Children’s Speech and Language Therapy

Leicestershire Partnership Trust (LPT)



Early years (0-5 years)

Referral Guidance for Referrers

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# Introduction

Our service works within the context of a *balanced system*; a nationally recognised framework that functions to support a whole system approach for meeting children’s needs. This means that all key adults and services work together to maximise children’s outcomes. The figure below illustrates a balanced system, with the speech and language therapy service sitting at the ‘specialist’ level. We work closely with early years settings, health visitors, dieticians and other key professionals to best support children.

*Figure 1: A Balanced System Model*

**Specialist**

**Targeted**

**Universal**

It is important to note that not all children with speech, language and communication needs (SLCN) will need specialist support from the Speech and Language Therapy Service.

Children who continue to have significant SLCN *after* targeted interventions used to support.

Specialist assessment and intervention from SALT.

Targeted interventions offered by settings / family, advised by SALT when indicated.

Children who continue to have significant SLCN with universal strategies in place

Universal (available to all) strategies used by settings and family

All children, including those showing signs of delay or difficulty with SLCN

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# What Does the Speech and Language Therapy Service Do?

The specialist Speech and Language Therapy (SLT) service provide assessments, diagnoses and intervention to meet the needs of children and young people who have a significant and complex speech, language and communication needs (SLCN).

* The service is open to all children with a registered GP within Leicester, Leicestershire, and Rutland (LLR) aged from aged from 0 to 18 years and 364 days.
* SLCN referrals will only be accepted when evidencing significant impact on the child’s functioning and access to their environment. They will require evidence of universal strategies having been implemented and found insufficient to meet the child or young person’s need and therefore lead to progress with their speech, language, and communication.
* Referrals for **language** needs will only be accepted when they include evidence of **universal** strategies *and* **targeted** interventions being implemented and found insufficient to meet need or lead to progress.
* Once the service has delivered an episode of care (assessment and specialist intervention with a member of the speech and language therapy team), it is expected that the child’s family and education/early years setting will continue to work on the recommendations given and the activities demonstrated, and the child will be discharged. This will be clearly summarised in a Communication Support Plan, with associated resources signposted.
* The Speech and Language Therapy Service aim to be compliant with the national 18-week referral-to-treatment target.

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# Referral Criteria

Referrals to the specialist speech and language therapy service are accepted when the child or young person requires specialist assessment and intervention for their SLCN. This includes, but is not limited to:

* Speech sound difficulties e.g., children whose speech is unclear/difficult to understand.
* Significant communication difficulties in the context of complex needs, such as an absence of spoken words and/or inability to understand spoken words.
* Language difficulties impacting on daily communication, e.g., difficulties understanding spoken language or difficulties using words and sentences.
* Voice difficulties and exercise induced laryngeal obstruction.
* Stammering – a difficultly with speaking fluently.

# Referrals that do not meet the service criteria

Referrals will not be accepted for children or young people with the following clinical presentation:

* The child or young person’s SLCN can be supported effectively within the early years setting/school and/or by other agencies. The specialist SLT service will signpost to other appropriate agencies and resources.
* The child is a ‘late talker’, for example, is two years old, using single words and not yet linking words together and there is no additional cause for concern. These children can be supported by Healthy Together, through ‘Let’s Get Talking’. [www.leicspart.nhs.uk/service/healthytogether](http://www.leicspart.nhs.uk/service/healthytogether)
* The child or young person’s difficulties are associated with acquiring English as an additional language and their SLCN are not present in their home language.
* The child or young person has difficulties with social interaction, attention, listening, memory or literacy but these are not associated with an additional speech and language need.
* The child or young person has selective or situational mutism in the absence of additional speech and language needs. <https://www.selectivemutism.org.uk/> details a range of strategies for children and young people who have selective mutism. We recommend you speak to the specialist teaching service/ educational psychology service within your local authority for further support.
* The child or young person has been discharged by the Speech and Language Therapy service previously and the re-referral criteria has not been met, as outlined in the communication support plan.
* The child or young person is being assessed or needs to be assessed as part of the neurodevelopmental pathway but does not have additional speech and language needs.

