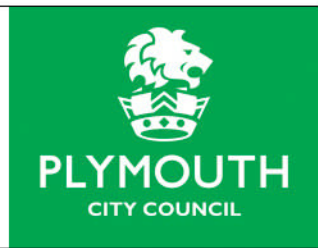


GRADUATED APPROACH

Speech Language & Communication Needs (SLCN)

CIT LANGUAGE TEAM



This Guidance is written with reference to the **2015 SEND Code of Practice** and **The Communication Trust's *Communicating the Code***

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-code/

The **Communication Interaction Team (CIT)**, like *The Communication Trust*, follows a social model of disability. This model recognises that any needs a child or young person (CYP) may have do not need to be disabling if those around them understand their needs and are able to remove the barriers that get in the way of learning and wellbeing.

The **CIT Language Team** support CYP in mainstream schools/settings aged 4 to 19 years with Speech, Language and Communication needs (SLCN) and Developmental Language Disorder (DLD).

This Guidance outlines how the **CIT Language Team** supports schools/settings at the **Universal, Targeted** and **Specialist levels** of the SEND Graduated approach to inclusion. We can be involved at all stages of the **assess-plan-do-review** cycle.

This guidance also suggests how schools/settings can support CYP with SLCN in schools/settings.

CIT Language Team Local offer

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/communicationinteractionteam/language-support>

CIT Language Team webpage

<https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/specialeducationalneedsanddisabilitysend/childrenspeechlanguageandcommunicationneeds>

Children's Speech and Language Therapy Service

<https://www.livewellsouthwest.co.uk/childrens-services/speech-and-language>

The **SEND Code of Practice** (January 2015) defines **SLCN** as follows:

Communication and Interaction

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.*

UNIVERSAL

'...support that should be available to all children to promote speech, language and communication development; and to enable effective early identification of children who may be struggling'

The CIT Language team supports by:

Providing training and information

Consulting with staff to discuss general strategies/differentiation

Keeping the CIT webpage and *Local Offer* updated

Responding to emails/phone calls for general SLCN advice and signposting

Providing information on particular areas of SLCN such as vocabulary/phonological awareness etc.

Schools/settings can support by:

Understanding the **SEND Code of Practice** in relation to **SLCN**

Communicating the Code helps all those involved with children and young people (CYP) with SLCN fulfil their responsibilities effectively under the SEND Code of Practice.

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-code/

Signing up to the **Communication Commitment**, a free resource to support all CYP's language and communication skills www.thecommunicationtrust.org.uk/projects/communication-commitment/about-the-commitment/

Developing an awareness of SLCN through free online **professional training**

www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/

www.slcframework.org.uk/

www.advanced-training.org.uk/

Asking CYP questions at the right developmental level

www.languageisheartosay.com/marion-blank-language-levels/

Identifying SLCN effectively

www.thecommunicationtrust.org.uk/projects/identifyingslcn/

www.radld.org/

Understanding 'ages and stages' of typical language development to inform planning and differentiation.

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/

<https://ican.org.uk/i-cans-talking-point/progress-checker-home/>

Using appropriate resources/strategies/interventions to support SLCN at Universal level

www.thecommunicationtrust.org.uk/projects/what-works-for-education-settings/

Finding out about the **CYP's views** on their SLCN

www.thecommunicationtrust.org.uk/media/13556/childrens_consultation_final.pdf

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-children-and-young-people-with-slcna-brief-guide/

Having a 'Communication Friendly' **environment**

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists/

www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf

Talking to **parents** about CYP's SLCN

www.thecommunicationtrust.org.uk/projects/professional-development/a-professional-development-video-talking-to-parents/

www.afasic.org.uk

Becoming a **Language Champion** or a **Language Leader**

www.thecommunicationtrust.org.uk/projects/local-champions/

www.thecommunicationtrust.org.uk/projects/language-leaders/

Supporting trainee and newly qualified **teachers**

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/initial-teacher-education/

Monitoring and tracking CYP's progress

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/beyond-measure/ (Early years)

TARGETED

...support to describe additional or different support or intervention for children who are struggling with elements of speech, language and/or communication; this may be individual or group support

The CIT Language team supports by:

Holding consultative planning meetings with SENCOs

Providing transition support/advice at all key stages

Providing Early Years 'bespoke' DLD/transition training for schools/settings

Providing training on particular interventions such as *Colourful Semantics* or topics requested by schools/settings

Attending multi-disciplinary meetings to advise on CYP not already known to the team

Contributing to TAMs/EHATs/EHCPs

Carrying out observations to inform advice/interventions

Carrying out standardised language assessments

Advising on targeted interventions such as language groups

Advising on teaching strategies to support SLCN

Supporting schools/settings with 'SMART' targets for IEPs, PEPs and Provision Maps

Advising on differentiation/adaptations

Providing written feedback via emails or reports

Meeting with parents

Schools/settings can support by:

Using appropriate **resources**/strategies/interventions to support SLCN at a **Targeted** level

www.thecommunicationtrust.org.uk/projects/what-works-for-education-settings/

Cued Articulation www.soundsforliteracy.co.uk/cued-articulation.html

Visuals www.stickmancommunications.co.uk/

Widgit symbols www.widgit.com/index.htm

Clicker literacy support www.cricksoft.com/uk/clicker

BLANK language activities www.languageisheartosay.com/marion-blank-language-levels/

Black Sheep Press speech and language resources (3 years to adult) www.blacksheepress.co.uk

Finding out more about the CYP's SLCN using the **Progress Checker**, **Progression Tools**, CIT's **SLCN checklist** or **Round Robin**.

<https://ican.org.uk/i-cans-talking-point/progress-checker-home/>

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/

www.plymouthonlinedirectory.com/plymouthlocaloffer/communicationinteractionteam/languagesupport

www.plymouth.gov.uk/sites/default/files/Round%20Robin.pdf

Involving CYP in supporting others with SLCN

www.thecommunicationtrust.org.uk/communication-leaders/

Making effective **referrals** to **Speech** and **Language Therapy** Teams

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/making-effective-referrals/

<https://www.livewellsouthwest.co.uk/childrens-services/speech-and-language>

Gaining an **accredited qualification**: www.thecommunicationtrust.org.uk/projects/professional-development/platform-3/interested-in-platform-3/

www.elklan.co.uk/courses/practitioners

SPECIALIST

The specialist level includes individualised assessment, intervention and support from specialist practitioners (such as Speech and Language Therapists) in order for the child to make progress

The CIT Language Team supports by:

- Carrying out standardised language assessments
- Writing language assessment reports for MASPs and EHCPs
- Delivering training in specialist areas of SLCN such as DLD or Paget Gorman Signed Speech (PGSS)
- Demonstrating teaching strategies to support significant language needs such as DLD
- 1:1 teaching to target particular receptive/expressive language needs
- Working jointly and intensively with Speech and Language Therapists (SALTs) to support a CYP's particular language needs
- Attending and advising on TAMS/EHCP reviews
- Providing personalised transition advice for CYP
- Linking with the Specialist Language Support Centres
- Attending DLD multi-agency focus group to share developments to inform practice
- Meeting with parents of CYP with SLCN/DLD

Schools can support by:

Using appropriate **resources**/strategies/interventions to support SLCN at a **Specialist** level

www.thecommunicationtrust.org.uk/projects/what-works-for-education-settings/

Knowing when/how to **seek additional support**

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-code/

www.thecommunicationtrust.org.uk/media/576495/tct_ctc_primary__final_.pdf

www.thecommunicationtrust.org.uk/media/576498/tct_ctc_secondary.pdf

Making effective **referrals** to **Speech and Language Therapy** Teams

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/making-effective-referrals/

<https://www.livewellsouthwest.co.uk/childrens-services/speech-and-language>

Finding out more about **Developmental Language Disorder (DLD)**

Raising Awareness of DLD RADLD www.radld.org/

www.naplic.org.uk/dld/

www.dldandme.co.uk/

www.dldandme.co.uk/the-book

www.dldandme.org/

www.engage-dld.com/

www.thedldproject.com/

www.boystownhospital.org/news/shining-a-light-on-developmental-language-disorder

Finding out more about **Augmentative and alternative communication (AAC)**

www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/other-ways-of-speaking/

www.pagetgorman.org/what-is-pgss

www.makaton.org/

Finding out more about **research** and development in speech and language www.lucid.ac.uk/

