

Lambeth Graduated Approach – Speech, Language and Communication Needs

These Thresholds were developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years March 2015

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This Threshold document refers to Communication and interaction—SLCN

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

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SEND Status	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/INTERVENTIONS	RESOURCES (including staffing)
<p>LEVEL 1</p> <p>UNIVERSAL</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs</i></p> <p><i>Not on SEN Register</i></p>	<p>The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive school setting with appropriate differentiation of tasks and modified teaching style.</p> <p><i>Description of need:</i> Includes low level difficulties, these may be experienced frequently and may include:</p> <ul style="list-style-type: none"> • Listening and attention skills, e.g. distractibility at carpet time • Difficulty following adult spoken language e.g. seeming not to comply with direction but follows routines, watching other children for lead in PE 	<ul style="list-style-type: none"> • EYFS/Early Learning Goal monitoring • Schools key stage 1 to 4 assessments • Monitoring of pupil’s response to positive feedback. • Assessment for learning • Observations by teacher / class TA /KS Coordinator • Advice and support from the parents • Information from the child re their opinions and preferred strategies 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils and includes: • Flexible grouping arrangements. • Some differentiation of activities, materials & questioning • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Environmental considerations are made to meet the needs of all pupils • Consideration to pupil’s learning style, such as the need for visual/kinesthetic preferences. • An understanding that the SLCN may have a wider impact on a child’s social and emotional wellbeing despite the apparent lack of obvious impairment. 	<ul style="list-style-type: none"> • The curriculum includes examples of diversity. • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • The wider curriculum promotes positive examples of diversity • A broad and balanced curriculum is planned for all pupils • SEAL materials and interventions. • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence. • Consideration to pupil’s learning style • Provision of planned opportunities to learn and practice communication 	<ul style="list-style-type: none"> • The school employs additional adults to support the needs of all pupils e.g. HTLAs, SEN TAs • All staff have received training on SEN and understand how to support with speech & language difficulties. • Whole school CPD has included use of the Inclusion Development programmes • Nursery/School staff access LA training to keep informed on meeting the needs of CYPs. Access to Talk boost training, ELKLAN. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. • Whole school communication policy • General advice to school from the speech and language therapists • Staff make use of a wide range of resources,

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	<ul style="list-style-type: none"> • Responding to social situations e.g. awkwardness at break or lunchtimes, in home corner • Reluctance to speak • Having a hearing impairment • Forming relationships with peers e.g. problem sharing, turn taking, prefers playing alone • Hesitant speaker • More immature sentence structure and grammar than expected • Weak vocabulary skills • Immature speech sound development • Inconsistent and slow progress in phonic development 		<ul style="list-style-type: none"> • The child may also be vulnerable to bullying or have low self-esteem. • Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Awareness of speech and language therapy involvement. • Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing 	<p>skills during structured activities e.g. snack time choices, role play, circle time</p> <ul style="list-style-type: none"> • Well planned and stimulating curriculum differentiated to need of cohort/class • Awareness of SaLT programme • Anti-bullying is routinely addressed and pupils are confident in reporting incidents • Other school pastoral interventions could include • Meeting and Greeting • Circle Time • Peer mentoring • Buddy systems • Restorative Practice <p>ELSA support</p>	<p>including those produced within the LA, to inform their inclusive practice. E.g. Time To Talk Programme, Nursery Narrative, Tool Kit, Talking Tables and other relevant materials</p> <ul style="list-style-type: none"> • CYP may access a short term intervention by Speech and Language Therapist (SaLT) at community clinic • Time to liaise with parents/carers, hear feedback from parents if attending clinic liaison diary as appropriate e.g. re phonics, reading etc. • Support with appointments and to write note to local clinic SaLT in liaison diary as appropriate e.g. re phonics, reading etc.
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<p>LEVEL 2 - Additional Needs requiring SEN SUPPORT</p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p>Add to SEN Register</p>	<p>CYP has identified communication needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/speech and language therapist</p> <p>Description of need: May include low/medium level persistent difficulties:</p> <ul style="list-style-type: none"> • Understanding verbal instructions and directions • Expressing themselves verbally, grammar, word finding, vocabulary • Specific difficulty with fluency (stammering) • Speech sound development may be following an atypical pattern or delayed. • Social skills • Voice problems, persistent hoarseness, etc. 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • Assessment and advice from a SaLT incorporated into IEPs as appropriate • An Individual Management 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Access to some individual support based on IEP targets • Careful consideration to group dynamics in the class • Establish strategies to facilitate communication and to assess learning • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Access to small group support e.g. Time to Talk, Talking Partners, Narrative groups. Group work to be planned and tailored to meet identified need. NB to include good role models. • Teaching problem-solving skills • Learning tasks differentiated by task and outcome to meet individual needs. • TA support is targeted towards access and is not necessarily needed for learning. 	<p>Level 1 plus:</p> <ul style="list-style-type: none"> • Support/advice from SENCO • Additional adults routinely used to support flexible groupings • Access to targeted small group work with class TA. • Access to intervention group work with TA, ELKLAN trained TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant) • Access to ELKLAN Language Builder manual • School staff access LA training regarding meeting the needs of pupils • Additional adult (e.g. HTLA/SEN TA/TA) for focused support during unstructured times e.g. lunchtime supervision/targeted extra-curriculum activities, supervision in the playground. • Access to a quiet, distraction-free environment in which to

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		<p>Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating facing teacher, preferred learning style.</p> <ul style="list-style-type: none">• School trips are planned well in advance and take into consideration the needs of the CYP			<p>deliver intervention groups</p> <ul style="list-style-type: none">• Access to Special Interest Groups, specific termly training and support groups for professionals.• Time for scheduled meetings with parents on a regular basis• TA and class teacher to liaise with SaLT• Access to specific SALT training• School may consult the teachers from the Enhanced Resource Provision for SLCN for advice on best practice• Allocated time for professional meetings
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	<p>word finding, vocabulary</p> <ul style="list-style-type: none"> • specific speech sound development e.g. verbal dyspraxia • slow progress in phonic development and reading • reading comprehension including literal understanding of language • eating, drinking and swallowing • dysfluency • selective mutism • voice problems • difficulties using language 	<p>Therapist, SENCO and class/subject teacher and monitored on at least a termly basis following discussion with child and parents.</p> <ul style="list-style-type: none"> • Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life • TAs are routinely included in planning and are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective 		<p>delivering phonics, possibly employing alternative support e.g. Cued Articulation in place of, or in addition to evidence based phonics programme</p>	<p>Therapist when recruiting staff to work with a named pupil, possibly having Eklan NVQ, Makaton qualification, certificate from attendance at local Speech and Language Courses as a desirable or essential.</p> <ul style="list-style-type: none"> • Access to Communicate in Print • Access to Makaton sign system • Home-school communication book
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