

The Grove Outreach Service



Non-Clinical Speech and Language Resource
Support provided by Highwood Primary School

The Grove Graduated Support



SPECIALIST

Programme of visits for direct work with referred child

TARGETED

Communication Supportive Environment Checklist

Outreach Referral Form

Support to plan inclusive adaptations and individual interventions

UNIVERSAL

Face-to-face INSET / Staff Meetings / Staff Groups after or during the school day

Programme of five sessions includes tasks to take away and feedback in the next session.

Follow up from NHS online training

Also available at universal level: Inreach visits to see classroom support strategies in action, loan of books/resources, website resources

Graduated support for children with a diagnosis of Development Language Disorder (DLD) or whose language difficulties are their primary need.

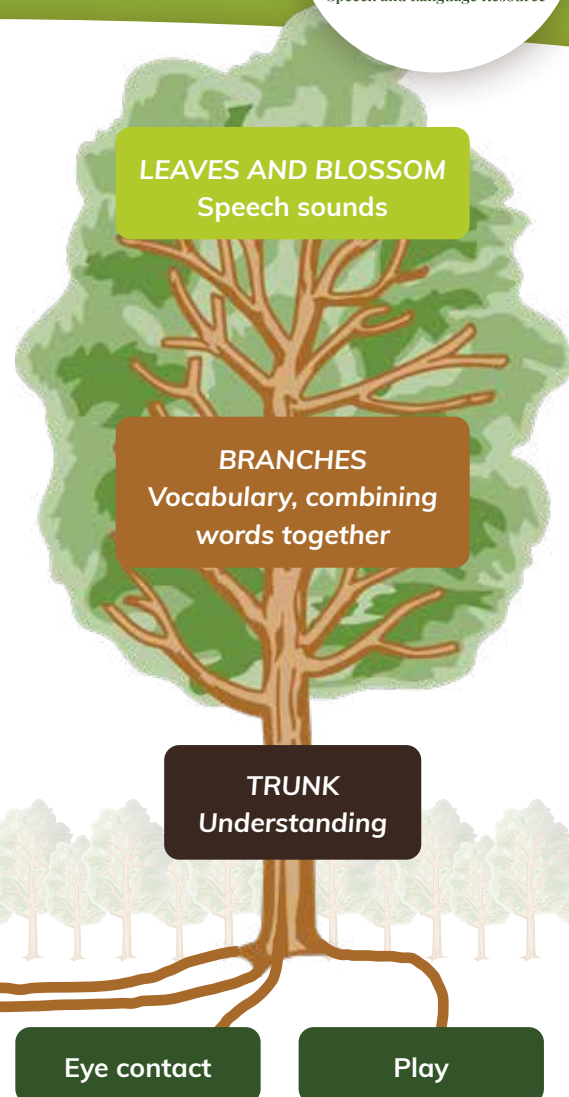
Outreach Classroom Support Package



1. Communication and Interaction

- What is involved in communication?
- How can difficulties with communication affect a child's learning and emotions?
- How can my interactions help children with communication needs?

This session introduces the communication tree and helps staff to break down the many parts that go into effective communication. Focusing on the roots of the tree, interaction strategies are shared and a task is set for staff to reflect on their classroom practice and feed back in the next session.



What is involved in Communication?

Understanding meaning
- literal and non-literal
+
Understanding sentence structure
+
Understanding words
+
Auditory Memory
↑
RECEPTIVE LANGUAGE

Self-correction
+
Choosing sounds (phonology -
Articulation and fluency
+
Understanding audience and appropriateness
+
Choosing sentence structure
+
Choosing words (word-finding -
memory and semantics)
↑
EXPRESSIVE LANGUAGE

Outreach Classroom Support Package



2.Receptive Language and Understanding

- Why do some children struggle with understanding?
- How can I help children with these difficulties?
- How do I know what level of language to use?

This session focuses on the trunk of the communication tree – understanding of language. We explore the impact of executive function, auditory and working memory difficulties in the classroom and how Blank Levels of questioning can help to improve comprehension.

A task is set to work on Information Carrying Words with an identified child and feed back in the next session.

BLANKS LEVEL	EXAMPLE QUESTIONS
1	Find one like this Show me the pig
2	Who is the tallest? What is happening in the picture? Who made a house out of bricks?
3	What will happen next? What is a chimney? What does the wolf say?
4	What could he have used to build the house instead? What could the pig have done to warn his friend? Why did the wolf go down the chimney?



3.Expressive Language and Extending Vocabulary

- What are the Vocabulary Tiers?
- What visual strategies can I use to help children to extend their vocabulary?
- What other strategies are useful for children with word finding difficulties?

In this session, we move towards the branches of the communication tree, focusing on both understanding and using new words. We explore why tier two vocabulary may need to be explicitly taught and discuss a range of visual strategies and games to use. A task to try one of these strategies is set for feedback in the next session.

Left: Y6 Mind Map of Evacuee's Senses and Feelings
Spidergramme to Generate 'Show not Tell' Sentences.



Outreach Classroom Support Package



4. Expressive Language – Making Sentences and Stories

- How can Colourful Semantics help with developing sentence structure?
- How can Colourful Stories help with planning and sequencing?
- How can I help children with their social use of language (pragmatics)?

