

# Speech, Language & Communication Needs

## Introduction

The term SLCN is used in this guidance to refer to CYP 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, CYPs' performance levels range between 'well above average' to 'well below average'.

This document provides guidance regarding provision, staffing and identification for pupils at Thresholds 1-4. However, for all the reasons above, when planning provision and personalised learning, it is essential that the strengths and needs of individual CYPs 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 CYP at Threshold 1 may require aspects of provision at Thresholds 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 CYP's speech and language development
- Effective and positive adult-CYP interaction
- High quality verbal input by adults

CYP 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.

<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

## Threshold Descriptors Overview

<p><b>Threshold 1</b></p> <p><b>Mild</b></p>	<p>Communication and interaction needs <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>• May or may 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. CYP may not be developing sound awareness. CYP is unable to follow longer, or more complex instructions.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Reduced vocabulary range, both expressive and receptive.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations, and the CYP needs some support with listening and responding.</li> <li>• May rely on simple phrases with everyday vocabulary.</li> <li>• Social interaction <b>could</b> 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>Threshold 2</b></p> <p><b>Mild - Moderate</b></p>	<p>Communication and interaction needs moderately affect access to some 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 CYP 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>• Phonological awareness difficulties impact on literacy difficulties.</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>• Some support needed with listening and responding.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties in the understanding of language for learning, abstract language (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>• Likely to present with difficulty in talking fluently e.g., adults may observe repeated sounds, words or phrases more consistently.</li> </ul>

## Threshold 3

### Moderate

Communication and interaction needs will affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.

- The pervasive nature of the Autism/Communication and Interaction (C&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.
- May or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team.
- May have a diagnosis of Developmental Language Disorder made by a Speech and Language Therapist.
- Persistent delay against age related speech, language, and communication.
- Persistent difficulties that do not follow typical developmental patterns (disordered).

#### Speech

- Speech may not be understood by others i.e., parents/family/carers where context is unknown.
- Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.
- Speech sound difficulty may lead to limited opportunities to interact with peers.
- May be socially vulnerable.
- May become isolated or frustrated.
- Phonological awareness difficulties impact on literacy development.

#### Expressive

- May have difficulty speaking in age-appropriate sentences and the vocabulary range is reduced. This will also be evident in written work.
- Talking may not be fluent.
- May have difficulties in recounting events in a written or spoken narrative.

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## Threshold 3

### Moderate *continued*

#### Receptive

- Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations.
- Needs regular and planned additional support and resources.
- Difficulties with listening and attention that affect task engagement and independent learning.
- May not be able to focus attention for sustained periods.
- May appear passive or distracted.
- 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.

#### Social Communication

- Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.
- Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures.
- Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others.
- Anxiety related to lack of understanding of time and inference.
- Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences.

#### Identification

- Diagnosed by a Speech and Language Therapist.
- Identified by a HINT SLCN Teacher or Educational Psychologist.
- CYP with Developmental Language Disorder (DLD) may have associated social communication difficulties.
- CYP with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling.
- CYP with DLD may have behavioural, emotional, and social difficulties which impact on everyday interactions and learning.

## Threshold 4a

### Significant

Communication and interaction needs **significantly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. **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.**

- The pervasive nature of the Autism/ C&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.
- Presents with an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum.
- May have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency diagnostic team.
- May have a diagnosis of Developmental Language Disorder made by a Speech and Language therapist.
- Could communicate or benefit from communicating using Augmented and Alternative Communication (AAC).
- Some or all aspects of language acquisition are significantly below age expected levels.
- Significant speech sound difficulties, where speech sound difficulties exist, making speech difficult for all listeners to understand when out of context (and sometimes where it is known).

#### **Must have an identified Speech, Language and /or Communication Delay/Disorder**

This could be difficulties in:

- Understanding and/or using language
- Speech Sound development
- Social Interaction

#### **Identification**

- Diagnosed by a Speech and Language Therapist.
- Identified by a HINT SLCN Teacher or Educational Psychologist.
- CYP with Developmental Language Disorder (DLD) may have associated social communication difficulties.
- CYP with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling.
- CYP with DLD may have behavioural, emotional, and social difficulties which impact on everyday interactions and learning.

## Threshold 4b

### Significant

Communication and interaction needs **severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available**.

