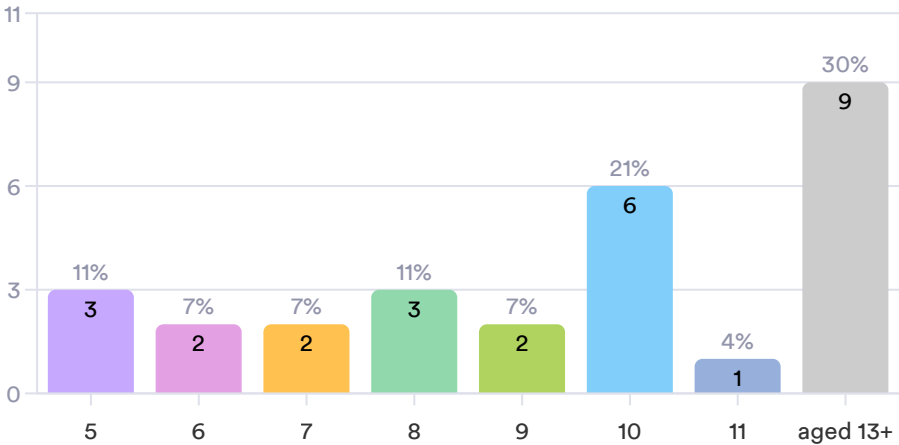


SPEECH & LANGUAGE FEEDBACK REPORT Summer 2026

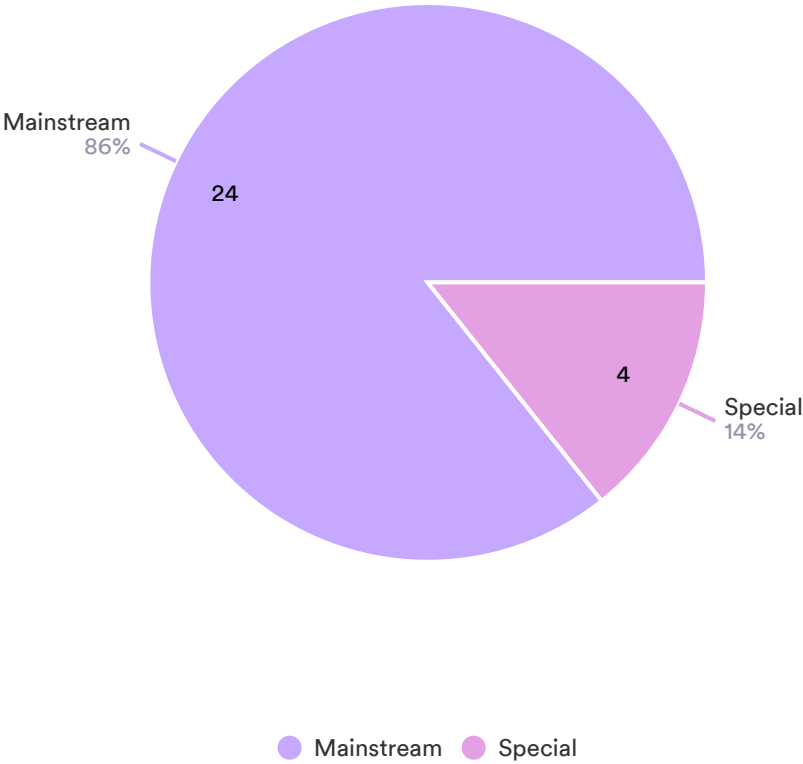


Child/young person's age:



Data	Answer	%
5	3	11%
6	2	7%
7	2	7%
8	3	11%
9	2	7%
10	6	21%
11	1	4%
aged 13+	9	30%

Child/young person's school/college



SPEECH & LANGUAGE QUESTIONNAIRE Summer 2026

Does your child/young person have speech & language provision on their EHCP. If so is it under health, education or social care. Please can you detail the provision.

