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South West Yorkshire Partnership
NHS Foundation Trust



Student Information Pack

Children's Speech and Language Therapy

The Lodge, Kendray Hospital
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www.barnsleyspeechtherapy.co.uk



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Welcome and Introduction

Welcome to Barnsley Children's Speech and Language Therapy Department. We hope you enjoy your placement with us.

Our Philosophy of Practice (who we are and what we do)

- We are an experienced and friendly team, with staff who are highly skilled across a range of clinical backgrounds. We see children and young people with speech, language, communication and eating/ drinking difficulties.
- We aim to provide a high quality, helpful, equitable and positive service to children, families, professionals and also to students who have placements with us. We use professional clinical guidelines, research evidence and clinical experience to provide the safest and best practice for our clients.
- We assess and offer therapy in episodes of care. We tailor these to the child's clinical needs. We offer timely intervention without waiting lists. The same therapist sees the child from assessment to discharge. We give advice, strategies and training to others to help them manage the child's speech, language, communication, eating and drinking difficulties.
- Our feedback from parents, professionals and students is excellent. We pride ourselves in being an excellent placement provider to ensure that students gain in confidence and experience.

This pack will give you some information about our service and help you to plan and organise your placement with us. Some of this information is also on the PPQA website (Practice Placement Quality Assurance – www.healthcareplacements.co.uk)

Please have a look on our website www.barnsleyspeechtherapy.co.uk. This will give you more information about us, including:

- Who we are
- Where we work (including contact details and maps)
- What we do (including assessment, treatment and discharge)
- How people refer to us
- Our referral criteria, and how this fits in with developmental norms
- Our service and how we work
- Who we work with (including other professionals)
- Where you can find more useful information related to speech and language therapy, including links to relevant agencies

This placement is your opportunity to develop as a clinician. Let your therapist(s) know of any specific assignments, case reports or learning tasks you need to complete, but be realistic, clinicians still have their job to do. If you have a question, ask it; if you have an idea, offer it; if you think of something the clinician forgot, remind them (Gently! We are human).



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Identification

Please bring your current DBS check (Disclosure and Barring Service) and photo I.D. (student badge) every day – these are now required for safeguarding purposes.

How to get the most out of your placement....

Before your placement....

- ❖ Please read through this pack and look at our website – there is lots of useful information, and things you we'd like you to know before you start.
- ❖ You will be told who your therapist is, and how to contact them. You will be sent a placement timetable which will tell you where you will be working. Check time/ location/ meeting arrangements.
- ❖ Please read your University placement pack (e.g. aims and expectations, case reports, assignments, assessment, etc).
- ❖ Think about your learning goals and bring these with you. The therapist will discuss these with you on your first day so that your aims can be met by the end of the placement. Your therapist may have some goals for you too.
- ❖ If you want any further recommendations for reading please ask your therapist, as there may be something relevant to the specific caseload.
- ❖ Your therapist will have sent you some information on safeguarding and clinical record keeping – please ensure that you read this

During your placement...

- ❖ There is an induction checklist in this pack. Your therapist will discuss this with you on your first day. This will give you important health and safety information, and clinical policies/ protocols.
- ❖ If you have any questions or if anything is unclear, please do not hesitate to ask your therapist. We want you to ask questions!!!
- ❖ There may be times when your therapist is busy. Please use this time for your learning (e.g. to read/ look through assessments, children's files, plan the next session, write 'mock' reports or casenotes, etc.) We want you to make the most of your time with us, so feel free to use your initiative in whatever way helps you most.

At the end of your placement...

- ❖ We will give you feedback on your placement. We will send your report to you and your department.
- ❖ Please complete the feedback questionnaire and return it to us before you leave. We want to offer the best experience we can to all our students in



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Barnsley, and we appreciate your comments – these help us to improve the learning opportunities for future students.

- ❖ Please complete the evaluation on the PPQA website.

About us - The Children's Speech and Language Therapy Department

Caseload

We provide assessment and intervention for children up to 18 years. We work in hospitals, home, nurseries, children's centres, community clinics, mainstream and special schools. Some therapists also deliver training as part of their role, which takes place in a variety of locations local to Barnsley. Please see our website for more information: www.barnsleyspeechtherapy.co.uk

Where we work

We work in localities across Barnsley. There are 5 localities, each managed by a Locality Lead therapist - you may be based in one locality or with therapists from different localities. We are all based at Kendray Hospital.

