

The Link

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Editor's Letter

As we approach the end of the school year, we hope you have time between preparing reports, enjoying sports day activities and organising assemblies and productions to read our latest issue of *The Link* magazine.

We have two feature articles this month. The first, **Bercow 10 Years On**, explains the latest review of provision for children and young people with SLCN in England, although it will make interesting reading for all our school SENCOs in the UK, as many of you report back to us that this is a concern for you all. I CAN and the RCSLT are challenging all SLCN professionals to take action and they outline the solutions we can develop together.

Supporting Children with Cerebral Palsy to flourish in the classroom and beyond is written by Kerri Morgan, a highly specialist SaLT working at Woodstar School, run by the charity CPotential. She has shared with us excellent tips for teachers and TAs working with children with cerebral palsy.

Our regular articles, **From One TA to Another**, **A Day in the Life of a SaLT** and the **SLCN Glossary** have a new addition with **Ask a Therapist**. Here at Speech Link Multimedia Ltd, our speech and language therapists receive many phone calls and emails from SENCOs, teachers and TAs and we have decided to share some of them with you all, as these are universal queries. Do let us know what you think and, more importantly, contact us if you have a question of your own that you would like us to answer.

This term we have also included our new Speech Link Multimedia Ltd brochure at the back of the magazine, do have a read to find out more about our SLCN support packages. We offer a free trial to any school SENCO interested in finding out how the packages are designed for them so contact our Help Desk to receive your complementary username and password.

www.speechandlanguage.info

Contact our Help Desk at office2@speechlink.co.uk or phone 0333 577 0784



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A Day in the Life of a **SaLT**

School Stories:

Understanding Questions

By Shelley Parkin, Speech and Language Therapist

Joseph's Year 3 (P4) class teacher noticed that he didn't seem to understand all the questions he was asked, often giving some unusual responses. Was he not listening? Did he not understand the language? Assessment of Joseph's speech and language skills showed it was actually a little bit of both; Joseph had poor listening behaviours and difficulty processing larger amounts of spoken information and understanding higher-level questions. He was, however, very skilled at masking this! He often smiled, nodded, and responded with reassuring noises, like 'yeah', 'ok', and 'yep, I understand.'

Higher-level questions are the type that require us to apply our thinking skills, such as inference, reasoning, prediction and problem-solving, e.g. 'Why did he do that? How do you know?' Children usually begin to answer these questions from 5-6 years old, becoming more skilled as they mature. Some children continue to find these types of questions difficult to answer well into Key Stage 2 and need extra support to develop these skills.

Active Listening Behaviours

Joseph needed some visual reminders of good listening behaviours, such as facing the person, looking at the person, trying to understand what they are saying, and remembering what was said. These **active listening behaviours** were reiterated at the start of every session and the visual reminders left out on the table throughout its duration. Sometimes the adult would only need to point to a card to remind Joseph to stay on track.

Strategies to Support Processing of Spoken Information

I reminded Joseph's teacher to break down longer instructions into smaller chunks, repeat the key information, use visual support to back up the spoken information, and to check his understanding. To help Joseph become more independent at clarifying information, he was given some **visual prompts** to remind him to ask for repetition, e.g. 'Could you say that again, please?' As he became more familiar at using this phrase, he stopped needing the visual support as often.

Strategies for Understanding Higher-Level Questions

To help Joseph understand those higher-level questions, his TA and I looked at picture-based scenarios that were accompanied by a short story. We always started by talking about Joseph's own experiences of the situation, to help him better relate to the information. Once we'd all discussed our experiences, we could help him apply his existing knowledge to the new situation. Joseph needed prompting to look for the clues in the pictures. His TA or I would then think aloud while we pondered the possible thought processes of the characters. It was important to remind Joseph that we had done some 'looking' and now we were doing some 'thinking'.

Once Joseph consistently notices the clues in pictures and independently makes links between what he sees and what happens next, he will move on to applying those skills to texts without pictures. This is much harder and he will need extra help with



these. Joseph's teacher makes sure he has plenty of time to think about questions and that she gives him extra visual support where possible. Working in groups with other children to answer questions also provides Joseph with a model of his peers' thought processes.

We definitely noticed an improvement in both Joseph's listening skills and his ability to answer questions with the extra support he received. His teacher has also noticed he is asking for help more often, which shows he is starting to support his own learning!



BERCOW: 10 YEARS ON



Taking Action to Change Support for Children and Young People with SLCN

By Mary Hartshorne, Head of Evidence, I CAN



In March 2018, **I CAN**, the children's communication charity, and the **Royal College of Speech and Language Therapists (RCSLT)** launched *Bercow: Ten Years On*, an independent review of provision for children and young people with speech, language and communication needs (SLCN) in England.

I am really hoping that this comes as no surprise to anyone reading this!

The report found a fractured system failing thousands of children and young people by not identifying their needs early enough or providing adequate levels of support. I am thinking that this also will not come as a surprise. Over 2,500 people submitted evidence to the review; we heard from many people that their experience of services is poor; that for families the journey to try to get support for their child is a "long, harrowing and tortuous" one; that systems do not prioritise speech, language and communication, or support for those who are struggling. You can read a summary of the report findings, written specifically for you whether you are a teacher, early years practitioner or speech and language therapist – or indeed a young person www.bercow10yearson.com/supportingchange.

Inadequate and inaccessible support for children and young people is not a new problem, the **original review** led by John Bercow ten years ago found a very similar situation. However, perhaps what are different this time are the solutions.

At the **Naplic conference** at the end of April, we were challenged not to spend too much time on 'admiring the problem'. We hope we have not done so; now is the time for action.

