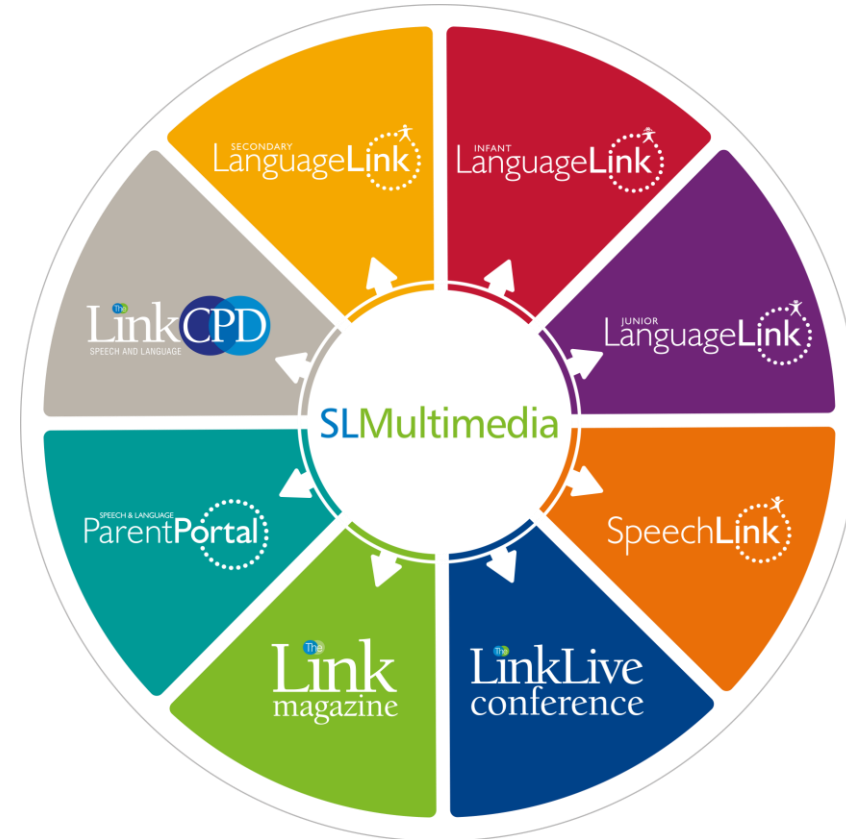


SECONDARY LanguageLink



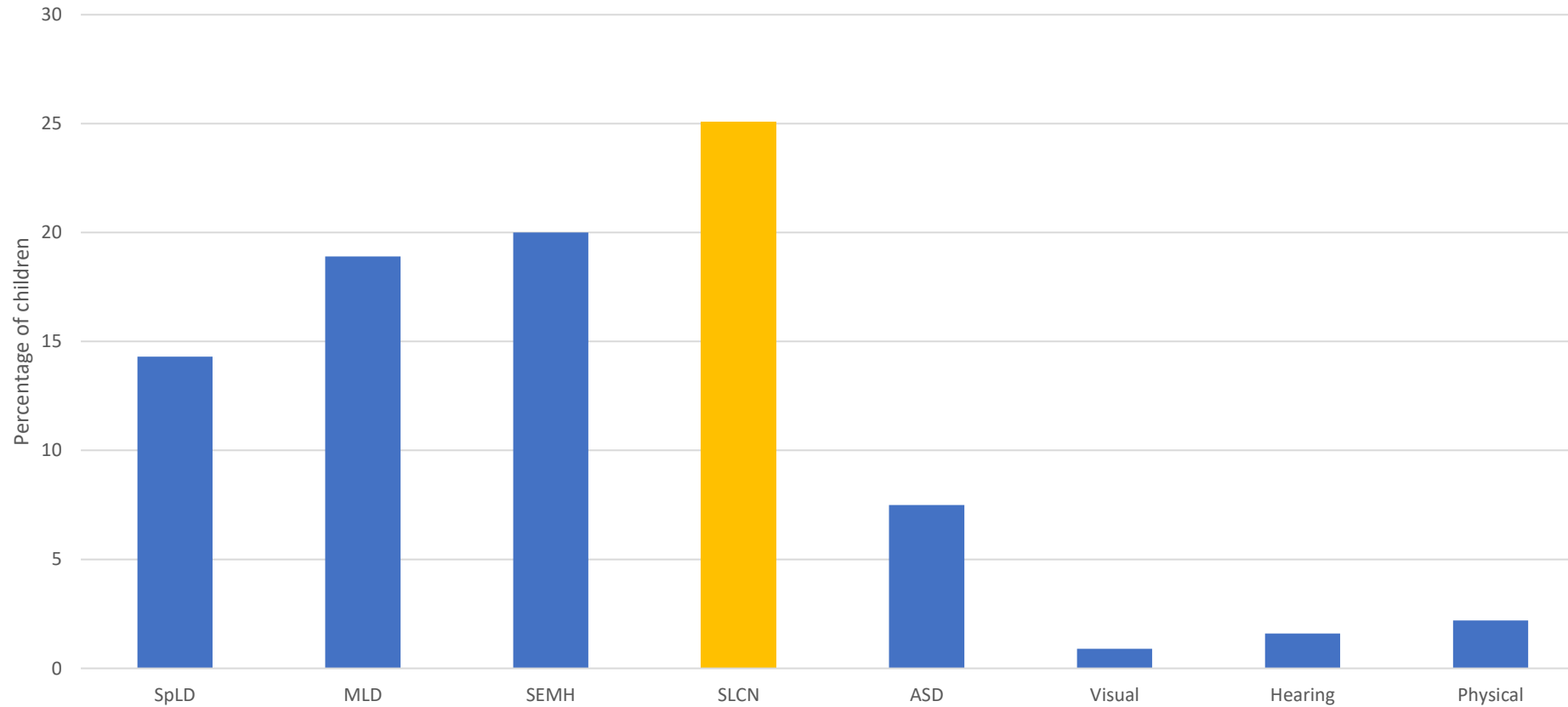
What is Secondary Language Link?

