

Graduated Approach Communication and Interaction (SLCN)



Communication and Interaction Needs

Speech, Language & Communication Needs (SLCN)

Guidance for children and young people with Speech, Language and Communication 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 SLCN:

- **Primary need:** a persistent developmental difficulty specific to the speech and language systems associated with speech sounds, formulating sentences, understanding, social interaction or fluency.
- **Secondary need:** primary developmental factor related to autism, physical, hearing or cognitive impairments which affect speech, language and communication.
- Reduced developmental opportunities meaning that language is impoverished or delayed; mainly linked to social disadvantage.
- Speaking and understanding English as an additional language (EAL) does not in itself constitute a SLCN difficulty. The varied structures and phonologies of different languages however 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 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'

This document provides guidance regarding provision, staffing and identification for pupils at the different stages. 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.

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 skills on social development and attainment
- Structured opportunities to support children's speech and language development
- Effective and positive adult-child interaction
- High quality verbal input by adults

Children may have a specific speech and language difficulty classed as a primary need if they are attending the speech and language Resourced Provision or have outreach support from that service. Where applicable, guidance for pupils with autism, physical, cognition and learning, hearing and behavioural and emotional difficulties should also be consulted.

Speech Language Communication Needs

Range Descriptors Overview

Range Descriptor	Overview
Quality First Teaching – Range 1 Mild	<p>CYP 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:</p> <ul style="list-style-type: none">• CYP does not have a diagnosis of autism made by an appropriate multi-agency team• Speech is understood by familiar adults but has some immaturities, which may impact on social interaction. Phonological awareness (speech sound awareness) difficulties impact on literacy development• 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• 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• 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

Initial Support
– Range 2 Mild
- Moderate

CYP 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 CYP is saying if out of context
- The CYP's speech may have some immaturities or use of more unusual sounds within their talking, which may impact on social interaction and 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
- CYP 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
- CYP is likely to present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases more consistently

SEND Support
– Range 3
Moderate

CYP 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 the 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
- CYP may or may not have a diagnosis of Autism 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 may lead to limited opportunities to interact with peers
- May be socially vulnerable
- May become isolated or frustrated
- Phonological awareness (Speech sound awareness) difficulties impact on literacy development

Expressive

- The CYP 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
- May have difficulties in recounting events in a written or spoken narrative

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.

SEND Support
– Range 3
Moderate
CONTINUED

Social Communication

- Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.

**Enhanced
SEND Support
– Range 4
Significant**

CYP 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 the 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
- CYP will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum
- CYP may or may not have a diagnosis of Autism made by an appropriate multi-agency diagnostic team
- 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 for all listeners to understand when out of context (and sometimes where it is known).

Must have an identified Speech, Language and /or Communication Delay/Disorder

This could be difficulties in:

