3rd Year BA Ed Professional Studies

University of Reading

What Do I Need To Know About Teaching Learners With Speech, Language and Communication Needs?

The Grove

Highwood Primary School's Speech and Language Resource

4th October 2023

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Speech and Language Resource Teacher

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Highwood Primary School's Speech and Language Resource

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Highwood Primary School

Where Individuals Matter

- All pupils have an EHCP (Education, Health and Care Plan)
- Their primary need is Speech and Language
- 14 pupil places from all year groups
- Mornings in the Resource, afternoons in mainstream
- Intensive 1:1 speech therapy with a Speech and Language Therapist (SALT)
- Outreach offer to Wokingham Primary Schools

Nationally accredited by Elklan and OCN London

Communication Friendly Primary

www.elklan.co.uk

Today’s Objectives

- To revise what typical language development looks like
- To know what counts as Speech, Language and Communication Need (SLCN) and the prevalence of these needs
- To consider the learning needs and barriers for these children

- To understand how teachers can spot SLCN
- To consider how we support children with SLCN in the classroom and create a language-rich environment?

What does typical language development look like?

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Babies (by 12 months)	Toddlers (by age two)	Nursery age children (by the age of four)	School age (by the age of five)
• Communicates through babbling, crying and gesturing • Responds to familiar words like 'bye-bye' • Start to understand simple words • Start to use simple words	• Start to put two or three words together into simple sentences like 'Show me your nose' • Learn two or three words a day on average • Start to ask lots questions that helps them to remember and learn words	• Start to learn more complex meanings of words • Start to ask lots of questions about what words mean • Express their thoughts and feelings clearly to adults and children • Make careful choices about the words they are using and conform with grammatical rules on, for example, tenses and plurals • May still find some sounds difficult to use but are understood by most people • May stumble over words and sentences	• Able to understand and talk with new people using well formed sentences • Ask lots of 'why?' questions • Understand longer and more complicated sentences • Use and understand most everyday words that adults use • Explain what has happened, and why, in an interesting way

What does typical language development look like?

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What is involved in Communication?

Understanding meaning – literal and non-literal

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Understanding sentence structure

+

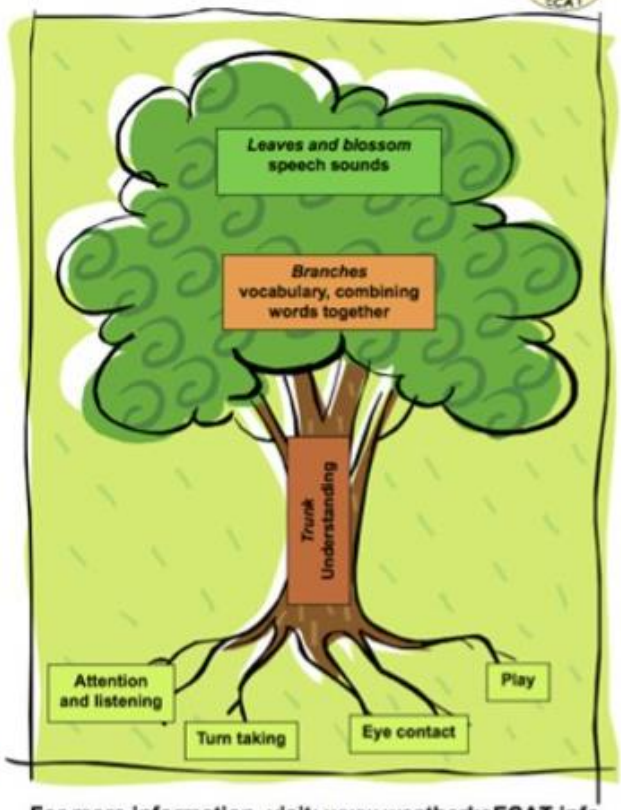
Understanding words

+

Auditory Memory

Receptive Language

The Communication Tree



For more information, visit: www.westberksECAT.info

Self-correction

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Choosing sounds (phonology) Articulation and fluency

+

Understanding audience and appropriateness

+

Choosing sentence structure

+

Choosing words (word-finding – memory and semantics)

Expressive Language

What does typical speech development look like?

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Developmental Norms: Age-Related Expectations

Age	Sounds that are typically used	Sounds the child may have difficulty with
By 2 years	• b, d, m, n, w • a range of vowel sounds	• All other sounds, including: k, g, s, f, sh, l, r • Missing consonants at the ends of words • Long complex words that are difficult to say, e.g. helicopter
By 2 ½ years	• p, b, t, d, m, n, w	• All other sounds including: k, g, s, f, sh, l, r, • Long complex words that are difficult to say
By 3 years	• p, b, t, d, m, n, w, h	• All other sounds including: k, g, s, f, sh, l, r, • Long complex words that are difficult to say
By 3 ½ years	• p, b, t, d, m, n, w, h • Possibly starting to use k, g, s, f	• sh, z, v, ch, j, l, r, th • 2 consonants together, like fl, sp, sm, gr, str • Long complex words that are difficult to say
By 4 years	• k, g, s, f, p, b, t, d, m, n, w, h • 's' clusters: sm, sp, sn, st, sk	• sh, z, v, ch, j, l, r, th • Other consonant clusters: fl, fr, gr, gl, str, spl • Some longer, more complex words
By 4 ½ years	• sh, ch, j (in addition to other sounds listed above)	• l, r, th • Consonant clusters: fl, fr, gr, gl, str, spl
By 5 years	• Now using 'l' (in additional to other sounds listed above)	• r, th • Consonant clusters involving r or l e.g. fl, gr
By 6 years	• Using all sounds and clusters (e.g. e.g. spr, str, spl) except 'th'	• th
By 7 years	Most children are able to use all sounds except for regional accent variations e.g. "fink" for think.	

What does typical speech development look like?

