

**EALING SLT
SECONDARY SCHOOL SERVICE**

October 2022

SECONDARY SCHOOLS SLT SERVICE

SEN SERVICE

Students with EHCPs

KS3+ CORE SERVICE

Students with primary need:

- Social communication
- Selective Mutism/
Speaking anxiety
- Speech

BUY-IN SERVICE

Students with any SLCN (mainly language needs – prioritised by school)

HOW DO SPEECH AND LANGUAGE THERAPISTS WORK IN SCHOOLS?

Speech and Language Therapists:

- Carry out assessment of the young person's communication skills
- Provide advice, strategies and support to parents and schools
- Deliver, model and review intervention/therapy in school
- Liaise with other professionals
- Contribute to any reports or paperwork needed

In order for SLT to be successful, it is vital that we work jointly with school staff and parents by sharing advice, strategies and support.

It is crucial that school implement the advice for the student and seek support from professionals when required.

CHALLENGES TO DELIVERING SERVICE

- **Capacity** – We continue to discuss the demand for SLT services with commissioners. However, we do not have any additional funding/capacity for 22-23.
- **TA time in schools** – Schools facing challenges with recruiting TAs and being able to release them for interventions affecting impact of targeted and specialist interventions

CHALLENGES CONT'D

- **Recruitment**

- National shortage of AHPs
- Reflected in Mainstream SLT team
- Continuing recruitment campaigns
- Reduce CORE service in Primary schools
- No central training for Autumn Term

SECONDARY SCHOOL SLT SERVICE IN AUTUMN TERM 2022

SEN SERVICE

- Most schools covered
- Use of SLTA time to support
- SEN waiting list remains

CORE SERVICE

- Changes to KS3+ service

BUY-IN SERVICE

- Most schools covered
- SLT time in schools may support CORE children

KS3 CORE SERVICE

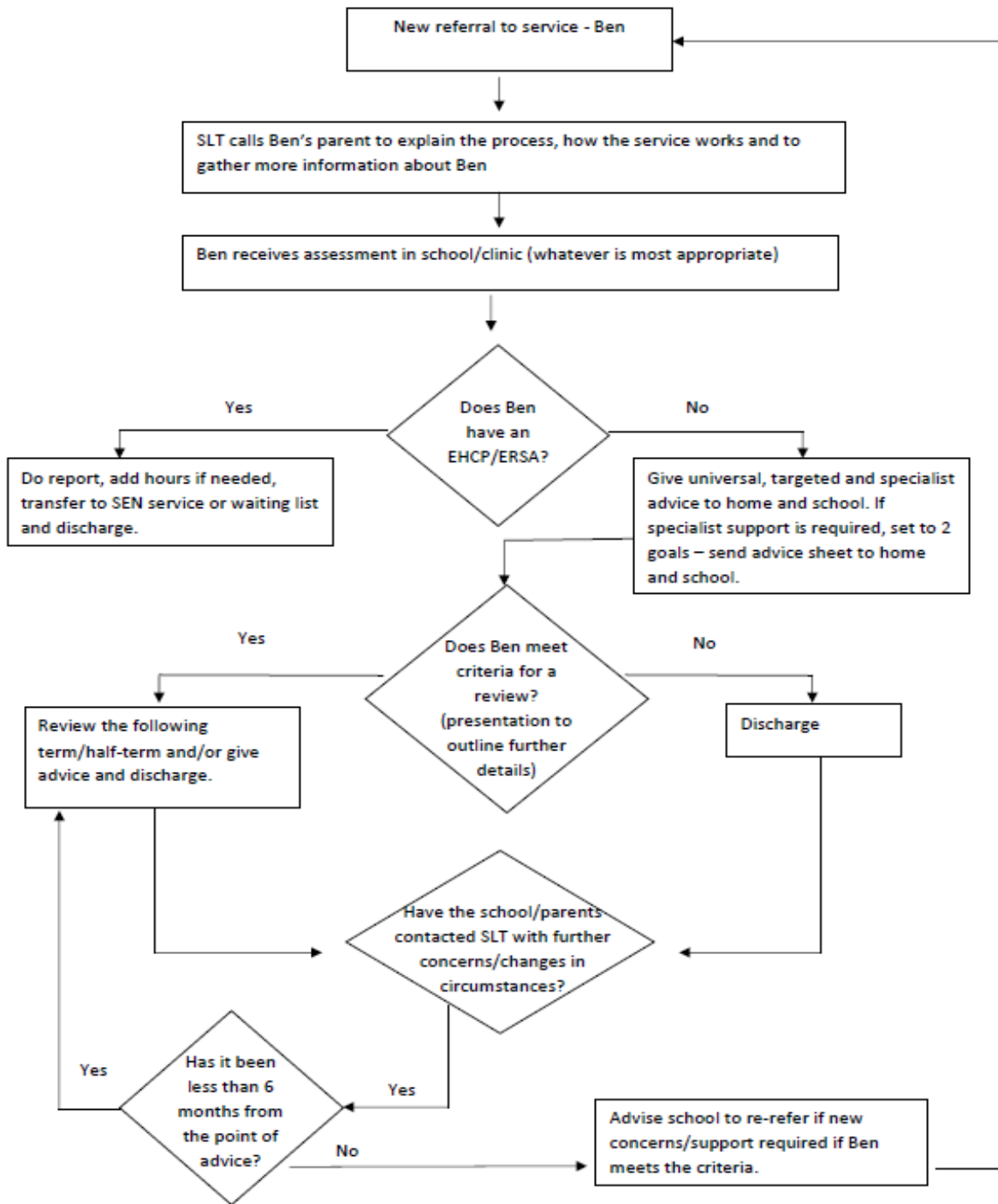
In Summer Term 2022 The KS3+ core service was re-evaluated and changes were made to the delivery of this service commencing Sept 2022

