

## Bedford Borough Secondary 180 Speech and Language Pathway

The 180 Speech and Language Pathway is a partnership project between NHS Speech and Language Therapy, Bedfordshire Youth Offending, Greys Education Centre and Bedford Borough Council. We aim to provide a speech and language assessment to pupils at greatest risk of fixed term exclusion to support schools to best understand the pupils needs to reduce the risk of exclusion/managed moves.

### Our Priority

We aim to:

1. Reduce school absence/exclusions by identifying unrecognised/unmet needs around Speech, Language and Communication Needs (SLCN) and SEND
2. Reduce risk of young people being exploited or entering the criminal justice system

We will do this by:

- Increased identification of SLCN in secondary age pupils with high behaviour needs
- Ensuring the voice of the young person and their needs is heard
- Supporting schools to provide proportionate support and intervention around SLCN to remove barriers to learning
- Supporting onward referrals as needed for example ADHD/ASD diagnosis, provide evidence for EHCNAF to be initiated etc.
- Contribute to Multiagency decision making processes as requested

***The links between communication and school exclusion:*** *The most common reason for pupils being excluded from mainstream education is disruptive behaviour; research shows that many children and young people who are excluded or at risk of exclusion have behavioural difficulties which co-occur with communication needs that are often unidentified and unsupported (Exclusion Review: RCSLT)*

### Criteria for Referral

#### Mandatory

- Bedford Borough Secondary Pupils (must be on roll but can have disrupted attendance)
- Pupils at the **greatest risk** of criminality and/or school exclusions and managed moves to alternative provisions.
- Proof of prior escalating behaviour inside and/or outside of school
- Evidence of prior fixed term exclusions/suspensions

#### Additional evidence of need (not mandatory)

- CP/CIN/LAC/Early help (not exclusive if risk of exclusion is high)
- At risk of CE/CSE/offending behaviour

## What Next?

Following the completion of a referral form (parental and pupil consent MUST be gained for the referral to be made), the referrer will receive confirmation of the referral being received and a date arranged for the visit/assessment to take place.

The speech and language therapist will undertake a comprehensive SLCN assessment in school using a range of formal and informal assessments in school.

A full assessment report is provided to the family, education setting and wider professionals involved. The report details a summary of need and suggests recommendations and resources to support any identified needs of the pupil.

Referrals to be made through <https://bedslutonchildrenshealth.nhs.uk/SLT-180-offer/>

If you are unsure as to whether a referral is suitable you can request a discussion about a referral or pupil of concern by emailing [lisa.mitchell@bedford.gov.uk](mailto:lisa.mitchell@bedford.gov.uk)

*“Children with language disorders often lack verbal strategies to manage in the classroom and may only take in one or two words of what is said to them. This can lead to failure following instructions which can be perceived as ‘naughty’ behaviour by the class teacher. Similarly, children with language disorder have difficulty following playground rules, and often misinterpret jokes from peers as other children ‘making fun’. The frustration and inability to respond leads to more disruptive behaviour and increased risk for social, emotional and mental health problems in the longer term.”* **Professor Courtenay Norbury, Professor of Developmental Language and Communication Disorders at University College London**

## Contact Details

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