

# **Blossom Lower School and Upper House**



## **SPEECH AND LANGUAGE THERAPY POLICY**

**Secondary, Post 16**

**Last reviewed July 2012 Katrina Chapman  
Next review due July 2013**

## **Secondary Speech and Language Therapy- Aims of Service**

This document outlines the specific speech and language therapy provision provided at Blossom House School for secondary pupils. It should be read in conjunction with the Blossom House policy for primary speech and language therapy provision.

The secondary school therapy department has a specific scheme of work which is regularly updated and evolves according to pupil need. It outlines therapy provision in the following broad areas:

- **Developing pupils understanding and use of language skills including:**
  - Semantics
  - Syntax
  - Morphology
  - Narrative Skills:- content, sufficient detail, organisation and relevance (including written and verbal language)
  - Higher Level Language Skills:- inference, deduction, verbal reasoning, problem solving & non-literal language
  
- **Developing pragmatic language abilities including:**
  - Structured conversation skills development including verbal and non-verbal skills
  - Develop metacognition and metalinguistic skills- self-awareness based activities including video feedback and success attributes programme
  - Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in communication and to appreciate different contexts may require different linguistic responses
  
- **Develop Functional Language Skills through:**
  - Self-awareness- developing pupils awareness of their own strengths and difficulties and of strategies to support themselves
  - Life preparation skills- specific support to develop functional language skills related to real life contexts (activities of daily living)
  - Experiential tasks- off-school premises practical life experiences
  - Problem solving tasks- using language to persuade, negotiate, ask for help related to practical 'real life' situations
  - Exploring passive/aggressive language and behaviour
  - To develop pupils functional language, problem solving and verbal reasoning skills in the wider context including delivering a specific travel training programme and a work experience package tailor made to the specific needs of the individual pupil.
  
- **Support Pupils ability to access the National Curriculum including:**
  - Develop metacognition and metalinguistic skills-awareness of own language difficulties and of the impact these have on learning
  - Developing strategies to support their access to the curriculum including auditory memory strategies and specific study Skills Training

- Specific support sessions addressing specific curriculum related areas in relation to pupils' specific language difficulties.
  - Develop a full understanding of curriculum based concepts through practical experience, focusing on the variety of ways the language of concepts can be used
  - Strategies for asking for support
  - Support in the speaking and listening aspects of the literacy curriculum where appropriate
- **ASDAN**

At upper secondary level, (years 9, 10, & 11), ASDAN work is incorporated into group speech and language therapy sessions. This allows pupils to develop their language and communication skills in a practical way whilst working towards a vocational qualification at the same time. The qualification is the Certificate of Personal Effectiveness (CoPE). Modules from this course are selected according to their relevance to language and communication development. The remainder of this course is taught in a cross-curricular way through 'ASDAN' days, which is an additional opportunity for the SLT department to liaise with teaching staff and assistants to plan and deliver these sessions.

### **Provision**

Secondary pupils each receive small group speech and language therapy sessions known as 'Life Skills' on a twice or three times weekly basis depending upon their year of study. In addition to this provision, the pupils will take part in a functional life skills programme in years 10 and 11. Some pupils may receive individual/paired speech and language therapy according to their needs. There is a therapist who is assigned to each class or year group, who is able to provide advice and assistance to teaching staff as and when required. In addition, this key therapist is able to provide therapy, advice and assistance to pupils on a needs-led basis.

Individual and group sessions last for 45-minutes. The number and frequency of individual/paired therapy sessions is based on the nature of the pupil's difficulties.

Please see separate document describing delivering therapy in accordance with a Statement of Special Educational Need.

### **Planning and Monitoring of Speech and Language Therapy**

Based on the results of formal and informal assessments, SLTs devise Individual Education Programmes (IEPs) for each pupil they see, which is specific to their speech and language needs and reflects statement objectives for statemented pupils. The IEPs consist of objectives that are specific, measurable, and achievable within the time and realistic (SMART). IEP objectives are shared with teachers and parents. In addition to SMART targets, the SLTs also have session goals for each pupil related to current therapy aims. In addition, in relation to functional life skills, specific long term objectives and outcome measures will be set and monitored in relation to each child.

Following each therapy session, the SLTs write up clinical notes in relation to the activities carried out. Additional goals and activities for the next session are planned. If a pupil

achieves therapy objectives before the end of a term, this will be noted in their notes and on their IEP. New therapy objectives may then be devised.

### **Review of Speech and Language Skills**

The IEP objectives are formally reviewed on a half termly basis and new targets set each term. The pupils' language skills are also reviewed on an annual basis through formal assessment and this coincides with their annual review.

Following each term of therapy, the therapist may:

- Provide a further episode of individual therapy to achieve additional goals
- Change the frequency/intensity/format (e.g. individual, paired or group) of individual therapy
- Allow for a period of skill consolidation before resuming further therapy
- Seek alternative professional advice (e.g. arts therapy, OT or PT)

### **Liaison**

The Secondary SLTs liaise with each other at weekly SLT departmental meetings and there is a formal half termly planning meeting. The SLTs liaise with other staff (e.g. specialist teachers, class teachers and therapy team) as appropriate. SLTs write termly plans and curriculum plans are circulated to parents to ensure they know the content of their child's group SLT provision.

The parents are kept up to date with their child's progress through the annual reviews and annual assessment reports, termly parent meetings, termly IEP feedback and informal feedback as appropriate. Informal liaison is facilitated through the pupil's head of house.

Therapists will inform parents when their child is receiving a block of individual therapy. If parents request the opportunity to observe an individual SLT session, then arrangements will be made for a session to be videoed. Parents will have the opportunity to ask questions about this if they wish.

**Updated: July 2012**  
**Katrina Chapman**