# Before Making a Referral

* Please review expected developmental milestones for the age and/or stage of the child or young person. Ensure that you consider ‘corrected age’ for a premature child.
* Refer to the resources and strategies at the end of this document in the appendices. Identify and implement the most appropriate strategies for the child or young person that you are considering referring. It is important that strategies are implemented *before* completing the referral form.
  + Evidence of implementing universal *and* targeted interventions is essential for referrals for language difficulties.
* A child or young person with SLCN will need ***everyone*** involved in their care and education to use appropriate communication-friendly strategies as part of their daily routine. Key adults should also be familiar and confident in delivering specific and targeted intervention activities where appropriate, to maximise outcomes for the child or young person.
* If there are concerns about the child’s hearing, a referral should also be made to the Audiology service: [Information regarding referring to audiology](https://www.leicspart.nhs.uk/services/referrals/?v=12924#:~:text=Referral%20criteria,referrals%20from%20parents%2Fguardians%20directly).
* If there are concerns with a child or young person’s social interaction, or higher level language and a diagnosis is being considered, referrals must be made to the community paediatrics team: <https://www.leicspart.nhs.uk/services/referrals/?v=12928>

# Making a Referral

* Children under the age of 5 can be referred to the specialist SLT service by their parent or carer, early years setting or a professional involved in their care such as a health visitor.
* If a child attends an early years setting, their key adults, parent/carer or another professional (e.g. specialist team) should complete the referral. This is to ensure we have the necessary information from adults who know the child best.
* If a Public Health Nurse/Health Visitor or GP is making the referral, due to the child **not** being in a setting, the PRISM form on the child’s electronic record will be used. Please also reference these guidelines in that referral.
* Verbal or written consent from the parent/ carer needs to be gained and recorded within the referral.
* Awareness and consideration must be given to a child’s care status if they are a Child that is Looked After. Advice and guidance can be sought through the Named Nurse for Looked After Children at Leicestershire Partnership Trust.
* Fill out the ‘Families, Young People & Children’s Service referral form’ (Appendix 1) *and* the ‘Required Information’ (Appendix 2) form. Full information about the child’s needs should be detailed in the ‘Required Information form’.

Once the referral has been completed, please submit via:

*Post*

Families, Young People Children, Learning Disabilities & Autism Services,   
Speech and Language Therapy Service,   
Room 500 – County Hall,  
Glenfield,   
Leicestershire,  
LE3 8RA

*Email*  
[fypc.referrals@nhs.net](mailto:fypc.referrals@nhs.net)

# Glossary of Terms

|  |  |
| --- | --- |
| **Difficulties Understanding Language** | Difficulties making sense of the words other people say. Children may have difficulties with the following skills: Paying attention to and remembering what people say; learning and remembering new words and their meanings; understanding different sentences. |
| **Difficulties Using Language** | Difficulty with talking. A process of formulating ideas into words, phrases and sentences, in accordance with an established set of grammatical rules, vocabulary and word meanings. Children who use sign language or a communication device also need language to express themselves. Children may have difficulties with the following skills: Choosing and remembering new words accurately; putting words together in the right order in sentences; using important words in sentences, including little ones like ‘a’ and ‘is’ and the correct word endings; putting sentences together into a story that makes sense. |
| **DLD** | Developmental Language Disorder (DLD) refers to significant, on-going difficulties with understanding and/or using spoken language, in all the languages a child speaks. It is not associated with other medical conditions. It can impact on learning, literacy and social interaction. |
| **Speech Sound Difficulties** | The child’s speech is not clear or difficult to understand compared to other children of the same age. Speech sound difficulties include difficulties producing specific sounds (e.g. ‘t’ or ‘p’), using the wrong sounds in words, or a general difficulty planning and making the movements needed for clear speech. |
| **Stammering / Stuttering** | A difficulty with fluency. It may take various forms, including repetition of whole words, repetition of single sounds, ‘blocking’ or prolonging of sounds. Extra body movements may occur as the child attempts to ‘push’ the words out, such as stamping the feet, shifting body position or tapping with the fingers. There may be considerable use of ‘fillers’, e.g. “um, um”.  Stammering may not always be noticeable and can also have a psychological impact on the child which may need support. |
| **Voice Difficulties** | Voice disorders range from complete absence of the voice to varying degrees of differences in voice quality. Abnormalities can involve pitch, loudness, a weak, hoarse or breathy quality of voice, resonance, stamina and the ability to use voice for a range of purposes. |