- Robust assessments
- Tailored interventions
- Instant reports and analysis
- Information for parents
- Measured outcomes
- Help desk support

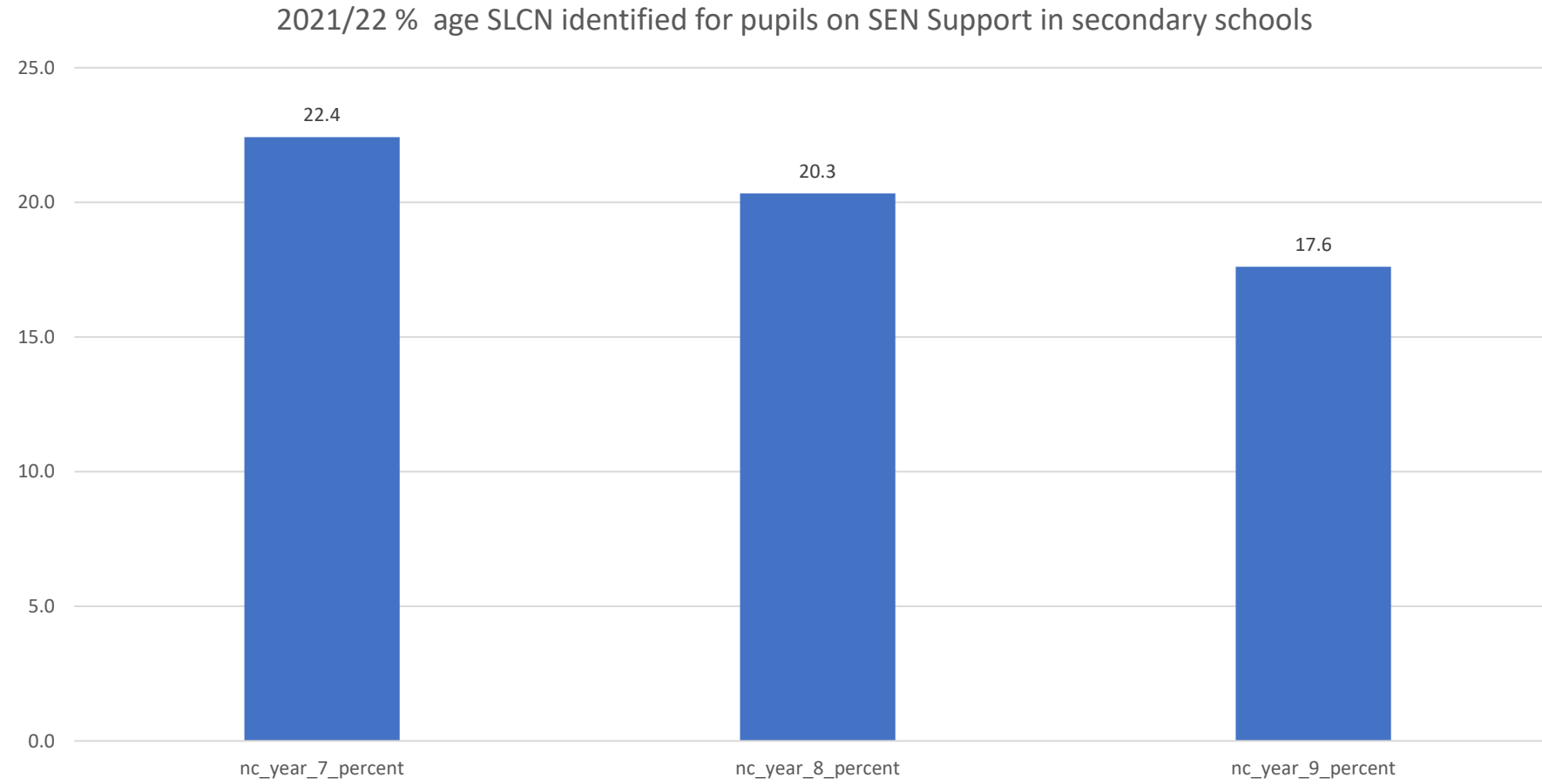


Why do we need it?