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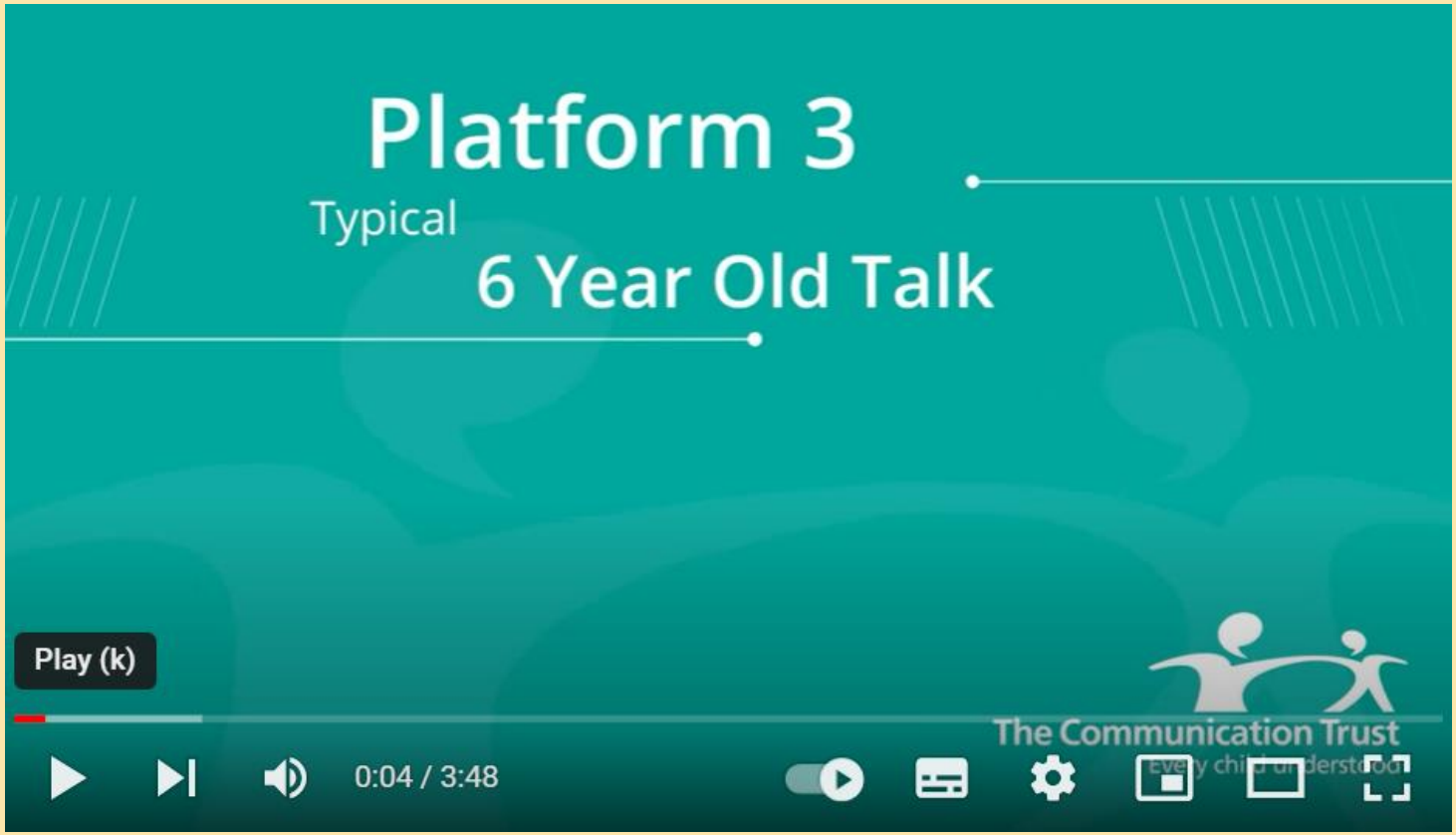
Speech Process	Definition	Approximate age process is no longer used
Final Consonant Deletion	Missing off a consonant at the end of a word. E.g. bat → ba_	3 years
Voicing and Devoicing	Confusing 'noisy' and 'quiet sounds E.g. **P**ig → **b**ig do**g** → do**ck**	3 years
Consonant Harmony	Making a sound more similar to another sound in the word e.g. **c**at → **t**at	3 ½ years
Fronting	Replacing a 'back' sound with a 'front' sound E.g. **c**ar → **t**ar	3 ½ years
Stopping	Replacing a 'long' sound with a 'short' sound E.g. **s**un → **t**un fee**t** → pee**t**	• /f/ and /s/ - 3 years • /v/ and /z/- 4 years • /sh/, /ch/, /j/ and /th- 5 years
Weak Syllable Deletion	Missing off a 'quieter' syllable in a word E.g. **ba**nana → nana	4 years
Cluster Reduction	Missing off a consonant when there are 2 or 3 consonants together E.g. **st**ar → **t**ar	5 years
Gliding	Replacing the sounds 'r' and 'l' with 'w' and 'y' E.g **r**ed → **w**ed **l**emon → **y**emon	6 years

Six-Year Old Talk

https://www.youtube.com/watch?v=RjPRRkJSQ4Y



What counts as SLCN?

What is involved in Communication?

Understanding meaning – literal and non-literal

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Understanding sentence structure

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Understanding words

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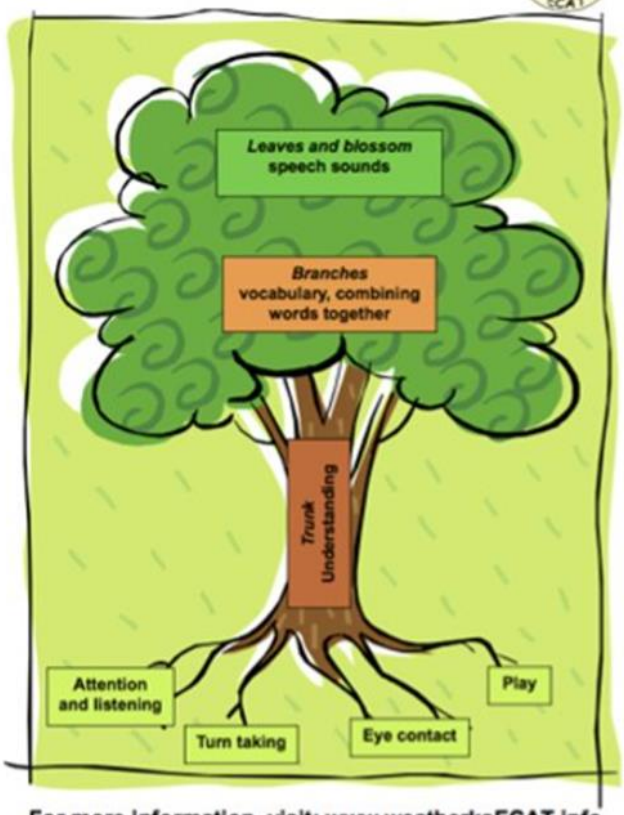

