



City of  
**Stoke-on-Trent**

# **Stoke-on-Trent City Council**

The Speech and Language needs Guidance

# Speech and language communication needs

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p><b>Children</b> may present with some low level difficulties with speaking, communication, social development/ interaction and this could affect the curriculum access.</p> <p><b>They</b> may have phonological difficulties which impacts on their reading and spelling.</p> <p><b>Speech</b> can often appear unclear, impacting on social interactions and the acquisition of literacy.</p> <p><b>They</b> may present with difficulties in attention and listening which could impact on behaviour.</p> <p><b>They</b> may struggle to understand what is said and need support to respond.</p> <p><b>They</b> may struggle to understand language for learning.</p> <p><b>It</b> may affect expressive and receptive language.</p> <p><b>May</b> rely on non-verbal communication.</p> <p><b>May</b> struggle with social interaction and friendships.</p>	<p><b>Identify</b> evidence that the pupil's language is delayed.</p> <p><b>Use</b> checklists as a way to assess, identify and monitor.</p> <p><b>Ensure</b> pupil is included in normal school practice.</p> <p><b>SENCo</b> and teacher could complete more specific assessments to clarify need.</p> <p><b>Refer</b> to school nurse for hearing test.</p> <p><b>Planning</b> shows opportunities for language based activities.</p>	<p><b>Mainstream</b> classroom with attention paid to position and acoustics.</p> <p><b>A</b> range of pupil's groupings used to promote positive peer speech and modelled language.</p> <p><b>Modifications</b> made to ensure curriculum access.</p>	<p><b>Quality</b> First teaching with advice from the SENCo.</p> <p><b>Flexibility</b> in how additional staffing is used to support SLCN under guidance from the teacher.</p> <p><b>Adults</b> modify teacher talk and scaffold/ model responses.</p> <p><b>Adults</b> support pupils to listen to and respond to longer pieces of information.</p> <p><b>Adults</b> encourage peer interaction/ collaboration in curriculum activities.</p>	<p><b>English</b> based tasks may require some modification.</p> <p><b>Visual</b> and written cues to support instructions.</p> <p><b>Reduce/</b> modify language used when giving instructions to ensure understanding.</p> <p><b>Flexibility</b> in the expectations of given tasks e.g. recording of work.</p> <p><b>Opportunities</b> to develop understanding of language and vocabulary across the curriculum.</p> <p><b>Pupils</b> involved in setting/ monitoring their own outcomes.</p>	<p><b>Quality</b> First Teaching.</p> <p><b>Dictaphone</b>, talking tins, etc</p> <p><b>Interventions:</b></p> <p><b>Talking</b> partners.</p> <p><b>Talking</b> maths. <b>Talk</b> boost.</p> <p><b>Makaton.</b></p> <p><b>Reception</b> narrative.</p> <p><b>Clicker.</b></p> <p><b>SALT</b> Programme.</p> <p><b>Spirals.</b></p> <p><b>Social</b> use of language programme.</p> <p><b>Nuffield</b> language programme.</p> <p><b>Teaching</b> talking.</p> <p><b>Time</b> to talk— Ginger bear</p>

