**Speech and Language Therapy Team**

Belmont School’s Speech and Language Therapy team consists of:

* Highly Specialist Speech and Language Therapist (MSc, PgDip, BSc) and Makaton Tutor – 3 days per week
* Communication and Interaction (C&I) Support – 5 days per week
* NHS Highly Specialist Speech and Language Therapist – 1 day per week
* External AAC Specialist (Berry Therapy) – 0.5 days per week

**Speech and Language Therapy Provision**

Belmont School has a specialist/targeted/universal approach to therapy. Much of the speech and language therapy input is by strategies used within lessons and throughout the day. Communication approaches are embedded across the school and planned into all aspects of the curriculum.

Specialist

**Universal interventions available to all pupils:**

• At Belmont, each classroom is part of one of four C&I pathways, which provide a structured classroom framework that defines the specific communication resources, strategies, and levels of support available.

• There is a Total Communication environment where signing, symbols, objects, and visual supports are used to support understanding, communication and learning.

• Staff are trained to support students with speech, language and communication difficulties and receive ongoing support, guidance and training from the Speech and Language Therapist.

• As part of the induction process, all staff learn a set of Core Vocabulary Makaton signs. Six ‘Signs of the Week’ are also taught to staff and pupils every week, via a video and PDF document. Subject Makaton folders support delivery of vocabulary during lessons. Select staff are trained in Level 1 Makaton.

• All classes in Pathway 1-3 have a weekly timetabled ‘Word Wise’ session to develop vocabulary, where pupils look at the phonetic, semantic and visual elements of a core word. ‘Core Vocab’ sessions are implemented in Pathway 0 classes.

• Staff support transitions with tools like visual timetables, now/next boards, and calming transitional music to promote predictability and support understanding of the school day.

• Widgit symbols through inPrint are used to create visual resources which support spoken and written language. Staff follow the school’s Symbol Policy for consistency.

• To support annual transitions into new classes, resources are given to provide visual information about the pupils’ new class team and environment, ensuring pupils are fully prepared ahead of transition days.

• Whole school Social Stories are often created for events or activities, such as flu vaccines or building work happening within the school.

• Alongside the Leadership Team, the school SALT conducts regular learning walks across both Primary and Secondary departments to ensure the consistency of universal approaches.

**At Belmont School we also follow the universal approach of the ‘Means, Reasons and Opportunities’ model (Money and Thurman, 2002), to support all pupils in reaching their full communication potential.** The SALT works alongside staff to ensure the below three areas are secure across the school day.

Means – how we communicate

Reasons – why we communicate

Opportunities – where, when and with whom we communicate

**Reasons**

Attention Initiation

Wants Needs

Request or make a choice

Give information

Ask or answer questions

Feelings To say ‘no’

**Opportunities**

Communication Partner

Time & place

Shared language

Shared communication system

Shared interest

**Means**

Speech Vocalisations

 Signs Gestures

Body language Actions

Symbols Photographs Objects

Facial expression Pointing

**Targeted interventions, set by SALTs and delivered by the class team:**

• Every pupil in primary and select pupils in secondary are on a Communication Strands framework, which provides the class team with recommendations, resources and guidance linking to pupil’s main C&I need.

• The school SALT meets teachers termly to discuss individual pupil’s class-based targets. Progress is discussed and new targets are set. Resources are provided for these interventions and LPs are trained to conduct specific interventions.

• Bespoke training is delivered to individual class teams to raise awareness about certain needs, e.g. selective mutism, or to provide training in specific approaches, e.g. Intensive Interaction.

• A team of staff have received additional training to introduce, implement and support the use of AAC across the school day. Six classes have Gridplayer on their classroom screen which is accessed within certain lessons.

• Some pupils require more specific visuals to support their transitions throughout the day, these systems are personalised to individual pupils’ needs.

• Personalised Social Stories are created to explain an event or situation when appropriate.

• Bespoke personal care resources are created for individual pupils.

• Learning visual supports, such as task management boards, are provided to support engagement in lessons.

**Specialist interventions, led by the Speech and Language Therapy Team:**

• Assessments of expressive and receptive language skills, followed by detailed reports with targets and recommendations, are conducted by the NHS SALT.

• Direct work with identified pupils to develop speech, language and communication needs, either in a one-to-one or small group setting.

• Many pupils are provided with suitable communication aids, to ensure pupils are supported to make choices, express feelings and needs, and involve themselves in the world around them. The AAC Specialist has a caseload of pupils which are reviewed termly. The C&I Support works alongside this specialist to further embed the AAC provision into lessons.

• Collaboration with the Occupational Therapist, including joint sessions and recommendation reports.

• Collaboration with the Mental Health Coordinator, supporting the wellbeing of individual pupils; attending TAC meetings and creating bespoke resources to support mental health needs.

• Ongoing liaison with parents, via face-to-face meetings, telephone calls, emails and Class Dojo.

• All SALTS are able to contribute to, or attend, EHCP annual review meetings when possible.

• The school SALT and SALT Assistant works as part of Belmont School’s multi-disciplinary team, attending meetings fortnightly to discuss individual pupils.

It is also the SALT’s responsibility to ensure the school is following the ‘Five Good Communication Standards’ (RCSLT, 2013), which are:

1. There is good information that tells people how best to communicate with me
2. Staff help me to be involved in making decisions about my care & support
3. Staff are good at supporting me with my communication
4. I have lots of chances to communicate
5. Staff help me to understand & communicate about my health

The SALT works alongside other professionals across the school to ensure these standards are met.