Children’s Speech and Language Therapy

Leicestershire Partnership Trust (LPT)

SCHOOL AGED CHILDREN AND YOUNG PEOPLE

Referral Guidance for Referrers

# 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 and young people’s needs. This means that all key adults and services work together to maximise children and young people’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 school and early years setting, health visitors, dieticians and other key professionals to best support children and young people.

*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 or young people 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 or young people who continue to have significant SLCN with universal strategies in place

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

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

# 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 0 to 18 years and 364days.
* SLCN referrals will only be accepted when evidencing significant impact on the child or young person’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.
* SLCN 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 or young person’s family and education/early years setting will continue to work on the recommendations given and the activities demonstrated, and the child or young person 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.

# 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 or young people 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 a school 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 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)

# Appendix 1: Referral Form

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Forename of child** | **Surname of child** | |  | **Referrer Name** | | |
|  |  | |  |  | | |
| **Parent/carer names** | | |  | **Designation** | | |
|  | | |  |  | | |
| **Address** | | |  | **Address** | | |
|  | | |  |  | | |
|  |
|  |
| **Postcode** | | |  |
|  | | |  |
| **School/Nursery** | | |  |
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| **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**

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| **Which services\pathway do you consider are needed** | | |
|  | | |
| **State if mental health needs requiring assessment by CAMHS** | | |
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| **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

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| **Additional Information from the 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/young person’s **understanding of language**?  Tell us about:   * How they understand and follow instructions of different lengths. * How they understand question words such as who/ where/ what? * How they understand the conversation and language used around them each day * The different kinds of words (vocabulary) they understand e.g. names, action words, describing words and concepts * 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/ young person:** |
| Do you have concerns about the child/ young person’s ability to **use language**?  Tell us about:   * The range of words (vocabulary) they use * Putting words together to make sentences * Using words and sentences effectively to express their wants and needs * Using language to ask and answer questions, share news and retell stories * Anything particular about using sentences that they find difficult | | **Nature of Concern:**  **Give examples of words and sentences used:**  **Describe the impact on the child/ young person:** |
| Do you have concerns about the child/ young person’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 of how they are saying sounds in words: [E.g. says ‘bit’ to mean fish.]**  We recommend using our speech screen:  **Describe the impact on the child/ young person:** |
| Do you have concerns about the child/ young person **stammering/ stuttering**?  Tell us about:   * Please describe what you notice when they stammer, and how this effects their communication? * How long has the stammer been occurring. * Are they aware or concerned about the stammer? | | **Nature of Concern:**  **Give examples:**  **Describe the impact on the child/ young person:** |
| Do you have concerns about the child/ young person’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/ young person:**  **Please confirm that a referral to ENT is being made (via GP) if this has not yet been done.** |
| What have you already put in place to support?  Tell us what your graduated response has been.  Are there are concerns around SEND?  **Referrals will only be considered if this section is completed.** | | **Universal strategies in place:**  **Targeted strategies used:**  **How long have these been in place, and how has the child/ young person responded to them?** |
| Tell us about the child’s learning and behaviour.  What are their strong subjects/activities and which do they find difficult? | |  |
| **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 involvement from Learning Support Teams.* | |
| What relevant assessments have already been completed by SENCo/ other agencies- please share any scores/ conclusions. |  | |
| Is there anything else we need to know when considering if this child/ young person requires specialist support from the SALT 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 and the ‘How we work’ document.

**Where the child has English as an additional Language:**

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| How long has the child been exposed to English? |  |
| Are there concerns in the home language/s?  Please give details. |  |
| **Note:** The speech and language therapy service *do not* support children whose needs are *only* associated with having English as an additional language. | |

# Appendix 4: 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 Listening and Attention](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Listening-and-Attention-1.pdf)   **Targeted Strategies:**   * Access information using visuals to support understanding from [Home - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)](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 primary-aged toolkit.   **More Information:**   * Best Endeavours, reasonable adjustments   **Leicester City**: BERA framework – [inclusive-provision-in-early-years](https://families.leicester.gov.uk/childcare-professionals/send-for-professionals/inclusive-provision-in-early-years/)  **Leicestershire**: SEND handbook – [SEN-Support-handbook.pdf](https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2020/11/16/SEN-Support-handbook.pdf)  **Leicestershire**: Professionals Information – [send-support-in-schools](https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/send-support-in-schools)   * Speech and Language UK – <https://speechandlanguage.org.uk/> * Information about Development Language Disorder:  [(DLD) educational support](https://speechandlanguage.org.uk/educators-and-professionals/dld-educational-support/) * Support with understanding of different question types from less to more abstract: [Understanding-Questions-2.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Understanding-Questions-2.pdf) * Recommended Resource: ‘Language for Thinking, a structured approach for young children’- Stephen Parsons & Anna Branagan (Consider buying online, from a bookshop or borrowing from a library).   **Training to Access:**   * Funtime, bags are available to buy online or from the Early Years Support Team email – [early.years.sen@leicester.gov.uk](mailto:early.years.sen@leicester.gov.uk) * LEICESTER: Contact the Learning, communication and interaction team (SEND support service) Telephone 0116 454 4650 to enquire about relevant training * LEICESTERSHIRE: 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 and convenience only. We cannot accept responsibility for the sites, or the information found there. Providing the addresses does not imply an endorsement of the site.