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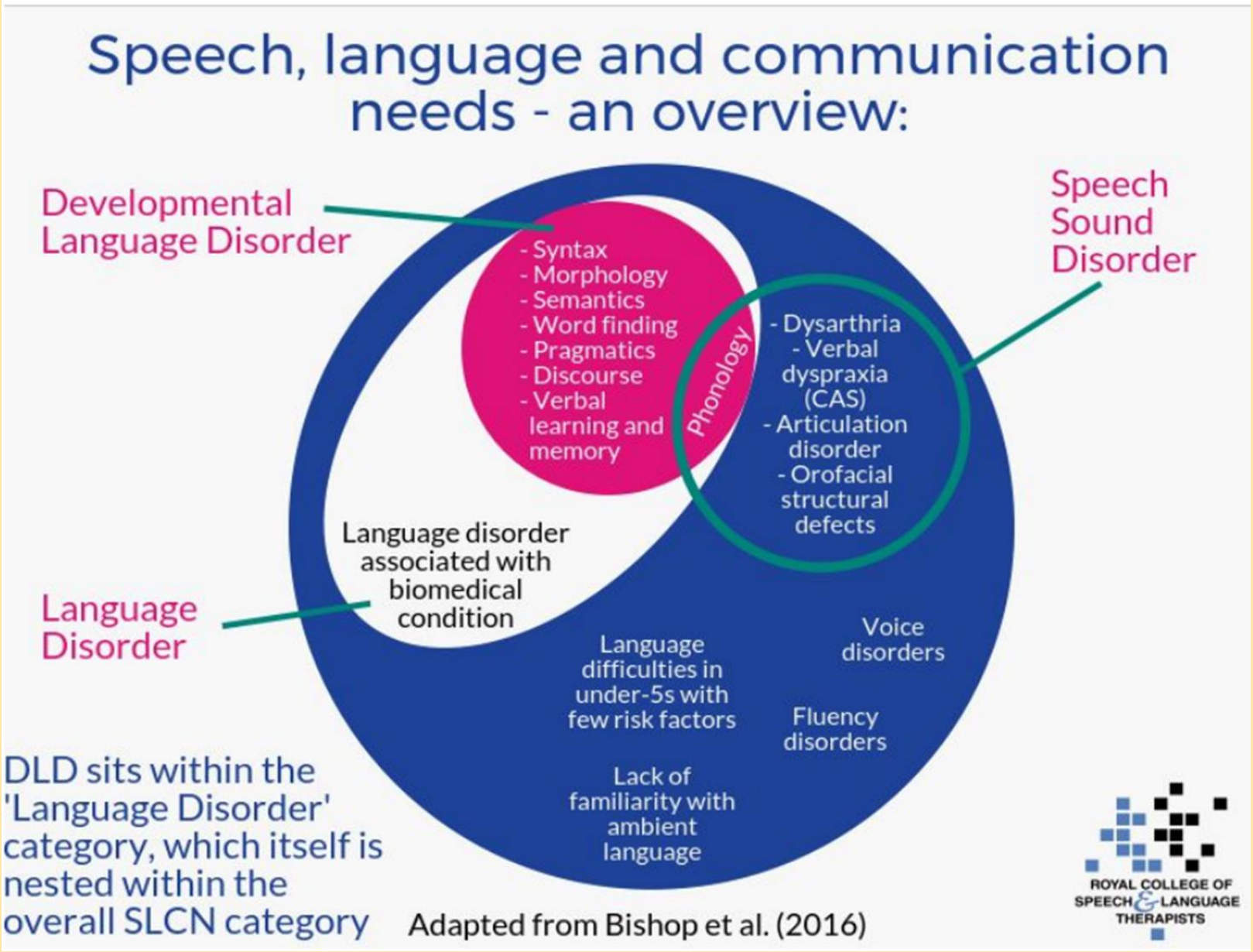

EAL children count as having special needs only if they have difficulties in ALL languages

"A student does not have a learning difficulty or disability solely because the language they are taught in is different from a language which is or has been spoken at home."

SEN Code of Practice

Most EAL learners acquire a good level of fluency for everyday conversation within two years of exposure to English. However, it can take between 5 and 7 years for these children to catch up with first language speakers on measures of cognitive and academic language proficiency. This means that although some children who have EAL may be able to understand language in conversation and chat informally, they may need additional support in learning the language necessary for thinking, learning and educational attainment because these are different kinds of language skills to those which we typically use for everyday conversational tasks.

What Counts as SLCN?

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COULD IT BE LANGUAGE?

Children with Developmental Language Disorder (DLD) have significant, on-going difficulties understanding and/or using language which can affect their behaviour and progress at school.

What are the signs of DLD?

Children with DLD may struggle with...

- **PROCESSING LANGUAGE** – listening to, understanding, remembering what others say
- **FOLLOWING INSTRUCTIONS** – especially if long or containing abstract concepts/complex vocabulary
- **VOCABULARY** – understanding and using words accurately
- **GRAMMAR** – understanding and using grammar (spoken and written), getting words in the correct order with the correct tenses
- **EXPRESSING IDEAS** – saying how they feel, telling a story, explaining their ideas
- **ASKING AND ANSWERING QUESTIONS** – may not talk much in class discussions
- **MATHS** – particularly with word problems and topics with a heavy language load
- **READING** – understanding what is happening in a story/narrative/factual text
- **LITERACY** – understanding and using sounds for spelling and reading (phonological awareness)
- **SOCIAL INTERACTION** – using language in social situations/making and maintaining friendships

Find out more about DLD and training for teachers at:

moorhouseinstitute.co.uk/dld-training

Moor House Research & Training Institute, Mill Lane, Horsted Green, Oxted, RH8 9AQ

What Counts as SLCN?

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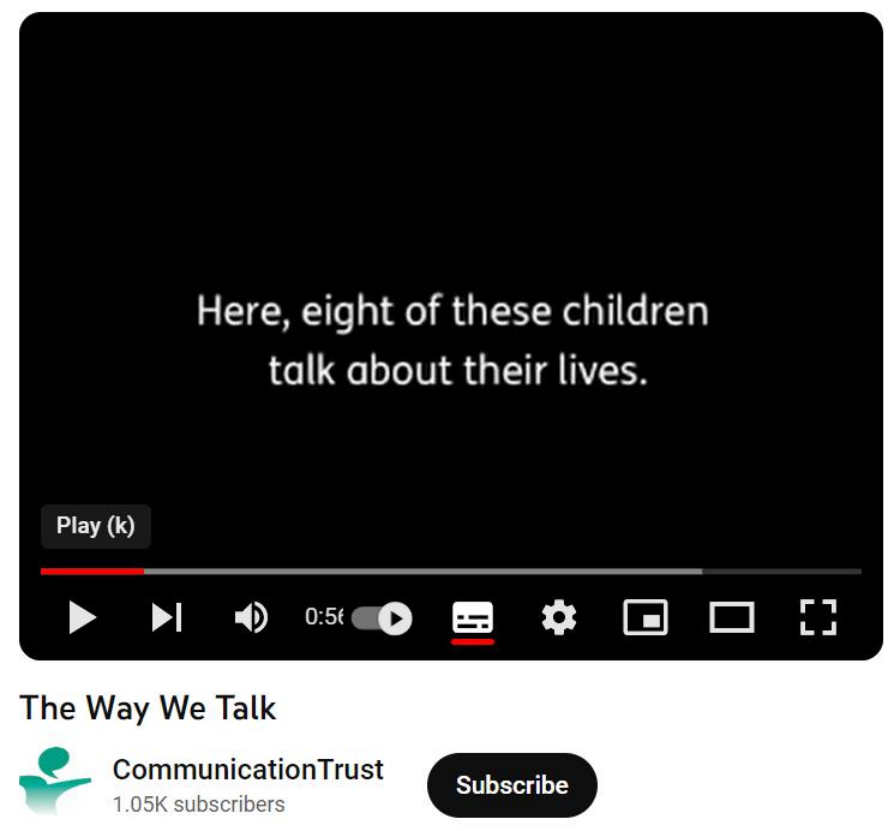
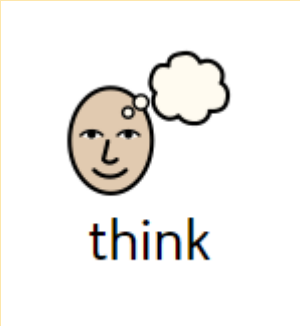
https://www.youtube.com/watch?v=Onqn_7xzp2Q