DfE SEN Statistics January 2022 - Children with SEN Support

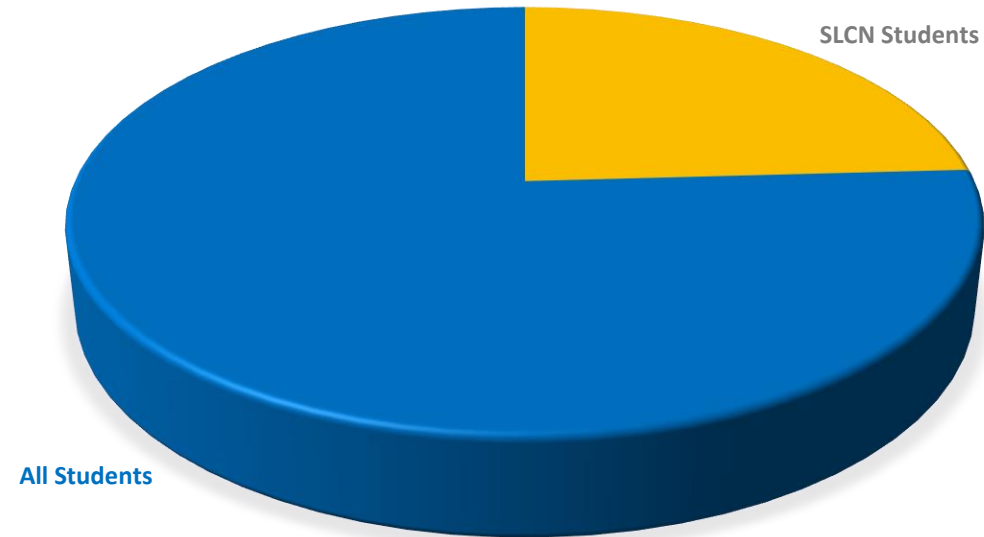


Prevalence of SLCN



Impact of SLCN: Attainment

% OF STUDENTS GAINING LEVEL 4 OR ABOVE IN ENGLISH AND MATHS
GCSE'S



Impact of SLCN: Wellbeing

“Estimates of the proportion of children who have co-existing language difficulties and Emotional and Behavioural Difficulties (EBD) vary between approximately **40%** to over **90%.**”

(Benner, Nelson and Epstein, 2002)

“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)



Impact of SLCN: Employment



“47% of employers in England reported difficulty finding staff with an appropriate level of oral communication skills.”

UK Commission for Employment and Skills (2010)

“88% of long-term unemployed young men have been found to have SLCN.”
(Elliot, 2011)

Impact of SLCN: Criminality



“**Three-quarters** of young people in the UK youth offending system have below average communication skills, and just under a **third** have diagnosed speech, language, and communication needs (SLCN).”

(Early Intervention Foundation, 2017)

Why use Secondary Language Link?

- **Identify need** - Standardised assessment for KS3 students
- **Inform intervention** – planned groups for different language skills
- **Track progress** – in built outcomes measures
- **Support professional development** - SLCN toolkit
- **Inform the strategic direction of the school** – data analysis

Assessment

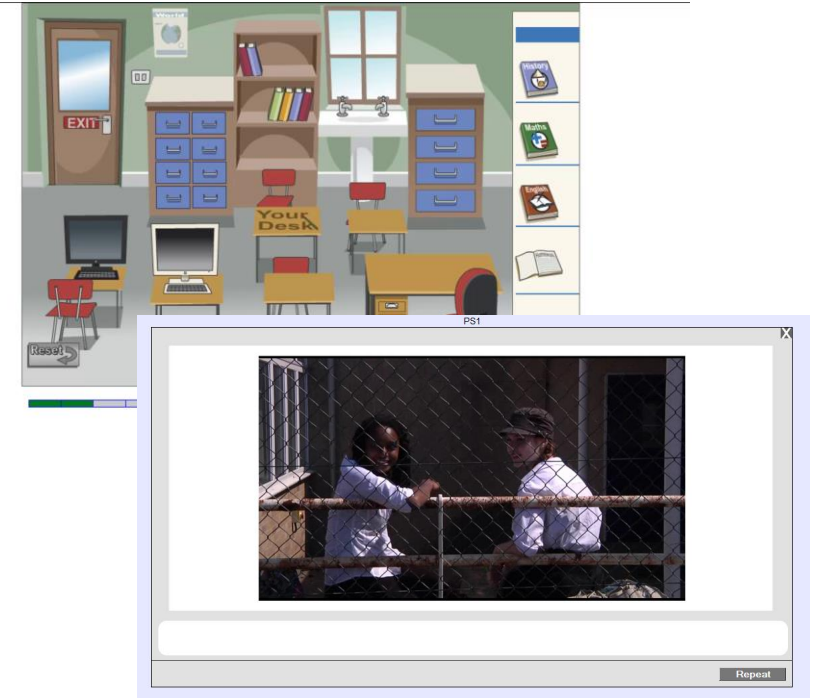
- **Standardised** - evaluates understanding of language in young people aged 11 to 14 years
- **Online** – video based interactive and audio supported
- **Universal screen** - in Year 7 and re-screen in Year 8 and 9
- **Administered to groups** - 12 students per adult
- **Signpost recommendations** – for support or intervention and for discussion with outside agencies

Assessment

- For *all* pupils in year 7 then to *track* students through years 8 and 9
- Looks at *understanding* of key areas of language
- Builds up profile for individual child and whole class
- Provides classroom support strategies and group interventions

Assessment

- Core Receptive Language
- Understanding Social Language



Assessment: Core Language




Continue

4 subtests:





- Following instructions
- Concept vocabulary
- Processing information
- Complex sentences

Assessment: Understanding Social Language

PS1



PS2

A: She was surprised Chris was charming.

B: She was not surprised Chris was not charming.

C: She was not surprised Chris was charming.

D: She was surprised Chris was not charming.


Kayleigh said 'There's a surprise' when Tanya said that Chris was his 'usual charming self'. What did she mean?

Repeat
Next

- Multiple meanings
- Sarcasm
- Narrative inferences
- Social inferences

Results

- **Total Score** – colour coded recommendations
- **Subtest Scores** – including pass/not passed


Noah Price
Assessed ☒

Pupil ID: 998 Date of Birth: 12th Jan 2010
Pupil Report
Edit Pupil Details

Latest Results: Intervention Recommended
Secondary Language Link

| | | | | | |
|---------------------------|-----------|----------------------------|---------------------|----------------------|---------------|
| Standard Score from Total | 84 | Percentile Rank from Total | 14 | Assessment ID | 17 |
| | | Age on Assessment Date | 11 years & 8 months | Assessment Started | 17th Sep 2021 |
| | | | | Assessment Completed | 17th Sep 2021 |

Individual Sections

| | |
|-------------------------------|---|
| Following Instructions | ✓ |
| Understanding Social Language | ✓ |
| Concepts | ✗ |
| Processing Information | ✗ |
| Complex Sentences | ✗ |

Key

- ✗ Not Passed
- ✓ Passed

Recommendations

This assessment shows Noah has moderate Language and Communication Needs (LCN) impacting on his understanding of language.

