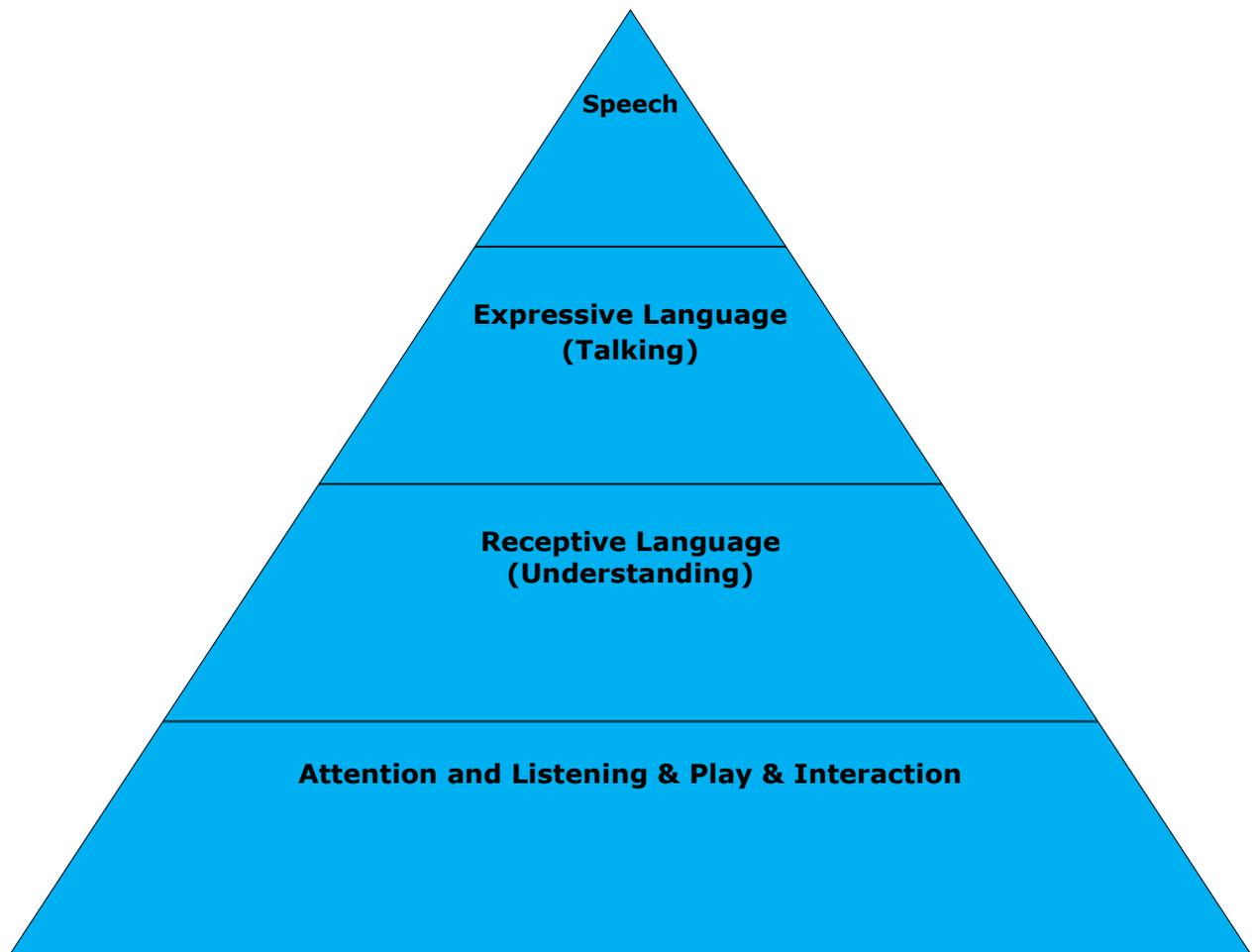


Speech and Language Therapy

Early Years Resource Pack

Part 1



PART 1

Contents

1. Introduction to the Resource Pack
2. Introduction to Children's Speech and Language Therapy Services
 - Referral Information
 - How the service works
3. Understanding the basics of communication development
4. Instructions for using the flowcharts

Flowcharts

- Attention and Listening
 - Play
 - Interaction
 - Receptive Language (Understanding)
 - Expressive Language (Talking)
 - Speech
 - Stammering
5. Service Information Contact Details

PART 2

Contents

Advice Sheets:

- Attention and Listening
- Play
- Social Interaction
- Receptive Language (Understanding)
- Expressive Language (Talking)
- Speech
- Reluctant Speakers
- Learning More Than One Language
- Voice Care
- Stammering

APPENDICES

- Individual Support Plan Template
- General Resources List
- Suggested activities linked to the Early Language Child Monitoring Tool and suggested reading and resources list
- Individual Child Monitoring Tool

Introduction to the Resource Pack

Early identification of speech, language and communication difficulties is essential to ensure a child receives the support they need prior to starting school and at school. It is essential that difficulties are identified early and early years practitioners are key to this process.

