

Speech and Language Therapy at Bowden House School 2015-16.

Description	Allocated	Expenditure
Pupil Premium Funding 2016-17	£23,760.00	
SALT Therapist Summer term (25 x £260)		£6,500.00
SALT Therapist (3 days per week from Sept 2016) maximum of 77 x £280		£21,560.00
Total Expenditure		£28,060.00

I have provided speech and language therapy to the students of Bowden House School for 2 days a week throughout the academic year 2015-16. I am a self-employed, independent Speech and Language Therapist with over 25 years' experience.

Speech and language therapy is provided for all speech, language and communication needs. This includes working to improve attention and listening skills, developing understanding and expression of written and spoken language, improving social communication skills, improving articulation and fluency of speech.

In my report last year, I cited research detailing high levels of speech, language and communication difficulties amongst young offenders and boys excluded from school. I listed standard scores and percentile ranks from my assessments where only 1 out of the 13 boys tested had language levels within the average range for his age, 11 out of the 13 had language levels within the lowest 5th percentile.

This year I have continued assessing new students and continued to report severely delayed or disordered language skills, most of which had been previously undiagnosed.

Name	Date	Sum of scaled scores CELF	Percentile Rank CELF	NGRT Reading age	SWST Spelling Age	Progress in Maths SS (pr)
1	17.06.14	10	0.1	6:07		89 (24)
2	10.12.14	37	39	15:00+		93 (32)
3	28.02.13			11:00		93 (32)
	16.05.16	33	25	11+		
4	28.02.13			9:00		
	09.12.16			7:11		94 (34)
5	24.06.13	24	5	6:11		93 (32)
6	29.9.15	16	1			
7	07.10.15	33	25			
8	30.04.13	22	4	6:03		86 (18)

9	19.11.14	9	<0.1	8.09		84 (14)
10	15.09.15	40	47	11+		
	15.09.16			15+	9.09	
13	23.09.15	22	4	7.03		
	15.09.16			11.00	8.00	
14	22.09.15	29	14	11+		
	15.09.16			15+	12+	
15	01.03.16	32	21	6:11		79 (8)
	20.09.16			8+	<5:10	95 (37)
16	26.04.16	18	1	8:03		74 (4)
	15.09.16			8:08	6:10	95 (37)
17	27.01.16	30	16	8:00		75 (5)
	20.09.16			11+	9:02	93 (32)
18	20.09.16	39	45	9:00	8:07	82 (12)
19	14.09.16	26	8	11:00	9:02	69 (1)

The table above is a working document. All of the students' language levels are listed percentile ranks of lower than 25 which indicate significantly delayed or disordered language skills. The spelling assessments are currently being administered. These results will form the basis of progress monitoring throughout the school.

The speech and language therapy service at school is responsible for **assessing** all new students over an induction period of two weeks. The assessments consist of formal and informal testing in a 1:1 setting and observation in the classroom and around school.

From the assessment results a detailed **report** is written and distributed. The reports site strengths and weaknesses, levels of language ability and recommendations for how to help the students access the curriculum. A very simple summary sheet is also produced for all staff members which states "what ..X.. finds difficult" and "what will help ..X.."

Advice, support and training are provided to the education staff as required, e.g. advising that a student's ability to understand what is said is equivalent to that of a 6 year old and as a result staff need to keep instructions short and simple. Complex language needs to be explained and/or reinforced with visual prompts, e.g. demonstrations, key words written down, etc.

Direct 1:1 speech and language therapy is provided, if necessary. Specific targets are set for the sessions. Examples of targets include: teaching strategies of visualisation and rehearsal to aid poor auditory memory skills; expanding vocabulary and improving word finding skills by working on categorisation and phonological awareness. Each session usually involves reading together, playing games and talking.

Speech and language therapy is also provided in the classroom. During 2015-16 at least an hour each day was spent in the Bungalow with the year 6 and 7 students. I was involved in facilitating and delivering the nurturing and language rich environment that they needed.

I spent time in the English Department supporting staff to plan and prepare lessons; advising over differentiation and exam preparation (specifically helping to fill the gap when we had no specialist English teacher in post).

I also worked in the Science Department during the Summer Term delivering a weekly gardening session, with focus around developing vocabulary and social communication skills involved in working together.

Last year I began to explore how to monitor and demonstrate the progress that our students clearly made in all areas. I have been liaising closely with the Deputy Head and with the Maths and English staff regarding this. As a result, we have begun reviewing each student periodically and formally reassessing them (see table above).

Formal results from the reassessment are now included with informal and anecdotal observations when I contribute towards Annual Review, LAC and PEP reports.

Throughout 2015 I have been running speaking and listening lessons in another school (with a similar profile). These sessions have proved to be extremely successful and were specifically praised in their Ofsted Inspection. I am keen to deliver a similar service to Bowden House School.

Plans for 2016-17.

Speech and language therapy at Bowden House School is developing and from September 2016 I will be providing speech and language therapy for 3 days a week.

I will continue to provide the service as outlined above and in addition will be running speaking and listening lessons once a week for every student in school as part of the English curriculum. The lessons will cover the following areas/targets:

- joining in confidently
- speaking, listening and turn taking
- expanding descriptive vocabulary
- developing narrative skills
- giving and following instructions
- developing questioning skills
- developing presentation skills
- developing debating skills
- developing negotiating skills
- developing self-awareness and ability to evaluate speaking, listening and communication skills.

Jane Richards

Speech & Language Therapist