Use high quality teaching strategies to support his understanding of classroom tasks.


Include Noah in Language Link small group interventions.

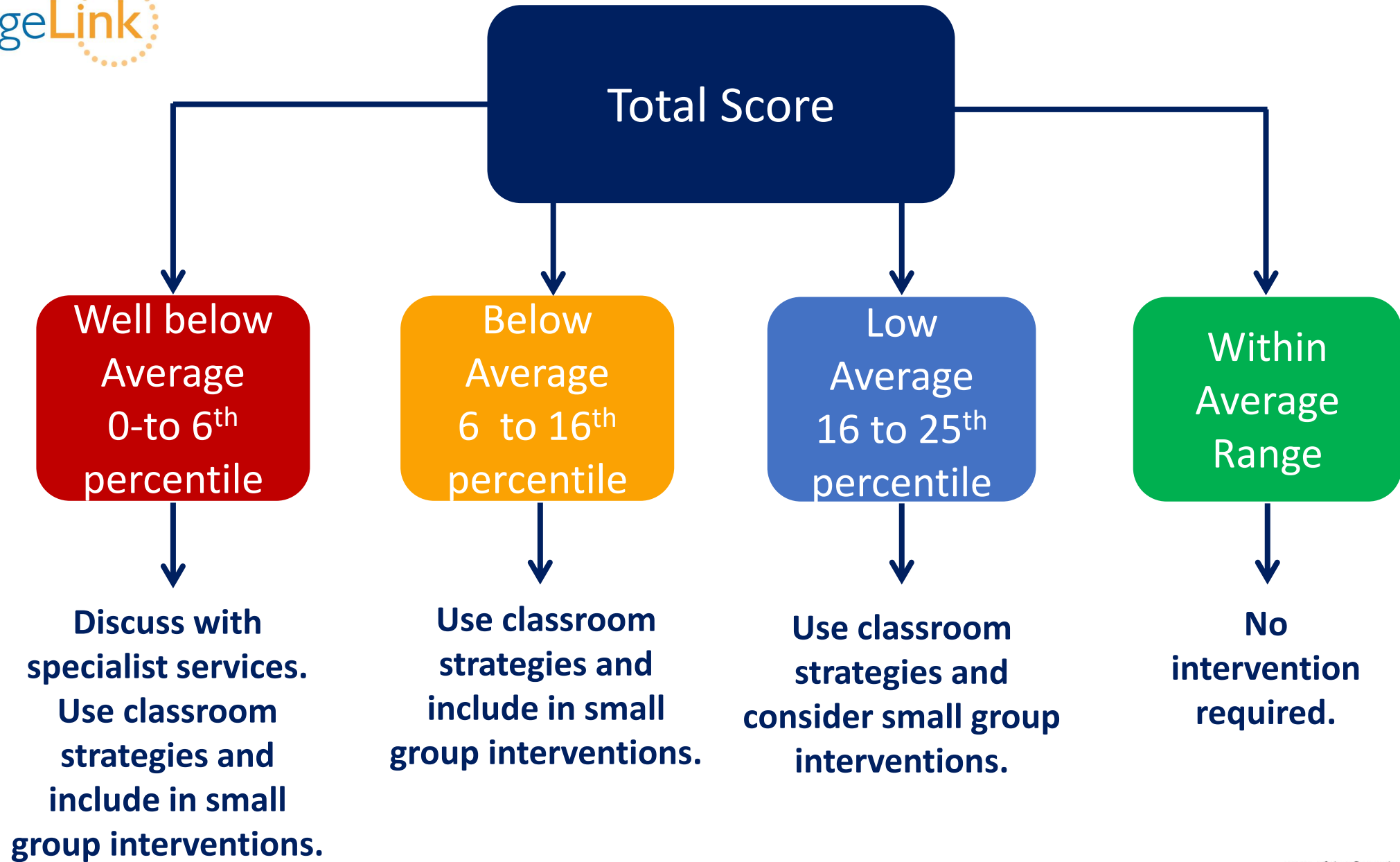
Assess again at the beginning of the next academic year, or once at least 9 months have passed since the last assessment was completed.

If you are concerned about any other aspect of Noah's speech, language or communication needs please discuss him with your local SaLT team.

