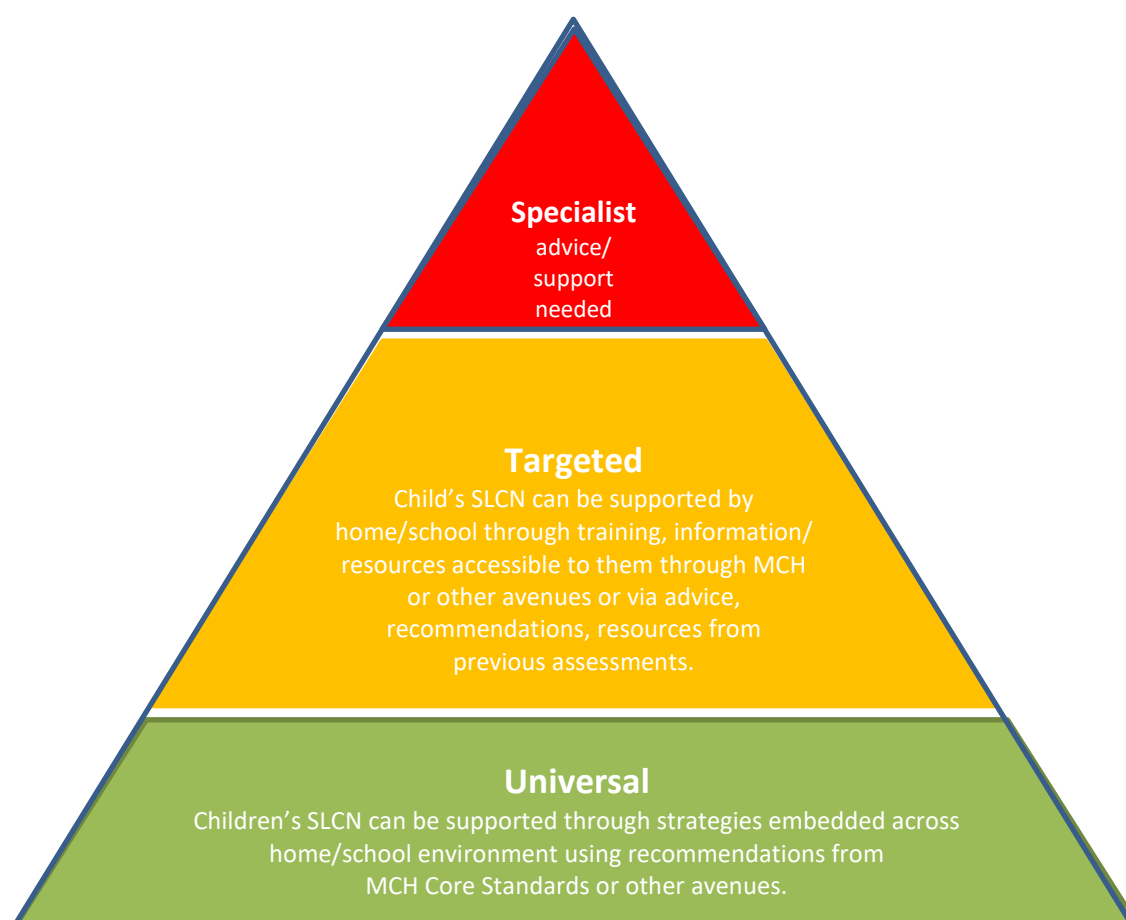


Supporting Speech Language and Communication Needs in Medway Specialist Provisions

Children in special schools or specialist provisions will already have an Education Health Care Plan (EHCP). If a speech and language therapist has contributed advice to the EHCP, there will be recommendations regarding strategies and the level of support your child requires in school to support their speech, language and communication needs.

Specialist provisions are uniquely equipped with the skills and resources to support the communication of children with a range of communication needs on a daily basis. It is the speech and language therapist's role to work with the school and families to best support children's speech, language and communication needs. The speech and language therapist aims to empower parents and schools to understand each child's individual communication needs and implement appropriate approaches and strategies to support that child's communication on a daily basis and help them to meet their potential.

In Medway, support is identified at a universal, targeted and specialist level as recommended by the Better Communication Research Programme and the SEN Code of Practice which refers to a graduated approach to identifying additional health and learning needs for children.



Universal Level

All children benefit from the support strategies and environmental adaptations to support their communication. At this level:

- All schools and settings should clearly identify how they will support SLCN and provide a communication friendly environment, as part of their local offer. Schools can utilise the **National [Communication Commitment](#)** to support them in adapting a whole school approach.
- Strategies as outlined in Medway Core Standards should be implemented. Medway Core Standards training has been offered to schools free of charge.
- All schools should access training at a universal level. In addition to Medway Core standards, we recommend training such as Language for Learning and ELKLAN.
- MCH will develop content on our website [Speech and language therapy resources :: Medway Community Healthcare](#) regarding development of communication skills, available to all parents and education staff.

Targeted Level

All children in special schools (with speech and language advice within their EHCP) have access to this level of support in Medway special schools and specialist provisions. This support is provided in a variety of ways depending on the requirements of the individual setting:

- Every special school and specialist provision has an allocated speech and language therapist(s) to provide advice and guidance as required.
- Regular meetings are offered to the education teams to discuss speech, language and communication needs within their classroom. Staff can also use these meetings to discuss any concerns about children being supported at the targeted level to get additional advice or consider if the child may require further support at the specialist level.
- Tailored training sessions are offered for school staff to meet the SLCN needs of children within their setting

Support is adapted to meet each individual school/provision's needs. All children at this level are also supported at the universal level.

Specialist Level

The majority of children in special schools will have their speech, language and communication needs met through targeted services. In cases where school/parents require additional specialist advice/guidance regarding their child's needs (that cannot be met by the targeted level of support), the speech and language therapist will consider if support is required at the specialist level. Support at this level may include:

- A diagnostic assessment block to determine a functional communication system, that best meets your child's needs.



- Discussion and demonstration of specialist interventions provided by the speech and language therapy team, alongside parents and school staff, with the aim of empowering all those working with the child to continue these interventions moving forward.
- Gathering evidence to inform onward referral to other specialist services, e.g. Kent CAT service for specialist AAC assessment.

For many children, once communication systems have been established and the environment has been adapted to support the child's needs, they may not require ongoing intervention at the specialist level, and their needs will be met by targeted and universal support. Should the child's needs change in the future, they can be discussed at one of the targeted meetings with the school's named SLT to determine if further support at the specialist level is required.

