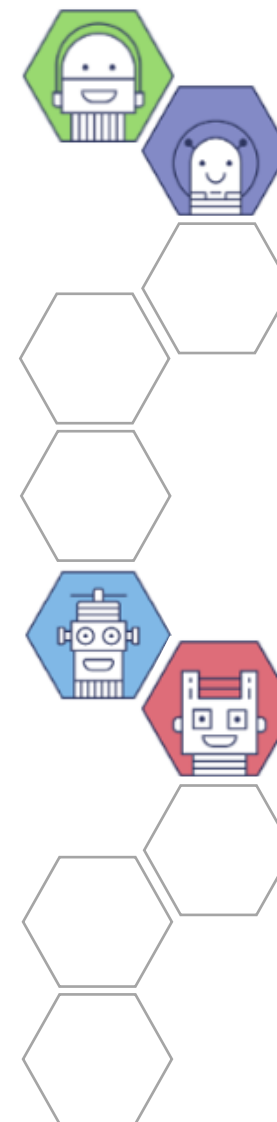
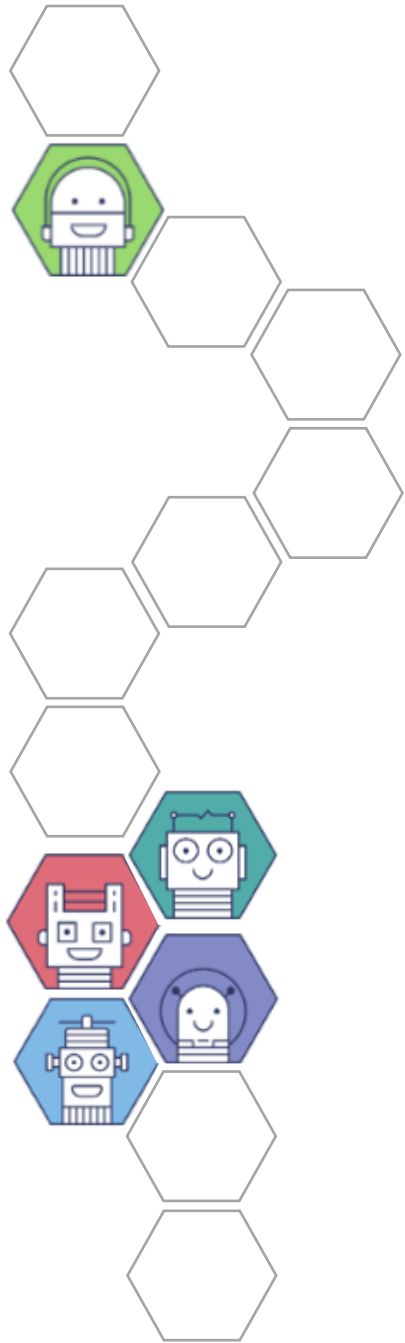


Child's Journey

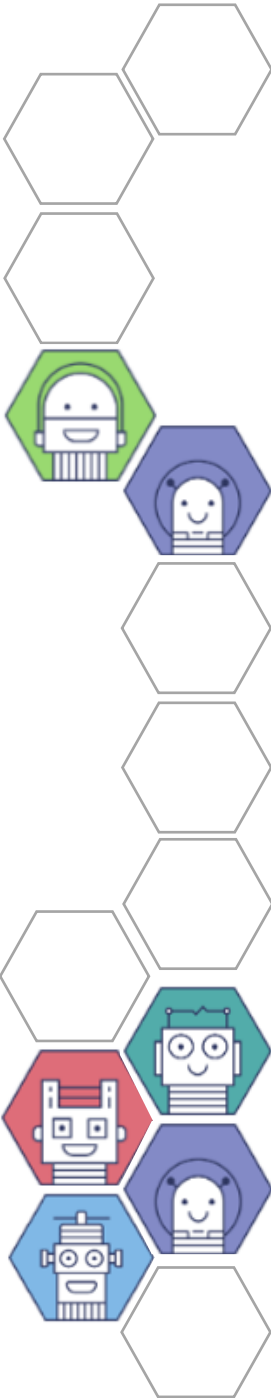
	Level and Strand
<p>Context:</p> <p>Danny attends his local mainstream school. The school is a large primary school and has a team of link speech and language therapists and assistant practitioner support on a weekly basis.</p>	
<p>What happened?</p> <p>Danny was in Year 1 when his parent expressed concerns about his talking and understanding. His Mum attended a drop-in session with the speech and language therapist and school staff. It was agreed that Danny needed some further assessment. A referral was made to speech and language therapy. The therapist gave Mum and the class teacher some initial advice.</p> <p>Where?</p> <p>In mainstream school</p> <p>When?</p> <p>During Year 1</p> <p>Who was involved?</p> <ul style="list-style-type: none"> • Parent • Class teacher • SENCO • Link speech and language therapist 	<p>Targeted Family Support Identification</p>
<p>What happened next?</p> <p>Danny's language skills were supported in class. Classrooms are already communication friendly with visual support available. A number of universal interventions are already in use across the school, for example Teaching Children to Listen and Word Aware. All teachers and teaching assistants have received training in these areas in the past.</p> <p>Where?</p> <p>In mainstream classroom</p> <p>When?</p> <p>During Year 1</p>	<p>Universal Environment Intervention</p>



