

## EARLY LANGUAGE SUPPORT FOR EVERY CHILD (ELSEC) GLOUCESTERSHIRE NEWSLETTER



### ELSEC updates so far:

**The ELSEC team have finishing screening.** We now have **1814 children registered** and there are still more to come.

**Speech sound screening** has started to take place in settings for individual children not already known to the core service, and where this need has been identified.

**Language experience questionnaires** have been sent out to settings in **over 40 different languages**. The ELSEC leads have been collecting and analysing this information to assist with the screening process.

**Phase One interventions**, including pre-recorded training videos, online workshops, interactive sessions with the ELSEC team and resources have been organised and created. **Some settings have started to access support this term and this will also continue into next term.**

The ELSEC team have also been lucky enough to engage with some parents throughout the last term. **The team have been finding out what support parents require, so this can be used to assist with future planning.** Some of the team have also trialled **Stay and Play sessions** in some settings. This feedback and information will be taken into consideration when planning further parent support sessions.

Finally, **the ELSEC team met with the Early Years Team**, who are working as part of the Developing Better Values (DBV) programme at Shire Hall in February. **This was useful to discuss joint settings and celebrate successes.**

### Happening this term...

**Speech sound screening** will continue to take place in settings.

The ELSEC team will continue to work with settings to deliver the **phase one intervention package**. Online training and face to face signing workshops will also continue to take place.

ELSEC lead therapists will **begin** to contact settings to discuss the **phase two interventions** on an individual basis.

## Setting Reminders

- As a reminder, **from September** the ELSEC team will be screening the children that have turned two and any new children (2-5 years old) that may have joined. **If you have concerns about specific children, please continue to refer to the core service** as you have been doing. Please continue to **collect consent forms, and language experience questionnaires, as children join, or turn two.** This is so as we are ready for screening.
- You should have received **language experience questionnaires** for children that are multilingual. **Some of these are still outstanding**, so please could you return them to the team as soon as possible. This **information ensures that children receive the appropriate support.** If you require any assistance, please do not hesitate to contact us.
- **Phase one online/face to face training workshop dates have been sent out to the majority of settings.** Please book onto any training you wish to attend by emailing [early.language@ghc.nhs.uk](mailto:early.language@ghc.nhs.uk) with the **names, e-mail addresses and contact numbers** of those wishing to attend. If there are any sessions that you would like to attend but can't make the dates for, please let us know.
- For those settings that have signed up to **phase one interventions that require pre-recorded training videos**, make sure to **check your junk boxes** for the video links. Please don't hesitate to contact us if you have any further issues with the links.



## Parent Reminders

For any parents/carers who would like more information about the **WellComm screening tool**, please refer to our **WellComm summary leaflet** that has been sent to settings. If you haven't received this, please ask your child's nursery/school.

Please also refer to our **signposting leaflets** for lots of helpful links, tips and advice on how to support your children's speech, language and communication. **These have also been sent to all settings so please ask if you haven't received these yet.**

## Strategy of the Term

### Asking fewer questions:

Asking lots of questions increases the demand on children and limits what they can say back. It can also put pressure on a child to talk when they may not have the language to answer.

Questions are a natural part of everyday conversation but there is no purpose to asking questions that we already know the answer to.

To help children, we can tell them what the item is or describe what is happening instead of asking questions. This can help them learn words more quickly.

### Top Tips

- \* **Avoid asking testing questions** – “what’s this?”, “what are you doing?”
- \* **Avoid turning comments into questions** unnecessarily e.g. “ooh it’s a cow **isn’t** it?”
- \* **“I wonder...”** can be a nice way to encourage conversation as it isn’t as demanding as a direct question.



BBC Tiny Happy People

*Scan the QR code to watch some families describing what is happening rather than asking questions.*

## Advice Service

- For **Early Years settings** needing advice, please do not hesitate to use the Early Years Speech and Language Support Service. This is available **every Wednesday, 8:30am– 4:00pm**. Please email your queries to the following email address...

Rebecca.skinner@ghc.nhs.uk

- For **Mainstream Schools** who require advice, please e-mail your queries to ...

sltmainstream@ghc.nhs.uk or call **0300 421 7086**

The mainstream advice line is available **every Wednesday from 12:30pm– 3:30pm**.

**Please remember to refer any children who you have concerns about their speech, language and communication to the core service. You do not need to wait for screening results to do this.**

- For **parents** who have any concerns, please discuss these with the child's nursery/school. For further information follow the link below...

[Children’s Speech and Language Therapy > Glos Health & Care NHS Foundation Trust](#)