

Special Educational Needs Assessment Service (SENA)

Speech, Language and Communication needs

Guidance for meeting needs through a graduated response.

Leicestershire County Council

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

This guidance document refers to Communication and Interaction – Speech, Language and Communication Needs (SLCN)

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive school setting with appropriate differentiation of tasks and modified teaching style. Children at this level would not have direct involvement from a speech and language therapist.</p> <p>Description of need:</p> <p><u>Speech</u></p> <ul style="list-style-type: none"> Initial concerns about immature speech sound development Inconsistent and slow progress in phonic development <p><u>Language</u></p> <ul style="list-style-type: none"> immature understanding and/or use of verbal language e.g. grammatical skills Weak vocabulary skills Some listening and attention difficulties Difficulty following adult instructions May have difficulties with reading comprehension, understanding of mathematical language and concepts, writing & sentence structure <p><u>Social communication</u></p> <ul style="list-style-type: none"> Hesitant speaker 	<ul style="list-style-type: none"> Schools key stage 1 to 4 assessments Monitoring of pupil's response to positive feedback Assessment for learning Observations by teacher / class TA / KS Coordinator Advice and support from the parents Information from the child re their opinions and preferred strategies 	<ul style="list-style-type: none"> The teacher is responsible for the learning and progress of the CYP in the mainstream class Quality First Teaching meets the needs of all pupils and includes: Flexible grouping arrangements Some differentiation of activities, materials & questioning Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently Environmental considerations are made to meet the needs of all pupils Consideration to pupil's learning style, such as the need for visual/ kinaesthetic preferences An understanding that the SLCN may have a wider impact on a child's social and emotional wellbeing despite the apparent lack of obvious impairment The child may also be vulnerable to bullying or have low self-esteem Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently Awareness of speech and language therapy involvement 	<ul style="list-style-type: none"> The curriculum includes examples of diversity The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils The wider curriculum promotes positive examples of diversity A broad and balanced curriculum is planned for all pupils SEAL materials and interventions Anti-bullying is routinely addressed and pupils are confident in reporting incidents Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence Consideration to pupil's learning style Provision of planned opportunities to learn and practice communication skills during structured activities e.g. snack time choices, role play, circle time Well planned and stimulating curriculum differentiated to need of cohort/class Anti-bullying is routinely addressed and pupils are confident in reporting incidents

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<ul style="list-style-type: none"> Concerns regarding the development of social skills, e.g. conversational skills There may be co-existing needs of Hearing Impairment 		<ul style="list-style-type: none"> Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing 	<ul style="list-style-type: none"> Other school pastoral interventions could include <ul style="list-style-type: none"> Meeting and Greeting Circle Time Peer mentoring Buddy systems Restorative Practice ELSA support

Group 2: SEND Support (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

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<p>CYP has identified speech language and/or communication needs that can be managed using universal and some targeted strategies which is monitored by the SENCo</p> <p>Description of need: May include low/medium level difficulties that school resources can meet through time limited interventions and embedded strategies</p> <p><u>Speech</u></p> <ul style="list-style-type: none"> Concerns about speech sound development Slow progress in phonic development despite support/intervention <p><u>Language</u></p> <ul style="list-style-type: none"> Concerns about understanding and/or use of verbal language e.g. grammatical skills 	<p>Group 1 plus:</p> <ul style="list-style-type: none"> Environmental audit using IDP materials or School Access/Equality Strategy Risk assessments of tricky situations to inform adaptations including educational visits Specialist assessments e.g. Speech and Language Therapist, Educational Psychologist, OT There is a commitment to developing independence with steps planned and agreed Individual targets are agreed between Therapist, SENCo and class teacher and monitored on at least a termly basis following discussion with child and parents Careful reviewing of needs before transition at key stages e.g. starting 	<p>Group 1 plus:</p> <ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments e.g. reader or scribe, extra time for assessments as needed Awareness of social and emotional aspects of disability Speech and Language Therapist's advice reflected in lesson/ curriculum planning and delivery overseen by SENCO Reference to and advice implemented from 'SLT Advice and Adaptive Strategies' sheets for Universal and Targeted strategies May need pre teaching and over learning of key vocabulary and concepts 	<p>Group 1 plus:</p> <ul style="list-style-type: none"> Interventions may use some of the Targeted Level interventions, however they will be more bespoke to the SMART targets Teaching assistance time will include the supply of teaching and learning resources and delivery of intervention Advice sought from SALT if this is their primary need <p><u>Speech</u></p> <ul style="list-style-type: none"> May attend clinic sessions for speech difficulties Schools deliver follow up interventions supplied from clinic sessions e.g. Black Sheep Press, Metaphon, Nuffield Dyspraxia Programme, Sound & Speak books

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<ul style="list-style-type: none"> • Concerns regarding vocabulary development • Listening and attention difficulties • Difficulty following age appropriate adult instructions • Slow progress with reading comprehension, understanding of mathematical language and concepts, writing & sentence structure & CYP may be working below ARE • Difficulty processing verbal language—may be developing coping strategies such as copying work/following peers for prompts <p><u>Social communication</u></p> <ul style="list-style-type: none"> • Concerns regarding the development of social skills e.g. conversational skills, awkwardness at break/lunch/home corner • Forming relationships with peers e.g. problems sharing, turn taking, prefers playing alone 	<p>preschool, primary, secondary, post 16, adult life</p> <ul style="list-style-type: none"> • TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective 		<ul style="list-style-type: none"> • Consideration of speech sound development when delivering phonics <p><u>Language</u></p> <ul style="list-style-type: none"> • Interventions delivered in schools advised and supplied on Care Action Plans and Advice sheets from the school speech therapy service <p><u>Social communication</u></p> <ul style="list-style-type: none"> • Activities to target: • Peer awareness • Social understanding and insight Knowledge and understanding of others thoughts and feelings • Emotions in themselves & others • Use of language to communicate • Specific conversational skills • Non-verbal skills- body language • Regular/daily small group or teaching of social skills

