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| **Working Together Agreement**  BCHC Speech and Language Therapy and School | |
| This document details information to allow successful collaboration between NHS Speech and Language Therapy (SaLT) and school, working within the Balanced System® framework. It should be signed by the Link Speech and Language Therapist (SaLT) and SENCO. The term SENCO will be used throughout this document to refer to the SENCO or equivalent in school.  **What is the Balanced System®?**  The Balanced System® framework is a way of making sure that in a school or local area, the right provisions are available for parents, carers, and professionals to help children and young people develop their speech, language and communication (SLC). The framework is organised in five outcome-led strands (family support, environment, workforce, identification, intervention) across three levels of support (universal, targeted, specialist). All of these are important to get the whole system working at its best. [www.thebalancedsystem.org](http://www.thebalancedsystem.org)  **How does the BCHC NHS Speech and Language Therapy Service work for school age children and young people?**   * SaLT support for school age children and young people is primarily delivered in school. * Link SaLTs are allocated a set number of days across an academic year to work with schools to develop and deliver provision at a universal, targeted and specialist level to support children’s speech, language and communication. Children may need to wait for specific SaLT assessment and intervention if required but should be accessing school-led universal and targeted support during this time. * Link SaLTs work with children from Reception upwards. If a school has concerns regarding nursery-aged children, they will need to follow the SaLT Early Years referral process: [www.bhamcommunity.nhs.uk/childrens-slt-referrals](http://www.bhamcommunity.nhs.uk/childrens-slt-referrals) | |
| ***Equality, Diversity, and Inclusion, and Zero Tolerance of Bullying or Harassment***  BCHC NHS foundation Trust is committed to ensuring good practices so that the services provided are fair and accessible to everyone. As an inclusive employer, BCHC promote equality for staff, ensuring everyone gets the dignity and respect they deserve and that their differences are celebrated. BCHC are committed to becoming an actively anti-racist organisation, which challenges racist behaviours and actively works to oppose racial prejudice. In addition, there is zero tolerance of any form of intimidation or harassment. BCHC understands that these values are shared by colleagues in Education and the Local Authority. | |
| **The Speech and Language Therapy Service will:** | **Comments** |
| Allocate time to a Link SaLT to work with the school for a set number of days across the academic year. The Link SaLT will be suitably qualified, trained, DBS checked and registered with appropriate regulatory bodies.   * The SaLT School Age Coordinator (SACO) will e-mail the school SENCO at the start of the academic year to advise how many days have been allocated. * The Link SaLT will agree dates to come into school with the SENCO at the start of each half term or term. * The Link SaLT will provide proof of ID and DBS (in the form of a letter) during the initial visit to the school, which school can photocopy. * SaLT management will liaise with the SENCO if the Link SaLT requires any reasonable adjustments to work within school. * The Link SaLT will complete a risk assessment following their first visit to the school, indicating any risks related to security, moving and handling, health and safety etc. * The Link SaLT will organise their working day to allow time for face-to-face work and clinical admin (e.g. phone calls, report writing, planning for assessments/ interventions, preparing training materials). The Link SaLT will liaise with the SENCO to discuss how much time will be spent in school and how much time will be spent off site for each visit. The Link SaLT has professional and clinical responsibilities to keep records, writing clinical case notes within 24 hours. * The Link SaLT will try to re-arrange visits due to unplanned absence (e.g. short-term sickness) but this may not be possible all of the time. There is no additional capacity within the SaLT service to cover long term staff sickness, maternity leave, vacancy or other circumstances beyond the control of the service, therefore it may not always be possible for a Link SaLT to provide the full number of allocated days in an academic year. There is no additional capacity to carry visits over to a new academic year. |  |
| * Support SaLT assistants, SaLT students, SaLT apprentices and interpreters to work with Link SaLTs and schools as appropriate. The time allocated to this work will be agreed by the SaLT service and school as needed. All members of staff will have proof of ID and DBS (in the form of a letter), which school can photocopy. |  |
| Support Link SaLTs to work collaboratively with the school:   * The Link SaLT will complete the Whole School Communication Plan with the SENCO in the autumn term. The Link SaLT and SENCO will agree areas of focus and actions. * The Link SaLT will attend at least one Multi-Agency Planning meeting per academic year. * The Link SaLT’s work may include a range of activities, many of which will support school to implement the Ordinarily Available Guidance e.g. discussions with school staff and parents around universal and targeted strategies, training for school staff to enhance the school’s universal/targeted offer, coffee mornings/workshops for parents/carers, establishing and monitoring school-led targeted intervention groups, classroom observations and audits, liaison with parent/carers, school staff and other professionals about specific children, working with parents/carers and school staff in assessment and therapy, specialist assessment and therapy, clinical note writing, report writing. |  |
| Support Link SaLTs to provide written information to schools and parents/carers in a timely way:   * The Link SaLT will write a short report at a clinically appropriate time for the child, their family and school. Detailed reports can be written on request of the school where needed, e.g. to support with an application of a SEN Support Provision Plan or Education Health and Care Plan assessment. * SENCOs will receive reports within a 2-week timeframe following the last SaLT contact (e.g. working with the child in school, speaking with parent/carer over the phone) unless the Link SaLT is waiting until their next allocated day for the school, in order to complete the report. Link SaLTs who are newly qualified require reports to be checked by a senior SaLT some of the time, therefore SENCOs will receive reports from newly qualified Link SaLTs within a 4-week timeframe. The Link SaLT will inform the school when the report will be received by. * The Link SaLT and SENCO will agree whether school or the SaLT administrative team will distribute reports to parents/carers. |  |
| Contribute to the Education, Health and Care Plan (EHCP) needs assessment process within 6 weeks of the service receiving the request:   * Link SaLTs must prioritise time within their allocation for a school to complete a SaLT assessment and write a report. * Link SaLTs will work with pupils with EHCPs if they have capacity to do so and it is clinically appropriate for the child, however the SaLT service are not commissioned to deliver provision within EHCPs. |  |