- The pervasive nature of the Autism/ C&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.
- Could communicate or benefit from communicating using AAC.
- Some or all aspects of language acquisition are significantly below age expected levels.
- Significant speech sound difficulties, making speech difficult for all listeners to understand when out of context (and sometimes where it is known).

**Has significant speech and language difficulties and may have a diagnosis of Developmental Language Disorder (DLD)**

The main categories are:

- Mixed receptive/expressive language difficulty
- Expressive only language difficulty
- Higher order processing difficulty
- Specific Speech Impairment

#### Identification

- Diagnosed by a Speech and Language Therapist.
- Identified by a HINT SLCN Teacher or Educational Psychologist.
- CYP with DLD often have associated social communication difficulties evident in rigid and repetitive behaviours.
- CYP with DLD have difficulties with literacy associated with writing fluency, reading comprehension and spelling.
- CYP 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.

## Threshold 1 - Communication and Interaction (SLCN)

CYP Presentation	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 CYP has some difficulty with speaking or communication.</p> <p>Presentation of 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>• CYP 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. Speech sound difficulties may impact on literacy difficulties.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Poor speech sound awareness and retention.</li> <li>• CYP struggle to follow longer or more complex instructions.</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the CYP needs some support with listening and responding.</li> </ul>	<p><b>School must:</b></p> <ul style="list-style-type: none"> <li>• Identify evidence that the CYP’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 CYP is part of typical school and class assessments.</li> <li>• SENDCO 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: Gateshead SLCN checklist, Welcome, Speech/Language Link, Communication Trust Progression Tools, One Step at a Time.</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>• All tasks may require some modification.</li> <li>• Instructions supported by visual and written cues.</li> <li>• To support CYP 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>• CYP 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 SENDCO.</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 CYP by modifying teacher talk and scaffolding/modelling responses.</li> <li>• Adults provide support to enable CYP 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> <li>• The child is likely to be part of unnamed consultations or consultations about groups of children with their link EP.</li> <li>• School may consider an unnamed surgery with HINT.</li> </ul>

## Threshold 1 - Communication and Interaction (SLCN) *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<ul style="list-style-type: none"> <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>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>				<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Refer to The Communication Trust What Works for Pupils with SLCN database</li> <li>Quality First Teaching strategies</li> <li>SLCN Toolkit</li> <li>SLCN Top Ten Tips</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> <li>Neli</li> </ul>

## Threshold 2 - Communication and Interaction (SLCN)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<p>SLCN is identified as the primary area of need; CYP has some difficulty with speaking or communication.</p> <p>Presentation of 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 if out of context.</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. Speech sound difficulties may impact on the acquisition of literacy.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Phonological awareness difficulties impact on literacy difficulties.</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, abstract language, (conceptual language: size, time, shape, position.)</li> </ul>	<p><b>School must:</b></p> <ul style="list-style-type: none"> <li>• Identify evidence that the CYP’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 CYP is part of typical school and class assessments.</li> <li>• Actively monitor behaviour as an indicator of SLCN.</li> <li>• SENDCO 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: Gateshead SLCN Checklist, Welcome, Speech/Language Link (Primary), Communication Trust Progression Tools, One Step at a Time.</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 CYP 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>• CYP involved in setting and monitoring their own targets.</li> <li>• All tasks require regular modification.</li> <li>• Support and intervention can be offered from the language and learning team.</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/ subject teacher with advice from SENDCO.</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 CYP should have knowledge and training in good practice for teaching and planning provision for children with SLCN.</li> <li>• It is likely that the school will consult with an EP at this stage.</li> </ul>

## Threshold 2 - Communication and Interaction (SLCN) *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<ul style="list-style-type: none"> <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>• 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>• 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 CYP 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>• CYP involved in setting and monitoring their own targets.</li> <li>• All tasks require regular modification.</li> <li>• Support and intervention can be offered from the language and learning team.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust What Works for Pupils with SLCN database</li> <li>• QFT strategies</li> <li>• SLCN Toolkit</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> <li>• Colourful Stories</li> <li>• Chatterbox</li> <li>• ICT support: Clicker 7 voice recorder, talk to text, communication apps</li> <li>• Spingo</li> <li>• Neli</li> <li>• School should consider unnamed surgery with HINT.</li> <li>• School to consider referral to Speech and Language Therapy.</li> </ul>

