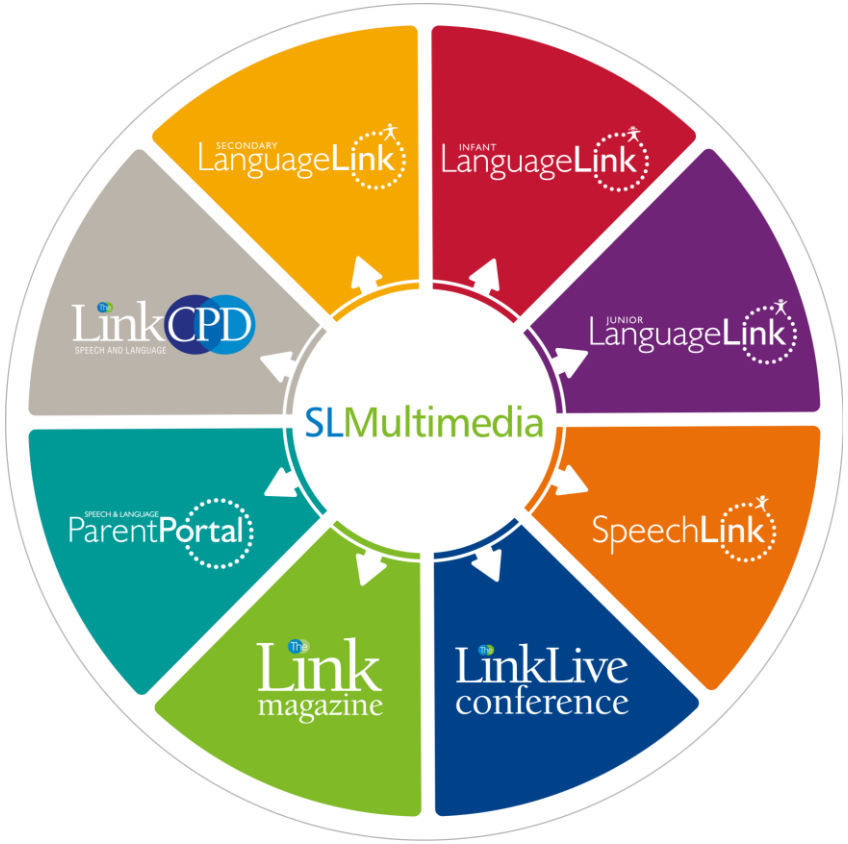
SECONDARY LanguageLink

# What is Secondary Language Link?

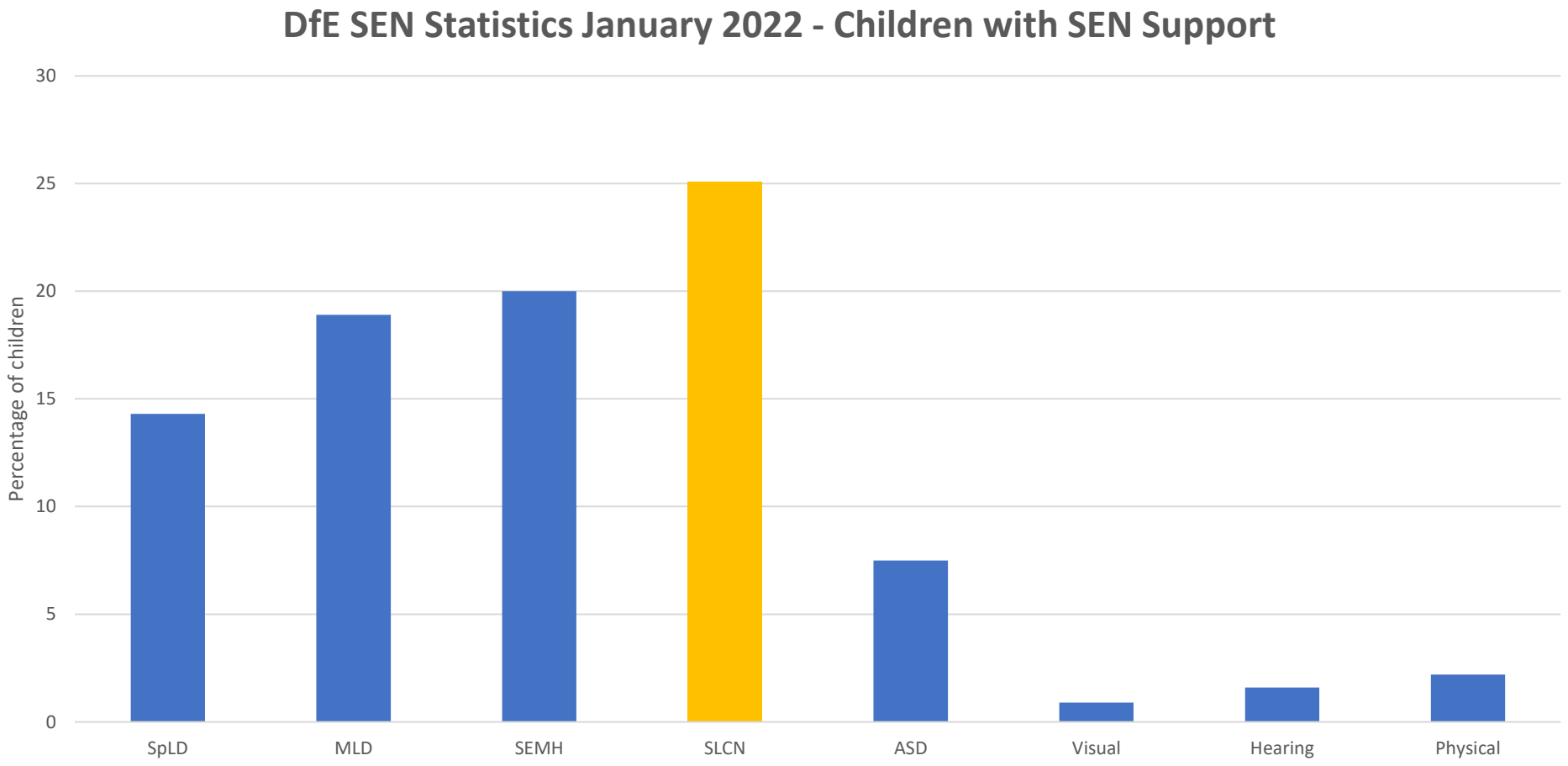
- Robust assessments
- Tailored interventions
- Instant reports and analysis
- Information for parents
- Measured outcomes
- Help desk support




