

## **Impact Report: SEND Therapy Team** **Summer Term 2022**

The SEND Therapy Team has been working across Birmingham to support early identification of need and early intervention and to strengthen links between families, health and education. This report summarises work completed during the summer term (May-July 2022). The activities have been split into five strands of family support, enabling environment, wider workforce, identification, and intervention.

### **Family Support**

#### **Joint Parent/Carer and SENCo Advice Meetings:**

	PVI	LA maintained	School
OT	4	8	5
SaLT	4	1	3
<b>Total</b>	<b>8</b>	<b>9</b>	<b>8</b>

#### **Impact:**

The following feedback has been received from parents/carers:

- *"I am very grateful and appreciate it"*
- Families report an increase in confidence in supporting their child's needs following the meeting.
- Families are able to access advice in a timely manner either before referral to specialist services or whilst on the waiting list. Offering a joint appointment between setting and families ensures a holistic view of the child and ensures consistent support between home and school.

#### **Future Plans:**

With additional staffing we will be able to increase the accessibility of these consultations and advertise more widely.

### **Family Webinars**

Sessions delivered:

<b>Team</b>	<b>Topic</b>	<b>Month</b>	<b>Tickets sold</b>	<b>Attendees on day</b>
OT	Fine Motor Moves	May	64	16
OT/SALT	School Readiness	May	72	28
OT	Encouraging Independence in Toddlers	June	19	14
SALT	Selective Talkers	June	83	41
OT	Developing Independence in School Children	July	65	22

**Impact:**

“Very useful, knowing that I can contact someone, that is amazing. Thank You.”

“A lot of useful tips to implement at home.”

“I would love these webinars to be repeated or followed up. they are such a huge lifeline. but often I left wanting more info, but not sure what more.”

“Both Annie and Ellie were very knowledgeable and encouraging.”

**Future Plans:**

OT has developed new topics for family webinars for next year. These new topics have been developed based on feedback and requests for training from families in Birmingham.

SALT plan to deliver face to face workshops for families.

Families are able to access recordings of all previous webinars, this is widely promoted as a universal resource.

**Stay and Play with EYS**

The SEND SALT team is offering parent/carer advice at ‘Stay and Play’ groups and ‘Drop In’ sessions at local community hubs. This work aligns with the DLP objective ‘to meet the needs of more children with SEND and their families at the universal and targeted levels locally through increased resources and provision’.

At the ‘Stay and Play’ and ‘Drop In’ sessions, parents/carers discuss their child with a Speech and Language Therapist (SLT). The SLT observes and/or plays with the child and demonstrates strategies for the parent/carer to try at home. Sometimes resources and written advice are e-mailed to the parent/carer and the child’s nursery.

- Pre and post confidence rating questionnaires are given to parents, SALT follows up with an email 6 weeks post visit. This enables check in to see how they are getting on, and to gather the post rating scale info.

Future plans: From September OT will attend each stay and play once per term. This will support the families at a universal level with advice and signposting to resources, e.g. NHS website and social media. SALT will continue to attend stay and play/ drop in sessions offering parents and settings early advice and intervention.

## **Enabling Environments**

### **Communication Friendly Settings**

The SALT team has continued to develop the “Communication Friendly Settings” pilot package with Pupil and School Support. 6 settings have received training this term, 4 primary schools and 2 secondary schools.

Impact:

Confidence ratings of staff were gathered pre and post training sessions. The ratings indicate that staff are more confident in identifying SLCN and have increased their awareness of the impact of SLCN and how to change their practice to support pupils.

The action plans formed by each school as part of the pilot indicate changes will be made to both individual teaching practice and whole school development, this will be followed up to ensure the training is effective.

As members of Senior Leadership team attend the training, actions can be taken at a strategic level to change practice across the whole school, for example in Coleborne Primary school – “Add vocabulary support and Oracy support to subject leader handbooks”, “Support subject leaders to develop environments for their subjects”. This means more schools will have the knowledge and the tools to ensure they provide communication friendly environments for pupils with SLCN and SEND.

Feedback from staff indicates the training is useful and teachers planned to change their practice as a result;

*“I found this training to be very useful and have already started to use some of the ideas and recommendations and ideas within my classroom.”*

Next steps: SEND SLT and PSS to discuss impact measures and further roll out of the training.