- Rationale for changes:
 - Providing limited service to caseloads with limited capacity – 3 days per week to manage the caseload, parent workshops, training to schools, admin and liaison with other professionals & parents
 - Increase in students on the caseload each year
 - High number of complex cases with limited capacity to support
 - SLT advice sometimes not being implemented in some schools
 - Reduced collaboration & communication from some schools (7 days worth of time in Autumn 2021 & Spring 2022 were lost as therapists did not receive communication from school)
 - Low uptake of parent workshops (less than 10% of caseload attending)
 - 17% of caseload currently not attending school/ attending school outside of Ealing – not able to provide them with the support needed.

AIMS FOR NEW KS3 CORE SERVICE

- Shorter waiting time for initial assessments
- Quicker response to queries/requests from parents/other professionals
- To have young people on the caseload who require specialist support from SLT
- To have young people on the caseload who are accessing support for their communication needs





PROCESS MAP FOR REFERRALS INTO KS3+ CORE

WHAT WILL BE DIFFERENT?

- Students will not continuously sit on the caseload with no input from SLT— most referrals closed after the initial assessment, advice given and student-specific goals are set if needed
- Some cases will be kept on the caseload for a follow-up visit to school/clinic depending on need and complexity and then closed following advice
- Responsibility will lie with school and parents to contact the service when specialist support is needed
- Re-accessing the service will be easier - if we are contacted within 6 months of the case being closed with evidence of new difficulties or a change in circumstances, a new referral form will not be needed.
- The new model supports and promotes self-help and universal/targeted services through consultancy and training

WHAT WILL STAY THE SAME?

- Termly/half-termly parent workshops and support groups
- Training for schools (available upon request when capacity allows)
- Advice and support to parents and schools
- Assessment will take place in school or clinic
- Written reports for parents and school after initial assessment
- Meeting with other professionals
- Referrals can be made by schools/other agencies/GPs/CAMHS

WHAT ARE THE BENEFITS OF CHANGING THE SERVICE?

- Young people on caseload will get the support they require from the most appropriate person/people
- Allows more SLT time to be spent on complex cases
- More time to liaise with other professionals
- More young-person centred
- Easier referral process within 6 months
- Setting goals
- Work more collaboratively with schools
- More bespoke, responsive service to schools- offering support as and when it is needed Is for school & parents to implement

SLT SERVICE - NEXT STEPS

- **Recruitment** – continuing to try to recruit. Ongoing campaign, working with HR. Fast track recruitment of students.
- **Caseloads** – monitor SEN caseloads closely and move children off the waiting list when space becomes available.
- **SLTA time** – Skill mixing is vital to enable the service to meet the increased demand. We will be using SLTA time to support the SEN and CORE caseloads. Some schools have also bought in SLTA time alongside their SLT time. Where possible, we will use SLTA time for admin support to release therapists time for more clinical work
- **Allocations** – monitor allocations. If unable to recruit, change allocations so that the same schools aren't always uncovered.
- **Training** – continue to provide some training through Universal Team. Use of videos on you-tube and recorded training

CONTACT DETAILS

Karen Benedyk (Karen.benedyk@nhs.net) & Ami Mathur (ami.mathur@nhs.net)

Joint Heads of SLT

Rachel Smith & Rosie Hill

Joint Clinical Leads Mainstream Schools SLT Team

wlm-tr.schoolsslteams@nhs.net