Think of children you may have come across on teaching practice with SLCN – obvious or hidden

Prevalence of SLCN

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- DfE SEND stats record 3.2% of all pupils as having SLCN.

- However, research shows that approximately 10% of children have SLCN (of which around 7% have Developmental Language Disorder or DLD).
- This is approximately 3 children in each class.

- SLCN is often under-identified - children are being missed.
- Early identification and intervention are essential.

Learning needs and barriers for children with SLCN

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Difficulties with:

- Following instructions
- Learning new words
- Understanding concepts
- Explaining ideas and telling stories
- Understanding the grammar used to structure sentences
- Processing information
- Making predictions and drawing inferences

Barriers for children with SLCN

"Just 15% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics at the end of their primary school years compared with 61% of all pupils."

(Bercow 10 years on, p7 – 10: Department for Education Key Stage 2 SATS results 2017)

"Children with language difficulties at age five were four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed when they reached adulthood."

(Law, Charlton, & Asmussen, 2017)

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Barriers for children with SLCN

"If left unidentified and unsupported, **communication needs** can have long-term implications across **educational attainment**, **employment**, **social mobility**, **mental health** and involvement with the **justice system**."

Royal College of Speech and Language Therapists (2018)

"66-90% of young offenders have low language skills, with 46-67% of these being in the poor or very poor range."

The Royal College of Speech and Language Therapists Justice Evidence Base Consolidation: 2017

Learning needs and barriers for children with SLCN

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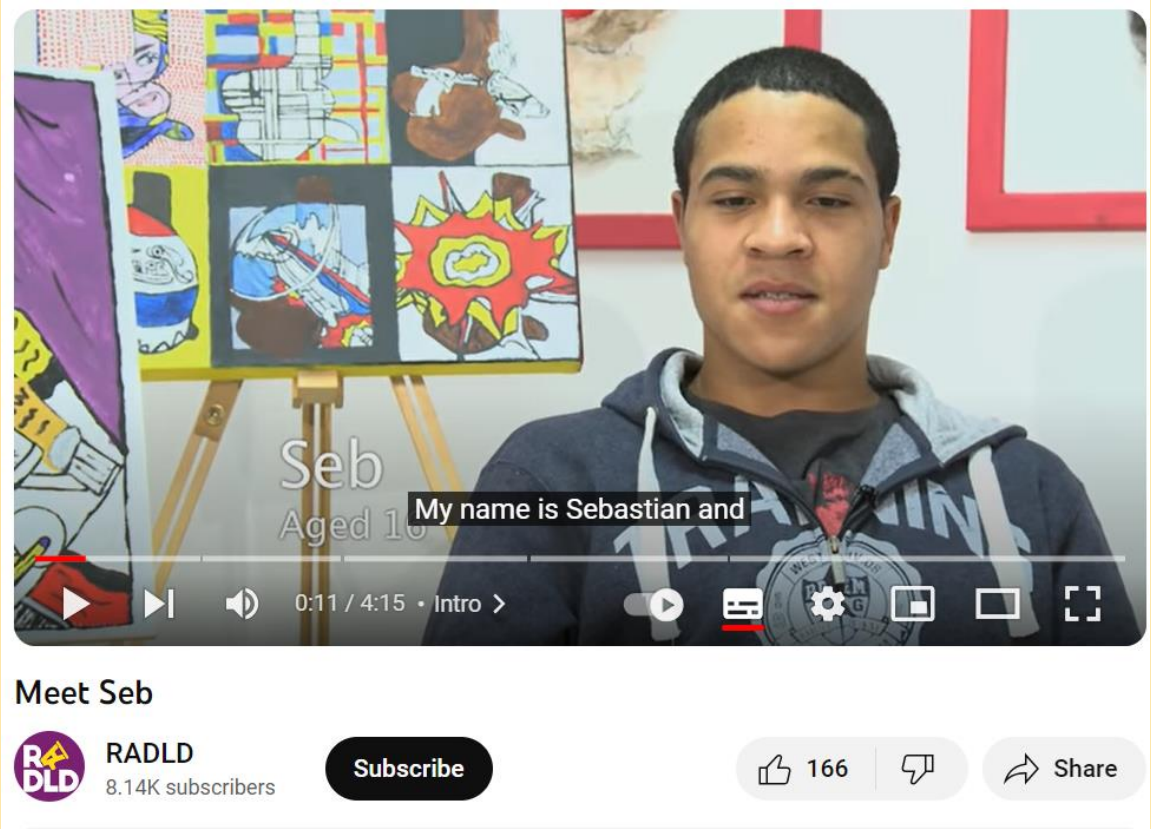
https://www.youtube.com/watch?v=bemLJzDXOlk



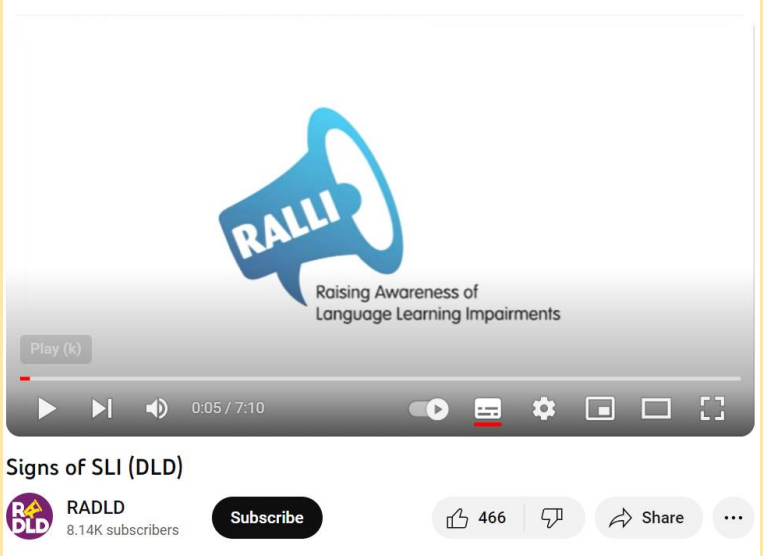
What used to be barriers for Sebastian?