How we work

We work in episodes of care. This means that we:

- Assess the child and find out what they need to practice first.
- Show parents, carers and other professionals how to do the practise.
- Sometimes offer training to parents and professionals.
- Sometimes refer the child to other professionals.
- Discharge once everyone knows how to practise the first steps.
- Tell parents and professionals when and how to refer again.



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Dysphagia Placements

Some students have part or all of a placement with a dysphagia therapist. You will be made aware of this when you contact the therapist responsible for your placement to arrange attendance.

The Royal College of Speech and Language Therapists (RCSLT) now have a dysphagia competency framework which helps you to track your experience and development in the field of dysphagia. You should have been made aware of this by your university. The document can be found on the RCSLT website, or follow the link below:

http://www.rcslt.org/members/clinical_areas/dysphagia/training_competency_framework

Students are encouraged to complete relevant sections of Level A and Level B of the framework, depending on experience. It is your responsibility to complete any areas of the competency framework and ensure they are signed by the therapist on your placement with us. Instructions for how to complete the document are in the RCSLT document, but we recommend:

- Writing a brief description of what you have done/observed/read
- Writing a brief reflection of how this has extended your learning and informed your practice

We will sign off any areas of the competency we agree have been achieved on a placement with us. However this only applies to the competency during your time with us, and does not apply to your future practice.



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Frequently asked questions

How do I get there?

- See www.travelsouthyorkshire.co.uk
- By train: Barnsley interchange Tel:01226 202666
- By car: maps on our website. There can be limited car parking.
- If you're lost or late, please ring the therapist or clerical officer (01226 644331)

When should I arrive?

- Check with your therapist. Most therapists work 8.30 to 4.30 or 9.00 to 5.00
- Please arrive promptly to maintain the usual timetable for clinics and visits. Your clinician may require you to start earlier in order to get to outlying clinics or schools, or they may ask you to make your own way to the clinic.

What if I'm late?

- We expect you to arrive promptly but understand that there can be unforeseen circumstances. Let us know as soon as you can.
- Telephone our clerical officers at Kendray Hospital – they will let the therapist know – 01226 644331

What should I do when I arrive?

- Check with your therapist before you start the placement for your setting.
- Many clinics/ schools need you to sign in and out for safeguarding and fire safety purposes – your therapist will tell you about this.

What about lunch?

- Please bring your own lunch and a drink. Not all settings have a shop nearby or facilities on site.

What should I wear?

- Please dress smart-casual but dress appropriately for a clinical setting. You may need to work on the floor, outside (e.g. playground observations), and attend meetings.
- No denim
- High heels/ open- toed sandals are not recommended
- Please tie long hair.

What if I'm ill?

- Please ring the therapist or one of our clerical officers at Kendray Hospital – 01226 644331 - as early as you can (by 8.00am) on the day. If you have been ill, please ring by 2.00pm the day before you expect to return.
- We need to know what the illness is, as some illnesses may require you to remain away from clinic for a period of time.
- You may be able to negotiate an extra day, or on block placements, change your study day to ensure you have sufficient placement hours.
- You will also need to let your University department know.



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Recommended References

We do not expect you to read all of these! Have a look at your client group and select what is appropriate. Your therapist will be able to help you.

General

- Anderson, C. & Van der Gaag, A. (2005). *Speech and Language Therapy: Issues in Professional Practice*. London: Whurr Publishers.
- Bray, M., Todd, C., and Ross, A. (2005). *Speech and Language: Clinical Process and Practice* (2nd ed.). Wiley-Blackwell.
- Buckley, B. (2003). *Children's Communication Skills from Birth to Five Years*. Oxon: Routledge.
- Clegg, J. (2009). Children's Speech and Language Difficulties. In M. Gelder, N. Andreason, J. Lopez-Ibor, & J. Geddes (Eds.), *New Oxford Textbook of Psychiatry* (2nd ed.). Oxford: Oxford University Press. (Useful summary of variety of difficulties and differential diagnosis e.g. Autism versus Specific Language Impairment).
- Kersner, M. and Wright, J. A. (2012). *Speech and Language Therapy: The decision making process when working with children* (2nd ed.). Oxon: Routledge.
- Sharma, A. & Cockerill, H. (2014). *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress*. Oxon: Routledge.

