

SEND NEWSLETTER

Orton Wistow Primary School



Image sourced from therapy4kids

Assistant SENDCo

SPEECH AND LANGUAGE THERAPY - SaLT

Have you heard the term SaLT being used and wondered what it is?

In Issue #3 Rosie McColl, our Assistant SENDCo and Language Assistant will be explaining exactly what SaLT is, how we identify the need, what it entails and how it supports and develops our children.

Thank you to Rosie for creating this edition, we hope you enjoy the read.



Mrs Rosie McColl

SPEECH AND LANGUAGE THERAPY (SaLT)

As part of my role as Assistant SENDCo, I support children with their speech and language difficulties.

Speech – some children will start Reception having already seen SaLT (Speech and Language Therapy) for speech interventions.

When this happens, a Speech and Language Therapist will come into school and work with that child and myself. I will then continue to support that child with their targeted speech sounds. The therapist will make regular visits into the school to check on the progress and update as needed



Every October, after the Reception children have settled in, I assess all the children for speech sounds and general language. From this assessment I am then able to identify children who may have some speech sounds that are not developed. Depending on the sounds that are missing, a referral may be made to Speech and Language.

The language assessment is a picture of a busy beach scene. The children are asked a varied number of questions, increasing in difficulty. From this assessment I am then able to identify children who may have any receptive or expressive language difficulties. From this assessment I am then able to identify if a child is appropriate for 'school-based support' and does not need to be seen by SaLT.

Receptive language is where the child can understand and comprehend spoken language that they hear or read. If a child has difficulty in understanding receptive language, they may find following instructions, answering questions, identifying objects and pictures, understanding gestures, reading a story, and reading comprehension difficult.

Expressive language is where the child uses their voice to communicate their thoughts and feelings using words, signs, and gestures. If a child has difficulty expressing their thoughts, their grammar, sentence structure and vocabulary may be limited.

Whilst we are waiting for the child to be seen, the child is normally seen by myself or a TA to help with the targeted areas.

For the rest of the school, teachers complete a concern form if they feel a child is having some difficulties with either speech or language.



Once a child enters KS2, there is a more in-depth language screening completed. From this assessment I am then able to identify the areas that need to be developed. Again, from this assessment I can determine if they require 'school-based support.' Currently there is a 15-month waiting list for Speech and Language. The advice from Speech and Language when referring a child is we work with that child for 12 weeks on their targeted area. If after the 12 weeks there is no improvement, we can then refer.

Referrals are currently being accepted for 'specialist' children; eating & drinking, non-speaking, and stammering.

Colourful Semantics

Children I work with have a range of language difficulties. Some of the targeted areas are pronouns, tenses, inferencing, storytelling (narrative) and vocabulary.

One intervention that I complete with lots of children, across both stages, is **Colourful Semantics**.

Colourful Semantics is a programme that helps children to create a narrative, using some of the following; 'who, what doing, what, where, when, to who, what like, feel, how, describe, why' within their sentences. Each function is a distinct colour, which makes it easier for children to recognise the functions.

The children start with pictures to help create a sentence, they can be funny sentences, and then builds up to writing the sentences from a given picture.



Image sourced from BING

This starts with just using 'who,doing,what' for example:



The child would then say, "The boy is kicking."

We would then introduce 'what':

The boy is kicking a ball.



The boy is kicking a ball on the field.

Lego Therapy

Another useful intervention is Lego Therapy. Lego Therapy focuses on supporting children to develop their peer interaction and social skills, such as: asking for help, sharing, problem solving, maintaining concentration, listening, giving instructions, following instructions, non-verbal communication, turn taking, waiting, and working with other children.

The group consist of 3 children and an adult. Each child takes on a role, engineer, supplier, builder, and the adult being the director, to oversee everything. The engineer gives instructions to the supplier and the builder. The builder listens to the engineer and finds the pieces. The builder listens to the engineer and puts the pieces together. Children get be all three roles in a session.

Children love working with Colourful Semantics and Lego Therapy; both are enjoyable activities whilst also improving their language skills.

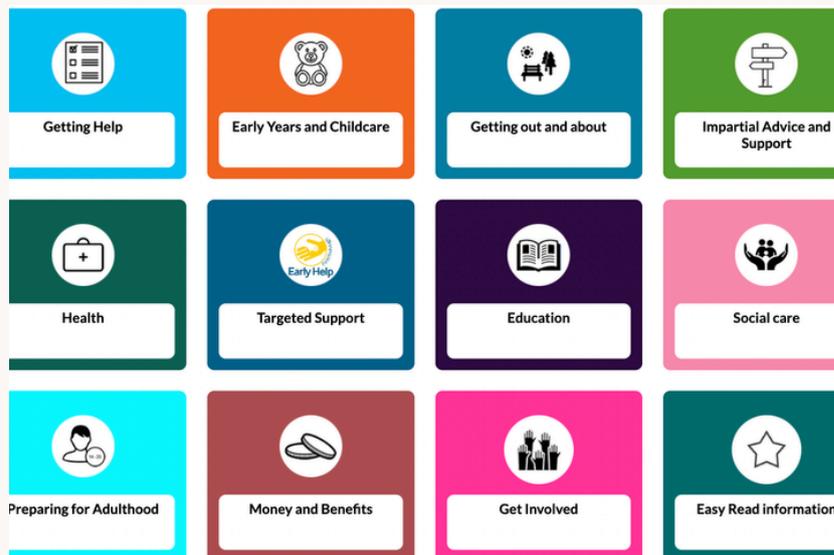


Useful links

Click [HERE](#) to access the Orton Wistow Primary School SEND page where you can find our SEND policy / Newsletters/ Child & Parent courses/activities and much more.

When you first realise that your child experiences the world in a different way it can feel overwhelming. But once you begin to understand their way of thinking it can be rewarding and you can learn so much from your child. Read the 'Supporting your Neurodiverse Child' booklet for more information. Produced by: Family Voice Peterborough Cambridgeshire & Peterborough Integrated Care System NHS Peterborough City Council

Read the ' Supporting your Neurodiverse Child' document [here](#).



Click [here](#) for more information

Peterborough's SEND Information Hub (which is also called the Local Offer) is a digital website and is intended to provide better support and services for children and young people with special educational needs (SEN) or disabilities and their families. In this one place, you can find information about providers of the following services: Special educational provision Health services Social care services Other educational provision Preparing for adulthood, including housing and employment Leisure and social opportunities