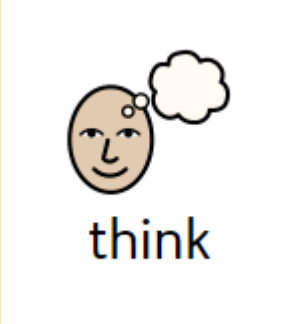
tea break

How can teachers spot SLCN?

https://www.youtube.com/watch?v=JAsf_Wqjz4g

- Children with SLCN can be hard to spot because they use visual cues, routine and context to mask their difficulties with understanding language





What signs might you spot?

How can teachers spot SLCN?

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- Speech and Language Errors:

- Speech sounds may be unclear
- Errors with spoken (and written) grammar (word order, tenses, pronouns..)
- Problems with vocabulary – learning, understanding, recalling and using
- Reluctant to join in conversations or put their hand up
- Difficulty answering questions, particularly open ended
- Explanations are difficult to understand – difficulty explaining or reasoning why

Expressive difficulties may be more noticeable than receptive difficulties

How can teachers spot SLCN?

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- A child's behaviour:

- Doesn't say much in the classroom
- Doesn't do what is asked of them or responds unexpectedly to instructions
- Avoids or may have difficulties starting class work
- Is distracted, not 'listening', 'switched off' especially during larger group sessions
- Appears forgetful – appears not to remember what has been covered in lessons or what they have been told to do
- May look around and copy others' actions or written work
- May often say they are tired or feeling ill, or look for a way to leave the class e.g. toilet
- May display difficult behaviour

How can we support children with SLCN in the classroom?

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Communication Supportive Environment Checklist

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Highwood Primary School's Speech and Language Resource

Classroom Layout	Yes	No	N/A
All children can see the teacher's face clearly when they are teaching			
A calm space in the classroom for children who may need it			
Learning areas and resources are clearly labelled with words and visual supports			
Children are grouped in different ways across the day e.g pairs and small groups			
Attention and Listening			
Consideration has been given to darkness/brightness/distracting background noises			
Listening prompts are used for those that need it and reinforced by specific praise			
Children are asked to stop what they are doing before a new instruction is given			
Visual Supports			
A class visual timetable is in a place where it can be easily accessed by all			
Individual visual timetables, symbols to support routines and/or 'now-next' boards for children who may need it			
Staff use visual supports (e.g. task planner or writing steps down on a whiteboard) to promote independence			
Word banks, word maps and narrative frameworks reduce working memory load for all children			
Understanding Language			
Staff recap and make explicit links to prior learning			
Staff model step-by-step what children need to do			
Non-literal, figurative language or words with multiple meanings are explained to children who may need it			
Children with SLCN are given time to answer a question (e.g. ask other children and then come back to them)			

Spoken language is supported by non-verbal/visual cues			
Staff's questions are differentiated for children of different abilities, using Blank's Levels of Questioning as a guide			
Children are given visuals, opportunities and encouraged to say when they don't understand			
Expressive Language			
New vocabulary is taught using sounds and meaning features of the words			
Lots of opportunities are given to use new vocabulary in context			
Word walls, word maps or mind maps are displayed so that children can revisit vocabulary			
Staff offer multiple choice or routine questions to children who need to build confidence with speaking in front of others			
Staff extend children's language through modelling rather than correcting the child			
Sentence starters/ colourful semantics are used for children who need support to formulate sentences.			
Social Communication			
Social and emotional aspects of learning are addressed e.g. what can you do if you find a task frustrating?			
All children are given opportunities to engage in classroom discussion (e.g. writing, drawing or saying their contribution to one peer)			

How can we support children with SLCN in the classroom?

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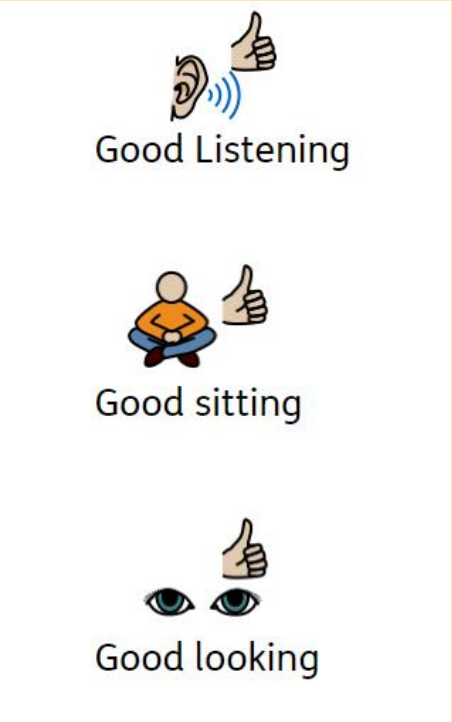
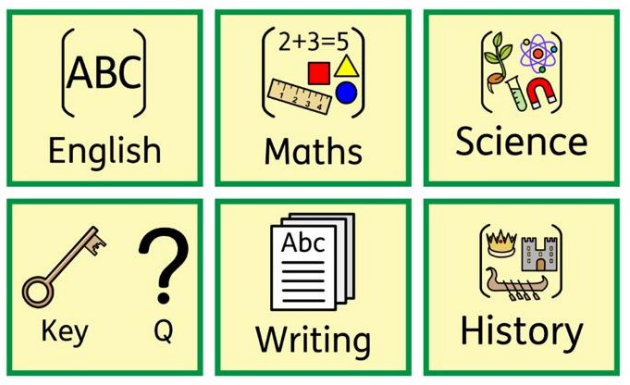
- Classroom Layout and Attention and Listening





How can we support children with SLCN in the classroom?

