Speech Language and Communication Needs

Universal Provision – Quality First Teaching (QFT)

Description of Need

- There is an awareness of a speech and language difficulty i.e. the student seems to have some difficulty with speaking or communication.
- Speech is understood by others but has some immaturities, which at times interfere with the acquisition of literacy.
- The pupil may have been referred to a Speech and Language Therapist who has assessed their language skills to be within the average range or in the low average range (percentile 16 or above).
- Mild social difficulties. May need encouragement to collaborate with peers in curriculum activities and at unstructured times in the playground.
- Progress within the curriculum may be unaffected or mildly affected.
- The pupil is able to participate in most/all classroom activities.
- Mild problems with independent working. May need encouragement to take responsibility for their own learning.
- Possible low levels of self-esteem.

Assess and Plan

- Universal provision.
- Involvement of the parent and pupil to identify strategies that work well.
- Pupils involved in monitoring and setting targets.
- Normal curriculum planning including group or individual targets.
- Class organisation may need to be considered taking into account the pupil’s needs e.g. pupil’s position in the classroom.
- Differentiation of some activities may be necessary e.g. the use of visual timetables, visual material, vocabulary mats, story planning sheets etc.
- Resources are available to promote pupil’s independence i.e. task plans.
- Monitoring of developmental goals in line with National Curriculum.
- SENCO awareness if no progress apparent after targeted teaching approach.
- Part of continual school and class assessment.
- Referral to school nurse to check hearing and vision.
- Use of screening assessments such as ECAT, Wellcomm, Language Links, Speech Links, http://www.talkingpoint.org.uk/progress-checker etc. IDP SLCN pupil profile.

Do – Intervention and support

- Teaching includes differentiation of understanding/listening tasks breaking down instructions into smaller steps with pauses to ensure processing of each part of the instruction.
- Teaching includes supporting expressive language tasks, giving the student more time to organise verbal responses, use of non-verbal methods of sharing of ideas i.e. using white boards to draw or write answers.
- Repeating and modelling back student’s responses emphasising grammatical and vocabulary errors.
- Staff refer to and incorporate strategies outlined on the Talking point website www.talkingpoint.org.uk.
Speech Language and Communication Needs

### Universal Provision – Quality First Teaching (QFT)

- Staff refer to and incorporate strategies in the IDP for pupils with SLCN entitled “Key Strategies for supporting SLCN in Class”
  [www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_key_strategies.pdf](http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_key_strategies.pdf)
- Staff refer to and incorporate Hanen principles outlined in the “Learning Language and Loving It” book by Elaine Weitzman and Janice Greenberg [www.hanen.org](http://www.hanen.org)
- Staff access the free “Language Friendly Classrooms” training offered by Trafford Speech and Language Therapy department.
- Staff access ELKLAN Speech and Language Support 5-11
- Follow advice for professionals on the talking point website [http://www.talkingpoint.org.uk/directory/free-resources-professionals](http://www.talkingpoint.org.uk/directory/free-resources-professionals)
- Look at the communication cookbook [http://www.talkingpoint.org.uk/directory/communication-cookbook](http://www.talkingpoint.org.uk/directory/communication-cookbook)
- Use of published interventions such as Early Year’s Talk Boost [http://www.ican.org.uk/earlytalkboost](http://www.ican.org.uk/earlytalkboost)
  - KS1 Talk Boost [http://www.ican.org.uk/talkboost](http://www.ican.org.uk/talkboost)
- Use of BLAST at Nursery age. [http://www.blastprogramme.co.uk/](http://www.blastprogramme.co.uk/)
- Consider using a whole school vocabulary approach (Word aware) [http://thinkingtalking.co.uk/word-aware/](http://thinkingtalking.co.uk/word-aware/)
- Staff to incorporate strategies from SLT assessment, if the child has been seen.

### Review

- Pupils involved in reviewing what's working and what's not working.
- Monitoring of interventions and strategies to assess effectiveness and make changes for next steps.

### Desired Outcomes:

- Able to access the mainstream curriculum with some support
- Increased independence and able to work more independently
- Increased confidence and self esteem
- Improved social inclusion
- Able to contribute to whole class or small group learning.
Speech Language and Communication Needs

**SEN Support**

**Description of need**

- Speech and language skills as assessed by a speech and language therapist show language skills in the low average to mildly delayed range (percentile 9 – 16).
- Making slow or little progress despite provision of universal teaching approaches.
- May have continuing difficulties with verbal comprehension and listening skills, expressive language and spoken narrative skills, understanding and use of vocabulary.
- The pupil may need regular support to listen and respond to verbal instructions and stories in whole class setting.
- The pupil may need additional explanations, simplifying both the vocabulary used and the length of the instruction.
- The pupil may need regular support to include sufficient relevant information to make a successful contribution to class discussions about both factual and imaginary activities.
- May have a delayed speech sound system making the pupil difficult to understand when the topic of his conversation is unknown.
- May have continuing difficulty with social interaction, making and maintaining friendships despite social intent.
- May develop functional literacy but not develop reading for meaning.
- May find it challenging to understand non-literal and idiomatic language and develop inferencing skills in line with peers.
- Continuing problems with independent working in class and pupil may not readily ask for help or clarification.
- The pupil requires additional targeted support to access the curriculum and continue to make progress.
- Pupil may demonstrate behaviour issues such as frustration, anxiety, stress and avoidance.
- Pupil may show lack of engagement in class and lack of contribution both verbally and non-verbally.
- Pupil likely to benefit from small group support

