

**Talking Together Referral Form**

**(INCLUDING GROWING TALK, HOME TALK AND GROWING TOGETHER)**

Completed forms need to be sent via email to [SYTTDoncaster@doncaster.gov.uk](mailto:SYTTDoncaster@doncaster.gov.uk)

**ALL SECTIONS NEED TO BE COMPLETED TO ENSURE THAT WE PROVIDE THE BEST SUPPORT FOR CHILDREN AND FAMILIES.**

**Please contact us if you need help with the referral.**

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| Child’s Health Visitor/CNN:  name, email, phone number |  | Hearing test date (if known)  Result (if known) |  |
| Date of 2 year Check: |  | Other agencies involved (names, if known) |  |
| Name of referrer |  | Referrer’s organisation |  |
| Referrer’s email address |  | Referrer’s postal address |  |
| Referrer’s phone number |  |

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| --- | --- | --- | --- |
| **Date of referral :** | | | |
| SURNAME |  | PARENT/CARER NAME |  |
| FIRST NAME |  | PARENT’S EMAIL ADDRESS |  |
| DATE OF BIRTH |  | TELEPHONE NUMBER |  |
| GENDER |  | LANGUAGES SPOKEN AT HOME |  |
| CHILD’S ADDRESS AND POSTCODE |  | LANGUAGES SPOKEN AND/OR UNDERSTOOD BY CHILD |  |
| SETTING/SCHOOL |  | LOCAL FAMILY HUB:  ACCESSING YES/NO |  |

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| **IS THE REFERRER AWARE OF ANY SAFETY ISSUES FOR A WORKER MAKING A HOME VISIT ALONE?** |  |

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| **Consent** |
| I give consent for my child to be referred to the Talking Together Service. I understand that the person working with my child will need to:  - Keep information on paper/computer  - Share information with others working with my child to support his/her progress  - Approach other services to provide further support if appropriate.   |  | | --- | |  | |
| **Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Parent / Professional** (please circle)  On behalf of parent when parental verbal consent given.  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Professional Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (where signed by a professional confirming parents have given verbal permission) |

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| Stage | Listening and Attention | Understanding (receptive language) | Talking (expressive language) | Social communication | Speech sounds (English language sounds) |
| 0-11 months | Turns toward a familiar sound then locates a range of sounds accurately.  Listens to, distinguishes and response to intonations and sounds of voices.  Quietens or alerts to the sound of speech.  Fleeting attention – not under child’s control, new stimuli takes whole attention. | Stops and looks when hears own name. (by 12 months ) | Gradually develops speech sounds (babbling) to communicate with adults; says sounds (e.g. baba, gogo, nono’) (by 11 months) | Gazes at faces and copies facial movements, e.g. sticking out tongue.  Concentrates intently on faces and enjoys interaction.  Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention (by 12 months). | Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language (‘jargon’). |
| 8-20 months | Concentrates intently on an object or activity of own choosing for short periods.  Pays attention to dominant stimulus easily distracted by noises or other people talking.  Moves whole bodies to sounds they enjoy, such as music or a regular beat.  Has a strong exploratory impulse. | Responds to the different things said when in a familiar context with a special person (e.g. Where’s Mummy? Where’s your nose? ). Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’ | Uses single words. (by 16 months )  Frequently imitates words and sounds.  Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, no, more, bye-bye) | Likes being with familiar adult and watching them.  Developing the ability to follow an adult’s body language, including pointing and gesture.  Learns that their voice and actions have an effect on others.  Uses pointing with eye gaze to make requests and to share an interest (by 18 months) | Speech consists of combination of ‘jargon’ and some real words and may be difficult to understand. |
| 16-26 months | Listens to and enjoys rhythmic patterns in rhymes and stories.  Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.  Rigid attention may appear not to hear. | Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. | Beginning to put two words together want (e.g. ‘want ball’) (by 24 months )  Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).  Beginning to ask simple questions. | Gradually able to take part in ‘pretend play’ with toys (supports child to imagine another’s point of view).  Looks to others for responses which confirm, contribute to, or challenge their understanding. | Many immature speech patterns, so speech may not be clear.  May leave out last sounds or substitute sounds (e.g. ‘tap’ for ‘cap’).  Uses most vowels and *m, p, b, n, t, d, w, h* |
| 22-36 months | Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus (by 36 months )  Listens with interest to the noises adults make when they read stories.  Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at, or going to the door | Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (by 30 months )  Understands 'who', 'what', 'where' in simple questions (e.g. What’s that? Who’s that? Where is…?  Developing understanding of  simple concepts (e.g. big/little) | Learns new words very rapidly and is able to use them in communicating.  Uses action, sometimes with limited talk, that is largely concerned with the ‘here and now’(e.g. reaches toward toy, saying I have it).  Uses a variety of questions (e.g. what, where, who).  Uses simple sentences (e.g. Mummy gonna work)  Beginning to use word endings (e.g. going, cats) | Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.  Holds a conversation, jumping from topic to topic.  Enjoys being with and talking to adults and other children.  Interested in others’ play and will join in.  Responds to the feelings of others. | Speech becoming clearer and usually understood by others (by 36 months), although some immature speech patterns still evident.  May still substitute sound or leave out last sound.  Emerging sounds, including *k, g, f, s, z, l, y* |