

SPEECH CLUB

Empowering parents & nurseries
with Speech & Language development



“A REVOLUTIONARY WAY TO DELIVER SPEECH AND LANGUAGE THERAPY,
INSTANTLY AND COST EFFECTIVELY, DIRECT TO NURSERIES AND PARENTS”.



96%

of users rated
Speech Club 5 Stars



92%

of users stated Speech Club is
helping their child's Speech &
Language to develop

100%

of parents stated Speech Club
had taught them more about
the complexity of language
development

100%

of users stated they would
recommend Speech Club to
friends & family

Further results explained on page 7...

YOUR CHALLENGES YOU



- are receiving a higher number of applications from children with complex and additional needs
- have long wait times from referral to an initial visit from a Speech & Language Therapist
- have limited resources for training staff on language development
- need support and clear instruction on how to deliver language activities
- may lack the tools to monitor and track individual progress

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Covid lockdowns left toddlers unable to speak or play properly

Data show sharp decline in children's speech and motor skills since the pandemic, while referrals for language therapy have doubled

By Laura Donnelly, HEALTH EDITOR
16 May 2022 - 6:03pm

Related Topics
Child health, Children's health, Health, Coronavirus

Toddlers' speech and motor skills have dropped sharply in the wake of the pandemic, official data show.

Experts said that repeated lockdowns had left young children without the chance to play and learn how to communicate, setting back their development.

The Royal College of Speech and Language Therapists (RCSLT) raised fears that the gaps being witnessed now could widen in coming years, with increasing numbers of children struggling at school because basic skills were never learned.

Assessments show that one in five children are not meeting expected standards by the age of two-and-a-half, with thousands likely to need help such as speech and language therapy.

The figures came amid warnings from speech and language therapists that they are facing increasing demand, with one in three saying referrals have doubled since the pandemic.

Figures published by the Office for Health Improvement and Disparities show that 79.6 per cent of children who received a review last autumn met the expected level in all five areas of development measured.

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Children

Pandemic has delayed social skills of young children, says Ofsted chief

Rising numbers unable to understand facial expressions and have communication and self-care delays

Rachel Hall
@rachel_hall
Mon 4 Apr 2022 10:40 BST

Children have had less time in early education, less time interacting with others outside the family, says Ofsted's chief inspector, Amanda Spielman. Photograph: Linda Nylind/The Guardian

An increasing number of young children have been left unable to understand facial expressions after having fewer opportunities to develop their social and emotional skills during the pandemic, the education watchdog for England has said.

Amanda Spielman, Ofsted's chief inspector, said the worst affected were the most vulnerable children, with those living in smaller homes without gardens typically spending more time on screens during successive

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CHILDREN ARE LESS INDEPENDENT AND STRUGGLING TO COMMUNICATE AFTER PANDEMIC, OFSTED REPORTS

Some babies find facial expressions difficult to read after widespread use of face masks

Saman Javed • Monday 04 April 2022 22:43 • Comments

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Babies are learning to crawl and walk at a slower rate, while **school children** are struggling to use devices that are not touch screen after the **pandemic**, according to a series of new **Ofsted** reports.

Using evidence from almost 300 inspections in nurseries, **schools** and colleges, **the education watchdog** has highlighted how almost two years of

Apple's efforts to ban production from iPhone

OUR SOLUTION



WE

- provide immediate support and intervention whether the child has approved funding or not
- provide immediate access to a programme designed by Specialized Paediatric Speech and Language Therapists
- include detailed language guides, regular Facebook Q&A lives and access to the Speech Therapists 24/7
- give you a progress tracking language chart enabling you to set SMART targets and create individual reports for parents