...part of the Speech and Language Link whole school approach

SECONDARY LanguageLink

# Why do we need it?

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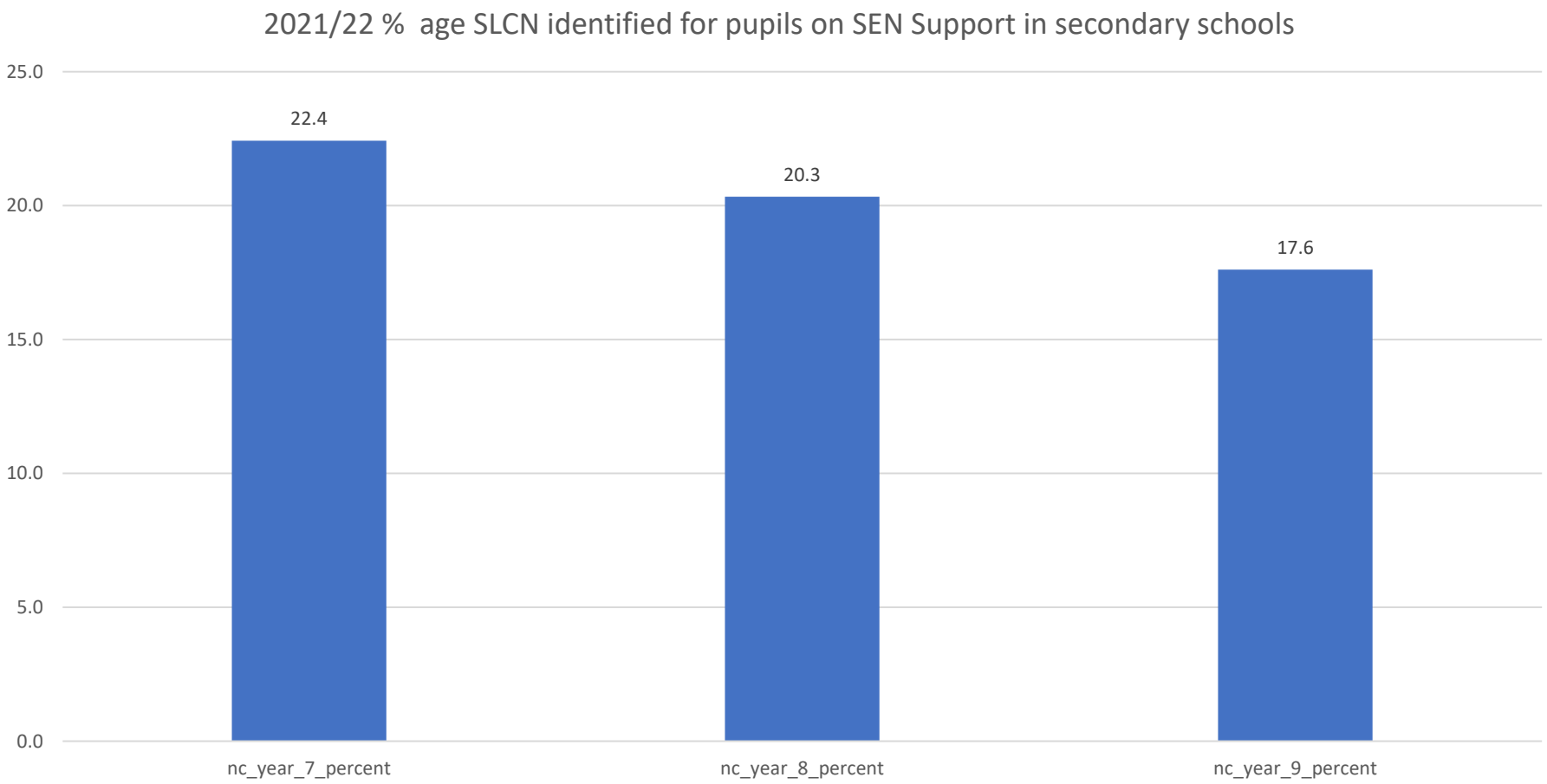
# Prevalence of SLCN

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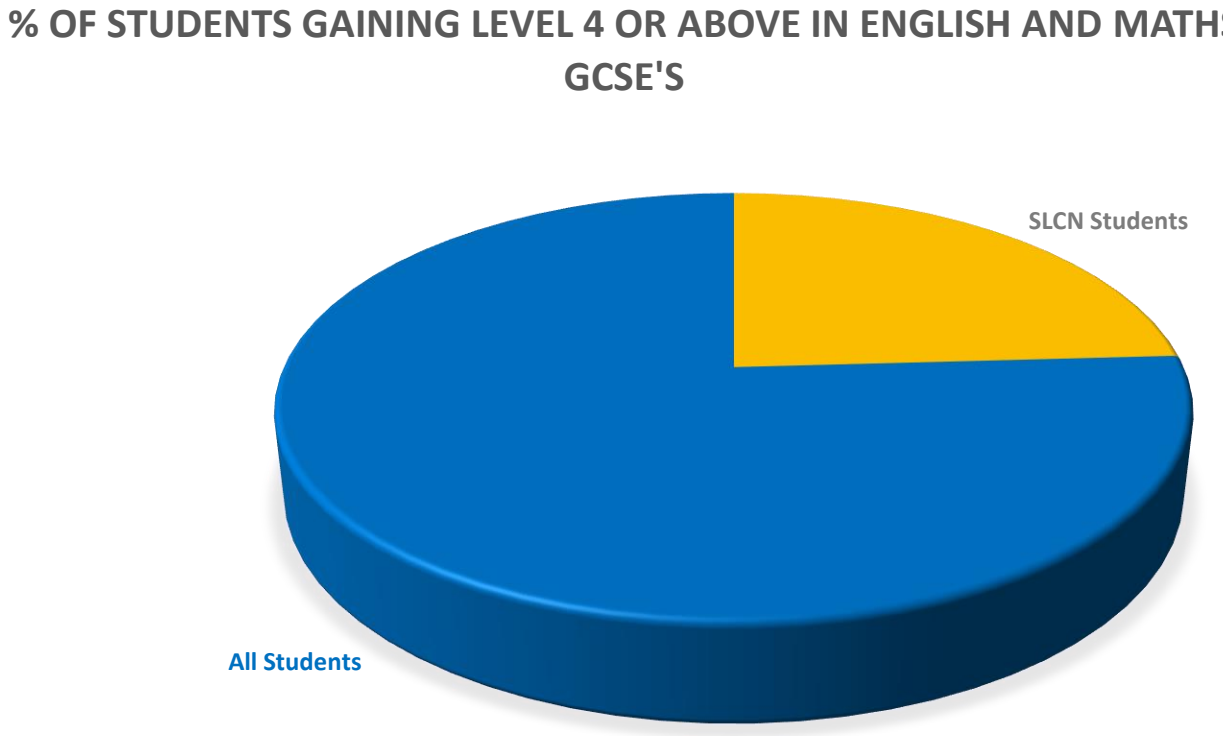
# Impact of SLCN: Attainment

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# 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)

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# 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)

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# 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)

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# 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

