

School and S< Service Partnership Agreement

September 2019

1. Contact Information

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2. Introduction

Salford has moved towards an integrated commissioning approach, where there is one, combined budget to procure services and support for children and young people (CYP). The 0-25 integrated commissioning work streams have been under development and an outcome from the SLCN work stream has put together a new specification for the delivery of specialist services. The workforce will include Speech and Language Therapists, Communication Development Workers, Specialist Teachers but also includes expertise from the school SENco, teachers, teaching assistants and families.

This document sets out what the children in your school can expect from specialist services and what commissioners need to happen in schools to make this partnership successful.

The principles of the Thrive model have been applied to this service specification. Thrive is a recognised national model which has been adopted by Greater Manchester and is an integral part of the 0-25 Transformation programme in Salford.

Emphasis is placed on prevention and the promotion of development of the wider system to support children with SLCN, for example, up skilling the wider workforce, supporting children and young people and their families. The framework is based primarily on a model of liaison and consultation. Specialist services such as S< will help support settings in training of staff to deliver interventions at Universal and T1 level and will provide specialist support and intervention at T2 and Specialist levels.

What Thrive looks like for SLCN:



From September 2019, the Joint Commissioners expect provider services (including schools / settings) to integrate their model of delivery for children with SLCN. Schools / settings will be the first line of support for children and young people with SLCN. The school will receive an allocation of time for S< services based on the need expressed in the audit of 2018 and also a range of demographic factors including FSM's number of EHCP's etc. This is to ensure equity of allocation of time from S< service. Schools and the S< service will then work together to meet the needs of the children with SLCN at the school.

3. Services to Schools

Within this partnership, all parties have responsibilities to ensure the successful collaboration impacts positively on young people. Listed below are the responsibilities of each partner. Although this is not an exhaustive list and can be adapted to meet the school needs, it outlines expectations.

4. School Responsibilities

Schools will:

- Designate an appropriate link person (ideally the SENCo) who will be the primary contact and liaison between specialist services and school. The SENCo will meet with the provider to ensure best delivery of services to children within the school and take responsibility for joint decisions regarding how to meet SLCN in the school.
- Ensure that the senior leadership and Governing Body of the school are committed to the initiative and their key roles within that partnership.
- School will provide an appropriate environment for the delivery of specialist interventions, assessments and appointments or meeting with families which require a quiet, undisturbed room suitable for children.
- Facilitate parental attendance for assessments / meetings with the therapist and schools.
- Provide visiting staff with information about general school issues which may affect the delivery of the service. This includes holiday patterns and any changes to schedules/timetables.
- Include the link therapist on the mailing list when distributing relevant emails.
- Provide access to school's signing in system, specific health and safety information, key safeguarding information etc.
- Ensure advice and support / intervention programmes are followed up in a timely fashion, by an appropriate staff member.
- Set shared targets for individual pupils and track their progress.
- Be aware that the allocation of time from S< service includes statutory duties such as writing reports, writing notes, EHCP advice etc.; this may be carried out off the school site.
- School to ensure S< is informed of Annual review meetings at least 3 weeks of the date in order for S< to provide report.
- Build up a bank of SLCN resources to be used and shared and engage in the training of how best to use these to impact on need.
- Endeavour to achieve Communication Friendly School status. School has a commitment to first wave Communication Friendly learning environments and teaching strategies.
- Ensure evidence from any relevant educational screening, assessments or tests are shared with the service provider. This may include Wellcomm, TALC, EYFS profile and from any relevant SEND tracking or reports.
- Encourage staff attendance at relevant training to support their understanding and management of SLCN.
- Aim to have at least one member of ELKLAN accredited staff in school.
- Agree to apply and use the agreed SLCN definitions and LA SEND category definitions.
- Follow and publish the agreed SLCN Support and Referral Pathways.
- Commit to the appropriate use of SEND funding; use of SEND funding to meet children's assessed needs.
- Implement the recommended SLCN IEPs and Interventions.
- Commit to sharing SLCN good practice.
- Promote the use of 'Speak up Salford' website and add a link on their school website (www.speakupsalford.nhs.uk)

- Be aware there may be trainees accompanying the professionals in school.

