

SPEECH AND LANGUAGE THERAPY SERVICES IN HARINGEY



- 42 wte SLTs Band 4 – 8
- Clinical expertise covering AAC, swallowing, deafness, dysfluency, speech disorders /cleft palate, bilingualism, Autism, learning disability, social emotional and mental health, developmental language disorder
- National profile for smiLE therapy
- Culture of research and innovation
- Links with tertiary centres – GOSH, Nuffield, MPC



What do we offer?

- Therapy approaches which reflect research, best practice and innovations (PODD, smiLE, Attention Autism, Palin PCI, VERVE)
- Models which enable access to services (Home visiting, intensive therapy for DLD, Universal/targetted/specialist model in special schools, holiday groups)
- Joint working and learning across Whittington Health which has the biggest team of SLTs in the country (140-150wte)
- Continuing professional development through training and RCSLT networks



Early Years

- 4 Clinics based in Health Centres
- Nursery settings with Early Support children
- Home visiting (complex needs including babies with feeding difficulties, deafness, autism)
- Pre-school Language Resources
- Autism diagnostic service
- Little stars



- Schools

- 56 mainstream primary (many with attached nurseries) and 12 secondary schools
- Special Schools (Vale, Riverside, Brook, Blanche Nevile, Haringey 6th Form)
- Specialist Resources (Heartlands provision, Mulberry provision, West Green Language Resource, Language Train)
- Alternative provisions (Tuition Service, Octagon and home educated children)



Who do we see?

- Children aged 0-19 with a communication or swallowing difficulty
- Year 3 onwards only those with EHCP or Statement
- Open referral system
- Triage by a senior therapist
- Assessment
- Therapy packages



- Approx 1000 referrals per year
- 2200 children on the caseload
- Average wait for initial assessment is 13 weeks. This is currently increasing in Early Years and can be as high as 24 weeks in clinic
- Wait for therapy is variable dependant on prioritised need and setting



- Demand/capacity issues and therefore waiting times
- Increasing complexity of need
- Private and Voluntary settings
- Increasing number of free schools and academies
- Special Schools expanding student numbers without additional therapy time
- Recruitment and retention

- Minimal Universal Service (training and advice line)
- No service for children without an EHCP over Year 2 in mainstream schools (including selectively mute)
- No service for children with behavioural eating issues
- Jewish children attending OOB schools



- Parent participation in therapy for children under 5
- Positive outcomes for therapy approaches used (language resources, mainstream research)
- Positive user feedback and very low level of complaints
- Effective relationships with colleagues in education
- Delivery of specialist training
- Commitment to safe practice and professional development
- Strong clinical leadership