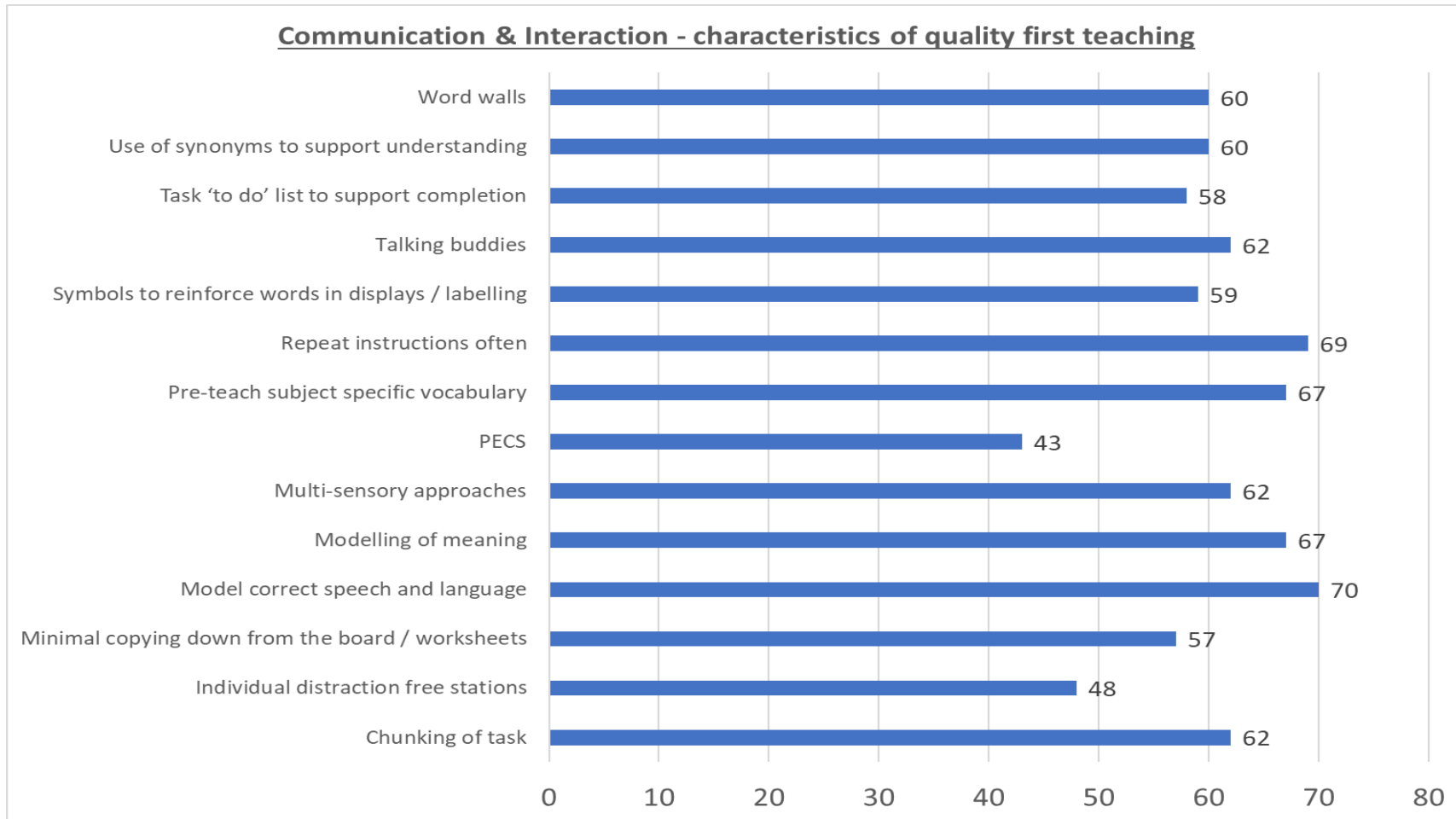
- Understanding and/or using language
- Speech Sound development
- Social Interaction

Identification

- Diagnosed by a Speech and Language Therapist
- CYP's with Developmental Language Disorder (DLD) may have associated social communication difficulties
- CYP's with DLD may 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
- CYP's with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory
- CYP's with DLD may have behavioural, emotional and social difficulties which impact on everyday interactions and learning.

Quality First Teaching – Range 1

Schools in Stoke-on-Trent were surveyed to better understand what quality first teaching looked like with regards to communication and interaction, the following graph (see below) shows the range of support on offer and that 'Modelling correct language; 'repeat instructions often', 'model meaning' and Pre-teach subject specific vocabulary' are the top strategies used.



Initial Support – Range 2

NEEDS and CHALLENGES	Impact of Covid – this may be a group of CYP who on the whole enjoyed reduced social and communication interactions during lockdown. They may have needed additional support to return to school and communicate with others.
ASSESS	<ul style="list-style-type: none"> • Locke and Beech • Renfrew • Boxall • Anna Freud Wellbeing checklist • Neurodiversity checklist • Intervention pre-assessments
PLAN AND DO	<ul style="list-style-type: none"> • SALT individual programmes (SLCN) • Early Talk Boost (SLCN) • Talk Boost KS1 (SLCN) • Talk Boost KS2 (SLCN) • Time to Listen (SLCN) • Time to Talk (SLCN) • Communication Fix (CLCN) • Transporters (ASC emotion focused programme 4 – 8yrs) • Social and Communication Fix • Emotional Literacy • Meet and greet – nurture support through emotional Literacy • Lunch and breaktime support • Think it Say it • Nurture room • Calm down area
EXPECTED OUTCOMES/ REVIEW	<ul style="list-style-type: none"> • CYP interacts with staff and peers

