



September 2018-
July 2019

Speech and Language Therapy School Annual Report



Stormont House School

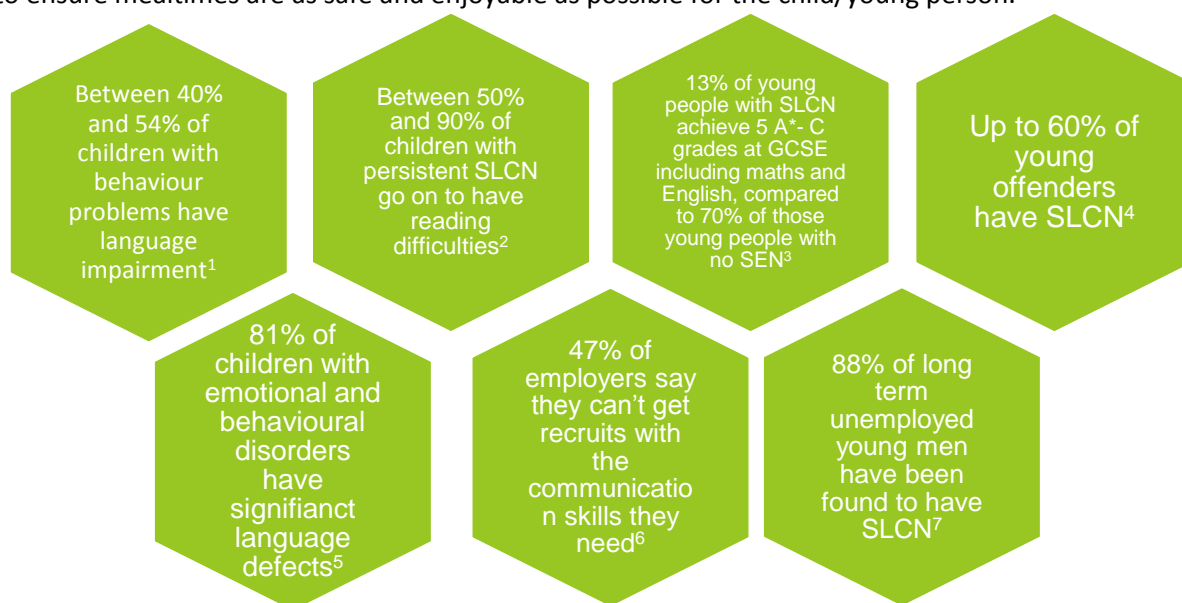
Children's Integrated Speech and
Language Therapy Service for
Hackney and the City

General Information

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

Inclusion Manager: Catherine Walton

Head Teacher: Kevin McDonnell

Deputy Head Teacher: Frances Jessie

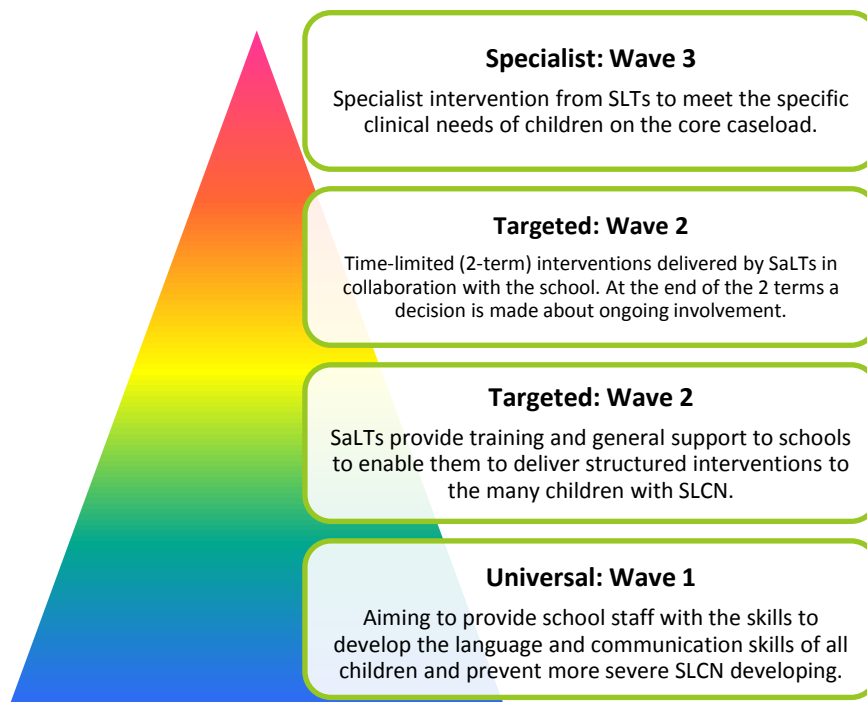
INPUT	AMOUNT
Traded services	117 days (3 days a week)
Core time	117 days (3 days a week)

Link Speech and Language Therapists (July, 2019): Jody Laronde, Emma Anstee and Megan Berrisford-Green