Thankfully, the picture is not a completely bleak one. As well as challenges and issues, the review also found many examples of really innovative, effective practice. The solutions are based on these – and here I'll draw out three things to note:

Firstly, there is a set of strong, strategic recommendations – mostly aimed at Government, some at regulators such as Ofsted and CQC. These call for systems change – we ask that in national or local planning, the prevalence and impact of children and young people's SLCN is taken into account.

Secondly, from the evidence we heard, we pull out key features of effective practice – for services, schools, commissioning etc. These are recurring themes that stood out as really making a difference –

things like strong leadership, support at three levels, a rolling programme of workforce development. These can all be found if you scroll down on www.bercow10yearson.com/supportingchange.

And thirdly, it is not just leaders and decision-makers that we are asking to act. We want a groundswell of activity from everyone involved with children and young people's SLCN, helping to ensure the recommendations have impact. Already, over 5,000 people have signed a **petition** to get a government response to the report. But there is more you can do. We've drafted a series of practical calls to action – bold first steps to make something happen locally. And you don't have to take action alone! We have developed all sorts of practical material to help you – visit www.bercow10yearson.com/supportingchange and click on the picture relevant to you: teacher, speech and language therapist, parent, etc. This will point you in the right direction to find top tips, templates for emails or letters, presentations, guidance and information sheets. Here's just one example of how this can work:

How people can take action locally, to support the strategic recommendations	
Strategic recommendations	Calls to action www.bercow10yearson.com/supportingchange
Ofsted should ensure that training for inspectors should ensure a focus on SLCN, including specific advice on how schools assess and monitor progress in spoken language.	Use our information sheet and PowerPoint presentation for primary or secondary schools to share information about progress in spoken language, and the impact of SLCN support with Ofsted inspectors.

And your next step? Tell us what you've been up to! We'd love to hear from you on social media, use the hashtag #Bercow10 to keep up with the conversation.

From One TA to Another

Top Tips for Successful Intervention Groups

By Claire Chambers, Speech and Language Therapy Assistant

Small group interventions take up the lion's share of a TA's time. It is an ongoing challenge to:

- Ensure that every child receives their required interventions – for some pupils this may be several every day.
- Create an opportunity to speak to the teacher to be clear about exactly the skill the pupil is to work on.
- Make certain that the needs of each individual pupil are catered for; supplying visual prompts, handwriting grips, ear defenders, making sure they have their glasses.
- Engage the pupil/s.
- Source and prepare materials and gather together equipment.
- Cope with behaviour.
- Accommodate the ever-changing school day to fit in interventions around swimming lessons, special projects, school trips, play rehearsals and absences.

- Find space to carry out the interventions.
- Feed back to the teacher.
- Evidence the intervention with photographs and record the session outcomes.
- Reflect upon the session about what went well and prepare for the next.

And, most importantly of all, teaching a new skill to a pupil that they can generalise back in the classroom and other situations – all in a 20 minute intervention slot!

I don't know how we do it.....
So what makes a successful intervention group?

We asked TAs from around the country to share their tips for overcoming some of these hurdles when running their intervention groups.

I write the child's name on a reward token and when I see them exhibiting the target skill I stick the 'token' against their name. At the end of the sessions, whoever has the most tokens gets a sticker. They love this!
Beverley Ferris, Westoliff Primary Academy, Devon

A group must understand their task to become engaged. A similar level of ability is preferable because too much differentiation will result in the group splintering and losing focus. Always have related extension work at hand.
Sue Westwood, Whitstable Junior School, Kent

Teaching new skills is one thing – but generalising them across the curriculum is another. Keeping communication up with teachers and other members of staff certainly will support this.
Jane Bainbridge, St Nicolas School, Canterbury

For more Top Tips go to The Link Online

We really hope that you will be able to take some of these back to your school.

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IDENTIFICATION

standardised assessments with instant results to target help at the right level where it is most needed – specialist support or in school

INTERVENTION

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a holistic overview of each child's improvement with teachers' engagement ratings, parent and pupil views, group and supplementary teaching outcomes

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SLCN Glossary

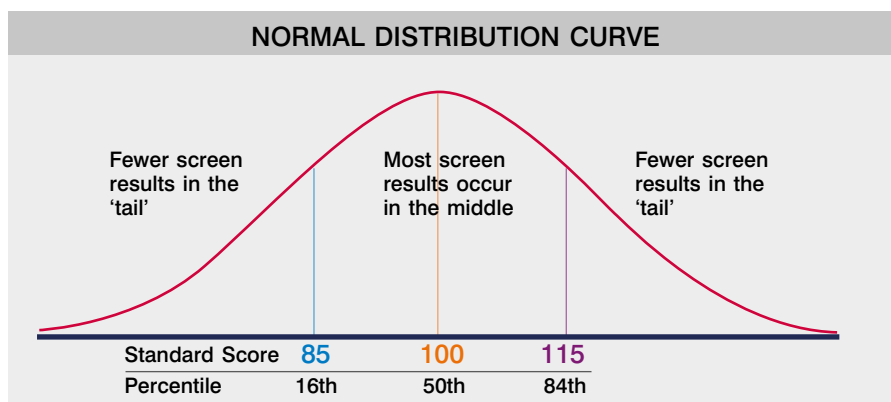
Standard Scores and Percentiles – What are They?

In order to target help where it is needed, it is useful to be able to compare a child's score on a language assessment with other children. If the child's understanding is behind that of other children then it may be that some support is required. Age can get in the way of making this comparison. Children develop at different rates and older children are expected to have acquired more skills in a given area.

What is a Standard Score?