NEEDS and CHALLENGES	<p>Observed emerging and/or fluctuating low level difficulties with the following:</p> <ul style="list-style-type: none"> • Difficulties relating to others • May struggle with social interactions and social cues. • Lack of social empathy • Lack of appropriate social conversational skills <p>Solitary play</p>
ASSESS	<ul style="list-style-type: none"> • Ensure Hearing Test has been completed. • Universally Speaking 5-11yrs checklist. Communication Friendly Checklists (ican.org.uk) • Classroom observation
PLAN and DO	<ul style="list-style-type: none"> • Ensure that Parents and CYP is involved in monitoring and supporting their targets • Reasonable adjustments should be planned for, revisited and amended as appropriate • QFT (at least consistently Good) • buddy system • focus social skills group within classroom and/or at playtime • playground leaders • conversation starters • visual timetable/ diary • Talking Mats for Pupil Voice
EXPECTED OUTCOMES/REVIEW	<ul style="list-style-type: none"> • CYP involved in setting and monitoring their own outcomes <p>Over a period of time:</p> <ul style="list-style-type: none"> • Increase in confidence to interact with staff and peers • Understanding of boundaries and social empathy • Smoother transition between activities

Language:

NEEDS and CHALLENGES	<ul style="list-style-type: none">• Limited vocabulary knowledge, learning and using new words• Difficulty understanding words that are said to them impacting on access to language for learning• Attention and concentration skills which could impact on behaviour• May rely on non-verbal communication• Limited spoken language for their age• Difficulty in understanding language for learning• Difficulty with receptive and expressive language Language delay
ASSESS	<ul style="list-style-type: none">• Ensure Hearing Test has been completed• Universally Speaking Checklist (5-11yrs) Communication Friendly Checklists (ican.org.uk)

PLAN AND DO

- Ensure that Parents and CYP is involved in monitoring and supporting their targets
- Reasonable adjustments should be planned for, revisited and amended as appropriate
- QFT (at least consistently Good)
- Classroom language role model e.g. modelling correct language use, ensuring instructions are pre-cued, language being simplified as needed, break instructions into chunks etc.
- Promote positive peer language role models
- Attention paid to position of CYP in room and acoustics
- Accessible to all CYP, differentiated to the correct level
- Consideration to grouping sizes and what's appropriate for an individual's needs
- Visuals with instruction to aid understanding
- Visual timetables
- Time to process verbal instruction
- Regular check-ins to ensure understanding throughout a lesson
- Visual prompts and concrete apparatus to support learning
- Task-board to support completion of task in correct order
- Activities that are multisensory and more visual e.g. mind mapping
- Pre-teach new vocabulary and opportunities to apply this
- Modify language tasks
- Flexibility in expectations of given tasks
- Use of Dictaphone, talking tins etc.
- Clicker 8 -Primary
- Docs Plus -Secondary
- Talking Mats for Pupil Voice
- Word Aware Approach to the teaching of vocabulary

EXPECTED OUTCOMES/REVIEW	<ul style="list-style-type: none"> • CYP involved in setting and monitoring their own outcomes. Over a period of time: <ul style="list-style-type: none"> • BPVS score increased • Renfrew scores increased • CYP follows instructions more regularly. • Increase seen in their attention and concentration. • CYP is more confident to use new vocabulary. • Less reliant on visual support and prompts.
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Speech:

NEEDS and CHALLENGES	<ul style="list-style-type: none"> • Unclear speech impacting on social interactions and the acquisition of literacy • Difficulties getting words out, stammering • Reluctant speaker/selective mute • May have phonological difficulties which impacts on their reading and spelling
ASSESS	<ul style="list-style-type: none"> • Ensure Hearing Test has been completed • Early Communication Screen (FS) • Locke and Beech (0-7yrs)
PLAN and DO	<ul style="list-style-type: none"> • Ensure that Parents and CYP is involved in monitoring and supporting their targets • Reasonable adjustments should be planned for, revisited and amended as appropriate • <u>QFT (at least consistently Good)</u> • Positive speech role model e.g. model the correct pronunciation in the adult's verbal response • Promote positive peer speech role models • Attention paid to position of CYP in room and acoustics • For a stammer, don't bring attention to the stammer but encourage the student to slow down and take their time • For selective mute, establish which settings they may speak in or which people they will speak to. Do not have a target to talk, remove all pressure to talk. CYP should be identified as SEMH • Talking Mats for Pupil Voice