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2	<p><b>SLCN</b> is identified as the primary area of need. They have difficulties with speaking, communication, social development/ Interaction and this could moderately affect curriculum access.</p> <p><b>They</b> may have phonological difficulties which impacts on their reading and spelling.</p> <p><b>Speech</b> can often appear unclear, impacting on social interaction and the acquisition of literacy.</p> <p><b>They</b> may present with difficulties in attention and listening which could impact on behaviour.</p> <p><b>They</b> may struggle to understand what is said and need support to respond</p> <p><b>They</b> may struggle to understand language for learning.</p> <p><b>It</b> may affect expressive and receptive language.</p> <p><b>May</b> rely on non-verbal communication.</p> <p><b>They</b> may struggle with social interaction and friendships.</p>	<p><b>Identify</b> evidence that the pupil's language is delayed.</p> <p><b>Use</b> checklists as a way to assess, identify and monitor.</p> <p><b>Ensure</b> pupil is included in normal school practice.</p> <p><b>Actively</b> monitor behaviour as an indicator of SLCN.</p> <p><b>SENCO</b> and teacher could complete more specific assessments to clarify need and to identify appropriate external agencies to refer to (SEND services, Speech &amp; Learning Therapy ect)</p> <p>Refer to school nurse for hearing test.</p> <p><b>Planning</b> shows opportunities for language based activities.</p>	<p><b>Mainstream</b> classroom with attention paid to position and acoustics.</p> <p><b>A</b> range of pupil's groupings used to promote positive peer speech and modelled language.</p> <p><b>Modifications</b> made to ensure curriculum access.</p> <p><b>Small</b> group/ individual work to target specific needs.</p>	<p><b>Quality</b> First Teaching with advice from the SENCO.</p> <p><b>Flexibility</b> in how additional staffing is used to support SLCN under guidance from the teacher.</p> <p><b>Adults</b> modify teacher talk and scaffold/ model responses.</p> <p><b>Adults</b> support pupils to listen and respond to longer pieces of information.</p> <p><b>Adults</b> encourage peer interaction/ collaboration in curriculum activities.</p> <p><b>Staff</b> should have the knowledge and skills needed to teach/ plan for C&amp;YP with SLCN.</p>	<p><b>English</b> based tasks may require some modification.</p> <p>Visual and written cues to support instructions.</p> <p><b>Reduce/</b> modify language used when giving instructions to ensure understanding.</p> <p><b>Flexibility</b> in the expectations of tasks given tasks given e.g. recording of work.</p> <p><b>Opportunities</b> to develop understanding of language and vocabulary across the curriculum.</p> <p><b>Pupils</b> involved in setting/ monitoring their own outcomes.</p> <p><b>Opportunities</b> for time-limited small group/ individual work to address specific outcomes.</p>	<p><b>Quality</b> First Teaching strategies.</p> <p><b>Dictaphone</b>, talking tins etc.</p> <p><b>Access</b> to SEND services to mod- el specific programmes.</p> <p><b>Intervention:</b> Talking partners. Talking maths. Talk boost.</p> <p>Makaton.</p> <p><b>Reception</b> narrative.</p> <p>Clicker.</p> <p><b>SALT</b> Programme.</p> <p>Spirals.</p> <p><b>Social</b> use of language programme.</p> <p><b>Nuffield</b> language programme.</p> <p><b>Teaching</b> talking.</p> <p><b>Time</b> to talk— Ginger bear</p>

