

## **Speech and Language Therapy at Bowden House School 2018-19**

Speech and Language Therapy (SALT) is provided at Bowden House School as part of the school's Emotional Wellbeing & Intervention Team which includes a CAMHS Clinical Psychologist; a Therapeutic Counsellor; Learning and Mentoring support for students; an Educational Psychologist and the school's Student & Family Co-ordinator. The Speech and Language Therapist is Jane Richards and she is in school on Tuesdays, Wednesdays and Thursdays. Jane is a self-employed, independent Specialist Speech and Language Therapist with over 25 years experience. She is a registered member of The Royal Association of Speech and Language Therapists and of HCPC. She has developed a specialism for working in the area of SEMH and has been at Bowden House for the last 5 years.

There is a large body of academic research linking SEMH difficulties with speech, language and communication difficulties. At Bowden House School, very few students have age appropriate speech and language development and a large proportion of the students have language and literacy levels within the lowest 5th percentile of the population.

### **Assessments**

Full Speech and Language assessments are carried out on all students upon admission to the school. The assessment includes formal testing in a quiet 1:1 setting using a range of standardised tests and informal assessment by observation in and around school. Assessment is carried out on vocabulary, auditory memory, receptive and expressive language skills, reading and spelling abilities and social use of language and social skills and cognitive ability. From this, training and advice is provided to all school staff.

The standardised assessments are repeated periodically to help measure progress of the students and to continually advise staff about how to differentiate work. This information is also used to contribute to reports for Initial Reviews, Annual Reviews, CLA Care Plans; PEPs and when applying to JCQ for readers and scribes in exams.

### **Direct Speech and Language Therapy**

Direct Speech and Language Therapy is provided for the students with the most severe speech and language difficulties and for students identified as failing to make progress in school. It is usually delivered on a 1:1 basis but sometimes in pairs or small groups.

### **Speech and Language Therapy targets many different areas including:**

- Attention and Listening Skills
- Vocabulary and Word Finding Difficulties
- Auditory Memory Skills

- Auditory Processing of Language
- Sequencing of sounds/ words and ideas to form Sentences and Narrative
- Communicative Confidence
- Comprehension Monitoring
- Social Use of Language
- Articulation and Phonology of Speech
- Specific literacy difficulties
- Fluency

### **Advice, Support and Training**

Following assessment, written and spoken advice is provided to education and care staff on all students. For example, advice that a student's ability to understand what is said and may be equivalent to that of a 6 year old, results in staff needing to keep instructions short and simple. Complex language will need to be explained and/or reinforced with visual prompts (demonstrations, key words written down, etc.)

When necessary, specific programmes are developed to be carried out with a Teaching Assistant sometimes on a daily basis.

Informal support and advice is provided throughout the school day.

In addition, training sessions on speech, language and communication skills is delivered to education and care staff on a regular basis.

### **In Class Support**

In-class support is provided, when necessary, to help students consolidate and practice their language skills outside of the 1:1 setting. In-class support is also provided when students are struggling to be in class and extra help is needed.

### **Whole School Initiatives**

The Speech and Language Therapist has been involved in whole school initiatives to improve vocabulary skills by introducing "words of the week" where all staff are involved in teaching and promoting specific words across the curriculum and "word power" where students are rewarded each week if they have used impressive vocabulary. Whole school initiatives to improve reading have also been implemented.

Jane Richards  
Speech and Language Therapist

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