



## How Speech & Language Therapy works at Lisburne

Children who go to special schools like Lisburne use lots of different ways to communicate with people around them, this could include using objects, photographs, symbols (like PECS), signs (like Makaton) and speech. Some children even use specialised equipment such as communication books or communication aids (like iPads). They also often need extra help to understand language and with developing their social interaction skills. It is a Speech and Language Therapists role to help with all of this (and more!)

The Speech and Language Therapists (SaLTs) at Lisburne work together with school staff to make sure all our children can communicate to the best of their ability.

There are 3 main ways we work within school:

### **Universal approach**

We work closely with everyone at school to make sure communication work happens throughout the school day e.g. during snack time, toileting, structured activities and play; not just when a speech therapist is in the room! The aim is to create communication friendly environments to support all the children, all the time.

### **Targeted approach**

At this level, our work involves completing assessment and then working with class teams to set up specific interventions that they will do regularly with the children; this includes demonstrating to staff how the therapy works. The therapist will then regularly check in with staff to monitor progress. This might be to work on things like e.g. attention and listening, turn taking, or interventions like 'Narrative Therapy' or setting up 'PECS'.

### **Specialist approach**

We may work directly with a child to provide highly specific and specialist interventions (things only SaLTs are trained to do) this might involve some regular sessions or a short block of therapy. The therapist is also likely to provide information and training to school and families, so they can work on or use the interventions themselves. This might be for example setting up and using AAC devices or to work directly on speech sounds.

The SALT team work closely with class teachers to regularly evaluate and update communication targets (which will be found in their IEP documents). SaLT reports are written for each child's annual review each year.