INTRODUCING SPEECH CLUB

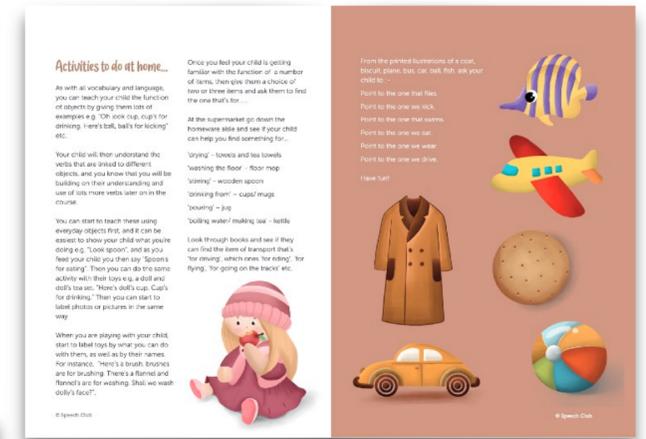


- Speech Club is an online, Speech and Language development course for children aged 1-4. It enables teachers and parents to improve the Speech and Language development of children.
- Designed by two Speech & Language Therapists (with 50 years combined clinical paediatric experience), the course is made up of pre-recorded activity sessions to watch, guides for parents & teachers; and extended activities for the teachers and parent to do to reinforce the filmed sessions.
- We make the children feel as if we are in the room with them, undertaking the same therapy activities that they would be receiving if they were seeing us in person. The lessons are pre-recorded and can be watched on a computer, phone or Smart TV at the users convenience and repeated as often as necessary. All the content and style is carefully curated to make the experience fun, engaging and interactive.
- Speech Club currently has 2 online courses - one tailored for parents to do at home with their child and the other designed to be done in a group environment at nursery.
- Speech Club empowers and enables parents and teachers to assess the level of each child and identify the areas of their speech and language development which need improving. We provide all of the resources for the parent or teacher to take on the role of a Speech & Language Therapy assistant.
- With support groups on Facebook, live monthly Q&A's and direct 24/7 access to therapists, users can obtain whatever support or help they need.



COURSE CONTENT OVERVIEW

- Over 3 hours of Speech & Language pre-recorded activity sessions.
- Over 100 illustrations to demonstrate and reinforce Speech & Language progression.
- 18 Speech & Language guides/manuals for parents and teachers.
- Over 200 additional activity ideas to further expand the children's education.
- Additional printable stationery including Assessment / Progress charts and reward Certificates.



SPEECH CLUB **SPEECH CLUB ASSESSMENT & PROGRESS CHART**

NAME: _____

ATTENDING CHILDREN / NURSERIES: _____

COLORS IN EACH RECTANGLE ACCORDING:

- YELLOW: The child's current ability at the start
- ORANGE: The child's ability after 4 months
- GREEN: The child's ability after 6 months
- BLUE: The child's ability after one full year

