

DOCUMENTS SUPPLIED BY AP

Mainstream Cell Meeting

21/09/16

Present –

SLTs
TIs

- **REMINDER**

Mainstream TASKs

-ALL

Due to staffing levels, we can no longer work according to assigned family/families of schools (secondary and feeders). However, we all have a responsibility to monitor TASK messages and respond to them in a timely fashion according to the following allocation. Responses to messages are to be logged in TM and the task system should show they have been addressed.

Allocation

Meirion -

Dwyfor

Arfon -

Mon-

- **REMINDER**

Re-assessments

-ALL

All SLTs to complete the re-assessment data base on /S/ drive (date of appointment offered and conclusion of appointment).

- **Discussion about caseloads –**

Day to be allocated for this purpose on 11/10/16

- **Discussion about validation colour coding –** [REDACTED]

Following discussion it was felt that further clarification was needed re validation colour coding to ensure consistency across area WEST. It was agreed that [REDACTED] would contact [REDACTED] to confirm the following:-

- RED = Speech and Comprehension difficulties
- AMBER = Comprehension difficulties
- GREEN = Expressive difficulties

- **Discussion about working in “Episodes of Care” and what constitutes “Safe Discharge”**

The following process was discussed:-

GREEN (Advice / Discharge)	RED AMBER (Targets/Discharge)
<ul style="list-style-type: none"> • Assessment • Report • Strategy/advice sheet • Opportunity to feedback advice to school and parents • Where appropriate direct modelling of strategies / therapy activities by SLTA to parent / TA / Education staff to ensure safe delegation 	<ul style="list-style-type: none"> • Assessment • Report • Target setting for ICP following joint discussion with parents and/or school to ensure realistic expectations from the intervention episode • ICP with smart targets Malcomess Treatment indicators to support decision making e.g. timing should be related to potential to benefit • Evidence based grids to be used to support clinical decision making regarding type of intervention, how it is delivered i.e. intensity, regularity and by whom • Where appropriate direct modelling of strategies / therapy activities by SLTA to parent / TA /

- Explanation of clear route back into service if needs changes
- Signpost to other agencies / sources of relevant information i.e. websites, Helpline, relevant resources
- DISCHARGE

Education staff to ensure safe delegation

- Once targets have been achieved or if needs change school /parents to re-refer to the service
- Explanation given of a clear route back into service
- Signpost to other agencies / sources of relevant information i.e. websites, Helpline, relevant resources
- DISCHARGE

Next Mainstream Cell Meeting –

Ysbyty Alltwn - 11/10/16 @ 09.30am

Mainstream Cell Meeting: 11/10/16

Present:

SLTs: [REDACTED]

TIs: [REDACTED]

<p>1. Mainstream TASKs</p> <p>- ALL</p>	<p><u>Allocation</u></p> <ul style="list-style-type: none">- Meirion - [REDACTED]- Dwyfor - [REDACTED]- Arfon - [REDACTED]- Mon - [REDACTED] <p>[REDACTED] will be taking Arfon tasks during the period of time that [REDACTED]s on A/L: 03rd November – start of December. [REDACTED] will aim to target these twice a week.</p>
<p>2. New patient slots</p> <p>- ALL</p>	<p>N/P slots need to be booked 3 months in advance.</p> <p>[REDACTED] showed the team how to make an appointment recurring on TM. This should be carried out by all M/S staff for N/P slots to ensure room bookings. [REDACTED] added that if you are not using the allocated room with block bookings, cancel it.</p>
<p>3. Caseloads / areas covered</p> <p>- ALL</p>	<p>Virtually we are covering our allocated areas. How is this going?</p> <p>[REDACTED] Attendance is poor. Ready to start on the case load as the re-assessment list has been targeted.</p> <ul style="list-style-type: none">- Additional hours until Christmas [REDACTED] can potentially offer time for Arfon re-assessment slots.- [REDACTED] reported that it is difficult without the backing in the decision making. We all agreed. <i>Discussed in point 7.</i> <p>[REDACTED] Ready to start on the case load as the re-assessment list has been targeted.</p> <ul style="list-style-type: none">- New demand of N/Ps on Mon. N/P follow ups are currently taking up [REDACTED] caseload. <p>[REDACTED] to ensure that [REDACTED] makes capacity to target Arfon re-assessment slots.</p>

