

# Communication and Interaction Needs - SLCN

Threshold Descriptors Overview		Assessment, Intervention, Provision and Resources
<b>Threshold 1</b>	<p>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>• Does not have a diagnosis of an Autism 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 learner 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>Please refer to information contained within the Threshold 1 Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
<b>Mild</b>		

<p><b>Threshold 2</b></p>	<p>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>	<p>Please refer to information contained within the Threshold 2 Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
<p><b>Mild - Moderate</b></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 if out of context.</li> <li>• 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>• 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> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.</li> <li>• Presents with difficulty in talking fluently e.g., adults may observe repeated sounds, words or phrases more consistently.</li> </ul>	

<p><b>Threshold 3</b></p> <p><b>Moderate</b></p>	<p>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 he pervasive nature of the Autism/ Communication and Interaction (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>• May or may not have a diagnosis of an Autism 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 typical developmental patterns (disordered).</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Speech may not be understood by others i.e., parents/family/carers where context is unknown.</li> <li>• Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.</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> <li>• Phonological awareness (Speech sound awareness) difficulties impact on literacy development.</li> <li>• May have a diagnosis of Developmental Language Disorder made by a Speech and Language Therapist.</li> </ul> <p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>• 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>Please refer to information contained within the Threshold 3 Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
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	<p><b>Receptive</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>Social Communication</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>	
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<p><b>Threshold 4a</b></p>	<p>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>• Presents with an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum.</li> <li>• May or may not have a diagnosis of an Autism 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 for all listeners to understand when out of context (and sometimes where it is known).</li> <li>• May have a diagnosis of Developmental Language Disorder made by a Speech and Language therapist.</li> </ul> <p><b>Must have an identified Speech, Language and /or Communication Delay/Disorder</b></p> <p><b>This could be difficulties in:</b></p> <ul style="list-style-type: none"> <li>• Understanding and/or 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>• Learners with Developmental Language Disorder (DLD) may have associated social communication difficulties.</li> <li>• Learners with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling.</li> <li>• Learners with DLD may have behavioural, emotional and social difficulties which impact on everyday interactions and learning.</li> </ul>	<p>Please refer to information contained within the Threshold 4a Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
<p><b>Significant</b></p>		

<p><b>Threshold 4b</b></p>	<p>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 for all listeners to understand when out of context (and sometimes where it is known).</li> </ul> <p><b>Must have a diagnosis of Developmental Language Disorder (DLD)</b></p> <p><b>The main categories are:</b></p> <ul style="list-style-type: none"> <li>• Mixed receptive/expressive language disorder</li> <li>• Expressive only language disorder</li> <li>• Higher order processing 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>• Learners with DLD often have associated social communication difficulties evident in rigid and repetitive behaviours.</li> <li>• YP with DLD have difficulties with literacy associated with writing fluency, reading comprehension and spelling.</li> <li>• YP with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory. They may experience difficulties with problem solving and reasoning in addition to contextual based Maths – more evident in mastery curriculum.</li> </ul>	<p>Please refer to information contained within the Threshold 4b Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
<p><b>Significant</b></p>		

<b>Threshold 5</b>	<p>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>	<p>Please refer to information contained within the Threshold 5 Communication and Interaction Speech, Language and Communication Needs section of the School Age Guidance.</p>
<b>Severe</b>		
<b>Threshold 6</b>	<p>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. Learners at Threshold 6 will need an environment where interpersonal challenges are minimised by the adult managed setting.</b></p>	<p>Please refer to information contained within the Threshold 6 Communication and Interaction: Speech, Language and Communication Needs section of the School Age Guidance.</p>
<b>Profound</b>		

## Communication and Interaction: PfA Outcomes and Provision

Post 16

	Employability/Education	Independence	Community Participation	Health
<b>Post 16/19</b>	<p>YP will have appropriate communication and interaction skills to facilitate successful access to apprenticeships, internships, traineeships as required.</p> <p>YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/education environments to promote emotional wellbeing.</p> <p>YP is able to demonstrate appropriate communication skills, written or verbal, to enable successful application for jobs or higher education.</p> <p>YP is able to respond appropriately to questions, displaying the communication skills required to present their skills and attributes within an interview situation.</p>	<p>YP is able to have the communication and interaction skills to participate in residential and local learning options where relevant.</p> <p>YP will have the communication and interaction skills to facilitate independent living (shopping, travel).</p> <p>YP will have the communication and interaction skills to enable them to discuss their views and opinions in relation to future living arrangements.</p> <p>YP is able to access information relating to travel and transport to facilitate independent travel appropriate to individual circumstances.</p>	<p>YP is able to demonstrate appropriate communication and interaction skills to be able to access community, leisure and social activities within the local community in accordance with the YP's preference.</p> <p>YP will be able to communicate their choices and preferences to ensure their personal wellbeing within the community.</p> <p>YP is able to demonstrate appropriate communication and interaction skills necessary to successfully engage in voluntary work and/or community-based projects/initiatives.</p> <p>YP is able to communicate effectively with relevant agencies and /or emergency services as required.</p>	<p>YP is able to access information relating to relevant health services in order to maintain good health.</p> <p>YP is able to take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these.</p> <p>YP is able to have the communication and interaction skills necessary (in the context of individual circumstances) to articulate health concerns/needs to relevant health professionals during appointments.</p>

<p><b>Post 19</b></p>	<p>YP is able to demonstrate appropriate communication and interaction skills necessary to successfully engage in paid work, voluntary work or higher education.</p>	<p>YP will have the communication and interaction skills to enable them to arrange independent/supported living options as applicable</p>	<p>YP is able to communicate appropriately with professionals from adult social care in order to access assistance as required.</p> <p>YP is able to interact effectively with others within a range of social situations, including online, in order to make and maintain appropriate reciprocal friendships and relationships.</p>	<p>YP is able to access information relating to relevant health services in order to maintain good health.</p> <p>YP is able to take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these.</p> <p>YP will have the communication and interaction skills necessary (in the context of individual circumstances) to articulate health concerns/needs to relevant health professionals during appointments.</p>
<p><b>Provision</b></p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>Provision of education/workplace information in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>Provision of information relating to local learning options, living provision and transport in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>Provision of information relating to community-based activities in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>Provision of health services information in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.</p> <p><i>Continued on next page</i></p>

**Communication and Interaction: PFA Outcomes and Provision *continued***

**Post 16**

	<b>Employability/Education</b>	<b>Independence</b>	<b>Community Participation</b>	<b>Health</b>
<b>Provision</b> <i>continued</i>	<p>Access to appropriate strategies and resources to facilitate the YP’s communication and interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Opportunities to interact with peers through supported social activities.</p> <p>Provision of information and instruction at a level appropriate to the needs of the YP. Repetition and reinforcement as required.</p> <p>Alterations may need to be made to the pace of delivery.</p> <p>Access to electronic forms of communication (phone, text, email), modified if necessary to assist workplace operation. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	<p>Access to appropriate strategies and resources to facilitate the YP’s communication and interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Adult support to facilitate independent living as required (transport, shopping, bills).</p> <p>Access to electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	<p>Access to appropriate strategies and resources to facilitate the YP’s communication and interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Community based activities/groups appropriate to the YP’s age and developmental level designed to facilitate the development of friendships through communication, interaction and shared interests.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Access to electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	<p>Access to appropriate strategies and resources to facilitate the YP’s communication and interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Access to electronic forms of communication (phone, text, email), modified if necessary, to assist with the making and checking of appointments. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>