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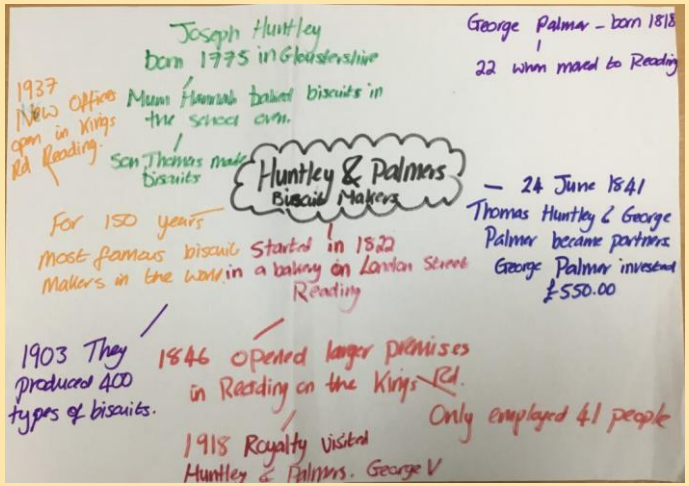
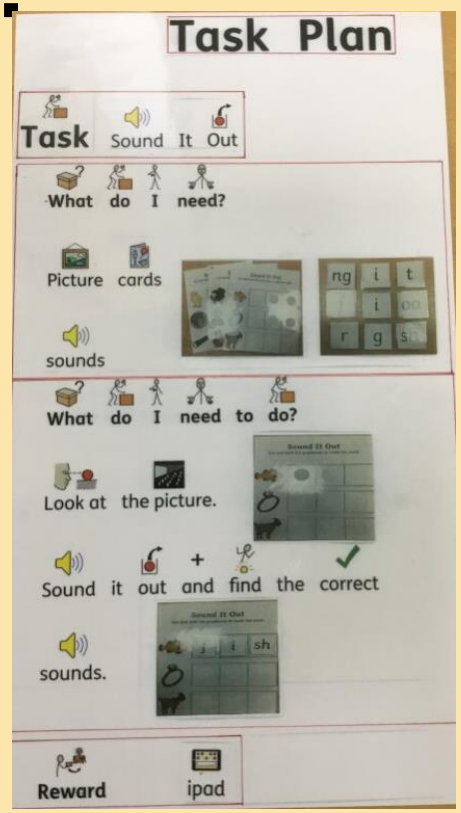
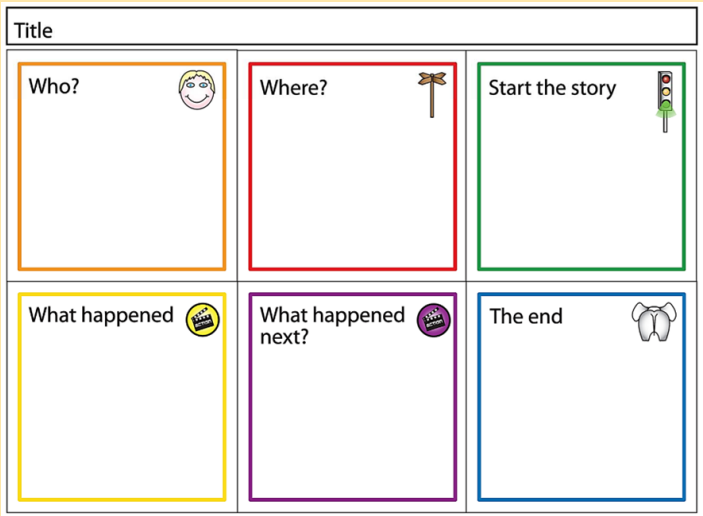
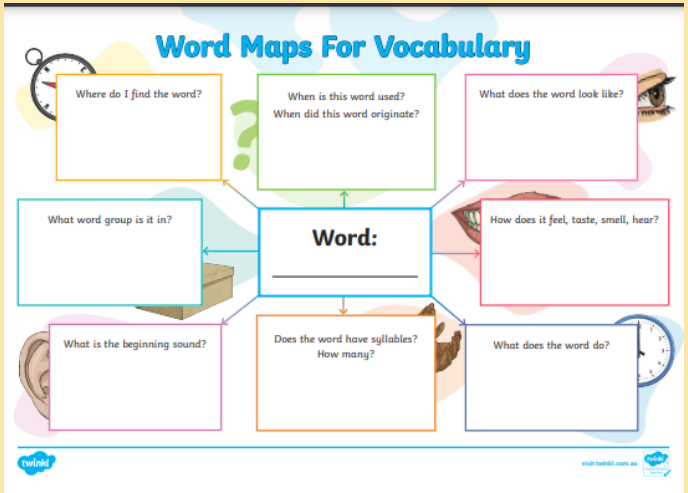
- Visual Supports









How can we support children with SLCN in the classroom?

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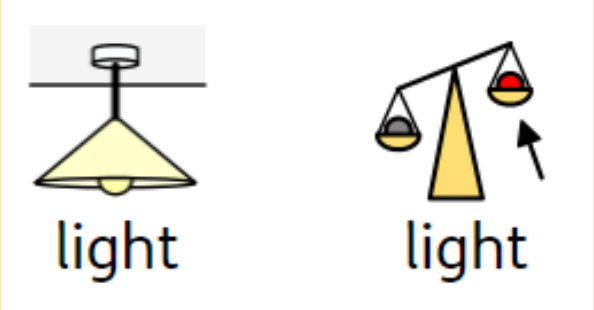
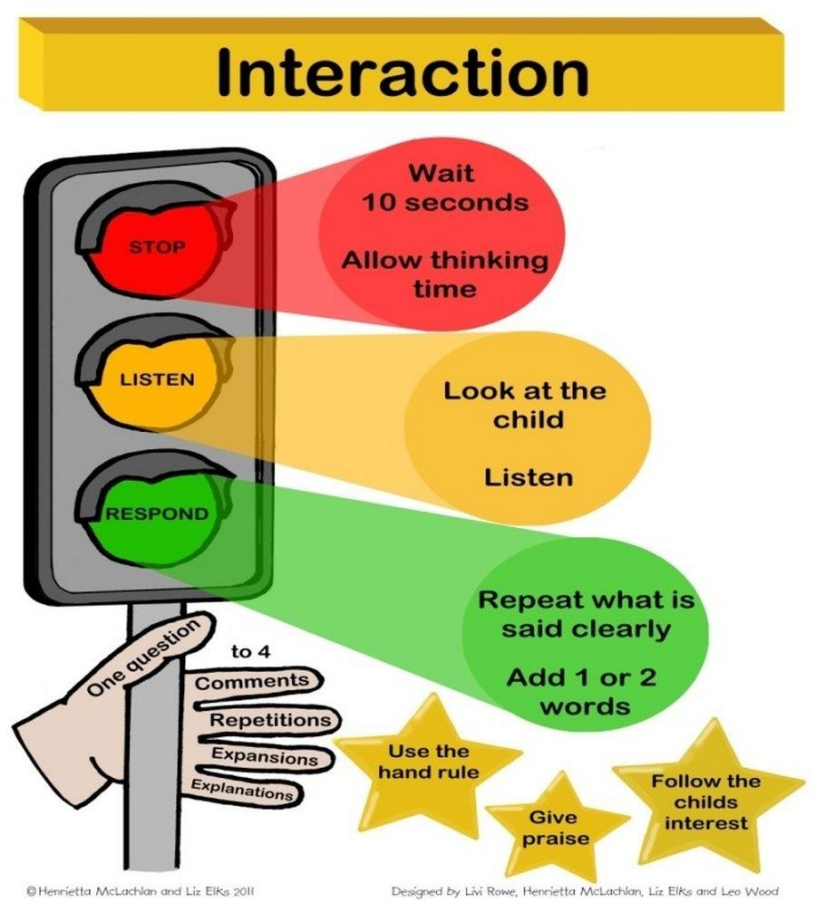
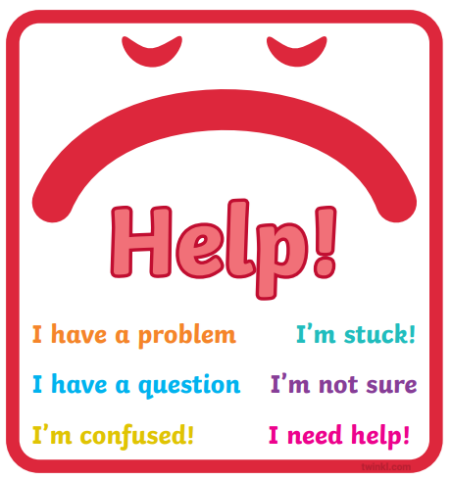
- Support to understand language







