



**Community Services**  
Part of University Hospitals Birmingham  
NHS Foundation Trust

**Early Years Speech and Language Therapy**  
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## **WELCOME TO THE EARLY YEARS SPEECH AND LANGUAGE THERAPY SERVICE: LEVEL 1**

Your setting provides a high number of 2 year funded places and has therefore been offered the 'Early Years Speech and Language Therapy Service: Level 1' which you have signed up to.

What does this mean for your setting?

- Any 2 year old child at your setting presenting with speech, language and/or communication needs (SLCN) can be referred to us
- Children known to this service will not receive clinic input until they are 3. Instead, they will be offered more joined up care with the therapist and practitioner with the option for parent/guardian to attend. This way, they can be supported in all of their environments.

As we all know, 'early identification and intervention is essential to maximise each child's chance of overcoming their communication need and succeeding' and that 'joint working is critical to deliver their services that provide effective support' (Better Communication, The Children's Plan (Department of Health)) and so we feel that we are all vital pieces of the puzzle in terms of supporting children with SLCN.

'Early language development is rooted in the interactions children have with their parents, childcare providers and peers' (Bull and Rayner, 2013). Therefore, we feel that if we train and support you and parents in our knowledge of SLCN, then you can accelerate the development for children with these difficulties as you are with them on a regular basis.

## AGREEMENT: LEVEL 1

This is an agreement between the Speech and Language Therapy Early Years Service and Early Years Settings. Please refer to the appendices attached to the end of this document.

| STAGES OF PROCESS                           | EARLY YEARS PRACTITIONER   | SPEECH AND LANGUAGE THERAPIST (SLT)  |
|---|--|--|
| <p>STAGE 1<br/><i>UNIVERSAL SUPPORT</i></p> | <ul style="list-style-type: none"> <li>• Practitioners to attend 'Video Communication Therapy' (VCT) workshop.</li> <br/> <li>• Make appropriate referrals               <ul style="list-style-type: none"> <li>❖ Within first 6 weeks of child being at setting</li> <li>❖ Using EYFS scores</li> </ul> </li> </ul> <p>(Appendix 2: Referral Form)</p>  | <ul style="list-style-type: none"> <li>• Deliver 'VCT' workshop for practitioners which involves:               <ul style="list-style-type: none"> <li>❖ Referral information</li> <li>❖ Video communication therapy</li> <li>❖ Target and strategy workshop</li> </ul> </li> </ul> <p>(Appendix 1: Video Communication Therapy)</p> <ul style="list-style-type: none"> <li>• Accept appropriate referrals</li> </ul>  |
| <p>STAGE 2<br/><i>TARGETED SUPPORT</i></p>  | <ul style="list-style-type: none"> <li>• To invite parent, following liaison with the SLT, to end of assessment/re-assessment session for discussion and at least one therapy/coaching session to ensure joined up working.</li> <br/> <li>• Assessment/Re-assessment:               <ul style="list-style-type: none"> <li>❖ To be available at end of session as a minimum for feedback</li> <li>❖ To provide quiet area</li> </ul> </li> <br/> <li>• Therapy/Coaching sessions:               <ul style="list-style-type: none"> <li>❖ To be available throughout sessions</li> <li>❖ To provide completed record sheets regarding work on targets.</li> <li>❖ To provide quiet area</li> </ul> </li> </ul> <p>(Appendix 3: Example of target and record sheet)</p> <ul style="list-style-type: none"> <li>• Parental Involvement:               <ul style="list-style-type: none"> <li>❖ Put up therapist's board and draw parent's attention to this.</li> <li>❖ Inform SLT (at least 6 weeks in advance) about when you would like us to come and talk to parents</li> <li>❖ Parents to access parent workshops, as appropriate to child's needs.</li> </ul> </li> <br/> <li>• Attend termly question and answer sessions at your setting</li> </ul> | <ul style="list-style-type: none"> <li>• Assess children's speech, language and communication skills at early years setting and provide report. Re-assess as required</li> <br/> <li>• Children needing high level support – Therapy with SLT and practitioner</li> <br/> <li>• Children needing medium level support – SLT to support practitioner through coaching sessions</li> <br/> <li>• Children needing low level support – discharge with advice</li> <br/> <li>• Provide board of our photos and information about service for parents to look at.</li> <li>• Talk to parents at open days/parents evenings, when given at least 6 weeks notice, to answer questions/discuss strategies/discuss individual children's progress</li> <li>• Invite parents to workshops, as appropriate to child's needs.</li> <br/> <li>• Arrange question and answer sessions for practitioners at their setting.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Complete Outcomes (<a href="#">Appendix 4: Outcomes</a>)</li> </ul>   | <ul style="list-style-type: none"> <li>• Collect Outcomes</li> </ul>   |
| <p>STAGE 3<br/><i>SPECIALIST SUPPORT</i></p> | <ul style="list-style-type: none"> <li>• Communication champion(s) for setting to attend 'Communication Building' workshop. Other practitioners to attend if able to.</li> <br/> <li>• Communication champion(s) to share learning with other practitioners in setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Deliver 'Communication Building' workshop: <ul style="list-style-type: none"> <li>❖ Theory</li> <li>❖ More direct approaches to develop language</li> <li>❖ Information on speech norms (<a href="#">Appendix 5: Communication Building</a>)</li> </ul> </li> </ul> |