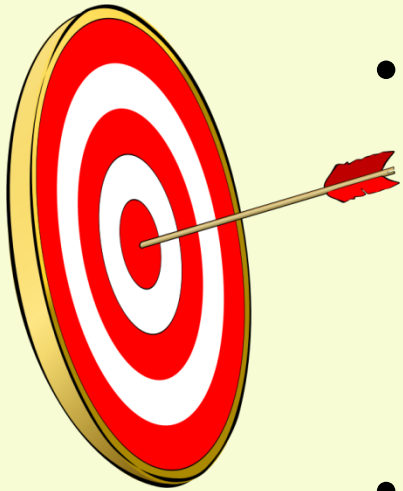


## Identifying the correct provision for pupils with SLCN in the mainstream school



**Rosie Mason and Avril Bull**  
**Pupil and School Support**

# Aims

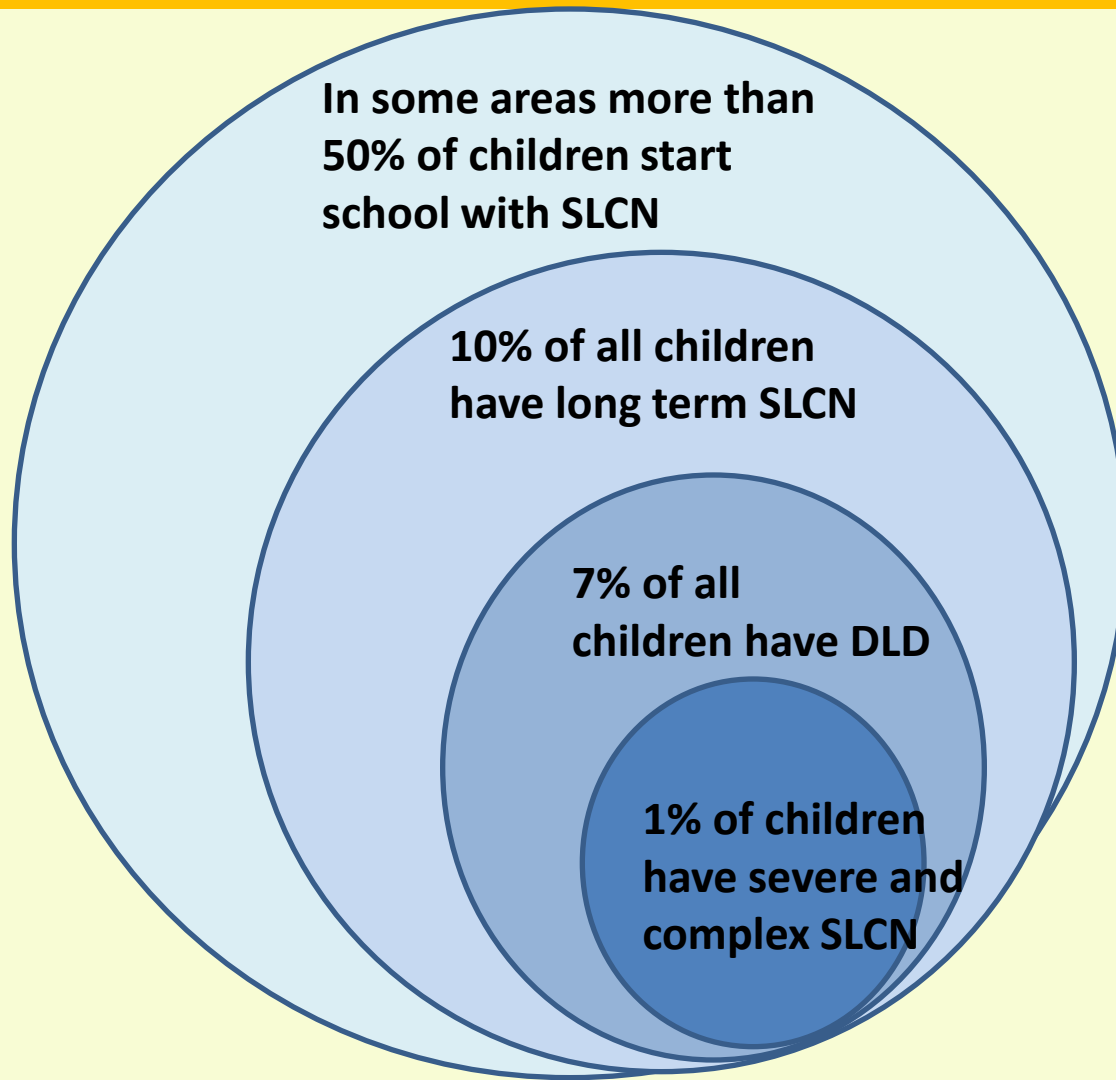


- To think about the current context for children with SLCN
- To consider your school's graduated approach to supporting children and young people with SLCN
- To share some practical strategies and approaches to improve the practice in your school