# Appendix 4: Supporting understanding language for older children / pre teens

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| **Universal Strategies:**   * [6-ways-to-remember-and-understand-information-in-class](https://www.healthforteens.co.uk/health/communication-difficulties/6-ways-to-remember-and-understand-information-in-class/) * Ensure you highlight new vocabulary, explain the meaning and repeat new vocabulary whenever possible. * Be aware of the level of vocabulary you are using. Naming words, e.g. ‘trachea’ are easier to learn than concepts or processes, e.g. ‘osmosis’ * Draw the student’s attention to any visual support in class: wall display, vocabulary charts. * For some, it may be that understanding the instructions/information is not difficult but rather remembering it all. Use task planners to identify the steps to follow providing a visual element. * Write down key words on a whiteboard to support those that have difficulty remembering information. * Encourage the student to draw or write new key words to help support retention during the lesson. * Be aware that vocabulary used in class may have a double meaning. Explain both meanings and make it clear which is being used in class. * Do not assume that understanding of vocabulary will be transferred from one curriculum area to another. * Remember that words can sound the same but have more than one meaning, e.g. peace/piece or prison/prism. Where possible write these down and use visual support. * Be aware of using non-literal language, as the student may interpret a statement literally or become confused.   **Targeted Strategies:**   * Use a vocabulary word web or a mind map to support retention of new vocabulary and to help to link it to previous knowledge. Recommended resource: * Teach the student how to identify when they have not understood what has been asked of them e.g. if information was given too quickly, or, without enough detail. * Teach the student how to ask for help when they have identified that help is needed. Practise what they should say and/or create ‘help’ visuals. * Recommended Resource: ‘Enriching Vocabulary in Secondary Schools: A Practical Resource for Teachers and Speech and Language Therapists’ V. Joffe and H. Lowe (Consider buying online, from a bookshop or borrowing from a library). * Recommended Resource: ‘Language for Behaviour and Emotions’ By Anna Branagan, Melanie Cross and Stephen Parsons (Consider buying online, from a bookshop or borrowing from a library). * Speech Language UK website – DLD Teacher Support Guide and webinars   [DLD-educational-support](https://speechandlanguage.org.uk/educators-and-professionals/dld-educational-support/) |

# Appendix 5: Vocabulary

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| **Universal Strategies:**   * [Supporting a Childs Vocabulary Development](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-a-Childs-Vocabulary-Development-1.pdf) * [Word Games to Support Language Development](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Word-Games-to-Support-Language-Development-1.pdf)   **Targeted Strategies:**   * Word webs- see our website * Use small group times to pre-teach, over learn and review key vocabulary * Build on language the child already has. Link new words into child’s existing vocabulary (classification, sorting, word definitions, word webs and mind maps) * Supporting Children with Word Finding Difficulties – [Supporting-Children-with-Word-Finding-Difficulties-1.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Children-with-Word-Finding-Difficulties-1.pdf) * Information about Developmental Language Disorder – [RADLD - Raising Awareness of Developmental Language Disorder - RADLD](https://radld.org/) * Recommended Resource: ‘Enriching Vocabulary in Secondary Schools: A Practical Resource for Teachers and Speech and Language Therapists’ V. Joffe and H. Lowe (Consider buying online, from a bookshop or borrowing from a library).   **Training to Access:**   * Recommended Resource: ‘Word Aware 3’ Anna Branagan and Stephen Parsons (Consider buying online, from a bookshop or borrowing from a library). |

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# Appendix 6: supporting Using Language

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| **Universal Strategies:**   * Provide accurate / enriching language models for the child through the whole class, small group, paired and individual time with teaching staff and role model children from the setting * [Supporting a Childs Spoken Language](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-a-Childs-Spoken-Language.pdf) * [Sentence Building and Sentence Structure](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Sentence-Building-and-Sentence-Structure.pdf)   **Targeted Strategies:**   * Provide opportunities to develop expressive language as part of a small group i.e. Time to talk, others we recommend? * Targeted Language Group sessions * Colourful Semantics is a strategy used in many schools, more information is available here: [Colourful Semantics](https://www.leicspart.nhs.uk/wp-content/uploads/2023/09/Colourful-Semantics.pdf) * Recommended Resource: ‘Colourful Semantics, a resource for developing children’s spoken and written language skills’- NHS Forth Valley * [Supporting Storytelling Skills](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Storytelling-Skills.pdf) * Recommended Resource: ‘Language for Thinking, a structured approach for young children’- Stephen Parsons & Anna Branagan * Recommended Resource: ‘Language for Behaviour and Emotions’ By Anna Branagan, Melanie Cross and Stephen Parsons * Recommended Resource: ‘From oral to Written Narrative ages 7-11’- Black Sheep Press (Consider buying online, from a bookshop or borrowing from a library). * Recommended resource for KS1: “Language Steps” by Amanda Armstrong. * The WellComm Toolkit contains ideas and plans to support children’s communication.   **More Information:**   * Speech and Language UK – [Home - Speech and Language UK: Changing young lives](https://speechandlanguage.org.uk/) * Information about Development Language Disorder – [RADLD - Raising Awareness of Developmental Language Disorder - RADLD](https://radld.org/)   **Training to Access:**   * LEICESTER: Contact the Learning, communication and interaction team (SEND support service) Telephone 0116 454 4650 to enquire about relevant training * LEICESTERSHIRE: 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 |