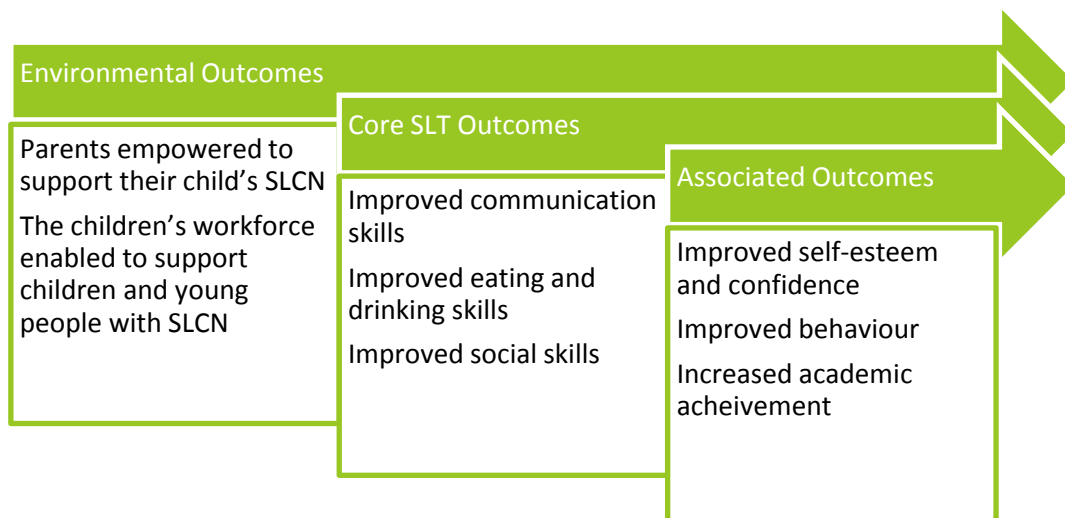
	INFORMATION
No. of pupils on SLT caseload	118
No. of pupils with EHCPs / statements with SLCN	118

What did we do?

The Speech and Language Therapy team has worked in partnership with Stormont House 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 your school.

Wave One Outcomes

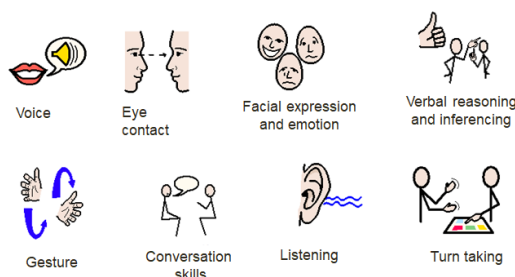
- * Parents empowered to support their child's SLCN
- * The children's workforce enabled to support children and young people with SLCN

Empowering the staff at Stormont House School

- **SaLT regularly offered to model** effective communication strategies in class to school staff.
- **SaLT delivered a number of INSETS and twilight sessions.**

Communication

The way we get our message across and take in verbal information – verbal and non-verbal



An example slide from the training held in February, 2018.

- **SaLT supporting admin staff** to develop visual timetables for students across the school.
- **Individual staff members were invited to attend all therapy sessions** carried out to support staff development and to promote successful carryover of strategies into wider school life.
- **Makaton Sign of the Week** was modelled every week by SaLT and posters put around the school.
- **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 allied health team and community.

Working with parents:

- **Parents were empowered to support their children through** SaLT provision of *parent coffee mornings* (introducing the team to year 7 parents), as well as SaLT attendance at *parent teacher evenings*.
- **SaLT delivered a series of parent workshops.** One workshop was targeted towards parents of children with Down's syndrome and the other was open to all parents. These workshops focused on ways of supporting relationships and behaviours. SaLT also held a parent workshop for users of high tech Alternative Augmentative Communication (AAC) to support parents to edit the devices independently at home and think of more ways to use the devices more.
- **An Annual review report forum** was conducted, where the speech and language therapy students completed an annual review report feedback project. They developed a questionnaire for parents and hosted a parent forum to gather feedback and options on how best to improve speech and language annual review reports. This was a very successful forum and gathered useful information which the SaLT team will use to inform our future reports.

Supporting with transition:

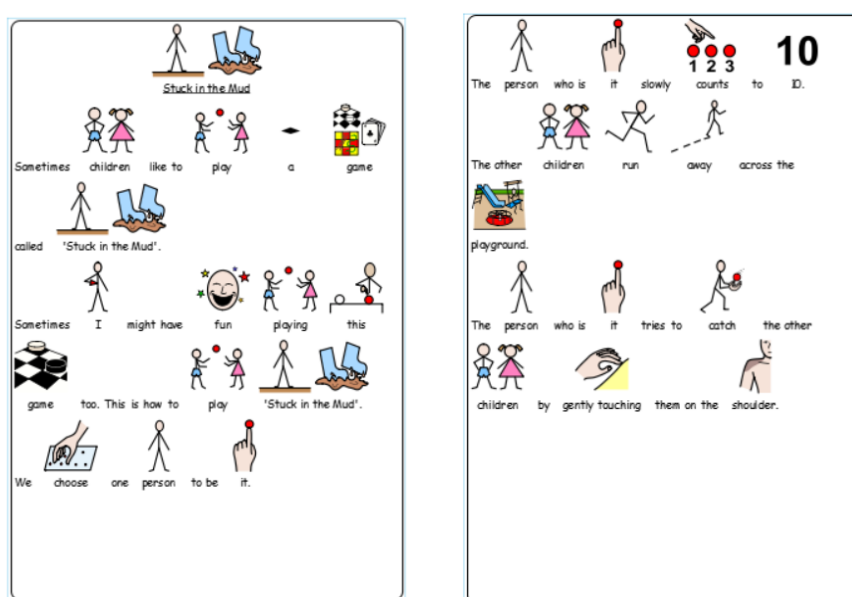
- **SaLT worked collaboratively to support year 7 transitions** in the summer term through helping to plan and delivery transition taster afternoons, supporting at the Year 6 transition day, and meeting with Year 7 co-ordinator and SENCo to prioritise and goal set according to need for the next academic year.

