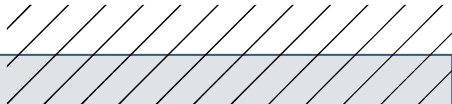
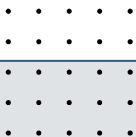
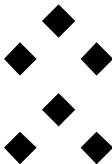
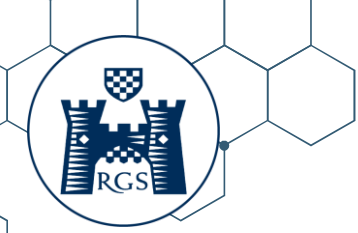




Speech and Language Therapy

Referral Policy and Procedure





Purpose:

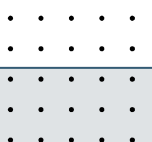
The purpose of this policy is to provide clear guidelines for teachers on identifying and referring students who may benefit from speech and language therapy support. This ensures that students with communication difficulties receive appropriate and timely intervention.

Scope:

This policy applies to all teachers and staff members responsible for identifying and supporting students with speech, language, and communication needs.

Policy Statement:

Our school is committed to supporting the communication development of all students. Teachers are encouraged to refer students who exhibit speech and language difficulties for further assessment and potential intervention by the speech and language therapist, Mouna Nadaf.





Procedure

1– Identification of Communication Issues:

Teachers are expected to be vigilant in identifying students who may have difficulties with:

- Understanding spoken language
- Expressing themselves clearly
- Articulation or speech sound disorders
- Social communication skills
- Stuttering or other fluency problems

2– Seeking Parental Consent:

Before a referral can be made, parental consent must be obtained.

Teachers should discuss their concerns with the student's parents and explain why a speech and language assessment may be beneficial. The speech and language therapist will provide the consent form to teachers, who will then email it to parents for review and signature. Parents must give written consent before the referral process begins.

3– Filling out the Referral Form:



Once parental consent is obtained, teachers must complete the [Speech and Language Concerns Referral Form](#) online. This form will collect relevant data about the student, the observed communication difficulties, and any previous interventions attempted.



Procedure

4- Referral Submission:

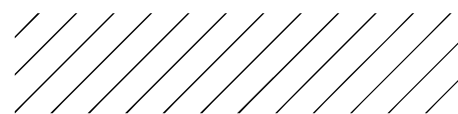
After completing the form, Ms. Mouna Nadaf, the school's speech and language therapist, will review it to ensure all necessary information is provided before proceeding with the assessment process.

5- Fee Information:

Parents are required to complete the payment before the school can proceed with scheduling any screening, assessment, or therapy sessions. Students receiving Learning Support (LS) or Enhanced Provision (EP) will not incur any fees for speech therapy. For students in the mainstream program, a fee will apply for therapy sessions. The details of these fees are available on the school website.

6- Initial Screening and Assessment:

The speech and language therapist will review the referral and perform an initial screening of the student. Depending on the outcome of this screening, the therapist may recommend a full assessment.





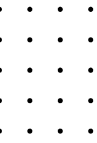
Procedure

7- Scheduling Therapy Sessions:

With parental approval, the therapist will coordinate with the form tutor to schedule suitable weekly speech therapy sessions at an appropriate time in the student's academic schedule. The timing will be selected to minimize disruptions to the student's learning, and parents will be informed of the schedule.

8- Collaboration and Follow up:

Teachers are expected to collaborate with the speech and language therapist by providing feedback on the student's progress and implementing suggested strategies in the classroom.