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| **The school will:** | **Comments** |
| Support the Link SaLT to work within school:   * The SENCO will offer the Link SaLT a brief induction to the school e.g. showing the Link SaLT around the school, sharing key information about the school building. The school will allow the Link SaLT to have free movement around the school, where possible. * The SENCO will engage in discussions with SaLT management if the Link SaLT requires reasonable adjustments to work within school. * The SENCO will agree dates with the Link SaLT for them to come into school. The SENCO will contact the Link SaLT if they are unable to accommodate them on a planned visit. * The SENCO will allocate an appropriate space for the Link SaLT to work. This may include a quiet space to work with children, a private space to meet with or to make confidential phone calls to parents/carers and a desk/adult sized table and chair to work at to complete clinical admin. * The SENCO will support the Link SaLT to access school Wi-Fi and a school photocopier, where possible. * The SENCO will inform the Link SaLT of the school’s safeguarding policies and named Designated Safeguarding Leads. |  |
| Work with the Link SaLT to develop provision for speech, language and communication:   * The SENCO will meet with the Link SaLT for a minimum of 1 hour in the autumn term to complete the Whole School Communication Plan and throughout the academic year as needed to plan SaLT support. * The SENCO will meet with the Link SaLT to discuss children referred to SaLT and facilitate opportunities for SaLT to liaise with class teachers, teaching assistants, and other professionals; working as a team to ensure support for children is effective and tailored to their needs. * The SENCO will work with the Link SaLT to develop universal and targeted provision, as appropriate e.g. timetabling targeted groups led by teaching assistants, organising and supporting SaLT training for school staff. * The SENCO will ensure verbal consent is obtained from a child’s parent/carer and complete the SaLT consent form before a child is discussed with SaLT. The SENCO will e-mail the completed consent form to the Link SaLT and provide parents/carers with a SaLT information for parents/carers letter. * The SENCO will facilitate school staff to take part in SaLT assessment and therapy sessions as appropriate. * The SENCO will share important information about children known the SaLT with the Link SaLT. This includes safeguarding information and information about challenging behaviours or individual risk assessments. The SENCO will ensure that the Link SaLT is advised of specific behaviour management strategies or that they are supervised by a member of school staff who can implement these strategies. * The SENCO will ensure that information about a child’s speech, language and communication needs is passed on to appropriate school staff if staffing changes (e.g. a change of 1:1 TA, child moves to a new class). |  |

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| **Confirmation of Agreement** | |
| I agree to work collaboratively with Speech and Language Therapy, as per details on the Working Together Agreement.  I agree that if school’s responsibilities are not upheld, the Speech and Language Therapy management team will contact the SENCO and/or Senior Leadership Team in school. | I agree to work collaboratively with the school, as per details on the Working Together Agreement.  I agree that if SaLT’s responsibilities are not upheld, the school SENCO or Senior Leadership Team will contact the SaLT School Age Coordinator. |
| SENCO: | Speech and Language Therapist: |
| Signed: | Signed: |
| Date: | Date: |

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| **Speech and Language Therapy Contact Details** | |
| **School Age Coordinators (SACOs):** | |
| * Central - [anja.primbs@nhs.net](mailto:anja.primbs@nhs.net) | * South-West - [karin.mcdonald@nhs.net](mailto:karin.mcdonald@nhs.net) |
| * East - [tamsin.ruane@nhs.net](mailto:tamsin.ruane@nhs.net) | * North - [kirsten.newman@nhs.net](mailto:kirsten.newman@nhs.net) |
| * South - [claire.davies85@nhs.net](mailto:claire.davies85@nhs.net) | * North-West - [hannah.bradley27@nhs.net](mailto:hannah.bradley27@nhs.net) |
| * Special Schools - [joanne.white35@nhs.net](mailto:joanne.white35@nhs.net) |  |
| **Advice Line:** 0121 466 6231 | |
| **Admin:** 0121 466 3370 / [bchnt.childrens.slt@nhs.net](mailto:bchnt.childrens.slt@nhs.net) | |
| **Website:** [www.bhamcommunity.nhs.uk/childrens-slt](http://www.bhamcommunity.nhs.uk/childrens-slt) | |