



HJS SEND NEWSLETTER

Welcome to the half-termly Special Educational Needs and Disabilities (SEND) newsletter for Hillborough Junior School.

THIS MONTH'S TOPICS:

- Social communication difficulties and Speech and Language information
- How to support a child with communication difficulties at home
- Support groups for parents
- Jargon buster glossary

COMMUNICATION SUPPORT

Some great websites to look at for information are:

Luton Speech and Language therapy service -
<https://childspeechbedfordshire.nhs.uk/>

Speech and language support -
<https://sltforkids.co.uk/speech-clinic/speech-language-and-communication-problems-we-help/social-communication-difficulties/>

WHAT ARE COMMUNICATION DIFFICULTIES?

There are different types of communication difficulties. Some are related to Autism or ADHD, some can be because the child has a speech and language difficulty and their speech has not developed as it should.

If someone has a communication difficulty, it can impact all areas of their lives. It can make it very difficult to interact socially with others, to be understood and to understand what people are saying.

There are lots of things that school can do to help, and there are also things you can do at home to support your child.

If you have any concerns, please speak to your child's teacher or contact Mrs Whelan who is the SENCO.

What can we do to help?

If your child has social communication difficulties due to a diagnosis of Autism or ADHD, there are lots of things that we put in place in school to support them. Some of these things are:

- Social Skills groups where we work on how to communicate with others in a social situation, take turns, conversation skills, etc.
- Small Block Model Building sessions where they work with 2 other pupils, one of whom is a role model for them, and they work as a team with set roles to build something using blocks.
- Individual Education Plan (IEP) targets based on communication that they will work on in school and at home.

If your child has a speech and language difficulty, we may refer them to the Speech and Language Therapy service (SALT).

When they are referred, the service will ask questions about the child's speech and how developed it is, whether they have difficulty with any particular sounds, whether they have a stammer, and whether they have any communication problems.

A referral is not a quick process and requires a long form with lots of information on it. When it is sent, it may take a few weeks before we have a reply, and there may also be a waiting list for the service.

If they are accepted by the service, they will be visited in school by a therapist who will regularly observe and work with them. They will produce a report with targets on for them to work on. We work on these in school, but we also as that you work on them at home as well. This will give your child the best possible chance of improvement. Some of their targets may be used in an Individual Education Plan (IEP).

We highly recommend following the Luton Speech and Language Therapy Service on Facebook, as they regularly post activities and ideas that you can do with your child at home. Here is an example:

Children's Speech and Language Therapy in Luton and Bedfordshire
13 h · 🌐

week we are thinking about Autism, as it is World Autism Awareness Week!

Autism The diagnosis

In the UK, healthcare professionals use the Diagnostic and Statistical Manual (DSM-V) to decide if autism is the right description of the difficulties a person is experiencing.

The DSM-V describes autism as a disorder that affects a person's communication skills and social interactions, including repetitive behaviours and activities. In addition the DSM-V says that there should be evidence of 'persistent' difficulties across more than one of these categories:

Communication differences: Difficulties using and interpreting speech, written words and non-verbal language	Social interaction differences: Difficulties expressing emotion and recognising or understanding the feelings and intentions of others	Repetitive behaviours and activities: Being highly focused on particular subjects, objects, routines and rituals
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Source: Ambitious about Autism

Here are two of the many things we do to support speech and language in school.

Blanks Level Questions

The Blank Levels of Questioning aims to develop children's verbal reasoning and abstract language capabilities. It has 4 levels and children work through these with support.

You might see them on your child's IEP.

QUALITY INTERACTIONS

1 NAMING
Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?

2 DESCRIBING
What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

3 IDENTIFY
How are these the same?
Tell me something else you could use...
Tell me a story...
Find me one to use with this...
Tell me the beginning, middle, end...

4 PREDICTING
What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?

BLANK LEVEL QUESTIONS

Comment
Comment
Comment
Question

20 second rule

1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

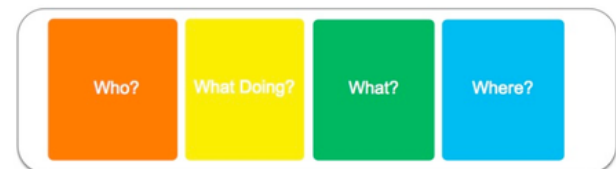
What is Colourful Semantics?