View Class Strategies
View Groups Overview

PDF opens in a new browser tab


Assessment Results Report

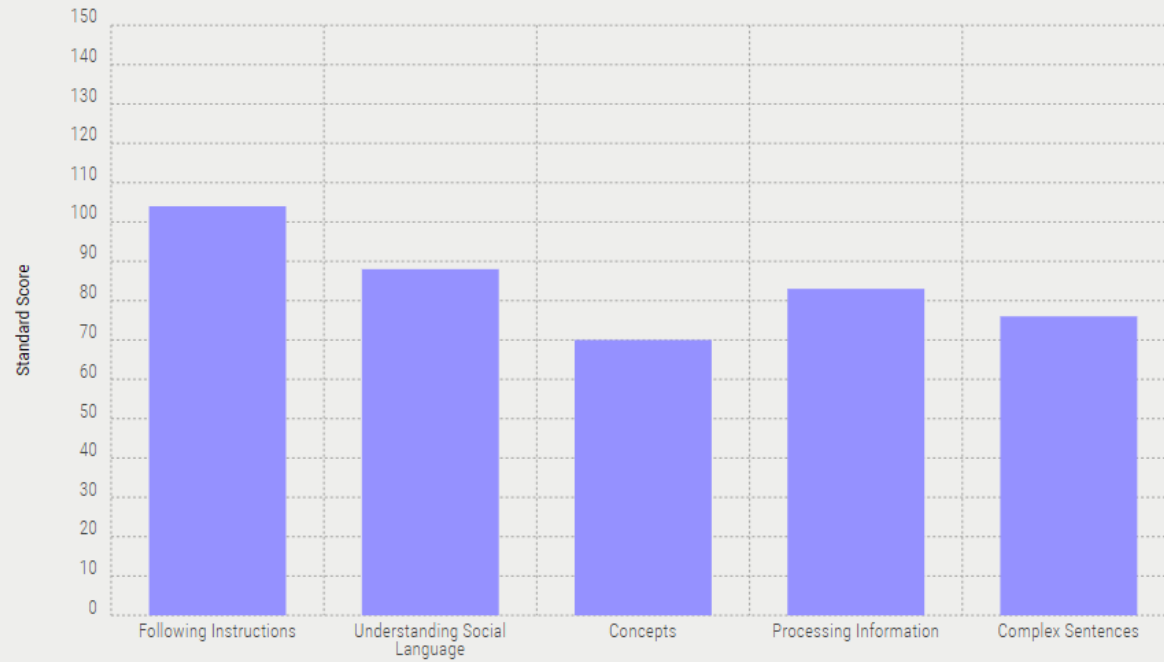


Assessment Report

Overall Section Results

| Section Name | Standard Score | Percentile Rank |
|-------------------------------|----------------|-----------------|
| Following Instructions | 104 | 60 |
| Understanding Social Language | 88 | 21 |
| Concepts | 70 | 2 |
| Processing Information | 83 | 13 |
| Complex Sentences | 76 | 6 |

Section Results



Please note that standard scores which fall between 85 and 115 are considered to be within the broad average range.

Interventions

Tier 1 / Universal

- SLCN Inclusion Toolkit
- Supporting best practice

Tier 2 / Targeted

- Small group interventions
- Talk Fitness

Tier 3 / Specialist

Tier 1 Interventions: SLCN Toolkit

Online teaching training resource

Promoting **inclusive** teaching practice

Equips staff with **knowledge** and **skills** to:

- identify pupils at risk of SLCN
- understand the impact of SLCN on learning and life skills
- make learning accessible for pupils with SLCN



Structure of Toolkit

Part 1:
Developing
Teacher
Knowledge

Part 2:
Developing
Teacher
Skills

“Children with poor vocabulary skills are **TWICE** as likely to be unemployed when they reach adulthood.*”





“One survey of secondary schools in an inner city identified adults talking for up to **90%** of the time and more recent research put the average length of a pupil’s contribution to class discussion at just four words.”

National Literacy Trust, 2011

Tier 1 Interventions: Classroom Strategies

| Core | Strategies |
|-----------------------------|--|
| Break It Down | <ul style="list-style-type: none"> ✓ Provide a breakdown of lesson activities, tasks and instructions. ✓ Structure activities. Use planners, discussion pointers and talk templates. ✓ Provide examples and be explicit about individual outcomes. |
| Explain Clearly | <ul style="list-style-type: none"> ✓ Provide context. Link new ideas to previous learning and personal experience. ✓ Teach/discuss the meaning of key vocabulary for the lesson using descriptors. ✓ Clarify ambiguity, e.g. figurative language, double meanings, negatives, etc. |
| Promote Independence | <ul style="list-style-type: none"> ✓ Use Communication contracts to encourage students to take responsibility for their targets. ✓ Use confidence indicators and Help Me cards during input and throughout lessons. ✓ Encourage students to problem solve, identify break downs and consider repairs. |
| Keep It Visual | <ul style="list-style-type: none"> ✓ Support lesson content with photos, illustrations, diagrams and video. ✓ Give practical demonstration (modelling) and show finished examples. ✓ Develop working walls to build context and provide reminders. |

Tier 1 Interventions: Classroom Resources

| Task | | |
|--|---|---------------------|
| Understanding a poem | | |
| Read the poem twice |  X 2 | Tick when completed |
| Think about the meaning of the words and the context |  | |
| Look for patterns in the form and structure |  | |
| Make notes about what I have concluded |  | |

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Suggest and Evaluate Talk Template

We are thinking about.....

Idea 1

I like this idea because.....?

.....

I don't like this idea because.....

.....

I like this idea because.....?

.....

I don't like this idea because.....

.....

Idea 2

Idea 3


I like this idea because.....?

.....

I don't like this idea because.....

.....

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Compare

Remember

Give similarities and differences when comparing


"Similarly..."

"In contrast..."

"However..."

"Whereas..."

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Argue

Remember

Give reasons for and against to present an argument

"Although....."

"Whilst....."

"Supporting the argument that....."

"However....."

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Interventions

Tier 1 / Universal

- SLCN Inclusion Toolkit
- Supporting best practice

Tier 2 / Targeted

- Small group interventions
- Talk Fitness

Tier 3 / Specialist

Tier 2 Interventions: Planned Groups

Aimed at pupils with results in **Amber Range** and **Red Range**.

Pupils in the **Blue Range** can also be included.

