

Community Speech and Language Therapy Newsletter

July/August 2022 issue 6

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About Us

Key Dates

The Communication Access Symbol

The Blank's Language Model – helping your child understand language

ISLA

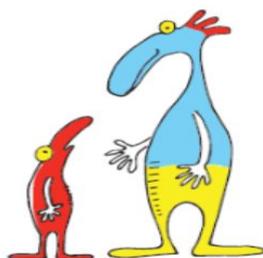
LGBTQIA+ working group

Useful Websites:

<https://www.bbc.co.uk/tiny-happy-people>

<https://www.advancedsolutions.co.uk/home.html>

<https://ican.org.uk/>



Alder Hey Children's
NHS Foundation Trust

Our Aim: The aim of our service is to empower those closest to the child to deliver individualised communication targets to support their speech, language, and communication within their daily environments. We work in 'episodes of care' and work closely with key people for a set period of time to ensure they are competent in delivering relevant strategies and activities and are well equipped to continue to deliver treatment in between episodes. We aim to ensure that these key people are confident in knowing when to re-enter our service for the child's next episode.

Staff Changes

We are pleased to announce the appointment of Claire Ellison as Head of Speech and Language Therapy for Liverpool and Sefton Community Service. Claire succeeds Rita Omar who retired following many years with the team.

Claire was previously our Deputy Head of Service and her vacant position has been appointed to, Hannah Cottrell and Anna Thomson are now sharing this role.

Claire, Hannah and Anna are working alongside Hannah Rothwell, Deputy Head of Service at Sefton. They are all committed and dedicated to developing the service and ensuring that the team continue to provide a high quality of care to our families.

Our team continues to have vacancies that we are recruiting to so if you are interested in joining our team, please look out for vacancies on the Alder Hey website or on

Exciting News! Our SLTs who work with Deaf children, young people and their families in the HI Network, were **ecstatic** to hear that British Sign Language was finally recognised as an official language of England, Wales and Scotland. This will help to improve the lives of thousands of deaf people. This comes in a great year for building deaf awareness with Rose Ayling Ellis's BAFTA award winning performance in Strictly Come Dancing saw a rapid rise in people wanting to learn sign language. Also, the acclaimed film "Sound of Metal " and Oscar winning film CODA were successes at the cinema!

You can learn more: [Learn family sign language | Sign language for deaf children \(ndcs.org.uk\)](#) and you can access local courses at [Homepage | Merseyside Society for Deaf People \(msdp.org.uk\)](#).

Speech and Language Therapy – Duty Line

Don't forget that if you ever have any questions regarding your child's speech and language development, queries about a referral, or just want some more information about speech, language and communication you can call our duty line. We have a dedicated Speech and Language Therapist for you to talk to each day between 9 – 4.30, Mon – Fri.

Call us on

0151-295-3990 (Liverpool)

0151 247 6109 / 6817 (Netherton)

childrenslt@alderhey.nhs.uk

Dates for your diary:

July 2022:

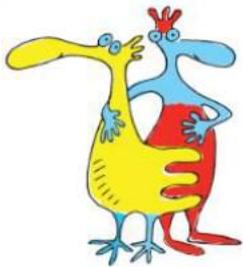
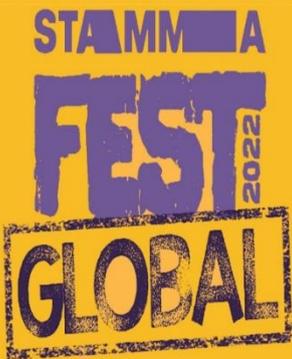
- National Cleft and Craniofacial Awareness and Prevention Month
- **Wednesday 6th July**- SEND Local offer day

August 2022:

- **Wednesday 24th August-Sunday 28th August**- STAMMAFest Global

September 2022:

- Traumatic Brain Injury Awareness Month
- **Sunday 4th September**- World Cerebral Palsy Day
- **Monday 12th September**- Disability Awareness Day
- **Friday 23rd September**- International Day of Sign Language
- **Friday 30th September**- Macmillan Coffee Morning



We are very excited to announce that, in August, hundreds of people who stammer, from across the UK & around the world, as well as locally, will gather at the University of Liverpool for STAMMAFest Global, a five-day stammering conference with a festival atmosphere. Delegates will have the opportunity to attend numerous workshops and presentations and will also enjoy a wide range of entertainment and social activities.

