




Do your Core Speech and Language Therapy Services provide support for those children in your school without an EHCP?

Speech and language therapists are concerned that in some cases children and young people without EHC plans, who have a greater need and potential to benefit from speech and language therapy interventions, are now unable to access services.

As highlighted by the most recent RCSLT report ([The SEND reforms in England, January 2017](#)), the NHS provides core services for children with the highest level of Speech & Language therapy needs - but there is a significant group of children who: Enter school with delayed listening and language abilities (50% in some areas) or have persistent language and communication difficulties which impact on their learning, literacy and social communication (5 - 7%).

 <p>ITS services have made a world of difference to our setting, now that we have commissioned our own therapy. We have finally accessed the hands on therapy services and support our staff and students require.</p> <p>London Borough School</p>	<p>“Children without an Education, Health and Care Plan are not getting the support that they need.”</p> <p>RCSLT report (The SEND reforms in England, January 2017)</p>
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In this brochure you will find details of the type of service you could buy from **Integrated Treatment Services** to support:

- A specific child: identify needs & targets, deliver a programme of therapy, evaluate progress.
- A group of children: Language Groups led by a trained TA, classroom projects.
- The whole school: Training and workshops for TA's and teachers to develop skills in supporting children's speech & language.

Currently Schools and Academies have the following options of

- Core Services of the NHS SLT provision to meet the speech and Language therapy needs of only those with an EHC plan.

- Traded services (either from the NHS or from Integrated Treatment Services) to meet the individual needs of those students without an EHC plan and to address your environmental communication needs, through group work, evidence based whole school approached and staff training.



Following changes to the code of practice, schools now have more freedom and choice over which services they contract for therapy provision.

By choosing to purchase a traded service, children in your setting will still be able to access the NHS core service and our team can also help identify children who are likely to meet the core service criteria and help you collate evidence, as well as support the referral process.



Spot purchasing rate
Request flexible therapy on an hourly rate on a needs led basis.

Block of therapy rate
Buy a block of therapy at a reduced rate that can be used throughout the year as needed.

Annual contract rate
Best price guaranteed for an annual supply of therapy, weekly, fortnightly, monthly, half termly or termly.

The recent stats:

As many as 50% of all children in areas of social disadvantage are now entering school with delayed speech, language and communication skills and approximately 10% of children will have persistent, lifelong SLCN.

Undiagnosed or misunderstood communication difficulties can often be mistaken as behavioural problems, and if not effectively recognised and supported can have a huge impact on attainment levels, mental health, friendships, and employability.

Understanding the core NHS Commissioned Speech and Language

Therapy Service offering:

NHS Commissioned Speech & Language Therapy services for Primary school-age children currently provide as a minimum:

- Open referral & initial assessment; on-going support for children with EHC Plans & Statements (part funded by the County Council).
- Therapy for children with speech sound disorders & stammers.
- Management of eating, swallowing & voice problems.

All schools have the autonomy to use any specialist provider they choose to add to the core service as long as they have the qualifications required. Many schools decide to outsource the obligatory first £6000 of their SEN provision with a carefully selected therapy provider such as Integrated Treatment Services.



Integrated Treatment Services are proud of the high quality provision and the ongoing service we provide to our schools settings. We are highly regarded by our clients and we have provided consistent therapy for our settings, which is why over 90% of our clients continue their contracts with us.

We are happy to connect you with SENCOs and Headteachers who currently use our services so that you can find out more information on the work we do.

What are the NHS Speech and Language Therapy departments not able to provide; according to the latest RCSLT commissioned report?

RCSLT has found that provision of Speech & Language Therapy services to children without an EHCP is becoming harder for schools to obtain.

They list a number of actions they will take as an organisation to improve SLT access:

“We are calling on the Department of Health, the Department for Education and the Department for Communities and Local Government to issue a joint ministerial circular which will provide clarity on, and reinforce, the responsibilities of local authorities, schools and Clinical Commissioning Groups (CCGs) to commission services for children without EHC plans.”

“In 2017, the RCSLT will work with the National Association of Head Teachers (NAHT) to develop advice and information for schools regarding how to support children with SLCN and how they can buy in speech and language therapy services directly.”

