

## **St Helens Paediatric Speech & Language Therapy Service**

**Training Evaluation Report August 2016**

A decorative graphic consisting of several overlapping, wavy bands of blue in various shades, ranging from light to dark, positioned on the left side of the page.

**Quality first and foremost**

# Introduction

## About the Children's Speech and Language Therapy Service

The Children's Speech and Language Therapy Service provides evidence based services that supports children and young people with speech, language and communication difficulties and/or eating and drinking difficulties.

Our aim is for children to communicate to the best of their ability so they can join in successfully with all aspects of home, school and community life.

## Delivery of Training Sessions

The service has undertaken training within primary schools across the borough with the aim of raising awareness and enabling educators to identify children with speech, language and communication difficulties in mainstream classrooms and also to empower them with a range of strategies to put into place to support these children and to create communication-friendly environments for all.

Of the 55 mainstream primary schools within the borough 33 took part, with a total of 613 education staff attending a training session and 539 submitting a training evaluation.

This report summarises the results of the evaluation, showing where the training was felt to be most useful and areas where the feedback has provided an opportunity to further increase the value of training sessions in the future.

## Overall view of the session

Attendees were asked to rate the training session overall from poor to very good. 64% of respondents felt the course was very good and 95% felt it was good or very good.

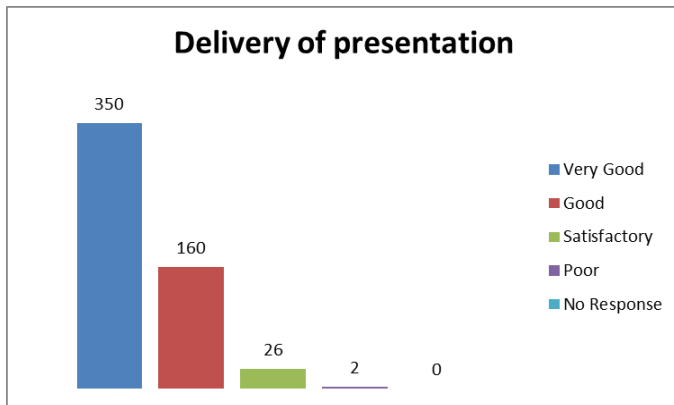
School	Attendees	Responses	% v good or good	% v good
Birchley St Mary's	9	9	100%	100%
Bleak Hill	11	10	100%	80%
Broad Oak	70	30	67%	17%
Brook Lodge	8	8	100%	100%
Chapel End	25	21	81%	38%
Corpus Christi	20	18	100%	100%
District CofE	5	5	100%	100%
Eaves	27	27	89%	70%
Garswood	15	15	100%	87%
Haydock English Martyrs	15	15	100%	93%
Holy Cross	11	11	100%	64%
Lyme	15	15	80%	80%
Merton Bank	16	16	75%	63%
Oakdene	13	11	100%	91%
Parish Church	21	20	100%	90%
Queens Park	16	14	100%	21%
Rainford CofE	12	12	100%	100%
Rivington	25	25	100%	52%
St Aiden's	15	15	100%	60%
St Anne's	8	8	100%	100%
St Ann's Rainhill	13	11	100%	27%
St Austin's	14	14	100%	50%
St James's	8	8	100%	100%
St Mary & St Thomas	22	18	89%	44%
St Mary's N-le-W	15	15	100%	80%
St Peter & St Paul	15	15	100%	47%
St Peter's N-le-W	20	18	94%	39%
St Teresa's	11	11	100%	82%
St Theresa's Cannon St	16	14	100%	86%
St Thomas of Canterbury	16	16	100%	88%
Sutton Manor	20	20	100%	55%
Sutton Oak	30	18	94%	39%
Thatto Heath	31	31	100%	52%
The Rectory	25	25	100%	60%
<b>Total</b>	<b>613</b>	<b>539</b>	<b>95%</b>	<b>64%</b>

*“ Very good introduction/overview. Lots of ideas to think about assessing pupils with more focus- improved my knowledge”*

## Delivery of presentation

Each session was delivered by two members of the Speech and Language Therapy team and consisted of a balance of information-sharing, group discussions and practical activities, covering all aspects of speech, language and communication.

