

# Communication and Interaction Needs

## Speech, Language & Communication Needs

### 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<sup>1</sup>:

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

---

<sup>1</sup> Effective and Efficient use of resources in services for C&YP with SLCN (Lindsay, Desforges, Dockrell, Law, Peacey ad Beecham) DCSF 2008 ISBN 978 84775 218 5

This document provides guidance regarding provision, staffing and identification for pupils at ranges 1-4. 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. For example, a child at Range 1 may require aspects of provision at Ranges 2/3 for a measured period of 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 a speech and language Additional Resourced Provision. Where applicable, guidance for pupils with autism, physical, cognition and learning, hearing and behavioural and emotional difficulties should also be consulted.

At Ranges 5 and above, SLCN would be a secondary need.

<b>Speech Language Communication Needs Guidance</b>		
<b>Range Descriptors Overview</b>		
<p><b>Range 1</b></p> <p><b>Mild</b></p>	<p>Pupil will have communication and interaction needs which <b>may affect access</b> to some aspects of the National Curriculum, including the social emotional curriculum and school life:</p> <ul style="list-style-type: none"> <li>• Pupil does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team</li> <li>• Speech is understood by familiar adults but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> <li>• May rely on simple phrases with everyday vocabulary</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> <li>• 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</li> </ul>	
<p><b>Range 2</b></p> <p><b>Mild - Moderate</b></p>	<p>Pupil will have communication and interaction needs that <b>affect access</b> to a number of aspects of the National Curriculum, including the social emotional curriculum and school life:</p> <ul style="list-style-type: none"> <li>• Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the child is saying</li> <li>• The child'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</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information and explanations</li> <li>• Pupil needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> <li>• May rely on simple phrases with everyday vocabulary</li> <li>• May rely heavily on non-verbal communication to complete tasks (adult's gestures, copying peers) and this may mask comprehension weaknesses</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> </ul>	
Version 2	December 2019	Communication and Interaction Needs - SLCN

	<ul style="list-style-type: none"> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> <li>• Pupil is likely to present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases more consistently</li> </ul>
<p><b>Range 3</b></p> <p><b>Moderate</b></p>	<p>Pupil will have communication and interaction needs that will <b>moderately affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism or Communication and Interaction needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Pupils may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team</li> <li>• Persistent delay against age related speech, language and communication</li> <li>• Persistent difficulties that do not follow normal developmental patterns (disordered)</li> </ul> <p><b><u>Speech</u></b></p> <ul style="list-style-type: none"> <li>• Speech may not be understood by others</li> <li>• Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility</li> <li>• Speech sound difficulties impact on literacy development</li> <li>• Speech sound difficulty may lead to limited opportunities to interact with peers</li> <li>• May be socially vulnerable</li> <li>• May become isolated or frustrated</li> </ul> <p><b><u>Expressive</u></b></p> <ul style="list-style-type: none"> <li>• The pupil may have difficulty speaking in age appropriate sentences and the vocabulary range is reduced. This will also be evident in written work</li> <li>• Talking may not be fluent</li> <li>• May have difficulties in recounting events in a written or spoken narrative</li> </ul> <p><b><u>Receptive</u></b></p> <ul style="list-style-type: none"> <li>• Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations</li> <li>• Needs regular and planned additional support and resources</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• May not be able to focus attention for sustained periods</li> <li>• May appear passive or distracted</li> <li>• 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</li> </ul>