5. Wider Cluster Responsibilities

In the spirit of collaboration and the family cluster network, the cluster should collaborate to encourage the implementation of the agreement and to maximise the impact of the service in all schools within the cluster. The cluster should consider its duty to raise standards when considering how the service is used within the cluster or family of schools.

Clusters may:

- Consider collaborating and pooling each schools hours to form a cluster pool which will maximize impact
- Host joint CPD opportunities with S< services
- Share other SLCN expertise across the cluster
- Appoint a designated link person from each school in the cluster to meet to discuss common issues or how to best use the service across the cluster

5. Service Responsibilities

The S< service will:

- Provide a named Qualified Speech and Language Therapist to each school as a link therapist.
- Provide access to other clinical specialists for advice, support and second opinions.
- Obtain Parental consent to assess and provide interventions for a child.
- Ensure that visiting staff will read all relevant school policies and make regular contact with the designation key link person.
- Ensure that schools will be given the number of days allocated for the whole academic year to aid with planning.
- Ensure that school receive agreed visit dates in advance to allow schools to plan for this. Should changes occur, schools will be given notice of change as soon as possible.
- Invite families in to school so they can be involved in their child's speech and language support.
- Services should share any pupils already known to service and model appropriate interventions to school staff. Early notification to schools of any pupils known to service who are moving to the school (e.g. Nursery intake).
- Provide resources to be used by the school for SLCN support and model how best to use these materials.
- Advise the school on commissioning appropriate resources which would be classified as reasonable adjustments under the Disability Discrimination Act (2010).
- Attend school based reviews and EHCP/SEND reviews wherever possible and in the context of service delivery across Salford.
- Provide staff training to enable SLCN programmes to continue in school. This may be school or cluster based and will be agreed as part of the visit planning process. (Additional training can be commissioned from Enhanced services). Set shared targets for individual pupils and track their progress.
- Use the agreed SLCN definitions and LA SEND category definitions.
- Identify and signpost school staff to relevant specialist training, expertise, initiatives or policy changes as required
- Encourage the use of the 'Speak Up Salford' website (www.speakupsalford.nhs.uk)
- Keep a record of visit indicating actions/advice given and follow up requirements etc. will be completed following each visit. This will be on a standard record of visit format.
- Set agreed targets for pupils and share these with the school.
- Support schools to meet the needs of the wide range of children with SLCN for whom schools have educational responsibility.
- Meet regularly with the Head /Senco to plan provision and work together in partnership to meet the SLCN of the children attending the school (including the nursery).

- Provide specialist assessment and advice.
- Be required to carry out their statutory responsibilities such as assessment and EHCP advice preparation. This time is part of the school allocation.

7. If things go wrong

If any concerns or issues arise either from the School or S< perspective in terms of delivery of service, a collaborative approach is to be followed. Staff members from respective organisations have a duty to follow Salford Safeguarding procedures.

- Regular discussions should occur between school / S< staff about how service is going, any problems e.g. meeting times / solutions discussed. If any issues arise, services will seek informal resolution in the first instance involving service managers as appropriate.
- If a solution is not found, S< service can raise through Health / Education Liaison meetings (held monthly); Schools are able to escalate to Geoff Catterall - geoff.catterall@salford.gov.uk

8. Agreement Signed (September 2019)

PLEASE SIGN AND RETURN TO SLCN@salford.gov.uk by December 2019

S< Service	School
Name:	School name:
Role:	Name:
Signed:	Role:
Date:	Signed:
Name of Link Therapist:	Date:

9. Review Arrangement

This partnership agreement document will be reviewed annually by the commissioners and redistributed with the annual allocation of S< time.

Schools should ensure they feedback any review outcomes to the S< for consideration, prior to the annual renewal.