The aims of the resource pack are:

- To empower practitioners with a resource to enable them to identify children with speech, language and communication difficulties.
- To provide specific resources i.e. activity sheets to encourage a child's development in specific areas of communication including; attention and listening, play, interaction, understanding of language, use of language, speech, fluency (stammering).
- To provide activity ideas that can be used to enhance general nursery provision for all children.
- To assist practitioners in identifying which children are appropriate for referral to Speech and Language Therapy and information on how to make this referral.
- To ensure practitioners are aware of the speech and language therapy service offer and how the service works alongside families and educational settings to support speech, language and communication development.

The resource pack contains:

- An introduction to the Children and Family Health Speech and Language Therapy Services.
- The Pyramid of Communication, Language and Speech development
- Flowcharts on how to identify difficulties in each area of the communication pyramid.
- Suggested activities / advice sheets on how to support development of a child's skills in the area considered.
- The Appendices section can be used to access websites which provide useful information on language and communication development alongside websites which you can purchase resources from.

Introduction to Children's Speech and Language Therapy Services

The Early Years Speech and Language Therapy is a community based service. The service works with others to enable children to communicate and interact successfully in daily life. The focus is to improve functional language and communication skills and promote a child's ability to access educational tasks. The active involvement of the child, parents, carers and staff in educational settings is an essential part of the client centred service.

Individual settings do not have a designated Speech and Language Therapist, but children who are referred to the service will be given support in nurseries, preschools, school and community clinic and home where appropriate.

Referral information

Early Years Referral Criteria

We accept referrals for children from 18 months until the 31st of August in the year a child starts their reception year at school.

Referrals are made for children with difficulties in the following areas where there is a significant impact on functional communication and language skills:

- **Attention and Listening**
- **Play**
- **Interaction (social communication)**
- **Understanding of Language**
- **Expressive Language (Talking)**
- **Speech**
- **Fluency**
- **Speech anxiety**
- **Concerns regarding voice**

How to Make a Referral

We expect that settings will have used the resource pack activities and implemented an individual support plan with the child prior to referring on to our service. We accept referrals from Doctors, Parents, Health Care and Educational Professionals, including Special Educational Needs Co-ordinators and Early Years Practitioners and advisors.

Referrals are made via the Children and Family Health Surrey One Stop, a centralised referral and triage service for Surrey's specialist children's services.

The three ways to refer are:

- **Referral portal:** <https://childrenshealthsurrey.nhs.uk/services/one-stop>
- **Call:** Children & Family Health One Stop – 0300 222 5755 (open 9am-5pm Monday to Friday)
- **Write to:** Children & Family Health One Stop, 1st Floor, Dominion House, Woodbridge Road, Guildford, Surrey, GU1 4PU:

The following additional information would also be useful if available:

- Individual Support Plans (ISPs)
- Race, Equality and Minority Achievement (REMA) report (if applicable)

- Any other relevant information (i.e. 2 year progress check)
- Early Language Child Monitoring Tool

Parental consent is essential at the point of referral.

The referral is accepted when needs are specific to Speech and Language Therapy. Where there are multi-agency concerns the Early Help assessment is recommended.

Once the referral is received by the service, the child is placed on a waiting list. Acknowledgement is sent to the referrer. Parents will also be sent an acknowledgement letter directing them to websites which provide advice on speech and language development.

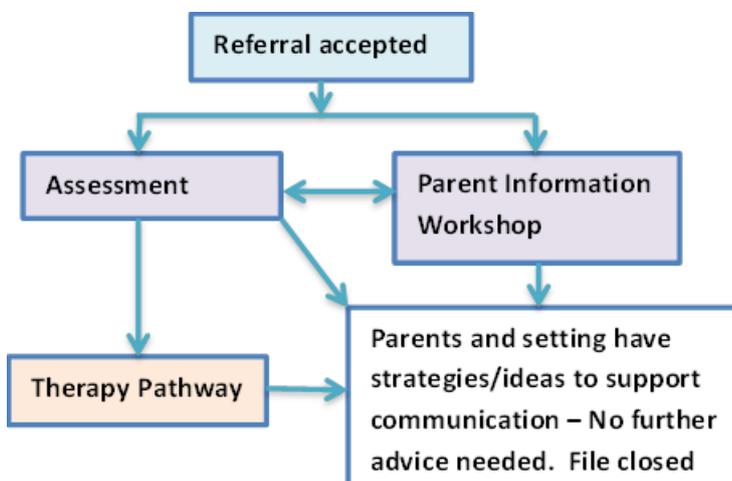
If at any point you are uncertain about the need for referral please contact your local service to discuss.

How the service works

Parents will be sent an appointment for their child to be seen by a Speech and Language Therapist and will also be invited to a Parent Workshop. This is a **parents only** workshop during which parents are provided with information on typical speech, language and communication development, strategies to support language and communication skills. They are also given information on what to expect from the speech and language therapy service.

