

A close-up photograph of a child's open hand. The fingers are coated with thick, multi-colored paint in shades of yellow, green, blue, and pink. On the palm, a simple smiley face is drawn with red paint for the mouth and two small purple dots for eyes. The background is a soft-focus white surface with scattered paint smudges in various colors.

# Speech and Language Therapy Services in educational settings

**Children and Young People's Services**

# INTRODUCTION

## Message from Head of Therapy in Camden



### **Kathleen Cavin**

**Early Years Service (under 5's)**

### **Sukdeep Reehal and**

### **Tracy Derry**

**Camden Language and Communication Service (5 – 11 years)**

### **Laura McLean**

**Camden SLT Service for Young People (Young People 11+)**

### **Jane Vallance**

**Complex Needs (3-19 years)**

### **Alison Montgomery**

**(Under 5's Child Development Team)**

### **Wendy Martin**

**Deaf and Hearing Impairment (0-11 years)**

We are the Camden Speech and Language Therapy Service for Children & Young People, and we have been providing services in Camden provisions for over 25 years. Over the years we have built up our professional expertise in speech and language therapy using evidence based practice to the highest quality. We have a long and proud history of working with our partners in education at the local authority, and within nurseries, schools and colleges.

The speech and language therapy service offer support at a whole school and class level as well as direct specialist work with pupils. We carry out detailed assessment and a range of therapy interventions and believe that children make the most progress when all the adults working with them on a daily basis, are trained to support their needs by making best use of normal everyday language learning opportunities.

The speech and language therapy service also work with families or individual clients to assess, advise and support around any functional eating and drinking difficulties which may result in ill health if not detected and/or adversely impact on mealtime experiences.

We believe that our interventions and targets are most effective when planned flexibly and collaboratively with the educational team supporting the client, and most importantly with the child or young person themselves and their parents.

Our therapy is continuously monitored and evaluated and the outcomes and feedback that we receive are used to make recommendations for others and plan for future support.

We provide training and specialist advice so that the staff and settings we work with, feel as well supported as the children and young people. We can provide audits and action plans to support school improvement, and undertake research and communication focused initiatives such as Camden Listen-EAR.

Our staff work in a number of specialist teams e.g. Deaf and Hearing Impaired, Complex Needs, Early Years Service, Specialist and Mainstream Schools, and Colleges. We work with speech (e.g. speech sounds), language (understanding and using words and sentences), communication (e.g. attention, listening and interaction skills), Alternative and Augmentative Communication as well as those who have eating/swallowing difficulties.



**Kate Bayley**

# ABOUT US

## Who we are

### WHO WE ARE

Whittington Health NHS has a highly skilled team of speech and language therapists dedicated to providing the most effective interventions to meet the needs of both children and young people and the provisions they attend. In addition we work with parents/carers to think about communication within the home, and how children use their communication to interact with others in the community. In recent years there has been a shift in the way that services for children with speech, language and communication needs (SLCN) is commissioned and provided. We know that SLCN can bring challenges, and that meeting these needs creatively and effectively is a high priority.



In order to respond to ever-increasing demands and with regard to devolved SEN funding and the Pupil Premium for vulnerable pupils, many settings are now increasingly choosing to directly commission the specialist services required within their setting, in addition to the core services that continue to be provided by the NHS. We offer a menu of services that educational provisions can commission based on the latest evidence based practise, including our locally developed and nationally recognised universal approach 'Camden Listen-EAR'.



#### LISTENING TO YOUR NEEDS

We work with provisions and their staff to establish what the specific needs of their children are in order to develop a therapy service package that works for everyone.



#### A VERY DEDICATED TEAM

We have a team of highly trained, experienced and dedicated speech and language therapists who will work with children to help them achieve the best results they can.



#### DELIVERING THE AGREEMENT

Our therapy packages have had great success across a large number of educational settings in Camden, and we believe we are the best placed provider to deliver your therapy needs.



# OUR OBJECTIVES

What we aim for



## All children are unique

All children have different strengths and needs that change as they get older. At the same time social and academic demands are creating a dynamic field for change. Our speech and language therapists use the context to guide input.

## Reduction of Need

Some children have more persistent or life long difficulties and need support on a longer term basis. We can help build skills/strategies, and support them to access the curriculum and reach their communication potential.