# Appendix 1: Referral Form

|  |
| --- |
| **FAMILIES, YOUNG PEOPLE & CHILDREN’S SERVICES REFERRAL FORM** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Forename of child** | **Surname of child** | |  | **Referrer Name** | | |
|  |  | |  |  | | |
| **Parent/carer names** | | |  | **Designation** | | |
|  | | |  |  | | |
| **Address** | | |  | **Address** | | |
|  | | |  |  | | |
|  |
|  |
| **Postcode** | | |  |
|  | | |  |
| **School/Nursery** | | |  |
|  | | |  |
| **How long have the family lived in the UK?** | | |  |
|  | | |  | **Telephone Number** | | |
| **Contact Numbers** | **Gender** | |  |  | | |
|  | Male  Female | |  | **Fax Number** | | |
| **NHS Number** | **Date of Birth** | |  |  | | |
|  |  | |  |  | | |
| **Languages Spoken** | | **Languages Read** | | | **Is interpreter needed** | | |
|  | |  | | | Yes | No | |

**Referral information**

|  |  |  |
| --- | --- | --- |
| **Which services\pathway do you consider are needed** | | |
|  | | |
| **State if mental health needs requiring assessment by CAMHS** | | |
|  | | |
| **Principle reason for referral** | | |
|  | | |
| **Nature of concern** | | |
|  | | |
| **Any additional information that you feel is relevant?** | | |
| *(Attach relevant documentation & reports)*  *(Inform regarding level of support provided in school and any plans to apply for additional support)*  *(Detail any additional concerns you are addressing, for example behaviour/ movement/ sensory difficulties)* | | |
| **Other professional’s \ services currently involved with the family?** | | |
| *(Please provide details of relevant previous input, including any previous speech and language therapy involvement)* | | |
| **Any Safeguarding concerns?** | | |
| Yes | No | Not known |
| *(If yes please specify with details of Social Worker if Known)* | | |
| **Any Special Education Needs** | | |
| Yes | No | Not known |
| *(If yes please specify*) | | |
| **Please record if the patient has given consent to access information recorded via the SystmOne Electronic Record System.** | | |
| *(please note referrals cannot be processed without consent obtained)*  Consent given  Dissent given  Consent obtained on patient’s behalf | | |
|  | | |
| **Views of child/parent or carer: *(optional)*** | | |
|  | | |
|  | | |
| **Signature** | | **Date** |
|  | |  |

**Once completed please return form to us by:**

|  |  |  |
| --- | --- | --- |
| **Email:** | [fypc.referrals@nhs.net](mailto:fypc.referrals@nhs.net) |  |
| **Post:** | Leicester Partnership NHS Trust, FYPC Referrals. Families, Young People, Children's Learning Disabilities and Autism Services, Leicester Partnership NHS Trust, County Hall, Leicester Road,  Glenfield, Leicester, LES 8RA. | |

*Where possible please complete the form electronically, if completing by hand please use additional sheets if needed. For more information view www.leicspart.nhs.uk/fypcreferrals.*