Saturday 27th August will be a special Family Day for children, young people, and their parents. Hilary Liddle, Clinical Lead at the Willy Russell Centre (WRC), is part of the STAMMAFest organising committee. Hilary, along with the rest of the WRC team, will be attending the conference and facilitating activities at the Family Day. They have been awarded a grant by the Alder Hey charity to fund places for Liverpool and Sefton SLT clients; they look forward to seeing them there.

For further information, contact WillyRussellStammeringcentre@alderhey.nhs.uk or see: <https://www.stammafest.org/>

Follow us on Twitter- it's a great way to get the latest info and stay in touch



@AlderHeySLTLiv

@AHHSLSLSefton



Why do we need the Communication Access Symbol?

Up to 14 million people living in the UK (up to 1 in 5 people) will experience difficulties communicating at some point in their lives and more than 10% of children have a long-term communication need. People with a range of conditions, including Intellectual Disability, Autism Spectrum Disorder (ASD), Dementia, Hearing Impairment and many more, experience communication difficulties.

Communication difficulties are different for everyone, some people may have difficulties understanding language, or have difficulties finding words when they need them, or they may have speech difficulties that make it hard for others to understand them.

What is the communication access symbol?

The Communication Access Symbol is a new disability access symbol created by the Royal College of Speech and Language Therapists (RCSLT).

The aim of the symbol is to create inclusive communication for all

Communication access means appropriately supporting people with communication needs when interacting with them.

Principles of the Communication Access Symbol – TALK

T – Time: allow time for the person to get their message across; consider the environment, e.g. background noise and recognise that they may have difficulties with speaking, reading, writing or understanding.

A – Ask what helps: don't make assumptions; ask how they prefer to express themselves and have information given to them; use your normal voice; check how the person says "yes" and "no"; use gestures and pictures to support your communication.

L – Listen: Give the person your full attention and check you have both understood.

K – Keep trying: give information in different ways and if something doesn't work, try something else.

Communication access symbol continued...

Why become communication accessible?

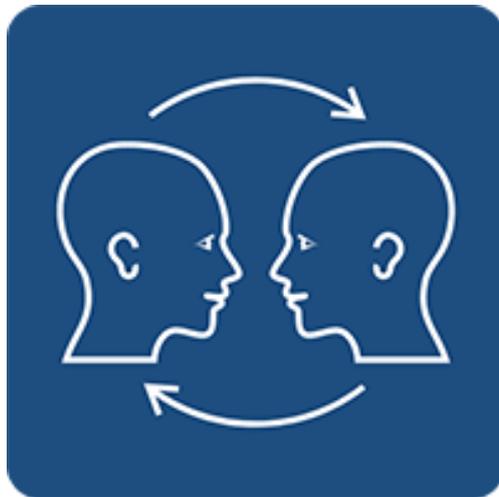
- Provide staff with skills and increased confidence to effectively engage with people with communication difficulties. This will enable staff to develop high-quality customer service; a better communication experience will always result in a better customer service experience.
- Displaying the symbol allows people with communication difficulties to identify which businesses have made appropriate adjustments to support their needs and confidently engage with their service.
- Greater access to goods and services for people with communication difficulties.
- Help to reduce social isolation and improve the quality of life for people with communication difficulties.
- Increased public awareness and understanding of communication difficulties.
- Support businesses and organisations to meet their obligations under the Equality Act 2010.

Who can become communication accessible?

ANYONE! The training has been developed for both whole organisations and individuals.

Just go to the website: communication-access.co.uk , sign up and complete the FREE online training.

Individuals will get a certificate at the end of the training and organisations will be placed on the national directory of communication accessible businesses and can then display the Communication Access Symbol.



The Blank's Language Model

The BLANK Language Model groups the language we use in to 4 Levels – We call these Blank Levels.

BLANK level 1 consists of the easiest, most concrete language and this then moves up to BLANK level 4 which consists of more abstract language and requires verbal reasoning. When using language with children and young people it is important to know what language level they are at before we start expecting them to answer questions correctly. If the key people around the child and young person are aware of their Blank Level then we can structure questions at their level of understanding, and ensure we are shaping targets and their learning goals to meet their needs.

Below are some ideas for the types of language you could use or questions you could ask your child in some everyday situations. You can change the details in the examples below to match the object to what your child is playing with or to reflect what is happening around you.

