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**Newcastle**

**SEND Descriptors of Need**

**Part 3**

**Guidance for Children and Young People with** **Speech, Language and Communication needs:**

**The School Years**



Version 1 September 2022

## 

## Guidance for children and young people with Speech, Language and Communication (SLCN) Needs

**Introduction**

The term SLCN is used in this guidance to refer to children and young people with speech, language and communication needs as described below.

There are four distinct and overlapping reasons for pupils to have SLCN1:

1. **Primary need**: a persistent developmental difficulty specific to the speech and language systems associated with speech sounds, formulating sentences, understanding, social interaction and/or stammering.
2. **Secondary need**: speech, language and communication need associated with a primary developmental factor such as autism, physical, hearing or cognitive difficulties which affect speech, language and communication.
3. Reduced developmental opportunities meaning that language is less developed or delayed; mainly linked to social disadvantage.
4. Speaking and understanding English as an additional language (EAL) does not in itself constitute a SLC difficulty. The varied structures and phonologies of different languages however can cause ***initial short-term*** difficulties. It is important to recognise that children with EAL may also have the above 3 reasons for their SLCN.

**Identification:**

* There is wide variation in children's early development meaning that SLCN is not often able to be identified before the age of 2, unless due to secondary factors present pre-natal or from birth
* The nature of SLCN can change over time
* A range of interventions, screening, observation and assessment over time, involving both health and education professionals, are necessary to establish the nature of the difficulty
* Depending on the nature of the difficulty, pupils’ performance levels range between ‘well above average’ to ‘well below average’

1 Effective and Efficient use of resources in services for C&YP with SLCN (Lindsay, Desforges, Dockrell, Law, Peacey ad Beecham) DCSF 2008 ISBN 978 84775 218 5

This document provides guidance regarding provision, staffing and identification for pupils at ranges 1-4. However, for all the reasons above, when planning provision and personalised learning, it is essential that the strengths and needs of individual pupils are considered rather than a diagnostic category of need. As such, this guidance should be used flexibly with regard to an individual’s need at any one time. For example, a child at Range 1 may require aspects of provision at Ranges 2/3 for a measured period of time.

All pupils need to be taught in a communication-friendly learning environment, reflected in the whole school ethos:

* An understanding of the importance of language and communication in skills on social development and attainment
* Structured opportunities to support children’s speech, language and communication development
* Effective and positive adult-child interaction
* High quality verbal input by adults

Where applicable, guidance for pupils with autism, physical, cognition and learning, hearing and behavioural and emotional difficulties should also be consulted.

At Range 5, SLCN would be one feature of a complex profile of need.

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| **Descriptors of Need Overview** | |
| **Range 1** | Pupil will have communication and interaction needs which **may affect access** to some aspects of the National Curriculum, including the social emotional curriculum and school life:   * Pupil does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team * Speech is understood by familiar adults but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy * Difficulties with listening and attention that affect task engagement and independent learning * Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations * Pupil needs some support with listening and responding due to expressive/receptive language difficulty * Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position) * Reduced vocabulary range, both expressive and receptive * May use simple phrases with early vocabulary * Social interaction could be limited and there may be some difficulty in making and maintaining friendships * Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement * May present with difficulty in talking fluently e.g., adults may observe repeated sounds, words or phrases, if this is consistent, higher levels of need may be present * Stammering, which is not in itself a SLC need, is causing mild difficulty to the child in their communication and participation |
| **Range 2** | Pupil will have communication and interaction needs that **affect access** to a number of aspects of the National Curriculum, including the social emotional curriculum and school life:   * Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the child is saying if out of context. * The child’s speech may have consistent immaturities or more unusual substitutions or omissions within their talking (e.g., ‘bu’ for bus or ‘gak’ for cat), which may impact on social interaction and the acquisition of literacy * Difficulties with listening and attention that affect task engagement and independent learning and pupil’s comments and response to direct questions indicate difficulties in understanding the main points of discussion, information and explanations * Pupil needs some support with listening, responding and following instructions * Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position) * Reduced vocabulary range, both expressive and receptive * May use simple phrases with everyday vocabulary * May rely heavily on non-verbal communication to complete tasks (adult’s gestures, copying peers) and this may mask comprehension weaknesses * Social interaction could be limited and there may be some difficulty in making and maintaining friendships * Stammering is having a mild to moderate impact on child’s communication and participation (see Range 1) |
| **Range 3** | Pupil will have communication and interaction needs that will **moderately affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.   * The pervasive nature of autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment * Pupils may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team * Persistent delay against age related speech, language and communication * Persistent difficulties that do not follow normal developmental patterns (disordered)   **Speech**   * Speech may not be understood by others i.e., parents/family/carers where context is unknown. * Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility * Speech sound difficulty, as assessed by a speech and language therapist, may lead to limited opportunities to interact with peers * May be socially vulnerable * May become isolated, frustrated or exhibit changes in behaviour * Phonological awareness (speech sound awareness) difficulties impact on literacy development.   **Expressive**   * The pupil may have difficulty speaking in age-appropriate sentences and the vocabulary range is reduced. This will also be evident in written work * Talking may not be fluent – the child may not be able to use a full sentence * May have difficulties in sequencing thoughts and recounting events in a written or spoken narrative * Stammering is having a moderate impact on child’s communication and participation (see Range 1)   **Receptive**   * Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations * Needs regular and planned additional support and resources * Difficulties with listening and attention that affect task engagement and independent learning * May not be able to focus attention for sustained periods * May appear passive or distracted * Difficulties with sequencing, predicting and inference within both social and academic contexts. This may impact on behaviour and responses in everyday situations e.g., not understanding the consequences of an action   **Social Communication**   * Difficulties with speech and/or language mean that social situations present challenges resulting in heightened emotions, anxiety, social isolation and social vulnerability * Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures * Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others * Anxiety related to lack of understanding of time and inference * Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences |

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| **Range 4** | Pupil will have communication and interaction needs that **significantly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. **This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.**   * The pervasive nature of Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment * Pupil will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum * Pupil may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency diagnostic team * Could communicate or benefit from communicating using Augmented and Alternative Communication (AAC) * Some or all aspects of language acquisition are significantly below age expected levels * Significant speech sound difficulties, making speech difficult for all listeners to understand when out of context (and sometimes where it is known).   **Must have an identified Speech, Language and /or Communication Disorder**  This could be difficulties in:   * + Understanding and/or using language (Developmental Language Disorder)   + Speech sound development (Speech Sound Disorder)   + Social interaction   + **Identification** * Diagnosed by a Speech and Language Therapist * Pupils with Developmental Language Disorder (DLD) may have associated social communication difficulties * Pupils with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling * Pupils with DLD may have behavioural, emotional and social difficulties which impact on everyday interactions and learning * Stammering is having a significant impact on child’s communication and participation (see Range 1) |
| **Range 5** | Pupil will have communication and interaction needs that **severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available.**   * The pervasive nature of Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment * Could communicate or benefit from communicating using AAC * Some or all aspects of language acquisition are significantly below age expected levels * Significant speech sound difficulties, making speech difficult for all listeners to understand when out of context (and sometimes where it is known)   **Must have a diagnosis of: Developmental Language Disorder DLD) or Severe Speech Disorder**  **The main categories are:**   * Mixed receptive/expressive language disorder * Expressive only language disorder * Higher order processing disorder * Specific Speech Disorder   **Identification**   * Diagnosed by a Speech and Language Therapist * Pupils with DLD often have associated social communication difficulties evident in rigid and repetitive responses and interactions * Pupils with DLD have difficulties with literacy associated with writing fluency, reading comprehension and spelling, problem solving and reasoning in addition to contextual based Maths – more evident in mastery curriculum * Pupils with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory * Stammering is having a severe impact on child’s communication and participation (see Range 1) |