	<p>Ready to start on the case load as the re-assessment list has been targeted. will be helping out in Arfon with the re-assessment list. : Afron re-assessment list needs targeting.</p> <p>Need to ensure that we are all starting on a fresh slate in each area at the same time. We therefore need to address Arfon. Everyone needs to step in to address Arfon.</p>
<p>4. New referral of children already open to the service</p>	<p>We should prioritise them by putting them onto the re-assessment list.</p> <p>But when will we be get rid of the re-assessment list and begin tackling the caseload? Then how do we prioritise the caseload?</p>
<p>5. Shared care?</p>	<p>No shared care. No transfer between services.</p> <p>ALN and SLI cells currently have speech sound clinics with children needed to be seen within that service. For instance; a child in M/S service with speech difficulties - M/S members need to set up speech sound clinic slots and rooms to target these. Potentially using TIs to target these children.</p> <p>We can end episode of care with M/S (with ICP and targets in place), then transfer to C/C for new episode of care to target speech sounds. Need to ensure we document our transfer processes and acceptance to state duty of care. Use transfer checklist form to aid decisions and documentation.</p>
<p>6. Letters for school visits by TIs and SLTs</p> <ul style="list-style-type: none"> - Need to specify importance of parents being present. 	<ul style="list-style-type: none"> - Phone calls that Admin make to schools re: school visits state: e.g. will be visiting school from SLT Service and will be coming to see XXX in school. Parents are invited". - This results in school expecting child to be seen, teacher not expected to be present, parents not expected to attend, and expectation of an SLT to be present, not SLT TI. False expectations every visit. - Letter does not state that the child is not needed to be there. <p><u>What we want:</u> School visit letters need to be addressed as TIs will be continuing their school visits for the foreseeable future.</p>

SLT TI letters [redacted] discussed how [redacted] had stated that we can't have separate letters for this as every letter is generated and linked to an appointment. So we can't have letter for a group of individuals. Therefore we need to make the letters generated suitable for SLT TI and SLT visits.

- We need a letter to say that a member of SLT team will be visiting school – not specifically a SLT: “visit from a member of the SLT service”
- When you arrive in school, it has to be made clear that you are TI or SLT.
- Need to ensure that it states: “A member of the SLT service will be visiting the school to model the Individual Communication Plan (ICP) that has been discussed and agreed with the parents. It is important that both the class teacher and parents / carers are present. This is an appointment date that we can make to visit school: XX-XX-XXXX. Please contact us within 7 days if you cannot attend this appointment.”

Agreed appointment: “Please send an appointment letter to send letter to school and home”. But we need to ensure that it is an agreed appointment [redacted] proposed we say something like: “this is an appointment date that we can make to visit school. Please contact us within 7 days if you cannot make it.” This will make it an agreed appointment.

SLT Letters:

- As SLT's we will only be visiting schools due to observing social communication and for exceptional cases, e.g. due to transport issues or mobility issues.

Social communication letter needs to state that we will have/be doing:

- A classroom observation: “we will be coming to observe your child in school.”
- Allocated time to discuss with class teacher
- Parents to attend.

Follow up / exceptional cases letter needs to state that we will have/be doing:

- “visit from a member of the SLT service”
- Allocated time to discuss with class teacher
- Parents to attend.

7. Episodes of care offered by mainstream service?

- Agreement of wording at end of reports re: follow up / discharge
- Informing parents already open to service of this.

Targets / strategies and end Episodes of Care / discharge.

- We set targets / strategies and discharge.
- We advise teachers and parents to ring Helpline once achieved.
- This needs to be clear on the ICP / report.
 - Discussed 2 options presented to us by [REDACTED]

Central: Strategy sheets are on an individual sheet and targets are on an ICP.

Colour coding: Following colour coding discussion in the last meeting, it was felt that further clarification was needed re validation colour coding to ensure consistency across area WEST.

Colour coding is to be guided by:

- Evidence
- Malcomess (see page 7 for structure)- **clinical presentation:** RISK and NEED. (We need to use the evidence for the NEED for the age of the child and evidence out there.) We need to share the information we have reached for this decision of prioritisation in accordance to NEED and RISK.

	HIGH CLINICAL RISK	MEDIUM CLINICAL RISK	LOW CLINICAL RISK
HIGH CLINICAL NEED	RED		
MEDIUM CLINICAL NEED		AMBER	
LOW CLINICAL NEED			GREEN

8. Triage

9. Spring Clean

10.

To be discussed at next cell meeting

CAMHS – Band &: Assessment and diagnosis. Feb 2017 new

<p>11. NEW: Joint partnership with LEA and Health Service</p>	<p>Gwynedd and Mon have revamped their services to provide partnership working with the LEA service.</p> <p>They currently fund 1.4 of our staff. They want to fund 4 more full time posts in our service (including the 1.4 position). These areas will cover and be based in: Pwlllelli, Dollgellua, Caernarfon and Cefni. In these offices they will base a team of specialist teachers, TIs and a SLT to coordinate services within ASD, behaviour, SLI, social communication, etc. They will also be providing training for schools.</p> <p>■ is currently in discussion about coordinating these new services with our current provision.</p> <p>This new service will ensure equity of service across Gwynedd and Mon, e.g. SLI services and language resource centres in each area. This will be the platform for making a differential diagnosis.</p> <p>They want it all up and running by September 2017. By April 2017, all funding and jobs will be coordinated.</p>
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Next Mainstream Cell Meeting –

Bodfan - 07/12/16 @ 09.30am