## **Wider Workforce Development**

### **Multi-Agency Planning Meetings**

Locality	MAPs attended
South	60 = 92.31%
Central	43 = 84.3%
East	68 =90.6%
North	67 =81%
North West	65 = 80.2%
South West	58 = 89.2%
Total	361 = 85.7% reach

**Impact:**

- Access to health information – referrals, appointments, sharing with settings and therefore supporting parents to attend and access appointments. For example, a SENCo contacted us after a child was discharged following a parent phone call, but SENCo had concerns re SLCN. The child was able to go back on the waiting list for therapy and school encouraged to share their concerns with parent. If school report they are able to support appointments in school this is shared with the core SALT team enabling parents and the child to access their therapy sessions and reduce DNAs.
- The SEND team support core SALT and OT teams in liaising with settings, by sharing reports and reinforcing key information for children and young people. For example, if a child has been referred and parents would like more information about how they are being supported in school, the SEND team discuss this child at the multi-agency planning meeting to gain further information to pass back to the core therapist.

## **SENCo Advice Meetings and Support**

**Number completed:**

OT	61 schools, 4 LA Nurseries, PVI 5
SALT	9 schools, 2 PVI
<b>Total</b>	<b>81</b>

**Impact:**

SENCos are able to access advice to put support in place quickly for children with SEND and make appropriate referrals if specialist support is required.

The following feedback has been received from setting SENCos:

- *I found the session to be really beneficial. It has given us new strategies to consider and provided us with information we were not aware of. It great that we are able to discuss individual children as we are able to make this unique to them and I would be happy to use this service again in the future.*
- *I've also been in touch with the parents quite a lot about this. There seems to be some resistance that X is 'just shy', but I shared with mum the sheet you sent to me and she seems to have a better understanding of what we're seeing at school.*
- *A Teaching Assistant following an online advice session for a child with selective mutism, "I have been following the advice given, he will now chuckle and giggle"*
- *Thank you so much for your response. I have phoned the admin team and re-started the process. They are going to contact me in 6-8 weeks with an appointment. I have also managed to find a private SALT report in the nursery*

## Appendix One A

*paperwork, which I hadn't previously noticed. There is enough detail in there, and it is from May last year, to support the request going in. I'm confident it will be a yes to assess and then hopefully by the time they get round to asking for further reports etc SALT will have had chance to meet her so that a report can be written.*

### **Future plans:**

Autumn 1 - Offer advice sessions for Reception staff so that schools are ready to support new children with SEND in September.

SaLT and OT have been responsive to feedback from SENCOs and will continue to offer SENCO advice meetings throughout the school year rather than set weeks. In addition, support for SENCOs is offered as needed via phone and e-mail.

### **SALT Setting Visits to Schools**

<b>Locality</b>	<b>SaLT</b>
Central	1
East	1
North	0
Northwest	0
South	2
Southwest	1
<b>Totals</b>	<b>5</b>

Some schools have received visits to offer further support. Requests for support have been at the universal level such as to support with language screening. Other requests have related to more targeted work to model/ suggest how targets for specific children can be implemented during the school day.

#### Future Plans:

SEND SLT will offer visits to schools to demonstrate SALT targets for children seen over the summer holidays by the core service.

### **Balanced System working groups**

Members of the SEND SLT team are involved in the SLCN Design group and the workstream groups. Our work in the SEND team is working towards the balanced system and we will be involved in the transformation work going forward.

### **SENCO Training**

#### **Future plans:**

SaLT and OT understand the need to offer support to teaching staff, as well as SENCOs.

## Appendix One A

SaLT asked school staff across the city to complete a survey around their training needs. Results suggest teaching staff would like short, pre-recorded content across a range of topics to support speech, language and communication needs. SaLT are therefore currently developing e-learning courses for teaching staff and pre-recorded training videos that SENCos can use at twilight staff meetings.

OT will be supporting the implementation of school sensory environment audits via creating a tool and training CAT how to use it to support schools to identify areas of development in their settings.

OT will be creating training on Sensory circuits for schools. This will be in addition to consortia training which continues to be offered and is planned to be provided face to face for ½ a day.

### **Speech Sound Training for Early Years Practitioners**

SaLT delivered Speech Sound training to 26 practitioners from 15 settings from the Hodge Hill, Hall Green and Yardley districts.

#### **Impact:**

100% of participants rated an increase in their confidence in identifying and supporting children with speech sound difficulties following the training session.