- Bercow 10 years on
- Speech and Language Therapy in Birmingham - Ofsted
- Transient vs life long SLCN



# What do the statistics for SLCN tell us?



Adapted from  
**'Don't Get Me  
Wrong' p10**

# What is a Developmental Language Disorder?

- Poor word storage and retrieval
- Words mixed up, in the wrong order, shorter sentences, missed off endings especially verb tenses.
- Immature or unclear speech
- May not understand spoken language
- Poor understanding of words, especially abstract vocabulary

See Ralli campaign videos on you tube for examples:

[https://www.youtube.com/watch?v=Onqn\\_7xzp2Q](https://www.youtube.com/watch?v=Onqn_7xzp2Q)

# What is the impact for pupils with SLCN?

**50% to 90% of children with persistent SLCN go on to have reading difficulties.**

**SEMH: 60% of young people in young offenders institutions have communication difficulties (Bryan et al, 2008)**

Hartshorne (2009) says that impact of unmet SLCN is 'widespread and not only affects the individual but the family and also society as a whole'.

# SLCN is the most prevalent childhood disability

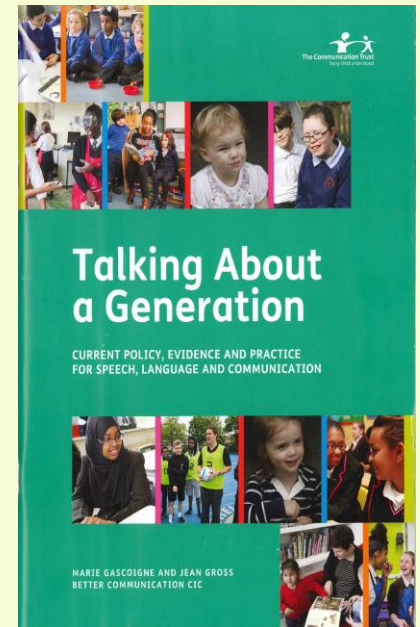
Statistical release for SEND July 2018, for pupils with SLCN as their main need

- There were 22.8% of pupils at SEN Support
- There were 14.6% of pupils with an EHCP or SP

Primary SLCN was 29.8% of all SEND

Secondary SLCN was 11.3% of all SEND

Research is telling us that we massively under identify .Talking about a Generation (Feb 2017) : “The missing children”



# Discussion

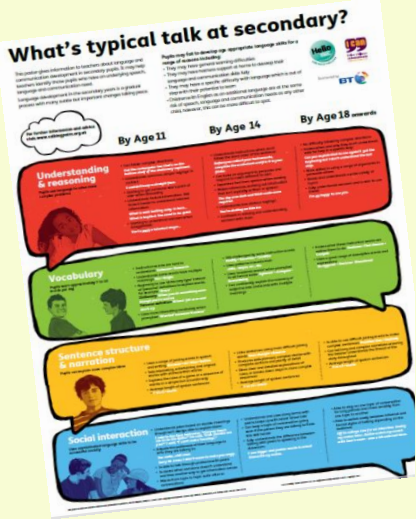
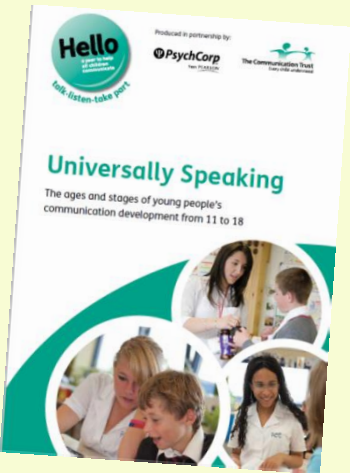
How many pupils do you have in school with identified SLCN? Is it in line with the national picture?

What systems do you have in place to support identification?