Multidisciplinary working

- **Weekly planning meetings** between the SaLT team and the School Special Education Needs Co-ordinator (SENCo Catherine Walton) to collaboratively look at priorities and needs throughout the school.
- **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 in order to problem solve about high need children and prioritise interventions.
- **SaLT collaborating with MDT members** to ensure appropriate referrals are made to MDT partners (such as Art therapy) and to begin development on a 'shared language' around emotions and emotional regulation.

Speech and Language Therapy provision

- **SaLT and SMT meetings in order to clarify the provision** of SaLT moving forward. This included a meeting with Deputy Heads, Lead SaLT and supported by Stephen Parsons (collaborator of Word Aware approach) in order to reflect and support further embedding of the Word Aware approach next academic year. SaLT also discussed how best to share data and information with the school data lead.
- **SaLT delivered assembly topics** on the areas of Alternative Augmentative Communication (AAC).
- **Support with the Speech and Language Therapy Learning Support Assistant (SaLT LSA)**, including regular supervision with the SaLT LSA (Justyna Andrysewicz) to develop skills, model individual and group interventions, and to plan universal interventions including lunchtime playground games groups.



An example social story used to introduce playground games to some Year 7 students.

Stormont Supporting Communication poster

Following a staff INSET day during Spring term, the SaLT team began work on creating a communication strategies framework for all staff to consider when working with students around the school.

The initial step in this was supporting staff to use video feedback to think about helpful and not so helpful strategies for working with students at Stormont. From the discussion, support staff members were asked to reflect and name one strategy they will practise moving forward. This information was collated and presented in a poster. School staff were asked to provide feedback regarding the poster. Next academic year the SaLT team will continue work on supporting staff to develop the framework and on an ongoing basis to support the embedding of these strategies.



Makaton Sign of the Week

In response to staff feedback, Makaton training was delivered to support staff in Spring term. A Makaton *sign of the week* was introduced at the beginning of each week during staff briefings. This was accessible in the staffroom and staff resource room.

The use of each Makaton sign was reviewed and planned into a Summer Teacher CPD evening by teachers to support staff to continue to practice these signs throughout the week.





Salt attending Parent Teacher meetings

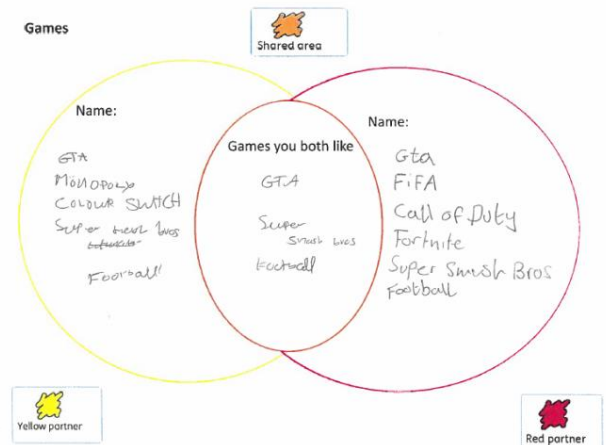
Wave Two and Three Outcomes

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

Year 10 Shared conversations

A Year 10 class started whole class intervention to target their conversation skills. The intervention was based on the 'Green Zone Conversation' approach. Students learn to understand that it is good to have conversations about topics that are of interest to both people. It teaches them about 'shared conversations,' which are conversations about things that both people like. The children work in pairs and are supported to ask questions to find out what their partner likes e.g. to do at school, at home. By the end of the intervention, each student was able to identify things that another person in their class might like to talk about.

They also had a chance to practise having a conversation using different elements of a conversation; greetings, questions, comments and endings. The form tutor reported that she felt confident to run the session alone (with provided resources and visual supports).



Draw or write three games you like.

- Fortnite
- Gta
- Call of Duty
- d

Draw or write three games you like.

Smash Bros

Pokemon

Kirby

Draw or write 4 things you like to do at home.

- Chilling
- Nintendo Switch, FIFA, Fortnite, Super Smash Bros
- TV
- Sleeping
- going on my PS4

Draw or write 4 things you like to do at home.

Phone

deezier

Switch

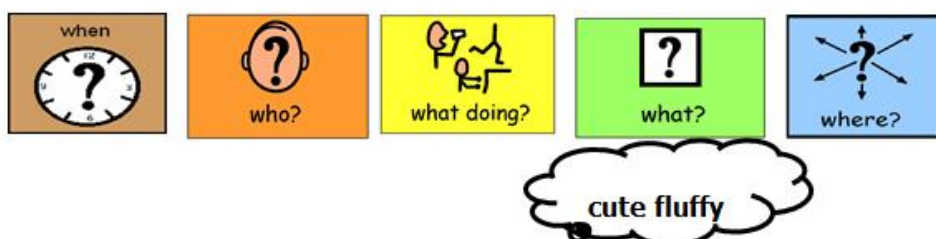
PICSArt

Year 12 Transition Work

Both Year 12 classes took part in a functional life skills group which aimed to increase their independence and confidence before leaving Stormont House. Students used organisation, co-operation, planning, and problem solving skills to plan an end of year party. This included preparing a budget, creating invitations, travelling to the shops, handling money to purchase groceries, developing a music playlist, developing class certificates, and basic food preparation skills (including following a recipe). Students needed to negotiate with each other to make joint decisions and had real life experience within a range of problem solving scenarios. Feedback from the Year 12 co-ordinator was that students enjoyed the group and built their confidence through having ownership of the party planning.

