

# COLLABORATIVE WORKING BETWEEN SPEECH AND LANGUAGE THERAPISTS AND TEACHING STAFF: A SCOPING REVIEW

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## ARC KSS INPUT & IMPACT

### APRIL 2021

- Mentoring supported Springboard Award and NIHR Pre-doctoral Clinical and Practitioner Academic Fellowship (PCAF) applications
- Member of Early Career Researcher group, developing peer support network

### JANUARY - JUNE 2022

#### SPRINGBOARD AWARD

- Carried out scoping review
- Began application for NIHR PCAF

### OCTOBER 2022

- Support from co-production and PCIE specialists to design NIHR PCAF activities

### MARCH 2023

- Attended ARC KSS writing retreat and completed NIHR PCAF application with specialist support

### OCTOBER 2023 - PRESENT

#### NIHR PCAF (SUCCESS!)

- PCIE and co-production of a research question to guide future research in this field

#### FUTURE PLANS: MARCH 2026

- NIHR PCAF finishes
- Application submitted for NIHR Doctoral Clinical and Practitioner Academic Fellowship

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The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health and Social Care.

## Introduction

Support for school-age children with Speech, Language & Communication Needs (SLCN) usually takes place in school. Successful outcomes for children with SLCN rely on effective collaboration between Speech and Language Therapists (SLTs), school staff and families.

## Study aims

To carry out a scoping review of the literature to identify:

RQ1: What research is there into collaboration between SLTs & teaching staff?

RQ2: How are the concepts of collaboration described?

RQ3: Who are the participants in the research?

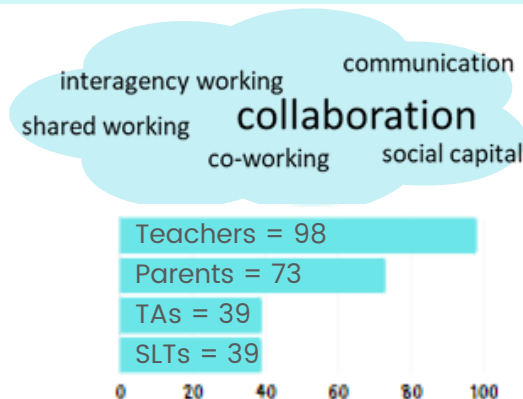
## Study design

- Scoping review following JBI methodology
- Databases searched: Medline, CINAHL, PubMed, EMBASE, PsycINFO, ERIC
- Inclusion criteria: UK-based studies published 2002-2022, focusing on SLT & teaching staff collaboration in mainstream primary schools
- Data extracted on study characteristics, participants, methods, key concepts

## Results

RQ1: 14 papers were identified, but collaboration was the focus of only 5 papers

RQ2: "Collaboration" was used broadly, to refer to management, policy and daily practice. A wide range of other terms were used:



RQ3: Numbers of participants (e.g. Senior Leadership team) were unclear in many papers.

## Conclusions

- Limited research, insufficient for systematic review
- Lack of clear definition of 'collaboration'
- Teaching Assistant (TA) views are underrepresented

## Overall Contribution

**Guiding future research:** It should define "collaboration" & include TAs

**Impact on current provision for children with SLCN:** dissemination of key themes and practical solutions to SLTs and teaching staff in East Kent

**Developing research capacity in Kent:**

- Co-production of a research question with teaching staff and parents of children with SLCN (in process)
- Links made with Canterbury Christ Church University (School of Teacher Education) for co-production of doctoral research

## Reference

Mathers, A., Botting, N., Moss, R. and Spicer-Cain, H., 2024. Collaborative working between speech and language therapists and teaching staff in mainstream UK primary schools: A scoping review. *Child Language Teaching and Therapy*.