## Reducing Barriers to Communication

By focusing on the environment (physical, educational and social) we can make changes which will support access for individual children or groups of children. This may include changing the communication behaviour and skills of other people working with the child.

## Social Inclusion

Some children may need support to enable them to participate in social activities of their choosing. We can help them to learn the skills required, look at ways to increase confidence and motivation to communicate, and help create positive opportunities for socialising.

## Development of Compensatory Strategies

Some children have a persistent impairment and we will work with them to develop strategies they can use to help manage their communication difficulties as independently as possible.

## Catch-up

Some children present with impoverished language, highly specific needs or speech difficulties and with specific therapy packages we can help them “catch up” or overcome these.

# WHAT WE DO

## Our Approach

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### Assessment

We provide comprehensive specialist child assessments for children to identify and understand their specific speech and language therapy needs which enables us to develop the right therapy and support package for them and you.



### Therapy and Interventions

We deliver one-to-one, group and whole class support interventions to address the communication needs of children and young people. We work with the team around the child to help reduce issues that may impact on learning, as well as any social, emotional, and behavioural needs. We use techniques/interventions, such as: shape-coding, narrative therapy, and video adult-child interaction/VPCI.



### Training and Supervision

We also provide training services to nurseries, schools and their staff allowing them to help support and develop the skills of SEN children in the classroom and outside of therapy-led sessions. In addition to this we provide a coaching service that places a SLT within the classroom setting to provide that additional support to the child, and the teacher.



### Listen-EAR

Camden Listen-EAR is a nationally recognised whole setting approach to enhancing communication. Camden Primary, Secondary Schools, Colleges and Specialist Settings have all embraced Listen-EAR to utilise the skills of speech and language therapists to develop a strategy, communication action plan and deliver outcomes at staff and student levels.

# THE FACTS

## What are the issues

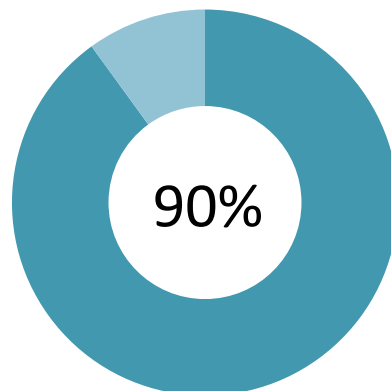


Approximately **50,000** deaf people in the UK use British Sign Language as their first or preferred language

# 41,260

children in England who have permanent deafness (CRIDE report 2016)

An average of **2 or 3 children in every classroom** has significant difficulty with speech and language.



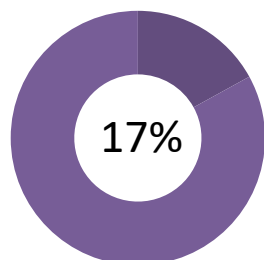
of all deaf children are born to hearing parents (NDCS)



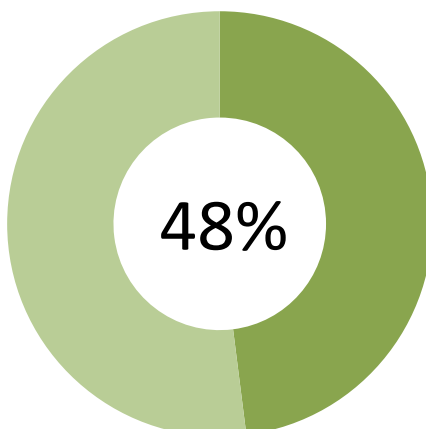
SLCN in secondary settings correlates strongly with poor academic attainment, school exclusion and mental health

Speech, Language and Communication Needs (SLCN) are the most common type of SEN in primary aged children.

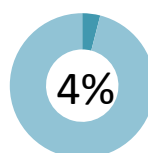
In areas of social disadvantage **up to 50%** of children start school with delayed and impoverished language



**autistic children** have been suspended from school



of these have been suspended three or more times



had been expelled from one or more schools

There are **around 700,000 people on the autism spectrum in the UK** – that's more than 1 in 100. If you include their families, autism is a part of daily life for 2.8 million people.