This is where a standard scale can help. If there are 40 prompts in a language screen, it might be that on average a five year old gets 19 of them correct but a six year old might on average get 33 correct. On a standard scale we take the average raw (actual) score and we give it a nominal value of 100. Then we know immediately that a five year old scoring 100 and a six year old scoring 100 have both got the average score for their age, even though their actual scores are different. If they were both to have a standard score of 110, then they would both be the same amount above the mean for their respective ages.

If the assessment or screen is well designed then all the scores plotted together will have a characteristic distribution, this is called the 'normal' distribution. We can use the fact this distribution



is well understood and described mathematically to say more about a score on our standard scale.

We can make our standard scale work so that a score of 85 or less is in the lower 16 percent of scores. This is often taken as the threshold for some type of support being needed. A score of 115 or more is higher than 84 percent of other scores.

What is Standard Deviation?

The standard scale we are describing has a mean of 100 and a value called the 'standard deviation' is set to 15. A standard deviation measures how spread out the scores are around the mean and an individual one is calculated for the actual scores for each age; this is defined as 15 on the standard scale. We could decide on different figures for the standard score mean and standard deviation. As long as we calculate the real mean and standard deviation for the

real scores at a given age, then we can map the scores to our standard scale whatever we choose it to be. This allows us to compare scores between children of different ages more sensibly and children are not missed because of their age. A screening tool or assessment created in this way is said to be 'age-standardised'.

What are Percentiles?

Related to standard scores is the idea of percentiles. At a given percentile, say P, the score is greater than or equal to P percent of other scores. For example, a percentile of 72 means the score is equal to or greater than 72% of other scores. The mean standard score, 100 on the scale we described, is equivalent to the 50th percentile. If the standard deviation is 15 then a score of 85 is the 16th percentile and a score of 115 is the 84th percentile.

SUPPORTING CHILDREN WITH CEREBRAL PALSY

to flourish in the classroom and beyond

by Kerri Morgan, Highly Specialist Speech and Language Therapist at Woodstar School

Whenever I talk to professional colleagues about my work, I start with the following quote from the late American psychologist Carl Rogers, “If I accept the other person as something fixed, already diagnosed and classified, already shaped by his past, then I am doing my part to confirm this limited hypothesis. If I accept him as a process of becoming, then I am doing what I can to confirm or make real his potentialities.”

Cerebral palsy is a diagnosis but a broad one, with each child presenting in a unique way. If there's one tip I can give you about helping a child with CP in your classroom, it's to believe in their potential.

But how can you help them achieve it?

Firstly, it's important to note that children with cerebral palsy rarely have just a movement disorder. They may have a multitude of things impacting on their day: sensory impairments or processing difficulties, pain, insomnia, epilepsy, learning difficulties, speech, language and communication needs and, above all, their own personality and past experiences. So it's vitally important that we as school staff take the time not only to find out what these factors are in detail but also to really learn to appreciate what they mean for the child. To ask ourselves 'how do they see the world'?

Imagine: if you have difficulty with balance and coordination and you're surrounded by 29 other children

running around, then a PE lesson can be daunting. Couple that with difficulty understanding instructions and the lesson starts to feel like quite a frightening place.

That's not to say that a child with cerebral palsy shouldn't be in a PE lesson, they absolutely should; it is **we** who need to adapt, to take their needs into consideration and, at the very least, acknowledge how the world feels for that child.

The same rule applies when it comes to social skills. The majority of children with cerebral palsy will have spent much of their early life in hospital, attending appointments, interacting with lots of adults but very rarely experiencing friendships with children their own age. Quite literally, if they use a wheelchair or walker, they may not be able to get physically close to other children.

Breaking Down Isolation

Part of the reason children with cerebral palsy feel isolated is that, for the other children, there's an air of mystery that surrounds disability. This may well be the first time many children in your class have encountered someone with a disability and it's important that you address that in two ways:

1. Demystify and Debunk

Let your class know what cerebral palsy is. There are lots of helpful books out there such as *Ceana Has CP* by C. Fran Card or *Taking Cerebral Palsy to School* by Mary Elizabeth Anderson but, more than

this, let your class know specifically what their classmate finds difficult and most importantly what they don't. If their speech is affected but they are able to understand, make sure your class know the difference.

2. Normalise It

There are 7 billion types of normal in this world. Make sure your class know that they are all different - they all have strengths and weaknesses. Provide a diverse set of role models when teaching and remember: not all people with cerebral palsy dream of being a Paralympian! There are so many successful people with cerebral palsy in all arenas. Books such as *Good Night Stories for Rebel Girls* by Elena Favilli showcase this beautifully. Comedians Rosie Jones and Lee Ridley AKA Lost Voice guy (now starring on *Britain's Got Talent*) are also excellent examples of fantastic, articulate and successful people with cerebral palsy whom all the children can enjoy watching.

In the same vein, ensure you educate yourself and take a proactive approach to inclusion. When planning, make sure your



5 TOP TIPS FOR LESSON PREPARATION



Some simple ways to make things easier in the classroom can be:

- larger print worksheets or, if you are expecting the class to copy text from the board, this text may need to be closer to them, i.e. a copy on their desk
- a computer with predictive text to help record their work if writing is difficult - an OT can help adapt this if necessary
- breaking instructions down into smaller steps may be useful if you are expecting multiple things in a session. It may take your pupil longer to complete a task and so they may need something to help remind them of the next step like a visual cue card or recording they can play back, and this way they can still be as independent as possible
- giving your pupil time. If you are asking the class questions and you know it takes them a while to create an answer on their communication aid or plan what they want to say, don't leave them out, let them know you will be coming to them in a minute so they can get ready. And just be aware that a child with cerebral palsy may not always be able to put their hand up the quickest and make themselves known, don't always choose the child with the fastest draw!
- Talk to us at CPotential. We can provide training packages tailored to your school's needs that include areas such as differentiation, social skills, communication strategies and behaviour management.



disabled pupil's needs are forefront rather than an add on. If, for example, they can't get out of their chair on the floor, consider: does the rest of the class need to sit on the floor that day? If you need to differentiate the worksheet, hand it out at the same time as the others, put the adapted scissors in the same drawer and expect them to get them just as you would the rest of your class.

