

Early Years Complex Needs Service

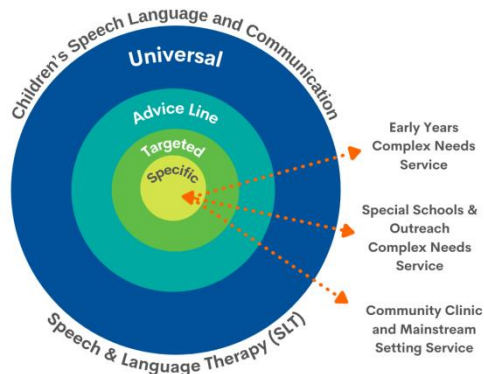
Special Schools & Outreach Complex Needs Service

Community Clinic and Mainstream Setting Service

Children's Speech and Language Service

Parent, Carers and Partners' Handbook





Shropshire Community Health NHS Trust's Children's Speech and Language Therapy Service Handbook

The children's Speech and Language Therapy (SLT) team at Shropshire Community Health NHS Trust are here to support children and young people with a wide range of speech, language, communication needs (SLCN) and eating, drinking, swallowing needs (EDSN). We work together with children and young people, families, settings and other professionals to provide advice and support through three waves of intervention.

Our Universal offer provides families and settings with the knowledge and resources to support the communication and eating, drinking, swallowing needs of children within their care without requiring a referral to the SLT service.

Targeted support focuses on evidence-based training workshops, and short term individual or group outcome focused interventions which may be offered locally, centrally or remotely with supporting resources for parents and setting staff to deliver ongoing care if needed.

The Specific wave of support may include slightly longer term or more frequent, outcome focused, evidence-based group and individual interventions. This may be offered locally, centrally or remotely with supporting resources for parents and setting staff to deliver care.

A child or young person with speech, language and communication or eating drinking and swallowing needs may move between the waves of intervention depending on their needs at the time. We use the following indicators to make decisions about intervention.

1. Immediate risk of harm (mainly related to EDSN, safeguarding and/or progressive needs)
2. The severity of need
3. The likelihood of positive change
 - a. The evidence base to support intervention
 - b. People in the child or young person's life to provide support

The key to our support being effective is that the people who spend most time with children at home and in their education or care settings are using the advice, strategies and resources which have been developed and agreed together. For parents and young people who have English as an additional language the team has access to interpreting services.

The three main clinical teams in the Children's SLT service are:

- Early Years Complex Needs
- Community Clinics and Mainstream Settings
- Special Schools and Outreach

All Teams

Universal Offer

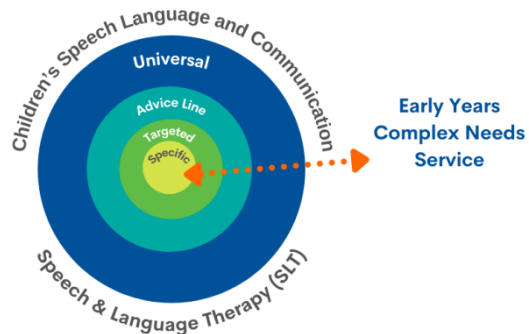
- The Facebook Page www.facebook.com/ShropcomSLT
- Shropshire Community Health NHS Trust website www.shropscommunityhealth.nhs.uk/childrenspeechlanguagetherapy
 - Signposting to information and support organisations
 - How to help guides
 - Screening tools
 - Referral processes and forms for the **Targeted SLT offer**
 - Referral processes for the **Specific SLT offer**
- Links to the Shropshire and Telford Local offers
 - <https://www.telfordsend.org.uk/site/index.php>
 - <https://shropshire.gov.uk/the-send-local-offer/>

- The Advice line is a bridge between universal and targeted waves of support.

The Advice Line is available to parents and carers of children currently on our active caseloads, those referred and those not known to the service. School staff or other professionals can also seek support but can only access the Advice Line regarding a specific child with explicit parental permission. New referrals and re-referrals made by families of children and young people will be directed to the Advice Line.



