



Leytonstone
SCHOOL

SEND Coffee Morning

**Speech, Language and Communication Needs
(SLCN)**

A growing area of concern...



- In the UK, over 1 million children and young people – that's 2 – 3 in every UK classroom – have some form of long term and persistent speech, language and communication difficulty. This can affect them early, severely and for life.
- In areas of poverty, over 50% of children are starting school with delayed communication skills. Their speech may be unclear, vocabulary is smaller, sentences are shorter and they are able to understand only simple instructions.
- **Many of these children can catch up with the right support**
It is estimated that only 10% of children have difficulties that are persistent and long term

Aims for this session

- Explain the different areas of speech and language
- Share how we identify children with speech and language needs at Leytonstone School
- Share how we support our students with speech and language needs
- Offer support and strategies as to how you can support your child with their speech and language development at home.



About Speech, Language & Communication Needs (SLCN)

Speech, language and communication underpin everything we do – making our needs known, expressing our likes and dislikes, interacting with others and building relationships. We often take these skills for granted, but many children struggle to communicate. They have speech, language and communication needs or SLCN. A child with speech, language and communication needs:

- Might have speech that is difficult to understand
- They might struggle to say words or sentences
- They may not understand words that are being used, or the instructions they hear
- They may have difficulties knowing how to talk and listen to others in a conversation

Children may have just some or all of these difficulties; they are all very different.

Why are speech, language and communication skills important?

Learning:

Includes cognitive/intellectual development
How the brain processes and links information
Imagination, problem solving and memory

Social Development:

Sharing and belonging
Cooperation
Interacting with others
Understanding rules
Making friends

Behaviour:

Self control
Following rules
Understanding cause, effect and consequences

Emotional Development:

Confidence/self-esteem
Resilience
Understanding and controlling emotions and having words to describe them
Empathy

Reading:

Reading comprehension
Reading aloud and use of expression

Talking and Listening:

Sharing views and opinions
Giving and following instructions

Spelling:

Phonological awareness
Rhyming patterns

Writing:

Use of vocabulary
Order of words in sentences
Use of correct grammar



What is speech, language and communication?

Children put together what they have heard and **understand**
Children plan and organise what they will say

Children hear,
attend and listen



Children use words
to share meaning -
Talking

Children make and
use sounds to form
words - **Speech**

Using language to interact with other people – **Communication**
Children have to need, want and be confident to communicate

Speech...

The sounds we use for talking – articulation of sounds.

As well as the sounds we use, it also includes factors such as:

- Fluency
- Volume
- Intonation and stress on different words
- Pitch



Language...

Understanding and talking use the following:

- Words (vocabulary) and their meanings
- How words go together, their order and how this can change meanings (e.g. the difference between statements and questions)
- Grammar, how word endings change meanings (e.g. past tense)
- Sentences joining together to make sense – narratives, stories we share with each other
- Higher level skills such as reasoning, inference



Communication...



- Non-verbal communication – body language, facial expression, eye contact, gesture and signing
- Conversation skills and rules – listening, turn taking, knowing when and how to start and finish talking, how to change topic and using language in different ways.



Speech, Language & Communication Needs (SLCN)

- Most children follow the expected pattern of development for their speech, language and communication at the expected times. Some however, do not.
- Most of these children experience a language **delay** . This is when language development follows a normal pattern of development but at a slower rate.
- A few children may have a **disorder** this is where their language development is different in form or function from other children.

How do we identify students with SLCN at Leytonstone School?

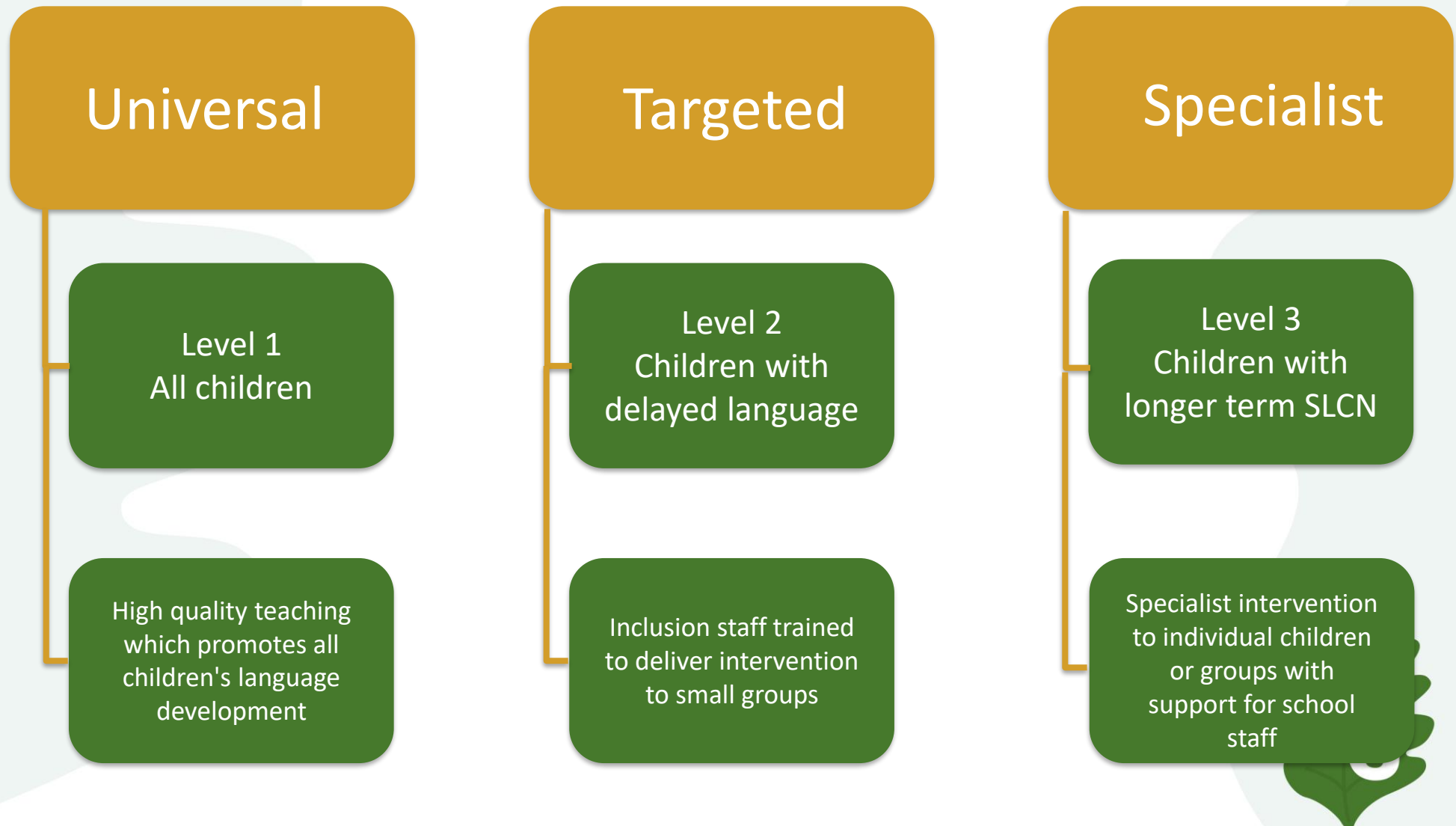
On entry to Leytonstone School:

- Information from parents/carers and previous schools
- Inclusion staff/teacher observations and initial assessments

Already in school:

- Concerns raised by parent/carer or staff member
 - Learning support meetings – concerns raised regarding progress
 - In house Speech and Language therapist
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How do we support students with SLCN



How do we support students with SLCN

Depending on area and level of need:

- Need identified and provision put in place
- Intervention groups are made up of a maximum of 8 students and run for 8-10 sessions
- Progress is checked via assessments at the start and end of each provision. This is then logged on provision map/your child's individual learning plan
- This information is shared with the class teacher and other staff who work with the student so that the students needs are also met in class.



How do we support students with SLCN

If extra intervention is needed:

- Progress is closely monitored
- A different intervention may be put in place
- If a student does not make progress in a provision we will seek permission from parents to refer to Speech & Language Therapy service (SALT) for an assessment.
- If a student receives a package of care, we will work with the speech therapist in order to work on the same targets
- This information is shared with the class teacher and other staff who work with the student so that the students needs are also met in class.
- We share the outcomes of our provisions with the S&L therapist to support their assessment and next steps.



How is S&L supported in class through High Quality Teaching (HQT)

- Modelling of language
 - Plenty of time and opportunities to respond
 - Pre-teaching of topic vocabulary
 - Checking understanding of vocabulary
 - Reinforcement of vocabulary and concepts with visual aids and real life objects/activities
 - Open ended/differentiated questioning – encouraging child to continue, reinforce and expand on their ideas
 - Use of appropriate additional resources such as word webs, mind maps, story frames
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S&L Interventions

What S&L interventions do we run?

- Speech and Language
- Social Skills
- Lego Therapy
- Phonopoly

What do our interventions involve?

Listening Activities

- Hidden objects
- Picture match
- Information carrying word activities such as directing when building Lego
- Barrier games

These games will support turn taking, auditory and functional memory skills, following instructions, listening skills as well as receptive and expressive language skills.

Concepts

- Same/different
- Long/short
- Big/small
- Days/parts of days
- First/next/last
- Before/after
- Prepositions

Questions

Its story time!

- Who?
- What?
- When?
- Where?
- Why?

Speech

Jolly phonics

Practising speech sounds, using games that students enjoy!



How can you support your child at home?

What affects language and development? Research evidence shows:

- The **amount** of language children hear is important
The **more** they hear, the **more time** their parents spend talking with them and the **more types of words** they are exposed to the more children use.
- **What** adults say to children is also important
Children seem to develop strong language skills when parents ask **open-ended questions**, ask **children to elaborate** and focus on **topics of interest** to the child. **Responding to what the child is talking about** and **having familiar routines** also promote shared understanding.
- **Cooperative interactions** are very important
Conversations about **how people feel** and **how that affects what they do** are important in learning social communication skills.



Top Tips

- Keep instructions simple! How many instructions are you giving your child in one go?
- Allow your child opportunities and time to respond to you, ask open ended questions
- Modelling good language, this is the adult repeating back correct or elaborated language rather than asking the child to repeat/correct
- Elaborate their observations: “school was good” – “Tell me the good parts, what did you enjoy?”
- Re-order/extend a sentence : Use connectives- “Firstly, secondly, however, because, therefore,”
- Correcting grammar and slang where appropriate: “I didn’t do nothing” – “I didn’t do anything!” “Basically yeah”- “To summarise!”
- Talk about what you are going to do ahead of doing it to give your child the opportunity to practice any new vocabulary.

If you have any concerns that your child may have speech and language difficulties please speak to your child's key worker.