**** Please note that due to COVID 19 we are not currently offering a face to face parent workshop. Parents are sent links to this workshop which is available on youtube.**

Typically the assessment is carried out in a clinic. A report will be compiled and circulated following assessment detailing findings, recommendations and next steps.



Types of Intervention

- Direct (i.e. face to face)
- Indirect (e.g. programmes to the child's parents and early year's setting with targets for the child's nursery / school based targets).
- Individual or group intervention.

This may take place in a clinic, nursery, home or school environment.

The Speech and Language Therapist may attend educational and medical review meetings where speech and language therapy is a primary area of need.

Speech and Language Therapy Review

Children may be reviewed as part of their intervention, or be discharged with a programme.

Discharge

The aim of therapy intervention is to empower parents and education staff with the knowledge and skills to continue to support and develop child's language and communication skills. Once we are satisfied that parents and the educational setting are able to deliver a child's language and communication programme the child will be discharged.

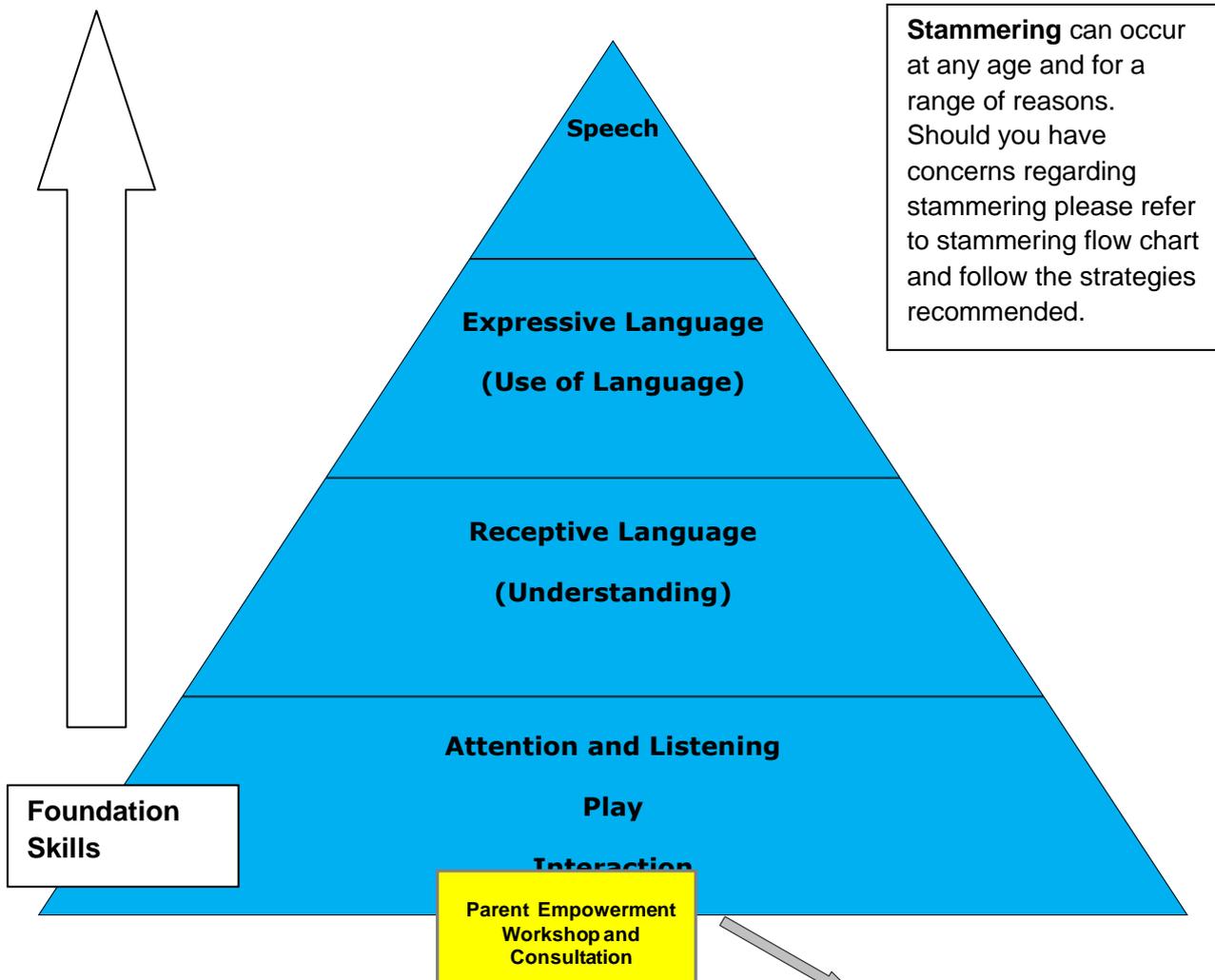
Re – referrals

A child can be re-referred at any stage where there are concerns. Re-referrals are accepted if additional difficulties are identified or further advice is required.