Advice line: 01743 450800 Option 4



Early Years Complex Needs Team

Service Overview:

We are based within the Child Development Centres in Shrewsbury and Telford and out-reach to children's homes, early years settings and the children's and neonate wards at Princess Royal Hospital. We work as part of a multidisciplinary team together with families and carers to provide a detailed assessment of a child's SLC strengths and needs.

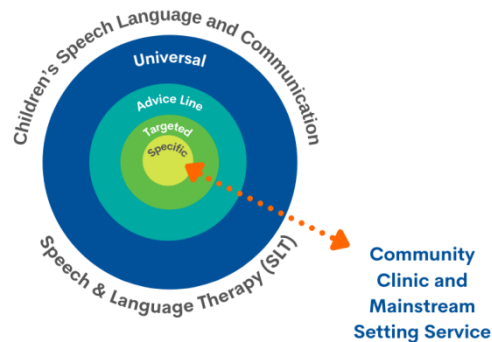
We help families and settings to understand and support the development of the SLC and EDSN of children within their care. Our offer includes a range of training packages, coaching, assessment and interventions and onward referral including within the Child Development Centres (CDC). This service is provided jointly by SLTs and SLTAs and Specialist Nursery Nurses/Play Specialist from the CDCs

Universal	Targeted	Specific
<p>We work jointly with the health visiting team and our colleagues in early years SEND to provide advice, support, training and signposting for families and education settings.</p> <p>Step down from Specific and Targeted waves to the following training packages if not previously accessed: To support Change of setting, change of support staff, transition to school planning. Supporting an Inclusive Communication approach:</p> <ul style="list-style-type: none"> • Visuals 	<p>Priority triage of referral by clinician First contact with Parents of children accepted on the pathway to understand their priorities and main concerns Providing information and advice about a child's communication needs, which may include:</p> <ul style="list-style-type: none"> • Individual assessment • Child-specific coaching and advice • Provision of resources, equipment and sign posting • Using Daily Routine to Support Communication Skills workshop • Parent Initiated Review 	<p>Support for children with complex eating, drinking and swallowing needs</p> <ul style="list-style-type: none"> • Multiple assessments • Specific liaison with families/ settings/other professionals • Onward referrals and investigations • Written advice with coaching as needed <p>AAC communication support for families and settings</p> <ul style="list-style-type: none"> • AAC training packages • Support, advice and joint visit for colleagues working with children/young people who might

<ul style="list-style-type: none"> • Makaton - Taster <p>Developing children's language and thinking</p> <ul style="list-style-type: none"> • Information Carrying Words • Attention and listening • Vocabulary and concept development • Building communication workshop <p>In consultation with the Child Development Centre Specialist Nursery Nurses/Play Specialist</p> <ul style="list-style-type: none"> • Intensive Interaction • PECS 	<p>Safe eating drinking and swallowing</p> <ul style="list-style-type: none"> • Assessment and advice • Risk of aspiration training to preschool settings <p>Self- restricted feeding patterns</p> <ul style="list-style-type: none"> • 'Help My Child Won't Eat' training workshop <p>Inclusive communication support for families and settings</p> <ul style="list-style-type: none"> • Visuals • Makaton - Taster <p>Developing children's language and thinking</p> <ul style="list-style-type: none"> • Information Carrying Words • Early Vocabulary and Concept Development <p>Providing targeted information and advice about a child's communication needs</p> <ul style="list-style-type: none"> • Therapist initiated Review • Additional advice from the Cleft palate, DLD and Fluency teams • Planning and decision making as part of the MDT assessment pathways (First Links, Communication and Interaction, Standard and 4-5 ASD) • Written Advice or Intervention Plan and contribution to EHCNA if required 	<p>need AAC support.</p> <p>Communication support/training for families and settings</p> <ul style="list-style-type: none"> • Intensive Interaction • Motivate to Communicate • PECS (Picture Exchange Communication System) • EarlyBird/EarlyBird Plus • Receptive Language Group • First Links - Shropshire/Telford • Down Syndrome pathway • Additional support from the Cleft palate, DLD and Fluency teams
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Pre-School Children with Downs Syndrome (DS):

Universal	Targeted	Specific



Community Clinics and Mainstream Settings Service

Service Overview:

We are based in clinics and visit early years and mainstream settings across Telford and Shropshire, working together with our colleagues in the health visiting team and education to provide a universal offer. This may involve you accessing advice via our Facebook page or website and us signposting you to useful resources and information. This will help you to understand your child's needs and provide early support.