# Activity



1 of 2 Inclusion Development Programme Primary and Secondary: Teaching and supporting pupils with speech, language and communication needs

Identification of pupils with SLCN: Primary

	Speaking	Listening	Literacy	Mathematics	Social	Behaviour	Organisational
Speech	Pupils difficult to understand through people may get turned in.	May have difficulties with listening, e.g. discerning between speech sounds.	May have difficulties with reading and spelling.	No specific difficulties associated with mathematics.	May have difficulties associated with problems with being understood.	May withdraw and internalise frustration or display poor behaviour or frustration due to communication breakdown. (Self-esteem can be affected)	
Expressive	Difficulties speaking in sentences and getting message across to others.	May struggle to listen effectively, especially in group activities where they feel they cannot play an active role - some children opt out.	Will have difficulties formulating sentences. Any difficulties with oral language are likely to be reflected in written language.	May struggle with handling elements of mathematics, e.g. remembering shape names. May not have language for mathematics concepts, e.g. 'more than', 'less than'.	Social interaction compromised. Will struggle to negotiate rules and clarify communication breakdowns. Don't have the language to engage fully in play situations. Other children sometimes get up.	May withdraw and internalise frustration or display poor behaviour or frustration due to communication breakdown. Self-esteem can be affected.	Do not have the necessary language to organise play activities, e.g. 'let's pretend you are a ... and I am a ...'. May struggle to organise self for activities, or get equipment if there is a need to ask for it. Difficulties with home-school communication.

## Identification of pupils with SLCN: Secondary

Young person's name:

Completed by:

Date:

### Speech

Speaks too quickly (words run into each other).  
Not easily understood.

Says the same word differently at different times.

Stammers, for example, hesitates, repeats sounds/words, and gets stuck.

### Expressive language

Limited vocabulary that could lead to excessive swearing.  
Finds it hard to express emotions verbally.

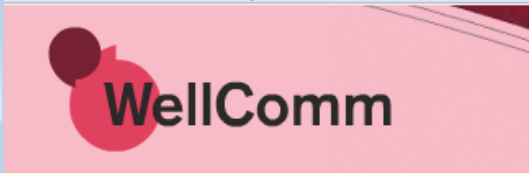
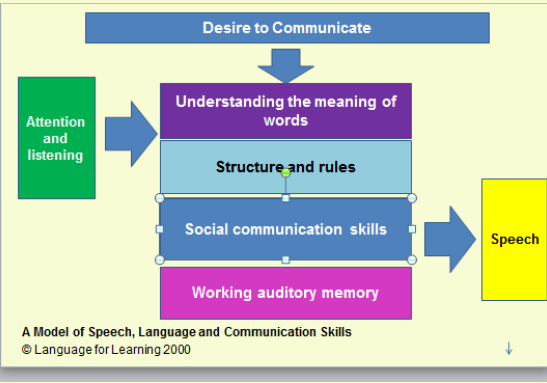
Fluent clear speech that doesn't seem to mean much.

Trouble learning new words, for example, names of people and objects.

Failure to provide significant information to listeners.

Uses made-up words that are almost appropriate, for example, 'window worker man'.

Problems with prepositions (e.g. 'on', 'under', 'over', 'behind',



What is happening in your setting in terms of provision for children with SLCN? Post its activity

With your table use the blank graduated approach to sort and discuss your post its with your group

Are there any gaps in provision?

# Universal approaches

Good universal provision for SLCN relies on 3 elements to be planned well

- Physical environment
- Teacher approaches
- Activities planned to increase interaction and language acquisition



Take a look at the strategies in the envelope

With a partner, sort them into ones you know about and ones that you don't.

Feedback and discussion

Now choose the top 3 that you could target for staff to implement easily.

- From Worcs S+LT **£30 per book**
- Primary and secondary
- Identification tools
- Developmental chart
- Gives key indicators of difficulties in areas
- Support with adopting a whole school approach
- Wide range of positive strategies split into different areas to work on (in line with model) – colour coded



# Developing universal provision

Support from experienced ICAN specialist to develop whole school practice

Focus on developing communication supportive environments and practice.



ICAN Secondary Talk not currently on website

- Little and often
- Regular
- Focused – what words /grammatical structures do they need?
- Evaluated
- Opportunities to use and apply what is learnt within class based activities.

# Barrier Games

Develops receptive and  
expressive language

Listening skills

Giving and following instructions

Good for targeting specific areas

eg vocab, prepositions

Can be done in pairs, as a group, as a class.