Should a child be re-referred to the speech and language therapy service parents are not expected to attend the parent workshop for a second time.

Understanding the basics of communication development

The Pyramid of Communication



Stammering can occur at any age and for a range of reasons. Should you have concerns regarding stammering please refer to stammering flow chart and follow the strategies recommended.

The Pyramid identifies the different skills needed for speech and language development. The foundation skills (along the bottom of the pyramid) are attention and listening, play and interaction. These skills are important and should be present in clear speech. If a child has a speech problem, they will move up through the different stages identified in the pyramid. If a child has a speech problem, they should be allocated to a Therapist. If a child has a speech problem, it is best to start working on the skills lower down the pyramid. If a child has a speech problem, it is important that their speech and attention it is important that their speech. In the same way if a child has a speech problem, the child's understanding of language should be targeted first.

Foundation Skills

Parent Empowerment Workshop and Consultation

No Further Action

Assessment

Parents/Settings have a programme and strategies to support language and communication skills. No further therapy needed at this time - close file.

Therapy Pathway

Instructions for using the flowcharts

What are the flowcharts?

The flow charts look at the different areas identified on the Pyramid of Communication.

Once difficulties are identified using nursery observations please refer to the flowcharts to identify which activity sheet you should use. An Individual Support Plan (ISP) should be completed to record intervention given and progress made by the child. The charts have been written with reference to the Early Language Child Monitoring Tool to make them easier to link with the curriculum offered in your setting.

Which areas do the charts focus on?

- Attention and Listening
- Play
- Interaction
- Developing Receptive Language (Understanding)
- Developing Expressive Language (Use of Language)
- Developing Speech
- Stammering

It is usual for the difficulties you observe in a child to fall into one or more of the above categories.

How do I use the resource pack?

- Identify which areas the child is having difficulties in. Do this by completing:
 - Early Language Child Monitoring Tool
 - Ann Locke Profile if there are additional concerns broader than language.If the child is not achieving the majority of criteria expected for their age group in any given area on the Early Language Child Monitoring Tool and/or are not beginning to complete age appropriate tasks specified in the Anne Locke Profile; this is suggestive that the child is experiencing a delay/difficulties in that area and would benefit from you working on activities from the resource pack with them.
- Once you have identified the areas or delay/difficulty, use the Pyramid of Communication to identify which area to work on first.
- Select the appropriate flowchart and work your way down through the questions.
- When you answer YES to one of the statements note down the appropriate advice sheet.
- Refer to the appropriate advice sheets (you'll find these in part 2 of this resource pack) and use the suggested targets to help you complete an Individual Support Plan (ISP) for the child.
- Carry out the recommended activities and record the progress the child makes.
- If you still have concerns when you review the child's Individual Support Plan consider making a referral to speech and language therapy.

Please note

- If you answer NO to all of the statements on the chart it is unlikely the child requires a referral to Speech and Language Therapy in relation to that area.
- If the child does not appear to have any of the difficulties identified on any of the flowcharts, a referral to Speech and Language Therapy is not appropriate.

The Advice Sheets

Each sheet contains a variety of activities and strategies intended to support the child's communication. The activities suggested can also be used freely and be made available within the educational environment allowing the child's specific needs to be targeted by staff both formally and informally during the daily routine. Activities from the resource pack can also be taken and implemented across the Early Years

Setting so all the children can benefit from the ideas suggested.

Attention and Listening

Advice Sheet

Extreme distractibility

Does the child find it difficult to focus on one activity/ moves quickly between activities/ does not respond to name when name is spoken/ difficulty following adult led instructions?

YES

- Useful strategies (Page 6)
- Shared attention and anticipation games (Page 10)
- Ready Steady Go games (Page 11)

Rigid Attention

Does the child concentrate for some time on a concrete task of own choice but has difficulty in tolerating intervention or attempts to modify activity by an adult?

Does not consistently respond to name.

YES

- Useful strategies (Page 6)
- Attention Bucket (Page 12)
- Sustaining Attention (Page 14)

Single channelled

Does the child have some flexibility; can shift from activity on direction, back to task but needs adult support to control the attention focus?

YES

- Useful strategies (Page 6)
- Now/ Next Boards (Page 8)
- Visual Timetables (Page 9)

Does the child still need to look at the speaker in order to move focus or attention or follow instructions? (They may sometimes move focus of attention himself)

Is the child still distracted by sounds around them?

YES

- Useful strategies (Page 6)
- Now/ Next Boards (Page 8)
- Visual Timetables (Page 9)

How do children with attention and listening difficulties present in the learning environment?

Children with attention and listening difficulties may demonstrate some of the following behaviours in the learning environment:

- Appear to ignore you
- Cannot sit still
- Talk when should be listening
- Cannot tell you what you have been talking about
- Do not appear to know what to do and can have difficulty following instructions
- Can only concentrate on one thing
- Are easily distracted
- Do not settle with one activity, but tend to flit from activity to activity
- Fidgety
- Require a high level of support to complete tasks
- Can distract others
- May be passive and quiet
- Doesn't look at adult speaking

Please be aware that some of these behaviors may also be seen in children experiencing hearing difficulties. So if you are in any doubt about a child's hearing levels it is recommended that you make a referral for a hearing test to be conducted.