If after this early intervention a referral to our service is needed, we work closely with families and settings to enable them to support the development of the speech, language, communication and eating, drinking, swallowing needs of children and young people within their care. We offer a range of training packages, assessments and interventions and refer children to different pathways within the Children's Speech and Language Therapy services.

Access to our service will be based on the support children and young people need, which may be longer term (over several years) or short term (assessment and advice). Children and young people can be re-referred to our team if there has been a change within their communication skills and needs.

The following clinical speciality teams are based mostly within the community and also outreach to the other parts of the service:

Fluency: Our fluency service is for children/young people who stammer and their families. Children of any age from preschool up to 18 can access this service. Children referred to the service are provided with a specialised assessment, which is the gateway to a range of treatment groups and individual treatments. Some of the assessments are run jointly with a community SLT. The fluency team can also offer one-off advice sessions for colleagues working with children with more complex needs if requested. Most children accessing the fluency service would require **targeted** or **specific** intervention.

Targeted	Specific
Information and advice for children and young people with fluency needs, their families and settings: <ul style="list-style-type: none"> • Fluency training packages • Assessment and advice 	<ul style="list-style-type: none"> • Group and individual interventions • Maintenance group

- Support, advice and joint visit for colleagues working with children/young people who have fluency needs.
- Advice/information for reasonable adjustments for examinations

Cleft Palate: Our Cleft Team provides children and their families with a co-ordinated team approach based on the "Hub and Spoke" model of delivery with Birmingham Children's Hospital (BCH). Children who are born with a cleft lip and/or palate in our area receive surgery and follow-up care with the 'hub' Cleft Team at BCH. Referrals to our local 'spoke' service are received from BCH following palatal surgery (6 -12 months). Children who have speech disorders linked to velopharyngeal incompetency which are unrelated to cleft may also be referred to our service (via BCH or via our Nasality Service).

We provide monitoring, specialist advice and treatment as required. Most children accessing the cleft service would require **targeted** or **specific** intervention:

Targeted	Specific
<p>Information and advice for children and young people with cleft needs, for their families and settings:</p> <ul style="list-style-type: none"> • Early advice and babble play www.clapa.com • 18 month assessment with feedback to BCH https://www.rcslt.org/wp-content/uploads/media/docs/policy/rcslt-supporting-people-with-cleft-lip.pdf • Monitoring and advice (with referral on to other SLT service pathways to address language needs as required) • 'CLP - Supporting School Aged Children' training package for schools . • Support, advice and joint visits for colleagues working in other settings with children/young people who have cleft lip and palate. 	<ul style="list-style-type: none"> • Specialist 1:1 therapy and/or coaching for home and school • Diagnostic therapy in liaison with BCH to support decisions about whether further surgery is required

The Nasality Service is for children/young people whose clarity of speech is affected by abnormal resonance or who present with cleft-type speech patterns. Children of any age from preschool up to 18 can access this service. We aim to identify undiagnosed cases of cleft palate or velopharyngeal dysfunction as well as speech problems unrelated to functional difficulties, offering advice and treatment as required.

Targeted	Specific
<ul style="list-style-type: none"> • Specialist nasality assessment • Advice/coaching for the family, community colleagues and school staff. 	<ul style="list-style-type: none"> • Diagnostic therapy to determine the nature of the problem and whether the child is able to make changes to their speech production. • Onward referral to the Cleft Team at Birmingham Children's Hospital to determine whether there are palatal problems.

Voice: Currently we accept referrals for children and young people aged up to 13. This pathway is currently in the process of development.