...part of the Speech and Language Link whole school approach

# 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

...part of the Speech and Language Link whole school approach

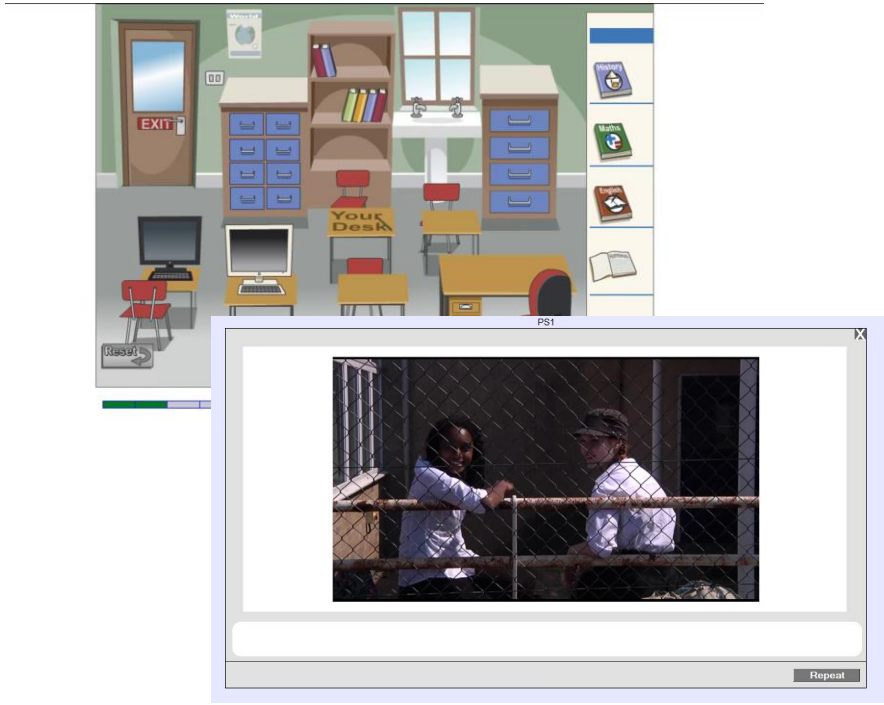
# Assessment

- 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

...part of the Speech and Language Link
whole school approach

# Assessment

- Core Receptive Language
- Understanding Social Language

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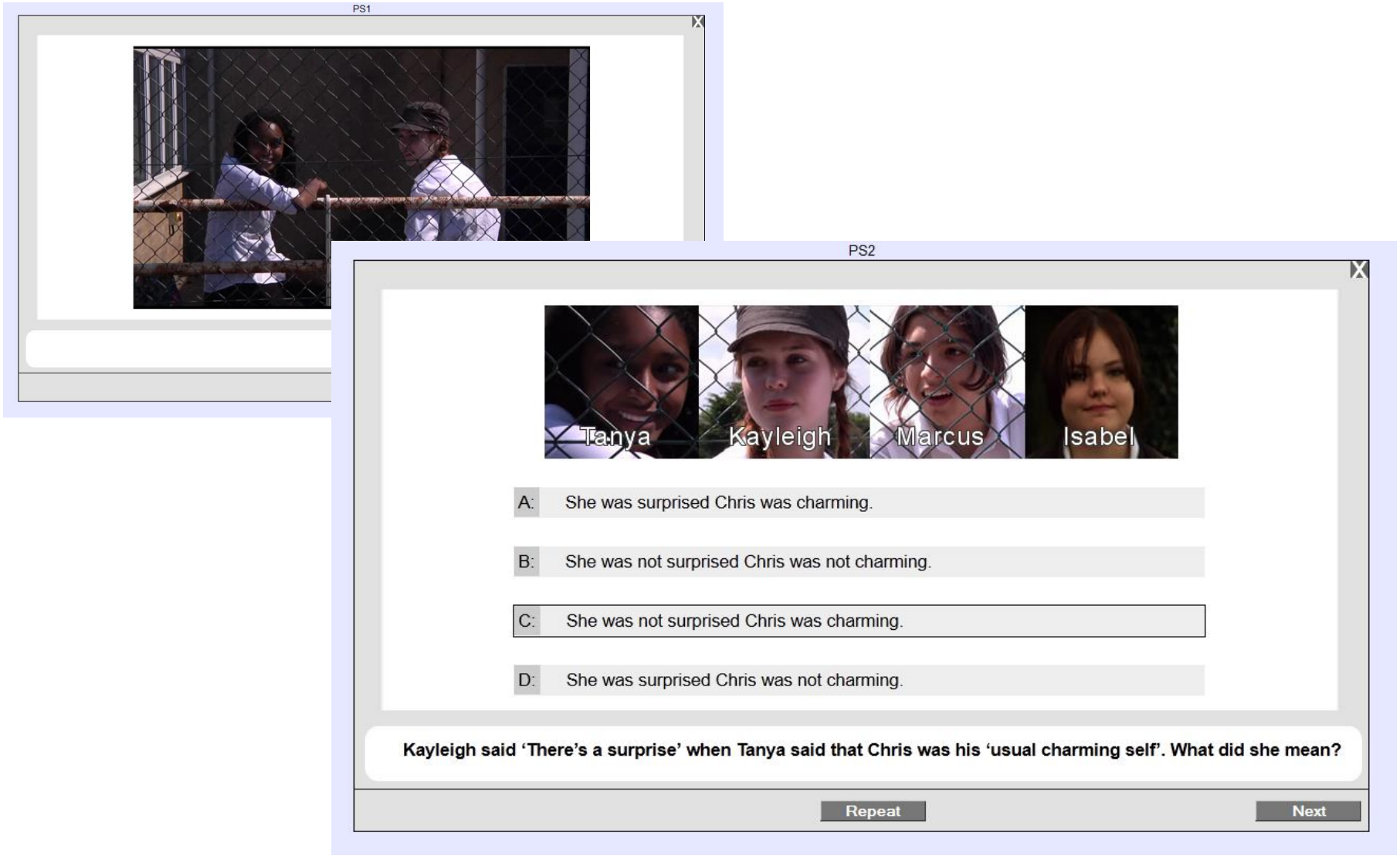
# Assessment: Core Language

4 subtests:

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

...part of the Speech and Language Link whole school approach

# Assessment: Understanding Social Language

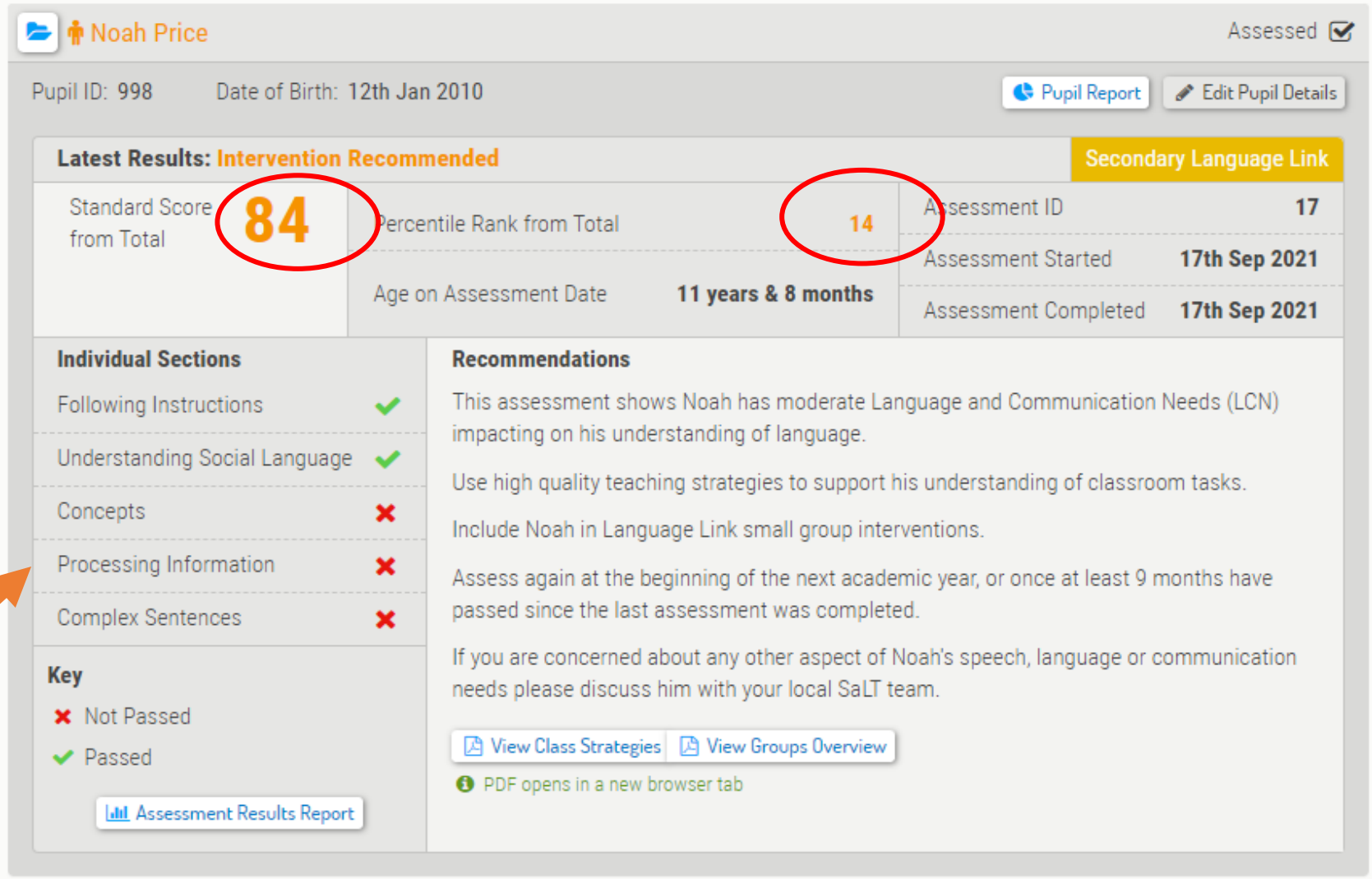



- Multiple meanings
- Sarcasm
- Narrative inferences
- Social inferences

...part of the Speech and Language Link whole school approach

# Results

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

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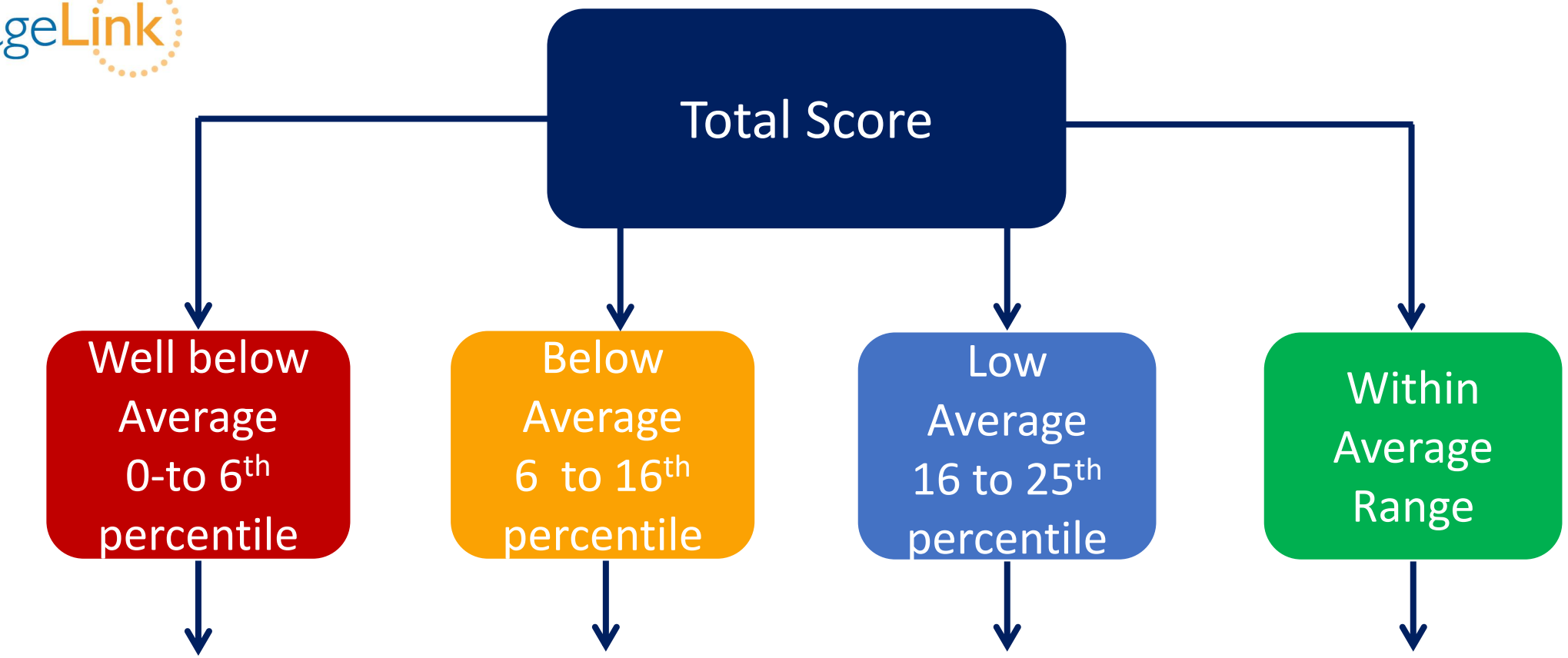
SECONDARY LanguageLink



