

The Link

ISSUE 8 2017

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The Scarborough Pledge

Developing a SLCN Strategy for a School Cluster

Struggling to Access SLT Services?

Advice for Schools

Childhood Acquired Brain Injury

An Explanation for Teachers

From One TA to Another

Tips for Pre-teaching Subject Specific Vocabulary

FREE
Resource

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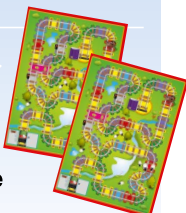
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Editor's Letter

Welcome to *The Link* magazine. In this Issue, Vicki Logan, Headteacher of Overdale CP School, shares her experiences with **The Scarborough Pledge Initiative**, a creative approach to addressing concerns about poor levels of speech and language development in schools. The changing offer from support services leaves many schools struggling to access speech and language therapy support for their pupils. The SLTs at Soundswell Speech and Language Services provide practical advice on **alternative paths to speech and language therapy support**. We introduce an exciting new feature **From One TA To Another**, offering step by step tips of the trade and beginning with pre-teaching subject specific vocabulary. Katherine Buckeridge, SLT, explains the impact on children of **Acquired Brain Injury**, with day-to-day advice for those working with affected pupils. Winners of our recent SLCNewsletter Competition, Nine Acres Primary School, review **Language Link and its impact on their pupils**. And to

round it all off, we're giving you a **FREE Station Board Game** on the back page with guidance on how to use it too.

We post this magazine **FREE** to all UK Primary Schools to provide SENCos and school staff with specialist advice for SLCN in the classroom. Please share this copy with your colleagues in the staffroom. Digital copies of this issue (and previous issues) can be read on our website and you can also buy a subscription from our online shop for additional copies to be posted to your school or home.

On our website you will also find extended articles to support the magazine pieces, interviews with the authors, regular blogs on speech and language issues and any upcoming training in your area. To keep up-to-date with this specialist network of information, sign up to our monthly emailed **SLCNewsletter**. As a thank you for joining our e-newsletter, we will post you **FREE SLCN Sticker Sheets**.

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Something to share? Contribute to The Link magazine by writing to us at office2@speechlink.co.uk





Language Link within the Scarborough Pledge Initiative

Vicki Logan, Overdale CPS, Scarborough.

Leading Headteacher for the Scarborough Pledge Initiative to develop Speech and Language

The Scarborough Pledge has supported the Headteachers of the coastal schools in Scarborough to address their concerns about poor levels of Speech and Language development for their pupils. This has been made possible through the Language Link intervention training for the school staff and the delivery of an interactive child-friendly system that screens children from Reception class through to Year 6. The screening process is a little time consuming but it is worth the effort as the summary report identifies each child's specific needs and supplies a programme to target

that need. A tracker monitors the progress of the target pupils/groups. Initially, the project was for a pilot of five schools, but due to the success of this pilot a further ten schools have joined the project in 2017, again supported by the Scarborough Pledge Project.

The programme has not only been highly effective in identifying needs in children that we, as educationalists, presume require support but also in identifying children whose teachers did not think they had communication or comprehension gaps. However, on completion of the target interventions, these

children have made accelerated progress, which is an excellent outcome. Limited language skills and low levels of communication are the major barriers to learning in communities where there are higher levels of deprivation and low levels of aspiration. The Language Link programme enables whole classes to be assessed and provides a programme to break this barrier down. It's a joy to work with and to see the children make progress because they have access to the interventions that meet their personalised needs.



Julie Stewart, Overdale CPS, Scarborough
Leading Teacher for Language Link assessment and delivery

As lead teacher for the Language Link project in our school I have been involved in the implementation from Reception currently up to year 5. Setting up the programme was a daunting task but once the children had been assessed (this took the largest amount of time) everything else fell into place. My one biggest tip would be to make sure you have all the resources printed and laminated before starting the project. The sessions are very easy to follow, adapt where necessary

and recording the progress of the children is simple.

Within the first few weeks of running the Reception class programme there was a noticeable improvement in the children's listening and concentration skills. The children have also now begun to support each other within the sessions and this peer support is now evident in class situations too.

The children involved in the sessions are keen to take part and ask me every day if it is their turn

to come and "play listening games today". Other staff running the sessions for different year groups around school have commented that the children enjoy the sessions and how easy the programme is to follow.