RCSLT suggest:

“Alternative approaches to address the demand and manage the gap in resources, the service has explored alternative approaches: Working with local schools to explore options for commissioning speech and language therapy support for children and young people requiring targeted interventions. In one area, approximately half of schools commission additional speech and language therapy services for children and young people who do not have EHC plans.”

“Reviewed access criteria which now requires schools to provide additional information on children and young people with SLCN, for example, second language acquisition to reduce any unnecessary referrals.”

“Agreed relative roles and responsibilities of speech and language therapy as opposed to other support services, for example, teachers of the deaf, to reduce duplication of effort.”

“Offering training to school staff to increase their knowledge and skills in supporting children and young people with SLCN. Many schools have trained staff acting as coordinators and a resource for SLCN within the school. This has improved partnership working with SLTs and the support available to individual children and young people.

“Concerns remain that support for children and young people who do not have the protection of an EHC plan is inequitable and is influenced by the school he/she attends in that the quality and level of support implemented by schools varies as does their commissioning of speech and language therapy and other support services”

“Schools which turn the dial on language and communication are able to turn the dial on a number of key school improvement priorities, from raising attainment to narrowing the gap and improving behaviour”

(Jean Gross, Communication Champion, 2011)

How much does it cost to buy in a therapist from Integrated Treatment services?

Speech and Language Therapy time can be purchased in a number of different ways.

The costs are based on the time that the therapist spends in the school working directly or indirectly to support children’s communication.

Indicative costs for the current Financial Year (2017 -2018) are set out below:

Experience Band	½ day	Full day
Band 5 NQP SLT	£220	£385
Band 6 SLT	£260	£455
Band 7 SLT	£300	£525



You can choose the experience band level of therapist to meet the presenting needs of your students and setting. If you are unsure of the level we can help guide you.

Activities can include, but are not limited to:

<p>Observation of child in the classroom or playground Face to face with child, with key adult present</p>	<p>Discussion with school staff Meeting with parents / carers Planning and review meetings Training school staff</p>
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Sharing our services across a group of settings or a Teaching Alliance.

It is entirely possible to maximise your budget by joining together with other schools in your area. Sharing resources makes for greater use of SEN budgets:

- Attending reviews and meetings on a different day to which your SLT would normally work for you would be easier when a SLT is a shared resource across a group of schools for a full week.
- SLTs who can achieve a full time or part time post across a group of schools are far more likely to offer longer term commitment to their posts.
- Training sessions become more efficient and easier to schedule when shared across a group of schools.
- Adding to your therapy resource, creating a mini team and even training up your TAs as a SLTa adds an additional advantage when budget pooling.

You can still easily protect your own school's budget with an itemised breakdown of contact for each school from our service.

Our dynamic and innovative therapists ensure that you get the support and expert advice and provision you need. You will find our therapists are highly efficient, and you will no longer have to face frustrating waiting lists for an assessment and report. Our therapists will be integrated into your education team, providing constant support and guidance to staff and parents alike, They will be actively involved with parents, involving them in their child's care via coffee mornings, newsletters and attending parents evenings as required.