Feedback included:

- “I found the training very informative, in particular, the processes behind speech delays, bearing in mind that settings only receive activities to carry”
- “It will make a lot of difference as our children are from a very deprived inner-city area”
- “It's given me a better understanding of it all. It will allow us as a setting to put into practise intervention where necessary.

Future plans:

SaLT are offering follow up visits to settings, hoping to link in with Communication Champions to support with practical ideas.

### **PVI Surgeries/Training**

Future Plans: OT will be offering training to all of the staff working in early years settings, there are 6 training topics that will be delivered each term. All early years staff will have the opportunity to attend the same training topic three times per year.

## **Identification**

### **OT skills checklist**

This term, the SEND OT team has developed a check list of developmental levels of nursery through to year 6. The check list has been designed to help schools with early identification of children that may have difficulty with their daily living skills across the areas of: Core stability, sitting, gross motor, fine motor, handwriting, toileting, dressing and eating. These categories also link in with the ranges document PDSS are working on and PSS handwriting support document, linking across the 3 services and therefore supporting schools more efficiently.

Each category is broken down into daily living skills a child should be able to complete at the level that relevant to their development and education. They are also listed in developmental order so schools know what skills should develop next. There are 3 options for the school to choose when completing the form: N (not able), E (emerging) and I (independent) along with a comments box. This allows a simple tick in the box for ease and speed.

This also allows the checklist to be used as an outcome measure and tool for reviewing the child post intervention or development. This can support Schools in evidencing development but also knowing which areas they still need to support on. To help schools use the tool correctly and efficiently, training has been offered along with advice meetings. We have had some schools use the form so far for the pre screening part and they have provided positive verbal feedback.

### **Speech and Language and Communication Screening Tool**

In March, SaLT presented the Language and Communication Screening Tool to over 40 secondary settings at the Pupil and School Support (PSS) Secondary SLCN event. As a result of the event, schools have purchased Language Link or put screening tools in place to enable identification of pupils with SLCN.

## **DLD Awareness Training**

The following settings have accessed whole school Developmental Language Disorder awareness training (30 mins):

- Leigh Primary School (East Locality)
- Ward End Primary School (East Locality)
- St. Dunstons Primary School (South Locality)
- Beeches Junior School (North Locality)
- Holy Trinity

The following schools have booked this training for the autumn term:

- Archbishop Illesley Secondary School (East Locality)
- Whitehouse Common (North Locality)

This training will continue to be offered from September.

## **Intervention**

### **DLD Together**

During the second part of the Summer term PSS, Locality SLT and core SLT therapists have delivered the first 'DLD Together' parent course in Birmingham. The course involves seven weekly sessions delivered virtually to support parents and carers to understand DLD and the impact DLD can have on other areas of a child's life. The course has been attended this term by parents of children attending Resource bases. Further courses will be planned over the next academic year. It is hoped that the groups will offer an opportunity for parents to network and then organise their own support groups separate from the course.

### **Birmingham Transition Approach**

The SEND team has been involved in work towards a city-wide transition approach and put on joint OT and SaLT family workshops focusing on School Readiness in May. We have also developed a one-page advice sheet for parents of reception aged children on skills needed for starting school which is part of the paperwork for settings and parents. The advice sheet has also been adapted to be included in a PSS pack supporting transition into Secondary schools.

### **Resource Bases**

The Occupational Therapy team have contacted the resources bases across the primary and secondary school settings. We have shared our current training offer and we have asked if there is any additional training the resources bases feel they may require from us. We have also gaged interest for an environmental audit to be carried out by an OT, of their setting and we have had some keen responses for this to take place. We will be planning how we can carry these out across the settings in the new academic year.

### **OT champions project**

The OT team have successfully completed the project within the Sutton consortia and are awaiting formal feedback from the schools as to their outcomes. Initial verbal feedback received has evidenced the success of the project and schools have emphasised the large amount of learning and resources they have gained.

### **Challenges**

Overlap with DLP, not knowing what training schools have accessed and who their champions are.

OT have again had another term understaffed and this has impacted the development of new projects and ideas being implemented, only being able to complete the core offer.

### **Plans for September**

The SEND Therapy Team welcomes 8 new Speech and Language Therapists in September allowing us to increase our offer around workforce development and targeted intervention. The OT team also hope to welcome 6 band 5s within the Autumn 2022 term.