

Speech, Language and Communication Needs (SLCN)



John Wesley CEMP School

Miss Karen Hanks (SENCO)

2018-2019



What are Speech, Language and Communication Needs (SLCN)?

Speech, language and communication needs (SLCN) is the term given to describe the extensive range of needs related to all aspects of communication – from understanding others to forming sounds, words and sentences to expressing ideas and emotions and using language socially. Some children may have difficulty in only one of these areas, but others may have difficulties in more than one.

(Worcestershire SLCN Pathway: Fact Sheet 2.1 What is SLCN?)



What is Developmental Language Disorder (DLD)?

DLD stands for Developmental Language Disorder. Having DLD means that a child or young person has severe, persistent difficulties understanding or using spoken language.

DLD was previously known as Specific Language Impairment (SLI).

DLD is diagnosed by a Speech and Language Therapist only and is used for children over the age of 5 years.

There is no known cause of DLD which can make it hard to explain. DLD is not caused by emotional difficulties or limited exposure to language.

A child with DLD may also have other difficulties such as Attention Deficit Hyperactivity Disorder, Dyslexia or speech sound difficulties.

DLD is not caused by other medical conditions such as hearing loss, physical impairment, Autism, severe learning difficulties or brain injuries. However, someone with these difficulties may also have a Language Disorder and be given a diagnosis such as Language Disorder associated with ASD.

www.kentcht.nhs.uk/download/developmental-language-disorder-dld-leaflets/



Who do I speak to if my child needs support with Speech and Language?

If you have any concerns regarding your child's Speech, Language or Communication Needs, please do not hesitate to speak to your child's Class teacher and/or Miss Hanks (SENCO).

If your child was referred for Speech and Language support either at nursery or a previous school please let us know this when you are completing admission forms or when you visit.

What might SLCN look like?

A child may talk less than their peers and find it difficult to express themselves verbally.

The language a child uses may sound immature for their age, or they might struggle to find words or use varied vocabulary.

A child may have difficulty putting a sentence together or may not understand or remember what has been said.

They may have great difficulty telling stories, for example saying what they did during the day or what happened at break time.

Language difficulties may also be wrongly interpreted as behavioural issues such as anxiety or misbehaving in class.

DLD looks different for each individual child. Their specific difficulties can also change as they get older and need to develop more complex skills.

How do you support SLCN at a universal level?

All pupils are screened on entry to the Foundation Stage using the Language Link assessment. *(Please see the school's SLCN page for more details).*

Any concerns regarding children's language development in any year group are raised with the SENCO and children are screened using the Language Link or Junior Language Link assessment.

Class teachers and TA's are trained to use Language for Learning checklists and strategies to identify strengths and difficulties in 'Understanding the meaning of words', 'Social Communication' and 'Processing information and Instructions'.

Teachers and TA's are trained to visual prompts such as visual timetables and task boards.

Teachers and TA's have received training in Language through Colour; a colour-coded system developing understanding of language and language structure.

Over the next year, Teachers and TA's will receive training on Communication in Print (computer-based software that enables staff to use symbols to create visual resources to encourage communication).

How do you support SLCN at a targeted level?

Pupils that require support following the Language Link assessment will receive small group support from a TA within their class.

The class teacher will complete a 'Language for Learning' audit to identify strengths and difficulties with the child's understanding of language. Suggested strategies and resources will then be put into place and monitored for at least two terms at individual or small group level.

A referral to the NHS Speech and Language Team or our privately employed Speech and Language therapist can be made if concerns remain and/or no progress has been made following intervention.

How do you support SLCN at a specialist/personalised level within the mainstream school?

Pupils with specialist/personalised SLCN will receive support from NHS and/or private therapist.

