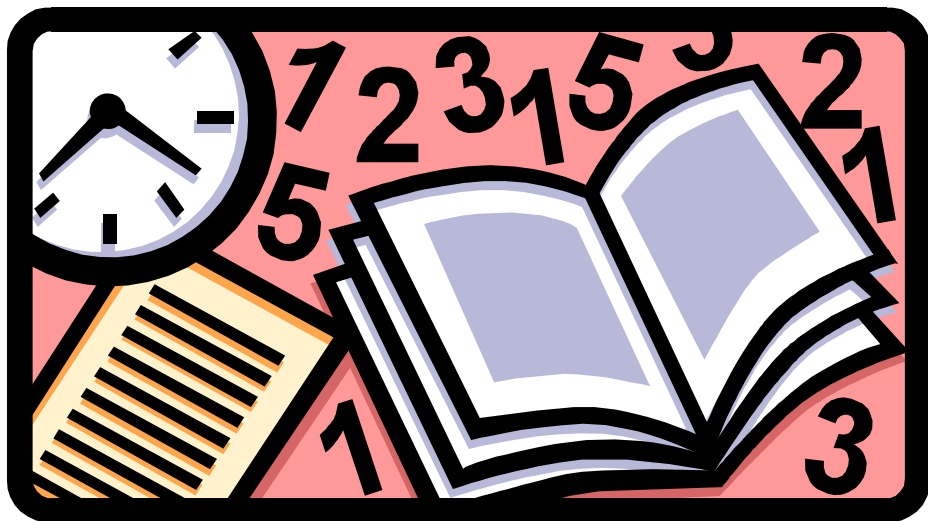


NORTH YORKSHIRE AND YORK PRIMARY CARE TRUST

Speech and Language Therapy support in Mainstream Schools



The Service

The Support in Mainstream Schools Speech and Language Therapy Service is made up of a team of Therapists who work in schools with children who have a statement of Special Educational Need or are at School Action Plus/school action with an identified support worker or teaching assistant.

The Therapists work with pupils with a range of Special Educational Needs. The child's speech and language needs are likely to relate to some or all of the following:

- Understanding – understand spoken language including following instructions, understanding stories and the meaning of words.
- Expression – being able to use varied and appropriate vocabulary, put words together to make different sentences and learn and apply grammatical rules.
- Speech – ability to articulate different speech sounds, combine them in the correct order and produce clear intelligible speech.
- Pragmatics – the appropriate use of language, both verbal and non-verbal, in a range of different contexts with a range of different people.
- Fluency – being able to communicate without stammering or stuttering.
- Voice – the ability to maintain a good volume, pitch quality without prolonged hoarseness or voice loss.

The child may be referred to us by their local community clinic Speech and Language Therapist, or may be a new referral to the service. School staff can refer children to the Support in Mainstream Schools Service providing there is support in school for regular follow up.

Aims of the Service

We provide a flexible service, so that we are able to meet the needs of each child in the most effective way. Collaborative working with school staff is essential. Most of our work is advisory and we recommend targets and approaches that will help the child develop the speech and language skill he/she needs within the classroom and in other day to day situations.

The role of the Speech & Language Therapist

The role of the Speech & Language Therapist working in mainstream schools may include: -

- Assessment of the communication difficulty. This may include discussion with the parent/carer to gain information on the child's language and communication as well as assessment and observation in the classroom and discussion with other teachers and support workers.
- This is essential in order to identify how the child's communication difficulties are affecting access to the curriculum and what key areas need to be targeted.
- Providing active support to school staff and working collaboratively with parents and teachers through jointly agreed targets and approaches.
- Contributing to reviews of a child's progress including annual reviews for children who have a statement. We may attend in person and/or provide written reports, which identify the child's progress, areas of need and results of recent assessment.
- The provision of training for school staff appropriate to the child's communication needs.

- For some of the children with severe and specific impairments we will see them more regularly for a course of Speech and Language Therapy.

Frequency of Speech & Language Therapy

The frequency of the visits a child receives is dependent upon a number of factors.

If a child has a severe and specific impairment which is affecting the development of speech and language but not other areas of his/her learning more visits maybe required because that child can progress quickly with intense input. Recommendations will need to be updated more regularly.

If a child has other learning difficulties progress will be more gradual. Therefore longer periods of practice with the TA in school will be needed before he/she is ready to move onto new targets and activities.

Some children referred to our Service will have a delay in the development of their speech and language skills.

If this delay is in line with a child's development in other areas he/she will not require speech and language therapy input. As the child progresses generally in all areas speech and language skills will also develop.

However schools will need some guidance from our Service if a child has a greater delay in speech and language areas compared to other areas of learning.

The following levels of input are offered by our Service depending on the child's needs:

- A course of therapy during the term e.g. a block of 4-5 sessions or visits once per month.
- Half termly visits.
- Termly visits.
- “On request” – reviews of progress are not arranged unless requested by school or parents. Reassessment may be required because new issues have arisen or a child has achieved recommended targets and therefore more advice is needed.

The input offered can change over time as a child’s needs change.

Effective Speech & Language Therapy

1. It is important that parents support their child’s speech & language development at home. The Speech & Language Therapist can provide activities/advice for follow up work at home on request and/or arrange a joint session in school for parents.
2. Please inform us as soon as possible when a visit is unsuitable due to sickness, school trip, training day etc
3. Parents are always welcome to attend appointments in school, but are not required to do so

Being Discharged

Your child will be discharged from the service once speech and language therapy is no longer needed, or if your child is making good progress. Your child can be re-referred if concerns recur.

If you have any queries please feel free to contact your Speech & Language Therapist at Tadcaster Health Centre on the following numbers: -

Gill Clarke	01904 724915	Gillian.E.Clarke@nyypct.nhs.uk
Julie Harrison	01904 724210 Or 724913	Julie.Harrison@nyypct.nhs.uk
Karen Howells	01904 724913	Karen.Howells@nyypct.nhs.uk
Catherine Martin	01904 725409	Catherine.Martin@nyypct.nhs.uk
Louise Nasir	01902 724911	Louise.Nasir@nyypct.nhs.uk
Ann Richardson	01904 724913	Ann.Richardson@nyypct.nhs.uk
Kate Shaw	01904 724913	Katherine.Shaw@nyypct.nhs.uk
Cath Brown	01904 724915	Cath.Brown@nyypct.nhs.uk