Controlled social interaction, turn taking etc





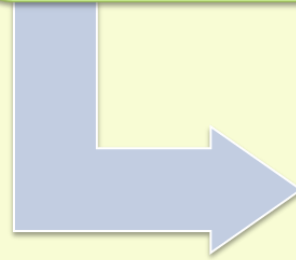
# Pre and post tutoring

Make as many  
'hooks' as  
possible to aid  
storage

Glossaries in  
class

Baseline +  
outcomes

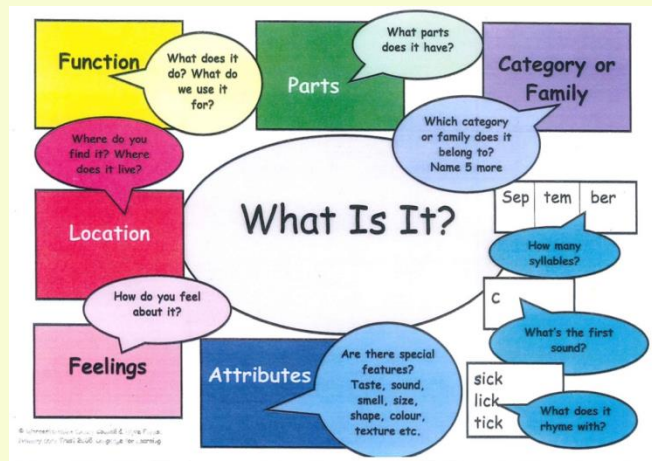
**Tier 3**  
Unusual  
Subject specific words  
E.g. sodium, apparatus,  
photosynthesis



**Tier 2**  
Useful, common but difficult words which can be used  
across different situations  
Words explaining a concept in greater detail, e.g.  
Agony, impatient, horrendous, exaggerate  
Vocabulary for learning used across many or all  
subjects, e.g. Estimate, summarise, explain, design



**Tier 1**  
Basic words that rarely need to  
be taught  
E.g. house, playing, boy



Reassembles sentences by cutting them up into their thematic roles and colour coding in 4 main sections.

- There are further stages for adverbs, adjectives, conjunctions and negatives
- teaches the possible structure of sentences using colour coding and question words.
- Develop/consolidate the understanding of “wh” questions i.e. Who, What, Where.
- develop the use of sentences containing:
- subject / verb / object / place

<http://integratedtreatmentservices.co.uk/resources/>

A technique used to draw the child's attention to specific aspects of grammar or vocabulary

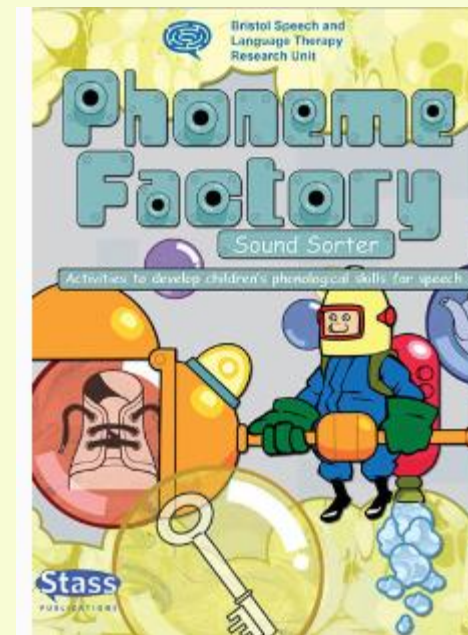
Repetition of a word or phrase multiple times is used in a conversation to facilitate comprehension and possible language production.

e.g. Where **is** my hat, oh here it **is**, here **is** my hat, here it **is**

Books and music are often used to support the approach

# Phoneme Factory

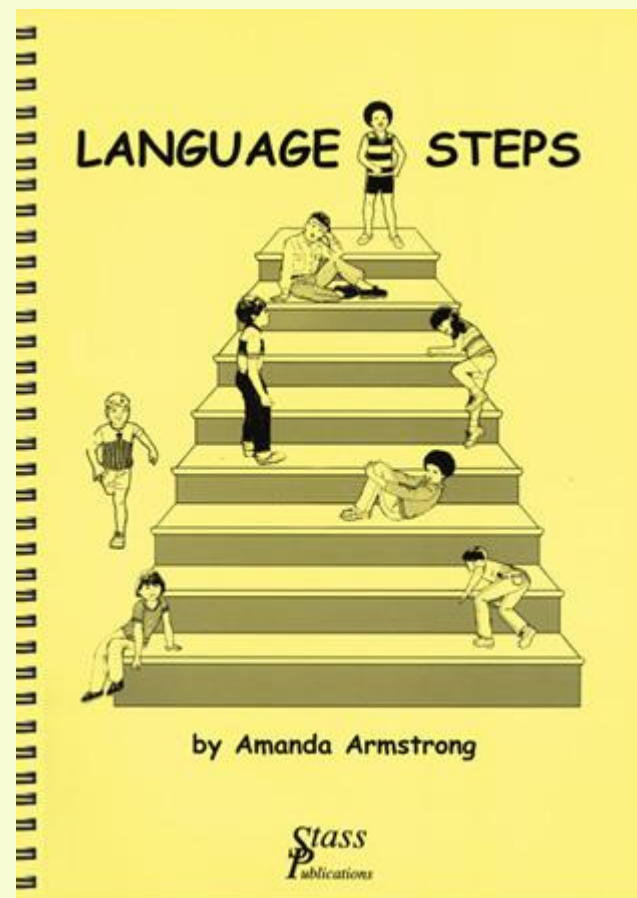
A range of computerised activities designed to develop children's listening and discrimination of speech sounds. The screener identifies areas to work on. Aimed at children aged between 4 and 8.