The delivery was positively received by attendees. 65 % of respondents felt that the delivery was very good and 94% felt that the delivery was good or very good.



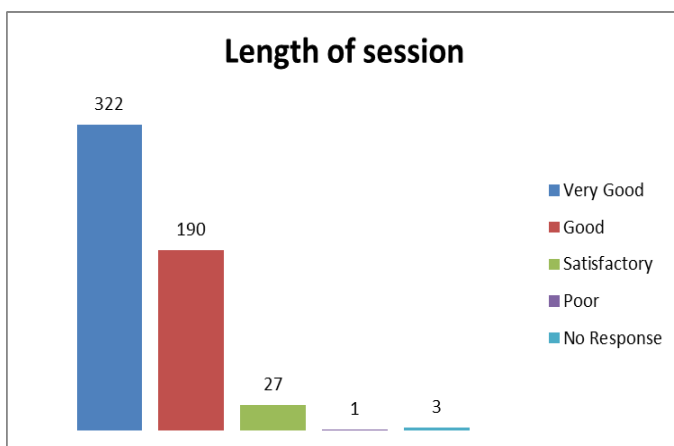
*“The trainers were very clear and gave lots of good examples”*

*“Excellent, informative, very well presented. Thank you”*

## Length of session

The length of each session could vary according to the number of attendees and discussions within the group but the presentation was scheduled to run for approximately two hours. The aim was to give enough time to the content and subsequent discussion, balanced with the busy school schedule.

Feedback from majority was that the length of the session was appropriate, 60% said it was good and 95% said it was good or very good.

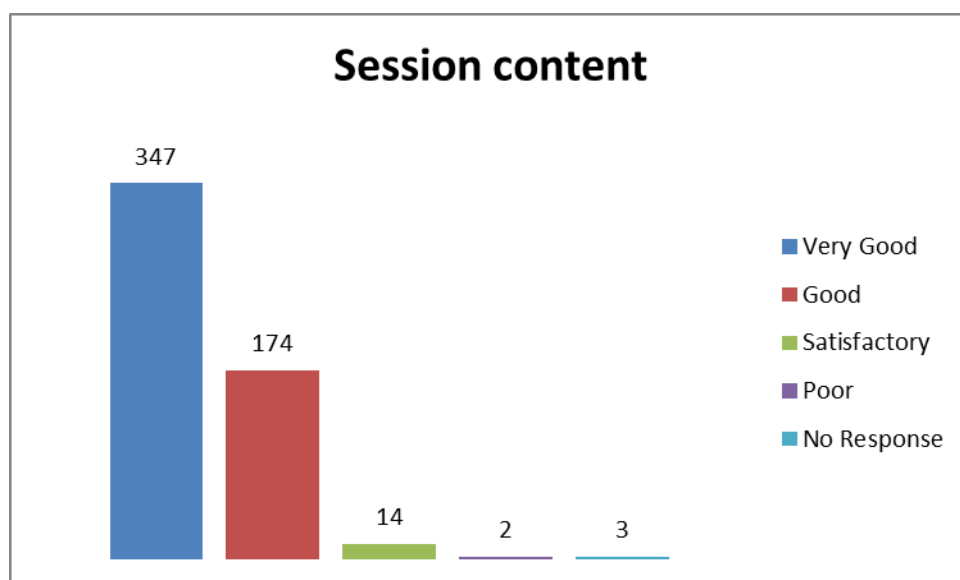


*“The session whizzed by and it was really interesting”*

## Session content

The session content was aimed at teaching staff working in mainstream primary schools. The session began with establishing the Communication Chain, so that attendees could gain an overview of all of the aspects involved in speech, language and communication. It then covered our 'Key Messages' including understanding and using vocabulary, understanding questions within the Blank Language Scheme, modelling as a strategy to develop spoken language, speech delay and speech disorder, as well as stammering. The content aimed to enable attendees to feel confident in identifying speech, language and communication difficulties, and then implementing appropriate strategies to successfully support the difficulties.