**Descriptors of need for children and young people with SLCN needs**

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| **Range 1**  **Summary of Needs** | | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | **Resources and Staffing** | |
| SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication.  Pupils will present with some/all of the difficulties below and these will ***mildly*** affect curriculum access and social development:   * Speech is understood by familiar adults but has some immaturities, which may impact on social interaction. Speech sound difficulties may impact on literacy difficulties. * Difficulties with listening and attention that affect task engagement and independent learning * Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding * Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position) * Reduced vocabulary range, both expressive and receptive * Pupils may rely on simple phrases with everyday vocabulary * Social interaction could be limited and there may be some difficulty in making and maintaining friendships * Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of   Engagement.   * Pupils may present with difficulty in talking fluently e.g., adults may observe repeated sounds, words or phrases, if this is consistent, higher levels of need may be present * Stammering, which is not in itself a SLC need, is causing mild difficulty to the child in their communication and participation   **NC Level**  Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and/or literacy and social skills. | | | **School must:**   * Identify evidence that the pupil’s language is delayed * Use EYFS profile, cognition and learning baseline assessment and checklists as a system of identification and monitoring * Ensure the pupil is part of normal school and class assessments * SENCO and class teacher could be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty * Other assessment tools schools use: Welcome, Speech/Language Link, Communication Trust Progression Tools, One Step at a Time * School to consider whether other professionals need to be involved * Schools could use [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk/) to help define if the issues are mild or moderate | | * Mainstream classroom with attention paid to position in the classroom and acoustics * Flexible pupil groupings; positive peer speech and language models * Groupings reflect ability with modifications made to ensure curriculum access * Opportunity for planned small group activity focusing on language and communication | | **School:**   * Literacy tasks may require some modification * Instructions supported by visual and written cues * To support pupils in attending to/understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition * Flexibility in expectations to follow instructions /record work * Opportunities for developing the understanding and use of language across the curriculum * Opportunities for time limited small group work based on identified need * Planning shows opportunities for language-based activities * Family supports targets at home * Pupil involved in setting and monitoring their own targets | | ***School*:**   * Main provision by class/subject teacher with advice from SENCO * Additional adults routinely used to support flexible groupings, small group activities and differentiation under the guidance of the teacher * Adults actively support pupils by modifying teacher talk and scaffolding/modelling/recasting/extending responses * Adults provide support to enable pupils to listen and respond to longer sequences of information in whole class situation * Adults provide encouragement and support to collaborate with peers in curriculum activities * Adults provide pre and post tuition to secure key and specific vocabulary at the start of a topic * Use of Newcastle SEND Mainstream Guidance   ***Resources:***   * + Refer to The Communication Trust **What Works for Pupils with SLCN** [database](http://www.thecommunicationtrust.org.uk/projects/what-works/)   + [Quality First Teaching strategies](http://bso.bradford.gov.uk/userfiles/file/LDteam/Quality%20First%20Teaching%20Strategies%20for%20Speech%20and%20language%20catherine%20updated.doc)   + Universally available guidance   used in Early Years   * + Newcastle SEND Mainstream Guidance   + Elklan ‘Language Builders’ | |
| **Range 2**  **Summary of Needs** | | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | **Resources and Staffing** | |
| SLCN is identified as the primary area of need; pupil has some difficulty with speaking or communication.  Pupil will present with some/all of the difficulties below and these will ***mildly/moderately*** affect curriculum access and social development.   * Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the child is saying if out of context. * The child’s speech may have some immaturities or use of more unusual sounds within their talking, which may impact on social interaction. Speech sound difficulties may impact on the acquisition of literacy. * Difficulties with listening and attention that affect task engagement and independent learning * Comments and questions indicate difficulties in understanding the main points of discussion, information and explanations * Pupil needs some support with listening and responding * Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position) * Reduced vocabulary range, both expressive and receptive * May rely on simple phrases with everyday vocabulary * May rely heavily on non-verbal communication to complete tasks (adult’s gestures, copying peers) and this may mask comprehension weaknesses. * Social interaction could be limited and there may be some difficulty in making and maintaining friendships * Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement * Pupil is likely to present with difficulty in talking fluently e.g., adults may observe repeated sounds, words or phrases more consistently * Stammering, which is not in itself a SLC need, is causing mild to moderate difficulty to the child in their communication and participation   **NC Level**  Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and /or literacy and social skills. | | | **School must:**   * Identify evidence that the pupil’s language is delayed * Use EYFS profile, cognition and learning baseline assessment and checklists as a system of identification and monitoring * Ensure the pupil is part of normal school and class assessments * Actively monitor behaviour as an indicator of SLCN * SENCO and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty * Other assessment tools schools use: Welcome, Speech/Language Link (Primary), Communication Trust Progression Tools, One Step at a Time   School to