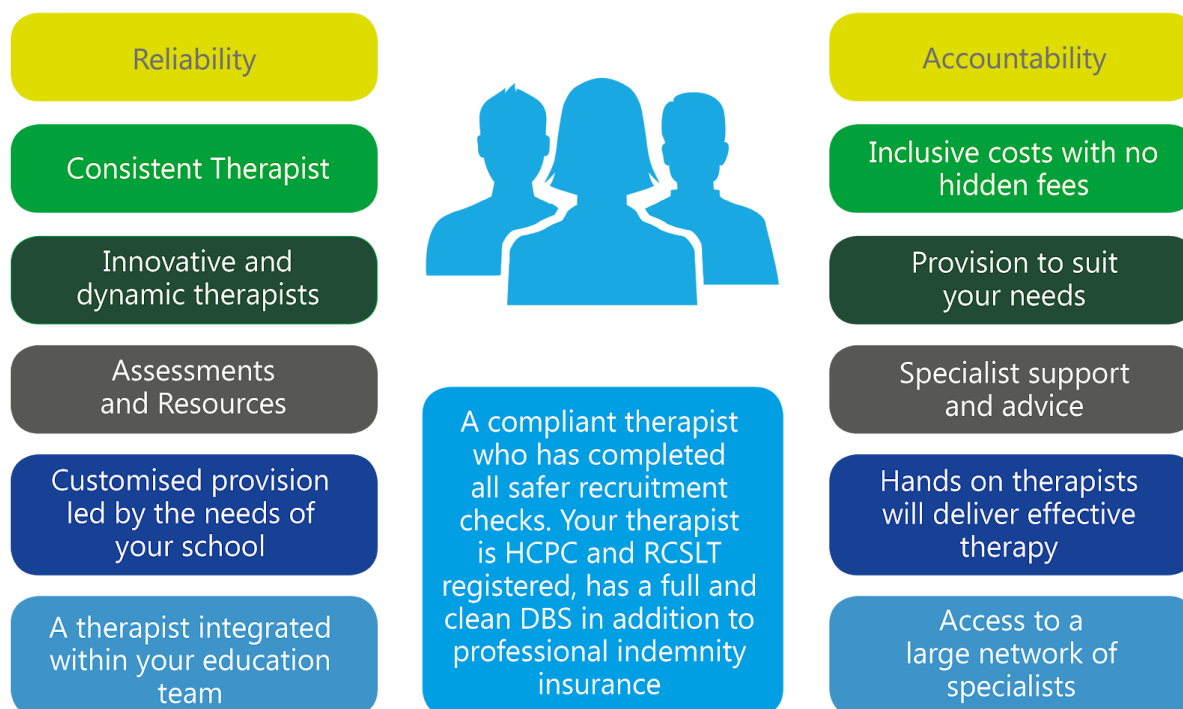


The Integrated Treatment Services Team

The ITS team has established long term relationships with schools and Local Authorities. Our therapists understand children's speech and language development and the potential impact on communication.

They have close links with other Agencies - including IDS, Educational Psychology and other Health services;

They work closely with parents on how to support 24/7 therapy goals.



ITS as a service has a vast range of specialist SLT colleagues for each of our placed therapists to consult – ASD, Alternative & Augmentative Communication, Hearing Impairment, complex needs, eating & swallowing, stammering, cleft lip & palate, specific language impairment, acquired neurological problems, bi-lingualism specialists and selective mutism.

We also have a U.K. wide respected Specialist assessment centre for evaluating complex special educational needs using a full multidisciplinary team alongside parents and teaching/care staff.

Some of our schools already have a named NHS SLT providing the EHC provision, therefore with the support of RCSLT's collaborative working guidelines, we can provide additional therapist/s specialising in school-aged children and the specific interventions you are looking to incorporate into your setting.

We place one consistent therapist within your setting throughout the contract.

All our SALTs are familiar with the SEN framework and can contribute towards reports and assessments.

All our SALTs access the latest clinical approaches and have 'hands on' experience implementing these with clients.

All our SALTs will offer 1:1 work, paired work, group work, programme work, joint coaching of TAs and Teaching staff role swapping - leading a teaching group, training both face to face and online.

All our SALTs access the latest assessment and therapy equipment from the ITS team, therefore detailed assessment and baselining is always undertaken, delving into the more difficult areas of a client's presentation.

All our SALTs are registered with HCPC, RCSLT and are DBS checked. They all carry professional indemnity insurance. Their compliancy is checked throughout the school year to ensure they meet the professional standards.

All our SALTs have weekly Professional Development Plan opportunities to update their training skills.

All our SALTs use evidence-based practice to inform their choice of therapy approaches.

All our SALTs access daily mentoring from our clinical lead therapists as well as our large team of multi-disciplinary therapists.



How could you use the additional time from the Speech & Language Therapist ?

(see Appendix 1 for more detailed suggestions and specific programme breakdowns)

- Assessing a new student's speech, language and communication needs and helping you to collate evidence to refer for an EHC plan.
- Reviewing a child's speech, language and communication needs and setting up a programme of support
- Providing 1;1 evidence based therapy alongside key staff members and evaluating it's effectiveness in a detailed impact report.
- Training a Teaching Assistant to set up and run a Language or Social Communication Group
- Twilight training & INSET related to language, literacy and social skills
- Providing 'drop in' sessions for TA's and/or teachers to problem solve, discuss strategies and differentiation for children's communication needs.
- Supporting production of Speech and Language resources for use in school.
- Multi-agency planning and problem solving meetings.
- Parent 'drop in' sessions to talk about supporting talk, vocabulary, speech sounds and sharing stories at home.
- Providing Impact reports - to present evidence of intervention outcomes and weigh up spend verses children's learning outcomes.



