey!



Jody Laronde



Leah Hood



Sophie Lewis

Stormont House Speech and Language Therapy team



## **Contact us**

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