# OUR TEAM

## Meet our Therapists

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### About the Team

We are NHS trained therapists working in multi-disciplinary teams, providing nationally acclaimed therapy services to children across some of the most culturally and economically diverse schools and boroughs in the UK. All our SLT's are fully qualified and registered with the Royal College of Speech and Language Therapists, and the Health and Care Professionals Council. We guarantee that all staff have DBS clearance and are fully trained in current safeguarding procedures.

### Speech and Language Therapists

Our SLTs work with children with a range of difficulties around communication and eating. We work with speech (e.g. speech sounds), language (e.g. understanding words and sentences), communication (e.g. listening and interaction skills), and those who may have eating and drinking difficulties. We also work with children who have sensory needs and use sign (British Sign Language) as well as children with physical needs who may need Assistive Technology.

### Clinical Co-ordinator contact information:

- Kathleen Cavin | Early Years Service [kathleen.cavin@nhs.net](mailto:kathleen.cavin@nhs.net)
- Wendy Martin | Service for Deaf Children [wendy.martin4@nhs.net](mailto:wendy.martin4@nhs.net)
- Sukdeep Reehal/Tracy Derry | Primary mainstream schools : [whh-tr.CamSLTCLCS@nhs.net](mailto:whh-tr.CamSLTCLCS@nhs.net)
- Laura McLean | 11-25 years with SLCN, ASD, SEMH : [whh-tr.CamSLTCSYP@nhs.net](mailto:whh-tr.CamSLTCSYP@nhs.net)
- Jane Vallance | Specialist in PMLD/ASD+LD/complex needs 3-19 years [janevallance@nhs.net](mailto:janevallance@nhs.net)
- Alison Montgomery | Specialist in PMLD/ASD+LD/complex needs 0-19 years [alison.montgomery2@nhs.net](mailto:alison.montgomery2@nhs.net)



# OUR OFFER

## What training packages we can provide



### From our Early Years therapists

**Parent Child Interaction and Adult Child Interaction Tally (ACT!)** – using Ipads/video, this approach developed in Camden has been used for many years. This training involves 1.5 days of training and workshop for a staff team interested in improving the interaction of young children who struggle to communicate effectively.

**Introduction to SLCN for nursery staff (1 day)** – this course supports staff to identify typical and atypical communication in children under 5 years. Staff are then supported to apply changes to provide a total communication approach.

**How to set up and run a Language Group (3 hrs)**- uses a 'decider' to support staff to group children according to need, set targets, and run appropriate groups.



### From our therapists working in schools and colleges

We provide a wide range of insets for teachers and can also be commissioned to write new **training packages**:

- Can't Listen, Won't Listen
- SLCN & SEMH
- ASD Awareness and Strategies for Teachers
- Differentiation for teachers
- Vocabulary learning
- Communication in the classroom
- Language and learning difficulties

**We also develop schemes of work for classrooms** e.g. Positive Relationships & Presentations / interviews.

We are qualified **Elklan tutors** and provide accredited training for staff working with students 5-25 years.

**Early Bird Plus and Teenlife tutors** – for parents of children with ASD from 5 – 14 years.



### From our therapists in Complex Needs

**Dysphagia training** for home carers, non-LA provisions, FE provisions.

- **Introductory Dysphagia training** (2 hours) – theory and practice for competence at feeding.

- **Refresher Dysphagia Training** (1.5 hr) Problem solving workshop, CPD for staff working with clients with Dysphagia.

**AAC Training** (2 hrs) Practical IT support with a range of apps, symbols. Developing resources and linking into the classroom.

**Early Bird Parent Programme** aimed at parents of children with ASD aged up to 5 years old.

**Communication Needs of child with ASD** –how to support communication needs of individual with autism +/- learning needs in the pre-school setting.

