

## Speech and Language Therapy Role within the Special Schools

### Core Offer

1. **Assessment and provision of information regarding Speech, Language and Communication (SLC) and safe eating, drinking and swallowing needs – this may include:**
  - **comprehension/receptive language** – informal and formal assessments as appropriate to each student to provide levels of comprehension and understanding of concepts;
  - **expressive language** - informal and formal assessment as appropriate to each student to provide information regarding expressive vocabulary and sentence building skills;
  - **attention and listening skills** – informal assessment as appropriate to each student;
  - **social communication/pragmatic skills** - informal assessments with teaching staff/parents/carers as appropriate to each student to provide a profile of skills;
  - **emotional regulation** - informal and formal assessments as appropriate to each student;
  - **Alternative and Augmentative Communication** – joint assessment, recommendations and advice regarding no/low/mid/high tech solutions to meet the communication needs of individual students. Applications to the local communication aids fund and referral to/liaison with the AAC hubs (Barnsley/Newcastle);
  - **speech – articulation/phonological skills/oral motor skills** – assessment as appropriate to each student to provide information re: disordered/delayed speech and intelligibility;
  - **dysphagia – eating and drinking skills** – observations, assessment and (where necessary) feeding clinic appointments to inform the completion of an eating and drinking programme relevant to the student.
2. **Joint target setting** with teaching staff/therapists/children and young people/families and carers in agreed areas of priority. Attendance at meetings as required.
3. **Provision of training to support implementation of programmes and strategies** – may be 1:1 demonstration, informal presentation or access to Speech and Language Therapy short course programme. Advising and supporting the provision to ensure a Total Communication Environment.
4. **Design and demonstration of an Intervention Plan (report) and/or programme** for target(s) as appropriate for within classroom use by teaching staff and home/carer for a specified episode. These programmes may be carried out on a one-to-one basis, in a small group or as part of general classroom provision.
5. **Monitoring of programmes and outcomes**, resetting targets and updating Intervention Plans to reflect changes for specified episodes.
6. **Liaison with multi-disciplinary colleagues (Doctors, Nurses, Physiotherapists, Occupational Therapists, Dietitians, Social Care, Independent Speech and Language Therapists)**
7. **Input to EHCP Annual Reviews** – this will be written and may be in person.
8. **Close episodes of care/discharge when agreed outcomes and strategies are in place** – refer back to service when changes in skills and new advice or support is needed.