## Threshold 3 - Communication and Interaction (SLCN)

CYP Presentation	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>Presentation of 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 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 where context is unknown.</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> <li>• Phonological awareness (speech sound awareness) difficulties may impact on literacy development.</li> </ul>	<p><b>As for Thresholds 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence of monitoring and identification of CYP needs before making a referral for assessment and advice from a specialist teacher.</li> <li>• Reviews should consider the evidence base if there is a need to consider specialist resources and provision.</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 or individual interventions.</li> </ul>	<p><b>As for Thresholds 1 and 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 CYP 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 CYP needs.</li> <li>• Curriculum access facilitated by a structured approach using visual systems, modification or reduction of language for instructions and information.</li> <li>• Consideration to the transference and generalisation of skills.</li> </ul>	<p><b>School:</b></p> <p><b>As for Thresholds 1 and 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENDCO.</li> <li>• Additional adult support informed by differentiated provision planned by the teacher.</li> <li>• Could include advice from Speech and Language Therapist and HINT to implement specific classroom-based strategies and to inform planning.</li> <li>• Additional adult support focused on specific individual targets and any SLT advice as appropriate.</li> <li>• Staff working directly with the CYP must have knowledge and training in good practice for teaching and planning provision for children with SLCN-sometimes the Therapist leaves programmes for staff to follow.</li> <li>• Involvement of an EP in consultation/ assessment/planning and review.</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' database</li> <li>• Advice sheets</li> <li>• SLCN Toolkit</li> </ul> <p><b>Interventions:</b></p> <p>As Threshold 1&amp;2</p> <ul style="list-style-type: none"> <li>• Referral to HINT for consultation.</li> </ul>

### Threshold 3 - Communication and Interaction (SLCN) *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
<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 – sometimes children can write well but not speak well.</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>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>				

## Threshold 4a - Communication and Interaction (SLCN)

CYP Presentation	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>Presentation of some/all the difficulties as described at Threshold 3 and these will significantly 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 for all listeners when out of context and sometimes where it is known.</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/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>• Identified by HINT SLCN Teacher or Educational Psychologist.</li> <li>• Pupils with DLD may have associated social communication difficulties.</li> </ul>	<p><b>As for Thresholds 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 and/or HINT specialist teacher.</li> <li>• Where there is a diagnosis of Language Impairment or Speech Impairment the CYP'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 CYP'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 Thresholds 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 SaLT/specialist teacher must be incorporated in all activities throughout the school day.</li> <li>• Whole school understanding of the CYP's individual needs through training such as ICAN Communication Friendly Schools and/or training from SaLT service or HINT.</li> <li>• Additional training of mainstream staff to support curriculum modifications.</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 SaLT/HINT Specialist Teacher advice as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by class/ subject teacher with advice from SENDCO 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 SaLT/HINT Specialist teacher advice as appropriate.</li> <li>• Staff working directly with the CYP must have knowledge and training in good practice for teaching and planning provision for CYP with SLCN.</li> <li>• Additional training of mainstream staff to support curriculum modifications.</li> <li>• Additional adult support informed by differentiated provision planned by the teacher.</li> </ul>

## Threshold 4a - Communication and Interaction (SLCN) *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<ul style="list-style-type: none"> <li>• Pupils with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling.</li> <li>• Pupils with DLD 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>• 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> <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>	

## Threshold 4b - Communication and Interaction (SLCN)

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<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>Presentation of some/all of the difficulties as described at Threshold 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 an Additionally Resourced Mainstream Provision.</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>Has significant speech and language difficulties and may have a diagnosis of Developmental Language Disorder (DLD)</p> <p>The main categories are:</p> <ul style="list-style-type: none"> <li>• Mixed receptive/expressive language impairment/difficulty</li> <li>• Expressive only language impairment/difficulty</li> <li>• Higher order processing impairment/difficulty</li> <li>• Severe Speech Impairment</li> </ul>	<p><b>As Threshold 4a plus:</b></p> <ul style="list-style-type: none"> <li>• Planning must adhere to the targets and include reasonable adjustments to support the mainstream classroom where possible.</li> <li>• Where there is a diagnosis of Developmental Language Disorder (with or without associated speech impairment) or where there is a severe speech impairment, the CYP'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 CYP (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 Threshold 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>• Possible Outreach support.</li> <li>• Interventions need to be embedded not used in isolation.</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> <li>• ELKLAN Materials can be used.</li> </ul>