Language

- Bishop, D, V, M. (2006). What Causes Specific Language Impairment in Children. *Current Directions in Psychological Science*, 15, 217-221.

Phonology

- Dodd, B., Holm, A., Hua, Z., & Crosbie, S. (2003). Phonological development: a normative study of British English-speaking children. *Clinical Linguistics & Phonetics*. 17(8), 617-643.
- Stackhouse, J. and Wells, B. (1997) *Children's Speech and Literacy Difficulties*. London: Whurr Publishers

Speech

- Bowen, C. (2009). *Children's speech sound disorders*. West Sussex: Wiley-Blackwell.
- Crosbie, S., Holm, A., & Bodd, B. (2005). Intervention for Children with Severe Speech Disorder: A comparison of two approaches. *International Journal of Language and Communication Disorders*, 40, 467-491.



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Dysphagia

- Logemann, J, A. (1997) *Evaluation and Treatment of Swallowing Disorder*. Pro-Ed Australia
- Winstock, A. (2005) *Eating and Drinking Difficulties in Children*. Bicester: Whurr Publishers

Stammering

- Kelman, E. & Nicholas, A. (2008) *Practical Intervention for Early Childhood Stammering. Palin PCI Approach*. London: Speechmark.
- Stewart, T. and Turnbull, S. (2007) *Working with Dysfluent Children*. Brackley: Speechmark Publishing.

Children with Learning Difficulties and Developmental Disorders

- Abudarham, S. & Hurd, A. (2002) *Management of Communication Needs In People with Learning Disability*. Whurr, London
- O’Kane, J, C. & Goldbart, J. (1998) *Communication Before Speech: Development and Assessment*. London: David Fulton Publishers.
- Paul, R. (2007) *Language Disorders from infancy through Adolescence* (3rd Edition). Mosby Elsevier.

Autism Spectrum Disorder

- Frost, L. & Bondy, A. (2002) *PECS: The picture exchange communication system*,. Pyramid Educational Consultants.
- Lord, C et al (2011) Autism Spectrum Disorders: General Overview. In Howlin, P., Charman, T. & Ghaziuddin, M. (eds). *The SAGE handbook of developmental disorders*. London: Sage Publications Ltd.
- Plimley, L (2005) Supporting pupils with Autistic Spectrum Disorders; a guide for school support staff. Plimley, L & Bowen, M. London: Paul Chapman.

Intensive Interaction

- Nind, M. & Hewitt, D. (2006) *Access to Communication: Developing the basics of communication for people who have severe learning disabilities through intensive interaction*. London: David Fulton Publishers.



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Useful Websites

www.barnsleyspeechtherapy.co.uk

- Our department website. There are links to other websites – follow ‘useful links’.

<http://www.elklan.co.uk/>

- Lots of information about ELKLAN training course, some of which you might observe as part of your placement

www.bild.org.uk/factsheets/intensive_interaction.htm; www.davehewett.com; www.intensiveinteraction.co.uk;

- Useful websites if you’re doing intensive interaction on your placement

www.cdc.gov/ncbddd/autism/hcp-dsm.html and www.info.autism.org.uk

- Guidelines on the diagnosis of Autism using the most up to date diagnostic criteria (the DSM-5).

www.communication4all.co.uk

- Good resources around speech, phonological awareness and language

www.dyspraxiafoundation.org.uk

- Lots of information about dyspraxia – useful links for advice to families and schools too

www.ican.org.uk

- ICAN is the children’s communication charity. They are experts in helping children develop speech, language and communication skills.

www.makaton.org

- The Makaton homepage. Lots of useful information about Makaton.

www.nottingham.gov.uk/CHttpHandler.ashx?id=2216&p=0

- Useful summary of Attention Levels and Strategies (based on Cooper, Moodley and Reynell, 1978)

www.speech-language-therapy.com

- This is the Caroline Bowen website (a highly experienced Australian therapist)
- Lots of useful information about speech and language development, milestones and approaches to therapy. Excellent therapy resources.

www.stammeringcentre.org and www.stammering.org

- These are 2 centres of excellence on stammering - The Michael Palin Centre (MPC) and The British Stammering Association (BSA).
- Follow links on the MPC website to an excellent dvd clip about stammering. There its lots of other useful information on these websites too.