Maximum of eight pupils to a group

40-60 minute sessions



Tier 2 Interventions: Planned Groups

| Year Group | Group Name | Description |
|------------|---|--|
| 7 | Aim High Immersive experience | A transition group for new year 7 students on entrance to secondary school. |
| 7 | Cipher Mansion Immersive experience | An immersive experience in which students take on the role of detectives to solve the mystery. Students use targeted language and communication skills to solve the crime. |
| 7 | Talk Fitness – Level 1 | A course to develop functional, cross-curricular speaking and listening skills – Part 1! |
| 8 | Ape Escape Immersive experience | An animal rescue adventure, in which students will use targeted language and communication skills to save the day. |
| 8 | Talk Fitness – Level 2 | A course to develop functional, cross-curricular speaking and listening skills – Part 2! |
| 9 | Survive Immersive experience | A survival adventure, calling on targeted language and communication skills, with a particular focus on language for assessment. |

Tier 2 Interventions: Groups

Session Plan

Group name: **Survive** Session name: **Firestarter**

Preparation

| | |
|---|--|
| Print out copies of the Firestarter resource sheet (1 per pupil) | |
| Print out Firestarter modelled answers resource sheet for teacher reference. | |
| Ensure the videos for the Firestarter session are loaded and ready | |
| Session outlines sheet x 1 | |
| Session tracking sheet x 1 for tracked tasks within the session | |
| Each student's Survive communication card | |



This is a direction for the Teacher leading the group.



This part is led by the video/Therapist.



Students complete task as directed on video with Teacher support.



This is a tracked task. Note students' success for these tasks on the tracking sheet.

| Timing | | Brief description of task | Differentiation (D) / Troubleshooting (T) / Extension (E) |
|------------|--|--|--|
| 3 minutes | | Teacher led Remind students of group rules and your role in supporting them during group. | (T) Be clear of consequences of not following group rules, in line with school policy. |
| 2 minutes | | Play video 1, part A This video has two parts. | |
| 3 minutes | | Teacher led Pause video. Students to recap, as a group, on what has happened so far. | (D) Encourage turn taking and responding by ensuring all students have the opportunity to answer a question or to share information. (T) Remind students of group rules and consequences for not following these. (D) Support students who cannot remember what happened by prompting them with a fact from the last session to talk about, e.g. "tell me about....." |
| 10 minutes | | Resume video 1, part B | |
| 5 minutes | | Paired work Students discuss the mind maps that they have created whilst listening to the expert's advice. Re-join group to discuss how useful this strategy was for them. | (D) Ask the students which subject they might use it in and how they will know if it works well for them. (T) Remind students that this is a memory strategy and therefore it is less important, at this time, to focus on spellings or achieving a neat map – the aim is that they create a mind map which helps them remember and make sense of the information that was presented. |

VLOG

Hi everyone! Early start this morning! We're currently at Snake Canyon in Oman, so we're bordering Yemen, Saudi Arabia and the United Arab Emirates and because we're inland we're more prone to rain and flooding which is why our clothes are a little bit damp. We're going to leave them out overnight while we set up our camp here and hopefully they'll dry. We also need to make a fire but I don't think any of us know how, so we're going to check in with our expert Chris, he'll help us out along the way and all should be good! Wish us luck! Good night everyone.

SURVIVE FIRESTARTER

THE EXPERT

The first thing to do is to check that you are in a safe space to make a fire and that it is allowed in that area. You need to have water or dirt available nearby to put the fire out, should it get out of hand. It's a good idea to build a shallow fire pit from rocks, then your fire is just slightly lower and less likely to get either caught or put out by the wind. You need three types of fuel: tinder, which is small and easily ignitable materials; kindling which is medium sized and dry like leaves and twigs. And finally wood logs which are larger and will keep the fire going. Obviously it's been raining so you will need to search covered areas for these things as wet tinder and kindling particularly will not work; you just won't light your fire. You can aim for a couple of shapes from your fire: either a tapee which is triangular logs, standing, or a log cabin which is more square criss-crossed logs. In terms of getting your fire started, you can use matches if you have them, if not a flint or steel, a lens or even an alcohol pad from your first aid box will get it going.

SENTENCE OPENERS

Analyse
Define your sentence: What does it mean?
Give some background information: What is the context?
Provide supporting evidence:



Tier 2 Interventions: Monitoring progress

Survive Skills Check

Student Name: _____



Listen to this information explaining the chart above. Circle the answers to these questions.

1) Which key words best describe the information above?

- a) Climbing, helmet, fall, experience, confidence
- b) Pie, reason, failure, ropes, harness
- c) Accidents, equipment, experience, tiredness, distraction

2) Which sentence describes this pie chart?

- a) The chart shows the reasons for climbing accidents in snake canyon.
- b) Lack of experience might be high because climbers felt a lack of confidence after falling.
- c) The chart shows the colour clothing that climbers were wearing.

Listen to this paragraph

Climbers often want to try new experiences but when they are not fully prepared accidents can happen. People who like to take risks feel a burst of adrenaline when trying something new.

3) Choose the word which best tells us what this paragraph is trying to do?

- a) Justify
- b) Compare
- c) Describe

- Skills Check
- Session Track Tasks
- Communication Card
- Communication Contract

Tier 2 Interventions: Communication Card




SECONDARY LanguageLink

Survive Communication Card




Name: _____ Form: _____

Welcome to the Survive group. This is your Communication Card which tells you all the skills that you will be working on in each session of this group.