EXPECTED OUTCOMES/REVIEW	<ul style="list-style-type: none"> • CYP involved in setting and monitoring their own outcomes <p>Over a period of time:</p> <ul style="list-style-type: none"> • Clearer speech especially to unfamiliar adults • Reduction in the stammer and more confident to speak • For selective mute, reduction in pressure could support the development of one or more positive relationships
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New to English (EAL):

NEEDS and CHALLENGES	<ul style="list-style-type: none"> • Difficulties in understanding English and using expressively • Receptive and expressive language could be very limited
ASSESS	<ul style="list-style-type: none"> • Ensure Hearing Test has been completed • NASSEA EAL Assessment Framework (FS- Secondary) • Proficiency in English Scale (FS- Secondary) • Bells Foundation Assessment Framework (primary and secondary) <p>https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/</p>

PLAN and DO	<ul style="list-style-type: none"> • Ensure that Parents and CYP is involved in monitoring and supporting their targets • Reasonable adjustments should be planned for, revisited and amended as appropriate • <u>QFT (at least consistently Good)</u> • Well planned transition with visuals • Use lots of visuals and modelling of instructions • Group/pair with good strong English role models • Ensure pupils access a language rich environment • Ensure activities are practical • Use translator websites • Talking Mats for Pupil Voice • EAL Induction Programme of Learning: • New Arrival Programme for Primary/Secondary • EAL Language Builder • The Learning Village www.learningvillage.net/ • Clicker 8 – Primary • Docs Plus - Secondary
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • CYP involved in setting and monitoring their own outcomes • CYP become more confident to use non-verbal communication • CYP becomes increasingly more confident to use English expressively

NEEDS AND CHALLENGES	Discharged from speech therapy
ASSESS	<ul style="list-style-type: none"> • Renfrew assessment tool • British Pictorial Vocabulary Scale • Early years screening tool
PLAN and DO	<ul style="list-style-type: none"> • Support from speech therapist as part of the FOAL project • Good support from in school team

**EXPECTED
OUTCOMES /
REVIEW**

- Improved levels of communication and greater understanding of language

SEND Support – Range 3

NEEDS and CHALLENGES	Observed persistent and moderate difficulties with the following: Difficulties relating to others: <ul style="list-style-type: none">• Inability to interpret social cues correctly• Lack of appropriate social conversational skills• Literal use and interpretation of language• Inability to see other people’s point of view• Solitary play Difficulties taking part in conversation
ASSESS	<ul style="list-style-type: none">• Actively monitor behaviour as an indicator of SLCN. As per Initial Support above plus: <ul style="list-style-type: none">• Universally Speaking 5-11 checklist. Link (Communication Friendly Checklists (ican.org.uk))• Universally Speaking (0-5, 5-11, 11-18yrs)• Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs)• Classroom observation

PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need • Classroom staff access advice from the SENCo • Discussion with SEND Services Advisor • As per Initial Support, plus: • Access to SEND Services Specialist Practitioners to model specific programmes and strategies • Classroom staff access advice from the SENCo • Visual support • Visual timetable/diary • Workstation as appropriate • Sulp (Social Use of Language Programme) • Socially Speaking • Social Stories • Comic Strip Conversations • Talking Partners • Talk about...Friends • Talk about...secondary school • Social Thinking • Circle of Friends • The Friendship Formula
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • As per Initial Support plus: • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention • With support: • Increase in confidence to interact with staff and peers • Understanding of boundaries and social empathy • Smoother transition between activities • Follow link for What Works register and select intervention depending on need • https://ican.org.uk/site-search/?q=what+works • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/

Language:

NEEDS and CHALLENGES	<ul style="list-style-type: none">• Limited vocabulary knowledge, learning and using new words• Lack of receptive language, impacting on access to language for learning• May rely on non-verbal communication• Limited spoken language for their age Difficulty in understanding abstract concepts and retrieving from memory
ASSESS	As per Initial Support plus: <ul style="list-style-type: none">• BPVS (3-16yrs)• Renfrew (3-8yrs)• Early Communication Screen (FS)• Locke and Beech (0-7yrs)• Universally Speaking (0-5, 5-11, 11-18yrs)• Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs)

PLAN and DO

- The CYP is on the SEND register at SEN Support with SLCN as the primary area of need
- Classroom staff access advice from the SENCo
- Discussion with SEND Services Advisor
- As per Initial Support, plus:
- Referral to SALT as appropriate.
- Intervention to target receptive and or expressive language as appropriate
- Access to SEND Services to model specific programmes:
 - Spirals
 - Time to Talk
 - Talking Partners
 - Talking Maths
 - Talk Boost
 - Makaton
 - Sign-a-long
 - Time to Talk -Ginger Bear
 - Reception Narrative
 - Teaching Talking
 - Asking Good Questions
 - Asking More Specific Questions
 - Talk about... series
 - ELKLAN Language Builders
 - Nuffield Early Language Programme
 - Derbyshire Language Scheme
 - Talking Maths
 - Language for Thinking
 - Colourful Semantics and Shape-Coding
 - Language Steps
 - LOLA (active listening)
 - SALT programme

EXPECTED OUTCOMES / REVIEW	<p>Over a period of time:</p> <ul style="list-style-type: none"> • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention • BPVS score increased • Renfrew scores increased <p>With support:</p> <ul style="list-style-type: none"> • Student follows instructions more regularly • Increase seen in their attention and concentration • Student is more confident to use new vocabulary • Less reliant on visual support and prompts • Follow link for What Works register and select intervention depending on need. https://ican.org.uk/site-search/?q=what+works • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/
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Development Language Disorder (DLD):

NEEDS and CHALLENGES	Developmental Language Disorder (DLD): (as diagnosed by SALT)
ASSESS	<ul style="list-style-type: none"> • SALT referrals and diagnosis • Ensure Hearing Test has been completed. • BPVS (3-16yrs) • Renfrew (3-8yrs) • Early Communication Screen (FS) • Locke and Beech (0-7yrs) • Universally Speaking (0-5, 5-11, 11-18yrs) • Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs)

PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need • Classroom staff access advice from the SENCo • Discussion with SEND Services Advisory <p>As per Initial Support, plus:</p> <ul style="list-style-type: none"> • Access to SEND Services to model specific programmes • Guidance from outside agencies, implementation of speech targets from therapists • With SALT consultation, CYP accesses SEND Early Years Outreach Support or attends SEND SLCN Resource as part of a dual placement
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • Increase competence and confidence • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention <p>With support:</p> <ul style="list-style-type: none"> • CYP to be a more confident communicator with peers and adults, achieve targets and make sustained measurable progress • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/

Speech:

NEEDS and CHALLENGES	<ul style="list-style-type: none"> • Unclear speech impacting on social interactions and the acquisition of literacy • May have phonological difficulties which impacts on their reading and spelling
ASSESS	<p>As per Initial Support plus:</p> <ul style="list-style-type: none"> • Early Communication Screen (FS) • Locke and Beech (0-7yrs) • Universally Speaking (0-5, 5-11, 11-18yrs) • Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs) • Speech Checklist and support- ILS SEND Services Early Years Specialist Practitioners

PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need • Classroom staff access advice from the SENCo • Discussion with SEND Services Advisor <p>As per Initial Support, plus:</p> <ul style="list-style-type: none"> • Referral to SALT as appropriate. • Access to ILS SEND Services to model specific programmes. <ul style="list-style-type: none"> - SALT programme - Cued Articulation - Sonic Phonics - ELKLAN Sound Builders - Bigmouth
EXPECTED OUTCOME / REVIEW	<p>Over a period of time:</p> <ul style="list-style-type: none"> • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention <p>With support:</p> <ul style="list-style-type: none"> • Clearer speech especially to unfamiliar adults • Reduction in the stammer and more confident to speak • For selective mute, reduction in pressure could support the development of one or more positive relationships and possibly the beginnings of verbal communication • Follow link for What Works register and select intervention depending on need https://ican.org.uk/site-search/?q=what+works • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/