I am looking forward to the end of the year when the children's progress will be measured as I am confident there will be a marked difference from the beginning of the project.

FREE Language Link trial
1 week for your school



Struggling to Access Speech & Language Therapy Services?

Keep Calm – there's more than one way!

Read our
interview with
Jo at The Link
online.

By Jo Williams and Diana McQueen, Soundswell Speech & Language Therapy Services Ltd

The following information won't come as a shock; it's depressingly familiar in fact.

- The majority of pupils with SEN have Speech, Language and/or Communication Needs (SLCN)
- Language disorders are 7 times more prevalent than other developmental conditions such as autism
- In areas of deprivation more than 50% of children start school with delayed Speech and Language
- Children with SLCN start school without the language they need in order to learn and are disadvantaged from the start

- Between 50% and 90% of pupils with SLCN have problems learning to read
- Children need language to learn, socialise, manage their behaviour and develop emotionally
- **There's a gap of 41% between the attainment at GCSE of pupils with SLCN and those without**

Most NHS Speech and Language Therapy (SLT) Services have to ration what they provide – it's a fact of life, and one we have all become used to. Schools are left to manage the impact of SLCN with ever decreasing resources.



Head teachers and SENCOs are left wondering how best to manage the impact of SLCN within their over stretched and often decreasing resources.

Prevention & Intervention

Raise attainment by taking ownership of speech and language development from the start



10% have significant Long-term problems

Toolboxes 1 & 2 PLUS

- SLT-led interventions
- Identify & train a link person/specialist TA
- Increasing hands-on from TAs
- Prioritise & plan effectively



In some areas of deprivation, 50%+ children start school with SLCN

Everything in toolbox 1 PLUS

- SLT designed/TA led programmes
- Using signs, symbols & visual support
- Group interventions



All children (best practice)

- Early Years screening
- Whole setting screening e.g Language Link for infant/junior & secondary
- Whole school/specific staff group training
- Communication-friendly environments
- Structured parent workshops
- Quality First Teaching



Soundswell
Speech & Language
Therapy Solutions

BESPOKE SPEECH & LANGUAGE THERAPY SERVICES
for children and young people

Based at the Heart of the Midlands
www.soundswellspeech.com

The answer could be to commission your own SLT service.

First decide on your objectives (short, medium and longer term if that helps). SLT can get you underway and 'hand hold' for a while, coming back later to monitor progress and move you on.

Ideally your service should include both **Prevention & Intervention**.

Aim to commission a service which includes something from all 3 of the tiers and supports the requirement for a graduated response to SEND.

Universal activities should include screening tools such as Language Link: identify problems early, know what action to take before children start to fall behind, and ensure good practice supports the language development of *all* children.

For example, basic training and awareness-raising at tier 1 means

- staff understand the nature of SLCN and the impact of their own language styles on successful teaching and learning
- Successful and consistent use of

visual support across the school – that helps everyone, including those with SEN, behaviour difficulties & EAL.

Targeted interventions at tier 2 can include individual assessments, intervention groups, and targeted training of TAs who will support this work.

The specialist skills of the therapist should be used at tier 3 for the most needy, those who really need individual support.

KEY POINTS TO CONSIDER...



- ✓ What's the budget? Often phased delivery can be a good plan, allowing you to spend your budget as your needs dictate
- ✓ Shop around – there's a bigger choice of providers than ever before, and ask for a consultation visit to talk about what the service can offer you
- ✓ With colleagues, discuss what you want but talk it through with the therapy service – they will guide you and may have alternative options for you to consider
- ✓ Use the Toolbox model to map what you already have and to identify gaps
- ✓ What training would help, who needs it, and **how will the learning be shared?**

ONCE YOU DECIDE TO TAKE THE PLUNGE.....



- ✓ Ensure that the SLT always works with TAs who can begin to pick up hints and tips immediately - make the most of his/her time with you
- ✓ Consider a one-off package for a needs assessment + Individual plans for children causing most concern – you may be surprised, not every child needs direct therapy and, for those who do, deploy your TAs to best effect
- ✓ Explore creating specialist TA roles (training alongside the therapist - and/or via an external course)
- ✓ Make sure there are built in ways for you to evidence value for money and prove it was worth the investment

MONITORING THE QUALITY OF THE SERVICE – IT'S NOT ALL ABOUT REFERRALS AND DISCHARGES

- ? Do you know what the therapist is doing when s/he comes into school?
- ? Do you decide priorities together?
- ? Do plans, programmes and interventions contribute to the impact statements you need?
- ? Is there a *buzz* from the TAs involved as they learn from working alongside the SLT?
- ? Is learning shared when TAs have received training?
- ? Are you sign-posted to resources and training?
- ? Are you exploiting the therapist's skills at each of the 3 tiers?
- ? Are you using strategies from all 3 toolboxes?
- ? Is your progress towards the original objectives measurable?