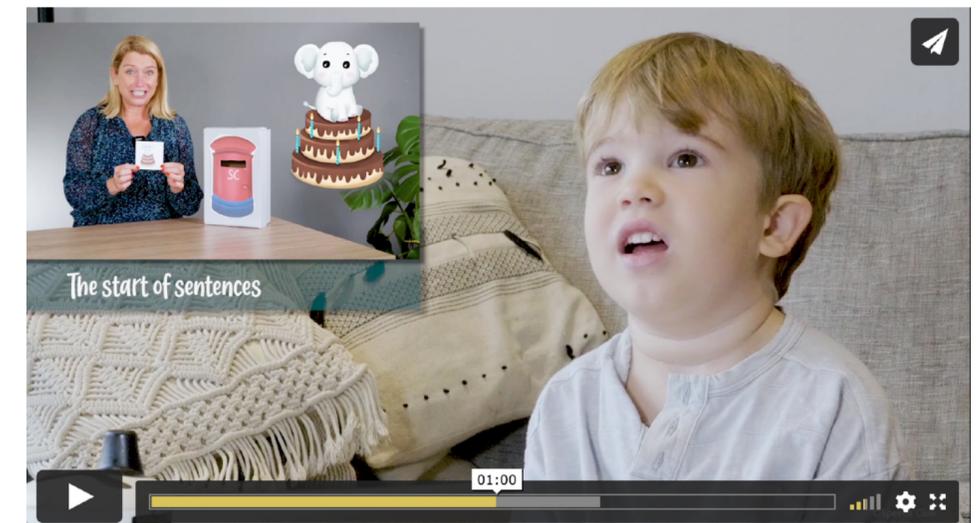
SKILL	DESCRIPTION	PROGRESS
EYE CONTACT	Does not make eye-contact with others. Only makes fleeting eye-contact. Makes appropriate eye-contact when interacting with others.	
LISTENING SKILLS	Poor: Does not respond (or turn) to different sounds when playing alone. Limited: Will initially look up when hears a sound but is not able to tell the difference between the sounds of different instruments/toys make. Appropriate: Is able to choose the correct instrument toy object when they hear the sound it makes. (when following an adult's speech and directed to a specific sound).	
TURN TAKING	Poor: Unable to take turns and follows own agenda during play. Limited: Will allow one other person to join in but unable to take turns within a group. Appropriate: Able to take turns (sometimes with adult guidance) and play in a group environment.	
ABLE TO RECOGNISE A SYMBOLIC SOUND	Unable to find correct object when they hear the sound (ask sound to object/animal). Sometimes able to find correct object when they hear the symbolic sound it makes e.g. moo = cow. Appropriate: Able to link sound to correct object.	
ABILITY TO IMITATE SOUNDS	Unable to copy symbolic sounds to represent animals/transport or other toys. Emerging: Is now able to imitate some symbolic sounds (the sounds that are targeted in Speech Club). Appropriate: Able to link sound to correct object.	
CHOICE MAKING	Unable to make a choice between two items e.g. by pointing) make a choice. Chooses an object using gesture (eg. pointing) but not words. Able to make a choice using words.	
ABLE TO FOLLOW SIMPLE INSTRUCTION	Unable to follow instructions. Able to follow commands such as "Point to your nose" but not able to retrieve specific objects. Appropriate: Now able to follow all simple instructions.	
ABLE TO LINK NOUN TO VERB	Unable to link nouns with verbs (e.g. unable to find a hairbrush when asked for "something that brushes"). This skill is emerging. Now recognises at least 2 verbs/nouns. Appropriate: Able to link verbs with their correct noun e.g. brushing - hairbrush, reading - book, drinking - cup etc.	



OUR LESSONS FOCUS ON IMPROVING:

- Listening skills & awareness of sounds
- Turn taking and how to improve this skill
- Eye contact - the art of looking
- Sound before words
- Imitation & copying
- Importance of choice making
- Following simple instructions
- Linking verbs & nouns
- Socialisation skills
- Early words
- How to develop vocabulary
- Linking words and short phrases
- Early concepts
- Introducing prepositions
- How to form short sentences
- Introducing phonological awareness

To watch a child participating in Speech Club, please visit www.speechclub.com or click the video screen images below





RESULTS

96%

of users rated
Speech Club 5 Stars



92%

of users stated Speech Club is
helping their child's Speech &
Language to develop

100%

of parents stated Speech Club had
taught them more about the
complexity of language development

100%

say their child is responding
and engaging with the pre-
recorded lessons

100%

of users stated they would
recommend Speech Club to
friends & family

21%

* Average improvement
improvement in their
child's imaginative play

13%

* Average improvement in their child's
ability to make symbolic sounds (a
precursor to using real words)

14%

* Average improvement in
their child's turn taking

30%

* Average improvement in their
child's ability to understand and
use a variety of words about
clothing and body parts

29%

* Average improvement in
the range of verbs that
their child understands
and uses.

14%

* Average improvement in
their child's ability to link two
words together

21%

* Average improvement in
their child's ability to use
prepositions in, on and under
in spontaneous speech

Since Speech Club was launched in February 2022, 90 families have signed up and from these families, 20 have currently responded with their 3 month feedback.

* Parents were asked to rate their child's abilities across 15 different skills / disciplines with 5 levels of ability. For example "Does your child make symbolic sounds like animal sounds or car noises?" - 1) Does not make symbolic sounds. 2) Rarely. 3) Sometimes. 4) Often. 5) always uses a variety of symbolic sounds. Each answer / level scored a mark out of 100, i.e level one - 20, level 2 - 40 - right up to level 5 which was 100. So as an example, if a child one from level one (20) to level 2 (40) would be shown as 20 out of 100 increase in score for that discipline, for that child. So a 20% increase shows an improvements by one level, 40% increase by two levels and so on.

REVIEWS FROM PARENTS



“My little boy sits and watches the videos really well! It's great that you are able to go at your own pace and re-visit videos whenever you want to. I have really started seeing my little boy apply some of the strategies such as the ready, steady, go game which is great with his waiting and his speech! Thank you ladies!”