Know where to go for further information and advice. Talk to your local Occupational Therapy and Speech and Language Therapy services about access, software and equipment that may help your pupil get the most out of their learning. They may even be able to bring in examples or put you in touch with companies that can loan you equipment.

Remember a child with cerebral palsy doesn't necessarily have a cognitive difficulty but they are likely to have a learning difficulty, in that they are going to find it harder to take part physically which can impact their pace of learning.

Finally, research* shows that children with cerebral palsy usually take part in fewer activities, find friendships harder to maintain and have reduced play skills. We owe it to them to facilitate these friendships. If we do, we'll see them take more of an active role in the school day.

A great way to do this is by providing semi-structured opportunities such as clubs or groups. Perhaps with all the children, mixing and mingling on mats on the floor to increase a sense of togetherness. Make sure that you gradually strip back adult intervention so this becomes an empowering experience – no child wants a teacher hanging out with them in the playground or monitoring their conversations. Give the children the tools, then step back and watch them create something amazing!

Above all, I'd urge you to remember: **every interaction with a child with cerebral palsy is an opportunity to help them reach their potential.**

* Study of Participation of Children with cerebral palsy Living in Europe. SPARCLE. <https://research.ncl.ac.uk/sparcle/>



Woodstar School is an independent school and nursery in North London for children with movement disorders due to conditions such as cerebral palsy or acquired brain injury. It is run by the registered charity CPotential.



cpotential.org.uk

Ask a Therapist



QUESTION:

"In school I work with several children with speech sound difficulties, who all need a different speech sound programme. How can I save time when working through a programme, so I can fit them all in?"

Answer: This is a very common quandary in schools; we never seem to have enough time to squeeze in all the work we'd like to do with children. Of course, it is rarely the case that the children are working on the same sound and at the same level! This means we need to get creative with our sessions and use our multi-tasking skills.

It is possible to work with children who have different speech sound difficulties in pairs or possibly even threes (provided they work well together). However, it does mean the person running the group will have to work a bit harder.

1. Be organised with the appropriate materials for each different sound. Give each child a sound card representing their target and begin your session by reminding each of them of their special sound.
2. At each child's turn, make sure they remember their target sound and the level they're working at, e.g. "Luke, remember you're working on 's' (direct his attention to his sound card and provide a clear model). You're listening out for this sound in **words** - ready to listen?"
3. If the other child/children in the group can produce their peer's

sound accurately, have them take turns with each other's sounds too. This means each child not only has an adult model, but a peer model too. While a child may struggle with one particular sound, they may have no difficulty with someone else's target sound; this reminds them that different people have different strengths.

It's important that we are sensitive to our pupils' feelings about their speech, and that everyone in the group feels it is a supportive environment to practise speech sound skills.

DO YOU HAVE A QUESTION?

Email our therapist at office2@speechlink.co.uk

QUESTION:

"I have been trying to teach a pupil the difference between words like 'rough' and 'smooth' but he keeps confusing the two. Have you got any suggestions?"

Answer: Have you ever met two people at the same time and then struggled to remember who was who the next time you saw them? I know I have! Unless we make a conscious memory to establish the correct name for the correct person, it's all too easy to

associate both names with each person (think Ant and Dec). It's the same when teaching **concept** vocabulary to children with speech and language difficulties. Although it's tempting to teach concepts in pairs of opposites, like *hot* and *cold*, *fast* and *slow*, etc, we risk the child associating both words with each concept and becoming confused with the vocabulary and the meanings.

When I work on concepts with children, I start by categorising objects and pictures by those which demonstrate the target concept, and those which do not, e.g. 'soft' and 'not soft' (avoiding 'soft' vs 'hard'). This helps build awareness of the concept without confusing the child with extra vocabulary. You

can vary the range of activities and games you use to build a deeper understanding of different concepts. Remember to work on the child's **use** of the word too, so that they can add the word to their everyday spoken vocabulary.

Once a child's knowledge of a concept is developing well, you can introduce additional concepts. Avoid working on antonyms (opposites) until later, when the child has a secure understanding of the first concepts taught. This should help them to avoid confusing which word describes which concept.

It's more important to learn a smaller number of concept words really well, than to try to introduce too many, too quickly.

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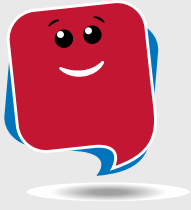
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THE IMPACT OF SLCN: THE CHALLENGE FACING SCHOOLS

Good language skills are linked to achievement and life chances. A child starting school with poor language skills faces an uphill struggle to catch up. Unsupported language delays affect **attainment**, learning, **literacy**, social relationships, behaviour, **mental health** and ultimately employment and social mobility.

Even minor language delays at age 5 can, if unsupported, lead to more long term difficulties as the child progresses through school. Studies have shown that vocabulary at age 5 is a reliable predictor of later academic achievement.

Around 25% of children starting school across the UK have poor speech or language skills. This figure rises sharply for children growing up in poverty. For some of these children their problems will be obvious and will be linked to other

developmental difficulties. However, many children's language difficulties are less easy to observe and can remain hidden for some time.