# Appendix 2: Required Information

|  |  |
| --- | --- |
| **Additional Information from Referrer** | |
| **Question** | **A detailed response is required in order for this referral to be considered by the specialist speech and language therapy service**  Please write N/A where there are no specific concerns in a particular area (e.g. understanding / voice / stammer) |
| What are you hoping for as a result of this referral? |  |
| Do you have concerns about the child’s **play and interaction**?  Tell us about:   * Any concerns about the way the child plays with toys * Any concerns about the way the child interacts with adults or other children | **Nature of Concern:**  **Give examples:**  **Describe the impact on the child:** |
| Do you have concerns about the child’s **understanding of language**?  Tell us about:   * How the child responds to spoken words and instructions * How the child understands question words such as who/ where/ what? * The different kinds of words (vocabulary) they understand e.g. commands such as “Stop”, names and action words * How the child responds to extra help (e.g. being *shown* what to do). | **Nature of Concern:**  **Give examples:**  **Describe the impact on the child:** |
| Do you have concerns about the child’s ability to **use language**?  Tell us about:   * Any words the child uses and why they use them * Putting words together in phrases * How the child communicates to let you know what they want? * Whether the child uses their own words or words and phrases copied from others people or places (e.g. TV) * How the child tells you about a story or event | **Nature of Concern:**  **Give examples:**  **Describe the impact on the child:** |
| Do you have concerns about the child’s **speech sounds**?  Tell us about:   * How much their talking can be understood by familiar adults/ unfamiliar adults/ other children? * Which sounds/ words can they say clearly, and which do they struggle with?   Please check expected ages for the development of different speech sounds from our website, and use this as a guide [**Speech Sound Development by Age**](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf) | **Nature of Concern:**  **Give examples:**  Please use our speech screen, here:    **Describe the impact on the child:** |
| Do you have concerns about the child **stammering**?  Tell us about:   * What you notice when the child experiences stammering, and how this effects their communication? * How long the stammer has been occurring? * The child’s awareness or concern about the stammer? | **Nature of Concern:**  **Give examples:**  **Describe the impact on the child:** |
| Do you have concerns about the child’s **voice**?   * For example, a significantly hoarse voice, voice loss, or an inability to change their pitch or volume?   Is the child known to the Ear Nose and Throat (ENT) Team at the hospital? If so, please include a copy of their report in the referral. | **Nature of Concern:**  **Describe the impact on the child:**  **Please confirm that a referral to ENT is being made (via GP) if this has not yet been done.** |
| **Referrals will only be considered if this section is completed.**  What have you already put in place to support?  Tell us what your graduated response has been.  Are there are concerns around SEND? | **Universal Strategies in place:**  **Targeted interventions used:**  **How long have these been in place, and how has the child responded to them?** |
| Tell us about the child’s learning and behaviour.  Please attach the relevant developmental checklist – see appendix 4. |  |
| **Please include this additional information where appropriate:** | |
| What other service/s have supported? Why is support from the Speech and Language Therapy service also needed?  Please attach any relevant reports/plans. | Please specifically share any input from Early Years support staff. |
| What relevant assessments have already been completed by SENCo/ other agencies- please share any scores/findings. |  |
| Is there anything else we need to know when considering if this child requires specialist support from the speech and language therapy service? |  |

When making a referral for concerns around **understanding and/or use of language**: It is ***essential*** the child’s setting have already put into place appropriate universal strategies and targeted interventions for the referral to be considered. See appendix 3-5 below.

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# Appendix 3: Referring Children Under 3 Children Under 2 Years Old

For children under the age of 2 years old, referrals to the specialist SLT service are accepted where the following difficulties are identified:

* Eating and drinking difficulties, please refer using this form: <https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Eating-Drinking-and-Swallowing-Dysphagia-Referral-Guidelines.docx>
* Cleft Palate
* Significant communication difficulties associated with medical needs and/or a diagnosis where the child is likely to have significant communication needs, for example, Down Syndrome.

Please call the main office on 0116 295 5256 and ask to speak to a Speech and Language Therapist to discuss any queries about referring children that are under two years and *do not* have the difficulties listed above.

Please see appendix 6-8 for strategies to implement with younger children.

## 2 Year Pathway: Let’s Get Talking

Speech and Language Therapy and Healthy Together have a joint offer for late talking 2-year-olds.

The “Let’s Get Talking” programme offers strategies for parents and carers to practice with their children to help develop their speech and language skills.

Parents or carers can contact their Healthy Together practitioner for more information using the Healthy together helpline **0300 300 3001** and/or view guidance on their website: <https://healthforunder5s.co.uk/sections/toddler/lets-get-talking/>.

## Developmental Checklists

Please complete the appropriate developmental checklist in appendix 4, 5 and 6 and attach to your referral form and additional information (appendix 1 and appendix 3). For the universal and targeted strategies as described in the first 4 columns of each checklist, please see appendix 7-12.

