

SCHOOL CASE STUDY:

Commissioning Speech, Language and Communication Services

AN EXAMPLE OF COMMISSIONING PRACTICE IN SCHOOLS

ROLE: INCLUSION MANAGER (PRIMARY SCHOOL)

What was commissioned?

We commissioned an SLT to come in twice a week to the school. She has offered a range of services including helping us to build a provision map, screening the reception class using Wellcomm, training all EYFS staff to create a communication friendly environment, small group work with children and training staff on specific interventions. Her work has also extended to supporting the school in parent meetings to inform parents of any additional support that their child is receiving.

What process did you use?

When I started at the school I found that there was no specific SLT support offered and after assessing the reception class, it was clear that there was a need for this. So I presented the need to the Head Teacher and explained the impact that buying an SLT in could have on students and staff in the school (including links to OFSTED). Once the Head teacher had approved, I contacted a private SLT company at which I knew a SLT that I had previously worked with when she was training. After specifically requesting her time, she started with us soon after.

How has it gone?

She has been a huge help for the school. We have monitored her work with children at the school by monitoring their progression to check that there has been a positive effect. We have also monitored the effect of training on staff by using staff surveys as well as observing staff member's use of approaches and strategies that she has recommended.

A big perk of the SLT company that we have gone for is how flexible they are and their access to additional resources that they are willing to share with schools buying in their services.

What have you learned from the commissioning process?

Having known the SLT was a bonus for me however what I have learned since buying in her services at the school, is the worth of knowing the extent of what an SLT can offer and what the company package is. I think I've also learned how important it is for both sides (school and SLT) to be open to trying approaches that might not be so familiar to them. I've found that sometimes strategies that the commissioned SLT has recommended to class teachers have required providing extra support internally to help teachers incorporate them into their lessons.

Please Note:

This case study was developed from an interview with schools staff **BEFORE** TCT's 'One Stop Guide' for schools commissioning speech and language therapy services was written. Its inclusion is to demonstrate an example of schools commissioning practice. It does not provide an example of how practice may/ should look after using TCT's 'One Stop Guide'.