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Abbreviations used

- SLCN = Speech Language and Communication Needs
- SALT = Speech and Language Therapist-Therapy
Contents

• How does Sheffield Children’s SALT operate?
• What other help is available for children with SLCN?
• How can therapy goals be achieved at home or school?
• Summary of useful communication strategies.
• Questions.
How does the Sheffield SALT operate?

- The service is divided into 3 teams
- Early Years Team – Dana Taylor ph 0114 305 1893 (Firth Park) or Bev Charles (Ryegate Childrens’ Centre) ph 0114 271 7615
- Mainstream Schools - Janelle or Alice Woods ph 0114 226 2333
- Special Schools – Claire Wickham ph 0114 226 2333.
Specialisms include

- Dysfluency
- Hearing Impairment
- Selective Mutism
- Cleft Lip and Palate
- Secondary Service
- Speech Disorders
- Physical Disability
- Voice disorders

- Autism
- Dysphagia
- Specific Speech and Language Impairment
- Behaviour Disorders
- Brain Injury and head/neck cancers
- Alternative Communication
The process (a child might receive some or all of these):

- **Assessment** – Information from home, school and through formal/informal observations
- **Therapy** – Skill-building, enskilling others, mentoring, specific programmes
- **Review** – Reviewing targets and setting new ones.
A Collaborative Approach to help support SLCN

Child (skill-building)

Adult

Environment
Sheffield Early Years Language Centre (UCAN)

- Joint funded by NHS SALT and Sheffield City Council
- Short term (1 term) and part time (3 sessions) provision for nursery-aged children with severe Specific Speech and Language Impairment (SSLI).
- Children also attend their local mainstream setting.
- Staff also provide training and outreach work to mainstream settings of the children currently attending UCAN.
What other SALT help is available?

• Small talk and Big talk
• Council-run services (including Portage and Ucan)
• Independent SALTs
• Afasic and The Communication Trust
• Other condition specific associations
Big Talk and Small Talk

- Groups run at the University of Sheffield by parents, students and University staff.
- Small Talk runs weekly. Big Talk runs in some school holidays.
- Aim to support parents and offer therapy activities.
- See handouts for more information.
Other council services

• Early Years Inclusion Team includes
  – Portage
  – Early Years Inclusion Teachers
  – Ucan
• Autism Support Services
• Sheffield Educational Psychology Service
• Learning Support Teachers
Independent SALT services

• Some SALTs work in or near Sheffield as independent practitioners.
• Independent practitioners are usually paid for by parents or carers. Costs can vary.
• Can offer assessments, reports, ongoing therapy (at home, school or in clinic) and advice.
• For more information contact The Association of Independent Speech and Language Therapists (ASLTIP) at http://www.helpwithtalking.com
Or Tel: 01494 488306
Afasic

- Afasic is the UK charity representing children and young people with SLCN and supporting their parents and carers.
- Support included a helpline and email support, free to download factsheets, access our local networks, training, parent information and support.
- Helpline on 0300 666 9410.
- www.afasic.org.uk
The Communication Trust

- The Communication Trust is a coalition of over 50 not-for-profit organisations.
- They support parents and professionals who work with children and young people in England to support SLCN.
- Information includes programmes and initiatives, awards, information sheets and booklets etc.
- www.thecommunicationtrust.org.uk
Embedding therapy goals across different environments – TOP TIPS

• MOST IMPOPORTANT - talk to your SALT. We can give yourselves and school/nurseries lots of ideas.

• Therapy works best when it is across settings. Practising in isolation does not work.

• Analogy – learning Spanish.
Facilitating communication and understanding at home

• Running commentary (don’t ask questions, physically on the child’s level) is a great therapy tool.

• Talk at the child’s level (for understanding and talking)

• Use routines and give opportunities for loads of repetition.

• Use visuals to help understanding e.g. objects, symbol schedules, timetables, calendars, social stories, books, photographs.

• Use ‘Special Times’ to create communication opportunities.
‘Therapy’ Communication Strategies for Talking

• Expansion
• Sentence Completion
• Giving Choices
• Repetition
• Remodelling
Any Questions?

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Thank you!