

Prevention & Intervention – the Soundswell pyramid

Below are the Mainstream schools aspirational toolboxes: they show 'best practice' strategies and interventions at each of the three tiers of intervention.

Facts about SLCN

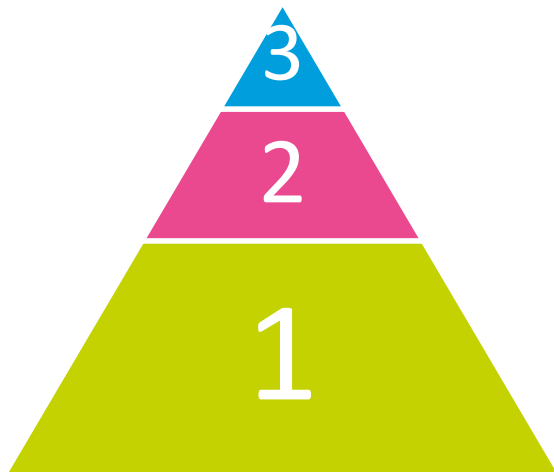
- SLCN affects 10% of all children, rising to 50% in areas of deprivation
- At age 7 high-performing children have an average vocabulary of 7,100 words. Poorly-performing children have an average vocabulary of 3,000 words
- Between 55-100% of children with mental health issues have unrecognized SLCN

Working in partnership with Soundswell

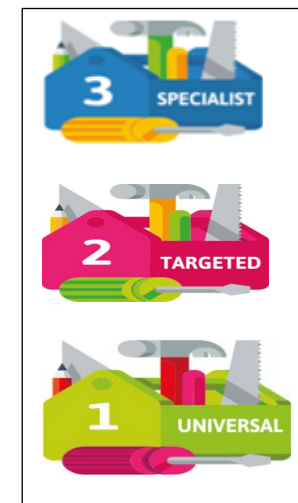
The relationship between school & therapist/s is central to the success of the SLT provision. To be effective, good communication between the two is vital.

Best practice models include collaboratively identifying priorities and agreeing activities with measurable outcomes.

All children have the right to the possibility for expressing their needs and opinions
(Unicef 2011)



strategies which are routinely in place at tier 1 are developed and extended at tiers 2 & 3





Training and advice to establish:

UNIVERSAL: needs can be met by staff. Therapists support to ensure that all the initiatives (described) below get off to the best possible start and are embedded across the setting through everyday activities and the curriculum.

- Total communication environments demonstrating a range of Augmentative and Alternative (AAC) strategies such as visual timetables, Aided Language Displays (ALDs), Choice and Now & Next boards, Makaton.
- Tools to identify language comprehension levels (e.g. Derbyshire Language Scheme (DLS) and SSLEUTHS – Soundswell’s packed specifically developed for pupils with significant needs).
- EYFS screening tool [Wellcomm]
- Class-based strategies to develop vocabulary
- Early phonological awareness activities
- Attention & Listening
- A range of staff training including 10 top tips for successful communication
- Parental support via coffee mornings & communication workshops
- Access to information, advice & resources
- Sign-posting to other specialist services
- Active listening prompts e.g. ‘good looking, ‘good sitting’ and ‘good listening’ posters & keyrings

Best practice: whole-setting awareness of a range of strategies & interventions to support communication & access to learning.



TARGETED: some specific needs are identified. Developing and extending strategies and interventions introduced at tier 1.

- on-going targeted training and support for staff working with children with higher communication needs
- Some direct therapy for individuals or groups: assessment, advice and/or programmes
- Therapists may *recommend* a programme which can be delivered by school staff
- Continued access to information, advice & resources for parents & staff
- help with measuring impact of interventions

Best practice: staff develop additional skills to be able to use more targeted strategies



SPECIALIST: a high level of specific needs (children require the skills of a therapist to reach their potential).

- Specialist assessment (communication + eating and drinking if n needs dictate)
- Hands-on therapy sessions and/or individual programmes (including strategies identified in tiers 1 & 2 as appropriate)
- Contribution to planning and review meetings, liaison with other professionals
- Identification and delivery of specialist training (for children with significant needs) to support staff and families, e.g. in the use of a variety of techniques
- Continued access to information, advice & resources for parents & staff

Best practice: there is timely access to a speech and language therapist