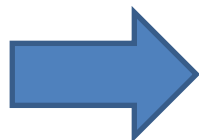
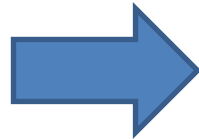


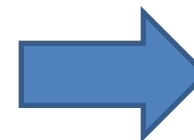
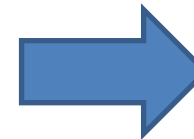
Speech and language therapy activities: individual level

- Provide learning opportunities for the development of skills, confidence and competencies through a range of mechanisms and mediums including coaching, modelling and learning activities
- Raise awareness of speech, language, communication and swallowing needs and their impact on an individual's ability to take part in day-to-day activities (especially in the workplace and educational settings) and advocate for children and young people's rights and needs
- Provide reassurance, coaching and learning opportunities to enable families to support communication and swallowing development
- Provide advice, training and support to early years, schools, community and other settings to foster inclusive environments
- Develop and deliver evidence-based functional interventions in partnership with children and young people, their families and others around them
- Provide children and young people with access to approaches and resources so they can communicate
- Provide training and support to families and other professionals so that they can safely support children with eating, drinking and swallowing needs and make mealtimes enjoyable



Communication and participation outcomes

- I can express myself, be understood and understand others
- People around me who support my learning and education will understand, and respond to, my speech, language, communication, eating and drinking needs
- My speech, language and communication needs are identified early on
- My family understands my needs and is equipped to support my speech, language, communication, eating and drinking, and social skills development
- I am able and confident to develop and maintain meaningful relationships
- I am involved in decisions that affect me

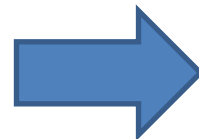
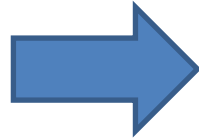


Life outcomes

- I am able to learn
- I am able to achieve my goals
- I feel valued, included and accepted
- I am healthy and happy
- I feel supported and safe
- I am in control of my life

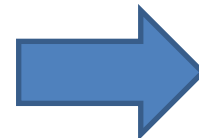
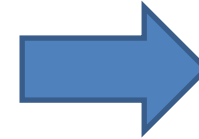
Speech and language therapy activities: individual level

- Signpost families and relevant others to speech, language and communication information, tools and advice
- Agree functional targets in partnership with children and young people, their families and people around them based on outcomes that are important to them
- Identify appropriate strategies to enable children and young people to self-monitor, repair communication breakdown and support implementation
- Conduct specialist assessment of speech, language, communication and swallowing needs, ensuring culturally and linguistically appropriate approaches
- Ensure families in the home and other family contexts have culturally and linguistically appropriate support
- Raise the profile of speech and language therapists and of their role and value in supporting the wellbeing of children and young people
- Support implementation of evidence-based language programmes in early years and education settings to support children and young people at risk of delayed language development



Communication and participation outcomes

- I have the functional skills I need to participate in everyday activities
- I am aware of my capabilities and needs and am able to ask for help
- My community is aware of, and adaptable to, my speech, language and communication needs
- I am able and confident to take part in learning and education activities
- I feel accepted and supported to take part in activities I enjoy
- I am able to eat and drink safely and enjoy my mealtimes

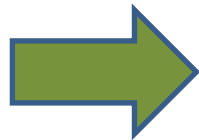
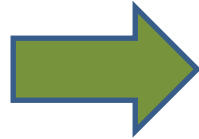


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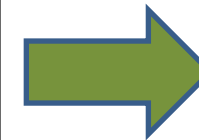
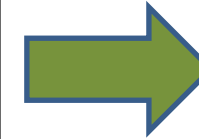
Speech and language therapy activities: service level

- Understand the systems and community context in which speech and language therapists work
- Work within a transdisciplinary framework
- Identify the needs of the population, through knowledge of prevalence and incidence, to ensure inequalities resulting in barriers to access are identified and addressed
- Identify, network and influence health, education, social and political leaders to raise the profile of speech and language therapists, their role and essential value in supporting the wellbeing of children and young people
- Upskill, raise awareness in and engage the wider workforce and community, for example the voluntary sector and youth justice, in issues surrounding children and young people with speech, language, communication and swallowing needs
- Use audit and quality improvement methodology to ensure continuous service improvement



Communication and participation outcomes

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- My family understands my needs and is equipped to support my speech, language, communication, eating and drinking, and social skills development
- I am able and confident to develop and maintain meaningful relationships
- I am involved in decisions that affect me
- I have the functional skills I need to participate in everyday activities
- I am aware of my capabilities and needs and am able to ask for help
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