	<p><b><u>Social Communication</u></b></p> <ul style="list-style-type: none"> <li>• Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability</li> <li>• Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures</li> <li>• Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others</li> <li>• Anxiety related to lack of understanding of time and inference</li> <li>• Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</li> </ul>
<p><b>Range 4a</b> <b>Significant</b></p>	<p>Pupil will have communication and interaction needs that <b>significantly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>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.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;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</li> <li>• Pupil will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum</li> <li>• Pupil may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency diagnostic team</li> <li>• Could communicate or benefit from communicating using Augmented and Alternative Communication</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties, making speech difficult to understand out of context</li> </ul> <p><b>Must have an identified Speech, Language and /or Communication Delay/Disorder</b> This could be difficulties in:</p> <ul style="list-style-type: none"> <li>• Understanding and using language</li> <li>• Speech Sound development</li> <li>• Social Interaction</li> </ul> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist</li> <li>• Pupils with Language Impairment (LI) may have associated social communication difficulties</li> <li>• Pupils with LI may have difficulties with literacy associated with writing fluency, reading comprehension and spelling</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils with LI may have behavioural, emotional and social difficulties which impact on everyday interactions and learning</li> </ul>
<p><b>Range 4b</b></p>	<p>Pupil will have communication and interaction needs that <b>severely affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;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</li> <li>• Could communicate or benefit from communicating using AAC</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties making speech difficult to understand out of context</li> </ul> <p><b>Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder</b></p> <p><b>The main categories are:</b></p> <ul style="list-style-type: none"> <li>• Mixed receptive/expressive language impairment/disorder</li> <li>• Expressive only language impairment/disorder</li> <li>• Higher order processing impairment/disorder</li> <li>• Specific Speech Impairment</li> </ul> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist</li> <li>• Pupils with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours</li> <li>• Pupils with LI 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</li> <li>• Pupils with LI have difficulties with numeracy associated with mathematical concepts, word problems and working memory</li> </ul>
<p><b>Range 5a</b> <b>Severe</b></p>	<p>Pupil will have communication and interaction needs that <b>severely affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;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</li> <li>• At Ranges 5 and above, SLCN would be a secondary need</li> </ul>

<p><b>Range 6</b></p> <p><b>Profound</b></p>	<p>Pupil will have communication and interaction needs that <b>profoundly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available. Pupils at range 6 will need an environment where interpersonal challenges are minimised by the adult managed setting.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;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</li> <li>• At Ranges 5 and above, SLCN would be a secondary need</li> <li>• <b><i>For who have needs which be identified as being at Range 7 please refer to the additional SEN guidance information.</i></b></li> </ul>
--	--

*\* Complex Needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.*

Range 1 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication.</p> <p>Pupils will present with some/all of the difficulties below and these will <b>mildly</b> affect curriculum access and social development:</p> <ul style="list-style-type: none"> <li>• Pupil does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team</li> <li>• Speech is understood by familiar adults but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> </ul>	<p><b>School must:</b></p> <ul style="list-style-type: none"> <li>• Identify evidence that the pupil's language is delayed</li> <li>• Use EYFS profile, cognition and learning baseline assessment and checklists as a system of identification and monitoring</li> <li>• Ensure the pupil is part of normal school and class assessments</li> <li>• SENCo and class teacher could be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty</li> <li>• Other assessment tools schools use: Welcome, Speech/Language Link, Communication Trust Progression Tools, One Step at a Time</li> <li>• School to consider whether other professionals need to be involved</li> <li>• Schools could use <a href="http://www.talkingpoint.org.uk">www.talkingpoint.org.uk</a> to help define if the issues are mild or moderate</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> <li>• Opportunity for planned small group activity focusing on language and communication</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Literacy tasks may require some modification</li> <li>• Instructions supported by visual and written cues</li> <li>• To support pupils in attending to/understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition</li> <li>• Flexibility in expectations to follow instructions /record work</li> <li>• Opportunities for developing the understanding and use of language across the curriculum</li> <li>• Opportunities for time limited small group work based on identified need</li> <li>• Planning shows opportunities for language-based activities</li> <li>• Family supports targets at home</li> <li>• Pupil involved in setting and monitoring their own targets</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENCo</li> <li>• Additional adults routinely used to support flexible groupings, small group activities and differentiation under the guidance of the teacher</li> <li>• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses</li> <li>• Adults provide support to enable pupils to listen and respond to longer sequences of information in whole class situation</li> <li>• Adults provide encouragement and support to collaborate with peers in curriculum activities</li> <li>• Adults provide pre and post tuition to secure key and specific vocabulary at the start of a topic</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust <b>What Works for Pupils with SLCN</b> database</li> <li>• Quality First Teaching strategies</li> </ul> <p><b>Interventions such as:</b></p> <ul style="list-style-type: none"> <li>• Talk across the Curriculum</li> <li>• Talking Partners@primary</li> <li>• Talking Partners@secondary</li> <li>• Nurturing Talk</li> <li>• TalkBoost (Communication Trust)</li> <li>• Talking Maths</li> <li>• Colourful Stories</li> <li>• Chatterbox</li> </ul>