**Using Sign Systems:** training on the theory and use of sign systems such as MAKATON.



# OUR OFFER

## Packages of care and interventions



*“Ofsted has recently carried out inspection at x and y nursery. In both of these the inspector has commented on the communication groups observed, saying they were of a really high quality. The training is really paying off and making a big difference to the children’s outcomes.”*

## From our Therapists working with Deaf children

We are able to offer a range of training and therapy packages. Therapy would be carried out with nursery/school staff, and may include:

- **Listening and Auditory Training sessions:** to support the development of listening skills for children using amplification (including hearing aids, cochlear implants and BAHAs)
- **Attention groups:** To support development of attention skills particularly visual and joint attention skills that are so important for deaf children through highly visual and motivating activities
- **Baby Beats and Musical Journey music groups:** These programmes are specifically designed for deaf children to develop early listening and language skills
- **SmiLE therapy:** Developed for school aged children to support practical face-to-face communication in everyday situation, including parent groups to help generalise these skills

Training packages may include:

- **ACT! training:** Please see above training package - targeted at working with deaf children
- **VERVE:** therapy and training package using video sessions to support interaction and communication development between nursery/ school staff and the deaf children they support
- **Tailor-made training** for whole school or key staff–
  - Impact of hearing loss and supporting a deaf child in nursery/ classroom
  - Developing speech, language and communication skills with deaf children - including use of early sign skills ( British Sign Language); use of visual support; vocabulary development
  - Supporting children with new cochlear implants

## Supervision packages by our Specialist Services

**Clinical Supervision by the hour can be commissioned for speech and language therapists** external to Whittington Health. Our Highly Specialist Therapists support therapists working in: Early Years, Complex Needs, Mainstream Schools/Colleges, Special schools, Youth Justice/SEMH and Deafness.

# OUR OFFER

## Packages of care and interventions

*"This is someone that I have been working with for the past two years and have at times struggled to do any meaningful work with him. He has social, emotional and mental health difficulties; speech, language and communication needs and learning needs. Since he has started using the cards you made, a dialogue has opened up between us and allowed him to expand on some of the things that are happening for him in a practical way to think about his life and to express himself. So thank you!"*



### SLT for children in Early Years (under 5's)

Target audience: Pre-schoolers and children attending independent schools. Outreach

Packages:

- Assessment, monitoring, advice, and annual review report package.
- Therapy packages for individual clients linked to assessment of need.
- Creating a communication friendly nursery package (8 hours split into 4 visits). Includes support to apply for ICAN accreditation.

### SLT for children of all ages in mainstream settings

Target audience: Children attending schools and colleges.

Assessment, monitoring, advice, and (annual review/EHCP) report package.

Therapy packages for individual clients linked to assessment of need e.g. Selective Mutism.

Targeted groups inputs

- ASD/Social Communication for small groups
- Emotional wellbeing for children with SLCN (including dot.B and paws.b Mindfulness in Schools curriculums)
- Life skills and functional outcomes e.g. Video therapy, Lego therapy etc.
- Speech therapy, including listening skills, phonological awareness, speech sounds.
- Language therapy e.g. Shape Coding, vocabulary, narrative, comprehension etc.
- Study skills, organisation and independent learning for older children with SLCN

### SLT for children and Young People with complex needs

Target audience: Pre-schoolers and children attending independent and specialist schools.

Outreach Packages:

Dysphagia Initial Assessment, (3 hours) Review Assessment (1.5 hours\*) Observation, review of documentation, meeting parents and other professionals, and a written report with recommendations.\*

AAC assessment and implementation (8 hours) and AAC review (1.5 hours)\* Involves detailed assessment, discussion with parents/professionals, support with resources 4 x direct sessions of support, written report\*.

# VALUE FOR MONEY

## Our costs

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*“I have never found anything so capable of doing so much for so many people at so little cost as the work that speech and language therapists carry out.”*

*Lord Ramsbotham former Chief Inspector of Prisons (October 2006) At the House of Lords.*

## Competitive Pricing

The current ‘external visitor’ model is very time-consuming for the school. It relies on the school staff to make all the arrangements e.g. contact the service to arrange appointments, follow up parental consent for referrals, organise rooms, timetables, and organise the timetables for the young people, therapist and school staff. An on-site embedded speech and language therapist can maximise efficiency since the therapist will independently access school systems, thereby allowing more time for essential liaison with school staff.

The added value of a speech and language therapist integrated into your school, will support multiple areas of the school action plan, help to deliver the new Ofsted framework around SEN, and demonstrate good use of SEN spending.