<https://www.elklan.co.uk/under-5s/phoneme-factory-set>

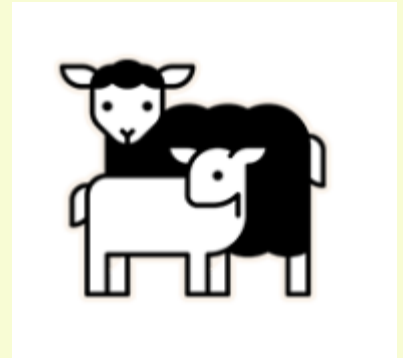
# Language Steps

**Language steps** – for young children working on understanding of information carrying words 1-4 word levels. Each session is planned + scripted. Photocopiable pictures provided



Photocopiable resource packs in many areas:

- speech sounds
- Language development eg. conjunctions-  
until/after/while
- Different narrative skills
- social interaction / inference and reasoning
- Group or individual sessions.
- assessment materials



Reasonably priced.(many around £30, min spend £14)



Targeted intervention that narrows the gap between 3-4 or 4-7 or 7-10 year olds with language delay and their peers. 10-week programme

Delivered by trained teaching assistants

Claims to have good impact on progress with language



# Talk about talk secondary (14-18yrs)

An evidenced targeted intervention that helps students to be ready for the work place.

13 fully planned one-hour lessons delivered by trained teaching or support staff.



One-day training course for staff

Intervention manual containing lesson plans and resources

Printed student workbooks

Access to the online Talk for Work Profile and

Tracker Online presentations and materials





The Talk for Work Profile is available as a download purchased from ICAN..

- A tool to profile student's communication skills for work
- A book of practical strategies for school staff about ways they could support the student once they had completed the profile.



# Talkabout

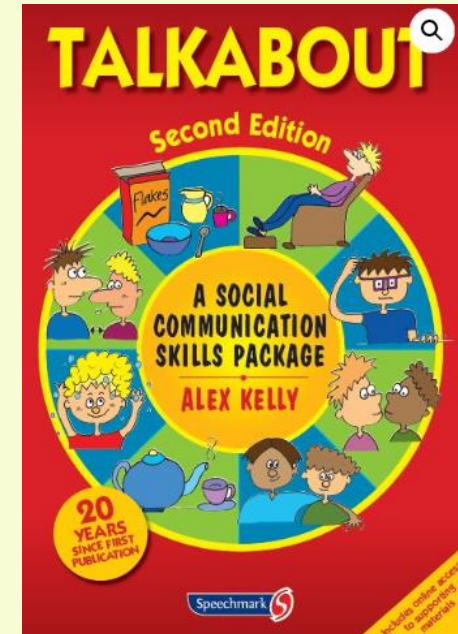
Photocopiable resources for social skills in KS2 and above

Structured activities to work through self esteem issues and relationships

Including:

Talkabout relationships

Talkabout for teenagers



## **SULP** – Social Use of Language Programme

Wendy Rinaldi

Set 1- social communication. Self and other awareness

Set 2- Social behaviour, emotional wellbeing, opinions, decision making, other people's perspectives.

Detailed lesson plans and resources including before and after assessment materials.

# What works

The Communication Trust

<http://www.thecommunicationtrust.org.uk/>



Database of interventions and evidence of impact

<http://www.thecommunicationtrust.org.uk/projects/what-works/results.aspx?targetgroup=0&agerange=0&evidence=0&deliveredBy=0&focustier=0&format=0&evidenceRating=0>

ICAN

<http://www.ican.org.uk/>



# Questions and feedback

## Questions?



[rosie.mason@birmingham.gov.uk](mailto:rosie.mason@birmingham.gov.uk)  
[avril.bull@birmingham.gov.uk](mailto:avril.bull@birmingham.gov.uk)

With thanks to Wendy Lee from Speech &  
Language solutions for secondary  
contributions