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# Appendix 7: Speech Sounds

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| **Universal Strategies:**   * Strategies to support your child’s speech – [Speech-Sound-Development.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf) * [Advice about Children with Speech Sound Difficulties For Primary School Teachers](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Advice-about-Children-with-Speech-Sound-Difficulties-for-Primary-School-Teachers.pdf) - [Advice-about-Children-with-Speech-Sound-Difficulties-for-Primary-School-Teachers.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Advice-about-Children-with-Speech-Sound-Difficulties-for-Primary-School-Teachers.pdf) * Recommended Activities: [Listening to Sounds in Words](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Listening-to-Sounds-in-Words.pdf) – [Listening-to-Sounds-in-Words.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Listening-to-Sounds-in-Words.pdf) * Ideas for sound play activities: [Playing with Sounds –](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Playing-with-Sounds-Full-Pack.pdf) [Playing-with-Sounds-Full-Pack.pdf (leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Playing-with-Sounds-Full-Pack.pdf) * Use our speech screen booklet [Link to web] to record errors and compare to normal development.   **Targeted Strategies:**   * For speech sounds, targeted interventions should be recommended by a speech therapist. When you have significant concerns about speech sounds, make a referral to seek support * While waiting for the initial appointment, continue to implement universal strategies as described above |

# Appendix 8: Stammering

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| **Universal Strategies:**   * Reduce the number of questions that you ask the child – comment rather than question * Allow the child ‘thinking time’, giving him/her time to think about what you have said and formulate a response * Do not tell the child to e.g., “slow down” or “think about what you are saying” – just allow him/her to work through what he/she is saying * Keep your own talking calm and relaxed * Do not complete sentences for them * Give alternative means of communicating if the child does not wish to speak in front of others e.g. at register time * [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) * [Stammering in School Aged Children](https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Information-Sheet-3-Stammering-in-school-aged-children.pdf)   **Targeted Intervention:**   * When concerns with stammering are ongoing and the stammer is having an impact on the child / young person, make a referral to seek support. Targeting interventions should be recommended by a Speech and Language Therapist   **Whilst waiting for an initial appointment, access additional information:**   * 7 top tips for talking: <https://www.youtube.com/watch?v=wTpckAufNDE> * My stammering tap: <https://www.youtube.com/watch?v=IGN0BB0HaCo> * [STAMMA](https://stamma.org/) * [Action for Stammering Children](https://actionforstammeringchildren.org/) * [Michael Palin Centre for Stammering](https://www.whittington.nhs.uk/default.asp?c=25406)   **Additional Strategies for Teenagers:**   * [Strategies-to-support-teenagers-who-stammer.pdf(leicspart.nhs.uk)](https://www.leicspart.nhs.uk/wp-content/uploads/2023/11/Strategies-to-support-teenagers-who-stammer.pdf) * [Stambassadors - Action for Stammering Children](https://actionforstammeringchildren.org/stambassadors/) |

# Appendix 9: 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 Intervention:**   * When there are concerns about a child / young persons voice, targeted interventions should be recommended by a Speech and Language Therapist. Where you have ongoing concerns about a child / young person’s voice quality make a referral to seek support   Whilst waiting for the initial appointment, additional information can be access here – [Encouraging\_your\_child\_to\_produce\_a\_healthy\_voice\_F0530\_FINAL\_Aug19.pdf (gosh.nhs.uk)](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 Ear Nose and Throat Team at the hospital. To avoid a delay, this referral can be made through the GP while awaiting an initial appointment with Speech and Language Therapy. |

# Appendix 10: Secondary School Classroom Observation Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students Name:** | | | **Lesson Observing:** | |
| **Name of Observer:** | | | **Date:** | |
|  | | | | |
| **Did the student demonstrate the following:** | **Yes** | **No** | **Don’t Know** | **Comments** |
| Follows expected class behaviour, e.g. sitting, looking, listening |  |  |  |  |
| Responds to teacher instructions or directions |  |  |  |  |
| Responds to instructions correctly |  |  |  |  |
| Requests help  *Please state who request is directed to peer, LSA, Teacher* |  |  |  |  |
| Requests repetition  *Please state who request is directed to peer, LSA, Teacher* |  |  |  |  |
| Requests clarification or explanation  *Please state who request is directed to peer, LSA, Teacher* |  |  |  |  |
| Answers questions |  |  |  |  |
| Answers questions correctly |  |  |  |  |
| Spoken language makes sense |  |  |  |  |
| Vocabulary is appropriate |  |  |  |  |
| Speech is intelligible |  |  |  |  |
| Completes task on time |  |  |  |  |
| Interacts with peers appropriately |  |  |  |  |
| Copes with challenging situations |  |  |  |  |