

## **Speech and Language Therapy at Glebe School**



### **The Role of the Speech & Language Therapist at Glebe School-**

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Here at Glebe school, we work closely with staff, students, and families to support children's speech, language and communication development. The SLT's role includes:

- Identifying and assessing children with speech, language, and communication needs.
- Delivering targeted interventions – either 1:1 or in small groups.
- Collaborating with teachers and support staff to embed communication strategies into daily classroom activities through frequent training.
- Supporting families with advice, strategies, and resources to help children thrive at home and in school.
- Monitoring progress and adjusting support as needed.
- Support EHCP process

Our goal is to ensure every child can access learning and participate fully in school life through effective communication

### **Which Children Can Benefit from Speech and Language Therapy?**

Speech and language therapy can support a wide range of children, including those who:

- Have difficulty understanding instructions or questions.
- Struggle to express themselves clearly or form sentences.
- Show signs of speech sound difficulties (e.g. unclear speech).
- Find it hard to follow conversations or take turns in talking.
- Have a stammer/stutter.
- Use limited vocabulary or have difficulty learning new words.

- Have a diagnosed condition such as Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC), hearing impairment, or other learning differences that affect communication.

If you're unsure whether your child might benefit, please speak to their class teacher or SENCO.

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## **Social Communication Difficulties**

Children with social communication difficulties may:

- Find it hard to start or maintain conversations
- Say things that seem inappropriate or out of context
- Not understand non-verbal cues like facial expressions or body language
- Talk mostly about their own interests without noticing the listener's response
- Have difficulties with turn-taking or making eye contact

This is common in children with Autism Spectrum Condition (ASC) but can also occur independently.

### **Signs to look out for:**

- Difficulty making or keeping friends
- Trouble understanding jokes, sarcasm, or figurative language
- Unusual tone of voice or repetitive speech
- Talking at others rather than with them

### **Strategies to help at home:**

- Model social behaviour – show how to greet, take turns, and listen
- Practice conversations through role-play or with toys
- Use visuals to explain emotions, body language, or "expected vs unexpected" behaviour
- Talk about your thinking (e.g. "I can see you're frowning – are you confused?")
- Use social stories to prepare for tricky situations (e.g. birthday parties)

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## **Expressive Language Difficulties**

Expressive language is how a child uses words, sentences and stories. Children with expressive language difficulties may:

- Use short or grammatically incorrect sentences
- Struggle to find the right word

- Mix up word order or miss out important words
- Repeat phrases instead of creating their own
- Have trouble telling a story in order

**Signs to look out for:**

- Speech is hard to follow or doesn't make sense
- Vocabulary is limited for their age
- Trouble naming objects, people, or events
- Difficulty retelling something that happened at school or home

**Strategies to help at home:**

- Expand on what your child says – If they say “dog run”, you could say “Yes, the dog is running fast!”
- Offer choices to support word-finding (e.g. “Do you want juice or water?”)
- Encourage retelling – ask questions like “What happened next?” to build story skills
- Play with describing games (e.g. “I’m thinking of an animal... it has stripes...”)
- Be patient – give them time to get their words out without rushing or finishing for them

**Receptive Language Difficulties**

Receptive language is how a child understands spoken language. Children with receptive difficulties might:

- Appear to ignore instructions or get them wrong
- Seem distracted or confused during conversations
- Struggle to understand new vocabulary or complex sentences
- Find it difficult to follow a story or sequence

**Signs to look out for:**

- Needs instructions repeated or simplified
- Looks to others to copy what to do
- Answers questions off-topic or with unrelated responses
- May appear as if they're "not listening", but it is actually difficulty processing language

**Strategies to help at home:**

- Use short, clear instructions – break them into steps (e.g. “Get your shoes. Then come to the door.”)
- Use gestures or visuals alongside words
- Check understanding – ask them to repeat back or show you
- Pre-teach new words or concepts before reading books or visiting new places
- Give thinking time – pause before expecting a response

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### **Speech Sound Difficulties**

Speech difficulties affect how clearly a child can pronounce words. Children with speech difficulties might:

- Miss out sounds (e.g. saying “nana” for “banana”)
- Swap sounds (e.g. “tat” for “cat”)
- Be hard to understand, especially to unfamiliar listeners
- Get frustrated when others can't understand them
- Stammer on words or sounds

#### **Signs to look out for:**

- Speech is unclear for their age
- Frustration when trying to communicate
- Relies heavily on gestures or pointing
- Uses fewer words to avoid speaking

#### **Strategies to help at home:**

- Model the correct word without directly correcting (e.g. Child: “It's a tat!” You: “Yes, it's a cat!”)
- Repeat back clearly what your child says, showing good speech sounds
- Read books that focus on target sounds (e.g. “Brown Bear” for /b/ sounds)
- Use visual cues like pictures or mirrors to show how sounds are made
- Don't pressure your child to repeat words correctly – the goal is confidence, not perfection

### **The Referral Process**

If you have concerns about your child's speech, language or communication. Get in touch with the school for a referral form. The following process is followed:

1. Initial concerns are raised by teachers, parents, or support staff to school SENCO.
2. Referral forms are sent home to be read, signed and agreed by the parent/carer.
3. The class teacher will also fill out a referral form.
4. Observation and informal assessment by the SLT (with consent).
5. Formal assessment and intervention offered – this may be individual, group-based, or through classroom support.
6. Review and feedback – Progress is shared with parents, teachers, and other professionals involved and a report will be sent out with resources/care plan if required.

Parents are always kept informed and are encouraged to be part of the process at every stage.

📞 **If you have any questions about the Speech and Language Therapy service at Glebe School, please don't hesitate to speak to your child's class teacher, SENCO, or contact Speech & Language Therapist, Natalie Squires – [natalie@cdspeechtherapy.co.uk](mailto:natalie@cdspeechtherapy.co.uk).**