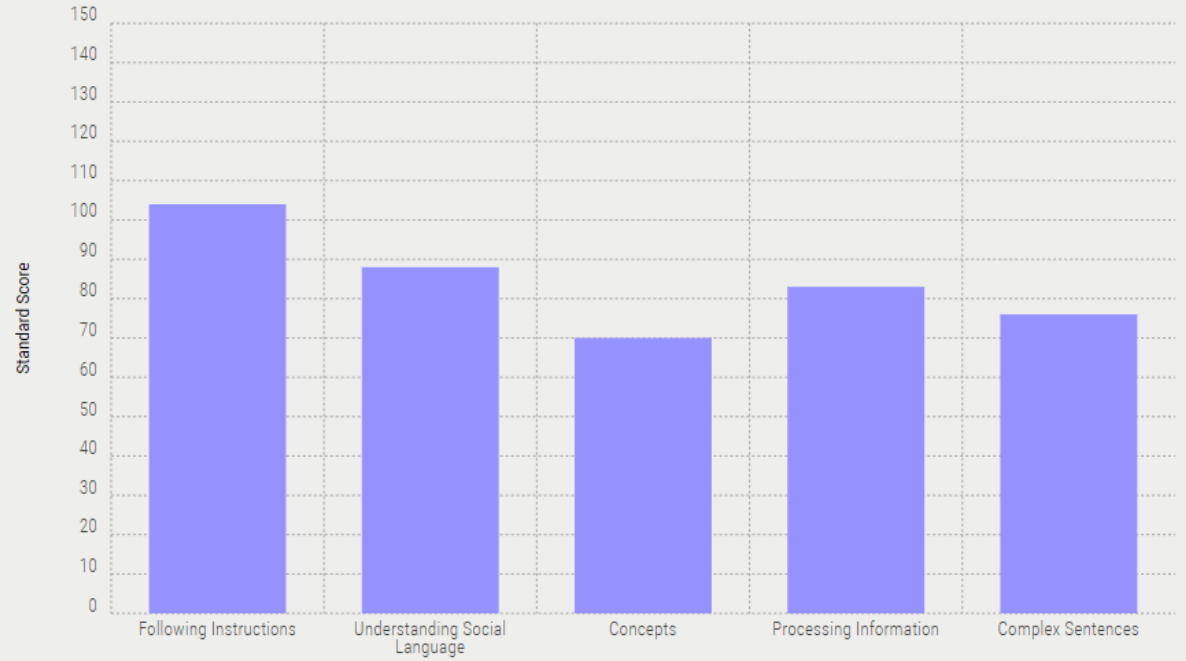

...part of the Speech and Language Link whole school approach

# 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.

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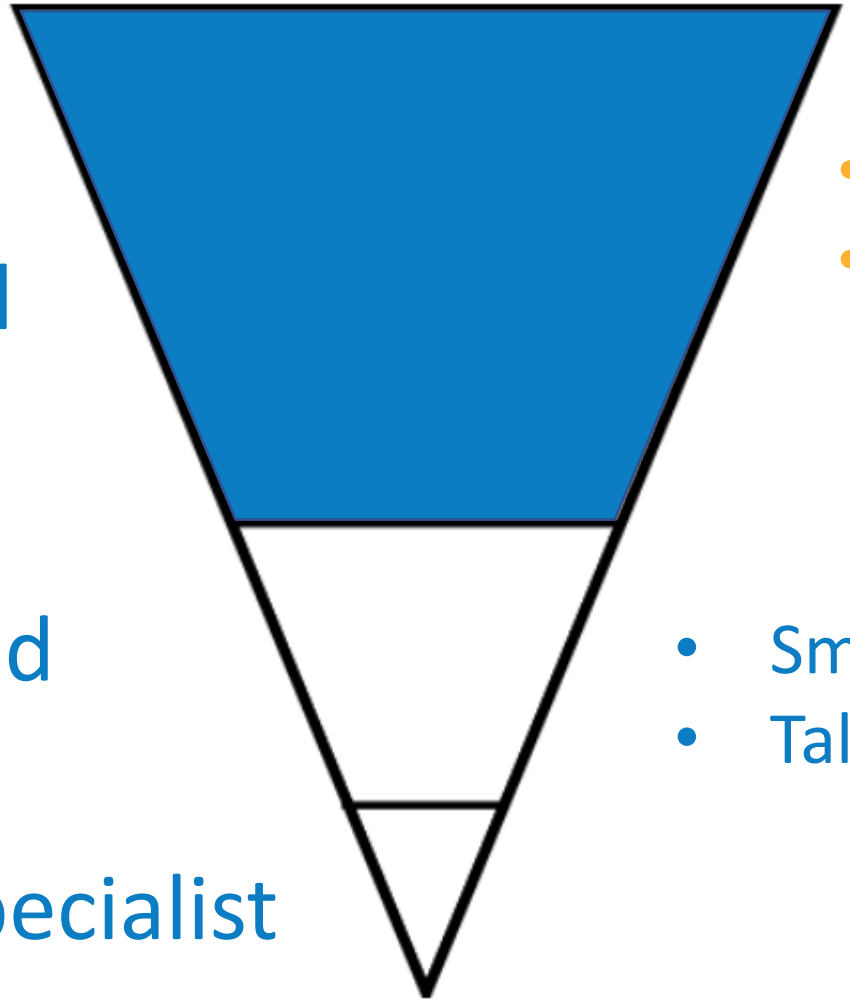
# Interventions

Tier 1 / Universal

- **SLCN Inclusion Toolkit**
- **Supporting best practice**



Tier 2 / Targeted

- Small group interventions
- Talk Fitness

Tier 3 / Specialist

...part of the Speech and Language Link whole school approach

# 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

...part of the Speech and Language Link whole school approach

SECONDARY LanguageLink

# Structure of Toolkit

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

## Part 1:
Developing Teacher Knowledge

## Part 2:
Developing Teacher Skills

"*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

...part of the Speech and Language Link whole school approach

SECONDARY LanguageLink

# Tier 1 Interventions: Classroom Strategies

| Core | Strategies |
|---|---|
| **Break It Down** | ✓ Provide a breakdown of lesson activities, tasks and instructions.<br>✓ Structure activities. Use planners, discussion pointers and talk templates.<br>✓ Provide examples and be explicit about individual outcomes. |
| **Explain Clearly** | ✓ Provide context. Link new ideas to previous learning and personal experience.<br>✓ Teach/discuss the meaning of key vocabulary for the lesson using descriptors.<br>✓ Clarify ambiguity, e.g. figurative language, double meanings, negatives, etc. |
| **Promote Independence** | ✓ Use Communication contracts to encourage students to take responsibility for their targets.<br>✓ Use confidence indicators and Help Me cards during input and throughout lessons.<br>✓ Encourage students to problem solve, identify break downs and consider repairs. |
| **Keep It Visual** | ✓ Support lesson content with photos, illustrations, diagrams and video.<br>✓ Give practical demonstration (modelling) and show finished examples.<br>✓ Develop working walls to build context and provide reminders. |

...part of the Speech and Language Link whole school approach

# Tier 1 Interventions: Classroom Resources

**Task**

## Understanding a poem

| | | Tick when completed |
|---|---|---|
| Read the poem twice | X 2 | |
| 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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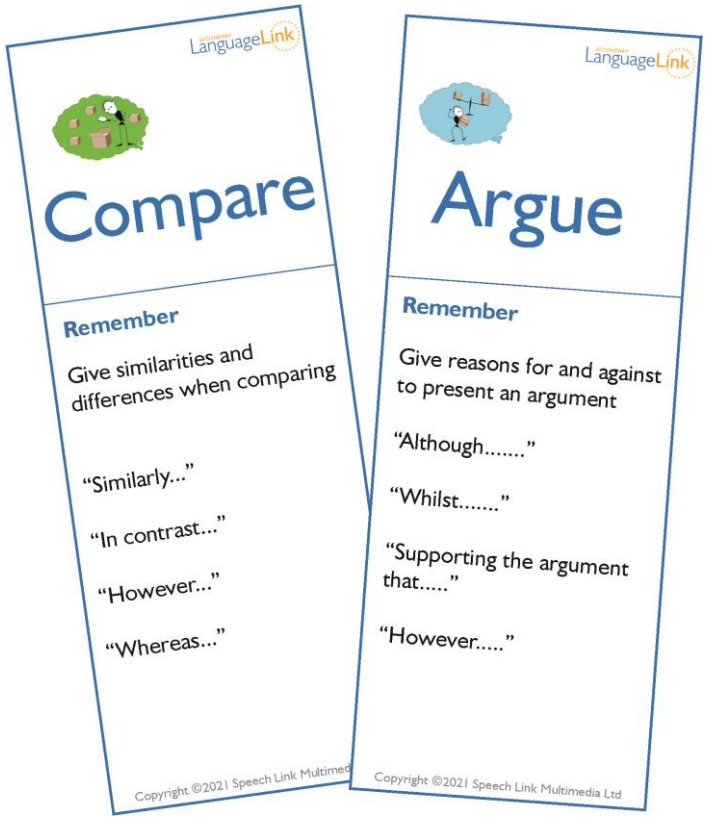


