



Speech & Language Support Programme (SALSP)

Information for Schools

Children & Young People's Services



The Speech and Language Support Programme (SALSP)

SALSP is a well established, dedicated team which has been providing support for children with speech and language needs for over 18years in County Durham schools. Provision is highly regarded by schools and parents. Some recent comments on our service include:

“The SALSP LSA was able to give advice and demonstrate the delivery of the programme. She used different methods that were fun for the children and myself. I gained useful information and gained in confidence” (School LSA)

“The fantastic service, advice and support that has been given, along with provision of useful resources has enabled Jason to make good progress throughout the programme. Thank you.” (School LSA)

“Helpful advice on helping Luke with his speech through games that were provided by the Assistant. Good knowledge of what sounds Luke was working on and how I can help him at home” (Parent)

How support is delivered:

County Speech and Language Specialist Senior Support Workers who have a specialist qualification in Speech and Language difficulties and who have extensive experience in working with children with SLCN.

The team is managed by the Communication and Interaction Team Leader and is supported by a specialist Advisory Teacher and a Speech and Language Therapist.

Support Packages

£40 per hour (minimum of 10 hours)

This package provides flexibility in service provision based on the needs of individual schools. Schools will be able to select from a menu of options as shown below. A package will begin with an initial planning meeting to discuss the options and length of involvement.

Menu of options:

- Delivery of speech or language programme sessions in school to an individual pupil by a Specialist Senior Support Worker.
- Delivery of speech or language programme sessions in school to an individual pupil by a Specialist Senior Support Worker and 1 school LSA, following a coaching and mentoring model.
- Delivery of a language group (max 6 children) by a Specialist Senior Support Worker

A typical focus for our work could be:

- Narrative.
- Language enrichment such as topic-related vocabulary; sentence structure; abstract concepts (quantity, time, emotions etc.).
- Questions i.e. what, where, when.
- Verbal reasoning.
- Phonological awareness.
- Listening and Attention.
- Social Communication.
- Increasing confidence in communicating.
- Supporting the use of Speech and Language Link in your school.
- Delivering a programme advised by a speech and language therapist and helping to review pupil progress.

The SALSP team are experienced in delivering group interventions to support the development of language skills. Information about our packages can be found below. All packages include opportunities to develop listening and attention, turn-taking and collaboration.

Attention and Listening

Attention is the skill needed to focus on something, transfer focus from one thing to another and to maintain focus for a specific length of time.

Listening is the ability to focus on auditory information. The two skills together are essential for a child to access learning. All of our packages encourage attention and listening, but this package has a particular focus on those skills, and uses games, practical activities and high levels of interaction.

Possible outcomes include:

- To maintain focus for 'x' minutes.
- To shift focus from one activity to another.
- To follow a visual or auditory prompt to pay attention.
- To wait for their turn maintaining focus on the activity.
- To listen to and follow instructions.

Narrative

Oral narrative is the cohesive spoken account of connected events or a story. This package focuses on developing children's ability to sequence ideas, retell events and stories and answer questions. Children will also become more aware of the components of story telling, such as character, setting, structure.

Possible outcomes include:

- To retell an event or story.
- To sequence events.
- To understand concepts such as before, after, first, next, last, beginning, end.

- To understand questions relating to narrative structure such as Who? Where? What? When?
- To learn to generate simple ideas for their own stories.
- To understand how narrative skills can help with story telling and writing.

Vocabulary

This package focuses on supporting children to understand and develop their vocabulary and is delivered through topics, which can be chosen to suit curriculum areas being taught in school if required.

Possible outcomes include:

- To understand new vocabulary.
- To develop word-finding strategies.
- To sort, match and categorise words.
- To use mind maps.
- To use new vocabulary appropriately (possibly in phrases or sentences).

Auditory Memory

Auditory memory is the ability to take in information that is presented orally (out loud), process it, retain it in one's mind, and then recall it. This package supports the development of auditory memory skills through teaching and practising targeted strategies. Children play games such as barrier games , memory games and matching games.

Possible outcomes include:

- To develop listening and attention skills.
- To understand and respond to 1 step (2 step, 3 step) instructions.
- To develop strategies to support auditory memory such as oral rehearsal, visualisation, chunking information, picking out key words and ideas.