At the end of every session, you will rate how well you did on of the skills, by ticking the box under the symbol that fits for you. You and your teacher will use this at the end of the group to talk about things that you are really good at, and any things that you need some more help with in class.

| |  |  |  |
|---|---|---|---|
| I can do this nearly all the time in the session without any help from the group teacher. | | | |
| I can do this some of time in the session or with help from the group teacher. | | | |
| I find this difficult and wasn't able to do it in the session. | | | |

SECONDARY LANGUAGE LINK Year 9 Group: Survive - Communication card

| |  |  |  |
|--|---|---|--|
| Basecamp | | | |
| I understand and can use the 'key words' strategy to listen for and remember important information. | | | |
| I understand the command word ' describe ' and what information I need to include in my response. | | | |
| Plunge | | | |
| I understand and can use the 'doodle notes' strategy to listen for and remember important information. | | | |
| I understand the command word ' evaluate ' and what information I need to include in my response. | | | |
| High Hopes | | | |
| I understand and can use the 'visualise' strategy to listen for and remember important information. | | | |
| I understand the command word ' argue ' and what information I need to include in my response. | | | |
| Grubs Up | | | |
| I understand and can use the 'sum it up' strategy to listen for and remember important information. | | | |
| I understand the command word ' justify ' and what information I need to include in my response. | | | |

SECONDARY LANGUAGE LINK Year 9 Group: Survive - Communication card

- Completed as part of each group session
- Identifies strengths and things that need more work
- Used to form the communication contract

Tier 2 Interventions: Communication Contract

- Used to encourage independence and generalisation of skills learnt within the group.
- Skills worked on in group
- Language strengths and weaknesses
- Strategies that help the student
- Signed by teacher as agreement they will use those strategies to help the student

Data Analysis: Pupil Report

Three Levels of reporting available:

- Pupil Reports
- Class Reports
- Year Reports

[illegible]

Data Analysis: Class Report

Class Report for: 7-1

Year Group: Year 7

Generated: 04/11/2021

Secondary Language Link Assessment Results

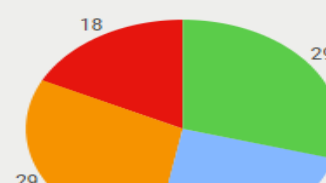
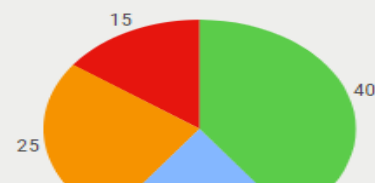
| Pupil | Assessment Date | Age on Assessment Date | Score | | Section Results | | | | |
|-----------------|-----------------|------------------------|-------|-----|------------------------|-------------------------------|----------|------------------------|-------------------|
| | | | PR | SS | Following Instructions | Understanding Social Language | Concepts | Processing Information | Complex Sentences |
| Finley Reynolds | 17/09/2021 | 11 years, 5 months | 1 | 62 | ✗ | ✗ | ✗ | ✗ | ✗ |
| Amber Morris | 17/09/2021 | 11 years, 11 months | 2 | 68 | ✗ | ✗ | ✗ | ✗ | ✗ |
| Jonathan Graham | 17/09/2021 | 11 years, 6 months | 5 | 76 | ✗ | ✓ | ✗ | ✗ | ✗ |
| Barry Cox | 17/09/2021 | 11 years, 2 months | 7 | 77 | ✓ | ✗ | ✗ | ✗ | ✗ |
| Yasmine Wood | 17/09/2021 | 11 years, 6 months | 8 | 79 | ✗ | ✗ | ✗ | ✓ | ✓ |
| Cameron Lee | 17/09/2021 | 11 years, 10 months | 13 | 83 | ✓ | ✓ | ✗ | ✗ | ✗ |
| Noah Price | 17/09/2021 | 11 years, 8 months | 14 | 84 | ✓ | ✓ | ✗ | ✗ | ✗ |
| Isobel Hall | 17/09/2021 | 11 years, 11 months | 14 | 84 | ✓ | ✓ | ✗ | ✗ | ✗ |
| Evie Patel | 17/09/2021 | 11 years, 1 months | 20 | 87 | ✗ | ✓ | ✓ | ✓ | ✗ |
| Kimberly Clarke | 17/09/2021 | 11 years, 8 months | 22 | 88 | ✗ | ✓ | ✓ | ✓ | ✓ |
| Dan Stewart | 17/09/2021 | 11 years, 2 months | 22 | 88 | ✓ | ✓ | ✗ | ✓ | ✗ |
| Adele Kennedy | 17/09/2021 | 12 years, 0 months | 24 | 89 | ✓ | ✓ | ✗ | ✗ | ✓ |
| Joseph Murphy | 17/09/2021 | 11 years, 5 months | 31 | 93 | ✓ | ✓ | ✗ | ✗ | ✓ |
| Eva Cooper | 17/09/2021 | 11 years, 3 months | 49 | 100 | ✗ | ✓ | ✓ | ✓ | ✓ |
| Leo Holmes | 17/09/2021 | 11 years, 1 months | 59 | 103 | ✗ | ✓ | ✓ | ✓ | ✓ |
| Linda Collins | 17/09/2021 | 11 years, 10 months | 60 | 104 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lindsay Thomas | 17/09/2021 | 11 years, 7 months | 62 | 105 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Elsie Watson | 17/09/2021 | 11 years, 8 months | 73 | 109 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alan Hill | 17/09/2021 | 11 years, 5 months | 74 | 110 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Gordon Scott | 17/09/2021 | 11 years, 10 months | 92 | 121 | ✓ | ✓ | ✓ | ✓ | ✓ |

– Not Available / Not Assessed this Academic Year ✓ Section Passed ✗ Section Not Passed ⌚ Assessment in progress

Aggregate Language Link Assessment Results

Key

- Severe Difficulty (0 < 6th percentile)
- Moderate Difficulty (6th < 16th percentile)
- Borderline (16th < 25th percentile)
- Expected range (25th – 100th percentile)
- Not Marked