“Wow! What an amazing Facebook LIVE session. I have written so many notes and am totally inspired by your enthusiasm. I have learnt so much way this morning and feel empowered to help our son with his development. There really is no better to learn than from professionals (Goggle is very detached and Mumsnet is....well let's not go there! haha). Although our boy has contact with the S&L team it is every 3-6 months and more of a review than sessions. We are working away at home and your course is giving us, as parents, direction and focus. We are so grateful to you and will continue to tell everybody about the benefits of Speech Club.”

“My 3 years old son really enjoys watching your videos and also is interested in the printed activities. His first language is Greek but the last month he tries to speak mainly in English. Going to nursery and watching the Speech club's videos has helped him to improve his language skills so much. He has started to link more words together and to make phrases. I use the activities and ideas from the Speech club to help him in both languages English and Greek. Thank you so much!”

“Isla has been really enjoying the videos and she likes to repeat the same ones so far. I am finding it hard to keep her sat down and engaged for a period of time as she gets distracted easily. I watched your live session and you had some ideas on how to keep them focused so will try some of those. Thank you so much for doing this, it is giving me ideas on what to do to help her, so we really appreciate it.”

“My daughter is really enjoying watching the videos so far, she engages really well in them, fully concentrating. We have definitely got some more sounds out of her such as ba ba for ball, wo wo for work etc.”

“Yes we are seeing progress a plenty. Last week he said, 'Grandma pick up me'.... This was because Grandma had picked him up from nursery for the first time. We couldn't believe it, a sentence! Woohoo! This week we are back to the online learning. If we knew how to send video files we could record and send to you because he is so engaged and really loves them. I imagine it is difficult to see Speech Club's effectiveness when you don't know who is accessing the content but the online learning is very accessible and Theodore communicates in the same way as if you were in the room with us, I genuinely think he feels you are talking to him.”

“The lessons are super engaging and always take my little boy's interest. We have been revisiting the sessions and are able to do it at the pace that suits and best benefits his needs.”

“My son is really engaged watching the videos and has started trying to copy the sounds back!”

“We are finding that our son is really engaged with the videos and activities. It is best for us to pick a time that suits him and to stop if he is distracted or not interested. We find the quick intro videos for the adult to be a great reminder of how to support and what the aim is of the lesson. We feel that the activities are aiding us as parents with tools to help with making new sounds and trying to form the correct shape of his mouth. This isn't always successful but we are seeing that the awareness is garnering an active attempt to pronounce the sound accurately. I have ticked yes to improving speech as we feel he is making progress with his speech sounds.”

“My son absolutely loves the videos, he has made so many sounds that he wasn't saying before. The print outs and information have been great for us as parents as we can really see and understand Max's level and ways we can help him progress. Full of great ideas and has provided us with tools to help our son whilst awaiting face to face speech therapy.”

CHILD ASSESSMENT & PROGRESS CHARTS AND REWARD CERTIFICATES



SPEECH CLUB ASSESSMENT & PROGRESS CHART

NAME: _____

- COLOUR IN EACH RECTANGLE ACCORDINGLY:**
- YELLOW: The child's current ability at the start
 - ORANGE: The child's ability after 4 months
 - GREEN: The child's ability after 8 months
 - BLUE: The child's ability after one full year