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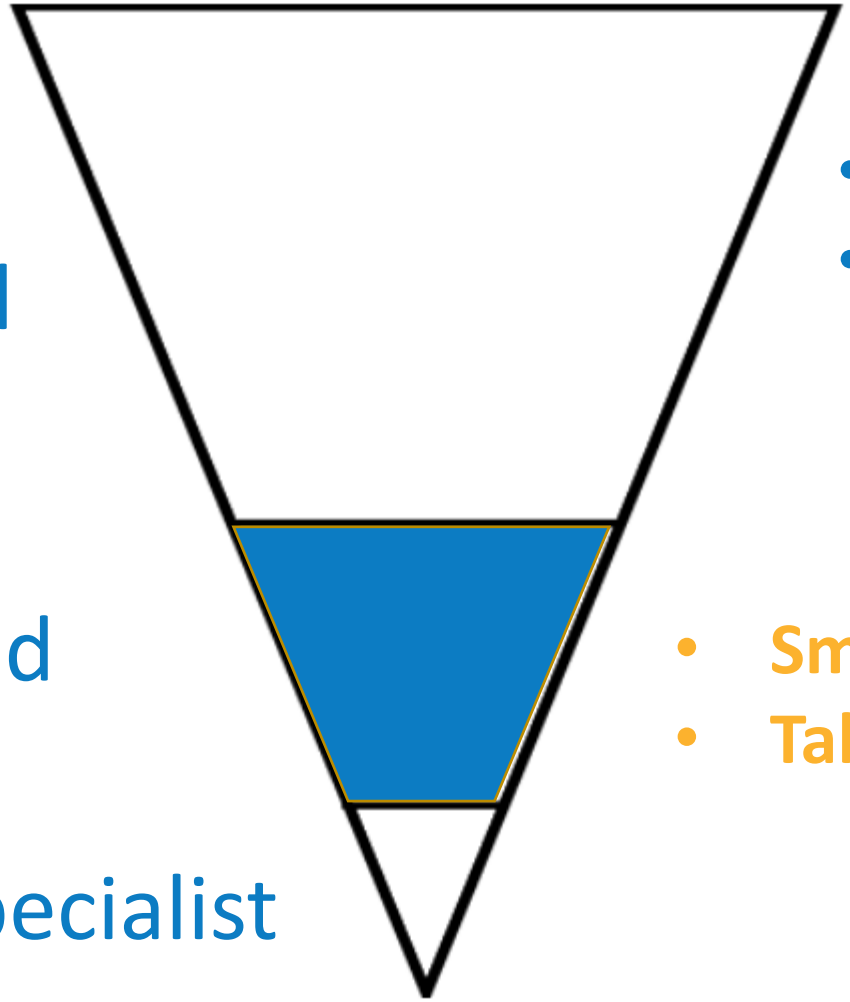
# Interventions

Tier 1 / Universal

- SLCN Inclusion Toolkit
- Supporting best practice



Tier 2 / Targeted

- **Small group interventions**
- **Talk Fitness**

Tier 3 / Specialist

...part of the Speech and Language Link whole school approach

# 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

...part of the Speech and Language Link whole school approach

# Tier 2 Interventions: Planned Groups

| Year Group | Group Name | Description |
|---|---|---|
| 7 | **Aim High**<br>Immersive experience | A transition group for new year 7 students on entrance to secondary school. |
| 7 | **Cipher Mansion**<br>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**<br>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**<br>Immersive experience | A survival adventure, calling on targeted language and communication skills, with a particular focus on language for assessment. |

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# Tier 2 Interventions: Groups

| Session Plan<br>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**<br>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***<br>This video has two parts. | |
| 3 minutes | | **Teacher led**<br>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.<br>(T) Remind students of group rules and consequences for not following these.<br>(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**<br>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.<br>(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. |

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# 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


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

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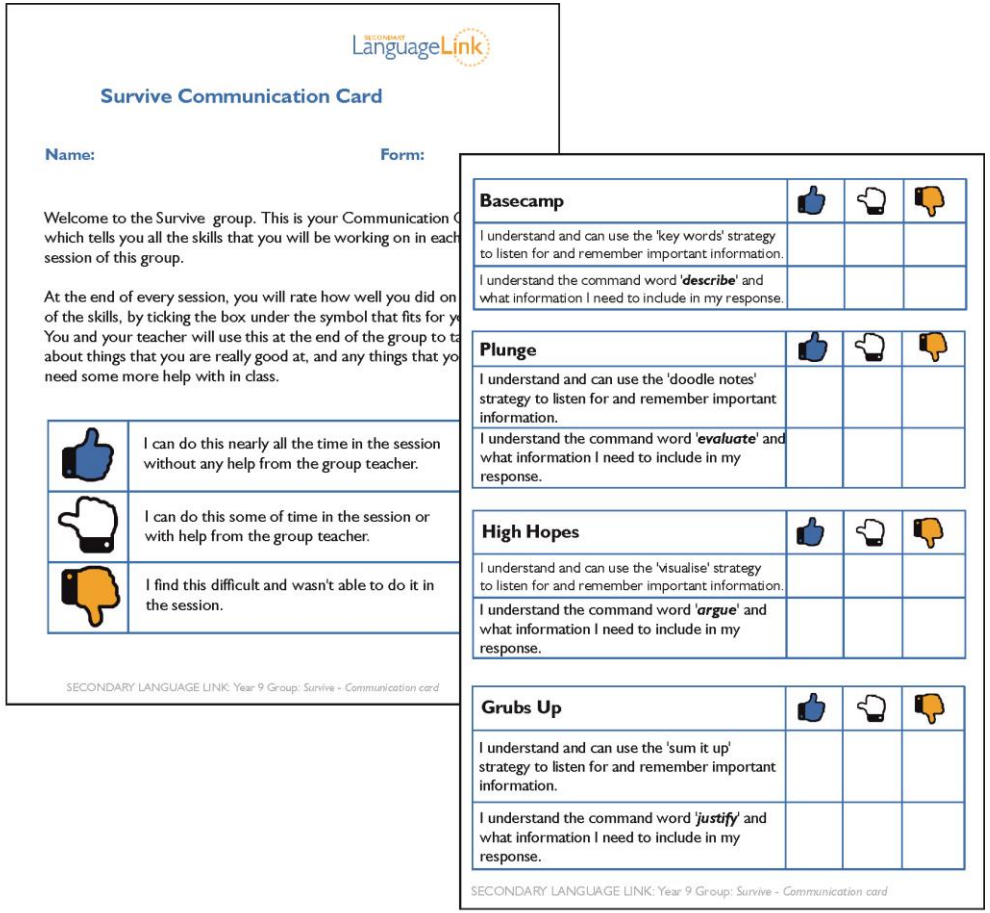
# Tier 2 Interventions: Communication Card