Check understanding by asking the child to tell you what they have to do.

How can we support children with SLCN in the classroom?

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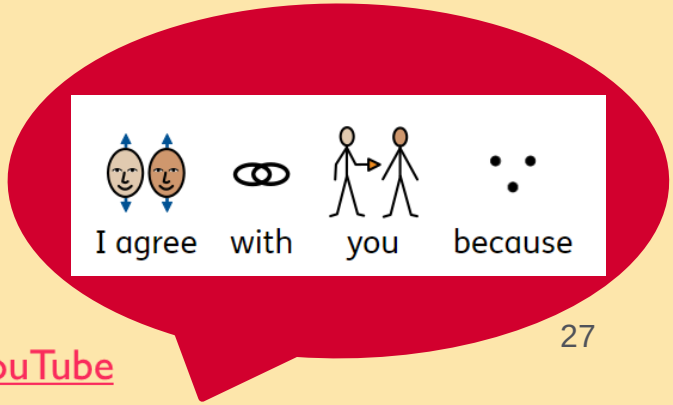
- Support for expressive language

EXAMPLE: CHILD SAID "BALL" (A NOUN- THE NAME OF AN OBJECT).	
TYPE OF WORDS TO MODEL	EXAMPLES
VERBS	"YES, YOU **ROLLED** THE BALL", OR "**ROLL** THE BALL".
ATTRIBUTE- SIZE	"IT'S A **BIG** BALL" OR "A **LITTLE** BALL".
ATTRIBUTE- COLOR	"THE **RED** BALL".
COMMENT	"YOU'RE **PLAYING** WITH THE BALL".
ADD A QUANTITY	"YOU HAVE **ONE** BALL".
ADD A PRONOUN	"THAT'S **YOUR** BALL".
ADD FEELINGS	"I **LIKE** THE BALL".
ADD AN "OWNER"	"THIS IS **DADDY'S** BALL".

Ask for low threat responses to build confidence to speak in the classroom



An Introduction to Colourful Semantics - YouTube

How can we support children with SLCN in the classroom?

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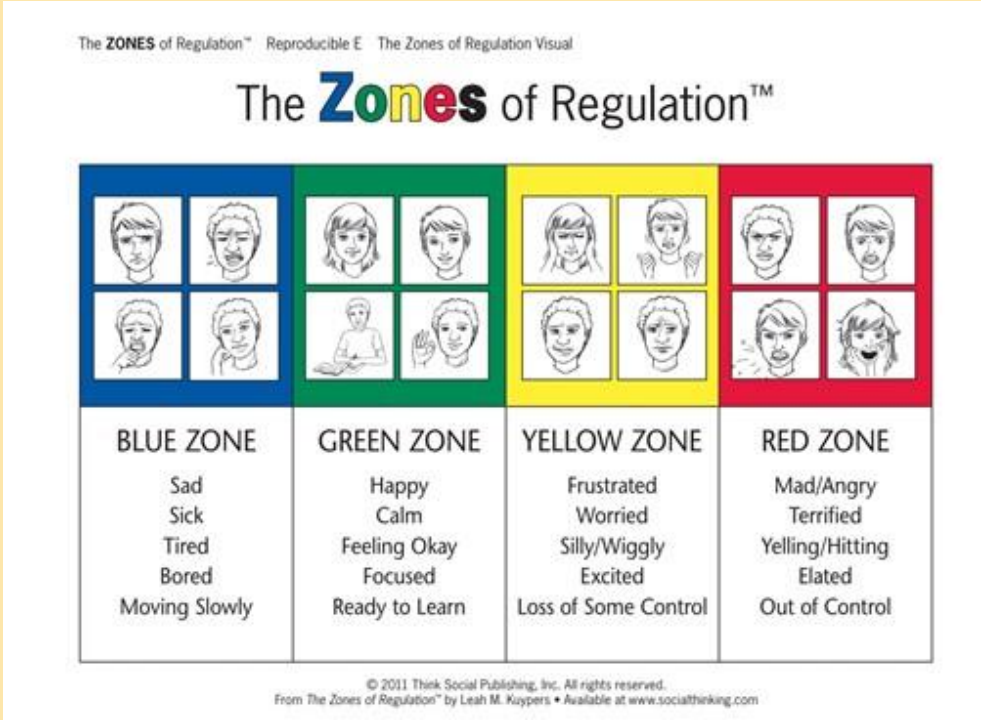
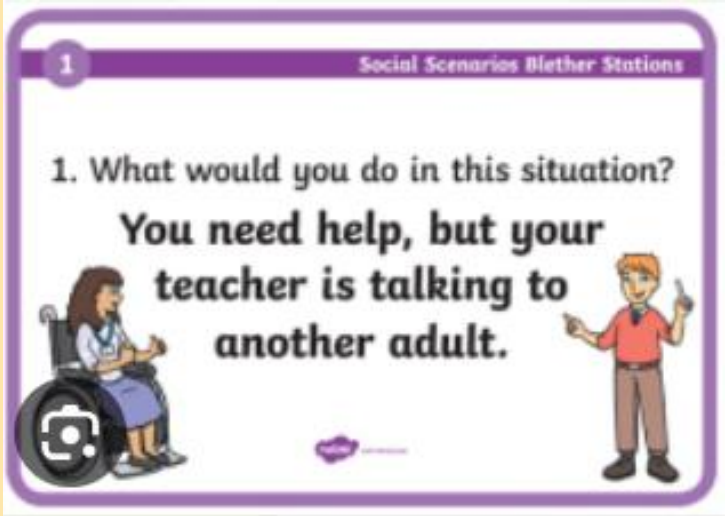
- Support for social communication





How can we support children with SLCN in the classroom?

