

Frequently Asked Questions SENCO Conference June 2020

1. What is happening with the direct therapy?
 - A. As per the published changes in the legislation for EHCPs, we will use 'reasonable endeavours' to deliver the service. These temporary changes to legislation came into effect on 1st May and will continue until 25th September 2020. We will be offering Virtual Surgeries where Schools or Parent can get support and advice via phone or video for urgent queries regarding therapy input/programmes. We will review this in September.
2. What is happening for the new referrals that they made?
 - A. New referrals are being triaged daily and risk assessed. Urgent referrals are being seen as meets our critical criteria. Assessment is based on priority of need. They are seen for assessment and advice using Tele-therapy – more detailed assessments will be carried out if required when we begin face to face contact again.
3. What happens if a parent did not attend an appointment due to covid 19
 - A. Any appointment which is cancelled by parents or therapist is rescheduled. Where new appointments are made this has been booked by phone and agreed with parents. Appointments are via tele-therapy unless there is an urgent requirement for face to face contact.
4. Why is it that some schools have had SLT input during covid 19 and have had reports for annual review and others have not.
 - A. Provision is needs led and based on priority as discussed earlier. Currently if no change to the EHCP is required at the annual reviews we are asking schools to add the following Rider to the AR report – '*Due to the COVID-19 pandemic it was not possible to complete an AR for [Child's name]. [Child's name]'s therapy provision will continue as per the EHCP. Targets will be set when [Child's name] is next seen by a member of Barnet CIT.*' A more detailed report and advice will be written if there will be a change. Therapists who have left the service have provided additional information and reports as they would not be available for follow-up
5. Why was the communication around SLT was such mixed message – schools, case workers and parents were told that they would receive a telephone call or virtual input and for many this has still not happened - this was on the website and shared with schools.
 - A. Communication has been shared on the local offer and the education News letter. We have tried to be as clear as possible. We have shared the comms letter link explaining what we were offering.
6. If the named Therapist has moved on/left, how do schools find out who their new named therapist is? This was a question from a few schools.
 - A. The Children's Integrated Clinical Liaison Officers Update (CICLO) will be your point of contact. Due to the current situation, this will not come into force until things are back to normal. In the meantime there are designated surgery slots where you can book in to speak to an 'on call' therapist. This will be available until the end of the term. We will send out a communication in September with an updated list of schools and therapists. If you have an urgent query during the summer holidays then you can email SPA BARNETCIT (NORTH EAST LONDON NHS FOUNDATION TRUST) nem-tr.barnetcit@nhs.net
7. What is the best way of communicating with the service if there is no response from their allocated therapist?
 - A. See answer to Q6.
8. What provision and offer is currently in place for children and young people who receive SLT input? Direct therapy?
 - A. See answer to Q1.
9. Should schools expect Therapists to attend virtual Annual Review meetings and are they able to write reports for Annual Reviews? What can schools expect?
 - A. See answer to Q4. Therapists do not usually prioritise attending annual reviews. If there is a specific need for a therapist to attend the AR meeting this should be discussed with the named therapist.



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10. One school used to use REACT as a programme but the LA is no longer funding this, is there a replacement package? or is it up to us as a school to now purchase REACT or a similar programme?
- A. The REACT 2 programme licence was purchased for us as part of the CLCH ACS HUB. This licence has now expired. Our service has looked into buying it across NELFT. At the moment we haven't got authorisation but if schools want to purchase the programme then they can.
11. What support is on offer for the students at home during lock-down?
- A. See answer to Q1.
12. What support will be available to pupils as they return to school?
- A. See answer to Q1. We will need to review provision in September based on guidance we receive from NHS E and NHS I closer to the time.
13. What will happen if students cannot engage in the WhatsApp calls?
- A. For Assessments: We will make a note on the report that the assessment had been carried out via a video consultation and this may have impacted on student's engagement. A large majority of CYP on our caseloads won't engage well in video consultation, this is why we are offering the Surgeries to school staff and parents to give them the tools and coaching to work with the CYP in school/home.
14. Can we still refer children without seeing the SLT
- A. If you are a Primary school and do not have a link therapist at the moment then you can refer children directly to the SPA but please attach the correct screening sheets from the SENCO pack. (See below) If you have discussed the referral with a link therapist, please put on the referral form '*this referral has been discussed and agreed with [therapist's name]*'
15. Will children who have a block in their EHCP get any blocks in September?
- A. The current national guidelines are in place until 25th September. We will review the situation at the beginning of the term how we will continue to offer the service.
16. Can we have a list of You Tube Videos that are available to parents?
- A. See separate page at the end of the Q&A
17. What will happen about people transferring to reception from Early Years team?
- A. We are working through the children transferring to Reception. If they have not been reviewed before transition, they will be reviewed by one of the therapists in the new academic year. A report with targets and next steps will be shared with parents and schools.
18. Will transition reports be issued for EY and Yr6
- A. See answer to Q17 for EY. See answer to Q4
19. What email should be used for dysphagia questions?
- A. For concerns around dysphagia please contact nem-tr.barnetcit@nhs.net or 0300 300 1821 and a dysphagia specialist will contact you.
20. Please can you clarify re communications and how you will send things out?
- A. This will be shared via the NELFT website. A link to these pages will be available on the Barnet Local Offer. We will also share with the Local Authority Commissioners who will send out as part of the school circular.