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

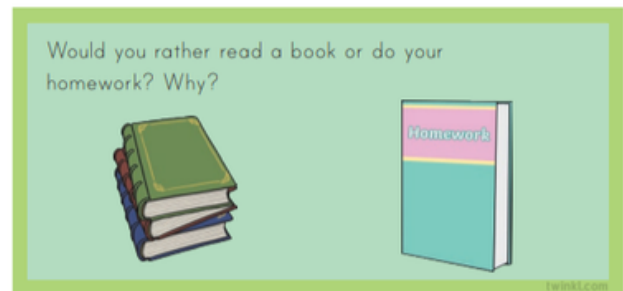
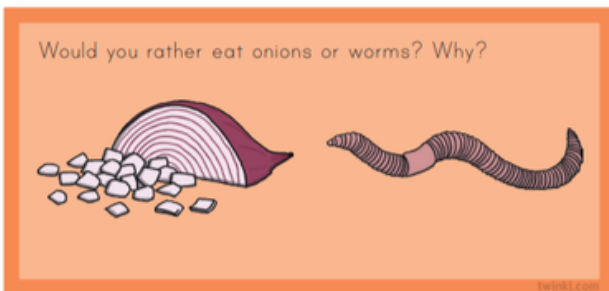
- 1 WHO – Orange
- 2 WHAT DOING – Yellow
- 3 WHAT – Green
- 4 WHERE – Blue



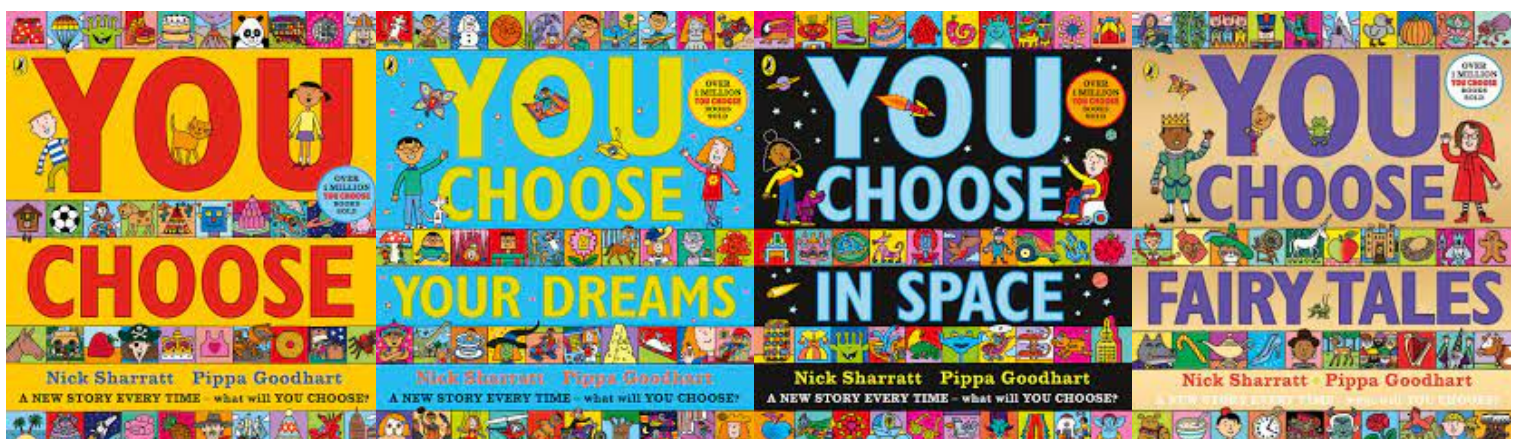
Colourful semantics can be used to help children develop their language, get used to the structure of sentences and word order, and also make sure they don't miss words out when speaking and writing.

Activity for home

There are lots of things you can do at home to support your child's language development. Why not try using these conversation starter cards? Encourage them to make a choice and explain their answer to you. You can choose too! Can you think of any more or make your own cards together?



A great set of fun books that would support conversation and making choices are these..



Jargon buster - Glossary of terms

There are lots of abbreviations used in school, so here are a few to help you understand when they are used and what they mean.

SEND

Special Educational Needs and/or Disabilities

EHCP

Education, Health and Care Plan (a legal document that is only needed in a tiny number of cases.)

EAL

English as an Additional Language - where a person speaks another language at home.

SALT

Speech and Language Therapy / Therapist

EP

Educational Psychologist

IEP

Individual Education Plan which will have targets on for the child to work on in school and at home.