Survive Communication Card

Name: Form:

Welcome to the Survive group. This is your Communication C
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 y
You and your teacher will use this at the end of the group to ta
about things that you are really good at, and any things that yo
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

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# 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

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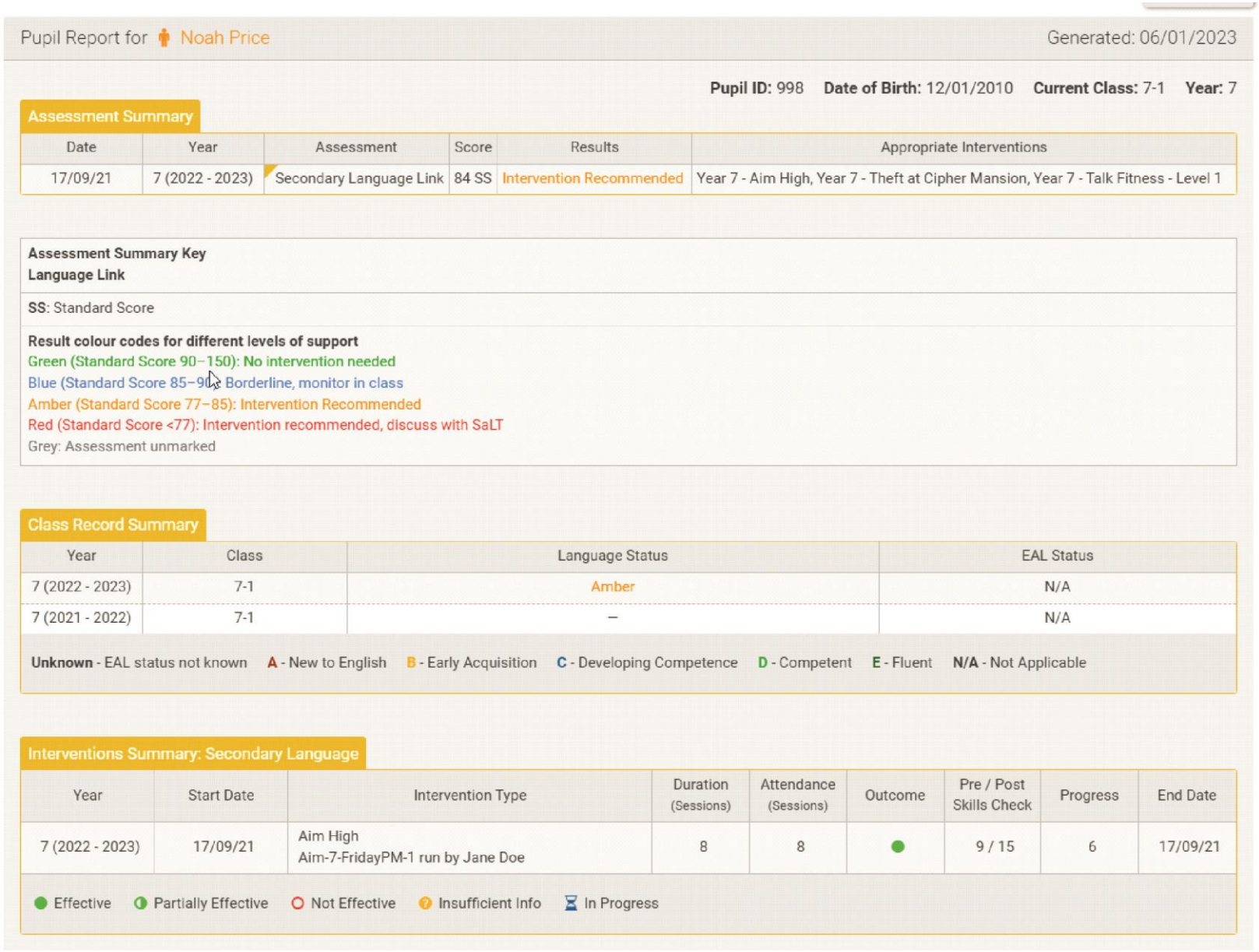
# Data Analysis: Pupil Report

Three Levels of reporting available:

- Pupil Reports
- Class Reports
- Year Reports



Pupil Report for Noah Price — Generated: 06/01/2023

**Pupil ID:** 998 **Date of Birth:** 12/01/2010 **Current Class:** 7-1 **Year:** 7

**Assessment Summary**

| Date | Year | Assessment | Score | Results | Appropriate Interventions |
|---|---|---|---|---|---|
| 17/09/21 | 7 (2022 - 2023) | Secondary Language Link | 84 SS | Intervention Recommended | Year 7 - Aim High, Year 7 - Theft at Cipher Mansion, Year 7 - Talk Fitness - Level 1 |

**Assessment Summary Key**
**Language Link**

**SS**: Standard Score

**Result colour codes for different levels of support**
Green (Standard Score 90–150): No intervention needed
Blue (Standard Score 85–90): Borderline, monitor in class
Amber (Standard Score 77–85): Intervention Recommended
Red (Standard Score <77): Intervention recommended, discuss with SaLT
Grey: Assessment unmarked

**Class Record Summary**

| Year | Class | Language Status | EAL Status |
|---|---|---|---|
| 7 (2022 - 2023) | 7-1 | Amber | N/A |
| 7 (2021 - 2022) | 7-1 | – | N/A |

**Unknown** - EAL status not known **A** - New to English **B** - Early Acquisition **C** - Developing Competence **D** - Competent **E** - Fluent **N/A** - Not Applicable

**Interventions Summary: Secondary Language**

| Year | Start Date | Intervention Type | Duration (Sessions) | Attendance (Sessions) | Outcome | Pre / Post Skills Check | Progress | End Date |
|---|---|---|---|---|---|---|---|---|
| 7 (2022 - 2023) | 17/09/21 | Aim High<br>Aim-7-FridayPM-1 run by Jane Doe | 8 | 8 | ● | 9 / 15 | 6 | 17/09/21 |

● Effective ◑ Partially Effective ○ Not Effective ? Insufficient Info ⧗ In Progress

# Data Analysis: Class Report

Class Report for: **7-1** | Year Group: **Year 7** | Generated: **04/11/2021**

**Secondary Language Link Assessment Results**

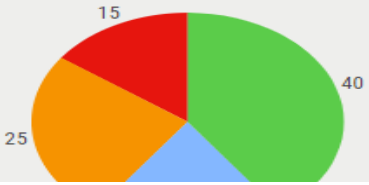
| Pupil | Assessment Date | Age on Assessment Date | Score | | Section Results | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | PR | SS | Following Instructions | Understanding Social Language | Concepts | Processing Information | Complex Sentences |
| Finley Reynolds | 17/09/2021 | 11 years, 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 | ✓ | ✓ | ✓ | ✓ | ✓ |

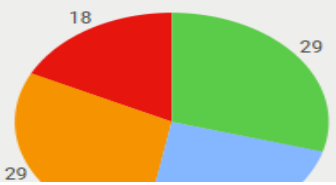
– Not Available / Not Assessed this Academic Year ✓ Section Passed ✗ Section Not Passed ⧗ Assessment in progress

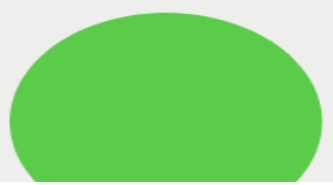
**Aggregate Language Link Assessment Results**

Key

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



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# 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 | | | | | |
| | N° | % | N° | % | N° | % | N° | % | N° | % | N° | % |
| 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.