Identification of
Communication
Issues



Seeking Parental
Consent



Referral
Submission



Filling out the
Referral Form



Fee Payment



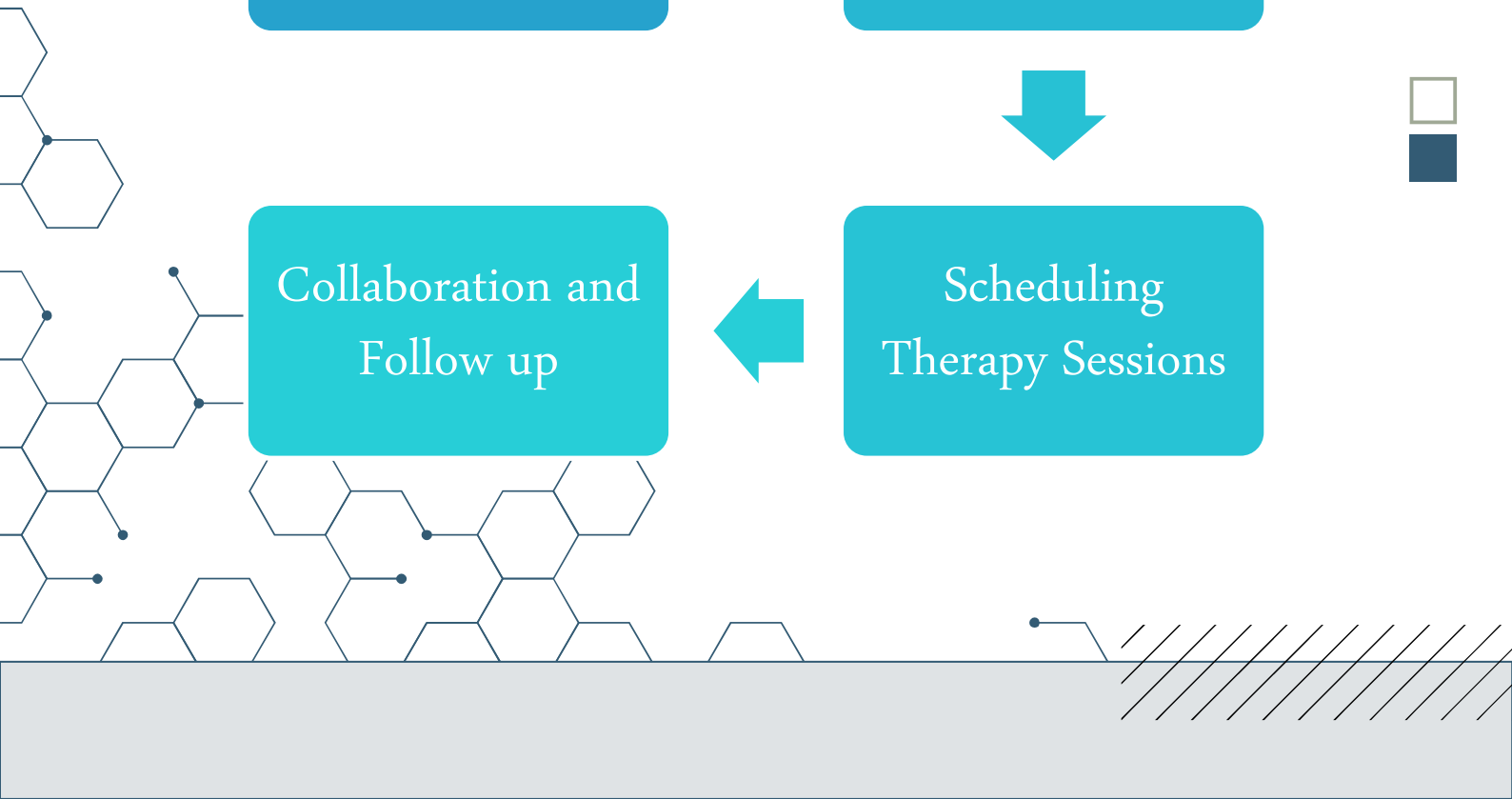
Initial Screening
and Assessment

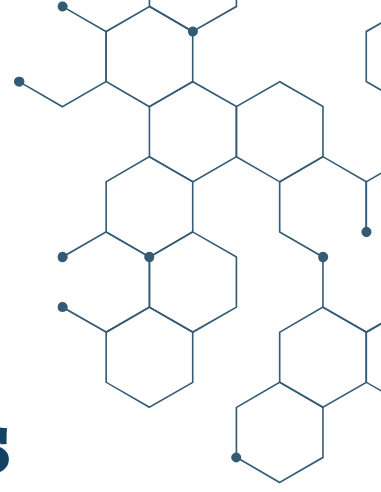


Collaboration and
Follow up



Scheduling
Therapy Sessions





Screenings and Assessments

Speech and Language Screening:

FLUHARTY²: Fluharty Preschool Speech and Language Screening Test
Second Edition

CELF⁵ Screening Test

Phonological Awareness Screening:

Phonological Awareness Quick Screening Test

Language Assessment:

TELD³ Test of Early Language Development

Articulation Assessment:

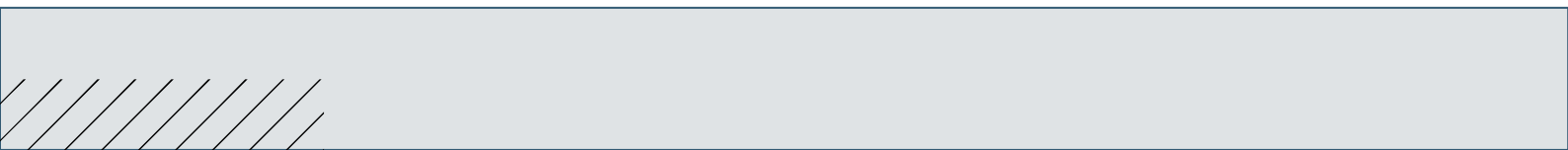
Goldman Fristoe Test of Articulation ³

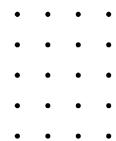
Stuttering Assessment:

SSI⁴: Stuttering Severity Instrument Fourth Edition

Social Skills Assessment:

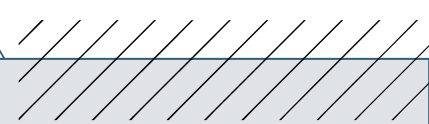
Shipley's Social Skills Rating System

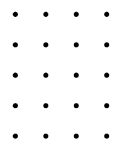




Teacher Responsibilities

Actively monitor students for any signs of communication difficulties. Complete and submit referral forms promptly when concerns are identified. Communicate openly with the Head of Inclusion Department, speech therapist, and parents about the student's progress. Implement any classroom strategies recommended by the therapist.





Confidentiality

All information regarding students' speech and language needs will be handled with strict confidentiality and shared only with relevant professionals and parents/guardians when necessary.



Review of Policy

This policy will be reviewed annually to ensure it meets the needs of the students and aligns with best practices for speech and language therapy in schools.