Year 7 and 8 whole class Colourful semantics

In Autumn term this year both year 7 classes received six whole class colourful semantics delivered by the SaLTs. The sessions were also delivered to a year 8 class in summer term. These sessions focused on increasing understanding of 'wh' words such as 'who', 'what', 'what doing', 'what', 'where', 'when' and 'what like'. Sessions also supported students to build longer sentences using the visual support of colourful semantics. Session plans were given to the class teachers and students were given homework sheets to consolidate their learning each week. The SaLT also modelled the Makaton signs for all the question words to the classes. By the end of the sessions most students were able to form longer sentences and demonstrate understanding of the question words.

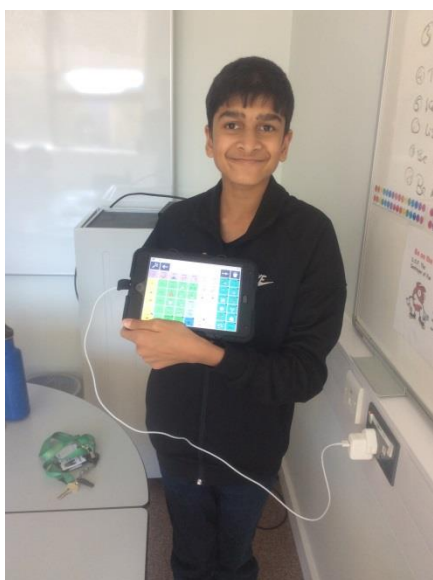


In the holidays, Miss Emma fed a kangaroo in Australia.



Supporting high tech Alternative and Augmentative Communication (AAC) for a group of three students

This year there have been three users of high tech Alternative Augmentative Communication (AAC) devices at Stormont House. All students have previously received high levels of individual support. It was felt that having opportunities to use their devices with each other in a group environment would be beneficial in expanding their communication opportunities. The group initially focused on using the students' devices to ask and answer social questions e.g. sharing news about their weekends and talking about topics of interest. Sessions also target students identifying when someone else did not understand them and using their device to make themselves understood. In summer term the group focused on using their devices in the community e.g. planning a trip to the shops to buy ingredients to buy cakes. During the preparation sessions students were able to identify vocabulary to program into their devices and role play going to the shops. At the shop students were able to use their devices to ask for help e.g. "how much?" and "put it in a bag" when the cashier did not understand them.



Supporting Alternative and Augmentative Communication (AAC) for Individual Students: Joshua

Joshua started Stormont House this year in year 7. He transferred to Stormont with his AAC device which used Grid 3 (symbol talker C). Joshua has a diagnosis of Cerebral Palsy as well as a moderate-profound hearing loss. He has involvement from an NHS team of speech and language therapists, Occupational Therapist, Physiotherapist and Audiologist. He also has involvement from a charity funded team of the same professionals. Joshua also had involvement this year from the Assistive Technology specialist teacher. The SaLT at Stormont supported Joshua to use his device at school by supporting him in the classroom, training staff, including him in an AAC group (above) and liaising with the other professionals involved with him, as well as his parents. The SaLT met with the Assistive Technology specialist teacher and NHS Occupational Therapist to discuss ways Joshua could use his device to support literacy in the classroom as well as for communication. After this meeting the SaLT supported Joshua in his English lessons to prepare a presentation about himself. Joshua then used his device to ask other students questions about their presentations and

help his class to understand him. Joshua is continuing to use his device more in class and for communication. Throughout the year the SaLT also liaised with a speech and language therapist from the hub (where Joshua's device is on loan from). The SaLT from the hub completed two visits and updated the software he is using to Supercore. Joshua reported liking the new software and has been successfully using it to support his communication. Additionally the SaLT also ran a joint session with Joshua's NHS Physiotherapist who reported Joshua was not enjoying the gym drop-in sessions. The SaLT completed a talking mat with Joshua and the physiotherapist and showed the Physiotherapist how to use his device. From this session Joshua identified the machines he enjoyed and those he did not- he also reported he would prefer to work with his mum and other children at the gym (see talking mat below). The joint approach to working with Joshua has resulted in significant progress of Joshua's communication and confidence using his device. He reported enjoying the sessions and has made lots of friends since starting Stormont House.