Targeted	Specific
<ul style="list-style-type: none"> • Triage • Assessment and care planning • Appropriate referral for ENT assessment • Advice and intervention 	Referral to Birmingham Children's Hospital if under 13 years Referral to Shropshire and Telford Hospitals if approaching 13 years

Selective Mutism: The Selective Mutism service is for children/young people who are unable to speak in certain social situations due to anxiety. For example, with adults and/or peers in their educational setting, or to relatives they do not see often. This is despite being able to speak freely in other situations, e.g., at home with immediate family.

Information is gathered via observations of the child, and from parents and setting staff via questionnaires and discussions. Where appropriate, information is obtained directly from the child/young person themselves. Following this, we provide monitoring, advice and care plans for parents and staff to follow, with coaching as required.

Universal	Targeted	Specific
<p>Within the referral acknowledgement letter, signposting parents/setting to Supporting Children with Selective Mutism video available online, which provides information, advice and recommended resources.</p>	<p>Support for parents and settings to understand the nature of their child's Selective Mutism and time to implement advice from the video, e.g., adapting the environment, eliminating maintaining factors, etc.</p>	<p>If continued Selective Mutism following 12 weeks of implementing advice from the training (e.g., adapting the environment), care plan devised for parents and staff to follow. Coaching provided as required. Onward referrals considered as needed.</p>

Early Years: Support for children who attend mainstream early years settings. For children with additional needs please see Early Years Complex Needs

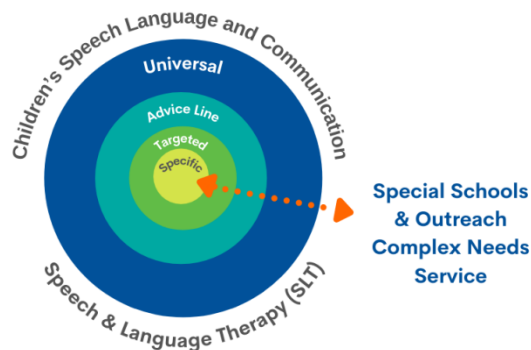
Universal	Targeted	Specific
<p>We work jointly with the health visiting team and our colleagues in education to provide advice, support and signposting for families.</p> <p>For early years settings as part of our traded services: Accredited training for settings to support children's speech, language, communication needs.</p> <ul style="list-style-type: none"> Elklan training for settings. Go to www.elklan.co.uk for detailed information about the range of training courses available <p>Please call the team for advice about costs for individual staff or whole school training</p>	<p>Safe eating drinking and swallowing</p> <ul style="list-style-type: none"> Assessment and advice Risk of aspiration training to mainstream schools <p>Self- restricted feeding patterns</p> <ul style="list-style-type: none"> 'Help My Child Won't Eat' training workshop <p>Inclusive communication support for settings</p> <ul style="list-style-type: none"> Visuals Makaton - Taster <p>Developing children's language and thinking</p> <ul style="list-style-type: none"> Information carrying words Vocabulary and Concept Development <p>Help for families and settings to support the development of children's speech</p>	<p>Support for children and young people with complex eating, drinking and swallowing needs.</p> <ul style="list-style-type: none"> Multiple assessments Specific liaison with families/settings/other professionals Onward referrals and investigations Written advice with coaching as needed <p>Support for children with specific speech and expressive language needs</p> <ul style="list-style-type: none"> TSELG/SELG Let's Get Talking Early Years Language Groups

	<ul style="list-style-type: none"> • Contrastive Pairs • Sounds Fun 	
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School Aged: Support for children who attend mainstream school settings

