

Speech and Language Therapy Session Guidance Notes for Schools

Sessions provided by the service (e.g., *speech therapy sessions or language/communication modelling sessions*)

- **Who should attend the session?**

- The child who is receiving the therapy should attend the session
- The adult from school who will predominantly carry out the interventions with the child.

It is important to try to maintain consistency with the adult to ensure continuity with the child and to be able to report on progress. If there isn't a regular adult, then notes need to be clear so that an alternative adult can quickly and easily continue with the interventions to maintain a consistent approach.

If you haven't already seen the child's Speech & Language report, it is important to do so. It would be helpful to share the report with all the adults that work with the child so there is an understanding of the needs and the targets that are being addressed.

- **What should be taken to the Session?**

- The resources sent by the Therapist/Associate Practitioner.
- A record of interventions completed, highlighting any successes/issues/difficulties to discuss
- Anything you need to record down the next steps along with advice & support given during the session.

- **Where should the sessions take place?**

- In a quiet area/room with minimal distractions so that the child can concentrate on the task and the adult can hear the child.
- In an area with no interruptions from other children/activities.
- Preferably in an area/room with a table and some chairs.

- **Useful resources for school to support with speech and language sessions.**

It might be useful to have a pack of the following resources to use during/between speech or language sessions to help with the sessions and to provide some extra knowledge. Here are some examples below:

- Language Blank Level's Bookmarks
<https://www.cpft.nhs.uk/download/blank-level-bookmarkspdf.pdf?ver=6261&doc=docm93jjm4n4608.pdf>
- Age-appropriate sound errors
<https://www.cpft.nhs.uk/download.cfm?doc=docm93jjm4n792.pdf&ver=1032>
- Steps to speech Intervention pack <https://www.cpft.nhs.uk/download/steps-to-speech-intervention-packpdf.pdf?ver=15640&doc=docm93jjm4n9929.pdf&ver=15703>
 - *Silly sentence cards – page 19-20*
 - *Describing cards to make a phrase – page 17*
 - *Sound & vowel cards – page 10 & 12*
 - *Rainbow/slide for blending – page 13*
 - *Simplistic model of 'steps to speech' overview showing when to move on to next stage – page 2*
- Understanding minimal pairs
<https://www.cpft.nhs.uk/download.cfm?doc=docm93jjm4n2198.pdf&ver=2893>
- Dice and counters to play games.

Resources emailed to school

The Therapist/Practitioner will regularly send new resources to school. These resources should be used for interventions and taken to the next session with the Therapist/Therapy Associate Practitioner.

When receiving resources

It might be useful to follow the following steps when you receive the resources:

1. Print the resources sent.
2. If possible, try to lamine for durability (you may want to use these resources for other children in the future).
3. Try to label the resources, putting them into a little bag or document wallet (e.g. *'/s/ word initial (WI) CVC words'*, *'/s/ vs /t/ minimal pairs'*, *'sound sorting /ch/ vs /sh/'* etc).
4. Place the resources into the child's folder with their name clearly labelled.

5. Remember to remove older resources from the folder when they are no longer required (but keep in a shared area for potential future use).

When are parents involved?

- Parents are involved from the initial assessment with a Speech and Language Therapist. They are welcome to attend any further visits from Therapist and Therapy Associate Practitioners during school visits upon request.
- The more the child practises in school and at home, the more progress the child will make.
- Parents can request that resources shared with school can also be shared with home; or school can send resources shared in sessions home.
- Sending board games and resources home over a holiday is ideal to maintain the child's progress.
- If parents understand the activities being carried out at school, they will also be able to model/prompt at home during specific activities or during general conversation.

What to do in between/after sessions:

It's important to complete the intervention sessions between therapy appointments (e.g., during a speech intervention block), as well as to continue implementing the strategies modelled in sessions (e.g., language support).

- **How often should speech and language sessions take place in school?**
 - Ideally the sessions should be completed 5 times per week (but a minimum of 3 times a week).
 - Ideally the sessions should last for 15-20 minutes (but may vary depending on the concentration from the child).
 - Speech sounds: Ensure at least 50 practises per target – evidence shows that this is needed in order to make sufficient progress.
- **Recording each session:**
 - It is important to record input and progress in an intervention book or on a record sheet.
 - You should record:
 - The date the session was completed.
 - Duration of the session.
 - What was completed during each session
 - The success rate (%), errors, and how much support was needed.
 - Number of trials completed for each speech target – how many correct/incorrect.

- **Support from other adults**

For best results, remember that what is covered in the speech and language sessions should be supported in the classroom and at home:

- Update classroom adults on progress and sounds to listen out for. This will maximise results and ensure generalisation of speech.
- Keep parents updated and when/if appropriate send home activities (particularly before school holidays). A board game or snakes and ladders game is a good way to introduce and maintain speech sounds at home.
- Explain modelling/prompt techniques to adults in class and at home. For example.,
 - 'try that word again'
 - 'is it a 'dox' or a 'box?''
 - model by repeating the corrected word/sentence back to the child.

How to cancel/rearrange an appointment:

It is important to check the appointment time with the classroom teacher and any adults involved in the session to ensure that there are no clashes with other school activities. Please contact the Service as soon as possible to notify the therapist if the child is ill or if there a clash with other school activities (e.g. school trips, swimming lessons etc):

- **T:** 0300 555 5965
- **E:** cpm-tr.SLTmailforparents@nhs.net

What should happen to the child's resources at the end of the academic year or at the end of their episode of care?

- **At the end of each academic year:**
 - Move the child's folder to their new year group classroom or centralised area (e.g. SaLT room, SENCo Office etc). Ensure their folder is clearly labelled with their name.
 - Update parents and provide any necessary games/resources so they can support the child over the longer summer break.
 - Transfer knowledge to new TA/class teacher so interventions can continue as soon as possible in September.
- **At the end of a child's episode of care:**
 - When a child has completed their targets and their episode of care has been closed, it is likely that the resources you have been using will be needed again for

another child in the future. It would be useful to have a centralised area in school where you can store folders containing the resources that can be re-used for other children.

- Ideas of speech and language folders are below:
 - Speech sounds split alphabetically and segmented into word initial (WI), word medial (WM) and word final (WF). This folder can also include board games related to the speech sound.
 - Minimal Pairs.
 - Games for embedding sounds into generalised speech.
 - Language resources e.g. Colourful Semantics, Sequencing, Blank Level resources, Mr Goodguess, Think About It, Why Because, Narrative etc.
 - Generic aids (blending slide, sound and vowel cards, 'describing cards' for 2-part phrases and 'silly sentence cards' for sentence production when progressing with speech sounds).

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Patient Advice and Liaison Service

For information about CPFT services or to raise an issue, contact the Patient Advice and Liaison Service (PALS) on Freephone 0800 376 0775, or e-mail palsandcomplaints@cpft.nhs.uk

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Please call **NHS 111** and click the mental health option.

If you require this information in another format such as braille, large print or another language, please let us know.

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