For more information on expected developmental milestones, please reference:

* [Development Matters](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf)
* [Leicestershire Child Monitoring Tool](https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/1/16/child_monitoring_tool-2.pdf)
* [Universally Speaking](https://shop.speechandlanguage.org.uk/products/universally-speaking-0-5-digital-download-only)

# Appendix 4: Development Guidelines Checklist - 2 Years

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Expected Development  (Deliver Universal input in setting and home) | Tick | Provide Targeted Interventions and Monitor | Tick | May Need Specialist Support:  Refer to Speech and Language Therapy | Tick |
| * Understands lots of words and simple instructions e.g., “where are your shoes?”, “show me your nose” * Uses a range of single words and starting to put 2 words together e.g., “more juice”, “Ben jump”. |  | * Shows little understanding of the name of familiar objects, actions and instructions e.g.: Where’s the car? * Using no words or a small number of single words * Not copying words or phrases |  | * Use the pathway for late talking 2-year-olds to identify whether a child meets criteria for SALT referral. * Child has attended Let’s Get Talking group and made little progress (after period of 2-3 months following the group or home visits) |  |
| * Child is understood by family members around 50% of the time. * Children often miss ends off words at this stage * Sounds to expect at this stage: p,b,m,n,t,d, * Sounds emerging by 3 years: w,s,f,k,g |  | * Is understood by main carer around 50% of the time but other family members often cannot understand. |  | Alongside increasing vocabulary and starting to put 2 words together:   * Very few of the early consonant sounds developing. * Child only using vowel sounds * Not using the speech sounds that are expected to develop at this age. |
| If monitoring, specify strategies / activities to be used:  If monitoring child’s language development:  Child should access ‘Let’s Get Talking’ for 2-year-olds – contact the Healthy Together Helpline. | | | Review Date:  Progress made:    Action needed: | | |

# Appendix 5: Development Guidelines Checklist - 3 Years

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expected Development**  (Deliver Universal input in setting) | **Tick** | **Provide Targeted Interventions and Monitor** | | **Tick** | **May Need Specialist Support:**  Refer to Speech and Language Therapy | **Tick** |
| * Understands and uses simple ‘who’, ‘what’, ‘where’ questions. * Understands longer instructions such as ‘make teddy jump on the chair’. * Starting to understand simple concepts such as ‘big’, ‘little’, ‘in’. |  | * Understands simple instructions such as ‘put the cup on the table’ without adult support e.g., pointing or showing. | |  | * Does not understand simple instructions. Needs adult support e.g., pointing and showing. |  |
| * Puts 3 or more words together in a sentence. * Uses action words as well as nouns. * Beginning to use word endings e.g. ‘going’ ‘cats’. * Can retell a simple past event. |  | * Using sentences containing only 2/3 words e.g., ‘more juice’ ‘mummy wash hands’ and has made progress over the last 3 months. | |  | * Points rather than saying words * Only says single words rather than linking words together in sentences (and has not made progress in the last 3 months) * Unusual word order |  |
| * Child understood by familiar people most of the time * Most sounds are now heard * It is very common for children to have difficulty with k, g, ch, j, sh, th, r, y at this age. As a guide see [Speech-Sound-Development.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf) |  |  | |  | * Child not understood by familiar people most of the time * Child misses of sounds at the start and/or end of words * Unclear Vowels * Only uses a small range of sounds in their speech |  |
| If monitoring, specify strategies / activities to be used: | | | Review Date:  Progress Made:  Action Needed: | | | |

