

Speech, Language and Communication Service High Incidence Needs Team Northumberland Inclusive Education Services

'About us'

We are a dedicated team made up of two dually qualified Teachers / Speech and Language Therapists, three Specialist Language and Communication teachers, one Speech and Language Therapist and eight Specialist Assistants for Speech and Language. Our collective teaching experience has involved early years, primary and secondary mainstream (delivering from EYFS to 'A' level) as well as teaching in specialist provisions.

Schedule of Yearly Service Activity

Autumn 1: Team Focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary School and Middle School into High School.
- Implementation of yearly planning meetings with schools and settings
- Individual request for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception and from Primary into Secondary school.
- Delivery of the Speech Pathway Intervention work
- Consultation Line appointments available
- Delivery of training offer

Autumn 2: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Delivery of the Speech Pathway Intervention work
- Consultation line appointments available.

Spring 1: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled

- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Delivery of the Speech Pathway Intervention work
- Consultation line appointments available.

Spring 2: Team Focus

- Individual requests for support accepted if criteria for acceptance met until the last working day of the spring 2 school term and work scheduled.
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Delivery of the Speech Pathway Intervention work
- Consultation line appointments available.

Summer 1: Team Focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary School and Middle School into High School.
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Delivery of the Speech Pathway Intervention work
- Consultation line appointments available.

Summer 2: Team Focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary School and Middle School into High School.
- Completion of work relating to Individual requests for support received during the current academic school year.
- Whole school requests for support for the following academic school year accepted and work scheduled
- Delivery of the Speech Pathway Intervention work
- Consultation line appointments available.
- *Please Note: Requests for individual support cannot to be made during the summer term*

Why schools would request support and at what point

Schools should request support for individual pupils from us when you have:

- identified a pupil with speech, language and communication needs (including children and young people with a diagnosis of Autism who require a speech and

language programme) which impacts on their ability to access learning opportunities and/or make progress

- implemented and evaluated 2 cycles of assess – plan – do – review as set out in the SEND Code of Practice. Following a transition to a new setting the receiving school can submit cycles of support shared by the learner's previous school. The cycles of support must link to the speech, language and/or communication needs that the advice is being sought for.

Schools should request whole school support from us when you require:

- support for a need linked to speech language and communication that is not related to a named individual such as learning walks, group/class/year group concerns or support with the implementation of whole school practices and procedures.
- advice and consultation in reference to speech, language and communication priorities in school.
- assessment and target setting/recommendations of a group of children.
- general advice and strategies regarding how to meet the needs of learners with speech, language and communication needs in a mainstream classroom.
- general transition advice for pupils with speech, language and communication needs.
- training relating to identifying and meeting the needs of learners with speech, language and communication difficulties.

Schools should NOT request support from us in the following situations

- A child or young person **will not** be able to access the NHS Speech and Language Service and the HINT Speech, Language and Communication Service at the same time. Please refer to the [Joint Working Framework for HINT SLCS & NHS Paediatric SLT](#) to help you decide which service is the most appropriate.
- If a child or young person has a literacy need that is not related to their understanding and use of spoken language

How to request support

All referral forms and supporting documentation documents can be found at [Northumberland Speech, Language and Communication Service](#) or [Northumberland Education](#)

Individual Requests for Support

- Complete the “NIES Request for Individual Pupil Support” form
- Provide evidence of 2 cycles of support which specifically targets the speech, language or communication need/s of concern

- Complete and include the 'SLCN Checklist' with your 'Individual Request for Support' form
- Parental consent must be sought and submitted at the same time as the 'Individual Request for Support' form. The request for support will not be accepted without parental consent being in place and all paperwork submitted to the service will be returned to the school or setting with an email explaining why the request for support was declined.
- Requests for Support must evidence that a graduated response as set out in the SEND Code of Practice has been followed. The request for support will not be accepted without evidence that a graduated response has been followed will be returned to the school or setting along with an email outlining the reason why the request for support was declined.
- If a child has an EHCP, please enclose the most updated version of this with the referral.

Whole School Requests (Requests for any work not relating to a named individual learner).

Complete and submit the 'NIES Whole School Request for Support' form

Group Work Requests

- Requests for group work should be made on a 'Whole School Request for Support' form
- You must also complete and submit a group work permission form. This confirms that parental consent has been sought and gained for each learner that you wish to participate in the intervention. The group sessions cannot commence until the consent is in place.

Consultation line

- School staff can book a 30 minute consultation to anonymously discuss a pupil's need/s and receive advice, strategies and resources.
- 'An Individual Request for Support' form does **NOT** need to be submitted to book a consultation line appointment.
- Parental Consent does **NOT** need to be sought for consultation line appointments as no child or young person's name will be shared. You will outline the presenting difficulty and will be given suggestions for next steps.
- The consultation line is manned by all members of the Speech, Language and Communication Team

[Speech Language and Communication Consultation Booking Page](#)

What to expect from us

Requests for Individual Support

Support for each individual learners will be planned and agreed with school staff according to context, for example:

- Pupil need
- Cycles of support already in place
- Status on the SEN register

It is a flexible mechanism by which all professionals can work together to target support in the most effective way. Each request for support is different and involves a wide range of complexity, so support that we offer will also vary and may include some, or on very rare occasions all, of the following:

- Consultation with staff
- Observation of the pupil within school; often in various contexts
- Gathering pupil and parent voice; ensuring that this is reflected in any written or verbal advice or recommendations given
- Reflection & evaluation of current documentation, provision and interventions in place for a specific child or young person
- Signposting to appropriate resources and sources of information
- Supporting school staff to write and/or review cycles of SEN support
- Focused 1:1 intervention work with the pupil if the specialist teacher or therapist deems this to be appropriate. Any 1:1 intervention offer made will be time limited and short term. The sessions will be structured and have clear learning outcomes. A key purpose of the sessions will be to model the implementation of appropriate strategies and approaches to school staff so that the intervention can continue once the Speech, Language and Communication Team withdraws.
- Monitoring visits if required and deemed appropriate by the service following the initial period of assessment.
- A written record of outlining the advice and recommendations given and why.

Whole School Requests for Support

Whole school requests can relate to a group, cohort, class or the whole school need.

When a whole school request for support is received, a member of the Speech, Language and Communication Team will contact the member of staff who submitted the request to discuss your specific requirements and to arrange any appointments required.

This is a collaborative approach between school staff and the Speech and Language professional involved. Support and input will be planned in consultation with you to ensure that what is received is tailored to meet your bespoke needs.

Some examples of this work may include (but not limited to):

- Joint observations
- Learning walks
- Training
- Group work
- Modelling of interventions and strategies
- Support with SEN paperwork
- Staff Drop Ins
- Internal Inclusion Panels

How we measure impact

- Impact is measured through the collation and analysis of data received from service evaluations provided by learners, school staff and parents following all forms of support – individual, group or via whole school support and training.
- When interventions are delivered by the SLC Team, pupil progress is measured against the SMART targets set.
- Analysis of Service data and LA, regional and national comparatives.