<p>Who was involved?</p> <ul style="list-style-type: none"> • Class teacher • Teaching assistant • Link speech and language therapist 	
<p>What happened next?</p> <p>Four weeks after the meeting with Danny’s Mum, the speech and language therapist carried out an assessment with Danny, observing him in class and carrying out some assessment on a 1:1 basis. The therapist identified moderate to severe receptive and expressive language difficulties (with scores ranging from 2nd to 9th percentile). These difficulties were impacting on Danny’s understanding in lessons, his access to the curriculum and confidence talking both at home and at school. Danny’s needs were discussed with his Mum and class teacher and next steps were agreed.</p> <p>Where?</p> <p>In mainstream classroom</p> <p>When?</p> <p>During Year 1</p> <p>Who was involved?</p> <ul style="list-style-type: none"> • Link speech and language therapist • Parent • Class teacher 	<p>Targeted Identification</p>
<p>What happened next?</p> <p>Danny attended targeted interventions delivered by trained teaching assistants at school. These interventions were set up and supported by the Speech and Language Therapy Team, alongside support being available from one of the school’s Communication TAs. The Speech and Language Therapy team coordinated the intervention plan for each year group each term, ensuring resources were available and school staff were appropriately supported.</p> <p>Danny accessed this support on a weekly basis over an academic year. These interventions were supported back in class and activities and ideas were sent home to help Danny to use his new skills both back in class and in his home environment. Danny’s progress was monitored by the speech and language team throughout the year.</p> <p>Where?</p> <p>In mainstream school</p> <p>When?</p>	<p>Targeted Intervention Workforce Environment Family Support</p>



<p>During Year 1</p> <p>Who was involved?</p> <ul style="list-style-type: none"> • Teaching assistants • Communication TA • Class teacher • Link speech and language therapist • Speech and Language Therapy Assistant Practitioner • Parent 	
<p>What happened next?</p> <p>Danny's progress was reviewed at the start of Year 2 by the speech and language therapist. He was seen in class and on an individual basis. His progress was discussed with school staff. Danny's parents attended Parents' Evening during the same term to discuss his progress and ongoing needs. Danny had made good progress in class and on assessment. Some ongoing expressive vocabulary difficulties were identified and next steps were agreed.</p> <p>Where?</p> <p>In mainstream school</p> <p>When?</p> <p>In Year 2</p> <p>Who was involved?</p> <ul style="list-style-type: none"> • Parent • Teaching assistants • Class teacher • Link speech and language therapist 	<p>Targeted Identification Family Support</p>
<p>What is happening now?</p> <p>Danny has started to attend some further targeted intervention delivered by trained teaching assistants at school. This is being supported in class as the whole school uses a universal approach to teaching vocabulary.</p> <p>Where?</p> <p>In mainstream school</p> <p>When?</p> <p>Year 2</p>	<p>Universal Targeted Intervention Workforce Environment Family Support</p>



<p>Who is involved?</p> <ul style="list-style-type: none"> • Teaching assistants • Communication TA • Class teacher • Link speech and language therapist • Speech and Language Therapy Assistant Practitioner • Parent 	
<p>What was the impact?</p> <p>11 months following his initial assessment with the speech and language therapist, Danny had made good progress:</p> <ul style="list-style-type: none"> ✓ Functional impact evident in classroom: <ul style="list-style-type: none"> ○ Engaged and participating across the curriculum ○ Able to assert himself in class ○ Now able to tell mum about his school day ○ More able to engage in conversations at home ○ Parents and teacher reporting good progress and increase in confidence ✓ Formal assessment of receptive language (following directions CELF-P) score moved from age equivalent score of 3 years 11 months to 5 years 8 months ✓ Formal assessment of receptive language (sentence structure CELF-P), percentile rank scores moved from 9th to 25th percentile ✓ Moved from Level A-B of Language for Thinking questions to Level C ✓ On assessment of expressive language using the Renfrew Action Picture Test, Danny moved from scores below 3 years 6-11 months range to a score within the 6 years 6 months to 7 years 5 months range for information and above 8 years 0 to 5 months for grammatical content 	<p>Prove It!</p>
<p>Reflections:</p> <ul style="list-style-type: none"> ✓ Easy route through to assessment and determining needs, support was available immediately in class and targeted intervention started soon after ✓ Intervention delivered successfully at a targeted level by trained TAs ✓ Language profile changed within 11 months along with functional change in the classroom <p>Danny is still known to the service for monitoring and advice regarding his expressive vocabulary</p>	