### Advantages to NHS commissioning:

- NHS staff undergo rigorous recruitment, probation and appraisal to ensure not only clinical development, but also professional development and accountability.
- All speech and language therapists must access professional training and supervision from senior clinicians, Camden SLT’s have access to expertise from expert SLT’s within the service at no additional cost to the school.
- NHS staff come with established understanding and experience of professional responsibilities related to safe guarding, information governance, and confidentiality protocols.
- NHS staff with parental consent can provide access to onward referrals, collaboration with other NHS services and the local authority, electronic records, and a wealth of additional specialists and resources.

# COMMISSIONING

## How to organise



“Thank you so much for having me in these sessions with you. I have learnt a great deal from your expertise and look forward to the next session. The progress that the students' have made is outstanding, it was a real joy to see and hear x speaking so clearly and enjoying himself, and being positive. The conversation flowed, topics changed and they all listened, clearly showing interest in each others lives. Amazing work! A big thank you again”  
*LSA working in mainstream school - ASD Group*

## The next steps

Speech and language therapy services can be purchased a number of ways and bespoke packages of input are developed to address the needs of each setting. The steps towards this are:

**1. Consider level of need within your setting** – do you need a full –time member of staff embedded within your setting, part-time or something more one off e.g. an intensive one-off package of care.

### 2. Consider what approach will work best for your setting

Highly specialist clinical work directed at specific children or young people in 1:1 or small groups e.g. voice, speech, dysphagia, AAC, Language, or specialist advice linked to specific needs e.g. ASD, Down’s syndrome, Deafness, ADHD, Selective Mutism etc.

Targeted group interventions devised, delivered and evaluated by the speech and language therapist alongside designated school staff linked to generic area. For example, language development, social communication, attention and listening, memory and learning, comprehension and links to literacy.

Universal support linked to the setting e.g. training for all staff, communication friendly classrooms, parent groups, etc.

Possibly you want a mix of specialist clinical input, targeted interventions and Listen-EAR input which emphasises a whole setting approach, or you might want our support to audit the level of need and think about different models linked to your budget.

**3. Speak to Kate Bayley** on 0203 316 1080 or email [kate.bayley1@nhs.net](mailto:kate.bayley1@nhs.net) to discuss options and get a pricing plan.



# Testimonials

## A success story

“Most valuable training so far to me, a really useful course, and has pointed things out that seem obvious now; that I can change my communication to help my key children”

*ACT! Training for Nursery staff*

“Many many thanks for letting me come to your lesson today, it was genuinely moving to see how those young people with SEN have progressed and the way in which they have clearly developed skills and knowledge that really will give them the chance they deserve for later life.”

*Listen-EAR and team teaching in mainstream secondary school, Vice Principal feedback*

“[VERVE] improves interaction between parent and child. You see things differently i.e. through the ‘child’s eyes’. As communication improves so does her confidence... an essential asset for a Deaf child”

*Parent of a deaf child*

“This is a brilliant course and has helped me so much in my practice. I especially enjoyed the use of video in evaluating what we are doing and reflecting on our work.”

*(EYS staff)*

“Thank you for all the work you've done with my child over the years. It has been wonderful having all your help and encouragement, and it made such a difference, especially early on.”

*Parent of a deaf child*

“Thank you for meeting us and explaining the different tests you did with my daughter and working with her. You gave her plenty of encouragement, showing her that you care about her future. She is so much more confident now”

*(mainstream school)*

“I am writing to express our thanks and appreciation for the service provided by Camden Speech and Language Therapy for Young People. Your therapists are highly skilled professionals and incredibly supportive of the work we do in school.”

*Secondary School - Head of Year*

“These are fantastic outcomes, thanks for the whole school evaluation report.”