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Useful Websites

Gina Davies YouTube Channel (e.g. Attention Autism)

<https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag>

Worcestershire Speech and Language Therapy – lots of great videos for supporting pre-schoolers and school-aged children

https://www.youtube.com/channel/UCuMs3aiRslFSrqNZn_j_2JA

ASHA Coaching Webinar (comes with power point and additional handouts)

<https://www.youtube.com/watch?v=dJvriZEFkl>

AAC videos

<https://www.barnsleyhospital.nhs.uk/assistive-technology/resources-and-information/howto-videos/>

Communication station (Wiltshire SALT Service)

A set of videos created by the Wiltshire Speech and Language Therapy Service gives tips and ideas on how to support a child to develop their speech, language and communication skills. These videos can be accessed on their website.

Animated videos with tips for making the most of everyday moments

<https://blackpoolbetterstart.org.uk/biglittlemoments/>

Short Animated videos from Leeds Community Healthcare:

<https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/speech-and-language-therapy2/service-downloads/>

St George's SLT service Videos (including videos on lego therapy)

<https://www.stgeorges.nhs.uk/service/community-services/speech-language-therapy-childrens/>

Worcestershire videos (therapy ones)

https://www.youtube.com/channel/UCuMs3aiRslFSrqNZn_j_2JA?reload=9

Twinkl – A wide range of resources for parents and teachers to use with children at home

<https://www.twinkl.co.uk>

Ashfield Academy – Home learning resources available to support communication and sensory needs.

<https://www.ashfield.leicester.sch.uk/home-learning-resources/>

Phoenix ASD school SEN resources - Home Learning resources for SEN children – OT, SLT and teaching resources

<https://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/site/pages/homeresources>

A Social Story about Corona Virus

https://be73b3da-9b4e-4f61-8908-e7b4fd76db14.filesusr.com/ugd/1addde_3aff5d714ac048f09efb8261d638ad18.pdf



Screening for 4 to 5 year olds

Child's name	
Child's date of birth	
List all languages the child is or has been exposed to	
School name	
Name of person completing the checklist	
Relationship to the child	
Date checklist completed	
Child's age on date of completion	years months

Read each statement and decide whether or not it applies to the child.

- If it does apply tick the box
- If it does not apply cross the box
- If uncertain leave the box empty

Please provide additional examples to support your responses.

Summary to be completed by SLT during referral discussion:

Language Structure

Sound Articulation

Grammar

Language Content

Attention and Comprehension

Vocabulary and Expressive Language

Ability to Communicate

One-to-one Situation

Group Situation

Recommendations:

Date discussed with SLT:

To be received by SLT Admin by:



Frequently Asked Questions SENCO Conference June 2020

Language Structure

Sound Articulation

- Speech is clear and intelligible

- Speech is intelligible when child is excited or attempting a lengthy utterance

- Uses appropriate volume patterns when speaking, does not speak too loudly or softly

- Uses appropriate intonation to convey meaning e.g. 'but *he* hit me' and 'Why can't I?'

- Articulates simple words in full, does not omit initial or final consonant e.g. 'yellow', 'bed', 'bus'

- Articulates initial consonant clusters 'tr', 'pi', 'sp', 'sn' e.g. 'train', 'plane', 'spoon', 'snake'

- Articulates final consonant clusters 'mp', 'nk' e.g. lamp, pink

- Able to articulate multi-syllabic words in full, does not omit syllables e.g. 'elephant', 'tomato', 'banana'

Grammar

- Uses determiners 'the', 'a' e.g. 'she has a dog'

- Used conjunctions to link sentences e.g. and, when, because

- Uses the correct regular and irregular present tense e.g. 'he is running', 'she catches'

- Uses the correct regular and irregular past tense e.g. 'she walked', 'it broke'

- Uses plurals correctly e.g. houses, men

- Uses possessives e.g. 'Mum's car'

- Uses negative auxiliaries e.g. can't, won't, don't

- Uses 'what', 'who', 'where' to ask questions e.g. Where's daddy?'