# Appendix 6: Development Guidelines Checklist - 4 Years

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expected Development**  (Deliver Universal input in setting) | **Tick** | **Provide Targeted Interventions and Monitor** | | **Tick** | **May Need Specialist Support:**  Refer to Speech and Language Therapy | **Tick** |
| * Responds appropriately to questions and instructions e.g., ‘take a biscuit’ and ‘put your carton in the bin’. * Listens to and understands simple stories. |  | * Starting to understand longer instructions. Sometimes adult support is needed. | |  | * Difficulties understanding longer instructions or understanding questions words e.g., who, what, where. |  |
| * Produces 5–8 word sentences. These may contain some typical errors e.g., ‘I felled over’ ‘look at the sheeps’ * Talks about own experiences and describes simple sequences of events. |  | * Sentences are appropriate and at least 5-6 words long but vocabulary may be limited and grammar immature. | |  | * Significant expressive language difficulties e.g., struggles to recall familiar words, unusual word order, unable to describe a short, familiar sequence of events, not using linking words e.g., ‘and’, ‘but’ * Communication breaks down due to sentences being repetitive or echoed. |  |
| * Child is understood by listener unless child is excited or using longer/more complex sentences. * Some longer words can be muddled e.g., elephant – ephalent. * Use of blends still developing e.g., bl, sp, str. * Harder sounds still developing e.g., ch, j, sh, y, th, r, l. |  |  | |  | * Child not understood by familiar people most of the time. * Child misses of sounds at the start and/or end of words. * Unclear Vowels. * Only uses a small range of sounds in their speech. * As a guide see [Speech-Sound-Development.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf) |  |
| If monitoring, specify strategies / activities to be used: | | | Review Date:  Progress Made:  Action Needed: | | | |

# Appendix 7: Attention and Listening

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| **Universal Strategies:**   * [Supporting-Listening-and-Attention-1.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Listening-and-Attention-1.pdf)   **Targeted Strategies:**   * [SLCN-early-interventions-resource.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/12/SLCN-early-interventions-resource.pdf) * Fun Times Group. |

We recommend implementing listening and attention strategies alongside any strategies used for supporting language at a targeted and universal level.

# Appendix 8: Understanding Language

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| **Universal Strategies:**   * [How-to-support-your-child-to-understand-language](https://www.healthforkids.co.uk/grownups/health-issues/how-to-support-your-child-to-understand-language/) * [Supporting-Early-Language-Development.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Early-Language-Development.pdf)   **Targeted Strategies:**   * Let’s Get Talking recommendations from the Health For Under 5’s Website - <https://healthforunder5s.co.uk/sections/toddler/lets-get-talking/> * Access information using visuals to support understanding from [Our website](https://www.leicspart.nhs.uk/)   - Click ‘help support and resources’  - Click ‘visual supports’   * [Video example of using communication boards](https://www.healthforkids.co.uk/grownups/health-issues/how-use-communication-boards-support-speech-language-development/) * [Video example of using choice boards](https://www.healthforkids.co.uk/grownups/health-issues/how-use-choice-boards-support-speech-language-development/) * [Use-signing-to-support-communication](https://www.healthforkids.co.uk/grownups/health-issues/how-signing-support-communication/) * The “Talk Boost” programme [talk-boost](https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/) * The Nuffield Early Language Intervention [NELI](https://www.teachneli.org/) * Recommended resource: WellComm Early Years Toolkit <https://www.gl-assessment.co.uk/assessments/products/wellcomm/> * Recommended resource: Word Aware 2: Teaching Vocabulary in the Early Years. Stephen Parsons & Anna Branagan   **Training to Access:**   * **Leicester City**: Settings can purchase training from the Early Years Support Team (for Foundation stage staff in City Schools –telephone 0116 4544750 or see <https://send-leicester.bookinglive.com/send-courses/courses-for-settings-and-pvi-providers/early-years/>)   Free Early Years SEND training via Early Years Support team here: <https://dingley.org.uk/> For queries or support, please contact  [training@dingley.org.uk](mailto:training@dingley.org.uk)  City: [Family Information | Early Years training offer (leicester.gov.uk)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffamilies.leicester.gov.uk%2Fchildcare-professionals%2Fsend-for-professionals%2Fearly-years-training-offer%2F&data=05%7C02%7Crachel.trafford1%40nhs.net%7C14191c64a4ef408b7ffa08dc11c0b861%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638404766616104970%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=mLPJ2c4%2F0n7bBS4kmn%2FGktcyQqmi0vhEi97j1El%2FpEo%3D&reserved=0)  [Family Information | SEND for professionals (leicester.gov.uk)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffamilies.leicester.gov.uk%2Fchildcare-professionals%2Fsend-for-professionals%2F&data=05%7C02%7Crachel.trafford1%40nhs.net%7C14191c64a4ef408b7ffa08dc11c0b861%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638404766616104970%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=CeIhx4aiE0oCLQXUzTEDmFngdKK2yDLfwp2ywIFnPAU%3D&reserved=0)  [Family Information | Inclusive provision in Early Years (leicester.gov.uk)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffamilies.leicester.gov.uk%2Fchildcare-professionals%2Fsend-for-professionals%2Finclusive-provision-in-early-years%2F&data=05%7C02%7Crachel.trafford1%40nhs.net%7C14191c64a4ef408b7ffa08dc11c0b861%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638404766616104970%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=tgmbIMa8M5uY0lMZuFDI91TXxRZJS3A6PSQmF5C03pg%3D&reserved=0)   * **Leicestershire:** Contact [childcare@leics.gov.uk](mailto:childcare@leics.gov.uk), Telephone 0116 3057136 to enquire about relevant training * **Rutland:** [https://www.rutland.gov.uk/rutland-information-service/send-local-offer](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rutland.gov.uk%2Frutland-information-service%2Fsend-local-offer&data=05%7C02%7Crachel.trafford1%40nhs.net%7Cb941ed4f8167402e680608dc6b8b3aee%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638503492927716393%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=4bxf1dsD6u6%2BVoaGej1NTF8CGeGeVrLbcI%2BV8J5qtmI%3D&reserved=0)   **More Information:**   * Best Endeavours, reasonable adjustments   **Leicester City**: Inclusive Provision for SEND in the Early Years – [inclusive-provision-in-early-years/](https://families.leicester.gov.uk/childcare-professionals/send-for-professionals/inclusive-provision-in-early-years/)  **Leicestershire**: [Inclusive Practice Toolkit](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.leicestershire.gov.uk%2Feducation-and-children%2Fspecial-educational-needs-and-disability%2Feducation-and-childcare%2Fsend-support-in-schools%2Finclusive-practice-toolkit&data=05%7C02%7Crachel.trafford1%40nhs.net%7Cfeda61f3677f4bb049b908dc70184149%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638508496692968150%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=ZOPiVgzx5nBJgVTSKh1j%2FNbWV6KVVTbwhKkJ%2FL1%2Beiw%3D&reserved=0)  **Rutland:** [https://www.rutland.gov.uk/rutland-information-service/send-local-offer](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rutland.gov.uk%2Frutland-information-service%2Fsend-local-offer&data=05%7C02%7Crachel.trafford1%40nhs.net%7Cb941ed4f8167402e680608dc6b8b3aee%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638503492927716393%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=4bxf1dsD6u6%2BVoaGej1NTF8CGeGeVrLbcI%2BV8J5qtmI%3D&reserved=0)   * Speech and Language UK – <https://speechandlanguage.org.uk/> |