They will be supported in class to work towards their SLCN targets as set out by the therapist. Parents and Carers will be invited for meetings with the Speech and Language therapists and invited to watch a session to equip them with strategies to support their child at home. The Class teacher/SENCO will also be available to review SLCN and/or Assess, plan, do review targets if the pupil is at SEN Support level or has an Education Health and Care Plan (EHCP) and/or High Needs Funding. In addition to this, further specialist support can be accessed via the SENCO and the Local Inclusion Forum Team (LIFT) process where appropriate.

What is a Specialist Resource Provision (SRP)

We are very excited to be extending our school to include a Specialist Resource Provision (SRP) for up to 14 primary aged children. The Birch Class SRP will support children with an Education, Health and Care Plan (EHCP) who require highly specialist provision for their Speech, Language and/or Communication needs (SLCN). The children who access the SRP will typically have a diagnosis of a Developmental Language Disorder (DLD) (formerly known as specific language impairment (SLI), or a Language Disorder associated with a biomedical condition, or a speech disorder. (Please see entry and exit offer on the SLCN page).

We will have a team of comprised of a specialist teacher, trained TA's and a Speech and Language therapist who will work in collaboration with mainstream classroom teachers and TA's to deliver bespoke teaching and speech and/or language programmes. Some teaching (mainly English and maths) will be delivered in the Birch classrooms, however all children that access the SRP will also have the opportunity to be taught within the mainstream class and be expected to take part in all whole school activities.

The Birch Class SRP is named after a tree as are our mainstream classes to promote inclusivity and sense of belonging to the John Wesley CEMP School.



How can I support my child's speech and language development at home?

Raise your concerns with school as soon as you have them, if your child is already known to the Speech and Language team upon joining the John Wesley CEMP School; please share this information when completing admissions paperwork or on your visit.

Ensure you attend Speech and Language appointments, and always call to cancel if you need to rearrange the appointment to avoid the case closure.

Take the opportunity to meet with the SALT team, SENCO and/or class teachers to talk about your child's SLCN targets.

Practical methods to support your child:

- ◆ To encourage your child's attention; say their name before asking questions or giving instruction so they know they have to listen.
- ◆ Ensure they can see your face to support their attention and listening.
- ◆ Use simple language and repeat if necessary to support memory and provide as many opportunities for them to hear, see and use words.
- ◆ Talk calmly and slowly to support their ability to process words and give them more time to respond to help them process information.
- ◆ Model back the correct speech sound or phrase when a child makes an error in a positive way.
- ◆ Provide a picture or use gestures and symbols to represent new words or concepts to support their understanding visually.
- ◆ Encourage your child or young person to communicate with you however they can; accept gestures, pointing and facial expressions.
- ◆ Check they have understood instructions or new information.
- ◆ Help them learn skills to join in with other children. For example, playing games at home to support turn taking and listening to others.

(DLD: Information for parents, 2019)

Where else can I seek support?

The school will endeavor to support all parents and carers with children that have SLCN, should you wish to learn more about how to support your child at home; please take a look at the following websites.

Information regarding access to Kent NHS Speech and language therapy

- www.ekhuft.nhs.uk/patients-and-visitors/services/therapy-services/children-young-peoples-therapy-service/speech-and-language-therapy/
- www.talkingpoint.org.uk/
- www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/
- A parent support website www.afasic.org.uk/
- The British Stammering Association www.stammering.org/help-information/parents
- Find A Voice is a registered charity based in Ashford that supports children and adults who have a severe speech, language or communication difficulty, and who may require some form of augmentative and alternative communication (AAC) support. This can include signing, symbols or a communication aid. Support is provided in person, by telephone and via this website. www.findavoice.org.uk/Home
- A national organisation of Speech and Language therapists, teachers and other professionals, providing the latest developments and examples of best practice within SLCN www.naplic.org.uk/about/
- Makaton is a programme which uses signs and symbols to help people communicate www.makaton.org/
- Despite this support being based in Worcestershire, there are many helpful links and suggested strategies www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/introduction-to-the-slc-pathway/parents/