Hello

Hola

Bonjour

こんにちは

Hallo

привет

مرحبا

Hallå

SLCN Glossary

By Heather Stevens, Speech and Language Therapist

EAL versus EFL

English as an additional language (EAL) is the term used in the UK to refer to the teaching of pupils whose home or first language is a language other than English.

ESL, Bilingualism and Multilingualism

The terms ESL (English as a second language) and EAL may still be used interchangeably but the former has generally been replaced by EAL, a more neutral term which recognises that, for some learners, English may be their third or fourth language. The terms bilingualism or multilingualism are often used to refer to pupils who are exposed to two or more languages within their everyday lives. The government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school - it does not

necessarily imply full fluency in both or all languages' (DfES 2003).

EAL

The term EAL is used very broadly to describe many different groups of children. What they have in common is that they use one or more languages other than English at home or in their community but, other than that, they may vary widely in a number of ways including their ethnicity, the languages spoken at home and the amount of exposure that they have had to English. They will also vary in terms of their cognitive skills and the level of education that they have had before entering the education system in the UK. Like their English-speaking peers, some EAL learners may have additional or special needs such as hearing impairment, dyslexia or a developmental language delay or disorder (in their home language). They may be gifted and talented. For these reasons, it is impossible

to treat EAL learners in your class as an homogeneous group. Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief.

Statistics from the School Census, published in June 2015, estimate that 1.2 million schoolchildren in England, (17.2% of all pupils) have English as an additional language.

EFL

The term EFL (English as a foreign language) should not be confused with EAL (or ESL) as it is very different in meaning. It refers to the formal teaching of English as a foreign language. An example of this would be the teaching of English in a French school to French speaking students. It is often used to refer to the teaching of English to adults and business people in their home countries by English speaking teachers.

Go to The Link
online
for a full bank of
definitions

LanguageLink

USING LANGUAGE LINK WITH PUPILS WITH EAL

The Language Link website has a page dedicated to EAL which offers ideas on how to support EAL learners in the classroom and suggests further reading and links to specialist websites.

Our online evaluation is used to determine a pupil's level of understanding of English. Resources support the development of English for the classroom.

Speech & Language

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Resources

Support speech and language work with our range of PRINTED resources.



Designed for

- Schools
- Parents
- SaLTs

Now available
Our NEW range of
DOWNLOADABLE
resources.



Visit our Shop at www.speechlink.info

RESOURCES FOR SPEECH WORK

PRINTED

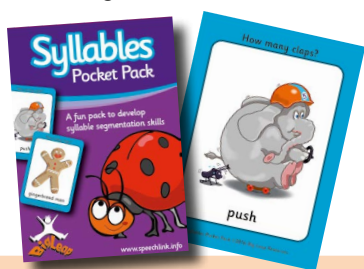
Pocket Pack – Rhyme Time £12.50+VAT

54 large cards, 2 games. Improves phonological processing skills by playing games to detect and produce rhyming words.



Pocket Pack – Syllables £12.50+VAT

53 large cards, 3 games. Practise breaking down longer words to understand their meaning and to help find words in a child's vocabulary.



DOWNLOADABLE



Use our NEW printable downloads to build an online library of listening and sound activities. Print on demand to use at home, school or clinic.

Price + vat	Name	No of Sheets	Speech Work
£22	Listening Homework	36	36 A4 sheets for working on listening and sound discrimination at home. Easy and clear instructions - choose the game and print the sheets.
£25	Minimal Pairs Squares	39	39 colourful A4 sheets. An indispensable resource for improving phonological processing and sound discrimination.
£10	Sound Squares Blends	18	A follow-on collection of 18 A4 printable sheets targeting sound blends. Each blend is presented in a range of word positions as appropriate.
£22	Sound Homework	30	30 colourful A4 sheets for practising sounds in words and sentences. Each game has clear, easy to follow instructions.
£25	Sound Squares	21	21 A4 printable sheets targeting different phonemes. Each sound is presented in word initial, medial and final positions where appropriate.