consider whether other professionals need to be involved | | * Mainstream classroom with attention paid to position in the classroom and acoustics * Flexible pupil groupings; positive peer speech and language models * Groupings reflect ability with modifications made to ensure curriculum access * Small group/individual work to target specific needs | | **School:**   * Instructions supported by visual and written cues * To support pupils in attending to / understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition * Flexibility in expectations to follow instructions /record work * Opportunities for developing the understanding and use of language across the curriculum * Opportunities for time limited small group/individual work based on identified need * Pre-teaching of topic vocabulary and opportunities to revise and revisit * Planning shows opportunities for language-based activities * Family supports targets at home * Pupil involved in setting and monitoring their own targets * Literacy tasks require regular modification | | **School:**   * Main provision by class/subject teacher with advice from SENCO * Additional advice from EPS and/or specialist teachers may be provided as part of a ‘drop in’ session or telephone consultation. * Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher * Adults actively support pupils by modifying teacher talk and scaffolding/modelling/recasting/extending responses * Regular, planned support to listen and respond to longer sequences of information in whole class situation * Regular, planned encouragement and support to collaborate with peers in curriculum activities * Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for children with SLCN   **Resources:**  Refer to Thommunication Trust **What Works for Pupils with SLCN**[database](http://www.thecommunicationtrust.org.uk/projects/what-works/)   * [QFT strategies](http://bso.bradford.gov.uk/userfiles/file/LDteam/Quality%20First%20Teaching%20Strategies%20for%20Speech%20and%20language%20catherine%20updated.doc) * Universally available guidance used in Early Years * Newcastle SEND Mainstream Guidance * Elklan ‘Language Builders’ | |
| **Range 3**  **Summary of Needs** | | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | **Resources and Staffing** | |
| SLCN 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.  Will present with some/all of the difficulties below and these will ***moderately*** affect curriculum access and social development:   * Persistent lack of progression against age-related speech, language and communication norms * Persistent difficulties that do not follow normal developmental patterns (disordered)   **Speech**   * Speech may not be understood by others where context is unknown. * Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility * Speech sound difficulties impact on literacy development * Speech sound difficulty may lead to limited opportunities to interact with peers * May be socially vulnerable * May become isolated or frustrated. * Phonological awareness (speech sound awareness) difficulties may impact on literacy development.   **Expressive**   * The pupil may have difficulty speaking in age-appropriate sentences and the vocabulary range is reduced. This will also be evident in written work – sometimes children can write well but not speak well. * Talking may not be fluent. * May have difficulties in recounting events in a written or spoken narrative * Stammering, which is not in itself a SLC need, is causing moderate difficulty to the child in their communication and participation   **Receptive**   * Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations * Needs regular and planned additional support and resources * Difficulties with listening and attention that affect task engagement and independent learning * May not be able to focus attention for sustained periods * May appear passive or distracted * Difficulties with sequencing, predicting, and inference within both social and academic contexts. This may impact on behaviour and responses in everyday situations   e.g., not understanding the consequences of an action.  **Social Communication**   * Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability * Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures * Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others * Anxiety related to lack of understanding of time and inference * Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences   **NC Level**  Across expected NC level range with an unusual profile showing strengths and   * weaknesses primarily in speaking and listening and/or literacy and social skills. | | | **As for ranges 1 & 2 plus:**   * Provide evidence of monitoring and identification of pupil needs before making a referral for assessment and advice from a specialist teacher * SLT/SENCO provide evidence of monitoring and identification of pupil needs before making a referral for assessment and advice from a Speech and Language Therapist (parental permission must be obtained) * May consider referral to SENDOS Specialist Teacher for Speech and Language for assessment and/or advice (parental permission must be obtained)   Reviews should consider the evidence base if there is a need to consider specialist resources and provision | | * Mainstream classroom with attention paid to position in the classroom and acoustics * Flexible pupil groupings; positive peer speech and language models * Groupings reflect ability with modifications made to ensure curriculum access   Regular, focused, time limited small group/individual interventions | | **As for ranges 1 & 2 plus:**   * Planning identifies inclusion of and provision for individual targets * Additional steps are taken to engage families and the pupil in achieving their targets * Mainstream class predominantly working on modified curriculum tasks * Frequent opportunities for time limited small group and individual work based on identified need * Pre-teaching of topic vocabulary and opportunities to revise and revisit * Tasks and presentation personalised to pupil needs * Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information   Consideration to the transference and generalisation of skills | | **School**   * Main provision by class/subject teacher with advice from SENCO * Additional adult support informed by differentiated provision planned by the teacher * Could include advice from Speech and Language Therapist and/or SENDOS Specialist Teacher for Speech and Language to implement specific classroom-based strategies and to inform planning * Involvement of education and non-education professionals as appropriate through a request to the SEN Advice and Support Allocation Panel. * Additional adult support focused on specific individual targets and any SLT advice as appropriate * Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for children with SLCN-sometimes the Therapist leaves programmes for staff to follow.   **Other resources:**   * Refer to The Communication Trust ‘What Works for pupils with SLCN’ [database](http://www.thecommunicationtrust.org.uk/projects/what-works/) * [Advice sheets](http://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1893&SLCN) * Refer to The Communication Trust **What Works for Pupils with SLCN**[database](http://www.thecommunicationtrust.org.uk/projects/what-works/) * [QFT strategies](http://bso.bradford.gov.uk/userfiles/file/LDteam/Quality%20First%20Teaching%20Strategies%20for%20Speech%20and%20language%20catherine%20updated.doc) * Universally available guidance used in Early Years * Newcastle SEND Mainstream Guidance * Elklan ‘Language Builders’ | |