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- Make learning fun!
- Make sure children know their strengths
- Use drama/role play
- Use practical learning wherever possible
- Engage with parents (home-school communication books)
- Pair children with SLCN with an empathetic talk partner who can model good language skills

Case Studies

- With your group, read the information about your case study child.
- Discuss strategies to support this child in the classroom.
- Decide on the top 3 strategies that you would put in place as a priority if you were this child's class teacher.
- Choose one person in your group to feed back to the whole group at the end.

Liam

Liam is in Year 1. He recently moved to a new school with a Speech and Language Resource to get the specialist input he requires. Liam's expressive language is very limited as he has significant difficulties with speech sound production. It is very difficult to understand what he is saying. His family understand around three quarters of his speech. Staff and peers understand much less, until they get to know him. He is struggling with the transition to a new school and is highly anxious, often crying. He particularly struggles with unstructured times such as playtime and lunchtime, always crying and often refusing to go outside or into the lunch hall. By the afternoon he is very tired and wants his mum. He enjoys art and being read to. He does not like PE. On several occasions he has wet himself in school.

Liam attends the Speech and Language Resource every morning for reading, writing and maths as well as intensive speech therapy with a speech and language therapist.

You are his mainstream teacher and teach him every afternoon where he must be integrated in all other curriculum subjects.

With your group, come up with as many ways as possible that you and your teaching assistant could support Liam in your mainstream class. Think about specific targeted support for Liam, as well as whole-class approaches which will benefit him as well as other children.

Finally, as a group decide **which 3** of these strategies would you, as his class teacher, put in place immediately as a **priority**?

Choose one person who will feed back your 3 top strategies to the whole group.

Christopher

Christopher is in Year 2. He recently moved to a new school with a Speech and Language Resource to get the specialist input he requires. Christopher's expressive language is very limited as he has significant difficulties with speech sound production. It is very difficult to understand what he is saying. His family understand around three quarters of his speech. Staff and peers understand much less, until they get to know him. Christopher is displaying difficult behaviour at school. When a task involves writing, he mostly refuses to attempt the work. He is walking out of the classroom several times a day when faced with a task which he finds difficult. At playtime and lunchtime he is often getting into conflicts with peers. Christopher loves science and history and has an in-depth knowledge of space and World War 1 and 2 and he wants to be able to read history books, yet his reading and writing levels are in the Early Years stage.

Christopher attends the Speech and Language Resource every morning for reading, writing and maths as well as intensive speech therapy with a speech and language therapist.

You are his mainstream teacher and teach him every afternoon where he must be integrated in all other curriculum subjects.

With your group, come up with as many ways as possible that you and your teaching assistant could support Christopher in your mainstream class. Think about specific targeted support for Christopher, as well as whole-class approaches which will benefit him as well as other children.

Finally, as a group decide **which 3** of these strategies would you, as his class teacher, put in place immediately as a **priority**?

Choose one person who will feed back your 3 top strategies to the whole group.

Mykie

Mykie is in Year 4. He has attended the Speech and Language Resource for the last two years. He is now generally understood when speaking as his speech sounds are clear, but his word order can get muddled when he speaks. When he writes, his word order is so muddled and he misses out so many words that it is almost impossible to decipher what he has written. He is reading at a Year 1 level. He sometimes cries in English lessons. In the mornings in the Resource he is usually fairly chatty. In the afternoons he is extremely quiet and complains that he is tired or feeling ill, sometimes lying his head on the table when he is meant to be writing. He doesn't seem to remember anything taught in history or geography, but he loves PE, art and science experiments. He says he has no friends and at playtime will usually hover near to the boys playing football but does not join in.

Mykie attends the Speech and Language Resource every morning for reading, writing and maths as well as intensive speech therapy with a speech and language therapist.

You are his mainstream teacher and teach him every afternoon where he must be integrated in all other curriculum subjects.

With your group, come up with as many ways as possible that you and your teaching assistant could support Mykie in your mainstream class. Think about specific targeted support for Mykie, as well as whole-class approaches which will benefit him as well as other children.

Finally, as a group decide **which 3** of these strategies would you, as his class teacher, put in place immediately as a **priority**?

Choose one person who will feed back your 3 top strategies to the whole group.

Samantha

Samantha is in Year 6. She has attended the Speech and Language Resource for the last three years. She is now generally understood when speaking as her speech sounds are clear. However, she sometimes stutters, especially when feeling anxious. At the start of the year she is already feeling extremely nervous about SATs, and mentions them regularly. She is working at a Year 3 level in reading and writing and at a Year 5 level in maths. In afternoon subjects which require writing she appears to daydream and the work she produces is often unfinished and sometimes seems to have been copied. When asked a question in class she tends to freeze or repeat an answer someone else has given. Lately some of the other girls in the class have laughed at her when she has done this. She loves art, in particular drawing. Every time her parents ask her what she did at school she says she can't remember. This is worrying them as they want to help her progress and catch up but they don't know how. They are also worried that she says she has no friends.

Samantha attends the Speech and Language Resource every morning for reading, writing and maths as well as intensive speech therapy with a speech and language therapist.

You are her mainstream teacher and teach her every afternoon where she must be integrated in all other curriculum subjects.

With your group, come up with as many ways as possible that you and your teaching assistant could support Samantha in your mainstream class. Think about specific targeted support for Samantha, as well as whole-class approaches which will benefit her as well as other children.

Finally, as a group decide **which 3** of these strategies would you, as her class teacher, put in place immediately as a **priority**?

Choose one person who will feed back your 3 top strategies to the whole group.

Ongoing Issues?

- Speak to / email the SENCO with specific concerns
- Use school expertise and screeners available in school
- Use the Mainstream Information Pack
- Language assessment – Speech and Language Therapist
- EAL children – First Language Assessment
- Cognitive assessment – Educational Psychologist

Support

University of Reading

Elklan
Training to Support Children's Language and Learning

Speech and Language UK
Changing young lives.

Moor House School & College

Afasic
voice for life

NHS
Berkshire Healthcare
NHS Foundation Trust

CYPF Speech and Language Therapy

CYPF
Children, Young People and Families

Information Pack for Schools

www.berkshirehealthcare.nhs.uk

CYPIT toolkit: the school years | Berkshire Healthcare NHS Foundation Trust

The Communication Trust
Every child understood

RADLD
RAISING AWARENESS OF DEVELOPMENTAL LANGUAGE DISORDER

Thank you!

Any questions?

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