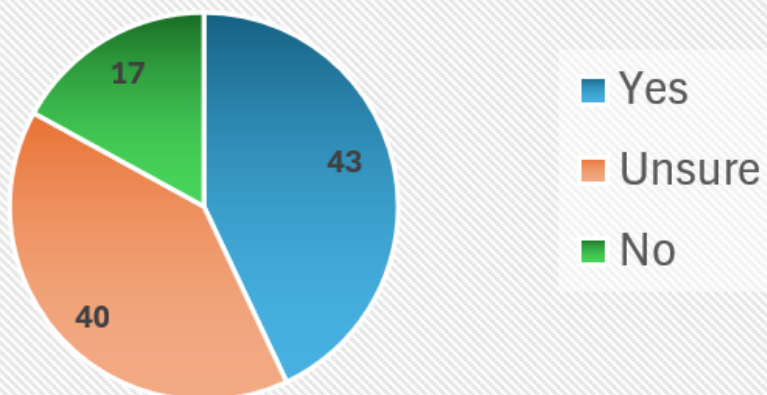
Data
No specific input from speech and language therapy but related activities for activities for staff in school to do.
Yes, 1 hour per week and it's in communication and interaction on her EHCP.
I have no idea with this.
It says "provision of speech and language therapy programme (initial report, package of care)". He had an ICW package which is now closed.
No Salt provision at the moment currently at tribunal to get SALT report put in.
Yes - EHCP
Yes - Education 6 weekly block of input by a therapy assistant once a year and annual therapy review by Speech therapist
Health I think
Yes, I think it's under education
My son does have an ehcp , unsure which part his speech and language comes under . Likely health or education .
Yes, under education
Yes. Education (Section F). Provision: S has Speech and Language provision within his EHCP to support his communication, understanding and expressive language. This includes the use of Makaton, visual supports, structured communication programmes, and the implementation of Speech and Language Therapy strategies throughout the school day to support his access to learning and communication with adults and peers.

Does your child/young person have speech & language provision on their EHCP. If so is it under health, education or social care. Please can you detail the provision.

Data
Yes, SaLT is detailed in section B, E & F of the EHCP and delivered by a private therapist. 1. One hour per term-time week of direct SaLT delivered at school. By a SaLT with specialist training and expertise in the specific communication, cognitive and behavioural phenotype of children with DS. An identified, trained and experienced member of the education team (usually the Teaching Assistant) must observe and participate in the therapy sessions to provide ongoing practice 30 minutes per day. 2. Deliver indirect therapy to A in her school. Nine hours per year - The SaLT should provide dynamic and consistent support and training to educational staff for the purpose of facilitating A's ongoing positive progress flexible over the school year. This will include: o Collaborative setting and reviewing of targets o Differentiating the curriculum. o Advising on classroom and whole school adaptations and strategies o Supporting positive behaviour. o Advising on strategies for social inclusion. o Advising on how to source and implement appropriate resources. o Problem solving as required. 3. SaLT to participate in ongoing multidisciplinary assessment of A's communication and interaction skills, and associated cognitive skills, while contributing to a dynamic learning profile. This should incorporate observation and assessment across different settings and alongside her peers. Three hours per year to attend IEP planning and review meetings with professional team and parents. 4. SaLT attend and contribute to A's Annual Review. Four hours per year for SaLT to write detailed report, plan and review annual targets and attend annual review meeting.
Yes, We have asked our SEN LA to provide N with extra funding to fund an additional SALT session. This has been chased up by myself but as yet to no avail. To speak with Lauren to see if LA/College has been in contact with her.
No
Yes and I have not idea about the rest I just know he has one
yes
No speech & language EHCP
Health & Education
Yes, under education

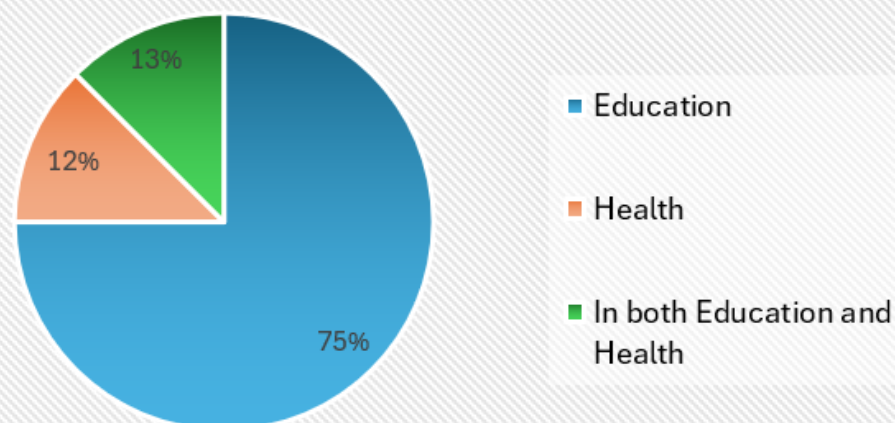
Parents appear to be split with regards to knowing where speech and language provision is on their child's EHCP:

Is SaLT provision on your child's EHCP, and if so, is this under Health, Education or Social Care?