Our therapists integrate as part of your teaching team



What are impact reports?

In the current climate it is more important than ever for schools and settings to show the impact therapy spend is having to improve SEN outcomes.

Our detailed impact reports will present clearly a detailed summary of the interventions and steps taken by both school, Therapist and the wider Multidisciplinary Team members alongside parents.

Effective reporting provides you key evidence to justify further actions such as an EHC plan, to show successes to OFSTED and governors / commissioners.

Do you know what you need?

Contact our dedicated Service Delivery Team to arrange a no obligation assessment of your current requirements and provision options.

Contact us about your therapy or training needs on info@integratedtreatments.co.uk or telephone us on 0845 8382921.

Appendix 1: What SLT intervention to choose:

Title: Review of Speech & Language Needs

Aim: To review child's needs in school to determine:

- underlying language abilities
- strengths and potential
- demands of the classroom
- helpful strategies
- specific targets for IEP
- Recommend: specific SLT programme (if appropriate)

SLT's in-school Activities:

observe in classroom , 1:1 assessment, discussion with key staff and parent, write notes

To follow visit: Written report, Communication Plan & programme

Estimated duration of in-school activity: 1 hour 30 mins to 2 hours

Frequency: X1 a term in combination with an SLT Programme update visit

Title: Direct Speech & Language Therapy

Aim: To review child's progress against Programme targets and to refine Programme

- establish shared targets & identify key adults who will support
- demonstrate/explain
- share resources
- how is child responding?
- is programme practical and being followed in school?
- evaluate progress towards targets.

SLT's in-school activities:

- 1:1 assessment of specific language/communication need with adult present
- demonstration of activities/strategies to key adult/s
- write notes
and/or attend IEP meeting.

To follow visit: Written Programme/Communication Plan

Estimated duration of in-school activity: 1 to 1 ½ hours

Frequency: X2 a term or
X1 a term in combination with **Review of Speech & Language Needs** visit

Title: Language & Communication Groups

Aims: a) To develop child's language and communication skills.

The primary focus of the group is one of the following:

- Listening
- Speech sound awareness for speech & literacy
- Auditory memory – 'Mr Marvel's Memory'
- Inference – 'Picture Detectives'
- Stories- understanding and talking
- Social skills – 'Let's Talk'

b) to develop skills and knowledge of Teaching Assistant:

- Baseline assessment & evaluate children's progress
- Work with school Teaching Assistant with a group of up to 6 children in quiet space
- Provide group session plans or support TA in following published programme
- Model activities and therapy skills

To follow: Written Programme/Communication Plan with follow up ideas for school and home

Estimated duration of in-school activity: 1 hour (30-40 minutes group session with children).

Frequency: 8 sessions through a term. Typically SLT attends first three sessions & final session. TA to run other sessions independently

Approximate cost of group programme: £300

Title: 1:1 Therapy with child - carry over of skills into everyday situations

Aim: To develop the child's speech and language skills in specific areas

e.g. understanding concepts, vocabulary, word finding, sentence grammar

- establish shared targets & identify key adults who will support these
- face to face session with child with key adult present
- demonstrate/explain strategies and activities
- share resources
- establish how adults will support through the week
- evaluate progress towards targets

SLT's in-school activities: Therapy with child (TA present), discussion with TA, face to face feedback to teacher & parent, write notes

To follow visit: Written Programme/Communication Plan with follow up ideas for school and home

Estimated duration of in-school activity: 1 hour (30-40 minutes session with child)

Frequency: Typically 6 sessions through a term - weekly or fortnightly

BOOKING FORM - Therapy Provision

Name of budget holder/administrator:

School/cluster:

Please indicate the Speech & Language Therapy sessions you would like to purchase:

Length of session	Cost	Number of sessions per term
Morning: 4 hrs 9am - 1pm		
Afternoon: 4 hrs 12pm - 4pm		
Full Day: 9am - 4pm		

Signed: Date:

Print Name:

Telephone/email:

Return to: The Service Delivery Team, Integrated Treatment Services, 44 Brook Street, Shepshed, LE12 9RG

Or email to info@integratedtreatments.co.uk

On receipt we will contact you with a draft Service Level Agreement and details of the available therapists.