Speech Sound Disorder (SSD):

NEEDS and CHALLENGES	Speech Sound Disorder (SSD): (as diagnosed by SALT)
ASSESS	As per Initial Support plus: <ul style="list-style-type: none"> • SALT referrals and diagnosis • Early Communication Screen (FS) • Locke and Beech (0-7yrs) • Universally Speaking (0-5, 5-11, 11-18yrs) • Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs)
PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need • Classroom staff access advice from the SENCo • Discussion with SEND Services Advisor As per Initial Support, plus: <ul style="list-style-type: none"> • Access to SEND Services to model specific programmes • Guidance from outside agencies, implementation of speech targets from therapists • With SALT consultation, CYP accesses SEND Early Years Outreach Support or attends SEND SLCN Resource as part of a dual placement
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention With support: <ul style="list-style-type: none"> • CYP to be a more confident communicator with peers and adults, achieve targets and make sustained measurable progress • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/

Social, emotional and/or behavioural difficulties:

NEEDS and CHALLENGES	<p>Low self-esteem</p> <ul style="list-style-type: none"> • Anxiety due to social communication difficulties • Social and behavioural difficulties <p>Difficulties in attention and listening which could impact on behaviour</p>
ASSESS	<ul style="list-style-type: none"> • Actively monitor behaviour as an indicator of SLCN <p>As per Initial Support plus:</p> <ul style="list-style-type: none"> • Universally Speaking (0-5, 5-11, 11-18yrs)
PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need • Classroom staff access advice from the SENCo • Discussion with SEND Services Advisor <p>As per Initial Support, plus:</p> <ul style="list-style-type: none"> • Access to ILS SEND Services to model specific programmes <ul style="list-style-type: none"> • Talk about...emotions (Speechmark) • The Friendship Formula • Talk about...teenagers • Circle Time • Emotional Literacy
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention <p>With Support:</p> <ul style="list-style-type: none"> • Increased self-esteem • Lower levels of and infrequent frustrations • Greater independence using strategies to support frustration and communication • Follow link for What Works register and select intervention depending on need https://ican.org.uk/site-search/?q=what+works • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/

EAL pupils have difficulty acquiring English as well as their home language/s:

NEEDS and CHALLENGES	EAL pupils have difficulty acquiring English as well as their home language/s:
ASSESS	<p>As per Initial Support plus:</p> <ul style="list-style-type: none"> • NASSEA EAL Assessment Framework (FS – Secondary) • Proficiency in English Scale (FS – Secondary) • Bells Foundation Assessment Framework (primary and secondary) <p>https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/</p> <p>Referral to and assessment by SALT to ascertain difficulties in acquiring both English and home language/s.</p>
PLAN and DO	<ul style="list-style-type: none"> • The CYP is on the SEND register at SEN Support with SLCN as the primary area of need. • Classroom staff access advice from the SENCo. • Discussion with SEND Services Advisor. <p>As per Initial Support, plus:</p> <ul style="list-style-type: none"> • Access to SEND Services to model specific programmes. <ul style="list-style-type: none"> - Talking Partners - Word Aware Approach - Teaching Vocabulary - Switch On EAL - Talking Maths - Specific recommendations and advice from SALT
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • CYP and parent have greater ownership of outcomes and small steps towards them • Improvements seen and measured at review of intervention <p>With support:</p> <ul style="list-style-type: none"> • CYP become more confident to use non-verbal communication • CYP becomes increasingly more confident to use English expressively • Follow link for What Works register and select intervention depending on need https://ican.org.uk/site-search/?q=what+works

