

# SEND Newsletter

## Issue 12– January 2025



You can also find a copy of this email on the school website under SEND.

Dear Parents and carers,  
Welcome to our December SEND and inclusion newsletter.

Thank you to the parents and carers who joined us at the last Parent Inclusion Meeting. Following parent feedback, our next meeting will focus on supporting children's speech, language and communication needs. You will also find further information in this newsletter related to this theme.

Please remember if you have any concerns or questions please contact me through [SEND@Ankermoor.org](mailto:SEND@Ankermoor.org) or  **speak to the office and I can arrange a meeting or phone call.**

Shirley-Anne Magill  
SENDCO

Please come and join us at the next  
**Parent Inclusion Meeting**



**Wednesday 5<sup>th</sup> March 2025**  
**2.15pm at Ankermoor Primary School**

Please join us for an informal meeting with other parents where we will be focusing on supporting children's speech, language and communication needs. Refreshments will be provided.

For any questions please contact the school office or email  
[send@ankermoor.org](mailto:send@ankermoor.org)



# Speech, Language and Communication

## How can I support my child at home?

Speech, language and communication skills are crucial to young children's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.

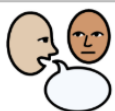
By the time children start school, they should be able to understand simple who, what and where questions and talk in sentences so that people can understand them. They should also enjoy playing, listening to stories, joining in with nursery rhymes and having conversations.



### How can parents support speech and language at home:

Here are some ideas shared by the Speech and Language Service to help support your child's language development. Some of these ideas are useful whatever the age of your child - others are particularly useful for younger children.

- Spend time together talking - turn off TVs, phones and try and remove distractions.
- Make time to sit down with your child to talk about their day, what they have enjoyed.
- Playing games/board games with a focus on turn taking, following rules, and discussing feelings about winning and losing.
- Spend time reading - bedtime stories - talking about the pictures, thoughts, and feelings about the characters, encouraging predictions.
- Talking about different environments - what can you see around you; making links - e.g. conkers from trees in autumn; autumn leaves - colour changing, play eye spy when you are out
- Enjoy rhymes, songs together.
- Make language fun.



talk

**What should I do if I have concerns about my child's speech, language or communication?** There are a number of organisations which can support families who are concerned about their child's speech and language development.



[www.speechandlanguage.org.uk](http://www.speechandlanguage.org.uk)

Speech and Language UK is charity which provides information and support to families and professionals related to supporting children with speech, language and communication difficulties.

The website has a wealth of information and advice for parents including a progress checker. This tool can be completed by parents to help identify children are developing at age related expectations or further support is needed.



[Speech & Language Therapy Services \(Children\) :: Midlands Partnership University NHS Foundation Trust](#)

The Children's Speech and Language Therapy (SLT) service is the NHS provider in Staffordshire to support children who need additional support related to speech and language.

Speech and language therapists work with babies, children and young people who have speech, language, communication and/or eating and drinking needs. Teams include Speech and Language Therapists, SLT Assistants and support staff.

#### **How to refer to Speech and Language Therapy**

A referral can be made by a Health Visitor, teacher, SENDCO, G.P., other professional, parent or those with parental responsibility. You can speak to your class teacher, SENDCO, GP or contact your local SLT team for referral advice.



Hill Street Health and Wellbeing Centre,  
Hill Street,  
Burton-on-Trent  
DE15 9LD  
Telephone: **01283 505833**  
Email: [sltpaedeast@mpft.nhs.uk](mailto:sltpaedeast@mpft.nhs.uk)



[Speech and Language Therapy | Stoke Speaks Out | United Kingdom](#)

Is another website which has support and advice for parents including a range of videos providing useful information.

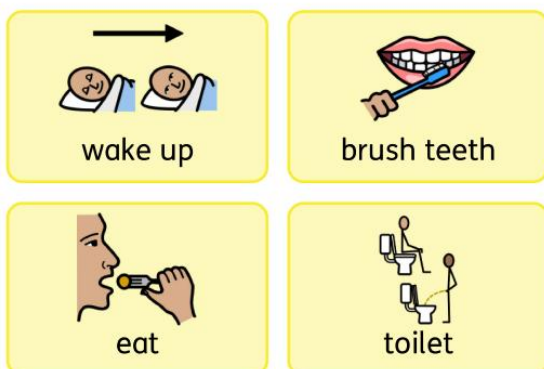
Many young children can struggle with the pronunciation of certain sounds. The following chart provides a guide to typical development.

Age	Your child will probably use these	Your child may NOT use these sounds
18 months - 3 years	m, n p, b, t, d w, h 	<ul style="list-style-type: none"> <li>Your child may not use sounds at the end of words</li> </ul>
3 years - 4 years	m, n p, b, t, d, k, g w, h, y f, s	<ul style="list-style-type: none"> <li>Some long sounds like 's, f, v, sh, ch' may not have developed so he may say 'bideo' for video, 'bish' or 'bid' for fish or 'dun' for sun.</li> <li>He may not use 'k' and 'g' sounds but use a 't' or 'd' instead so he may say 'dar' for car and 'det' for get.</li> </ul>
4 years - 5 years	m, n p, b, t, d, k, g w, h, y, l f, v, s, perhaps sh	<ul style="list-style-type: none"> <li>Blend sounds like 'sp', 'st', 'bl', 'cr' may not have developed so he may say 'poon' for spoon, 'bue' for blue and 'cisps' for crisps.</li> </ul> 
5+ years	m, n p, b, t, d f, v, s, z, sh, ch, j w, h, y, l, r, th Blends may start to develop eg 'sp', 'st', 'bl' 'cr'	<ul style="list-style-type: none"> <li>Children often don't learn to use 'th' and 'r' sounds until they are at least 6 years old. Many adults don't use the 'th' sound and it is unlikely that a speech and language therapist would work on it.</li> </ul>

### Communicating in different ways

Some children find it difficult to communicate through spoken words and may use other ways of expressing their wants and needs such as through gesturing, signs or using symbols or pictures.

Visual symbols are useful tools to support children with communication needs. They can also be used alongside spoken words to help children understand routines.



**Makaton** combines signs, symbols, and talking, making it usable by all children, including those who have challenges talking and understanding words. **Makaton is often used** alongside talking to support understanding and to help children and families communicate effectively even if



talking is difficult.

For more information please contact [send@ankermoor.org](mailto:send@ankermoor.org) or speak to your class teacher.



## Parent/Carer Cause for Concern

This form is for parents who want to raise a new concern regarding their child in relation to Special Educational needs.

**Child's Name:** ..... **D.O.B:** ..... **Class:**

**Child's strengths and achievements:**

**Concerns at home:**

**Concerns at school:**

**Parent/Carer information:**

A description of all available information about your child.

**Areas of concern:**

- |                                    |                                    |  |
|------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Visual    | <input type="checkbox"/> Auditory  | <input type="checkbox"/> Communication/Speech        |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Behaviour | <input type="checkbox"/> Attendance                  |
| <input type="checkbox"/> Physical  | <input type="checkbox"/> Medical   | <input type="checkbox"/> Punctuality                 |
| <input type="checkbox"/> Social    | <input type="checkbox"/> Eating    | <input type="checkbox"/> Other (Please state): ..... |

**Signed:** ..... **Date:**

Please email to [SEND@Ankermoor.org](mailto:SEND@Ankermoor.org) to return to Mrs Magill, SENDCO