

Getting It Right for Every Child



The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland.

If it is deemed that something could be getting in the way of a child's wellbeing then a Team with the Family meeting may be arranged to identify appropriate means of support.

The child and parent/carers, along with agency representatives may identify that a block of targeted speech and language support is a positive step forward.

This is where EAST staff can contribute to a programme of support either as a standalone intervention or as a collaborative intervention with input from EAST, Speech & Language Therapy (SLT) and a school pupil support assistant.

What is Speech & Language Support?

East Ayrshire Support Team (EAST) has worked in partnership with colleagues from Ayrshire & Arran Speech & Language Therapy to support learners with a Phonological Disorder.

Two interventions have been developed:

- 1) A first tier intervention to specifically address phonological awareness skills delivered by a member of EAST staff. This may be as a 1:1 intervention or as part of a small group.
- 2) A more intensive collaborative model with a bespoke package of support co-ordinated by SLT and delivered by a Speech & Language Therapist, an EAST teacher and a school's pupil support assistant.

Why has my child been identified?

Your child may have been identified by the Speech and Language Therapy Service, EAST and/or school personnel as someone who would benefit from a Phonological Awareness intervention as an introduction to, or to run alongside, Speech and Language Therapy sessions.

Alternatively your child may have been identified by the Speech and Language Therapy Service as someone who would benefit from intensive support

to address their needs due to a Phonological Disorder.

What do the interventions involve?

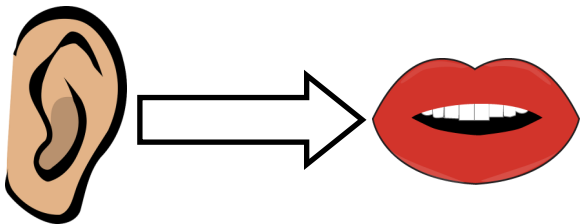
- 1) The Phonological Awareness intervention is provided once or twice a week over a term. Your child will be assessed and a tailored programme of work will be created.
- 2) The collaborative model is more intensive with four sessions weekly provided between a Speech Therapist, an EAST teacher and a pupil support assistant. The Speech Therapist will lead this intervention and will identify speech sounds for your child to work on.

How will my child benefit?

Research shows that phonological awareness can be a reliable predictor of literacy development. Weak phonological skills can be a primary cause of reading and spelling difficulties.

The main aim of the Phonological Awareness intervention is to address any gaps in order to give your child the best possible outcomes with early literacy skills.

Children who have been part of the collaborative model, to date, have demonstrated an improvement in speech intelligibility. Parents



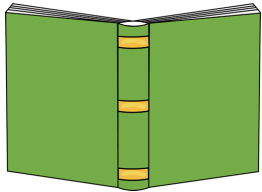
noted this improvement across three groups of listeners: parents, familiar adults and non-familiar adults.

How can I help?

Phonological Awareness is the ability to hear, identify and use all sounds of language.

if your child is selected for the Phonological Awareness intervention, you can help at home by:

- playing 'I spy' games
- reciting nursery rhymes
- sharing rhyming stories (e.g. books by Julia Donaldson)
- clapping out syllables (beats) in words (e.g. tel-e-vi-sion)
- playing rhyming-based games
- spelling out simple words for your child to guess e.g. b-u-s, c-a-t, s-i-x etc



If your child is selected for the more intensive support, a home-school diary will be provided to inform you of the focus of work undertaken and will detail any homework required. This intervention will focus more on individual speech sounds and you will be guided on how to best support at home.

If you would like further information, please contact your child's school in the first instance.

For further information please contact:

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EAST AYRSHIRE SUPPORT TEAM

Intervention Leaflet

Speech & Language Support