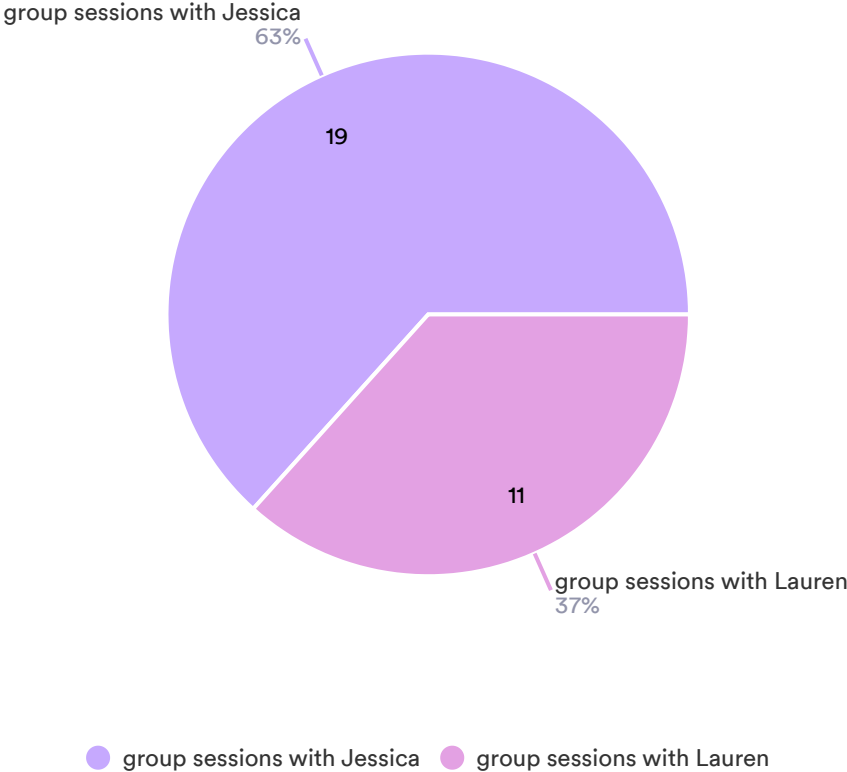
However, those who do know, mostly report that Speech and Language is found under the 'Education' section of their child's EHCP:

In which section of the EHCP is SaLT included?



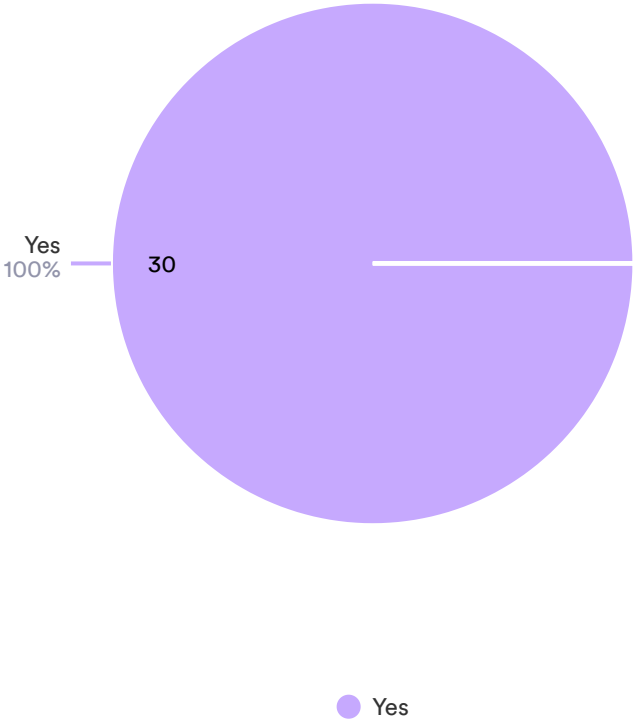
My child/young person attends

30 Answers



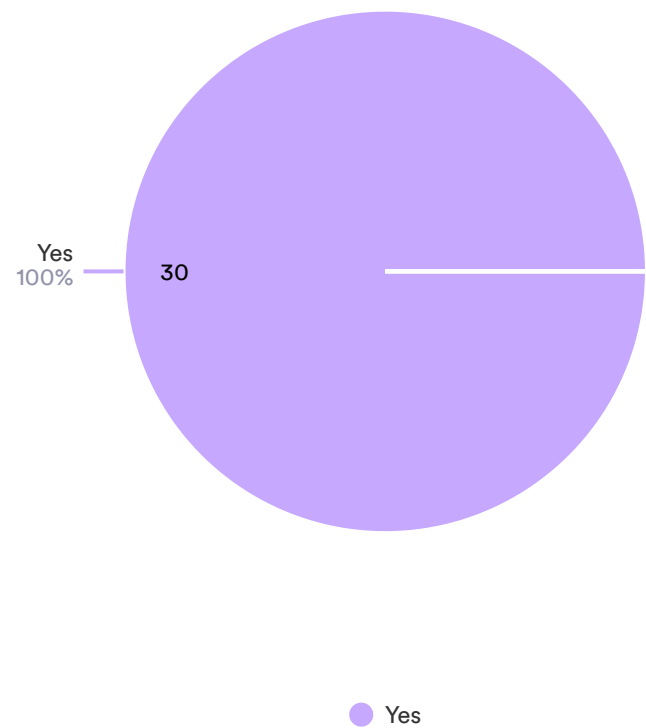
Do you and your child enjoy coming to the sessions

