



"Happy-Talk" ©

SPEECH AND LANGUAGE
THERAPY LTD.

Our Mainstream schools service in
Cumbria & Lancashire

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WHY PURCHASE ADDITIONAL SPEECH & LANGUAGE THERAPY?

50% of children in areas of social disadvantage start school with language delay – they need the right support to narrow the gap.

7% of all children have a Speech, Language and Communication Needs, it's the most prevalent childhood condition and frequently misunderstood.

At least 3% of all children have SLCN linked with other impairments. These children need support to learn and communicate to the best of their ability.

SLCN impacts upon a child's learning, behavior and social skills.

*Facts taken from 'The Communication Trust Fact Sheet: How many Children have SLCNs?'

WHAT WILL ADDITIONAL SPEECH & LANGUAGE THERAPY LOOK LIKE?

We work with school's to discuss the type of intervention needed to best meet the needs of both Staff and Pupils.

These include but are not limited to:

- Ongoing therapy for children (either individual sessions or groups).
- Assessment of children referred (and advice about which children to refer).
- Communication screening
- Close liaison and skill-sharing with school staff.
- Training in both groups and 1:1
- Attending meetings e.g. planning meetings, early help meetings, annual reviews and staff meetings.
- Working with parents.
- Working with school staff to develop and implement whole-school communication policy.

HOW IS PROGRESS EVIDENCED?

We are happy to work with you to evaluate outcomes and show the effectiveness of having a Happy-Talk Speech and Language service within your school.

Language based interventions established within school will have built in evaluations.

Individual children's progress is evidenced in their target reviews.

Other areas such as staff development will be seen in personal CPD logs.

WHAT COSTS ARE INVOLVED?

Costs are determined on a school by school basis, dependant on your settings needs. We would love to discuss this with you: for more information please contact our Company Director, Gillian White.

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HAPPY-TALK[©] STORIES :

Riley arrived at nursery using only a few words and pointing. Having Happy-Talk in school meant that he could quickly be seen for assessment. Staff were supported in their use of appropriate visual strategies to support his communication. This helped him to understand the routine, express his choices and develop his language skills.

“Kirsty (our Happy-Talk Therapist) has worked very well training EYFS staff and liaises with them and supports them each week to discuss how the children are managing with particular language activities and next steps which are detailed on the individual plans she writes and evaluates each term . She has also supported school by contributing to TAC and EHCP meetings. It is evident that school has benefitted from Kirsty’s expertise and long may this continue.”

**ALEX ROBINSON, SENCO
SIR JOHN BARROW PRIMARY SCHOOL**

Emma’s speech was difficult to understand, it was affecting her contributions in class and her literacy. Sadly, her family had not attended Speech and Language Therapy appointments and she had consequently been discharged. Since Happy-Talk began to work in the school, she has been able to receive weekly therapy with follow up activities provided for school staff to implement daily. She is now developing her use of 4 sounds that were previously all produced as ‘g’. This is having a great effect on her intelligibility and literacy.

HAPPY-TALK: HELPING CHILDREN UNDERSTAND AND BE UNDERSTOOD