Without addressing this, schools cannot raise attainment or narrow the performance gap between children growing up in poverty and those from more affluent homes. Yet how can schools do this when many of these children will not meet the referral criteria for local NHS Speech and Language Therapy services?

Our services/packages help schools to ensure **early identification** and **intervention** to **raise attainment** and **narrow the gap** between disadvantaged and non-disadvantaged children. This is designed to complement the support from local Speech and Language Therapists.

DID YOU KNOW...

- THE GAP BETWEEN THE BEST AND WORST 10 YEAR OLD READERS IS 7 YEARS
- CHILDREN LIVING IN POVERTY HEAR 8 MILLION FEWER WORDS A YEAR
- GOOD LANGUAGE SKILLS ARE THE BEST WAY TO IMPROVE SOCIAL MOBILITY
- 1 IN SIX CHILDREN IN SCHOOL DO NOT HAVE ENGLISH AS THEIR FIRST LANGUAGE
- HALF THE CHILDREN REFERRED TO MENTAL HEALTH SERVICES HAVE SIGNIFICANT LANGUAGE DIFFICULTIES

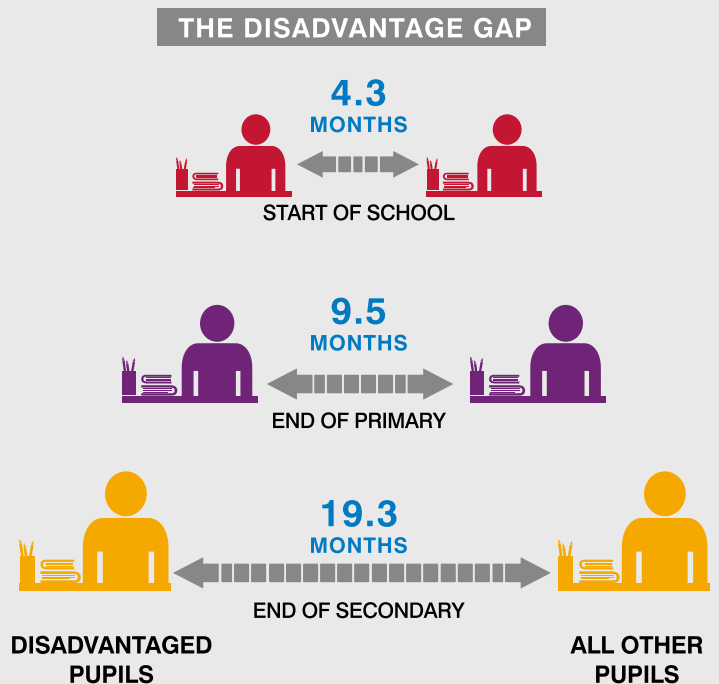
Sources: Early Language Delays in the UK. Law, J. et al (2013), Read On Get On campaign (2014) Save the Children, Early Intervention Foundation report (2015), I CAN report (2016).

81%

OF CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES HAVE UNDERLYING LANGUAGE PROBLEMS

ICAN Impact Report 2016/17

1 IN 3 CHILDREN GROWING UP IN POVERTY HAVE DELAYED LANGUAGE



“Closing the gap? Trends in educational attainment and disadvantage.”
Education Policy Institute, July 2017

BOOK A
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TRIAL

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“as a school we have been using the Language Link interventions programme over the past 5 years and it had proved invaluable with regard to narrowing the attainment gap and helping children to achieve.”

**EARLY YEARS TEACHER,
BRIDGEHALL PRIMARY SCHOOL,
STOCKPORT**

**“22% OF SEN SUPPORT PUPILS
IN ENGLAND HAVE SLCN AS
THEIR PRIMARY NEED ”**

DFE SCHOOL CENSUS DATA 2017





OUR COMPANY

Speech Link Multimedia Ltd provides unique award-winning packages, enabling schools to identify and support children with speech, language and communication needs (SLCN) and those new to English (EAL).

We are passionate about supporting schools to help ALL children build communication skills for life and are established in over 3,500 primary and secondary schools.

CASE STUDY

The Scarborough Pledge has supported its coastal schools to address concerns about pupils' poor levels of Speech and Language development. This has been made possible through Language Link - an interactive child-friendly system that screens children from Reception class through to Year 6. Initially the project was for 5 schools but due to the success of the pilot, a further 10 schools joined the project in 2017.

The programme has not only been highly effective in identifying children whose teachers did not think they had communication or comprehension gaps, but the children have also made accelerated progress. It's a joy to work with and to see the children make progress because they have access to the interventions that meet their personalised needs.

Vicki Logan, Headteacher, Overdale CP School, Scarborough

THE DIFFERENCE WE ARE MAKING

73%

- the percentage of Reception/P1 children with mild/moderate delays whose scores improved to the age-typical range following Language Link interventions.

94%

- the percentage of school staff/teachers who had seen improvements in understanding, communication, listening and participation.

77%

- the percentage of class teachers who believe that Language Link has a direct impact on pupil attainment.

72%

- the percentage of support staff who changed the way they work with pupils after using Language Link.

9000+

- the number of intervention groups completed annually.

136,821

the number of Language Link assessments completed by schools (Sep-Feb 2017).



SPEECH LINK AND LANGUAGE LINK

“This is an amazing programme of work that eliminates all the making of resources, assessing children then having to collate all the results so you can produce cast iron evidence of the children’s progress.”

ELAINE PACE,
FURZE INFANT SCHOOL,
LONDON BOROUGH OF
BARKING & DAGENHAM

Our serviced packages

Speech Link and Language Link provide online SLCN assessments, tailored interventions, resources, data analysis and in-product training enabling you to make the best use of external agency support, saving you time and money.