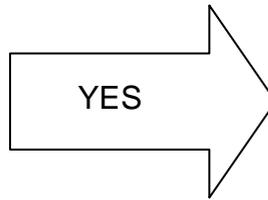
See 'Hearing Difficulties' advice sheet (Page 64)

Play

Advice Sheets

Does the child have no interest in peek-a-boo games?

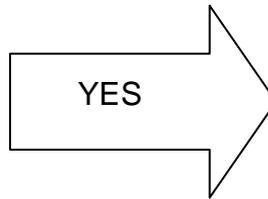
Does the child have no interest in toys?



- Useful strategies (Page 18)
- Special time (Page 19)
- Exploratory play (Page 20)

Does the child explore toys by mouthing shaking or banging them?

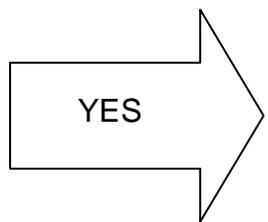
Does the child not imitate everyday situations e.g. pretending to drink from a cup?



- Useful strategies (Page 18)
- Special time (Page 19)
- Relations and self pretend play (Page 21)

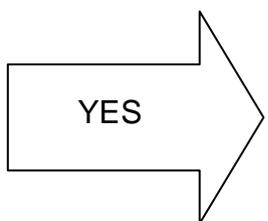
Is the child beginning to relate two toys together (e.g. spoon in cup or is beginning to feed, brush and wash themselves) but not does not extend this?

Is the child observing other children playing around them and playing alongside but not playing with them?



- Useful strategies (Page 18)
- Special time (Page 19)
- Simple pretend play (Page 22)
- Sequences of pretend play (Page 23)

Is the child beginning to demonstrate simple play sequences and starting to interact with others in their play and co-operate with others, but only does so briefly?



- Useful strategies (Page 18)
- Special time (Page 19)
- Imaginative play (Page 24)

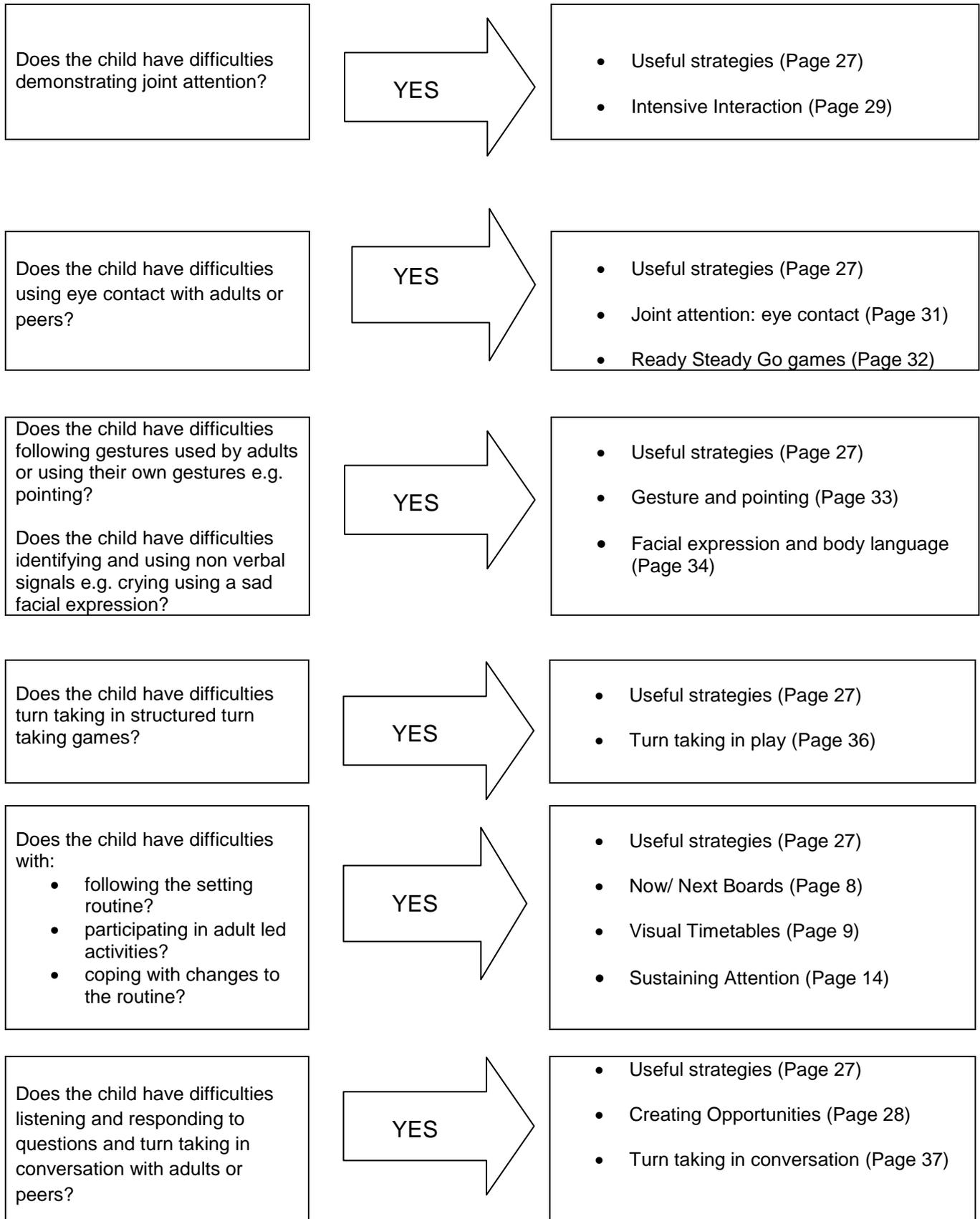
How do children with play difficulties present in the learning environment?