Universal	Targeted	Specific
<p>We work jointly with our colleagues in education to provide advice, support and signposting for families. For school settings as part of our traded services: Accredited training for settings to support children's speech, language, communication needs.</p> <ul style="list-style-type: none"> • Elklan training for settings. Go to www.elklan.co.uk for detailed information about the range of training courses available <p>Please call the team for advice about costs for individual staff or whole school training</p>	<p>Safe eating drinking and swallowing</p> <ul style="list-style-type: none"> • Assessment and advice • Risk of aspiration training to mainstream schools <p>Self- restricted feeding patterns</p> <ul style="list-style-type: none"> • 'Help My Child Won't Eat' training workshop <p>Inclusive communication support for settings</p> <ul style="list-style-type: none"> • Visuals • Makaton - Taster • Information carrying words • Vocabulary and Concept Development <p>Developing Children's language and thinking</p> <ul style="list-style-type: none"> • Colourful semantics • Verbal Reasoning • Memory and processing • Narrative • In Telford SALTIS <p>Help for families and settings to support</p>	<p>Support for children and young people with complex eating, drinking and swallowing needs.</p> <ul style="list-style-type: none"> • Multiple assessments • Specific liaison with families/ settings/other professionals • Onward referrals and investigations • Written advice with coaching as needed <p>Support for families and settings to introduce and maintain the use of an AAC system:</p> <ul style="list-style-type: none"> • AAC training packages • Support, advice and joint visits for colleagues working with children/young people who might need AAC support. <p>Specific support for children with DLD or specific speech disorders</p> <ul style="list-style-type: none"> • SSLIC (Shropshire) • Language Class (Telford)

	the development of children's speech <ul style="list-style-type: none"> • Contrastive pairs • Teach Speech 	Children with diagnosed ASD <ul style="list-style-type: none"> • EarlyBird PLUS • Intensive Interaction
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Special Schools and Outreach Complex Needs Service

Service Overview:

We provide a service to four special schools within Shropshire and Telford and Wrekin Local Authorities: The Bridge, Haughton, Severndale and Southall. We outreach to Hollinswood and Old Park Hubs in Telford (Funded by Telford LA) and post 16 settings across the county. Children and young people with specific AAC needs are supported within their educational setting and at home.

Our service works closely with settings and families to enable them to support the development of the speech, language, communication and eating, drinking, swallowing needs of children and young people within their care.

Access to our service will be based on the pathways children and young people need and may be long term (over several years) or short term (assessment and advice). When a child or young person is assessed, it will be agreed that they need either a Universal, Targeted or Specific wave of support. They may move between waves depending on their level of need at the time. Re-referrals to our service can be initiated if there has been a change within their communication or eating, drinking swallowing skills and needs.

Universal	Targeted	Specific
We offer settings a range of training packages to support an Inclusive	Our targeted wave of support is for Children and young people with speech,	Our specific wave of support is for children and young people with Complex

<p>Communication approach and safe eating, drinking and swallowing (EDS)</p> <p>Safe eating drinking and swallowing</p> <ul style="list-style-type: none"> • Risk of Aspiration and IDDSI training workshop for staff and respite carers <p>Self- restricted feeding patterns</p> <ul style="list-style-type: none"> • Help My Child Won't Eat training workshop <p>Supporting an Inclusive Communication approach:</p> <ul style="list-style-type: none"> • Visuals • Makaton - Taster • Attention and listening • Information carrying words • Vocabulary and concept development • Inclusive communication for young people <p>Developing children's language and thinking:</p> <ul style="list-style-type: none"> • Verbal reasoning 	<p>language and communication (SLC)/EDS needs requiring a targeted package of care in addition to an Inclusive communication approach.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Individual assessment • Liaison with families/settings /other professionals • Contribution to their Education Health Care Plan review • Written advice, signposting and resources. • Coaching for settings/ families • Setting/ family initiated review <p>Families may also be offered access to appropriate training packages relating to their child's individual speech, language, communication needs.</p>	<p>SLC/EDS needs requiring a specific package of care in addition to an Inclusive Communication approach.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Multiple individual assessments • Extensive liaison with families/ settings/other professionals • Attendance at meetings • Onward referrals and investigations • Contribution to their Education Health Care Plan review • Written advice, signposting and resources • Individualised coaching and support which may include exploring the impact of different therapy approaches • Speech and Language Therapist initiated review
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<ul style="list-style-type: none"> • Colourful Semantics <p>Support for families and settings to introduce and maintain the use of an AAC system:</p> <ul style="list-style-type: none"> • AAC training packages <p>Accredited training for settings to support children's speech, language, communication needs</p> <ul style="list-style-type: none"> • Elklan training for settings. Go to www.elklan.co.uk for detailed information about the range of training courses available 		
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Key terms

AAC: Alternative and Augmentative Communication. Communication methods used to supplement speech or writing.
www.communicationmatters.org.uk

ARFID: Avoidant/restrictive food intake disorder. A restriction of eating by consuming smaller amounts of food or avoiding certain foods or entire groups

Coaching: Is a form of development in which an experienced person supports a learner in achieving a goal by providing training and guidance

Colourful Semantics: Is aimed at helping children to develop their grammar by linking the structure of a sentence and its meaning.

