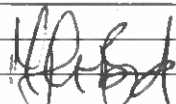


**Beaucroft School**



**Speech and Language Therapy Policy May 2023**

<b>Issue Date: May 2023</b>	<b>Review: Annual- May 2024</b>
<b>Date Adopted:</b>	
<b>Signed By:</b>	
<b>Approval Committee: Governing Body</b>	



## **1. Introduction**

- 1.1. All people have a fundamental right to communicate. It allows them to make sense of the world, to build relationships and develop as individuals. See UN Human Rights. Human Rights Act 1998 (legislation.gov.uk)
- 1.2. Beaucroft School strives to provide a shared team approach to support all students to be effective communicators regardless of their starting points or levels of challenge. At its most basic level, all students should have access to functional means of communication to get their needs and wants met and be able to have as much autonomy over their lives as possible.
- 1.3. Beaucroft School aims to provide an environment that maximises opportunities for students to develop their receptive, expressive, social, and functional speech, language, and communication skills. The development of language and communication skills should acknowledge the person's preferred method of communication and their existing language skills. We will strive to reduce any barriers to communication and learning experienced by our students with communication difficulties.
- 1.4. Beaucroft School aims to provide a specialist Total Communication environment and will not make valued judgements on one method of communication above another. Staff will be led by the individual who demonstrates preferences for particular methods, and it is our duty to develop and encourage the modes that will be most functional and appropriate for that person (refer to our Beaucroft Communication Handbook 2023).

## **2. The Speech and Language Therapy Team at Beaucroft:**

- 2.1. A speech and language therapist (SaLT) registered with the Health Professions Council is employed by Beaucroft School and they hold professional responsibility for the clinical services provided within the school.
- 2.2. Beaucroft School are developing a new model for the delivery of the speech and language therapy service within the school in order to enable more students to access specialist input. The school will follow a universal, targeted, and specialist model of intervention (see Links). Speech and language therapy assistants (SaLTA) will support the registered speech and language therapist in the delivery of clinical services at Beaucroft School. Support may include the following tasks; Sharing case-work with therapist, making resources for the team, feeding back to school staff and asking staff specific questions, classroom observations and checklists, adapting programmes to the student's environment, modelling communication strategies,

delivery of group therapy or 1:1 therapy, providing feedback/information to the SaLT for reports/plans, recording of case notes, and accessing supervision with the SaLT.

- 2.3. The primary motivation for delegating tasks to speech and language therapy assistants is to meet the service users' or students' communication needs. The registered SaLT will undertake appropriate assessment, planning, implementation and evaluation of the delegated role on this basis.
- 2.4. The registered SaLT will have the authority and appropriate clinical knowledge to delegate the work.
- 2.5. The speech and language therapy assistant to whom the task is delegated will have the appropriate level of experience to carry it out.
- 2.6. The registered SaLT has responsibility for the ongoing monitoring of competency and putting further training in place for the assistant when required.
- 2.7. The team and others involved including the student will be informed that the activity has been delegated.
- 2.8. The registered SaLT and the assistant will discuss the tasks to be delegated and both feel confident it can be undertaken.
- 2.9. The registered SaLT will be responsible for ensuring that an appropriate supervision process is in place.

### **3. Aims/Purpose of the policy**

- 3.1. This policy aims to inform members of staff and parents about the development and provision of the speech and language therapy service at Beaucroft School.

### **4. Provision**

- 4.1. Beaucroft School SLT and the SaLT team are developing a speech and language service that can be accessed by all students via a shared team approach and specialist environment. The school will follow a universal, targeted, and specialist model of intervention (see Links).
- 4.2. The frequency and type of speech and language therapy intervention and provision will either be quantified and led by section F of the student's EHCP or will be guided by the discretion of the registered SaLT in consultation with other members of the multidisciplinary team including the Beaucroft senior leadership team (SLT).
- 4.3. The registered SaLT will have the authority and appropriate clinical knowledge to delegate elements of provision to a suitably experienced speech and language therapy assistant.
- 4.4. Students' who currently have quantified provision on their EHCP will receive an annual SaLT report where specified (during the summer term), and a SaLT Therapy Plan and Communication Profile devised by the registered SaLT which supports their EHCP outcomes. The SaLT therapy plan will state the communication needs of

the student, guidelines for staff practice and recommended resources. The SaLT will distribute the plan to school admin, SLT, and relevant teaching staff and parents. Plans will be reviewed annually. It is the responsibility of the teaching staff to inform the SaLT if a plan requires an additional review.

