

***Practice* Based Scenario**

**Goal setting for schools**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, e.g. as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into five parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to CQ Live themes
6. **Update your CPD diary:** for you to do
7. **The scenario**

**You are seeing a child in clinic and identify that as part of their goals, some issues need to be addressed in the school environment.**

**The school has a poor history of effectively supporting children with special needs. How can you ensure effective engagement with the school to ensure the child’s goals are achieved?**

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**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

**Next steps**

**What steps do you think you need to take next?**

**Prompts for consideration**

What is your duty of care in this kind of scenario? It is recommended that you think about the following prompt questions and formulate a considered strategy to deal with the problem.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently). Explore the information on this website and the list of prompts that follow, will help with your thinking.

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. What steps should you take to engage with the school?
2. How can you ensure the school is actively participating in supporting the child’s S/LT goals?
3. What do you need to consider when setting realistic, achievable time frames?
4. What documentation should you consider?
5. Are there aspects of your service design that are limiting effective engagement with the school?
6. What other options do you have for supporting the childs communication goals outcide of the clinic?

**Possible next steps**

1. Contact the school/ arrange a meeting to speak directly with key providers.
2. Consider joint sessions in the school.
3. Provide clear documentation and feedback tools for goals set.
4. Discuss with the school what barriers they may be facing in supporting the child’s speech and language needs.
5. Consider your service delivery model in relation to outcomes and time management.

**Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 - [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

4 - [Delegate appropriately](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-8)

5 - [Respect confidentiality](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-9)

10 - [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

[Collaborative working](https://www.rcslt.org/collaborative-working)

[Difficult conversations](https://www.rcslt.org/having-difficult-conversations-guidance)

[Goal setting](https://www.rcslt.org/goal-setting)

[Local influencing](https://www.rcslt.org/local-influencing)

[Raising Awareness](https://www.rcslt.org/raising-awareness)

**Update your CPD diary**

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.