Contrastive pairs: A therapy approach for children with speech sound difficulties

DLD: Developmental Language Disorder. A type of speech, language and communication need causing significant difficulties with functional communication which may include difficulties in understanding, formulating sentences or speaking clearly. www.rcslt.org

Dysphagia: Swallowing difficulties

EDS: Eating, Drinking, Swallowing

IDDSI: International Dysphagia Diet Standardisation Initiative- Global standard with terminology and definitions to describe texture modified foods and thickened fluids www.rcslt.org

Intensive Interaction: A communication approach aimed at developing interaction and communication abilities between children and adults with communication needs and the people in their environment www.intensiveinteraction.org

Inclusive Communication: Supports and enables people to use whatever ways of understanding and expressing themselves they find easiest. www.rcslt.org

Makaton: A unique language programme that uses symbols, signs and speech to enable people to communicate. www.makaton.org

Multidisciplinary team (MDT): Group of professionals from one or more clinical disciplines who together make decisions regarding recommended treatment of individuals

Risk of Aspiration: The risk of something such as food or liquid entering your airway or lungs by accident

Review: To evaluate progress and assess if there is a need for continued support. This can be initiated by parents/settings or if there are higher needs or risks planned by the SLT/SLTA

Resonance: The quality of voice that results from sound vibrations in the throat, mouth and nose

Verbal Reasoning: Thinking with words. It is a form of problem solving based around words and language.

Velopharyngeal Incompetency: When the soft palate does not close tightly against the back of the throat, leading to air coming out of the nose during speech

Visuals: Photographs, drawings, objects, symbols, written words which can be used to support people to understand and express themselves.

Training and Coaching Workshops

Training Package	Criteria	Parents / Settings / Both	Length of session/format All workshops may be offered Remotely or Face 2 Face (10-15 minutes added registration time for remote training)	Useful Links
Attention and Listening	Support for children with attention and listening difficulties that are impacting on the development of their speech, language and communication.	Both	1 ½ hours for remote sessions Half a day for F2F	
Building communication workshop	This parent(s)/ carer(s) only workshop. The session aims to:- - Consider what skills need to be in place for a child to be an effective communicator - Discuss the important characteristics of daily routines and how these can support the development of speech, language and social interaction skills - Share strategies that parents/ carers can use in their everyday routines to support their child's understanding of spoken language, expressive communication and social interaction skills too.	Currently a parent(s)/ Carer(s) only workshop. A workshop for settings is in development.	1-1 ½ hours for remote sessions	

	Following attendance at the workshop the families are added to the list for a follow up phone call with the specialist nursery nurse team.			
Supporting Children with Cleft Lip and Palate in School	Will be offered for settings where a child with Cleft speech difficulties has joined	Setting	1 ½ hours for remote session 2 hours F2F	www.clapa.org
Colourful Semantics	The Colourful Semantics workshop aims to upskill parent/carers/school staff so that they are able to use the Colourful Semantics approach to support their child/young person in Reception and KS1 with the development of their understanding of questions, vocabulary, and sentence structure.	Both	1 ½ hours for remote session	
Contrastive Pairs	A training package that comprises: a PowerPoint session with follow-up, written guidance and resources, focusing on 5 key sounds- /p/,/t/, /k/,/f/,/s/ at CVC level	Both	1 - 1 ½ hours for remote session	www.banterspeech.com.au/how-to-treat-speech-sound-disorders-3-contrastive-approach-minimal-and-maximal-pairs-with-demo/