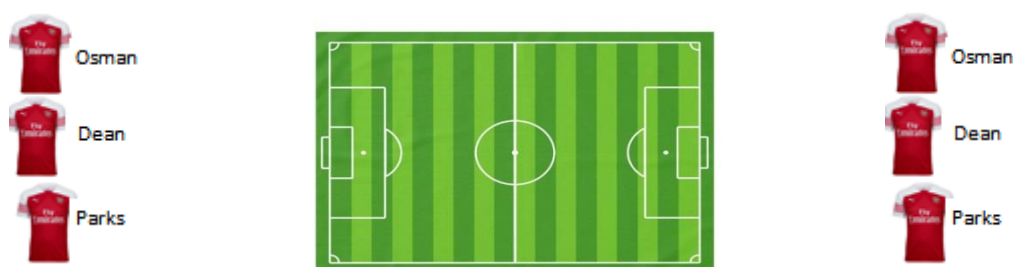
A multidisciplinary approach to supporting students with Hearing Impairment: Mohamed O

Mohamed is a student in Year 8. He has a sensorineural hearing loss which has impacted his speech and language development. He received bilateral cochlear implants in April this year. The SaLT has been in contact with Mohamed's mother since March, when she assessed him for his Annual Review. Both Mohamed and his mum reported being excited for the operation and were keen for the SaLT to support them throughout the remainder of the process.

In doing this, the SaLT has:

- Attended meetings and kept in regular contact with Mohamed's Teacher of the Deaf
- Accompanied Mohamed and his mum to appointments with the audiology and SaLT teams at the Royal National Throat Nose and Ear hospital (RNTNE)
- Kept in regular telephone and email contact with the SaLT team at the RNTNE, to monitor Mohamed's progress and plan intervention
- Assessed Mohamed's listening in school
- Designed a bespoke listening rehabilitation game, using the principles of Lego Therapy but with a football theme to cater to Mohamed's interests
- Liaised with Mohamed's teaching assistant to model this game and monitor his progress and wellbeing in school

There are four levels of listening that people with Hearing Impairment can receive intervention for. These progress through detection (hearing that there is sound in the environment), discrimination (hearing different components of speech e.g. vowels), identification (being able to repeat what you have heard) and comprehension (hearing and understanding). During Mohamed's final sessions with the RNTNE SaLTs, they assessed his listening and found that he was making excellent progress at the discrimination and identification stages. The SaLT at Stormont developed a game to help him practise these skills even further, before the summer holidays. This was played in 1:1 sessions and modelled to Mohamed's TA to continue. Players take it in turns to create a 'dream team' and place them on a pitch. They then tell their partner, who can't see what they have done and this player has to listen and select the correct team from their stack of players.



SaLT has continued to liaise with the RNTNE team about actions and targets for next year. This will include a language assessment, working on Mohamed's functional communication strategies in the classroom and delivering some specialist input around his receptive and expressive language.

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.

Supporting Stammering Corey

During the summer term, Corey received a specialist 'Family Communication Skills' package for his stammer. These were weekly sessions run jointly by the Specialist and Link SaLTs. This approach works with students who stammer and their close family members, in this case Corey's mum, to help the family develop awareness of communication skills and make changes to support fluency. Sessions involve reflection on communication skills to help Corey become more aware of his strengths as a communicator and build on self-confidence. In order to support Corey to participate meaningfully in these discussions and be fully involved in goal setting, SaLTs developed resources to support his language. These included sentence starters, Talking Mats and visual prompt cards. Some of these can be seen below:



Corey selected a goal to work on at the start of the block, which was to do better in maths through talking and asking for help more. Although the sessions are going to be continuing throughout the summer holidays, Corey has already provided feedback that his therapy sessions have really helped him 'answer questions more often.' His mum reported during a session that they make her think about and notice things that she is doing to support Corey that she wouldn't be aware of otherwise.

Facts and Figures

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 an SaLT service, we are working as efficiently and effectively as possible for maximum positive impact.

Current Caseload Size: 118 (July, 2019)

Number of New Referrals: 9

Number of Cease Contacts: 0 (Not including leavers from 2017-18)

Providing a high quality service

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.



Student Speech and Language Therapists

The SaLT service has strong links with University College London and City University. All SaLTs who have been working for a year or more are expected to share or manage a SaLT student placement.

Student placements are well regarded in Hackney and frequently support recruitment of newly qualified therapists. The service has developed innovative systems for utilising students which help to extend the service offer in schools as well as provide excellent professional and clinical learning for the students.

Two SaLT students supported the caseload three days a week this year from May-July 2019. The Students ran a Word Aware group with a group of 4 year 7 and 8 students, as well as seeing individual students. They also completed an annual review report feedback project by creating a questionnaire for parents and hosting a parent forum to gather feedback and options about how to improve speech and language annual review reports. This was a very successful forum and gathered useful information which the SaLT team will use to inform our future reports.

User Feedback

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

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

I really like my speech and language therapy sessions	34
I really dislike my speech and language therapy sessions	1
I don't like nor dislike my speech and language therapy sessions	0

I love speech and Language Therapy

I like when we guess each hard word to remember at the end we play games

I was fun - testing out new toys. My favourite one was stretchy snake.

I like telling the story with my friends. I like the writing for 'where', 'who', 'when', 'problem', 'solution', 'end'.

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

Yes, Speech and Language Therapy has really helped me	34
No, Speech and Language Therapy has not helped me	1

It's helped how to use a loud voice

It help me to ask for help more

Help to remember stuff...to remember stories and feelings.

It help me communicate

It has helped me answer questions more often

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

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Dissatisfied	Very dissatisfied
5	11	0	0	2*

**Parents had concerns that they had received a limited speech and language therapy service. This was due to a gap in the speech and language therapy service (as a result of staff sickness). The parents have since been contacted and a level of suitable Speech and language therapy provision has been agreed.*

Listening to parent's opinions and communicating

The Speech and language support at Stormont was always really well coordinated.