| **Range 4**  **Summary of Needs** | | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | **Resources and Staffing** | |
| SLCN 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.  Will present with some/all of the difficulties as described at Range 3 and these will ***severely*** affect curriculum access and social development.   * Could communicate or benefit from communicating using Augmented and Alternative Communication * Some or all aspects of language acquisition are significantly below age expected levels * Significant speech sound difficulties, making speech difficult to understand for all listeners when out of context and sometimes where it is known.   Must have an identified Speech, Language and /or Communication Disorder. This could be difficulties in:   * + Understanding and/or using language   + Speech Sound development   + Social Interaction   **Identification**   * Diagnosed by a Speech and Language Therapist * Referral to the Developmental Language Disorder Team by SALT or SENDOS teacher * Pupils with DLD may have associated social communication difficulties * Pupils with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling. * Stammering, which is not in itself a SLC need, is causing significant difficulty to the child in their communication and participation   **NC Level**  Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and  listening and literacy, social skills. | | | **As for ranges 1 - 3 plus:**   * Provide an appropriately trained teacher or teaching assistant to implement the advice of the SALT * Where there is a diagnosis of Language Disorder or Speech Disorder 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 * Planning, targets and assessments must address pastoral considerations relevant to the individual pupil’s emotional well- being as well as social and functional use of language | | * Mainstream classroom with attention paid to position in the classroom and acoustics * Flexible pupil groupings * Positive peer speech and language models * Groupings reflect ability with modifications made to ensure curriculum access   Regular, focused, time limited small group/individual interventions | | **As for ranges 1 - 3 plus:**   * Mainstream class predominantly working on modified curriculum tasks * Individual targets following advice from SALT/specialist teacher must be incorporated in all activities throughout the school day * Whole school understanding of the pupil’s individual needs through training such as ICAN Communication Friendly Schools and/or training from SLT service * Additional training of mainstream staff to support curriculum modifications * Use of staff to implement specific materials, approaches and resources under the direction of the SLT * Daily opportunities for individual / small group work based on identified need * Provide 1:1 support focused on specific individual targets and any SLT advice as appropriate * Pay attention to position in the classroom and acoustics * Provide systematic and intensive mediation to facilitate curriculum access * Ensure specific structured teaching of vocabulary and concepts, in context * Provide support for social communication and functional language use * Provide specialist support with recording and communication * Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate | | * Main provision by class/subject teacher with advice from SENCO which must include advice from specialist teacher and/or Speech and Language Therapist * Additional adult 1:1 support focused on specific individual targets and any SALT advice as appropriate * 1:1 intensive intervention from the DLD Team * Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for pupils with SLCN * Additional training of mainstream staff to support curriculum modifications * Speech and Language Therapist * Additional adult support informed by differentiated provision planned by the teacher * Could include advice from Speech and Language Therapist to implement specific classroom-based strategies and to inform planning * Elklan materials and training can be used | |
| **Range 5**  **Summary of Needs** | | | **Assessment and Planning** | | **Teaching and Learning Strategies** | | **Curriculum/Intervention** | | **Resources and Staffing** | |
| SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.  Will present with some/all of the difficulties as described at Range 3 and these will ***severely*** affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting, and a Designated Resourced Provision may be recommended.   * Could communicate or benefit from communicating using AAC * Some or all aspects of language acquisition are significantly below age expected levels * Significant speech sound difficulties making speech difficult to understand in and out of context   **Must have a diagnosis of DLD The main categories are:**   * Mixed receptive/expressive language disorder * Expressive only language disorder * Higher order processing disorder * Severe Speech Disorder   **Identification**   * Diagnosed by a Speech and Language Therapist * Pupils with DLD often have associated social communication difficulties evident in rigid and repetitive behaviours * Pupils with DLD have difficulties with literacy associated with writing fluency, reading comprehension and spelling, problem solving and reasoning in addition to contextual based Maths – more evident in mastery curriculum * Pupils with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory * Pupils with DLD often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening, attention and understanding. * Stammering, which is not in itself a SLC need, is causing severe difficulty to the child in their communication and participation   **NC Level**  Across or below expected NC level range with an unusual profile showing strengths  and weaknesses primarily in speaking