30 Answers



Are you happy with your speech & language therapist

30 Answers



How would you rate your child/young person's speech & language therapist

Best Response

10

69%
Percentage

29
Responses

Data	Answer	%
10	20	69%
9	5	17%
8	2	7%
6	1	3%
7	1	3%
1	0	0%
2	0	0%
3	0	0%
Other entries	0	0%

Any comments you would like to add about your therapist

Data
Lauren is great, she adapts things based on the attention/interest levels of the group. She uses the interests of the children to engage them. She is firm but fair. My son enjoys interacting with her.
She is very dedicated and patience with the kids.She engage all the kids very well in the session.
She is calm and efficient
She benefits from coming along - the activities are good and Jess runs it really well.
Kind and helpful
Builds good relationships with the young people, encourages them at their ability and adds small steps challenge.
Very cheery and accommodating.
He really enjoys attending his sessions and is always happy to take part. His therapist has helped us understand how Szymon learns best and has provided us with practical strategies and resources that we use regularly at home to support his communication, language and early literacy skills. We have seen S make good progress using these approaches and feel that consistency between home, school and the Down Syndrome Centre would be very beneficial. We believe working together and following similar strategies will help S make the best possible progress. We really value the therapist's expertise and ongoing support and appreciate the positive impact it has had on both S and our family. We sincerely hope S will be able to continue accessing this support next year, even if it means contributing towards the cost of additional sessions, as we have found it to be one of the most beneficial services available to him. Unfortunately, there is currently no equivalent level of specialist Down syndrome support available to us through school or NHS services, so we feel this ongoing input is invaluable to his development.
Wonderful person, with amazing approach to children ♥ M loves attending groups with Lauren
Jessica is really good with L. L likes her and likes to sit by her and feels confident to work in a group and listen and do what Jess asks which she doesn't always do at school. Jess is calm and professional
She is very nice and professional. .
The sessions with Jess have contributed vastly to O's speech which seems to improve everyday

Any comments you would like to add about your therapist

Data

Jess is patient, explains things clearly, helpful and kind.

Jessica is a very friendly person, my child enjoys his session with her. Jessica teaches very well.

Jessica is great with the group she gives them plenty of time and explains things to them.

Without these extra sessions I would not be aware of different learning techniques specific for my child with child Down syndrome. Using song and signing to teach also helps which the therapist does.

We have had Lauren whilst Jess has been on maternity leave. Both are very professional and patient, and understand how to keep the children engaged in the activities.

Lauren is absolutely super and I am very happy with the group sessions we attend with her.

Lauren is amazing She is adaptive and makes the speech and language sessions very interactive educational and fun

I feel like I made more progress with Jessica as she works on sentences ect, he was more engaged because it was more challenging.