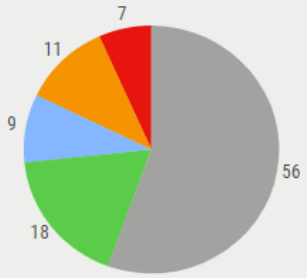
### Aggregate Assessment Results for School Year

Key

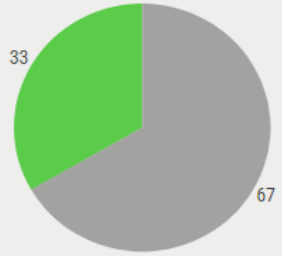
- Severe Difficulty (0 < 6th percentile)
- Moderate Difficulty (6th < 16th percentile)
- Borderline (16th < 25th percentile)
- Expected Range (25th – 100th percentile)
- Not Marked
- Not Assessed

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

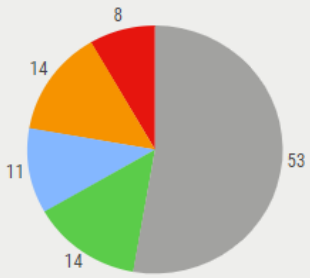
The percentile range given for each category is approximate. See explanation below.




Whole Year - Year 7
(Values in %)




EAL Pupils
(Values in %)



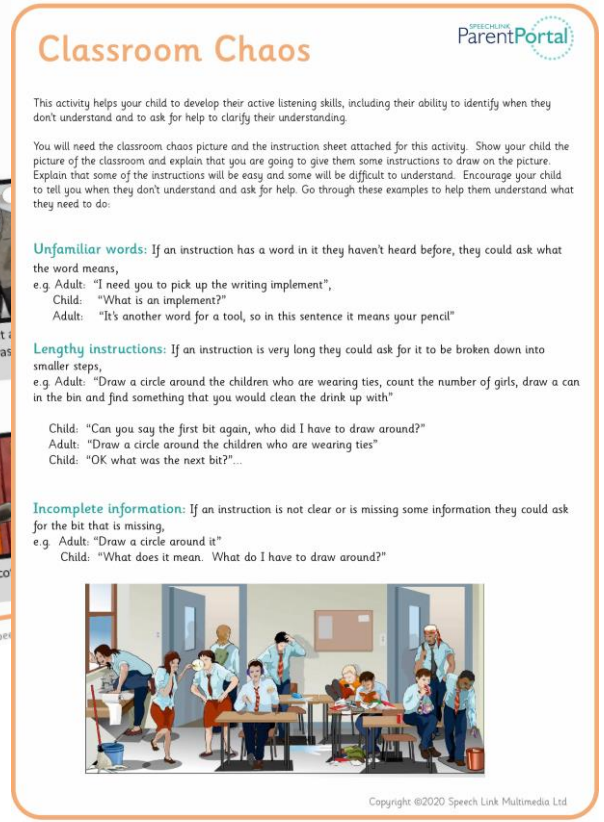

Non EAL Pupils
(Values in %)

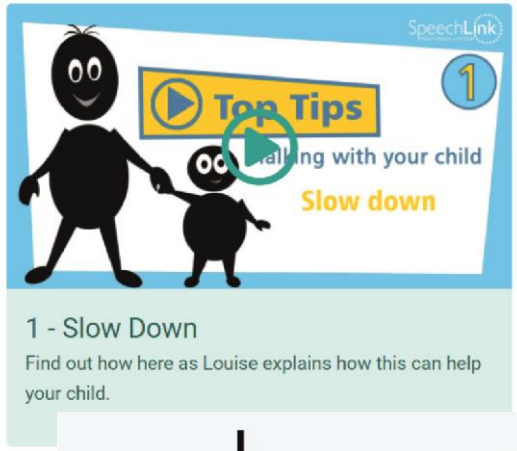
### Class Breakdown for Year

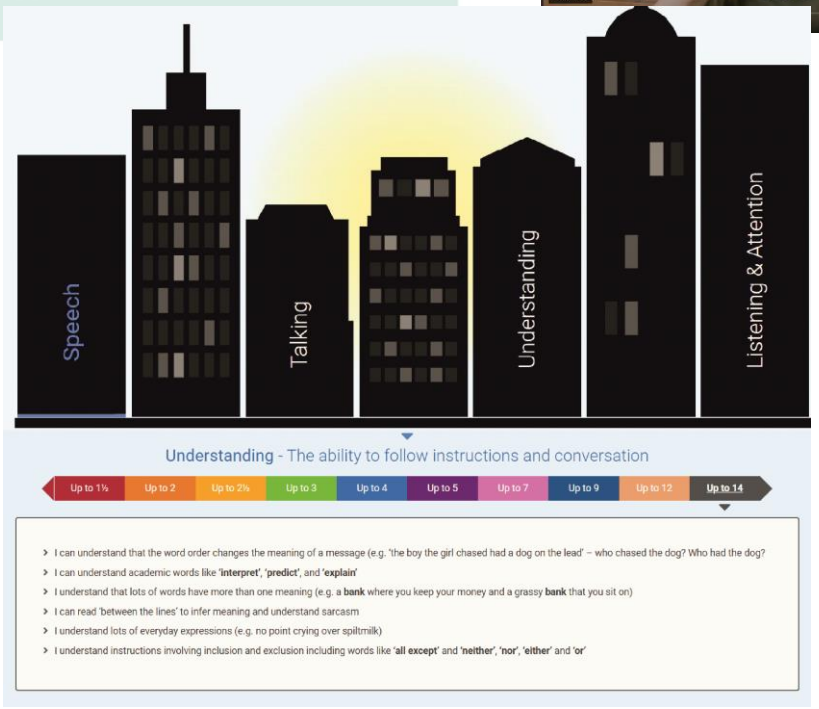
..part of the Speech and Language Link whole school approach

SPEECHLINK ParentPortal

# www.speechandlanguage.info/parents





# Any questions?

# Thanks for listening

## Contact us

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

**Speech & Language Link Help Line:** 0333 577 0784

https://speechandlanguage.support

https://speechandlanguage.info

SECONDARY LanguageLink

...part of the Speech and Language Link
whole school approach