Thanks a lot for your support and caring for our children. Thanks

I have been informed but there have not been any meetings for the parents to attend in a while.

You're doing an amazing job! X did really well in his interview and it was commented on how beneficial the extra practise (with the SALT) was!

J should bring some of his speech and language work home so for us to follow more of what he is doing in school.

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
9	4	4	0	1

C has become more confident in speaking to people a bit more but is still shy around people sometimes.

J has improved very much in his speech, listening and typing. He is also very confident in trying to express his views.

I think it's helped

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	8	1	0	0

Speech and language team are very helpful and attentive to all matters relating to students, very innovative in devising strategies and approaches in dealing with the complex needs of the students, happy to facilitate and go above and beyond when hosting interventions engaging with particular needs and following up with appropriate feedback.

I feel I have been informed and involved with the SaLT support. Always treated with great respect.

Really friendly and approachable. Go out of their way to support us when

The team are approachable, professional and supportive of our work here at SHS. We have built a good working relationship, and are excited to move projects forward next academic year.

The speech and language team are approachable and flexible!

The team are skilled, engaged and productive in both their direct and indirect work. It is the indirect work that is particularly important in changing the level of school staff skill, knowledge and understanding.

All therapists are very professional and work in a very collegiate manner with staff providing sound advice and resources.

*You're doing great!
Keep up the good work*

I feel that conversations I've had with the SALT team have taught me a huge amount and have really resulted in my practice being better and more informed. The team are very friendly, approachable, and generous with their time.

*Well informed - yes treated with respect - definitely
questions are answered - definitely*

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
11	3	2	0	0

Helping the student to express their emotions is really important going forward because it can help us identify as well as indicate where and what the student is struggling with, so moving forward we can also improve the students well being as well academic progress in the classroom.

Targeted intervention for learners (and) small group work has a noticeable difference in social relationships in my year 10 English class. Supporting year 12 annual reviews helped the learners see them as meaningful.

All pupils have been helped immensely with their communication needs. Training for all (teacher and class) in colourful semantics is ongoing. Supportive and very helpful indeed.

Working with small groups together is beneficial to students' interactions with each

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
8	7	1	0	0

Yes definitely because I can use the tools e.g. **core board** myself and incorporate strategies every day. **Makaton** is essential and word of the week really helps. **Colourful semantics** is also a great help and I want to continue to use it as much as I can.

Small strategies have helped - talking clearly and slowly

The **Makaton** training has been very helpful. I was involved with **Word Aware** before my maternity leave so would like to be part of bringing that back to the forefront of people's teaching, but would need to recap my training on that!

The speech and language team are constantly providing me with a wide range of resources that I can use to support my students with their speech, language and communication needs.

It has been invaluable. Especially the help reporting for annual review meetings.

The SaLT team's involvement in Annual Reviews has been great and really helped staff to allow students to have a voice that is coherent. The SaLT team are also very good at sharing strategies / observations that help staff to manage and support students learning more effectively.

Feedback from staff: *suggestions for future working*

I think it would be useful if it was visible to all staff who your team are working with and with what focus - sometimes it's not immediately obvious that a learner in my class is having SaLT intervention if I'm not the form tutor/have read their EHCP.

Good to have your help in classes, tutor time and assemblies etc.

I would like to be shown how to more easily access SaLT reports. Maybe some more updates after a few sessions about my pupils.

It would be good to unpick the impact of additionally targeted staff and how we might roll out these practices

Our follow-up to training events needs to be planned at the same time as the events. More repetition and reinforcement are needed.

I think there needs to be more consistent visuals and language used throughout the school.

There are a number of key skills and competencies that perhaps we could capture to form an induction

We would like to see perhaps a more conclusive way of measuring progress through data moving forward? Definitely an area for development. Perhaps a 'mapping' structure could be introduced?

Have more discussion and action based CPD as well as informative presentations, maybe showcase or demo speech and language therapy session, raise up some interesting facts about the differences you make and how collaborating with you is so beneficial for the students.

I feel very satisfied but would like for the SaLT team to be given the opportunity to work more closely with staff on transferring the skills learnt in SaLT sessions in to the classroom, be that through shared whole school language or visuals for example.

Feedback from Parent workshops:

Year 7 parent workshop

100% parents found the workshop useful

What did they find most useful?

- *Speaking to the staff*
- *Giving me ideas how to praise and encourage him*
- *Giving my son time to respond without interrupting – he stutters*
- *All of it, was very interesting*
- *Knowing how to remain calm when your child talks*

Supporting Relationships and Behaviours workshop (6 sessions)

100% of parents found the workshops useful

What did they find most useful?

- *all of it was very, very useful*
- *all of it is most interesting. Wish there was more*
- *puberty, independence, relationships, emotions*
- *social stories and also being able to discuss issues about out disabled children and listening to others*
- *talking about relationship boundaries*

Children with Down's syndrome workshop (6 sessions)

What did they find most useful?

- *All of the handouts*
 - *getting ideas*
 - *getting exercises to work on at home*
 - *getting ideas on how to deal with certain behaviours or situations and learning from other parents and how they deal with certain situations*
 - *listening to the others' stories*
-

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.