R has come on so far from starting speach and language

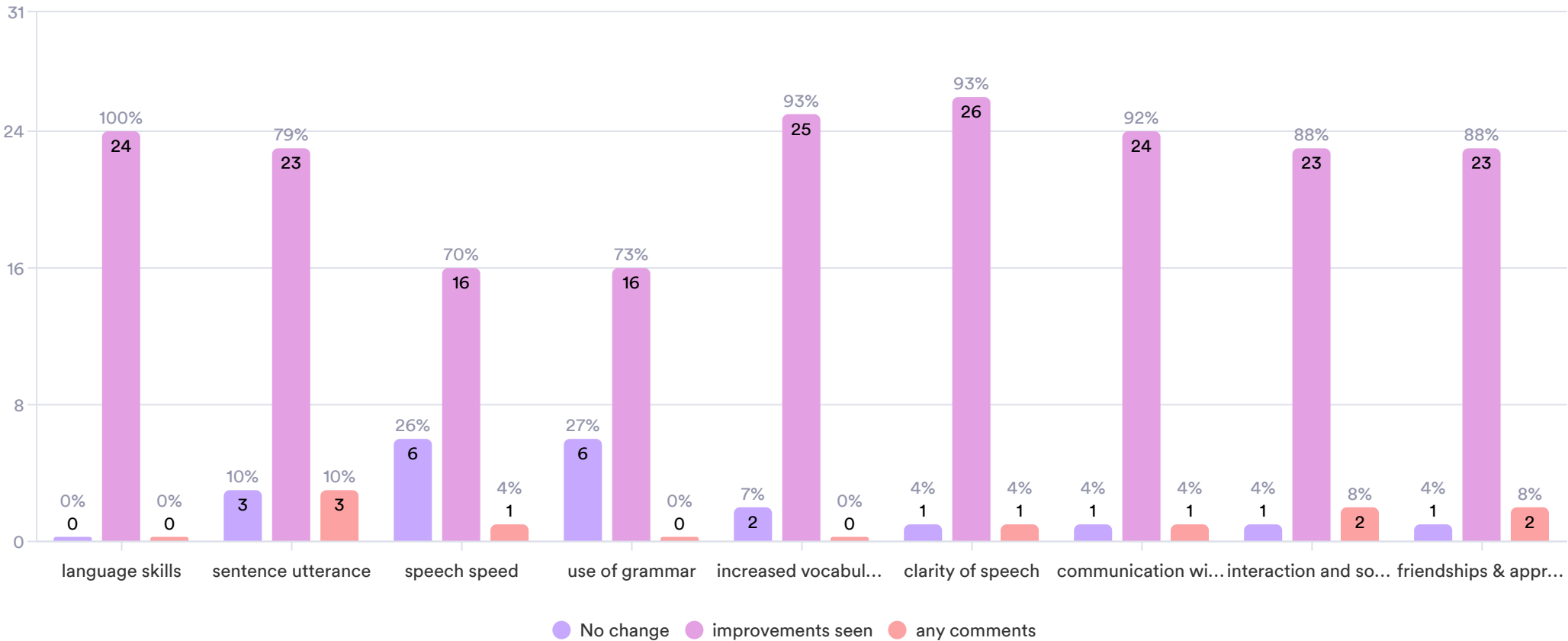
L loves attending and enjoys the social aspect as he gets older. Meeting the specific needs of the group can be tricky and he gets more out of sessions if he is on his own when there is more focus on his individual needs. Lauren is great at engaging the group but it can be quite mixed in age and ability.

All responses were positive, with praise for the therapist frequently cited.

SPEECH & LANGUAGE QUESTIONNAIRE Summer 2026

Have you noticed any improvement in any of the following areas due to attending the speech & language sessions

28 Answers- 2 Empty



Clarity of speech, increased vocabulary and communication with family were the most common areas of improvement, with speech speed and grammar having less notable impact. Comments provided referred to needing more time to develop that particular skills, and age being a factor in this.

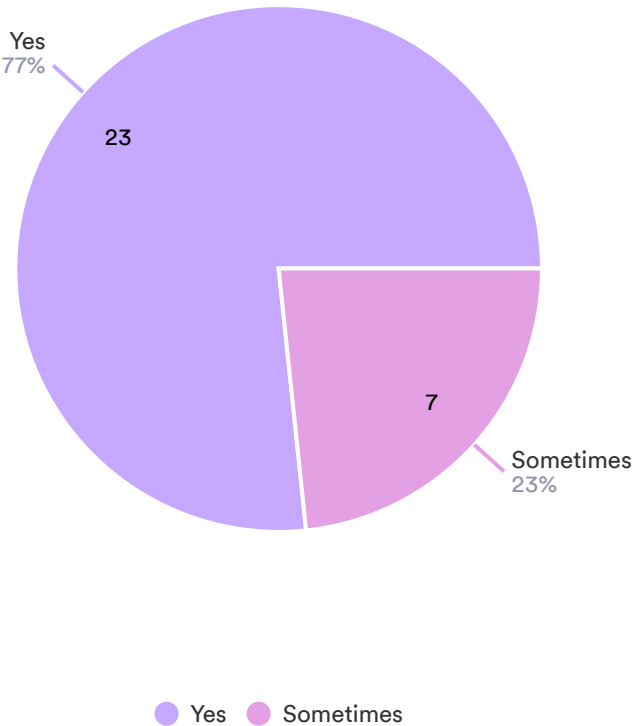
Any comments on the sessions:

Data
Sometimes he loses focus but then Lauren will switch activity or give them chance to move around and wiggle to help refocus on the next activity.
The sessions are invaluable as speech is something which is difficult for children with Down Syndrome. I haven't found the NHS speech therapy very helpful (it has mainly concentrated on his understanding, whereas his understanding is far in advance of his speaking) and private speech therapy is out of our budget! So the sessions organised by the DSTSS are vital. The speech therapist also understands how my child learns so he is able to make progress.
As parents, we have also benefited from the advice, resources and strategies that we can continue using at home. Having this consistency has helped Szymon make good progress and has given us greater confidence in supporting his development.
Fantastic session, very active, children engage very quickly
It's helping my daughter
Maybe too much as can take over, lots of sitting and listening which he struggles with. Having changed groups not much instruction happening, just saying news and then deciding on next trip. Could do so much more with these young people as very able.
Jess really engages the children for the full hour.
Listen's very well, will try to join in, he enjoys his sessions.
M really enjoys the group aspect of the sessions, she is finding social interactions harder and her confidence is reducing in a social group so this is good practice.
A and P work really well together with lauren