EYE CONTACT	Does not make eye-contact with others.	Only makes fleeting eye-contact.	Makes appropriate eye-contact when interacting with others.
LISTENING SKILLS	Poor. Does not respond (or turn) to different sounds when playing alone.	Limited. Will initially look up when hears a sound but is not able to tell the difference between the sounds different instruments/ toys make.	Appropriate. Is able to choose the correct instrument/ toy/ object when they hear the sound it makes. (when following an adult's agenda and directed to a specific sound).
TURN TAKING	Poor. Unable to take turns and follows own agenda during play.	Limited. Will allow one other person to join in but unable to take turns when in a group.	Appropriate. Able to take turns (sometimes with adult guidance) and play in a group environment.
ABLE TO RECOGNISE A SYMBOLIC SOUND	Unable to find correct object/ animal when they hear the sound (link sound to object/animal.)	Sometimes able to find correct object when they hear the symbolic sound it makes.	Appropriate. Able to link sound to correct object.
ABILITY TO IMITATE SOUNDS	Unable to copy symbolic sounds to represent animals/ transport or other toys.	Emerging. Imitates some symbolic sounds that are targeted.	Appropriate. Able to imitate a range of sounds.
CHOICE MAKING	Unable to (make a choice between two items e.g. by pointing) make a choice.	Chooses an object using a gesture (e.g. pointing) or words.	Appropriate. Able to make a choice between two items.
ABLE TO FOLLOW SIMPLE INSTRUCTION	Unable to follow instructions	Able to follow simple instructions "Point to your nose" or "Point to your eyes" to retrieve something.	Appropriate. Able to follow simple instructions.
ABLE TO LINK NOUN TO VERB	Unable to link nouns with verbs (e.g unable to find a hairbrush when asked for 'something that brushes').	This skill is emerging. Child recognises a link between nouns and verbs/nouns.	Appropriate. Able to link nouns with verbs.



SOCIAL SKILLS <small>ABILITY TO PLAY ALONGSIDE OTHERS RATHER THAN ALONE</small>	Poor. Prefers to play by himself and will not join in with group activities.	Emerging. Beginning to play alongside others and to be interested in what they are doing.	Appropriate. Happy to participate in a group and to play with other children.
BODY PARTS VOCABULARY	Unable to understand and point to any specific body parts.	Able to understand and point to body parts but not using these words expressively.	Able to say two or more words: e.g. "nose", "leg".
CLOTHING VOCABULARY	Unable to understand and point to any items of clothing.	Able to understand and to point to specific items of clothing but not using these words in their own speech.	Able to say two or more clothing words: e.g. "hat" and "t-shirt".
ANIMAL VOCABULARY	Unable to understand and point to any specific animals.	Able to understand and to point to specific animals but not using these words in their own speech.	Able to say two or more animal words: e.g. "cat" and "dog".
TRANSPORT VOCABULARY	Unable to understand and point to any specific transport.	Able to understand and to point to specific items of transport but not using these words in their own speech.	Able to say two or more words: e.g. "bus" and "car".
TOYS VOCABULARY	Unable to understand and point to any specific toys.	Able to understand and to point to specific toy items but not using these words in their own speech.	Able to say two or more words: e.g. "doll" and "teddy".
VERBS	Unable to understand the meaning of verbs ('doing' words such as 'jump', 'run' etc). Unable to point to the one who is "drinking" etc).	Able to follow commands to do 2 or more verbs/ actions e.g. 'clap' and 'run', but not using these verbs in their own speech.	Able to understand and say 2 or more verbs. E.g when asked "What are they doing?" to be able to describe the basic action.
TWO WORD PHRASES	Unable to understand 2 word phrases e.g. 'which one is the boy's sock?' vs 'which one is the girl's top?' .	Following instructions with 2 words but not linking 2 words in their expressive language. e.g can point to the correct item but not using two word phrases in own speech.	Able to understand and say 2 or more words together in order to describe what is happening e.g "dog walking" etc.
CONCEPTS: BIG/LITTLE	Unable to understand and discriminate between the words 'big' and 'little' (when they have 'big' and 'little' items to choose from).	Can understand but not use expressively.	Beginning to use the concept expressively.

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CONCEPTS: UP/DOWN	Unable to understand and discriminate between the words 'up' and 'down'.	Can understand but not use expressively.	Beginning to use the concept expressively.	Appropriate. Able to say phrases such as: "dolly down" (when dolly is going down a slide)
CONCEPTS: HOT/COLD	Unable to understand and discriminate between the words 'hot' and 'cold'.	Can understand but not use expressively.	Beginning to use the concept expressively.	Appropriate.
CONCEPTS: OPEN/SHUT	Unable to understand and discriminate between the words 'open' and 'shut'.	Can understand but not use expressively.	Beginning to use the concept expressively.	Appropriate.
CONCEPTS: DIRTY/CLEAN	Unable to understand and discriminate between the words 'dirty' and 'clean'.	Can understand but not use expressively.	Beginning to use the concept expressively.	Appropriate.
CONCEPTS FRONT/BACK	Unable to understand and discriminate between the words 'front' and 'back'.	Can understand but not use expressively.	Beginning to use the concept expressively.	Appropriate.
PREPOSITIONS: IN/ON/UNDER	Unable to follow commands containing prepositions e.g 'put dolly under the table'.	Can follow instructions containing these words but not using them expressively.	Emerging in expressive language.	Appropriate.
PHONOLOGICAL AWARENESS: SYLLABLE IDENTIFICATION	Unable to break words into syllables.	Can clap alongside when words are broken down.	Can clap a word independently.	
RHYME	Unable to recognise words that rhyme.	Emerging and able to recognise which words rhyme.	Able to generate rhyming words.	

