# **Inter-professional education day (IPE day)**

## Thursday 9th January 2025 – De Montfort University campus

In January you will be attending a workshop at De Montfort University to work alongside their Speech and Language Therapy students.

You will work collaboratively to understand the role of the speech and language therapist in supporting children in school, as well as other professionals who may be involved in a child’s development.

You will receive input from a school SENDco who will explain the process behind the involvement of outside agencies, as well as the support that they can offer you in their role.

The learning outcomes of the day include:

* To understand the roles of speech and language therapists (SLTs) and teachers in the context of working with school-aged children
* To develop a shared understanding of speech, language and communication needs
* To understand the importance of collaborative working
* To identify potential barriers to working collaboratively
* To consider possible ways to overcome these challenges and identify ways to work well across professional groups
* To work collaboratively to consider approaches to support children with a range of speech, language and communication needs, exploring common ground and areas of difference using a case study approach

In preparation for the IPE day, during Phase 1 you must complete the following directed task:

As part of your discussions with expert colleagues in school, meet with the SENDco and discuss the following in relation to children who need support with their speech, language and communications.

* Provision
* Activities
* Resources
* Policies
* Processes

You may also make notes on any observations you carry out on activities or lessons which are focussed on speech, language and communication for individual children, groups, or the whole class.

You may want to consider the following questions:

* How are speech, language and communication skills promoted across the school?
* How are individual children’s needs assessed, including by outside agencies, and provision made in the classroom?
* What kinds of activities or resources support children with speech, language and communication needs?
* How do you meet the needs of all children, children who need support and children with a specific need?