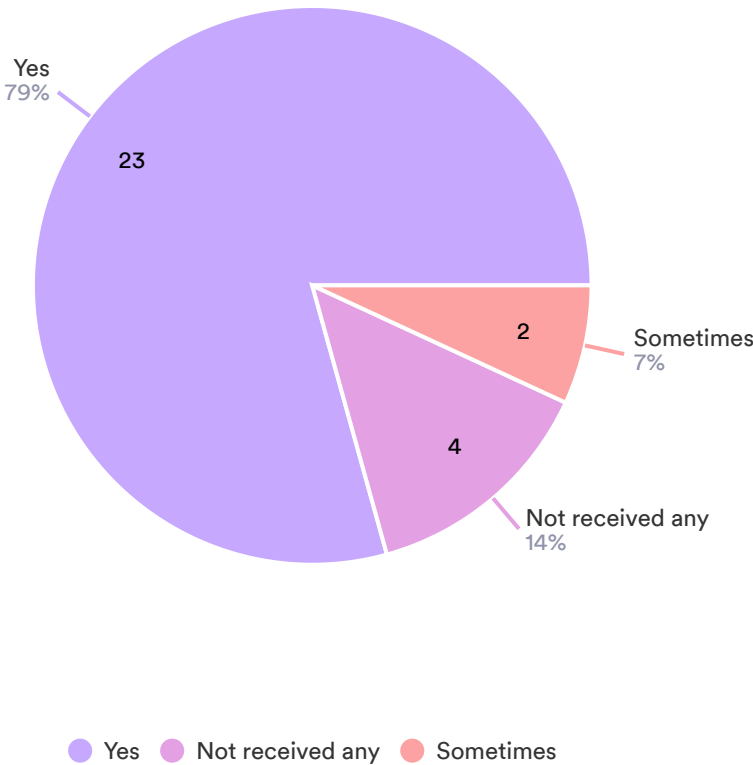
Any comments on the sessions:

Data
My son's concentration during these hour sessions has dramatically improved .
Well planned, variety of activities to maintain focus. Group size is good for managing activities and behaviour
It is totally dependent on his mood on the day as to how good his attention levels are.
Thank you Lauren
M really enjoys the group aspect of the sessions, she is finding social interactions harder and he
A and P work really well together with lauren

Does your child/young person manage to engage for the full hour?



Have you found the resources/information provided helpful?

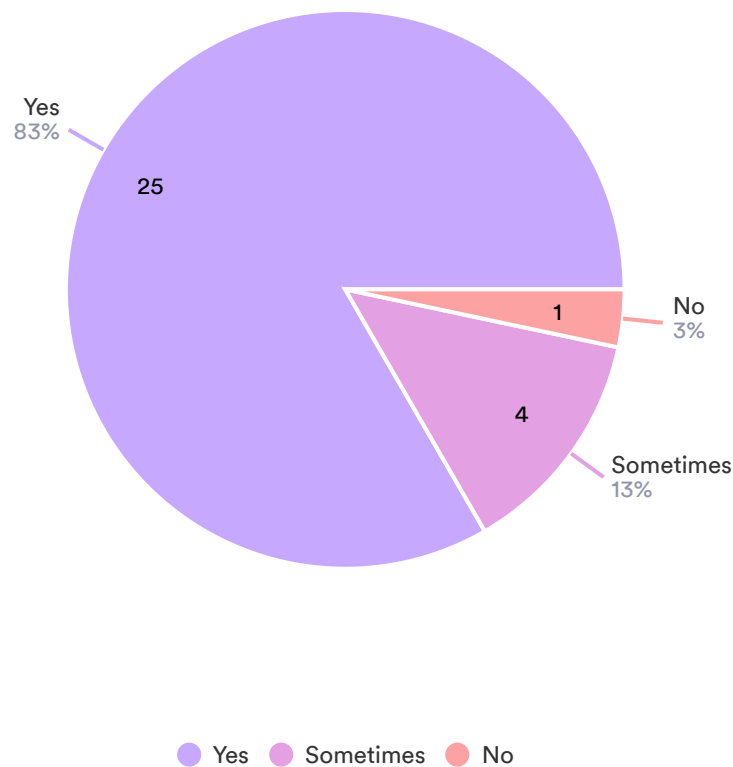


Any comments

Data
We don't receive resources to take home but the advice given is appreciated.
Received lots of resources and advice over the years but specifically this year.
It is great that resources are shared with us.
No
Just the 1 sheet, first we've ever received. Would like more feedback and things to do at home to practice skills done in class.
Given me ideas of different learning techniques
We haven't received any since Jess was on maternity, but Jess's resources were useful and school used them too
I had a book and we all bought it and work together learning through the book and laurens brilliant ability to use her skills with any educational resource. They have enjoyed it.