and listening and literacy skills. | | | **As range 4 plus:**   * Provide an appropriately trained teacher or teaching assistant to carry out SALT programmes for at least 15 minutes daily * Planning must adhere to the targets and include reasonable adjustments to support the mainstream classroom where possible * Where there is a diagnosis of Developmental Language Disorder (with or without associated speech disorder) or where there is a severe speech disorder, 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 * It must be recognised that language disorder is a persistent, severe and lifelong disability * Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well- being) as well as social and functional use of language | | * Flexible pupil groupings * Positive peer speech and language models   Groupings reflect ability with modifications made to ensure curriculum access | | **As range 4 plus:**   * Small class sizes * Daily targeted speech intervention * Access to regular speech and language therapy * Possible Outreach support   Interventions need to be embedded not used in isolation. | | **School**   * Should have a placement with access to specialist teaching and non-teaching support within the classroom and wider setting to facilitate access to the curriculum and social communication * These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum * Ensure additional training is available for mainstream staff to support curriculum modifications   ELKLAN Materials can be used.   * Specialist teachers (in school or from LA) and or Speech and Language Therapy are consulted on a regular basis and may monitor and review progress and set medium- or long-term targets or provide direct support. * SEND Outreach Service or SALT DLD team may provide ongoing direct intervention work. | |
|  | **PfA Outcomes** | | | | | | | |
| **Employability/Education** | | **Independence** | | **Community Participation** | | **Health** | |
| **Reception to Y2 (5-7**  **years)** | Child will have the communication and interaction skills required to meet with adults from a range of careers and obtain information, appropriate to the child’s age and developmental level, in relation to different jobs to enable them to begin to think about what they may like to do in the future.  Child will engage with real world visits (fire stations, farms, etc.) and be able to communicate with adults present to obtain information relating to any questions they may have. | | Child will have the communication and interaction skills required to enable them, with adult supervision support and modelling, to ask for things that they would like (ordering juice in a coffee shop, asking for a toy or food item at a shop counter etc.) | | Child will be able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities.  Child will have the communication and interaction skills required to begin to develop friendships with peers. | | Child will have the language, communication skills required to gain the attention of an adult at times when they feel unwell in order to access appropriate medical care as required.  Child will have the language and communication skills required to enable them to articulate choices relating to diet and physical exercise. | |
| **Y3 to Y6 (8-**  **11 years)** | Child will be able to articulate their ideas in relation to different career and education options and will have the communication skills required to ask questions to support them in moving towards making choices.  Child will be able to engage with career related role models/sessions on different career paths from visitors in school to further increase their understanding of potential options/areas of interest. | | Child will have the communication and interaction skills required to enable them to ask for things that they would like, to pay for things in a shop or school lunch hall, as step toward independent living.  Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required. | | Child will have the communication and interaction skills required to develop and maintain friendships with peers.  Child will be able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs.  Child will have the language and communication skills required to outline any issues relating to bullying or safety online to an adult. | | Child will have the language and communication skills required to explain the issue to an adult at times when they are hurt or feel unwell in order to access appropriate medical care as required.  Child will have the language and communication skills required to enable them to articulate choices relating to diet and physical exercise. | |
| **Y7 to Y11 (11-16**  **years)** | Child will be able to engage with structured careers advisory sessions, communicating their thoughts and ideas relating to potential career choices and having the interaction skills to talk with adults to obtain additional information/guidance as required to enable them to make informed choices.    Child will have the communication and interaction skills (written or verbal) required to facilitate the building of a personal/vocational profile within careers sessions, moving towards building a CV for application for further education/training or employment. Child will have the communication and interaction skills required to function within a workplace environment, either with respect to work experience/voluntary work or part time employment to enable them to gain work related experience and explain areas of interest. | | Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time,  money, being able to ask questions and seek support/guidance where required.    Child will have the communication and interaction skills required to enable them to socialise with peers (unsupervised) within the community and to access activities within the local community in accordance with their preferences. | | Child will have the language, communication and interaction skills to develop and maintain friendships with peers and to integrate successfully into a range of social groupings and situations.    Child will be able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability. | | Child will have the language and communication skills required to ask questions in order to obtain additional information relating to sex education managing more complex health needs, risks related to drugs and alcohol and support for mental health and wellbeing as required.    Child will be able to communicate, with adult support/prompting, any health needs or concerns to a GP to obtain appropriate medical care or support as required. | |
| **Provision** | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Communication and Interaction, SLCN and ASD. | | | | | | | |