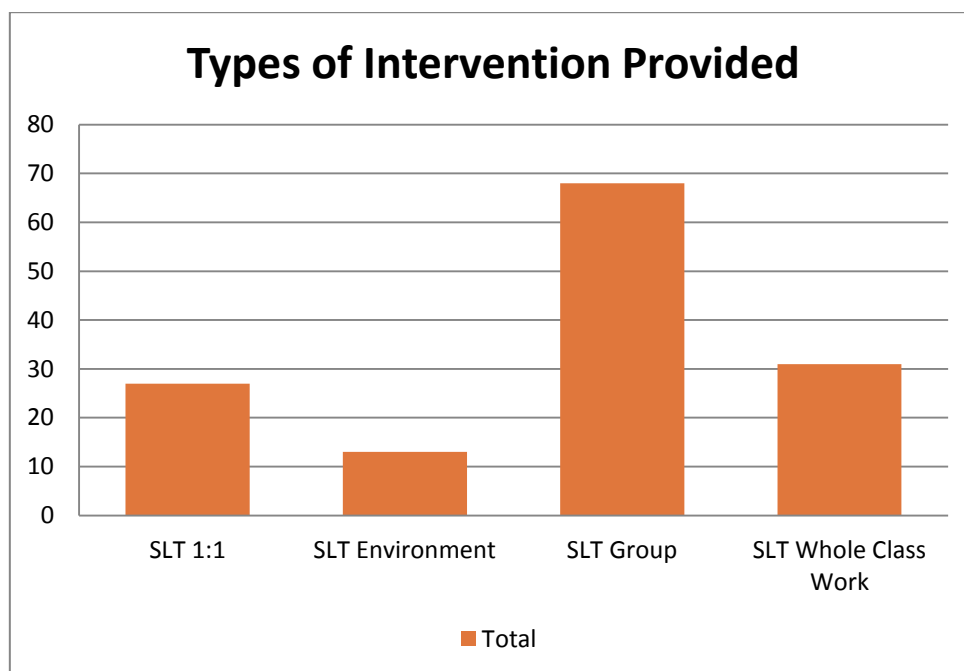
SaLT can also make a significant contribution to improvements in the self-esteem, quality of life and academic achievements of pupils. These positive changes are recorded through case studies.

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 found group settings challenging. 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. Therapists at Stormont House have reflected that whole class sessions have been a more effective way to upskill staff across the school.

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

A total of 133 intervention packages were completed with students.



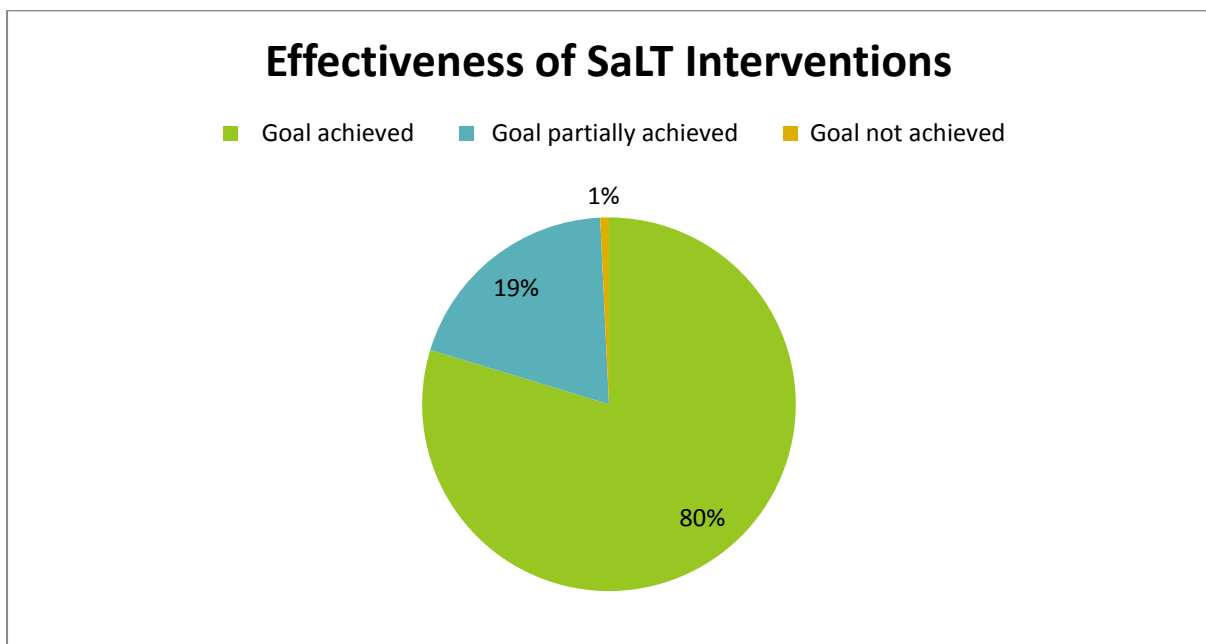
This year the SaLT team continued to deliver whole class work at the universal level. Due to staff changes, time limited group work was offered to support a range of needs across the school.