Please note: Websites are provided for information only. We cannot accept responsibility or provide endorsement for the information shared on the websites.

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# Appendix 9: Supporting Using Language

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| **Universal Strategies:**   * [Talking Fun – 1 Years](https://www.leicspart.nhs.uk/wp-content/uploads/2019/12/ctd0619LPTSLTalkingFunA41yrV2.pdf)   [Talking Fun – 2 Years](https://www.leicspart.nhs.uk/wp-content/uploads/2019/12/ctd0619LPTSLTalkingFunA42yrV2.pdf)  [Talking Fun – 3 Years](https://www.leicspart.nhs.uk/wp-content/uploads/2019/12/ctd0619LPTSLTalkingFunA43yrV2.pdf)  [Talking Fun – 4 Years](https://www.leicspart.nhs.uk/wp-content/uploads/2019/12/ctd0619LPTSLTalkingFunA44yrV2.pdf)   * [Supporting a Childs Spoken Language](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-a-Childs-Spoken-Language.pdf) * [Creating Opportunities for Communication](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Creating-Opportunities-for-Communication.pdf) * [Support Early Language Development](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Early-Language-Development.pdf) * [Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people) * [Speech and Language UK](https://speechandlanguage.org.uk/) * Dummy Use   [Let's get talking | Toddler | Health Under 5s (healthforunder5s.co.uk)](https://healthforunder5s.co.uk/sections/toddler/lets-get-talking/#Using%20dummies)  [Tips for ditching the dummy | Toddler | Health for Under 5s](https://healthforunder5s.co.uk/sections/toddler/top-tips-for-ditching-the-dummy/)  **Targeted Strategies:**   * Let’s Get Talking recommendations from the Health For Under 5’s Website - <https://healthforunder5s.co.uk/sections/toddler/lets-get-talking/> * Provide opportunities to develop expressive language as part of a small group e.g. Early Talk Boost – [Training courses - Speech and Language UK: Changing young lives](https://speechandlanguage.org.uk/educators-and-professionals/training-courses/) * See ideas on the Tiny Happy People Website: <https://www.bbc.co.uk/tiny-happy-people/send> * Recommended resources are available from the Nuffield Early Language Intervention: <https://www.teachneli.org/> * Recommended Resource: The WellComm Toolkit contains ideas and plans to support children’s communication. * Recommended Resource: Concept Cat (Word Aware 2: Teaching Vocabulary in the Early Years)   **Training to Access:**   * CITY: Contact the Learning, communication and interaction team (SEND support service) Telephone 0116 454 4650 to enquire about relevant training * COUNTY: Contact [childcare@leics.gov.uk](mailto:childcare@leics.gov.uk), Telephone 0116 3057136 to enquire about relevant training * RUTLAND: Email: [send@rutland.gov.uk](mailto:send@rutland.gov.uk) orTelephone 01572758280 to enquire about relevant training |