Our packages are written by speech and language therapists. Their specialist knowledge enhances the SENCO’s graduated approach to AEN. Each package provides clear advice to support teachers in their decision whether a child needs to be seen by a speech and language therapist or supported with a programme in class. All the planning, resources and training to deliver programmes form an integral part of each package.

“This is the best ICT assessment programme I have ever invested in.”

D GARNER, SENCO

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HELP DESK



Advice on choosing the right support for your school and A* in-package support from SLTs, specialist teachers and Tas. In this technological age, it is reassuring that you can always talk to a real person with expertise.

TRAINING

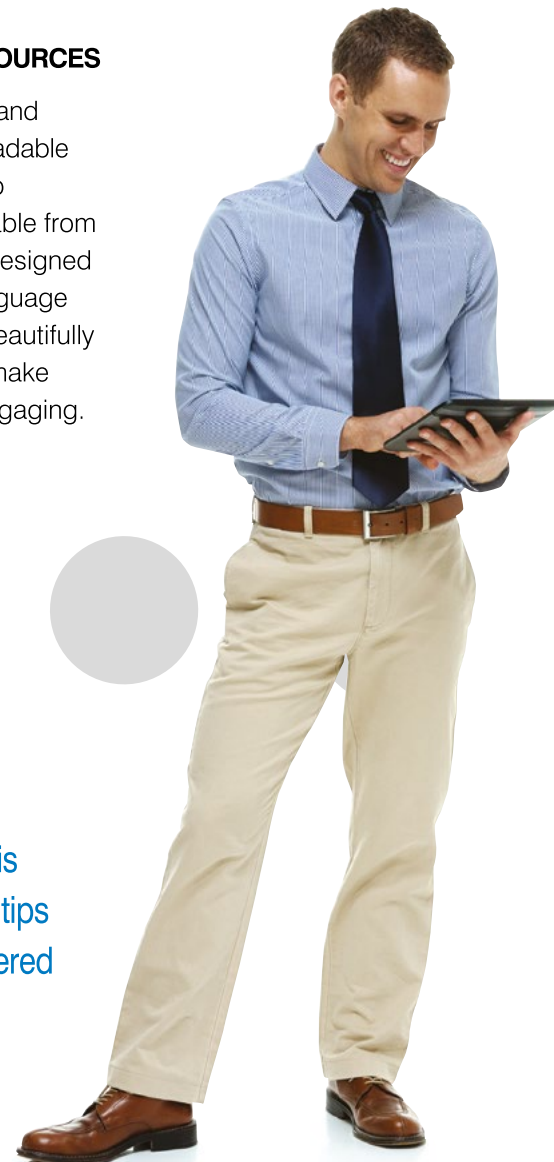


A range of training options for ALL teaching and support staff. Online, face to face and bespoke solutions allow the SENCO to choose the strategic provision that best meets the team’s CPD needs.

ADDITIONAL RESOURCES

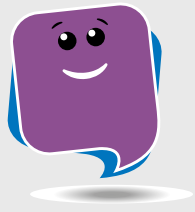


Printed and downloadable Big Leap resources are available from our online shop. Designed by speech and language therapists, these beautifully illustrated games make therapy fun and engaging.



Our SLCN magazine is packed full of advice, tips and resources. Delivered FREE to your school.





OUR PACKAGES LANGUAGE LINK

Infant Language Link and **Junior Language Link** provide schools with online tools to identify difficulties understanding language and provide timely targeted interventions.

With 3 standardised child friendly assessments, over 1,000 colourful resources, 22 planned termly language groups, 34 individual supplementary teaching plans and 78 handouts for parents, the Language Link packages are the most comprehensive set of tools available for SLCN. Each package includes an online training course, a friendly Help Desk with speech and language therapist support to help you make the most of these powerful tools. All this for a modest annual subscription, less than one pupil premium or equivalent!

Identification



Children are assessed using our online, adult-led standardised assessments. Fun, quick and easily accessible, they assess children's understanding of language across key areas appropriate for their age. Instant results will identify children who need specialist support and recommend appropriate class and small group interventions so you can target help at the right level where it is most needed.

A set of comprehensive progress measures establishes how the child is coping in the classroom. These help teachers set targets for improvement across key skills including communication, participation, listening, active involvement and social confidence.

Intervention



The Language Link packages provide planned and resourced interventions for a graduated approach:

- **Whole class** – high quality teaching strategies and classroom resources allow the teacher to support speech and language difficulties universally
- **Group interventions** – small planned and fully resourced language groups allow the support staff to provide targeted interventions
- **Individual interventions** – for pupils who need a little bit extra following a group, our supplementary teaching plans allow teachers and support staff to offer intensive focussed support in the classroom.