PRICING GUIDE

MEMBERSHIPS CAN BE FUNDED THROUGH

- Individual parent/carer contributions
- Core nursery funding
- Pupil premium
- Local authority Early Years Inclusion Fund
- EHCP funding



Speech Club membership options for single NURSERIES

£1,300 subscription / term
 £3,000 YEARLY

Annual Speech Club membership options for NURSERIES with additional parent memberships

£3,800 (nursery PLUS 5 parents)
 £4,400 (nursery PLUS 10 parents)

<p>NURSERY TERMLY SUBSCRIPTION</p> <p>£1,300 per term (every 4 months)</p>	<p>NURSERY ANNUAL MEMBERSHIP</p> <p>£3,000 (single payment)</p>	<p>ANNUAL NURSERY & FAMILY PACKAGE</p> <p>£3,800 (Nursery plus 5 families)</p>	<p>ANNUAL NURSERY & FAMILY PLUS</p> <p>£4,400 (Nursery plus 10 families)</p>
<p>Full access to all videos, guides & nursery activities</p>	<p>Full access to all videos, guides & activity sheets</p>	<p>Full Nursery access PLUS 5 family memberships</p>	<p>Full Nursery access PLUS 10 family memberships</p>
<p>Full support and direct contact / access to Speech Club's therapists to assist you in any way they can</p>	<p>Full support and direct contact / access to Speech Club's therapists to assist you in any way they can</p>	<p>Full support and direct contact / access to Speech Club's therapists to assist you in any way they can</p>	<p>Full support and direct contact / access to Speech Club's therapists to assist you in any way they can</p>
<p>SUBSCRIBE NOW</p>	<p>JOIN NOW</p>	<p>JOIN NOW</p>	<p>JOIN NOW</p>

SPEECH CLUB TEAM & CONTACT



Claire Whittaker
S&L Therapist
B.A (Hons) MRCSLT,
MASLTIP, HCPC Registered

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Claire has worked as a Paediatric Speech & Language therapist for over 25 years. She initially trained at Reading University gaining a B.A (Hons) degree in Linguistics and Language Pathology. Claire began her working career in London in a number of clinical settings that included a GP practice, Primary & Secondary schools, pre-school and nursery settings.

Claire then moved to Newbury in Berkshire where she specialized in improving the speech and language development of hearing impaired children. Claire now has her own private practice where she works with children of all ages as well as adult stroke patients.



Claire Heslop
S&L Therapist
B.Sc (Hons) MRCSLT,
MASLTIP, HCPC Registered

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+44 (0)7866 508 450

Claire trained at UCL (University College London) where she gained a BSc in Speech Sciences. Claire also began her working career in London for the NHS in a post that enabled her to gain experience in mainstream schools, special needs schools and also with adults.

She then moved to the Newbury area (where she had grown up) working for local NHS trusts in Hampshire and Berkshire before setting up her own private speech & language therapy practice in 2006. Since this time she has thoroughly enjoyed working with children and their families in various local schools and in her own clinic.



Toby Pocock
Creative, IT & Marketing
B.A (Hons)

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+44 (0)7950 489 396

Graduating from Reading University in 1996 in Typography & Graphic Communication, Toby has 25 years experience offering Marketing and Creative Services.

Responsible for all the film, design and communication content for Speech Club, he is also experienced with the creation, marketing and sales of online courses.

He takes care of the technical and IT side of the business, allowing both Claires to concentrate on helping parents, nurseries and authorities with their Speech and Language goals.