Enhanced SEND Support – Range 4

<p>NEEDS and CHALLENGES</p>	<p>Observed persistent difficulties which significantly affect the following:</p> <ul style="list-style-type: none"> • Difficulties do not follow a typical pattern of development. Communication skills are typical of much younger child • Continuous Developmental Language Disorder (DLD) /Speech Sound Disorder (SSD). • Difficulties mean that social situations can result in anxiety, isolation, emotional outbursts or vulnerability • Anxiety related to changes in routine. CYP seems more isolated or frustrated • In respect of receptive and expressive communication difficulties accessing the curriculum, processing information, following instructions, answering questions and requires regular and planned additional resources • Difficulties being able to retrieve from memory and use the words needed which affects fluency, sentence structure and quality of vocabulary used • Poor understanding of abstract language, verbal reasoning needed for problem solving, inferring and understanding the feelings of others
<p>ASSESS</p>	<ul style="list-style-type: none"> • BPVS (3-16yrs) • Renfrew (3-8yrs) • Locke and Beech (0-7yrs) • Universally Speaking (0-5, 5-11, 11-18yrs) • Speech, Language Communication Progression Tool (Communication Trust) (3-18yrs)

<p>PLAN and DO</p>	<p>As per School Support plus:</p> <ul style="list-style-type: none"> • Refer to SALT • Collaborative working with all professionals • SALT programme • SEND Services Specialist Teacher/Advisor referral for detailed assessment and recommendations • Personalised intervention as advised by outside agency • Structured intervention to be delivered at least three times weekly • Continued access to increasingly bespoke SEND Early Years Outreach Support or SEND SLCN Resource as part of a dual placement • Attention paid to acoustics and position in classroom • Personalised planning to promote positive peer speech and language modelled • Personalised planning to ensure that tasks are presented to best suit individual needs • Curriculum access is supported by a clear, structured approach including visual aids and modified/reduced language • Encourage CYP to transfer and generalise the skills taught • All staff should be appropriately trained
<p>EXPECTED OUTCOMES / REVIEW</p>	<p>As per School Support plus: Increasingly personalised support:</p> <ul style="list-style-type: none"> • CYP gain confidence in using communication skills • CYP gain confidence and understanding of social cues • CYP receptive and expressive language increases • CYP develop and progress as measured by assessments and at intervention review • ICAN evidence research papers Talk 1- 10 https://ican.org.uk/about-us/our-evidence/ • Follow link for What Works register and select intervention depending on personalised plan. https://ican.org.uk/site-search/?q=what+works

NEEDS and CHALLENGES	Previous interventions in place and yet the gap between the child and their peers continues to grow:
ASSESS	<ul style="list-style-type: none"> • SLCN specialist advice or Educational Psychology Service
PLAN and DO	<ul style="list-style-type: none"> • Language programmes • Pre-teach vocabulary • Scaffolding • Use of visual aids and concrete apparatus
EXPECTED OUTCOMES / REVIEW	<ul style="list-style-type: none"> • The gap between the learner and the peers to decrease • Advice to better address difficulties • Advice for next steps Parents have the opportunity to talk to further professional

Communication and interaction: PfA Outcomes and Provision

Reception to Y2 (5-7 years)

Employability/Education	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to meet with adults from a range of careers and obtain information, appropriate to the CYP'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.• CYP 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
Independence	<ul style="list-style-type: none">• CYP 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.)
Community Participation	<ul style="list-style-type: none">• CYP will be able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities• CYP will have the communication and interaction skills required to begin to develop friendships with peers
Health	<ul style="list-style-type: none">• CYP 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• CYP 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)

Employability/Education	<ul style="list-style-type: none">• CYP 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• CYP 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
Independence	<ul style="list-style-type: none">• CYP 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 steps toward independent living• CYP 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.
Community Participation	<ul style="list-style-type: none">• CYP will have the communication and interaction skills required to develop and maintain friendships with peers• CYP will be able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs• CYP will have the language and communication skills required to outline any issues relating to bullying or safety online to an adult
Health	<ul style="list-style-type: none">• CYP 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• CYP 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)

Employability/Education	<ul style="list-style-type: none">• CYP 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• CYP 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• CYP 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
Independence	<ul style="list-style-type: none">• CYP 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• CYP 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
Community Participation	<ul style="list-style-type: none">• CYP 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• CYP will be able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability
Health	<ul style="list-style-type: none">• CYP 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• CYP 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