Early Bird/Early Bird Plus-:	National Autistic Society (NAS) licenced programmes for parents/carers and settings to support children with autism.	Both	1 ½ hours for remote (currently 6 sessions) and F2F sessions (over 8 sessions)	www.autism.org
ELKLAN accredited training:	Elklan training programmes are bespoke accredited courses which enable families and practitioners to develop the speech, language and communication skills of children and young people.			www.elklan.co.uk

Understanding Spoken Language - Information Carrying Words (ICW)	The ICW workshop aims to provide skills so that those who are supporting children can develop the child's understanding from a single to a 4 key word level.	Both	1 - 2 hours for remote and F2F sessions	
Makaton: Taster	The Makaton Taster provides a short introduction into what Makaton is and who uses it. Participants will learn approximately 40 Makaton signs and symbols.	Both	Taster = 1 - 1 ½ hours for remote sessions	www.makaton.org
School Aged Narrative	The Narrative workshop aims to share skills so that parent/carers/school staff can support children/young people in Reception/KS1 and KS2 with the development of all aspects of their oral narrative abilities.	Both	Approximately 1 ¾ hours for remote sessions	
Teach Speech	This Teach Speech workshop is for parents/carers/staff supporting children/young people with some minor articulation difficulties using a specific sound/s within their everyday talking. The workshops aims to upskill those working with a child/young person to help them develop clearer speech.	Both	1 ½ hours for remote sessions 1 ½ - 2 hours for F2F	

Verbal Memory for Communication	The Memory training workshop aims to provide parent/carers/school staff with practical strategies to support verbal memory skills for communication, and access to the school curriculum for children/young people in KS2/ KS3 and KS4.	Both	Approximately 1 $\frac{3}{4}$ hours for remote sessions	
Verbal Reasoning	The course aims to provide an understanding of Blanks Four Levels of Questioning to support children with the development of their verbal reasoning skills. It is NOT a course for children.	Both	1 hour for remote and F2F sessions	
Visuals	The Visuals workshop is for those who are supporting children who would benefit from structured use of visual systems/strategies due to difficulties arising from any/all areas of their speech, language and communication. It is NOT a course for children.	Both	1 $\frac{1}{2}$ hour for remote sessions 2 $\frac{1}{2}$ hours F2F	
Vocabulary and Concepts Package 1- Early Years (for those supporting children aged up to 5) Package 2- School Aged	The vocabulary and concepts workshops share skills so that parent/carers/school staff can support children/young people with the development of all aspects of their vocabulary and concept learning.	Both	1 $\frac{1}{2}$ hour for remote sessions	www.thinkingtalking.co.uk/word-aware

(for those supporting children aged 5 up until the end of KS2).

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Targeted and Specific Interventions Explained

AAC: We support children and young people requiring Alternative Augmentative Communication support until they are 19 . We work across Telford and Shropshire in homes, settings and clinics. Children and young people who have complex, established AAC needs may need longer term support from the specialist AAC service. This involves assessments, advice, trialing a system, coaching and training for families and settings and ongoing reviews and updates. We can purchase some AAC equipment via a jointly funded budget with Shropshire and Telford LA's. We link in with the local tertiary service Access to Communication and Technology (ACT) in Birmingham as needed.

Eating, Drinking and Swallowing (EDS): We support children and young people aged 0-19 with EDSN. We work across Shropshire and Telford in homes, settings and clinics offering assessments and advice. Children who have complex needs may need longer term support, which could involve onward referral and investigations. We work closely with families and other professionals to provide a coordinated approach.

First Links: is for children identified under the age of 18 months as having complex developmental difficulties, often seeing multiple health professionals. These children and their families are offered group support and when they are between 2:03 and 2:06 years of age a multi-disciplinary assessment is carried out to identify any special educational needs they may have and to put in place support before school entry age. Children attend with a parent/carer [preferably one adult to attend with a child]. It is a block of group sessions, fortnightly, term time only.

The Receptive Language Group (RLG): is for children in their pre-school year (i.e., prior to starting school in the September) with significant receptive language difficulties. The focus of the group is on building attention, interest and motivation at a very basic level and on developing ICWs. Visuals (Makaton signing and photos/objects of reference) are used consistently throughout sessions and support is provided to families and settings.

