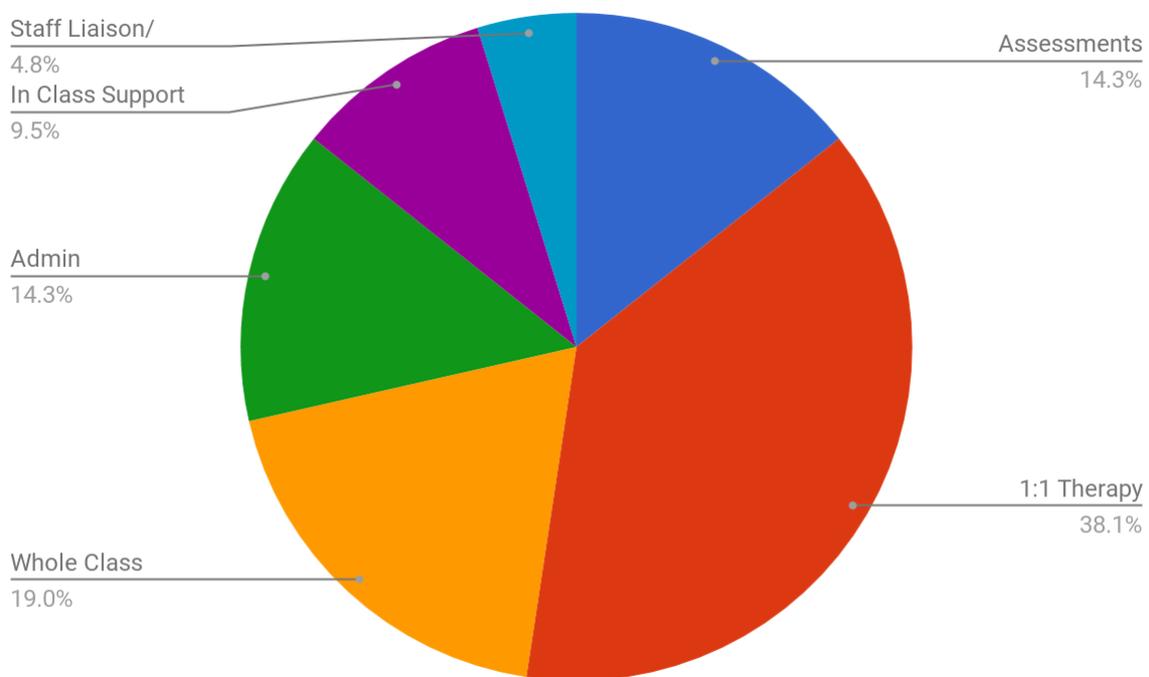


Speech and Language Therapy at Bowden House School 2017-18.

Speech and Language therapy is provided at Bowden House School by Jane Richards 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.

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

How is the therapist's time spent?



Assessments

Full Speech and Language assessments are carried out on all new students. 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. From this information a detailed report is written and a summary sheet of "Things the student finds difficult" and "Things that will help the student" is produced and distributed 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 and PEP's and when applying for readers and scribes in exams.

1:1 Speech and Language Therapy

1:1 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.

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
- Fluency

Whole Class Teaching

The Speech and Language Therapist has developed and run a programme of speaking and listening lessons. These take place once a week throughout the academic year for students in years 7, 8 and 9. The lessons 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 and presenting opinions
- Developing debating skills.

Advice, Support and Training

Written and spoken advice is provided to teaching and care staff on all new students following assessment, for example advising that a boy'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 will need to be explained and/ or reinforced with visual prompts (demonstrations, key words written down etc.)

In addition training sessions on speech, language and communication skills are delivered to teaching and care staff on an annual basis.

Informal support and advice is provided throughout school on a daily basis.

In Class Support

In class support is provided when necessary to help students consolidate and practise 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.

Admin.

Admin sessions are for report writing, planning therapy sessions, marking work and liaising with staff and families. Admin time has also been used to apply to JCQ for readers and scribes to support students in forthcoming formal examinations.

The Speech and Language Therapist has also been involved in setting up and running an Intervention and Wellbeing team that will involve CAMHs, counselling, learning support and mentoring support for students in school.

Plans for 2017-18.

It is envisaged that the Speech and Language therapist will continue to offer the services outlined above and in addition become involved in baseline assessments for cognitive ability and maths in the same way that literacy and language testing is done.

Jane Richards
Speech and Language Therapist.