<ul style="list-style-type: none"> <li>• Pupils may rely on simple phrases with everyday vocabulary</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> <li>• Pupils 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</li> </ul> <p><b>NC Level</b>          Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and/or literacy and social skills.</p>				
--	--	--	--	--

Range 2 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SLCN is identified as the primary area of need; pupil has some difficulty with speaking or communication.</p> <p>Pupil will present with some/all of the difficulties below and these will <b>mildly/moderately</b> affect curriculum access and social development.</p> <ul style="list-style-type: none"> <li>• Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the child is saying</li> <li>• The child'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</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information and explanations</li> <li>• Pupil needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> </ul>	<p><b>School must:</b></p> <ul style="list-style-type: none"> <li>• Identify evidence that the pupil's language is delayed</li> <li>• Use EYFS profile, cognition and learning baseline assessment and checklists as a system of identification and monitoring</li> <li>• Ensure the pupil is part of normal school and class assessments</li> <li>• Actively monitor behaviour as an indicator of SLCN</li> <li>• SENCo and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty</li> <li>• Other assessment tools schools use: Welcome, Speech/Language Link (Primary), Communication Trust Progression Tools, One Step at a Time</li> <li>• School to consider whether other professionals need to be involved</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> <li>• Small group/individual work to target specific needs</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Instructions supported by visual and written cues</li> <li>• To support pupils in attending to / understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition</li> <li>• Flexibility in expectations to follow instructions /record work</li> <li>• Opportunities for developing the understanding and use of language across the curriculum</li> <li>• Opportunities for time limited small group/individual work based on identified need</li> <li>• Planning shows opportunities for language based activities</li> <li>• Family supports targets at home</li> <li>• Pupil involved in setting and monitoring their own targets</li> <li>• Literacy tasks require regular modification</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENCo</li> <li>• Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher</li> <li>• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses</li> <li>• Regular, planned support to listen and respond to longer sequences of information in whole class situation</li> <li>• Regular, planned encouragement and support to collaborate with peers in curriculum activities</li> <li>• Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for children with SLCN</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust <b>What Works for Pupils with SLCN</b> database</li> <li>• QFT strategies</li> </ul> <p><b>Interventions such as:</b></p> <ul style="list-style-type: none"> <li>• Talk across the Curriculum</li> <li>• Talking Partners@primary</li> <li>• Talking Partners@secondary</li> <li>• TalkBoost (I CAN))</li> <li>• Early TalkBoost (I CAN))</li> <li>• Talking Maths</li> <li>• Nurturing Talk</li> </ul>

<ul style="list-style-type: none"> <li>• May rely on simple phrases with everyday vocabulary</li> <li>• May rely heavily on non-verbal communication to complete tasks (adult's gestures, copying peers) and this may mask comprehension weaknesses</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> <li>• Pupil is likely to present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases more consistently</li> </ul> <p><b>NC Level</b>          Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and /or literacy and social skills.</p>				<ul style="list-style-type: none"> <li>• Colourful Stories</li> <li>• Chatterbox</li> <li>• ICT support: Clicker 6, voice recorder, talk to text, communication apps</li> <li>• Spingo</li> </ul>
--	--	--	--	---