**JUNIOR LANGUAGE LINK
WINNER 2018**

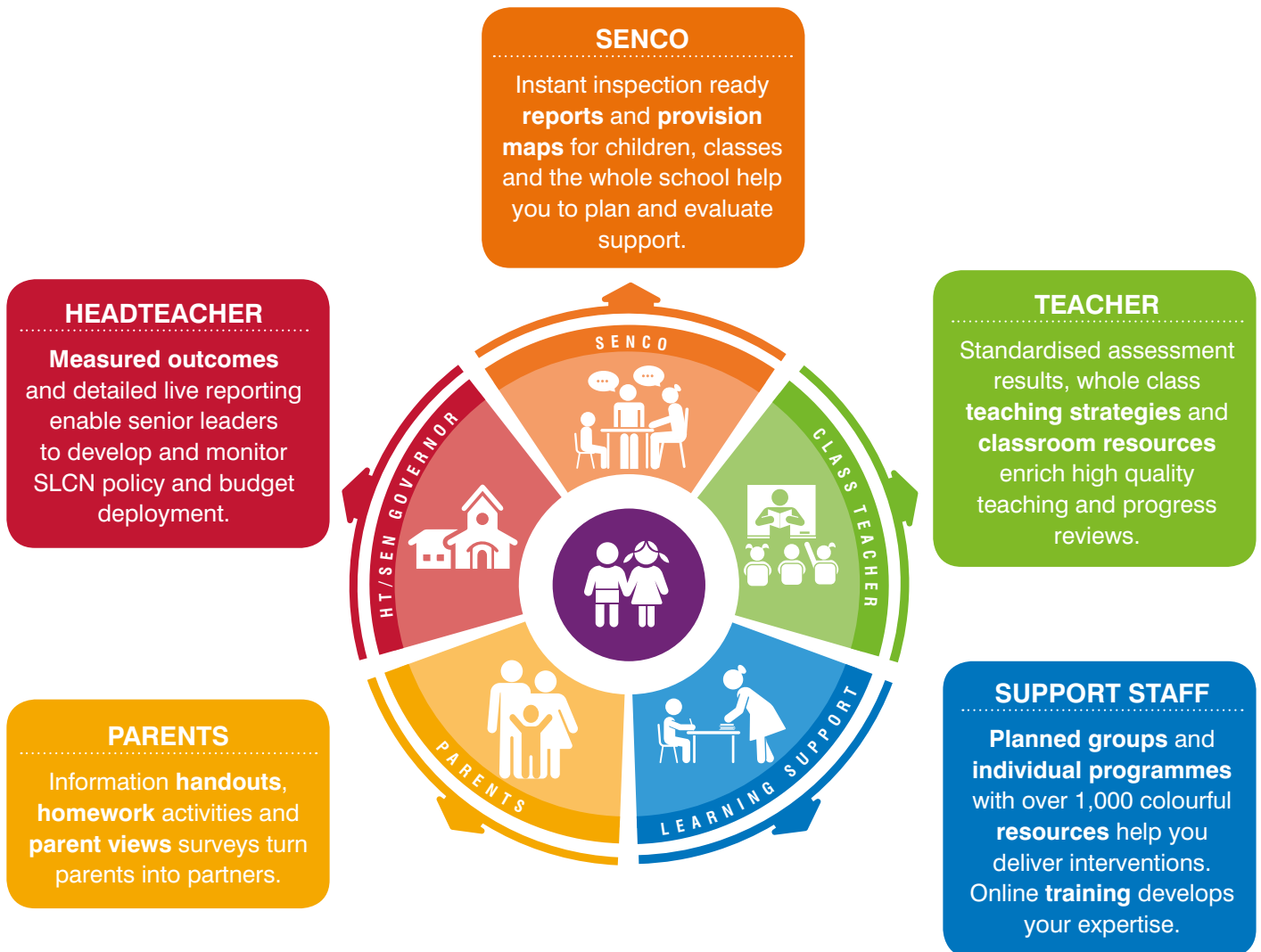
PRIMARY RESOURCE (INCLUDING ICT)

The judges said

“highly impressed – the platform not only offers opportunities to track and trace student progress, but also provides well-designed suggestions and strategies for teacher intervention.”



AN INTEGRATED APPROACH



Measuring progress

Language Link allows you to track impact with powerful **progress measures**, parent and pupil views, and group and supplementary teaching outcomes. Our flexible **dynamic reporting** tool provides the information you need at the touch of a button. Reports and provision maps show in-school improvement for each child, class, year group and even the whole school!

Universal screening

Difficulty understanding language can be hard to spot in the classroom through observation alone. To ensure no child is missed we recommend that **every child** is screened at the beginning of their school career and again at junior level. Early intervention is key to ensuring any delays are supported. A Language Link subscription allows you to carry out **unlimited assessments** across an academic year representing **outstanding value** for money.



OUR PACKAGES

SECONDARY LANGUAGE LINK

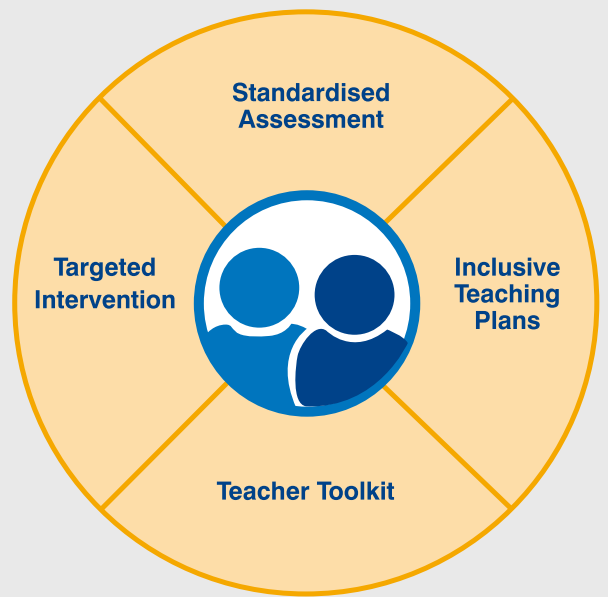
This assessment, intervention and training package enables secondary schools to identify and support the language and communication needs of pupils aged 11-14 years. It is the only tool of its kind and is listed among the Teach Secondary magazine Top 50 resources for secondary schools (2017).