SELGs: Speech & Expressive Language Groups are for preschool children with severe and specific **Speech Sound Disorders**. Largely, the SELGs use contrastive pairs in line with the evidence base for children with consistent phonological disorder and phonological delay. We work on articulation as necessary, and if we have a child with inconsistent errors, we will try core vocabulary. We also use Makaton to support.

Parents and settings have the C-Pairs training session online. Children are seen weekly, either individually with parent or in pairs/small groups without parent.

SSLIC: Severe Speech and Language Impaired Children's Team: We provide a school-based service, supporting children in Reception and KS1 who have a diagnosis of Developmental Language Disorder (DLD) or a severe speech difficulty. Our service is available to children across Shropshire and is made up of a team of Specialist Speech and Language Therapists and Specialist Language Teachers.

The SSLIC team assess the child's speech, language, communication needs, liaise with parents, class teacher and the school team to make plans and provide specialist input to help the child.

Language Class: The Telford Language Classes are based at Wrekin View Primary and John Fletcher of Madeley Primary. The Language Classes provide integrated education and intensive speech and language therapy for children with a persistent and severe speech sound difficulty and/or a Developmental Language Disorder. This provision is available to children in Reception and KS1 and places are allocated via the Department for Education, Telford and Wrekin Council. The children join a small group of 8 children each morning for numeracy and literacy and benefit from 2-3 sessions of individual or small group speech therapy each week. The children travel back to their local school after lunch and join their mainstream class for the afternoon session. A whole team approach is encouraged with parents, language class and afternoon school staff working together to support the child.

[Parent Information](#)

[Language Class Leaflet](#)

[https://sharepointapp.xscpcttwpct.nhs.uk/SaLTs/SALT Document Library/Clinical/Specialist Team Info/Language Class](https://sharepointapp.xscpcttwpct.nhs.uk/SaLTs/SALT%20Document%20Library/Clinical/Specialist%20Team%20Info/Language%20Class)

Early Years Speech Groups: These groups are for children whose **primary** need is their speech. Ideally, Children are able to demonstrate age-appropriate receptive language skills. Children with mild receptive language delay may be considered. Children may have expressive language difficulties.

School-Aged Speech groups: Our School Aged Speech groups are for children who are presenting with specific moderate developmental speech problems. A Speech and Language Therapy (SLTA) will usually run most of these groups and each child will receive up to eight group sessions.

Let's get Talking: Let's Get Talking is a course of group and individual therapy sessions developed to help families understand and support their child's communication needs. It is for children who are no older than 2:06 years at the time of referral to the course.

Language Groups: These groups, run across Shropshire and Telford are also a work in progress. They are intended for Preschool children aged 3;06 years and upwards with receptive and/or expressive language difficulties. They will ideally take place over six weekly sessions, including a parent session which runs alongside the child group (one of the therapists will speak to parents for parent group towards the end of each weekly face to face session whilst the other stays and does an activity with children). There will be approximately six children in the group.

SALTIS: The Speech and Language Therapy Inclusion Service is funded by Telford and Wrekin Council and operates across schools in Telford & Wrekin and Haughton hubs.

The Speech and Language Therapists within SALTIS work for Shropshire Community Health Trust (SCHT) and link closely with the Core Speech and Language Therapy service.

This service is for children in Reception and Year 1 classes who show significant delay in receptive or expressive language, this may include children where these difficulties are the most significant part of an overall profile of developmental delay. SALTIS provide a more intensive level of involvement with Schools including giving support, advice, coaching and training.

SALTIS supports a sustainable use of resources and knowledge, to maximize the learning potential and promote the development of speech, language and communication skills amongst young children. Positive outcomes are achieved for children and teaching staff.

Feedback

If you would like to share some feedback about this handbook please follow this link

<https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3DslTDN7CF9Ueylge0jXdO45hLQ7FMUJhFjPnI6B2m90dUMlhYSDRSM001OVU1Q0tUOFBGR0VTVEIJVy4u%26Token%3Ded5808a315044860852b163d3c4cd6c2>