Data Analysis: Year Report

Year Report: School 2 - Year 7 - 2022 - 2023

← School Reports

Print Report

Report for: School 2

Year Group: Year 7 - 2022 - 2023

Generated: 04/11/2021

Secondary Language Link Assessment Summary





| Pupils | Assessment Result | | | | | | | | Total Pupils Assessed | | Pupils Not Assessed | |
|---------------|---|------|---|-------|--|-------|--|-------|-----------------------|-------|---------------------|-------|
| |  Severe Difficulty | |  Moderate Difficulty | |  Borderline | |  Expected Range | | | | | |
| | Nº | % | Nº | % | Nº | % | Nº | % | Nº | % | Nº | % |
| Total Non-EAL | 3 | 8.3% | 5 | 13.9% | 4 | 11.1% | 5 | 13.9% | 17 | 47.2% | 19 | 52.8% |
| Total EAL | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 33.3% | 3 | 33.3% | 6 | 66.7% |
| Total All | 3 | 6.7% | 5 | 11.1% | 4 | 8.9% | 8 | 17.8% | 20 | 44.4% | 25 | 55.6% |
| In Class: 7-1 | 3 | — | 5 | — | 4 | — | 8 | — | 20 | — | 0 | — |
| In Class: 7-2 | 0 | — | 0 | — | 0 | — | 0 | — | 0 | — | 25 | — |

Table shows the number and percentage of pupils identified in the selected year within the school at different levels.

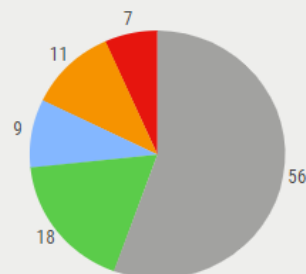
Aggregate Assessment Results for School Year

Key

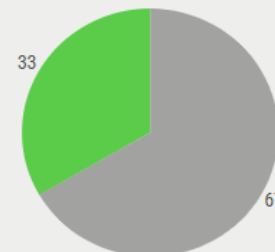
- Severe Difficulty (0 < 6th percentile)
- Moderate Difficulty (6th < 16th percentile)
- Borderline (16th < 25th percentile)
- Expected Range (25th – 100th percentile)
- Not Marked
- Not Assessed

Charts show Language Link assessment results for the selected School Year.

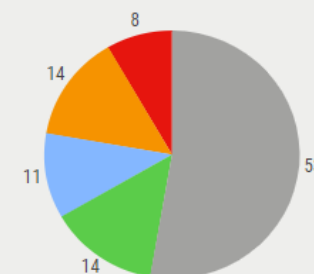
The percentile range given for each category is approximate. See explanation below.



Whole Year - Year 7
(Values in %)



EAL Pupils
(Values in %)



Non EAL Pupils
(Values in %)

Class Breakdown for Year

The Mystery of the Missing Tablet

This activity helps your child understand instructions containing sequence words. These words tell you the order that something happens in. Put numbers in the circles to show the order of events in the story. Encourage your child to tell you the story using the following words to fill in the gaps:

before after when until
first next last

1 Sam was waiting in the cafe. It was time to catch his train.

3 Sam came out of the toilet, his tablet was gone.

7 The old lady checked that no one was looking. She took Sam's tablet out of her bag.

Sorry... I didn't see.

Sorry... it's not mine.

... he went and asked the boy who was leaving the cafe.

... he asked the boy sitting at another table.

... of all, he looked up and down the street to see if he could see anyone with his tablet.

... he had finished his coffee. Sam went to the toilet.

This activity is part of SECONDARY LANGUAGE LINK. Find out more at www.speechandlanguage.info

Classroom Chaos

This activity helps your child to develop their active listening skills, including their ability to identify when they don't understand and to ask for help to clarify their understanding.

You will need the classroom chaos picture and the instruction sheet attached for this activity. Show your child the picture of the classroom and explain that you are going to give them some instructions to draw on the picture. Explain that some of the instructions will be easy and some will be difficult to understand. Encourage your child to tell you when they don't understand and ask for help. Go through these examples to help them understand what they need to do:

Unfamiliar words: If an instruction has a word in it they haven't heard before, they could ask what the word means,
e.g. Adult: "I need you to pick up the writing implement",
Child: "What is an implement?"
Adult: "It's another word for a tool, so in this sentence it means your pencil"

Lengthy instructions: If an instruction is very long they could ask for it to be broken down into smaller steps,
e.g. Adult: "Draw a circle around the children who are wearing ties, count the number of girls, draw a can in the bin and find something that you would clean the drink up with"

Child: "Can you say the first bit again, who did I have to draw around?"
Adult: "Draw a circle around the children who are wearing ties"
Child: "OK what was the next bit?"...

Incomplete information: If an instruction is not clear or is missing some information they could ask for the bit that is missing,
e.g. Adult: "Draw a circle around it"
Child: "What does it mean. What do I have to draw around?"



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This activity is part of SECONDARY LANGUAGE LINK. Find out more at www.speechandlanguage.info

Top Tips

1 - Slow Down

Find out how here as Louise explains how this can help your child.



Understanding - The ability to follow instructions and conversation

Up to 1% Up to 2% Up to 2% Up to 3% Up to 4% Up to 5% Up to 7% Up to 9% Up to 12% Up to 14%

- > I can understand that the word order changes the meaning of a message (e.g. 'the boy the girl chased had a dog on the lead' - who chased the dog? Who had the dog?)
- > I can understand academic words like 'interpret', 'predict', and 'explain'
- > I understand that lots of words have more than one meaning (e.g. a bank where you keep your money and a grassy bank that you sit on)
- > I can read 'between the lines' to infer meaning and understand sarcasm
- > I understand lots of everyday expressions (e.g. no point crying over spilt milk)
- > I understand instructions involving inclusion and exclusion including words like 'all except' and 'neither', 'nor', 'either' and 'or'

Any questions?



Thanks for listening

Contact us

Speech & Language Link Help Desk: office2@speechlink.co.uk

Speech & Language Link Help Line: [0333 577 0784](tel:03335770784)

<https://speechandlanguage.support>

<https://speechandlanguage.info>