Therapy targeted the following clinical areas:

- Social interaction and communication
- Language development (for example narrative skills, vocabulary, sentence structure using colourful semantics)

- Emotional regulation and emotion vocabulary
- Speech
- Transition
- Augmentative and alternative communication (AAC)
- Self-help skills and comprehension monitoring
- Independence and life skills
- Self awareness including strengths and needs

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.



This academic year saw a change SaLT staffing (with a new therapist starting in January and a new lead therapist starting in March, 2019). Despite this, a large percentage of targets set by the speech therapy team were met.

The most successful interventions were due to consistent teamwork and liaison between the SaLT and education staff, with teaching staff often being available to discuss students with the SaLT team. The students were ready and willing participants in therapy activities and targets were realistic and achievable.

Almost 20% of targets are noted as partially achieved. This may be due to support staff not being available (due to classroom commitments) to observe sessions in order to enable to students to practise targets across different contexts/settings in and around the school. As the SaLT team are managing a large number of students across the school, it can be difficult to plan and schedule time to model intervention techniques within the classroom. This 'sharing of expertise' and knowledge continues to be an area SaLT would like to collaborate with the school to begin to bridge in order to enable further embedding of communication skills and strategies for the students.

Analysis of the data indicates that some targets were not fully 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.

Additional Comments

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. Below is a summary of key areas of reflection for this year and moving forward in to the next academic term.

Transition

To support prioritisation of students, last academic year key transition points were identified and SaLT provision was targeted accordingly (for example, so safe groups for Year 12's, Confidence in communication for Year 12s, Whole class Emotional regulation sessions for Year 7's). The SaLT team aimed to use this model for this academic year and were able to deliver a high level of input for Year 7's transitioning in to Stormont House. This has positively impacting the transition of these students in to school.

Unfortunately, changes in staffing throughout the year means that Year 12's received less input than anticipated. This June, the SaLT team was able to collaborate with the SENCo in order to deliver a transition session for the transitioning year 6's and offered support during the transition day, supporting staff to think about environmental supports and provision for September.

Annual reviews

A large number of interventions were carried out this year due to streamlining of the annual review process however this continues to be an area for development. Education staff have engaged in gathering pupil voice more independently.

In July, the SaLT's students held a parent forum, where parents had the opportunity to express views and opinions regarding the current annual review report. There were some very useful suggestions made and plans have already been put in place to launch a new format next academic year (in line with the suggestions made). It is hoped this will produce high quality, easy accessible information for school staff, families and the students themselves, an area highlighted in both parent and staff feedback as needing improvement.

Working with Parents

Although the majority of parent feedback has been positive, some parents reported that they would like greater communication with the SaLT team (particularly around targets) and although SaLT were able to deliver two six week block parent workshops, there were a limited number of coffee mornings offered this year. This was due to staffing changes throughout the year. This year, the SaLT team aims to boost parent communication, by again offering parent coffee mornings, drop in sessions and a regular slot in the Stormont House Newsletter.

Universal offer

With the increasing need and numbers at the school it is acknowledged that the school and SaLT team must continue to work creatively in order to meet SLCN needs. The universal offer will require continued development and the school would also benefit from implementation of communication standards across the school. This has recently been highlighted a priority for the school Senior leadership team.

Embedding practice

The staff feedback continues to highlight the value the SaLT team offer throughout the school and to the students at Stormont House. Several approaches have been embedded throughout the school (*The 5 point scale*). The SaLT team seek to build on this in order to introduce and embed further strategies across the school.

This could include a “shared” vocabulary across staff (particularly around emotional literacy and emotional regulation), use of consistent visuals across the school, staff training around universal intervention approaches (such as comic strip conversations) and is in keeping with what the SaLT team believe would promote best long term academic and social outcomes for the students at Stormont House.

Staff at Stormont report overwhelming that they feel supported by the SaLT team however they would like further opportunities to share ideas, interventions and strategies. Next academic year SaLT will continue to develop ways of working within the classroom to deliver interventions (including word aware, colourful semantics). There will also be an emphasis on developing closer working relationships with form tutors across the school in order to promote better sharing of information and expertise.

CPD and training

The SaLT team are very fortunate to be offered many CPD slots throughout the year. Developing skill and knowledge across the school staff is clearly valued and SaLT input is highly valued. This year SaLT successfully delivered several CPD sessions, with some universal initiatives being implemented as a result (such as *Makaton word of the week*). Feedback from the Senior Leadership team has been that previous SaLT training has been difficult to embed across the school. This will be prioritised as an area of reflection for the SaLT team for the next academic year.

Staff feedback suggested that training/CPD sessions should be planned alongside follow up sessions, with a clear plan for repetition and reinforcement throughout the school year. A suggestion might be to implement a SaLT training request protocol where, a clear plan is agreed in advance, in order to fully consider and support the upskilling of education staff and the embedding of SaLT practice. This could include a clear link to the MDT service development plan and/or the School development plan, identified methods for supporting the embedding of CPD (including consideration of education staff capacity/availability, drop in sessions, ongoing workshops) as well as advanced notice to the SaLT team to ensure any training delivered is meaningful, carefully planned and appropriate to the need's of the audience and compliments the growing universal communication provision across the school.

Sharing information

The SaLT team aim to devise a clear structure to sharing SaLT information across the school (with regards to targets, interventions, resources and reports) so that is accessible and visible to all staff working in school. This will have a positive impact on the embedding of SaLT provision across the 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.



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