Identification



The interactive online **standardised assessment** can be used universally in year 7 and reflects the typical daily demands for young people to understand language both in the classroom and in conversation with peers. The assessment can be taken by groups of students at one time and is fully audio supported placing minimal demand on literacy skills.

The assessment utilises a number of formats including video, an interactive virtual classroom and multiple choice questions making this an engaging experience for all pupils. Following assessment individual profiles and class reports identify areas of strength and need. This enables senior leaders to set targets and develop action plans to address barriers to learning across the school.



The assessment includes

CORE LANGUAGE	Following classroom instructions
	Concept vocabulary
	Processing information
	Complex sentences
SOCIAL UNDERSTANDING	Multiple meanings
	Verbal inferences
	Understanding sarcasm
	Idiomatic language

“They loved it!! A group of year 7 students said the assessment was fantastic. If asked to sit it again they would. A brilliant resource.”

HALIFAX HIGH SCHOOL



BOOK A
FREE
TRIAL

www.speechandlanguage.info



“Extremely effective in raising awareness of SLCN in secondary school...”

J. EDGAR, SLT, EAST KENT

UNIVERSAL SUPPORT

Inclusive Teaching Plans



Inclusive teaching plans are **differentiation** strategies enabling class teachers to support access to learning for pupils with SLCN and EAL. Subject teachers use the recommended strategies during whole class teaching and then evaluate the impact on the pupil's level of engagement.

Teacher Toolkit



Our teacher toolkit is an online teacher training resource which examines key aspects of teaching that will support the learning and achievement of students with SLCN and those new to English. Suitable for all subject teachers, it **promotes inclusion** across the curriculum and can be added to staff CPD programmes.

TARGETED SUPPORT

Talk Fitness Intervention



Talk Fitness is a unique, innovative group intervention aimed at improving functional and cross-curricular speaking and listening skills. Cleverly combining online learning with classroom teaching, each lesson is presented by online Talk Fitness coaches and teachers in the session. The video-based format provides a rich context for teaching, illustrating real life situations that are authentic and meaningful to young people's lives.

The programme consists of **6** carefully developed **units** targeting the most important functional communication skills for the classroom and beyond, teacher **guidance notes** to explain each session and comprehensive **progress measures** to chart progress.

TALK FITNESS UNITS

- EFFECTIVE LISTENING
- FORMAL VS INFORMAL TALK
- UNDERSTANDING AND FOLLOWING INSTRUCTIONS
- GIVING EXPLANATIONS
- TAKING PART IN DISCUSSIONS
- DEBATING – ARGUING A POINT OF VIEW

Watch our demonstration video at www.speechandlanguage.info



OUR PACKAGES

SPEECH LINK

This innovative, easy to use package takes the stress out of identifying and working with children who have developmental speech difficulties. Some of these children are at greater **risk** of developing **literacy difficulties** making early identification essential (Nathan et al, 2004). Traditionally seen as 'specialist' intervention, Speech Link demystifies speech helping support staff work effectively with a child's common speech errors.

IDENTIFICATION



The quick, engaging screen is used to identify the speech sounds that need support and will also alert staff to children who may need more specialist help from Speech and Language Therapists.

INTERVENTION



Following assessment, an age appropriate speech programme will be recommended. Each programme comes with clear instructions for support staff and extensive resources, including support materials for parents to use for home practice. The impact is measured through intelligibility ratings.

ONLINE TRAINING



Speech Link provides online training for staff new to working with speech. Our two modules cover how speech sounds are produced and show examples of Speech and Language Therapists working through speech programmes.

"Precise, quick identification of how best to support a child. Children are motivated by the resources."

SENCO, DERBY CITY

Online Computer Listening Games

The ability to hear the difference between speech sounds is essential for both speech and literacy development. Our interactive online graded listening activities can be used across the whole class to develop good listening and sound discrimination skills. These fun engaging games guide the child through five different levels from single sounds to identifying sounds at the beginning and ends of words. An indispensable resource for the infant classroom to establish the skills needed to access early phonics.



Watch our demonstration video at www.speechandlanguage.info

BOOK A
**FREE
TRIAL**

www.speechandlanguage.info

PRIMARY PRICING

All three of our primary packages represent fantastic value for money. Enhance each package with a box of all the resources (600+ pages).

	LANGUAGE LINK INFANT	LANGUAGE LINK JUNIOR	SPEECH LINK
Assessment	✓	✓	✓
Group Intervention – Fully Resourced	✓	✓	N/A
Individual Intervention – Fully Resourced	Supplementary Teaching	Supplementary Teaching	Speech Sound Programmes
Online Games	N/A	N/A	✓
Provision Maps and Online Reporting	✓	✓	✓
Online Training Course	✓	✓	✓
Help Desk Support	✓	✓	✓
Speech and Language Therapist Support	✓	✓	✓
Total cost in start-up year	£425	£425	£330
Cost in follow-on years	£275	£275	£180

All prices in pounds sterling and exclusive of VAT. Prices valid from 1st April 2018

ARE YOU...

- A small school?**
 Contact us to discuss our small school prices
- An existing customer?**
 Contact us to discuss multi-package discounts
- An Additional Resource Provision?**
 We have a special pricing structure just for ARPs

“The teacher, TA & children thoroughly enjoy using your resources. It is certainly a tool we will continue to use.”

**HEAD TEACHER,
PRIMARY SCHOOL, KENT.**



SECONDARY LANGUAGE LINK

Secondary Language Link pricing is an annual subscription based on the size of your school and the number of sites covered. Prices for an average sized secondary start from £875 per year. Please contact our Help Desk for a quote.

T: 0333 577 0784
E: office2@speechlink.co.uk



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