CLASSROOM RESOURCES

Poster Pack £12.50+VAT

Create a speech and language friendly classroom with top tips for 'talking' and 'speech'.



Creative Board Game Pack £25+VAT

Encourages collaboration and imagination. 6 colourful A3 board games, dice and counters. Use to reinforce skills learned in speech and language work. Combine with pocket packs or play your games as a reward.



RESOURCES FOR LANGUAGE WORK

PRINTED

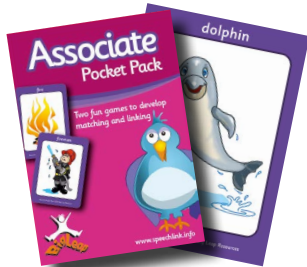
The Naming Game Pack £20+VAT

4 A3 games, dice and counters in one pack. Easy and harder levels for infant and junior children to practise naming things in categories and develop vocabulary.



Pocket Pack – Associate £12.50+VAT

54 large cards, 2 games. Activities that use association and memory skills to develop a wide vocabulary.



Pocket Pack – Describe £12.50+VAT

56 large cards to help children develop description skills in a structured way. Using 2 cards together, extend the child's ability to compare and contrast by identifying difference and similarities.

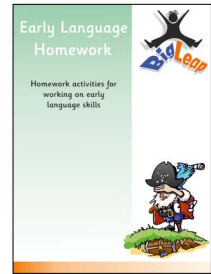


Pocket Pack – Categories £12.50+VAT

53 large cards, 3 games. A range of colourful and amusing pictures for children to sort into different groups. By grouping and sub-grouping, children are encouraged to see the links between them.



DOWNLOADABLE



Early Language Homework £22+VAT

46 A4 sheets to target language skills - listening, visual discrimination, memory, social skills as well as concepts, question words, following instructions and vocabulary.

Language Resources Bundle

Buy all 5 Language Resources and a Creative Board Game Pack

5% OFF

£100 + VAT

Complete Resources Bundle - All our resources in one collection

10% OFF

£220 + VAT

Printed

- 5 Pocket Packs
- Rhyme Time, Associate, Categories, Describe, Syllables
- 1 Naming Game Pack
- 1 Creative Board Game Pack
- 1 Poster Pack

Downloadable - New!

- Listening Homework
- Sound Squares
- Sound Squares Blends
- Minimal Pairs Squares
- Sound Homework
- Early Language Homework

FREE Reward Stickers

Pocket Pack Bundle

£59 + VAT

Purchase all 5 of our best selling pocket packs.

5% OFF

Printed Resources Bundle

£120 + VAT

- 5 pocket packs - Rhyme Time, Describe, Associate, Syllables, Categories
- 1 Creative Board Game Pack
- 1 Naming Game
- 1 Poster Pack

FREE Reward Stickers

FREE Reward Stickers



Customer Name:	
School Name (if applicable):	
Address:	
Email:	Telephone:
Purchase Order Number (if applicable):	Date:

Invoice Me Payment Enclosed Or order/pay online at www.speechlink.info

Product Description	Unit Price	Unit Price incl VAT	Quantity	Total
Resources Bundles				
Speech Resources Bundle (with 5% discount)	£145.00	£174.00		
Language Resources Bundle (with 5% discount)	£100.00	£120.00		
Printed Resources Bundle (with 5% discount + FREE sticker set)	£120.00	£144.00		
Pocket Pack Bundle (with 5% discount)	£59.00	£70.80		
Complete Resources Bundle (with 10% discount + FREE sticker set)	£220.00	£265.68		
Speech Resources				
Printed Pocket Pack - Rhyme Time	£12.50	£15.00		
Printed Pocket Pack - Syllables	£12.50	£15.00		
NEW Downloadable - Listening Homework	£22.00	£26.40		
NEW Downloadable - Sound Squares	£25.00	£30.00		
NEW Downloadable - Sound Squares Blends	£10.00	£12.00		
NEW Downloadable - Minimal Pairs Squares	£25.00	£30.00		
NEW Downloadable - Sound Homework	£22.00	£26.40		
Language Resources				
Printed Pocket Pack - Associate	£12.50	£15.00		
Printed Pocket Pack - Categories	£12.50	£15.00		
Printed Pocket Pack - Describe	£12.50	£15.00		
Printed Naming Game	£20.00	£24.00		
NEW Downloadable Early Language Homework	£22.00	£26.40		
Classroom Resources				
Printed Creative Board Game Pack	£25.00	£30.00		
Printed Poster Set	£12.50	£15.00		
Discount Code				
UK Postage	£3.50	£4.20		
TOTAL				

Thank you for your order. A free poster pair will be sent with all orders over £150 (excl. VAT).
Send us this order form and we will email you an invoice. Printed products will be posted on receipt of payment.
Downloadable resources will be emailed.