Children with play difficulties may demonstrate some of the following behaviours in the learning environment:

- Be passive and quiet and sit and watch what other children are doing rather than initiating their own play situations.
- Put the different toys / objects in their mouth.
- Throw toys rather than use them as you might expect.
- Always seek the same activity as this is the activity they are familiar with.
- Move quickly from one activity to the next as they do not see the purpose of a selected activity.
- Demonstrate unusual or atypical play e.g. lying on the floor and watching the moving parts of a toy, lining up toys and become distressed when others intervene.
- Have difficulties sharing toys and taking turns with peers.
- Engage in solitary play (away from peers) with limited interest in what other children are doing.

Interaction

Advice Sheets



Date: 12/02/2021 v2.0

How might children with interaction difficulties present in the learning environment?

Some children with interaction difficulties may demonstrate some of the following behaviours in the learning environment:

- Always seek the same activity as this is the activity they are familiar with.
- Have difficulties sharing toys and taking turns with peers.
- Engage in solitary play away from peers with limited interest in what other children are doing or play near peers who are playing with the child's toy of choice but not look to interact or join in with the play that others are completing.
- Take motivating activities from peers without communicating that they want the activity they have taken.
- Find it difficult to follow the routine of the Early Years setting or to access adult led activities as they prefer to follow their own choice of activity.

Other children may demonstrate some of these difficulties in the learning environment

- Talk too much about themselves or their interests
- Have difficulties talking about the topic being discussed and try to change the focus of the topic by introducing something that they are interested in.
- Ask repetitive questions this may be because they are anxious or because they want some control over the conversation.
- Be able to initiate interaction with their peers but struggle to make friends with others because their friends do not play by the child's perceived rules of the game.
- Always wanting to be first or to be chosen for activities and not understand that others also need to go first.

Receptive (Understanding) Language

Advice Sheets

<p>Does the child have difficulties responding to his name or familiar routine instructions?</p>	<p>YES</p>	<ul style="list-style-type: none"> • Useful Strategies to develop understanding (page 39) • Objects of reference (page 41) • Now/ Next Boards (Page 8)
<p>Is the child able to follow very familiar, routine instructions but has difficulty following other single word/simple instructions?</p>	<p>YES</p>	<ul style="list-style-type: none"> • Useful Strategies to develop understanding (page 39) • Key words (page 42) • One key word (page 45)
<p>Is the child able to follow single words and actions but has difficulties following two information carrying words (ICWs)?</p>	<p>YES</p>	<ul style="list-style-type: none"> • Useful Strategies to develop understanding (page 39) • Two key words (page 46)
<p>Is the child able to follow instructions containing two information carrying words but has difficulties following instructions containing three information carrying words (ICWs)?</p>	<p>YES</p>	<ul style="list-style-type: none"> • Useful Strategies to develop understanding (page 39) • Three key words (page 47)
<p>Does the child have difficulties understanding early concepts size / colour / position / quantity?</p>	<p>YES</p>	<ul style="list-style-type: none"> • Useful Strategies to develop understanding (page 39) • Concept words (page 49)