Phonological Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. It is an essential skill which precedes phonics. This package includes recognising rhyme, identifying syllables, onset/rime, syllable deletion, compound words, identifying initial and final sounds, oral segmenting and blending.

Possible outcomes include:

- To recognise rhyming words.
- To generate rhyming strings.
- To clap syllables.
- To discriminate between different sounds.
- To hear, identify and manipulate sounds.

Concepts

Linguistic concepts are relational words which describe attributes, time or position. Many children with language difficulties find these difficult to learn because they are often abstract i.e. you can't see them.

This package will focus on everyday concepts which children need to understand in order to follow common instructions and access classroom activities. Other concepts can be agreed with schools as needed

Possible outcomes include:

- To be able to understand and use time concepts e.g. before, after, first, last.
- To be able to understand and use prepositions e.g. behind, in front, next to.
- To identify the odd one out.

Confidence in Communication

This package aims to support pupils in developing their **self-esteem and confidence** when interacting with others. It has a focus on general communication skills and will include sessions on skills that are commonly useful within the classroom, such as: listening, attention, following and giving instructions, asking and answering questions, expressing an opinion, taking turns and making appropriate responses to others.

Possible outcomes include:

- To take part in a two-way conversation.
- To respond to others during a conversation.
- To confidently express a view.
- To be able to follow/give instructions; ask/answer questions.

Verbal Reasoning

Verbal reasoning is the ability to understand and reason using concepts expressed through words (problem-solving, logic and critical thinking). This package includes activities relating to understanding and following more complex instructions, sequencing, predicting, understanding other points of view, comparing, justifying, problem solving and inferencing. It is suitable for children from key stage 2 onwards.

Possible outcomes include:

- To follow longer spoken instructions.
- To organise and sequence events and ideas.
- To make predictions.
- To understand another person's point of view.
- To compare ideas and explain links.
- To justify a point of view.
- To solve problems verbally.
- To use a range of information and contextual clues to make inferences.

Following Instructions and Information Carrying Words

An **information carrying word** is any word in a sentence that must be understood in order to follow an instruction. This package focuses on understanding instructions, reinforcing vocabulary and linguistic concepts, and developing listening and attention. It is particularly suitable for children in EYFS or KS1, but can also meet the needs of older children who are experiencing difficulties in understanding instructions.

Possible outcomes include:

- To understand 1/2/3 information carrying words.
- To understand vocabulary relating to ... for example size, colour, shape, position.

Social Communication

Social communication refers to those skills needed to use language to communicate and engage in conversations with others. It encompasses both verbal and non-verbal communication as well as the ability to use appropriate communication depending on the situation.

This package may focus on understanding and using non-verbal communication; being able to cooperate within a small group; listening to others; verbal interaction; assertiveness.

Possible outcomes include:

- To use non-verbal skills when communicating e.g. eye contact, facial expression, gesture, body language, posture.
- To cooperate with others in a group.
- To listen when others are speaking.
- To respond appropriately to comments.
- To take part in short/sustained two-way interactions.

Lego Therapy

Lego therapy is a small group activity designed to support collaborative interaction. It helps to develop listening skills, giving and following instructions, waiting, and turn-taking. It can also help to develop linguistic concepts such as attributes (colour, shape) and position. In addition, children often also make improvements in non-verbal communication, emotional regulation and confidence when speaking to others. Lego therapy is not suitable for non-verbal children and cannot be run with more than 3 children in the group.

Possible outcomes include:

- To listen to and follow instructions.
- To give clear instructions.
- To understand and use colour, shape and positional language.
- To take turns and wait.
- To ask for clarification.

It may be possible to negotiate a different package for group support in your school. Please ask if you have specific requirements which our current packages do not meet.

As with all interventions, the best outcomes are achieved when the outcomes and content are well-matched to the children's needs. For this reason the outcomes for one group may be different to another group following the same package and the content of the package may change to reflect the children's needs.

After the first few sessions of a group intervention, we may suggest a change in focus or on some occasions we may ask that the children be grouped differently. If this happens we will explain why and suggest alternatives.

For further information please contact:

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