## Threshold 4b - Communication and Interaction (SLCN) *continued*

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist.</li> <li>• CYP with DLD often have associated social communication difficulties evident in rigid and repetitive behaviours.</li> <li>• CYP with DLD 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>• CYP with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory.</li> <li>• CYP with DLD often have behavioural, emotional, and social difficulties due to impoverished peer interactions, poor listening, attention and understanding.</li> </ul> <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>				

## Communication and interaction: PfA Outcomes and Provision

## Primary and Secondary

PfA Outcomes and Provision				
Year Group	Employability/Education	Independence	Community Participation	Health
<b>Reception to Y2 (5-7 years)</b>	<p>Child has the communication and interaction skills required to meet with adults from a range of careers and obtain information, appropriate to the child's age and developmental level, in relation to different jobs to enable them to begin to think about what they may like to do in the future.</p> <p>Child is able to engage with real world visits (fire stations, farms, etc.) and be able to communicate with adults present to obtain information relating to any questions they may have.</p>	<p>Child has the communication and interaction skills required to enable them, with adult supervision support and modelling, to ask for things that they would like (ordering juice in a coffee shop, asking for a toy or food item at a shop counter etc.)</p>	<p>Child is able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities.</p> <p>Child has the communication and interaction skills required to begin to develop friendships with peers.</p>	<p>Child has the language, communication skills required to gain the attention of an adult at times when they feel unwell in order to access appropriate medical care as required.</p> <p>Child has the language and communication skills required to enable them to articulate choices relating to diet and physical exercise.</p>
<b>Y3 to Y6 (8-11 years)</b>	<p>Child is able to articulate their ideas in relation to different career and education options and will have the communication skills required to ask questions to support them in moving towards making choices.</p> <p>Child is able to engage with career related role models/sessions on different career paths from visitors in school to further increase their understanding of potential options/areas of interest.</p>	<p>Child has the communication and interaction skills required to enable them to ask for things that they would like, to pay for things in a shop or school lunch hall, as step toward independent living.</p> <p>Child has the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required.</p>	<p>Child has the communication and interaction skills required to develop and maintain friendships with peers.</p> <p>Child is able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs.</p> <p>Child has the language and communication skills required to outline any issues relating to bullying or safety online to an adult.</p>	<p>Child has the language and communication skills required to explain the issue to an adult at times when they are hurt or feel unwell in order to access appropriate medical care as required.</p> <p>Child has the language and communication skills required to enable them to articulate choices relating to diet and physical exercise.</p>

**PfA Outcomes and Provision**

Year Group	Employability/Education	Independence	Community Participation	Health
<p><b>Y7 to Y11 (11-16 years)</b></p>	<p>Child is able to engage with structured careers advisory sessions, communicating their thoughts and ideas relating to potential career choices and having the interaction skills to talk with adults to obtain additional information/guidance as required to enable them to make informed choices.</p> <p>Child has the communication and interaction skills (written or verbal) required to facilitate the building of a personal/vocational profile within careers sessions, moving towards building a CV for application for further education/training or employment.</p> <p>Child has the communication and interaction skills required to function within a workplace environment, either with respect to work experience/voluntary work or part time employment to enable them to gain work related experience.</p>	<p>Child has the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required.</p> <p>Child has the communication and interaction skills required to enable them to socialise with peers (unsupervised) within the community and to access activities within the local community in accordance with their preferences.</p>	<p>Child has the language, communication and interaction skills to develop and maintain friendships with peers and to integrate successfully into a range of social groupings and situations.</p> <p>Child is able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability.</p>	<p>Child has the language and communication skills required to ask questions in order to obtain additional information relating to sex education managing more complex health needs, risks related to drugs and alcohol and support for mental health and wellbeing as required.</p> <p>Child is able to communicate, with adult support/prompting, any health needs, or concerns to a GP to obtain appropriate medical care or support as required.</p>
<p><b>Provision</b></p>	<p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Thresholds Guidance: Communication and Interaction, SLCN and Autism.</p>			