If you ask a question or provide an instruction and your child doesn't understand, that's ok! We can help them by modelling the answer for them or breaking the instruction down in to smaller parts and using pointing and gesture to support them.

In the park

BLANK Level 1

What's this (Slide)?

Get the spade.

BLANK Level 2

Where's the dog?

What can we sit on?

BLANK Level 3

Find me a toy that's not blue.

Run and touch the bench and then bring me the bag. Ready, steady, go.

BLANK Level 4

Why did the sandcastle fall down?

What do we need to build a sandcastle? (With the objects out of sight)

The BLANK Model continued...

It's fun to take photographs of your child on days out or as they play. You can then look over the pictures together another time and talk about what you did and ask some more BLANK questions.

If you take a few photos e.g. building a sandcastle, what you did at the park, see if your child can arrange the pictures in the right order to tell the story- what happened first, what happened next, what happened last.

To begin with only use 3 photographs and start by showing your child which one comes first. Then see if they can put the next two photographs in the right order. See if your child can retell the story about what happened? Picture sequencing and telling a story are BLANK Level 3 activities.

For more information on Blank Levels please do not hesitate to contact us at the department.

Blank, Rose and Berlin (1978). *The Language of Learning; The pre-school years.* New York: Grune and Stratton Inc.

You could also use the Macmillan Coffee Morning on **Friday 30th September** as an opportunity to bake a cake and do a sequencing activity with your child!

First Next Last

First

Next

Then

Last

ISLA

“It’s really
easy to
use!”

Isla care is a web-based system allowing patients to submit photos, videos and voice notes to their clinicians. All data is securely saved on encrypted cloud servers and never stored on personal devices.

Within the speech and language therapy department, this is especially helpful for:

- ✓ Connecting with parents / carers in between appointments
- ✓ Ensuring that parents /carers are feeling confident with the therapy activities being used at home
- ✓ Offering guidance and ideas for next steps in therapy
- ✓ Gathering information about a child’s language skills at home (good for reluctant talkers)
- ✓ Tracking a child’s progress over time by capturing baseline skills at the beginning of their episode of care

Other teams within Alder Hey have also trialled ISLA care. The Physiotherapy team found that up to 15 minutes of administrative time was saved per patient in the acute service, and in the community, the ability to capture photos securely and safely prevented the need for patients to come into clinics unnecessarily during the pandemic.

What next? Isla care has been shortlisted in the Best Digital Health Solution category at the 2022 Prix Galien UK Awards. Pilot studies are continuing to happen across Alder Hey departments, and it is also being rolled out at Liverpool Heart and Chest Hospital Liverpool Heart and Chest Hospital (LHCH) after a successful three-month pilot.

The RCSLT and the UK SLT Pride Network are excited to announce the creation of an LGBTQIA+ working group to better support LGBTQIA+ SLTs, students, and service users.

Recommended by the UK SLT Pride Network, this group joins other RCSLT diversity working groups on disability, men in speech and language therapy, and careers promotion. It is unique in being jointly led by the RCSLT and the UK SLT Pride Network.

The group’s initial aim will be developing resources to better support LGBTQIA+ SLTs, students, and LGBTQIA+ people who access speech and language therapy.



*If you would like to join the group, please **fill in this short form** to express your interest. Our first meeting will be on 22 September from 2-4pm via Zoom. (If you cannot make the meeting but are keen to be involved, do still fill in the **expression of interest form** and we will ensure you receive information about the work of the group and future meetings.)*

For queries, please contact Pdraigin O’Flynn at pdraigin.oflynn@rcslt.org

Any questions or comments regarding the information in this newsletter, please get in contact:

Emma Dawes emma.dawes@alderhey.nhs.uk

Rebecca Sarker rebecca.sarker@alderhey.nhs.uk

Our general admin contact email is: childrenssl@alderhey.nhs.uk

Call us: 0151-295-3990

Write to us:

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Digital Way
Liverpool Innovations Park
Liverpool
L7 9NJ

We also welcome contributions from our schools, nurseries and other relevant partners that may be interested in contributing to our Newsletter.

We would like to reference and give special thanks to:

- Claire Bimson – BLANK information
- Blank, Rose and Berlin (1978). The Language of Learning; The pre-school years. New York: Grune and Stratton Inc.
- Emily Head – The Communication Access Symbol
- Bethan Taylor- Isla Care
- ClipArt- images