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Common Abbreviations

AAC – Alternative and Augmentative Communication

ACE – Assessment of Comprehension and Expression

ASD – Autism Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

BESST – Barnsley Education Specialist Support Team (previously CAIT – Communication and Interaction team)

CAF – Common Assessment Framework

CELF – Clinical Evaluation of Language Fundamentals

CIN – Child in Need

CNN – Community Nursery Nurse

CPP – Child Protection Plan

DLS – Derbyshire Language Scheme

EHA – Early Help Assessment

EHCP – Education, Health and Care plan (Previously statements of SEN)

EYFS – Early Years Foundation Stage

HV – Health Visitor

LAC – Looked After Child

NAD – No abnormalities Detected

OT – Occupational Therapy

PCI – Parent Child Interaction

PECS – Picture Exchange Communication System

PIA – Professional Input and Advice

PPQA – Practice Placement Quality Assurance

RAPT – Renfrew Action Picture Test

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

TA – Teaching Assistant

TAC – Team round the Child

TAF – Team around the Family

TALC – Test of Language Comprehension

VPD/VPI – Velopharyngeal Dysfunction/Insufficiency

WNL – Within Normal Limits



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Induction Checklist for Students

This checklist is to make you aware of all the relevant information to help you feel confident in your placement. Please complete with your clinician. You do not need to complete all of it on your 1st day.

Induction Checklist	Tick when completed
Welcome to department: <ul style="list-style-type: none"> • expected time of arrival and departure • exchange telephone numbers 	<input type="checkbox"/>
Discuss timetable: Placement dates Placement locations	<input type="checkbox"/>
Discuss objectives of placement (refer to University placement pack)	<input type="checkbox"/>
Absence notification	<input type="checkbox"/>
Tour of location, access to rooms, toilets, staffroom, car parking	<input type="checkbox"/>
Introduce to relevant members of staff	<input type="checkbox"/>
Discuss risk assessments, protocols and procedures: <ul style="list-style-type: none"> • Health and Safety • Clinic risk assessments, • fire regulations, precautions • personal safety and security • identity and location of first aider/ first aid box • identification (DBS, name badge) • Datix: incident reporting procedure • Safeguarding 	<input type="checkbox"/>
Discuss quality standards: <ul style="list-style-type: none"> • record-keeping standards • confidentiality 	<input type="checkbox"/>
Make aware, check understanding of smoking, energy-saving issues	<input type="checkbox"/>
Student to create login for PPQA (Practice Placement Quality Assurance) by going on to the website and clicking on 'students – new student user – register here'. For SLT's to register follow the link for mentors/practice educators. This is so the student can leave feedback at the end of the placement. www.healthcareplacements.co.uk	<input type="checkbox"/>
Opportunity to ask questions	<input type="checkbox"/>
Signed: Therapist	Date:
Name:	
Signed: Student	Date:
Name:	



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Record of Attendance

Student name	Date of Placement	Sessions attended



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Feedback Questionnaire

Children’s Speech and Language Therapy Department

In order to provide good quality clinical learning for future students we would like to know about your experiences here in Barnsley. Please take a few moments to complete this questionnaire and return it to us in the envelope provided.

Ratings: 1 very poor ; 2 poor; 3 average; 4 good; 5 very good

	Please circle
1. How helpful was the induction pack?	1 2 3 4 5
2. How would you grade your placement overall?	1 2 3 4 5
3. How would you rate your clinical/ learning experience?	1 2 3 4 5
4. How would you rate the support and guidance from your therapist?	1 2 3 4 5
5. How would you rate the feedback you gained from your clinician?	1 2 3 4 5
6. Induction pack – what would you change/ add?	
7. Please comment on the amount of work expected from you by your therapist	
8. Were you able to plan for and work with an appropriate number of clients? Please comment.	
9. Do you feel your aims/ goals for the placement were met? Please comment.	
10. Any other comments? Please continue over the page if needed.	

We would also ask that you leave feedback about the placement on www.healthcareplacements.co.uk. Thank you for your feedback. It is appreciated and used for future placements.