From One TA to Another

- Tips of the Trade

By Claire Chambers, former speech and language TA



FREE resource

download this template
www.speechlink.info

Teaching Assistant: noun = “highly skilled practitioner who supports, engages and champions their pupils throughout their primary school career”.

At Speech Link Multimedia Ltd, we recognise that it is you, the TA, who mostly administers the Speech Link, Infant and Junior Language Link assessments and it is you who is largely responsible for carrying out the interventions. It is you who knows your school's SEND children the best!

Having a regular feature in The Link in which we can share what we have been doing in school to support our Speech and Language children will help many of us to benefit from the good practice that is taking place up and down the country. This month's 'Tip' for the classroom is pre teaching subject specific vocabulary (Kent SaLTs).

Please imagine a new topic – let's say 'The Rainforest'. Your classroom is virtually a jungle; bursting with fabulous, colourful displays and key words featuring on every possible board. Perfect for most of the children and, although visually stimulating, is not a guarantee that your children with Speech and Language difficulties will understand the meaning of the unfamiliar vocabulary.

Several years ago our school's SaLT showed me this method to pre teach subject specific words and I have continued to use it since.

Firstly choose your words – not too many, perhaps the five most important for your new topic and list them on a sheet like this.

Your pupil will colour in the traffic light colours when they first hear the words using the key at the top of

Name: A child	Date: 25/04/17	Topic: Year 6 Rainforest
I know this word, I can define it and use it in a sentence.		
I have heard this word before, but I can't say much about it and I can't use it accurately.		
I have never heard this word before.		

Word	Date *	Date **	Date
Canopy	<input type="radio"/>	<input type="radio"/>	
Humidity	<input type="radio"/>	<input type="radio"/>	
Understory	<input type="radio"/>	<input type="radio"/>	
Indigenous	<input type="radio"/>	<input type="radio"/>	
Deforestation	<input type="radio"/>	<input type="radio"/>	
*When the child first is 'tested' with the target words ** the next time you 'test' the child			

the sheet. You then need to check their understanding of any words that are coloured green before working on amber and then the red words. The further columns are used to track progress and identify when the child can use the word confidently and the word becomes 'Green' (add as many columns as necessary).

To help teach your child a new word:

1. Get them to say the target word – canopy
2. Identify how many syllables are in the word (clap them) – can-o-py = 3 syllables
3. Show them images of different sorts of canopies - over a baby's pram; a butchers shop and in the rain forest

4. Give them the definition of canopy in the context you are using it – the uppermost spreading branchy layer of a forest
5. Talk about what a canopy might smell like, look like and feel like. What will you be able to hear?
6. Discuss synonyms – cover, shelter
7. Discuss antonyms – floor, ground
8. Put the word canopy in a sentence – Woolly monkeys spend hours every day sitting high in the canopy.

I hope that this feature will become a valuable platform to share successes and ideas and perhaps some frustrations too.

Next month: How to ask for help in the classroom.

Our DESCRIBE pocket packs have questions for the children to answer to improve their knowledge of target words, which you can use to help define any word.



We would love to hear from you. If you would like to contribute your tips for future articles or if you have a topic you would like to discuss, then please contact Claire at office2@speechlink.co.uk

Read our
interview with
Katherine at
The Link online

Childhood Acquired Brain Injury

By Katherine Buckeridge,
Highly Specialist Speech and Language Therapist



There may be a child with acquired brain injury (ABI) within your school, since it is one of the largest causes of disability in the UK. ABI describes damage to the brain occurring after birth following a period of normal development. Most brain injuries are due to a traumatic event such as a car accident. Fewer are caused by stroke, illness or brain tumour. Unfortunately, some children will never recover sufficiently to return to their previous life but others, after a period of rehabilitation will reintegrate into their community. However, after the initial 'welcome back', life can be far from straightforward.