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3	<p>SLCN is the primary need as clarified by observations and assessments by schools, special educational professionals and health professionals. Will present with some/ all of the difficulties below and these will moderately affect curriculum access and social development.</p> <p><b>Persistent</b> delay again in age.</p> <p><b>Persistent</b> difficulties that do not follow normal pattern of development.</p> <p><b>Speech</b> is often understood but immature with persistent delay difficulties.</p> <p><b>Difficulty</b> in expressing their needs, wishes and feeling due to intelligible.</p> <p><b>Difficulty</b> in speech sounds impact on English.</p> <p><b>Difficulty</b> in speech sounds may impact on social interactions with peers; making them isolated or frustrated.</p> <p>Expressive</p> <p><b>Difficulties</b> in being able to retrieve from memory and use the words needed which effects fluency, sentence structure and quality of vocabulary used.</p> <p><b>Difficulties</b> in formulating sentences associated with vocabulary or grammar.</p> <p>Receptive:</p> <p><b>Difficulties</b> accessing the curriculum</p> <p>e.g. processing information, following instructions, answering questions and requires regular and planned additional resources.</p> <p><b>Difficulties</b> with attention and listening affecting task engagement and independent learning.</p> <p><b>Difficulties</b> with sequencing, predicting and inference within social and academic contexts which may result in difficulties in accessing daily tasks.</p> <p>Social communication:</p> <p><b>Difficulties</b> means that social situations can result in anxiety, isolation, emotional outbursts or vulnerability.</p> <p><b>Difficulty</b> in using and understanding non-verbal communication e.g. facial expressions, gestures or tone of voice.</p> <p><b>Poor</b> understanding of abstract language, verbal reasoning needed for problem solving, inferring and understanding the feelings of others.</p> <p><b>Anxiety</b> related to changes in routine.</p>	<p><b>Provide</b> evidence of identification and monitoring of specific needs before referring for an assessment/ advice from a specialist teacher.</p> <p><b>Refer</b> to Speech &amp; Language Therapy Services for assessment/ therapy.</p>	<p><b>Mainstream</b> classroom with attention paid to position and acoustics.</p> <p>A range of pupil's groupings used to promote positive peer speech and modelled language.</p> <p><b>Regular</b>, focussed time limited small group/ individual work target specific needs at least 3 weekly.</p>	<p><b>Quality</b> First teaching with advice and support from the SENCO.</p> <p><b>Flexibility</b> in how additional staffing is used to support SLCN under guidance from the teacher to include advice from SALT.</p> <p><b>Staff</b> should have the knowledge and skills needed to teach/ plan for C&amp;YP with SLCN.</p> <p><b>Additional</b> adult/ 1:1 support to focus directly on specific outcomes from SALT.</p>	<p><b>Planning</b> identifies inclusive provision for individual outcomes.</p> <p><b>Pupils</b> and parents involved in setting/ monitoring outcomes.</p> <p><b>Frequent</b> opportunities for time-limited small group/ individual work to address specific outcomes.</p> <p><b>Mainstream</b> class predominantly working on modified to pupil's specific needs.</p> <p><b>Tasks</b> and presentation is personalised to pupil's specific needs.</p> <p><b>Curriculum</b> access is supported by a clear, structured approach including visual aids and modified/ reduced language.</p> <p><b>Encourage</b> pupils to transfer and generalise the skills taught.</p>	<p><b>Speech</b> and language therapy programme.</p> <p><b>Specialist</b> teacher advice</p> <p><b>Speech</b> and language resource base.</p> <p><b>Educational</b> psychologist.</p> <p><b>Intervention: Talking</b> partners. <b>Talking</b> maths. <b>Talk</b> boost.</p> <p>Makaton.</p> <p><b>Reception</b> narrative.</p> <p>Clicker.</p> <p><b>SALT</b> Programme.</p> <p>Spirals.</p> <p><b>Social</b> use of language programme.</p> <p><b>Nuffield</b> language programme.</p> <p><b>Teaching</b> talking.</p> <p><b>Time</b> to talk—Ginger bear</p>

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4a	<p><b>SLCN</b> will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p><b>Will</b> present with some/ all of the difficulties as described at range 3 and these will severely affect curriculum access and social development.</p> <p><b>Could</b> communicate or benefit from communicating using AAC.</p> <p><b>Some</b> or all aspects of language acquisition are significantly below age expected levels.</p> <p><b>Significant</b> speech sound difficulties making speech difficult to understand out of context.</p> <p><b>Must</b> have a diagnosis of Language Impairment/ Disorder or Speech Impairment/ Disorder.</p> <p><b>The</b> main categories are:</p> <p><b>Mixed</b> receptive/ expressive language impairment/ disorder.</p> <p><b>Expressive</b> only language impairment/ disorder.</p> <p><b>Higher</b> order processing impairment/ disorder.</p> <p><b>Specific</b> speech impairment.</p> <p>Identification:</p> <p><b>Diagnosed</b> by a speech and language therapist in conjunction with a specialist teacher or Educational Psychologist.</p>	<p><b>School</b> must plan as for ranges 1- 3 plus:</p> <p>Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily.</p> <p><b>Where</b> there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant personalised differentiation to ensure curriculum access.</p> <p><b>Recognise</b> that language impairment is a persistent, severe and lifelong disability.</p> <p><b>Planning</b>, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional wellbeing) as well as social and functional use of language.</p> <p><b>At</b> review, submitting a case to SENMAS should be considered.</p> <p><b>Ensure</b> parents are involved and agree to all stages of assessment.</p> <p><b>LA</b> should provide advice and assessment with reference to the pupil's specific needs.</p>	<p><b>Mainstream</b> classroom with attention paid to position in the classroom and acoustics.</p> <p><b>Flexible</b> pupil groupings; positive peer speech and language models.</p> <p><b>Groupings</b> reflect ability with modifications made to ensure curriculum access.</p>	<p><b>Main</b> provision by class/ subject teacher and advice from SENCO and must include advice from specialist teacher and/ or Speech and Language Therapist.</p> <p><b>Additional</b> adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate.</p> <p><b>Staff</b> working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SLCN.</p> <p><b>Additional</b> training of mainstream staff to support curriculum modifications as band 3 above plus specific advice and work with school staff to develop communication targets</p>	<p><b>School</b> must differentiate as for ranges 1-3 plus:</p> <p><b>Mainstream</b> class predominantly working on modified curriculum tasks.</p> <p><b>Individual</b> targets following advice from SLT/ specialist teacher must be incorporated in all activities throughout the school day.</p> <p><b>Whole</b> school understanding of pupil's individual needs through training such as Stoke Speaks Out, Communication Friendly Schools and/ or training from SALT service.</p> <p><b>Additional</b> training of mainstream staff to support curriculum modifications.</p> <p><b>Use</b> of staff to implement specific materials, approaches and resources under the direction of the SLT.</p> <p><b>Daily</b> opportunities for individual/ small group work based on identified need.</p> <p><b>Provide</b> 1:1 support focussed on specific individual targets and any SALT programmes as appropriate.</p>	<p><b>Allocate</b> resources as for ranges 1-3.</p> <p><b>Stoke</b> speaks out.</p>