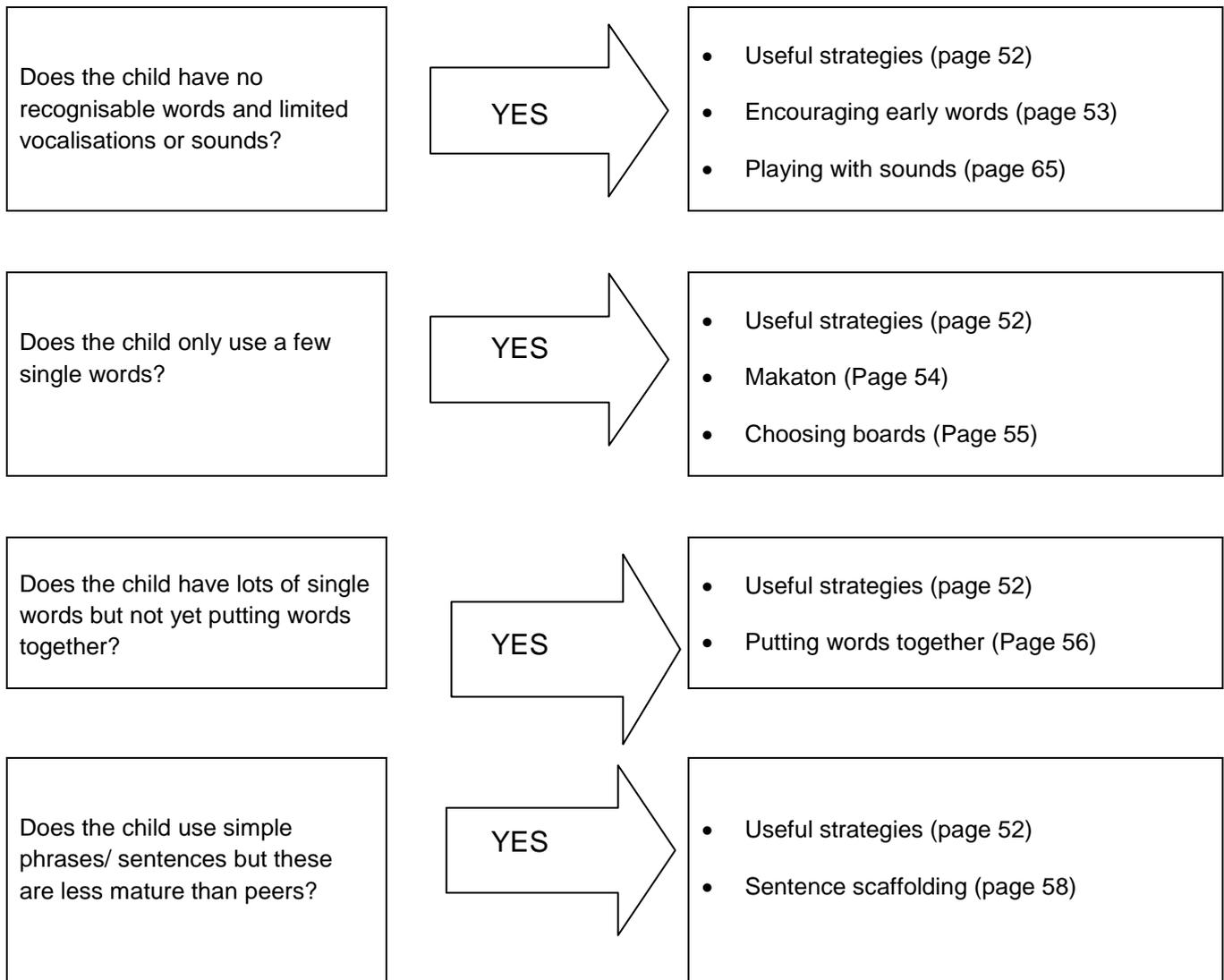
How do children with receptive (understanding) language difficulties present in the Learning Environment?

Children with receptive language difficulties may demonstrate some of the following behaviours in the learning environment:

- Poor eye contact
- He/she does not remember anything you say
- He/ she has fewer words than other children the same age and shorter sentences
- He/she does not seem to understand what you say to her
- Sometimes he/she does not seem to hear or pay attention
- Often does not make sense
- He/she does not follow instructions
- Can present with challenging behaviour
- Enjoys “hands on” practical activities more than language based ones
- Can be fidgety at story time but has more attention when doing something physical
- Has difficulty repeating back what you have said

Expressive (Use of) Language

Advice Sheets



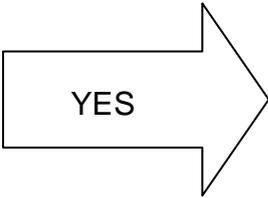
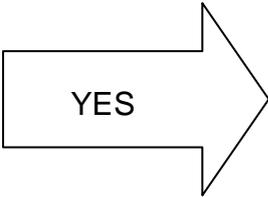
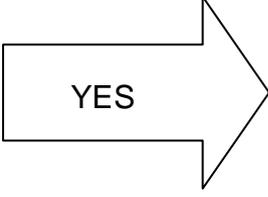
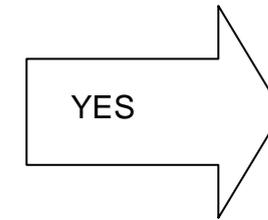
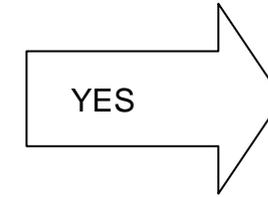
How do children with expressive language difficulties present in the learning environment?