You may hear ABI referred to as a 'hidden disability' because many children function physically as before, yet damage to their developing brains is unseen. Difficulties with cognition, communication, behaviour or emotions may only emerge as they get older. Subtle problems with speech and language can often affect everyday communication, for instance:

- Understanding and remembering spoken or written language
- Expressive language affected by slow processing
- Word finding and naming abilities
- Understanding humour, sarcasm or abstract language
- Initiating and taking turns in a conversation
- Using socially appropriate language
- Following conversations in noisy environments or groups

Ethan - a Case Study

As a speech and language therapist working with children following ABI, I recognise the importance of giving them opportunities to talk openly about their communication experiences. Ethan was one of the children I interviewed for a study as part of a Clinical Research Masters. Ethan had a fall when he was 5 years old. At age 11, he was struggling to cope with the demands of a mainstream classroom environment and relationships with his peer group were poor. Ethan explained to me how his teachers became annoyed when he failed to

get on with his work. Often, he did not understand what a teacher was saying and therefore he would just 'muck around'. He said he never 'did this on purpose' but when everyone else was getting on with their work in the class, he felt isolated and 'didn't know what to do'. Ethan felt there were some teachers in his school who understood his brain injury. They gave him more attention and were happy to repeat their instructions so they made sense to him. However, Ethan did not want everyone at school to know about his ABI. He felt this would identify him as different from his peer group; that no one would want to be friends with someone perceived to have a disability. Ethan's views were similar to other children I interviewed. Negative experiences of communication in classroom, with teachers or peers impacted on confidence and self-esteem. Yet, those who reported positive experiences of communication, were reasonably happy at school and felt well integrated.

Advice for School Staff

Due to the idiosyncratic nature of the ABI, specific strategies are best developed with the individual child. These tips incorporate advice on common issues which have arisen in my work with children following ABI:

- Social communication difficulties can have a huge impact on relationships with peers, leaving a child feeling isolated. Parents are often at a loss to know how to help. Consider a support plan to reduce the risk of social exclusion and bullying on a child's return to school.
- Children with brain injuries can suffer from fatigue for several years. Their brains have to work much harder than those of other children, leaving them exhausted. Give them more time to process spoken or written information and formulate expressive language.
- Extra help; for example, support from a teaching assistant or use of assistive technology needs to be balanced with how a child feels about being seen as different to their peers. Ascertain their views

on the strategies they find most helpful.

- Several years later, the ABI may seem less relevant and the reasons for a child's communication or behavioural difficulties overlooked. Liaise with the child and parents about cascading information sensitively, to all teachers and support staff within the school, especially at times of transition.
- Some difficulties only emerge in adolescence as curriculum demands increase and peer relationships become more challenging. If you are concerned about a child who had a brain injury in early childhood, contact your local speech and language therapy team or see if they can put you in touch with a specialist service.



Useful resources for education professionals working with a child following ABI:

- United Kingdom Acquired Brain Injury Forum <http://ukabif.org.uk/>
- Child Brain Injury Trust <https://childbraininjurytrust.org.uk/>
- Brain Injury Hub <http://www.braininjuryhub.co.uk/>
- Supporting Head Injured Pupils in Schools <http://www.shipsproject.org.uk/>
- Educating children with acquired brain injury (Sue Walker and Beth Wicks, David Fulton Publishers, 2005)
- Smart but scattered (Peg Dawson and Richard Guare, The Guildford Press, 2009)

Details of Katherine's research study 'Adolescents' experiences of communication following acquired brain injury' can be found at:

<http://www.sussexcommunity.nhs.uk/get-involved/research/chailey-research/completed-studies.htm>

School News

Language Link in the Classroom

– A Review from Nine Acres Primary School, *Isle of Wight*

By Laura Chandler, LSA

Nine Acres Primary School was thrilled to learn that we were one of the winners for the SLCNewsletter Competition!

As a school, we take enormous pride in our devotion to ensuring every child is supported with their Speech, Language and Communication needs. We recognise and embrace established links between early intervention and rapid progress in learning.

After a successful pilot scheme in EYFS last year, we had 54 children on the Infant Language Link programme. We rescreened these children before transition to Year 1; there were only 6 children that were identified as needing further support! We were amazed at the progress and it is testament to the hard work and dedication of both the staff and children.

This year we rolled out Language Link across the whole school!