Where resources are provided, the majority of parents find these beneficial. An area for development here is ensuring that resources are consistently provided across all groups, so that learning can be supported at home.

Has attending the sessions benefitted you as a parent?



Where responses are not positive, individuals have been contacted for further information and their concerns addressed.

Any comments please

Data
It's helpful to see what strategies Lauren uses and to understand ten practice them at home. She's also available to ask specific questions about developing speech and language skills. .
They give me ideas of how to help my son with his speech
The sessions are well structured, practical and tailored to children's needs. They help him develop his communication, language, early literacy and confidence.We learn a lot through observations as well.
She has good speaking skills
Just making me more frustrated at the moment. The change to the later group isn't working, he's not on the same level.
Massively, as I can ask specific questions about T's speech & language needs.
My child looks forward to every session.
Rewarding and fulfilling to see my son improve with his communication and listening skills
It helps us as a family, communication skills for I for when he is meeting with friends as he is sometimes socially isolated, and it helps families give advice to each other and know we are not alone and we have a community.
It teach me how to teach M at home
From an early age I mirrored the classes and it helped A with school work and introduced some Makaton and signing in school too

SPEECH & LANGUAGE QUESTIONNAIRE Summer 2026

What do you hope your child/young person will get out of the speech & language sessions? (for example - friendships, independence, inclusion, confidence, life skills.)

Data
Increasing use of his vocabulary, expanding the number of words put together, greater speech clarity, friendships.
Improved context and pronunciation to support peer interactions better and independently..
Independence,life skills
I am hoping he will have more confidence to talk to his peers. Now he is at the age (5) where interacting with others needs to involve more speech than previously. He is already quite good at communicating his wants and needs through signs and a few words but it would be good for him to do more now. I am hoping if his speech improves he will be more involved with things and this will be beneficial to both his learning and friendships.
Friendships, speech clarity, inclusion, confidence , life skills and the opportunity to learn.
To be able to form sentences to be able to get about been able to communicate
Increased social interaction and confidence. Increased ability to answer questions and ask appropriate questions, engaging in appropriate conversations.
Confidence
I hope these sessions will help S become more confident to communicate with other people and express what he wants, needs and feels. I would love him to make friends, join in with other children and feel included both at school and in the community. I also hope they will help him become more independent and give him the skills he needs for everyday life. These sessions are also really important for us as parents. We learn so much from the therapist about how S learns and how we can support him at home. The ideas, resources and advice have made a real difference to his progress. It is also lovely to meet other families who understand the journey we are on. We get to share ideas, support each other and learn about activities and services available in our local area. As parents, that support means a lot because it reminds us that we are not alone and helps us give S the very best opportunities to reach his full potential.
Speech, confidence

What do you hope your child/young person will get out of the speech & language sessions? (for example - friendships, independence, inclusion, confidence, life skills.)

Data
Independence and confidence
Friendships, working in a group with peers with Down syndrome as there aren't any at her school. Confidence and being able to communicate with other children with Slt needs. Grammar and sentence structure help
Life skills.
All of the above
Confidence life skills
confidence, skills to use in social situations, friendship
Happy with the social side
Independence, more social interaction and have confidence
Confidence to ake friends and understanding
Friendships, confidence in speaking
Friendship of course and confidence.
The main things is confidence life skills and independance

What do you hope your child/young person will get out of the speech & language sessions? (for example - friendships, independence, inclusion, confidence, life skills.)

Data

Friendship , confidence to interact with others and be understood . Clarity of speech .

Improved communication and speech clarity, to enable inclusion amongst peers and friendships.

All of the above! Ability to ask questions to promote life skills and friendships. Speech clarity.

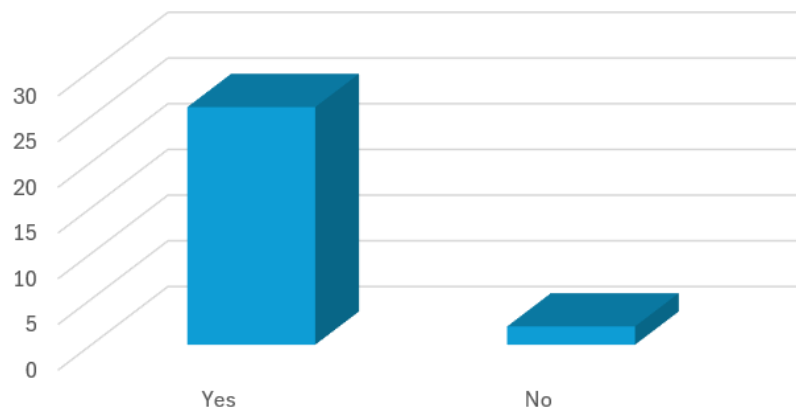
Friendship and feeling comfortable enough to engage. Zoom really works for us and takes away any tension.

