

Early Years Speech and Language Therapy

Chelmsley Wood Primary Care Centre

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WELCOME TO THE EARLY YEARS SPEECH AND LANGUAGE THERAPY SERVICE: LEVEL TWO

Your setting provides a high number of 2 year funded places and has received the 'Early Years Speech and Language Therapy Service: Level 1' for some time. With training and coaching sessions, your setting will have met the following targets and therefore progressed to Level 2.

For at least 3-5 practitioners to have attended the 'Video Communication Therapy' ('VCT') workshop in the last 12 months.

For at least 3-5 practitioners to confidently carry out VCT strategies with any child with SLCN in your setting.

For at least 1 identified practitioner(s) to have been given the opportunity to develop as the 'communication champion' of the setting which would involve them:

- **To attend the 'communication building' workshop**
- **To feed back learning to other practitioners in setting**
- **To act as a point of contact with Speech and Language Therapists**

As stated in Level 1:

'Early identification and intervention is essential to maximise each child's chance of overcoming their communication need and succeeding' and '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).

For this reason, Level 2 focuses on continuing professional development for you to use in your interactions with children and less on coaching (as you will have already received support for this in level 1). We will provide the following:

- Access to training workshops for new practitioners and annual refreshers for current practitioners.

- Initial assessment and target setting for children within setting followed by half termly liaison meetings to discuss individual children's targets and to give suggestions on next steps, with re-assessments where required. Coaching sessions available if required following liaison.
- Access to Level 1 for some time (e.g. one term), if setting not meeting the above targets and then transfer back to Level 2.
- Parental involvement including invitations to parent workshops in clinic and therapist's attending open days/parents evenings when given notice.
- The communication champion from each setting to be invited to termly 'interactive development groups' to discuss topics (e.g. dummy use, English as an Additional Language, speech fluency, Autism Spectrum Disorder) followed by time for questions and answers.

AGREEMENT FOR LEVEL 2

This is an agreement between the Early Years Speech and Language Therapy 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 <i>UNIVERSAL SUPPORT</i></p>	<ul style="list-style-type: none"> • New practitioners/current practitioners who have not attended for 12 months and would like refresher to attend 'Video Communication Therapy' (VCT) workshop. • Make appropriate referrals for assessment <ul style="list-style-type: none"> ❖ Within first 6 weeks of child being at setting ❖ Using EYFS scores <p>(Appendix 2: Referral Form)</p>	<ul style="list-style-type: none"> • Deliver 'VCT' workshop for practitioners which involves: <ul style="list-style-type: none"> ❖ Referral information ❖ Video communication therapy ❖ Target and strategy workshop <p>(Appendix 1: Video Communication Therapy)</p> <ul style="list-style-type: none"> • Accept appropriate referrals
<p>STAGE 2 <i>TARGETED SUPPORT</i></p>	<ul style="list-style-type: none"> • To invite parent, following liaison with the SLT, to end of assessment/re-assessment session for discussion to ensure joined up working. <p>(Appendix 3: Parent Invitation Letter)</p> <ul style="list-style-type: none"> • Assessment/Reassessment: <ul style="list-style-type: none"> ❖ To be available at end of session as a minimum for feedback ❖ To provide quiet area • Half termly Liaison Meetings <ul style="list-style-type: none"> ❖ Communication Champion to collect all children's target sheets from key workers and be ready to discuss progress with these <p>(Appendix 4: Example of target and record sheet)</p> <ul style="list-style-type: none"> • Parental Involvement: <ul style="list-style-type: none"> ❖ Put up therapist's board and draw parent's attention to this. ❖ Inform SLT (at least 6 weeks in advance) about when you would like us to come and talk to parents ❖ Parents to access parent workshops, as appropriate to child's needs. • Complete Outcomes (Appendix 5: Outcomes) 	<ul style="list-style-type: none"> • Assess children's speech, language and communication skills at early years setting and provide report. Re-assess as required. • SLT to provide advice on how to achieve current targets/move on to new targets and offer re-assessment if required. To offer coaching session if required following liaison. • Provide board of our photos and information about service for parents to look at. • 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 • Invite parents to workshops, as appropriate to child's needs. • Collect Outcomes at half termly liaison meetings

STAGE 3
*SPECIALIST
SUPPORT*

- Communication champion for setting to attend 'Communication Building' training if not attended for 12 months and would like refresher/new to setting. Other practitioners to attend if able to.
- Communication champion to attend termly 'interactive development groups' to discuss topics such as dummy use, English as an Additional Language, speech fluency, Autism Spectrum Disorder) and work on implementing advice into setting for that term, with SLT support. To discuss progress with this at beginning of next interactive development group.
- Communication champion to share learning with other practitioners in setting.

- Deliver 'Communication Building' training which involves:
 - ❖ Theory
 - ❖ More direct approaches to develop speech and language
([Appendix 6: Communication Building](#))
- Run 'interactive development groups'
 - ❖ Inform of date and topic of discussion at least 6 weeks in advance
 - ❖ Provide opportunity for general and specific questions and answers during session