The children cannot wait to come to the sessions and carry the skills through into the classroom environment. Blake (Year 3) fed back "I like the activities that we do because they are fun, especially when you work together. I can use teamwork in class and play." This was echoed by Poppy (Year 4) who enjoys Junior Language Link because "We get to play fun games and work with our friends as a team." Lexi (Year 1) said "I like the tokens; I get lots of good listening ones."

Our school motto is 'Striving for Excellence' and the prize of a copy of The Selective Mutism Resource Manual by Maggie Johnson and Alison Wintgens will certainly provide us with additional resources in continuing to support all the children of Nine Acres Primary to achieve this.

Here we are with our prize!



NEW - Website Improvements for Speech Link and Language Link

From September 2017, our subscribing schools will enjoy a range of expanded features, including:

Outcome measurement	A holistic view of a child's progress using an expanded range of <ul style="list-style-type: none"> • teacher engagement ratings, parent and pupil views • intervention group outcomes • supplementary teaching outcomes
Strategies	Whole class, high quality teaching strategies
Pupil profile	The pupil report now includes all historic information about the pupil. It builds over time and includes all Speech Link and Language Link assessment results <u>and</u> intervention outcomes.
Supplementary teaching plans	A new "next step" to follow group interventions. A precision teaching approach to focus on a particular skill, eg. concepts. It is measured through skill-specific pre and post intervention tests.
Provision maps	These now show all speech and language (group and supplementary teaching) interventions AND their impact, providing immediate, robust data for senior leaders, governors, OFSTED inspections, etc.

Ask for a week's FREE trial by contacting our Help Desk at office2@speechlink.co.uk or phoning 0333 577 0784.

We will email you a username and password for the week of your choice.

Meet the team

Claire Chambers, Help Desk

Whitstable became my home 14 years ago after relocating from South East London for life by the sea. The change of location brought about a change of career for me. Having trained as chef in the late 1980s and, having worked in various establishments in London, I was ready for a change. I decided to apply for a job in a local secondary school as a learning support assistant; before long I realised that supporting children with SEND was far more rewarding than any catering position I had ever had, although just as hard work!

I was very fortunate to be trained, by our local speech and language therapists, as a speech and language key worker in the secondary school I worked in. This gave me the knowledge and skills I needed to be able to help support identified children who had SLCN and to carry out the interventions set by the therapists.

After 11 years working in a school, it was with some apprehension that I began my role as Help Desk Assistant with Speech Link Multimedia 9 months ago. As the newest member of the Speech Link Team there has been a lot to learn. Fortunately, I already have a good understanding of what the programme has to offer from using Junior Language Link at my previous school. I know first hand how valuable it is in supporting children with speech and language delay.

Working with the Speech Link team is great, everyone is so friendly and supportive and everyone who works here has a real passion for our speech and language programmes. I love my new role - it allows me to stay in contact with schools using our speech and language resources, AND it means that I don't have to do playground duty in the rain ever again!



One of my greatest achievements was climbing Ben Nevis in 2015. I love travelling, cooking and reading. The addition of Archie the Wonder dog to our family means there is always an excuse to walk along the sea front - whatever the weather!

Claire will be one of the team that you will speak to if you call the Help Desk or wish to purchase one of our resources from our online shop!

FREE resource

On the back cover of this issue we are giving away a free resource - the **Station Board Game** - which is played in the same way as our Creative Board Games pack. Please use with your language groups either as a resource to consolidate the skill you are working on or, as a reward after a group session.

There are deliberately few instructions with our Creative Board

Games. This allows you to use them as a platform to reinforce different skills that you are working on. You, and the children, will be able to devise your own set of rules in order to play.

We have had several requests for more ideas to be included in the games so that playing time is not lost while you are generating ideas. We have listened and have

produced a *leaflet of game ideas* for our Creative Board Games pack. We hope you enjoy using our Station Board Game. It would be great to hear back from you as to how useful you found the 'game ideas'. Please let us know how YOU play the game - we will print our favourite ideas in our next issue of The Link magazine.

Buy the Creative Board Games Pack from our Range of Printed Classroom Resources

If you like our free resource, look at our Creative Board Games pack online.

6 colourful A3 board games, dice and counters. Use to reinforce skills learned in speech and language work. Combine with pocket packs or play your games as a reward to encourage collaboration and imagination.

Buy online at www.speechlink.info.