Children with expressive language difficulties may demonstrate some of the following behaviours in the learning environment:

- The child has fewer words than other children the same age and/ or shorter sentences
- You cannot understand what the child is saying
- The child is frustrated by their inability to communicate
- Finds it hard to remember words
- Often does not make sense
- Muddles the order of words in a sentence
- Misses out some words, so sentences can sound robotic

Speech

Advice Sheets

<p>Does the child have weak attention and listening skills or delayed understanding of language which need to be targeted before you target speech?</p>	 <p>YES</p>	<ul style="list-style-type: none"> • Refer to Attention and Listening flow chart above • Refer to Receptive Language flow chart above
<p>Does the child have difficulties using the range of consonant sounds expected from a child of their age in isolation?</p>	 <p>YES</p>	<ul style="list-style-type: none"> • General strategies to support speech sound development (page 62) • Playing with sounds (page 65)
<p>Does the child have difficulties using consonant sounds at the beginning and end of words?</p>	 <p>YES</p>	<ul style="list-style-type: none"> • General strategies to support speech sound development (page 62) • Sound discrimination (page 66)
<p>Does the child have difficulties using quiet speech sounds 'p', 't' and 'k' and replaces them with loud speech sounds 'b', 'd' and 'g' e.g. 'teddy' produced 'deddy'?</p>	 <p>YES</p>	<ul style="list-style-type: none"> • General strategies to support speech sound development (page 62) • Sound discrimination (page 66)
<p>Does the child have difficulties marking syllables in two and three syllable words e.g. 'te-ddy' is produced 'te_' and 'el-e-fant' is produced 'e-fant'?</p>	 <p>YES</p>	<ul style="list-style-type: none"> • General strategies to support speech sound development (page 62) • Phonological awareness (page 67)

How do children with speech difficulties present in the learning environment?

Children with speech difficulties may demonstrate some of the following behaviours in the learning environment:

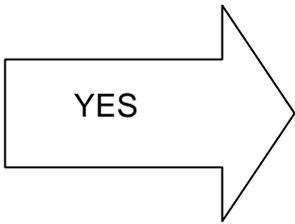
- You cannot understand what the child is saying
- The child may be frustrated by their inability to communicate and may hit out at others
- The child may prefer to use one consonant sound for all consonants in a word.
- The child often does not make sense outside of a familiar context
- The child may use other strategies to support their communication e.g. pointing or gesture.
- A child's speech may be affected if they use a dummy : please see advice sheet: Use of dummies (Page 63)

Stammering (fluency)

Does the child frequently display one or more of the following:

- get stuck on words,
- prolong or repeat part of words
- put excess effort into finishing words

Is the child aware of and upset by his/her talking due to any of the above?



YES

Advice Sheet

- Stammering (page 71)

How do children who stammer present in the Learning Environment?

Children with fluency difficulties may demonstrate some of the following behaviours in the learning environment:

- The child may be unaware of his/her difficulties and may continue to talk in sentences. In which case it is important not to draw attention to their stammer.
- The child may be aware of his/her difficulties and get angry, frustrated or embarrassed when they stammer.
- The child may use shorter sentences or avoid certain words in order to communicate with their peers.
- The child may avoid talking altogether.

Additional Advice Sheets

- Reluctant speakers / Speech anxiety (Page 68)
- Children learning more than one language (Page 69)
- Voice Care (Page 70)

Service Information Contact Details

North East Surrey Team

(for families in the boroughs of Spelthorne, and West Elmbridge)
Paediatric Speech and Language Therapy
Addlestone Health Centre Site
The White House
Crouch Oak Lane
Addlestone Surrey
KT15 2AN
01932 826 500 x3

North East Surrey Team

(for families in the boroughs of East Elmbridge Epsom and Ewell)
Molesey Health Clinic,
Walton Road,
East Molesey,
Surrey, KT8 2HZ
Tel: 0208 979 6464

South East Surrey - Mole Valley and Banstead Team

(for families in the boroughs of Banstead, Dorking, Ashted, Leatherhead and Tattenham)
Paediatric Speech and Language Therapy
Leatherhead Clinic
Leatherhead Hospital
Poplar Road
Leatherhead, Surrey KT22 8SD
Tel: 01372 384 395

South East Surrey - Reigate and Tandridge Team

(for families in the boroughs of Reigate, Redhill, Merstham, Horley, Oxted, Caterham and Lingfield)
Paediatric Speech and Language Therapy
102 Victoria Road,
Horley
RH6 7AG
Tel: 01737 777 711

South West Surrey Team

(for families in the boroughs of Guildford and Waverley)
Speech and Language Therapy
Children's Clinical Hub
The Jarvis Centre
60 Stoughton Road
Guildford
Surrey
GU1 1LJ
t: 01483 362599

North West Surrey Team

(for families in the boroughs of Woking, Runnymede and Surrey Health)

Paediatric Speech and Language Therapy

Addlestone Health Centre Site

The White House

Crouch Oak Lane

Addlestone Surrey KT15 2AN

Tel: 01932 826 500 x3