**Assess and Plan**

- As for universal provision but SENCO may be involved in more specific assessments and observations.
- Pupil's strengths and needs in understanding and use of spoken language should be observed and recorded with reference to any speech and language reports. There are 4 checklists in the IDP Primary SLCN module 3 library.
- Personalised approach to accessing the curriculum
- Staff providing interventions have access to appropriate training.
- Small group work focusing on areas of language need as identified by the speech and language therapist.
- Track progress in the intervention groups using descriptions of progress and rating scales.
- SENCO may seek advice from health professionals in relation to curriculum adaptation.
- SENCO involvement if no progress apparent after targeted teaching approach.
- A provision map is in place which includes evidence-based interventions; progress in learning is carefully assessed, tracked, monitored and evaluated.
- Involve parents regularly to support targets at home.
Speech Language and Communication Needs

SEN Support

Do – Intervention and support

- Refer to strategies at Universal level
- Pupil may be working on modified curriculum tasks.
- Trained teaching assistant to deliver small group intervention as suggested by the speech and language therapist. Interventions will develop skills in the following areas:
  - Lego Therapy, Social communication skills, Vocabulary skills, Thinking skills, Narrative skills and listening comprehension skills
- Teaching assistant may support pupil in class in understanding instructions, structuring, planning and recording ideas, modelling collaborative group working in class.
- Use of word mats (with pictures and words) [http://www.sparklebox.co.uk/5981-5990/wp_generated/ppd7f07134_02.jpg](http://www.sparklebox.co.uk/5981-5990/wp_generated/ppd7f07134_02.jpg)
- Use of mind maps to generate ideas [https://i.pinimg.com/736x/88/87/57/8887570342ea0864c2fe3902a213b7c4--mindmaps-this-summer.jpg](https://i.pinimg.com/736x/88/87/57/8887570342ea0864c2fe3902a213b7c4--mindmaps-this-summer.jpg)
- Use of colourful semantics to support expressive language skills [https://tinyurl.com/y9ghpuwm](https://tinyurl.com/y9ghpuwm)
- Small group or one to one adult input to practise skills in the classroom.
- Support for personal organisation and home school information sharing such as a home school book.
- Support to encourage independent working such as task plans
- Buddy system and peer support both in the classroom and at unstructured times.
- A system of rewards to improve motivation and celebrate successes.

Review

- Pupils involved in monitoring and setting targets.
- Interventions; progress in learning is carefully assessed, tracked, monitored and evaluated.
- Meetings to review progress with the child/young person where appropriate, parents and involved practitioners.
- Discuss with the child/young person, parents and involved practitioners what is working and what is not.
- From a shared understanding of information gathered through the review agree some person –centred outcomes, and solutions and provision that can meet these outcomes.
- Referral to Parent and Young People Partnership Service (PYPPS) if required for support for parents.

Desired outcomes:

- Increase self-confidence and self-worth
- Increase in engagement levels and motivation
- Able to record information in a variety of ways
- Able to access learning and school environment
- Able to contribute ideas in small group/whole class settings
- Able to ask for help and work more independently
- Language skills develop to enable curriculum progress
## Speech Language and Communication Needs

**SEN Support in School – High Level of Need (The following needs to be tried before considering a referral for EHC Needs Assessment)**

### Description of need

- The pupil has severe and complex language and communication needs with language skills as assessed by a speech and language therapist moderately to severely delayed (below 9\textsuperscript{th} percentile)
- The pupil’s needs are likely to be affecting more than one area of language and communication i.e. comprehension of spoken language, vocabulary and expressive language.
- The pupil has significant needs that require one to one support in the classroom
- Pupils language and communication difficulties are a prime barrier to curriculum progress
- Pupil has severe and persistent difficulties
- Pupil has severe and persistent difficulties learning independently, remembering and retaining information and organising his/her work.
- May need specialist input to modify tasks
- Targets need to be individualised taking into account the pupil’s strengths and needs and learning styles.

### Assess and Plan

- Universal provision and targeted groups
- Assessment of progress from targeted groups
- Normal curriculum planning including group or individual targets.
- Highly personalised targets
- Individual targets on IEP following advice from School support speech and language therapist
- Involve parents regularly to support targets at home.
- Pupils involved in monitoring and setting targets.

### Do – Intervention and support

- Individual learning programme in place planned with advice from the school support speech and language therapist.
- Specific language and communication targets planned with the teaching staff and reviewed termly in school by the speech and language therapist
- May need further specialist input from professionals e.g. Paediatrician or Educational Psychologist
- Staff providing support have access to appropriate training and specialist advice e.g. ELKLAN (training delivered for staff in Trafford supporting 5-11 year olds, other age range and specialist courses available)

### Review

- Pupils involved in monitoring and setting targets.
- Interventions; progress in learning is carefully assessed, tracked, monitored and evaluated.
- Meetings to review progress with the child/young person where appropriate, parents and involved practitioners.
Speech Language and Communication Needs

SEN Support in School – High Level of Need (The following needs to be tried before considering a referral for EHC Needs Assessment)

- Discuss with the child/young person, parents and involved practitioners what is working and what is not.
- From a shared understanding of information gathered through the review, agree some person-centred outcomes, solutions and provision that can meet these outcomes.
- Through the review process invite professionals to contribute to a summary of their involvement and assessment.
- Decide on the next steps which could be a request for an Education Health and Care Plan following two cycles of assess, plan, do, review.
- Discuss referral to specialist SLT service i.e. Language Outreach or Neuro-Developmental Pathway.

Desired outcomes:
- Improved staff confidence in managing speech language and communication needs
- Increased confidence in the schools ability to manage the pupil’s needs.
- Pupil feels positively engaged and included in school and able to participate in learning
- Pupil has high aspirations of self and can-do attitude to achieving goals
- Pupil and staff are aware of strategies to enable the pupil to engage in curriculum learning.
- Pupil is able to engage in meaningful social situations both inside and outside of school