



Wren Spinney Speech and Language Therapy Input Report

Dates: End of September 2022- July 2023

(every other week provision in term time)

What was in place in September:

- Staff already trained on Attention Autism.
- A lot of students across the school using PECS (Picture Exchange Communication System).
- Some visuals seen around within classrooms e.g., visual timetable, now/then boards, some communication boards.
- Some signing being used (singalong).

- What needed support in September:

- Visual timetables not always used/referred to throughout the day.
- Some students on PECS's, need moving on from this and staff unsure of how to do this so student ends up staying on PEC's for much longer than required.
- There was a lack of consistency with the types of communication books/boards that were used across the school. Some children did not have the correct communication in place for their needs or teachers wanted support with how to move students on and help with next steps.
- Classes with children with PMLD – need help with maximising use of switches and or/ eye gaze for communication.
- Staff not aware of means, reasons, and opportunities model. Lots of adult led direction instead of students initiating communication for themselves. Not incorporating various methods, encouraging different reasons for communication, and providing opportunities to communicate.
- Not fully understanding a total communication approach and toolbox of communication, recognising that different resources and methods can be used within the environment for exposure.
- Not a lot of modelling happening within the environment e.g., a staff member using a communication board or book alongside their own communication. Communication aids not being used due to the assumption that they are unable to use them, without the modelling and right support in place to encourage them and show them how to use it.
- Transitioning an area of difficulty for some classes.

<u>What have I done?</u>	<u>The Impact of our support</u>
Training to all staff on 'What is Communication?' This covered the communication chain, the means reasons and opportunities model and a taster demonstration of different communication methods.	Some staff members have taken this training on board and are showing that they want to learn more, approaching me more, thinking about language functions more.
Training to staff on Intensive Interaction. This was extremely successful and helped staff to understand more about Intensive Interaction or	Some staff starting to apply this within their classrooms and already seeing some of the benefits of the approach and how it is



learn about what it is for those that did not know.	supporting students with their early fundamental communication development.
Staff have been provided with templates of communication boards and books when appropriate.	Consistency across the school, allowed staff to become more independent in creating these resources for their classes, individual students.
Recommendations have been made for some classes/some individuals across the school for which type of AAC is appropriate e.g., encouraging the use of communication boards across the classroom to create a friendlier communication environment/ recommending for a student to be moved on from PEC's or a simple book to something more advanced.	Teachers have been given guidance for how to best support their learners so they can develop the children's communication so that they can reach their full potential. Teachers have been given guidance on times in the day to start implementing communication boards and communicative opportunities.
Support with using visual timetables.	In some classrooms, visual timetables present but are not being used. Continued support being offered, and more teachers are starting to use these resources and adapting them for individual students e.g., Individual, transition check in, now/then.
Training on Total Communication	Covered supporting communication within the classroom, accepting all methods of communication, went through lots of different communication methods, modelling!

Examples of successes:

A selection of classrooms. No communication boards present or limited use of. Since SaLT support and training, staff are now rolling out communication boards across different activities and parts within their day. This is starting to create a communication friendly environment which all the students can access through play, learning and social opportunities. As teachers are seeing successes happening, this is then encouraging them to reach out further for more support and is giving them the motivation and incentive to try different approaches and roll them out to other areas.

Communication books- following training delivery on 'What is Communication' a support staff member has become particularly interested and motivated to work alongside SaLT. They have been busy working alongside me to develop communication books for students to enable them to start moving away from PEC's which they are ready to do, following SaLT assessment and trials. The teacher and support staff were encouraged to start modelling lots of different core vocabulary within the book with their own communication. This is still an ongoing project, but positives are already being seen using this approach and the students can communicate more.

H RY- Using PEC's when I first started at the school. Boards and books trialled and H doing well with use of low tech. Still not enough for her communicative needs. H can link lots of words together and use lots of language, however her speech is often unintelligible particularly in connected speech which is causing her lots of frustration. Even mum struggles to understand her. I then trialled the use of high tech AAC with her and this was successful as low tech not keeping up with the needs of her expressive communication. I worked with the staff team and collected enough evidence to enable



me to put in a referral to the Lincoln EATS high tech AAC team for a device. This was successful. A device has recently been provided and I am going to work with the class team and home to implement this in the upcoming weeks.

What is still needed/ongoing?

- Further staff training needed and recommended for the next academic year:
 - Total Communication (further cover modelling within this as a reminder/more detail)
 - Intensive Interaction (practical based)
 - Blanks Levels
 - Maximising the use of visual supports and transitioning
 - TACPAC for some classes

- Carry out a communication audit across the school to identify strengths within classes and then areas to improve. A nice way to monitor progress and to review the classroom environment. Choose 2-3 classes to roll this out with initially as a starting point.
- More liaison between OT and Speech and Language Therapy, ideal would be present at the same time on some visits.
- Continue supporting staff to make and use appropriate visuals throughout the day e.g., communication books and boards (have not had time to get around to every class).
- Staff need ongoing support and guidance of how to increase the reasons and opportunities for children to communicate.
- Staff need ongoing support with transition – needs some consistency.
- Staff will need support with switch work, particularly as students start being provided with the right tools for them which staff are less familiar with.
- Target sheets for individual students, started but this project will be ongoing until all students have one. Then target sheets will just require reviewing and are a working document so become bigger. Provides a supporting document to go alongside targets set.

Completed by:

Charlotte Martindale

Highly Specialist Speech and Language Therapist

Powerful Voices LTD

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