Improve her language skills and improve her social and interaction skills.

The ability to communicate his needs more effectively and to avoid frustration. To be more accepted by his peers at school and to make more friends (which is happening!).

Improved speech skills but also build friendships and social skills.

Have you noticed any change in your child due to the sessions?



90% of parents felt that they had noticed positive changes as a result of the sessions, with the reasons outlined below:

Have you noticed any change in your child/young person because of the sessions?(for example - friendships, independence, inclusion, confidence, life skills.)

Data
He has a wider vocabulary, he attempts to say more words. The friendships with others in the group are a bonus and this helps with confidence in interacting with others.
Yes, friends understanding more allows for more age appropriate play..
Independence
He is getting more confident at communicating.
Confidence
Not yet
Her speech is more clear
More friendly and confident in small groups. She struggles who work with others so this is good
Yes all of the above
Friendship it has made a difference
During the sessions she remains motivated and included however out of the sessions she is more withdrawn. Think due to age.
No
Yes, very big change S's speech has improved.
Independence & inclusion ability to share and work in a group

Have you noticed any change in your child/young person because of the sessions?(for example - friendships, independence, inclusion, confidence, life skills.)

Data
yes, make friends
Haven't noticed any change's, my child is more or less the same.
Increased listening skills
Confidence in speech and improved communication with peers. School have also noted that she is communicating more with peers during play and that she presents as more confident
All of the above too!
Confidence in the session
Her language skills have improved.
He is much more accepted by kids in his class recently and they are keen to play with him and include him.
Yes
Better engagement with his peers.
L loves attending and is increasingly confident in expressing himself.
Yes, definitely. S has become more confident and is using more words and longer sentences to communicate. He enjoys the sessions and is always happy to join in. We have also noticed improvements in his attention, understanding and willingness to learn. The ideas and resources we use at home have really helped, and we feel the sessions have had a positive impact on his communication, confidence and independence. He loves seeing his friends!!!!
Life skills
We have noticed more confidence in O and he is getting more independent.

Have any of these changes made a difference at home/in the wider environment?

Data
Yes
Greater confidence in interacting and speaking both at home and in school.
Definitely given her a little more sass..☺
She tries to mimic the words and sentence she used to do in jess session by keeping hands on cards.
At home because I can understand his speech.
We know what we need to do to support our child and encourage school to do the same.
Little by little
The sessions help her to communicate, maintain practice and increase skills.
Helps with general communication
She makes more social interactions and has become more understanding.
yes
He enjoy's mixing with people, makes friends easily. He is understanding and calm.
Possibly at home with listening skills and being able to communicate his needs and feelings better

Have any of these changes made a difference at home/in the wider environment?

Data
Yes. As above, improved friendships and communication in school but also clearer at expressing herself at home
With us
He is suddenly stringing two words together. If I ask him what he has had for lunch at school; he might have said 'sandwich'. I would then ask him what type of sandwich; ham, cheese, tuna? Now he simply answers 'ham sandwich' without any prompts.... Followed by 'chocolate cake' rather than simply 'cake'.
Sometimes
Yes, going out O can now engage in conversation with people.
Definite confidence. Ability to begin to hold conversations with others - ask questions to hold conversations.

Any comments on venue and timing?

Data
I think being at dinner time leads to my son experiencing tiredness and feeling hungry but we are able to make that time.
I have found the timing difficult as my son has been in reception this year. He puts a lot of energy into school and is very tired by early Saturday morning. I am expecting this to improve going forward.
Just I work every Sunday
It is a shame Bingley is so far from our home as the journey can be difficult in bad weather and traffic holdups. It's a great resource and there should be more available in every locality- we are lucky we can get there to access the support despite the 90 minute journey.
Good
All great, but if we could attend more often, it would be amazing.
No
Excellent
We would prefer if it was earlier in the day.
Im happy with venue
all good
Timing is not a problem.
Saturday at 11:50am works best for us as a family.

Any comments on venue and timing?

Data
None
none
Venue is ok . Sometimes I struggle to get my son to a session but only due to other family commitments
Great, no concerns
We are happy with the venue and timing.
All ok
Absolutely fine. Sundays work well for us (better than Saturdays)
The zoom option is amazing as Pippa struggles with long car journeys
Venue and timing are good.

SPEECH & LANGUAGE FEEDBACK REPORT Summer 2026