Range 3 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties below and these will <b>moderately</b> affect curriculum access and social development:</p> <ul style="list-style-type: none"> <li>Persistent delay against age related speech, language and communication</li> <li>Persistent difficulties that do not follow normal developmental patterns (disordered)</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>Speech may not be understood by others</li> <li>Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility</li> <li>Speech sound difficulties impact on literacy development</li> <li>Speech sound difficulty may lead to limited opportunities to interact with peers</li> <li>May be socially vulnerable</li> <li>May become isolated or frustrated</li> </ul> <p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>The pupil may have difficulty speaking in age appropriate sentences and the vocabulary</li> </ul>	<p><b>As for ranges 1 &amp; 2 plus:</b></p> <ul style="list-style-type: none"> <li>Provide evidence of monitoring and identification of pupil needs before making a referral for assessment and advice from a specialist teacher</li> <li>SLT provide evidence of monitoring and identification of pupil needs before making a referral for assessment and advice from a Speech and Language Therapist (parental permission must be obtained)</li> <li>Reviews should consider the evidence base if there is a considered need to move towards an EHC plan</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>Flexible pupil groupings; positive peer speech and language models</li> <li>Groupings reflect ability with modifications made to ensure curriculum access</li> <li>Regular, focused, time limited small group/individual interventions</li> </ul>	<p><b>As for ranges 1 &amp; 2 plus:</b></p> <ul style="list-style-type: none"> <li>Planning identifies inclusion of and provision for individual targets</li> <li>Additional steps are taken to engage families and the pupil in achieving their targets</li> <li>Mainstream class predominantly working on modified curriculum tasks</li> <li>Frequent opportunities for time limited small group and individual work based on identified need</li> <li>Attention to position in the classroom and acoustics</li> <li>Tasks and presentation personalised to pupil needs</li> <li>Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information</li> <li>Consideration to the transference and generalisation of skills</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCo</li> <li>Additional adult support informed by differentiated provision planned by the teacher</li> <li>Could include advice from Speech and Language Therapist to implement specific classroom-based strategies and to inform planning</li> <li>Additional adult 1:1 support focused on specific individual targets and any SLT advice as appropriate</li> <li>Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for children with SLCN</li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>Refer to The Communication Trust 'What Works for pupils with SLCN' <a href="#">database</a></li> <li><a href="#">Advice sheets</a></li> </ul> <p><b>Interventions:</b> As range 1&amp;2</p>

<p>range is reduced. This will also be evident in written work</p> <ul style="list-style-type: none"> <li>• Talking may not be fluent</li> <li>• May have difficulties in recounting events in a written or spoken narrative</li> </ul> <p><b><u>Receptive</u></b></p> <ul style="list-style-type: none"> <li>• Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations</li> <li>• Needs regular and planned additional support and resources</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• May not be able to focus attention for sustained periods</li> <li>• May appear passive or distracted</li> <li>• 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</li> </ul> <p><b><u>Social Communication</u></b></p> <ul style="list-style-type: none"> <li>• Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability</li> </ul>				
--	--	--	--	--

<ul style="list-style-type: none"><li>• Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures</li><li>• Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others</li><li>• Anxiety related to lack of understanding of time and inference</li><li>• Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</li></ul> <p><b>NC Level</b> Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and/or literacy and social skills.</p>				
---	--	--	--	--

Range 4a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Range 3 and these will <b>severely</b> affect curriculum access and social development.</p> <ul style="list-style-type: none"> <li>• Could communicate or benefit from communicating using Augmented and Alternative Communication</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties, making speech difficult to understand out of context</li> </ul> <p>Must have an identified Speech, Language and /or Communication Delay/Disorder. This could be difficulties in:</p> <ul style="list-style-type: none"> <li>• Understanding and using language</li> <li>• Speech Sound development</li> <li>• Social Interaction</li> </ul> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist</li> </ul>	<p><b>As for ranges 1 - 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Provide an appropriately trained teacher or teaching assistant to implement the advice of the SLT</li> <li>• Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access</li> <li>• Planning, targets and assessments must address pastoral considerations relevant to the individual pupil's emotional well-being as well as social and functional use of language</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings</li> <li>• Positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> <li>• Regular, focused, time limited small group/individual interventions</li> </ul>	<p><b>As for ranges 1 - 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Mainstream class predominantly working on modified curriculum tasks</li> <li>• Individual targets following advice from SLT/specialist teacher must be incorporated in all activities throughout the school day</li> <li>• Whole school understanding of the pupil's individual needs through training such as ICAN Communication Friendly Schools and/or training from SLT service</li> <li>• Additional training of mainstream staff to support curriculum modifications</li> <li>• Use of staff to implement specific materials, approaches and resources under the direction of the SLT</li> <li>• Daily opportunities for individual / small group work based on identified need</li> <li>• Provide 1:1 support focused on specific individual targets and any SLT advice as appropriate</li> <li>• Pay attention to position in the classroom and acoustics</li> <li>• Provide systematic and intensive mediation to facilitate curriculum access</li> <li>• Ensure specific structured teaching of vocabulary and concepts, in context</li> <li>• Provide support for social communication and functional language use</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENCo which must include advice from specialist teacher and/or Speech and Language Therapist</li> <li>• Additional adult 1:1 support focused on specific individual targets and any SLT advice as appropriate</li> <li>• Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for pupils with SLCN</li> <li>• Additional training of mainstream staff to support curriculum modifications</li> <li>• Speech and Language Therapist</li> <li>• Additional adult support informed by differentiated provision planned by the teacher</li> <li>• Could include advice from Speech and Language Therapist to implement specific classroom-based strategies and to inform planning</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils with Language Impairment (LI) may have associated social communication difficulties</li> <li>• Pupils with LI may have difficulties with literacy associated with writing fluency, reading comprehension and spelling</li> <li>• Pupils with LI may have behavioural, emotional and social difficulties which impact on everyday interactions and learning</li> </ul> <p><b>NC Level</b> Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy, social skills.</p>			<ul style="list-style-type: none"> <li>• Provide specialist support with recording and communication</li> <li>• Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate</li> </ul>	
---	--	--	---	--