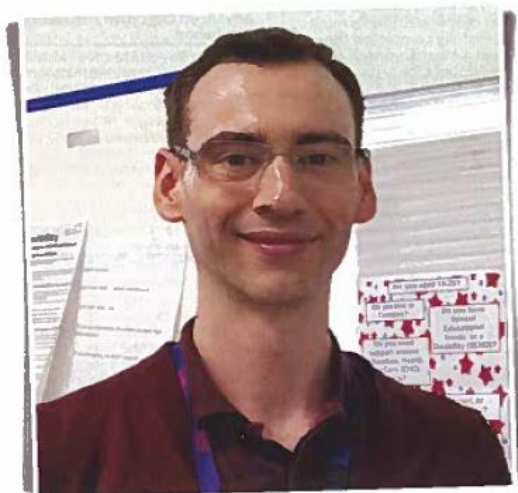
*Head Teacher*

## Ben Jefferson

MY  
WORKING  
LIFE

OCCUPATION: SPECIALIST SLT, CAMDEN SERVICE FOR YOUNG PEOPLE  
(WHITTINGTON HEALTH NHS)

*“You really know you’re making a difference when a young person knocks on your door asking for support”*



I work in an NHS secondary school service in inner-city London, where, as well as offering a core service of assessment, training and advice for students who are referred to us, I also work in different mainstream secondary schools as a ‘buy-in’ therapist. This enables me to receive invaluable supervision, support and training from my colleagues in the NHS, while also becoming integrated and skilled-up in school culture and educational initiatives and priorities.

My role as an embedded therapist is diverse, and I can always be called upon by the special educational needs and disabilities co-ordinator (SENDCO) to take on new and unexpected work. In addition to offering 1:1 and group therapies, I work alongside teachers and support staff to deliver therapy within the classroom. This can involve partnership working with teachers to support differentiation and the use of inclusive strategies, running starter activities for whole lessons, or supporting groups of pupils within lessons. In addition, I work alongside other professionals based within my schools, such as Child and Adolescent Mental Health Services workers and family support workers, and have also been involved in training sessions.

When I started in the role, I found that my previous experience and training had not fully prepared me for working as an embedded therapist in schools. But, after a steep learning curve, I realised that the challenges of working in a mainstream secondary environment were in fact opportunities to deliver therapy in a truly

effective and impactful way.

As an embedded therapist, I am able to support pupils to transfer the skills they learn in sessions into the classroom. This means that they spend less time being pulled out of lessons and more time practising new skills and strategies. As a permanent member of staff, I can build strong relationships with these pupils, including those with challenging behaviour. I also work with pupils with milder communication difficulties who, elsewhere, might not qualify for NHS therapy. These pupils often make rapid and substantial progress in just a few sessions. Pupils, staff and parents can all refer directly to me, meaning that pupils can be assessed or given a therapy plan with little waiting time. Pupil self-referral is a great aspect of secondary school: you really know you’re making a difference when a young person knocks on your door asking for support.

Schools really benefit from this partnership working – I am able to model strategies to teachers, as well as support staff in practising inclusion. In inner-city areas like Camden, whole classes benefit from inclusive teaching – it’s amazing to see the impact of a fun starter activity on the pupils’ attention and listening. While staff training sessions can be very effective, I’ve found that it’s often the little conversations during coffee breaks that can have the most impact. Learning goes both ways, of course, and working alongside education staff means that I’ve acquired a whole new

toolkit of skills, strategies and resources that I can use and share with my SLT colleagues.

Working in the secondary environment can also be challenging. The first few times I stood in front of a class to run activities were terrifying, but now it’s my favourite part of the job. In addition, as a health professional, my priorities for young people with speech, language and communication needs can sometimes differ from a school’s priorities; however, being a part of the team means that I’m able to work alongside staff when I advocate for pupils and try to ensure that they are better prepared for the demands of adulthood, not just sitting exams. Schools can also come to rely too much on ‘their’ SLT, and I’ve learnt the importance of building capacity and delegating within the department, rather than taking on every piece of work that comes my way.

The best part of working with teenagers in schools, though, is that no two days are quite the same.

# Contact information

Get in touch

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## Contact Us

If you would like to know more about buying in additional speech and language therapy, please contact Kate Bayley or the Business Development Team.

If you proceed to contract an ongoing service from us, a service level agreement will be drawn up with explicit details of costings, terms and conditions and thereafter reviewed at 12 month intervals.

### Kate Bayley

Tel: 020 3316 1080

Email: [kate.bayley1@nhs.net](mailto:kate.bayley1@nhs.net)

Alternatively visit our website for more information.

[www.whittington.nhs.net/slt/schoolpackages](http://www.whittington.nhs.net/slt/schoolpackages)

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## Get in touch

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