This session focuses on the branches of the communication tree – helping children to work on their sentence structure and sequencing events into stories. We explore how Colourful Semantics can be used to scaffold sentences and how to use Colourful Stories to support narrative development. We also look at some ways to support children who struggle with finding the appropriate language to use in social situations. A Colourful Semantics task is set for feedback in the next session.

5. Supporting Speech and Literacy

- Speech sounds – what is normal?
- How can I help children with their speech sound difficulties and their reading and writing?
- How do I use the Speech Sound Ladder?

This session focusses on the leaves of the communication tree – speech sounds. We look at knowing when support is needed, how to help children with their speech sound discrimination and phonological awareness and the impact of this on literacy. For staff working with children with a speech therapy programme, we explore the stages on the Speech Sound Ladder and how this can be supported in the classroom.

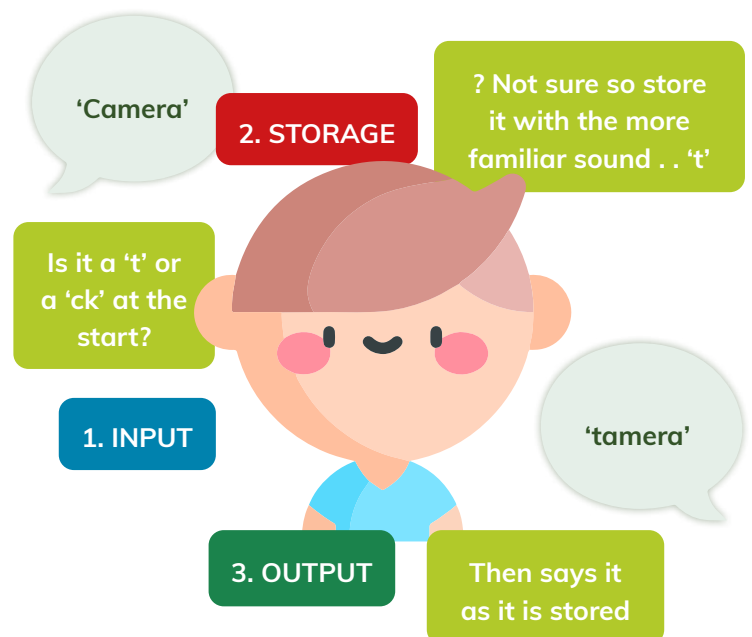


Image: www.hacw.nhs.uk/childrens-speech-and-language-resources

Outreach Classroom Support Package



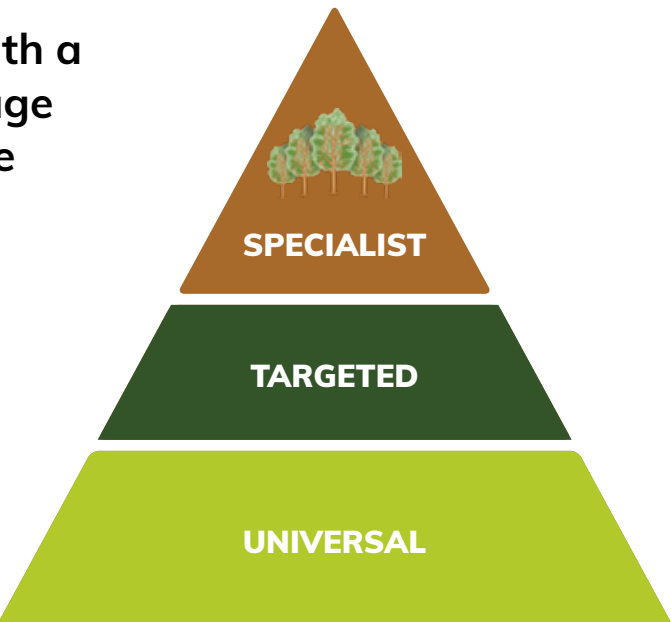
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Universal Level

- Face-to-face INSET / Staff Meetings / Staff Groups after or during the school day
- Programme of five sessions includes tasks to take away and feedback in the next session.
- Also available at universal level: Inreach visits to see classroom support strategies in action, loan of books/resources, website resources

Targeted Level

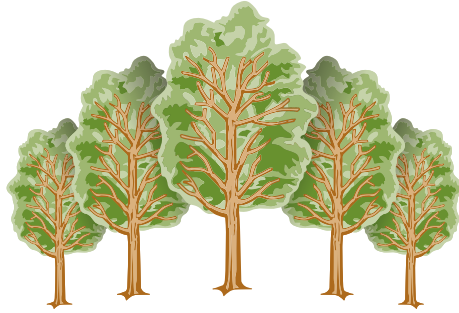
- Complete universal training sessions or follow-up from NHS online training sessions
- Complete Communication Supportive Environment Checklist
- Complete The Grove Outreach Referral Form
- Support to plan individual interventions - delivered by school setting
- Support teachers with planning a curriculum pre-teach model
- Support for class teachers to plan inclusive adaptations
- SALT 'Backpack' - word mats and visual symbol resources, for example.
- 4 X fortnightly school visits



Specialist Level

- When further support is needed after targeted level
- Direct work with previously referred child
- More regular visits – use of The Grove support staff in other schools
- Timescale TBA





The Grove

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