- 4.5. Students without quantified SaLT provision on their EHCP will be receiving embedded and universal speech and language input throughout the day. Input may include the following strategies; Narrative work, Colourful Semantics, Zones of Regulation, Attention Autism, Brick by Brick, Signalong, Symbols-Communicate in Print, PECS, Button and iPad voice output aids, Aided Language Boards, and Social Communication skills. In addition, they may receive blocks of targeted or specialist intervention on a rotational basis using an active/inactive caseload system. For targeted students a SaLT plan and communication profile will be provided and reviewed annually by the SaLT team.
- 4.6. The offer of direct therapy via 1:1 or group will depend on the professional judgement of the registered SaLT based on assessment findings and discussion with relevant teaching staff. Assessment will take place in more than one setting and may include; direct work and observation, formal or informal assessment tools, gathering information from existing paperwork and liaison with key teams around the student.
- 4.7. Direct intervention may take the form of 1:1 and/or group work. It may involve joint working with a teacher or TA, and may be delivered by a speech and language therapy assistant overseen by the registered SaLT.
- 4.8. It is the responsibility of teaching staff to make sure all support staff provide opportunities for communication strategies and activities to be implemented. Communication systems should be cross-curricular, in context, and not used in isolation.
- 4.9. The registered SaLT will work closely with the Beaucroft communication team and contribute towards staff training providing information, training, and support for a wide range of personnel including education, managers, lunch time assistants, and office staff. This ensures all staff at Beaucroft School are aware of the strategies and approaches used with students.
- 4.10. The registered SaLT will provide regular staff training in Signalong, both workshops and Foundation Courses alongside the team of registered Signalong tutors at Beaucroft School.
- 4.11. Staff should have access to, or be aware of how to contact the SaLT team in order to request advice.
- 4.12. The registered SaLT will follow the guiding principles RCSLT 2018 and meet the HCPC standards of conduct, performance and ethics to ensure best practice.
- 4.13. The registered SaLT will promote the RCSLT 5 Good Communication Standards;
  - Standard 1: There is a detailed description of how best to communicate with individuals

- Standard 2: Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services
- Standard 3: Staff value and competently use the best approaches to communication with each individual they support
- Standard 4: Services create opportunities, relationships and environments that make individuals want to communicate
- Standard 5: Individuals are supported to understand and express their needs in relation to their health and wellbeing

4.14. Open-Referral System – anyone can refer to the SaLT team for support

## 5. Outcomes

5.1 Therapy outcomes are measured in several ways:

Qualitatively – through observations, student, staff and parents reports

Quantitatively – through accurate recording of pre and post intervention data

Eg; PEIC-D recording forms, or the SaLT's own outcome recording tools.

## 6. Regulation and Management of SaLTs

6.1

SaLT's are regulated by the Health and Care Professions Council (HCPC) which operates in line with the Health Professions Order, in accordance with government policy. The HCPC sets threshold standards of proficiency and holds a register of competent clinicians which can be checked by anyone at <http://www.hcpc-uk.org/>

6.2 At Beaucroft School the registered SaLT is supervised by the SLT, and an external clinical supervisor.

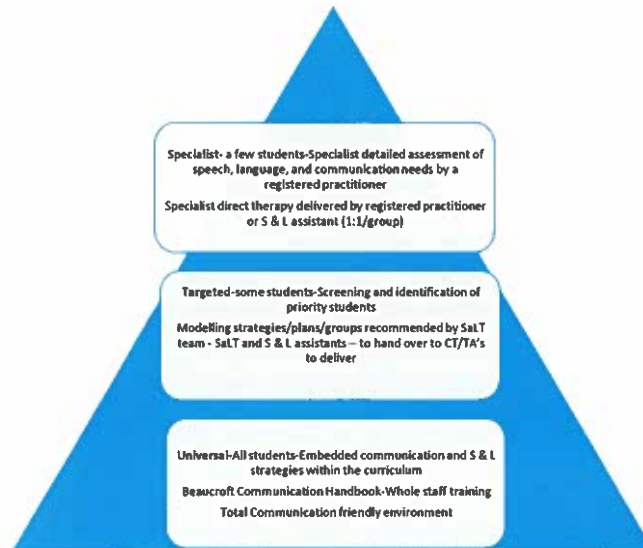
6.3 All practicing SaLTs must be registered with the HCPC and The Royal College of Speech and Language Therapists (RCSLT).

6.4 The registered SaLT at Beaucroft School will supervise the speech and language therapy assistants. During periods when the SaLT is not available due to sick leave or other, members of the SLT will supervise the assistants' activity.

**Links;**

**Model of Intervention;**

## Universal, Targeted, & Specialist Model



Communication bill of rights; <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

RCSLT Guidance on Quality Standards for Local Authorities and School/Colleges as Commissioners of Speech and Language Therapy Services in the UK, 2013;  
[www.rcslt.org/wp-content/uploads/media/Project/RCSLT/good-comm-standards.pdf](http://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/good-comm-standards.pdf)

Advice taken from the RCSLT Support Workers Hub and Support Worker Framework (2023)

Standards for Working with Speech and Language Therapy Support Practitioners (RCSLT 2003)