Language Content

Attention and Comprehension

- Able to attend to stimuli from two different sources e.g. completing a jigsaw and listening to the teacher

- Listens attentively to a simple story

- Able to follow stories unaccompanied by pictures

- Able to follow simple instructions e.g. 'Pick up the book and take it to the other room'

- Understands the spatial concepts: in, on, under

- Understands words relating to time e.g. yesterday, tomorrow, this afternoon

- Understands emotion words e.g. happy, sad, angry

- Able to classify objects into categories e.g. types of fruit or animal

Vocabulary and Expressive Language

- Has wide vocabulary of basic words

- Is able to name shapes e.g. square, circle, triangle

- Is able to name sizes e.g. big, small, tall, short

- Uses comparatives e.g. bigger, smaller, taller, shorter

- Uses adverbs e.g. quickly, slowly, loudly, quietly

- Uses appropriate pronouns e.g. I, me, my, mine, you, yours, your

- Is able to summarise the content of stories

- Is able to describe a sequence of events e.g. 'They had a bath and then went to bed'

Ability to Communicate

Please mark box and give an example where possible

	One-to-one situation (with an adult)	Group situation (with peers)
Is willing to take part in conversations	<input type="checkbox"/>	<input type="checkbox"/>
Takes turns in conversations	<input type="checkbox"/>	<input type="checkbox"/>
Uses non-verbal devices to gain attention e.g. eye contact, physical contact	<input type="checkbox"/>	<input type="checkbox"/>
Uses non-verbal devices when listening e.g. assumes attentive body posture, maintains eye contact	<input type="checkbox"/>	<input type="checkbox"/>
Uses non-verbal devices when talking e.g. uses gestures, points, changes facial expression	<input type="checkbox"/>	<input type="checkbox"/>
Uses non-verbal devices when talking e.g. uses gestures, points, changes facial expression	<input type="checkbox"/>	<input type="checkbox"/>
Understands other people's non-verbal expressions and gestures	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal devices to gain attention e.g. hey, look, see	<input type="checkbox"/>	<input type="checkbox"/>
Initiates conversation e.g. by asking questions or making requests	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to questions and requests	<input type="checkbox"/>	<input type="checkbox"/>

Screening for 6 to 10 year olds

Child's name	
Child's date of birth	
List all languages the child is or has been exposed to	
School name	
Name of person completing the checklist	
Relationship to the child	
Date checklist completed	
Child's age on date of completion	years months

Read each statement and decide whether or not it applies to the child.

- If it does apply tick the box
- If it does not apply cross the box
- If uncertain leave the box empty

Please provide additional examples to support your responses.

Summary to be completed by SLT during referral discussion:

Response to Sound

Movement and Motor Skills

Cognitive Processes

Errors in Sound

Communication

Play and Recreation

Vocabulary

Grammar

Recommendations:

Date discussed with SLT:

To be received by SLT Admin by:

Response to Sound

- Cannot imitate a simple handclap rhythm
- Has difficulty in recognising simple tunes
- Has difficulty responding to different types of sounds e.g. pitch, volume
- Has difficulty in screening out irrelevant sounds and attending to verbal information e.g. when the teacher is talking

Movement and Motor Skills

- Finds judging speed and distance difficult e.g. when catching a ball
- Has not established a preference for the right or left hand or the right or left foot
- Has poorly developed self-help skills e.g. has problems with dressing, eating, washing Has poor pencil control
- Has poor co-ordination e.g. finds it difficult to use alternate feet when walking downstairs, to hop on one foot or to kick a ball

Cognitive Processes

- Has difficulty in understanding the language of sequencing e.g. before, after
- Has difficulty in ordering a sequence of activities required to complete a task e.g. cooking
- Has difficulty in learning the order of days of the week, months, seasons
- Has difficulty recalling three or more items in short-term memory
- Has poor verbal long-term memory for single words

Errors in Sound

- Omits the beginnings and/or endings of words e.g. 'pretending' becomes 'tending'
- Reduces multi-syllabic words e.g. 'potato' becomes 'tato'
- Speaks less intelligibly when excited
- Speaks less intelligibly when attempting a lengthy utterance
- Shows persistent confusion when saying voiced and unvoiced sounds e.g. p/b, f/v, t/d, k/g

Communication

- Has delayed understanding of question words e.g. what, who
- Does not follow instructions without prompting
- Offers limited verbal comments on own activities
- Gives unexpected responses to questions
- Uses inappropriate intonation and volume when speaking

Play and Recreation

- Has difficulty following a story without many visual cues
- Has no play involving sounds, rhymes or words
- Is slow to learn rules of group games and positions in sports
- Enjoys the visual content of television programmes but finds it hard to follow stories and plots
- Humour tends towards visual and slapstick with poor appreciation of verbal jokes and puns

Vocabulary

- Has difficulty with words relating to time e.g. afternoon
- Has difficulty with prepositions and adverbs
- Has difficulty with words that change their reference in different circumstances e.g. sister, daughter, here, there
- Has frequent 'tip of the tongue' moments i.e. is unable to recall words previously known
- Tends towards literal interpretation of idiom e.g. 'pull your socks up'

Grammar

- Omits auxiliary verbs e.g. 'She sitting on floor' (omitting 'is')
- Omits the verb 'to be' e.g. 'David naughty' (omitting 'is')
- Does not change word order to form questions e.g. 'He is going?' instead of 'Is he going?'
- Omits word endings e.g. in plurals or possessives
- Omits whole words e.g. 'Where book?' (omitting 'is the')