Please note: Websites are provided for information only. We cannot accept responsibility or provide endorsement for the information shared on the websites.

# Appendix 10: Supporting Speech Sounds

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| **Universal Strategies:**   * Please reference expected development – [Speech-Sound-Development.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf) * Use our speech screen to record errors and compare to normal development-   [Speech Sound Screen](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Screen-1.docx)   * Recommended activities – [Listening-to-Sounds.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Listening-to-Sounds.pdf) * Ideas for sound play activities – <https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Playing-with-Sounds-Full-Pack.pdf>   **Targeted Strategies:**   * For speech sounds, targeted interventions should be recommended by a speech and language therapist. When you have significant concerns about speech sounds, make a referral to seek support.   Whilst waiting for the initial appointment, continue to implement universal strategies as described above. |

# Appendix 11: Support with Stammering

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| **Universal Strategies:**   * [Stammering General Facts](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Information-Sheet-1-Stammering-General-Facts-1.pdf) * [Stammering General Strategies](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Information-sheet-2-Stammering-General-Strategies-1.pdf) * [Stammering Demands and Capacities](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Information-Sheet-4-Stammering-demands-and-capacities-1.pdf) * [Actions for Stammering Children](https://actionforstammeringchildren.org/) * [Michael Palin Centre for Stammering](https://www.whittington.nhs.uk/default.asp?c=25406) * [STAMMA](https://stamma.org/)   **Targeted Strategies:**  When concerns with stammering are ongoing and the stammer is having an impact on the child, make a referral to service to seek support. Targeted interventions should be recommended by a Speech and Language Therapist.  **Whilst waiting for the initial appointment, access additional information here:**   * 7 top tips for talking – <https://www.youtube.com/watch?v=wTpckAufNDE> * My stammering tap – <https://www.youtube.com/watch?v=IGN0BB0HaCo> * [Actions for Stammering Children](https://actionforstammeringchildren.org/) * [Michael Palin Centre for Stammering](https://www.whittington.nhs.uk/default.asp?c=25406) * [STAMMA](https://stamma.org/) |

# Appendix 12: Voice Difficulties

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| **Universal Strategies:**   * [Good Vocal Care](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Good-Vocal-Care.pdf)   **Targeted Strategies:**  When there are concerns about a child’s voice, targeted interventions should be recommended by a speech and language therapist. Where you have significant concerns about a child’s voice quality, make a referral to seek support.  **While waiting for the initial appointment, access additional information here:**   * The British Voice Association – <https://media.gosh.nhs.uk/documents/Encouraging_your_child_to_produce_a_healthy_voice_F0530_FINAL_Aug19.pdf>   Children with a voice difficulty should be referred to the Ear Nose and Throat Team at the hospital. To avoid a delay, this referral can be made through a GP while awaiting an initial appointment with speech and language therapy. |