

What can you do to help us?

We are keen to maintain contact with Families and we hope that this model of working will allow us to strengthen these links.

In return, we would really appreciate it if you could keep us informed of any changes to your contact information or of any important information relating to your child.

This could include:

- Your contact information – phone number or email address
- Your contact preferences
- Your address
- Any updated medical information relating to your child
- Any change to the languages spoken in the Family Home

Please provide any updated information using the SALT email address:

FirwoodSALT@boltonft.nhs.uk



**Thank you for reading this information about our service.
We look forward to supporting your child at Firwood Special School**

**If you have any questions about this information, please contact the
Speech and Language Therapy Team on 01204 462670 or
email FirwoodSALT@boltonft.nhs.uk**

The Paediatric Speech and Language Therapy Team working together with Firwood School



Who we are:

We are a team of Speech and Language Therapists (SALTs) who are employed by Bolton NHS Foundation Trust. We support the communication of the **children and young people** who attend **Firwood Special School**. We also support them if they present with identified feeding difficulties too.

The current members of our team are:

Lyndsey Gibson — SALT
Kathleen Lopuszansky — SALT
Jane Langton — SALT
Faatimah Youssouf—SALT
Leanne York — SALT Assistant

Our Role Within School:

The role of Speech and Language Therapy within special schools has changed. From now on, we will assess the children on our caseload and then use this information to decide whether they need to receive a **Universal, Targeted or Specialist** level of support from us.

Please note that these changes only relate to the children on our communication caseload. Any input relating to feeding and swallowing will remain the same.

What do we mean by Universal, Targeted and Specialist Levels of support?

Universal Level:

In special schools, the environment has been specifically modified in order to meet the communication needs of the children. A **Total Communication Environment** is in operation which means that all children are **consistently exposed to a combination of spoken language, signs, gestures, symbols, objects and pictures** in order to support their functional communication.

School staff consistently embed advice and strategies into interactions with the children throughout the day, using the additional training that they have received on how to support children with communication difficulties. In this way, many of the children in school have their day to day communication needs met already by those around them and do not need additional support from Speech and Language Therapy.

For children where this is the case, we are likely to assess them as needing a **Universal Level** of support. We would then close their referral to our service at their annual review. **However**, this would only happen if we thought that this would have no impact on their current communication skills both at school and at home.

Also, if we were to close your child's referral, this would be discussed with you first and your child could be re-referred back into our service if their needs significantly changed.

If our assessment findings indicate to us that a child has a communication need that is not being met, then they would receive a Targeted or Specialist Level of support.

Targeted Level:

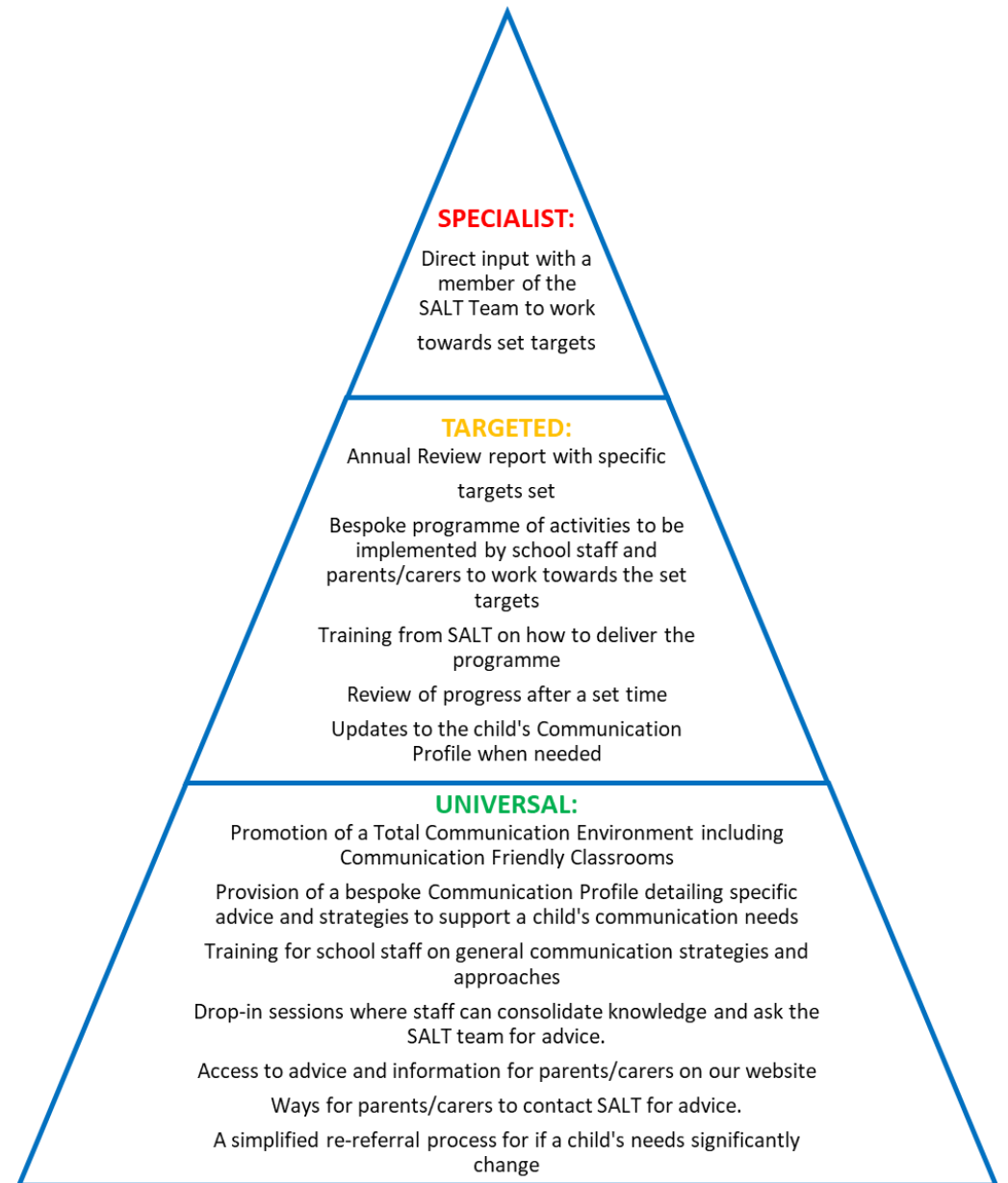
At this level, a child's communication needs will have been assessed as best being met by a SALT providing a programme of specific and targeted activities. However, these activities do not need a SALT to carry them out, with school staff and parents/carers receiving our support and guidance to enable them to work through the programme with the child instead.

Specialist Level:

At this level, a child's communication needs will have been assessed and it will have been determined that these only can be met by a member of the SALT team.



What will my child receive when they are assessed as being at a specific level?



As this is a tiered model, if a child is assessed as being at the Specialist level, they would also have the provision detailed under the Targeted and Universal levels too.

Throughout their time in school, children will move up and down the levels dependent on how their communication needs are presenting at that time.