Of the attendees who completed the evaluation, 96% considered the content of the session to be very good or good. The feedback received on session content was very valuable to the service, with suggestions for future content and requests for more in depth sessions.



*“Useful strategies and resources to support children”*

*“Would like to speak to you about a bespoke package for school”*

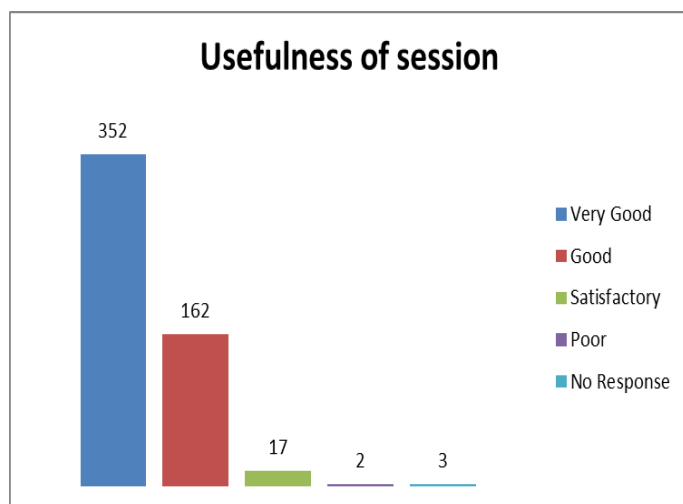
*“It would be useful to learn more about strategies beyond the early years”*

*“Would be good as a reception teacher to look at speech delay/speech disorder in more detail so we know if they need referral or not”*

*“Would also like more training to help feel more knowledgeable on the blank language scheme and how it operates”*

## Usefulness of session

It is essential that the tools and strategies presented in the training session are useful to school staff day to day when engaging with pupils. Feedback from the evaluation was very positive in this area, with 95% of staff reporting good or very good. The comments show some of the areas that staff found particularly useful.



*“Use the 10 second rule when asking children questions”*

*“Use of more visual aids in the classroom”*

*“Word map template – using it at the start of a topic”*

## Confidence to support

Attendees who completed the evaluation were asked “Do you feel more confident in your ability to support communication in your workplace?” **78%** of those who responded said **yes**, **4%** said **no** and the remainder did not provide a response to this question.

*“Confidence in identifying delay versus disorder”*

*“I feel more confident to deliver the S + L programmes to the children I work with because I have a deeper understanding”*

## “What are the ideas you are planning to take away today?”

*Slowing down and giving children time*

*The whole school approach to developing language*

*Extending pupils' expressive language*

*Model good sentences*

*The hand - 1 question 4 comments*

*World map template*

*Blank planning/questioning*

*Semantic link maps*

*Be more aware of the level of language I use*

*Ways to use different strategies*

*Spider diagram*

*Multiple meaning tree*

*To model language and to think about different levels of questioning in my planning*

*I will think about “my” language more when speaking to children*

*To use mind maps more often to help illustrate words more effectively*

*Mindful questioning with behaviour*

*Traffic light poster*

*Useful tool/checklist to use as screen before referral*

*Difference between speech delay/disorder*

*Using the word webs with various children in my class not necessarily just the children with speech issues*

*Traffic lights approach to interaction*

## Summary

The training provided to mainstream primary schools in the borough of St Helens aims to establish a foundation of knowledge about speech language and communication – how to identify and support these difficulties in mainstream classrooms. Embedding of the key messages covered in the training will be further supported by the named Speech and Language Therapists for every school in St Helens, as they carry out their regular visits to schools.

This universal training will provide the basis of the targeted training offer which is scheduled to roll out from January 2017 and through which we look forward to working with our mainstream primary schools even more closely.

Together, we aim to work in collaboration with our schools staff to successfully support children with speech, language and communication needs across the borough.