<b>Range 4b Presenting Behaviours</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning Strategies</b>	<b>Curriculum/Intervention</b>	<b>Resources and Staffing</b>
<p>SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Range 3 and these will <b>severely</b> affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting, and a Designated Special Provision placement is appropriate.</p> <ul style="list-style-type: none"> <li>• Could communicate or benefit from communicating using AAC</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties making speech difficult to understand out of context</li> </ul> <p><b>Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder</b></p> <p><b>The main categories are:</b></p> <ul style="list-style-type: none"> <li>• Mixed receptive/expressive language impairment/disorder</li> <li>• Expressive only language impairment/disorder</li> <li>• Higher order processing impairment/disorder</li> <li>• Specific Speech Impairment</li> </ul>	<p><b>As range 4a plus:</b></p> <ul style="list-style-type: none"> <li>• Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily</li> <li>• Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible</li> <li>• Where there is a diagnosis of Specific Language Impairment or Specific Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access</li> <li>• It must be recognised that language impairment is a persistent, severe and lifelong disability</li> <li>• Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible pupil groupings</li> <li>• Positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> </ul>	<p><b>As range 4a plus:</b></p> <ul style="list-style-type: none"> <li>• Small class sizes</li> <li>• Daily targeted speech intervention</li> <li>• Access to regular speech and language therapy</li> <li>• Outreach support for transition back into mainstream school</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Should have a placement with access to specialist teaching and non-teaching support within the classroom and wider setting to facilitate access to the curriculum and social communication</li> <li>• These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum</li> <li>• Ensure additional training is available for mainstream staff to support curriculum modifications</li> </ul>

<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist</li> <li>• Pupils with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours</li> <li>• Pupils with LI 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</li> <li>• Pupils with LI have difficulties with numeracy associated with mathematical concepts, word problems and working memory</li> </ul> <p>Pupils with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening, attention and understanding.</p> <p><b>NC Level</b> Across or below expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy skills.</p>				
---	--	--	--	--

Definition of Acronyms

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CVI	Cerebral Visual Impairment
CYP	Child or Young Person
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.
HI	Hearing Impairment
LA	Local Authority
LI	Language Impairment

LINS	Low Incidence Needs Service
MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf
VI	Visual Impairment
VOCA	Voice Output Communication Aids

YOS	Youth Offending Service
-----	-------------------------

Version Number	Description	Date
1.0	Initial draft	October 2017
1.1	Updated following feedback from parent carer consultation	November 2017
1.2	Updated following feedback from the High Needs conference February	February 2018
1.3	Updated following feedback from the Moderation events	April 2018
1.4	Updated following feedback from Early Years and LINS	May 2018
1.5	Updated following feedback from the NHS	July 2018
Final	Final version agreed 06.09.18	September 2018

Version 2	December 2019	Communication and Interaction Needs - SLCN
-----------	---------------	--