Group 3: SEND Support (external professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

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<p>CYP may have a range of speech, language and communication needs which significantly impact on their ability to access the curriculum and despite having appropriate support within their setting, they are not making progress.</p> <p>The CYP has significant primary SLCN which impact on progress, requiring long term involvement of educational and non-educational professionals. SL Therapist may contribute to assessment of EHC needs and to EHC plan.</p> <p>Description of need: CYP has persistent difficulties in and a primary need in:</p> <p><u>Speech</u> Speech sound development</p> <ul style="list-style-type: none"> • Verbal dyspraxia causing significant speech disorder • Disordered phonological profile following an atypical pattern <p><u>Language</u> Comprehension</p> <ul style="list-style-type: none"> • Word learning difficulties • Difficulties understanding questions <p>Expression of language</p> <ul style="list-style-type: none"> • word finding difficulties following a disordered pattern 	<p>Group 1-2 plus:</p> <ul style="list-style-type: none"> • Specialist tools to assess CYP's learning e.g. B Squared • Highly differentiated teaching and learning delivered at an appropriate level and pace • Reactive and adaptive planning based on formative assessments throughout lessons • Planning meetings with SLT to set targets as required for CYP • Specialist assessments, e.g. by Specialist Teacher, Educational Psychologist, SALT, etc. • Risk assessment as appropriate • Regular multi agency assessment and review of strategies and progress • Specialist ICT assessments • Specialist assessment by Speech and Language Therapist re: comprehension, expression, speech sounds, eating and drinking skills 	<p>Group 1-2 plus:</p> <ul style="list-style-type: none"> • The class/subject teacher is responsible for the progress of the CYP within the mainstream class • Identified individual support in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the statement, annual review and advice from agencies • Disapplication from certain subjects if appropriate • Facilitate production of differentiated materials • Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans • The use of specialist or adapted equipment / software where appropriate to access the curriculum • Specialised modification of all teaching and learning styles and resources • Reference to and advice implemented from 'SLT Advice and Adaptive Strategies' sheets for Universal and Targeted strategies • Specialist communication strategies 	<p>Group 1-2 plus:</p> <ul style="list-style-type: none"> • Access to additional adult support up to 15 hours per week • Teaching style and tasks are adapted to suit pupil's learning style, visual support, task plans, visual timetables, use of symbols • Individualised support to implement recommendations from SaLT service • Structured individual programmes • Programmes to develop social interaction and emotional wellbeing, as identified by the IEP/ management plan • Advice and assessment of the use of specialist or adapted ICT to access the curriculum • Independent travel training to develop independence skills for the future • Regular opportunities to work/socialise with disability peer group as appropriate • Access to mentor systems • Encourage participation in activities organised by voluntary organizations

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<ul style="list-style-type: none"> Disordered language <u>Social communication</u> Social Interaction and communication difficulties that are having a significant impact on learning <ul style="list-style-type: none"> Pragmatic language difficulties Possibly Autism 		as needed by individual e.g. PECS, Makaton	<ul style="list-style-type: none"> Support development of life skills CYP could be seen at clinic for speech/fluency difficulties

Group 4: Children or Young people with an EHCP

A child or young person who has been assessed for and issued an EHCP and has appropriate strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

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<p>The CYP will experience significant, complex persistent and enduring difficulties.</p> <p>The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive needs.</p> <p>All of the needs outlined in Groupings above are relevant in describing a CYP SLC needs at this level.</p>	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Specialist assessments, e.g. Specialist Teacher, Educational Psychologist, SALT Long term involvement of educational and non-educational professionals as part Professionals agree that the pupils needs can only be met with additional resources Communication targets to be incorporated into IEP/provision mapping Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life 	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Main provision by class/ subject teacher with support from SENCo and advice from education and non-educational professionals as appropriate Disapplication from certain subjects if appropriate The use of specialist or adapted equipment / software in all lessons to access the curriculum Specialised modification of all teaching and learning styles and resources Reference to and advice implemented from 'SLT Advice and Adaptive Strategies' sheets for Universal and Targeted strategies. 	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Access to additional adult support above 15 hours per week Specialist teaching focusing on both learning curriculum and social skills throughout the school day. Targets informed by Annual Review Curriculum to include life skills and differentiated PHSE aspects e.g. SRE (Sex and Relationship Education) Facilitate production of differentiated materials Adult support to access an individualised curriculum

Group 5: Specialist Provision

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP experiences significant lifelong speech, language and communication needs. The CYP will have additional learning needs and possible other co-existing needs.</p> <p>All of the needs outlined in Groupings above are relevant in describing a CYP SLC needs at this level. The complexity of need is high. The progress CYP makes is limited.</p>	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Regular risk assessments to consider risks to self and others, including eating drinking and swallowing Completion of assessments for consideration at SENA and/or Joint Panel AAC assessment 	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Highly visual teaching strategies commonplace to support spoken word Use of Makaton signs, PECs and Communication in Print symbols, as appropriate Specialist communication methods including PECS 	<p>Groups 1-3 plus:</p> <ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the pupil Use of Makaton as routine in every classroom, around school, in taxi etc. Following Eating and Drinking Plan Additional staff support with communication aids to programme, maintain daily charging, back up programmes and promote day to day use Delivery of communication groups by teachers /TAs under guidance of SLT Specialist teaching matched to comprehension levels of individual child

*Prime areas of learning and development:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Specific areas of learning and development:

1. Literacy
2. Mathematics

3. Understanding the world
4. Expressive arts and design