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4b	<p><b>SLCN</b> will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p><b>Will</b> present with some/all of the difficulties as described at Range 3 and these will severely affect curriculum access and social development.</p> <p><b>Could</b> communicate or benefit from communicating using AAC.</p> <p><b>Some</b> or all aspects of language acquisition are significantly below age expected levels.</p> <p><b>Significant</b> speech sound difficulties making speech difficult to understand out of context.</p> <p><b>Must</b> have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</p> <p><b>The</b> main categories are:</p> <p><b>Mixed</b> receptive/expressive language impairment/disorder</p> <p><b>Expressive</b> only language impairment/disorder <b>Higher</b> order processing impairment/disorder Specific Speech Impairment</p> <p>Identification</p> <p><b>Diagnosed</b> by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist.</p> <p><b>C&amp;YP</b> with a diagnosis of Language Impairment may be of average or above average cognitive ability.</p> <p><b>C&amp;YP</b> with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours.</p> <p><b>C&amp;YP</b> with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling.</p> <p><b>C&amp;YP</b> with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding.</p>	<p><b>School</b> must as for ranges 1 &amp; 3 plus:</p> <p><b>Provide</b> an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily.</p> <p><b>Where</b> there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access.</p> <p><b>Recognise</b> that language impairment is a persistent, severe and lifelong disability</p> <p><b>Planning</b>, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language.</p>	<p><b>Mainstream</b> classroom with attention paid to position in the classroom and acoustics.</p> <p><b>Flexible</b> pupil groupings; positive peer speech and language models.</p> <p><b>Groupings</b> reflect ability with modifications made to ensure curriculum access</p>	<p><b>Main</b> provision by class/ subject teacher with advice from SENCO and must include advice from a specialist teacher and/ or a Speech and Language Therapist.</p> <p><b>Additional</b> adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate.</p> <p><b>Staff</b> working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SLCN.</p> <p><b>Additional</b> training of mainstream staff to support curriculum modifications as band 3 above plus specific advice and work with school staff to develop communication targets.</p> <p><b>Ensure</b> additional training is available for mainstream staff to support curriculum modifications i.e Stoke Speaks Out.</p>	<p><b>As</b> range 4a plus:</p> <p><b>See</b> Stoke Speaks Out for their offer.</p>	<p><b>SEN</b> support services to provide additional specific/ bespoke training to support the teaching of C&amp;YP with SLCN.</p> <p><b>Provide</b> training to develop and support whole school understanding of the pupil's individual needs through training such as SSO Communication <b>Friendly</b> Schools.</p> <p><b>Speech</b> and Language Forums for professionals: Sharing good practice, resources, advice and strategies.</p>