# Oldham School's Guide

# Identification and support of pupils with Speech, Language and Communication Needs (SLCN)

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## What do we mean by speech, language and communication needs?

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 may have speech, language and communication needs (SLCN).

A child with speech, language and communication needs:

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

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

Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and managing emotions or feelings.

SLCN is often called a 'hidden difficulty'. Many children with SLCN look just like other children … This means that instead of communication difficulties people may see children struggling to learn to read, showing poor behaviour, having difficulties learning or socialising with others. Some children may become withdrawn or isolated. Their needs are often misinterpreted, misdiagnosed or missed altogether.
**(Taken from ICAN charity 2025)**

"Oral language skills are the foundation for reading, writing, and learning. Improving a child or young person's spoken language skills will benefit all areas of the curriculum." (Speech UK 2025)

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Oldham policy is to follow the graduated response to meeting need.

This is a systematic approach which identifies and addresses SLCN in children and young people (CYP). Support is progressively increased based on the individual child / young person's needs, following a cycle of "assess, plan, do, review" to ensure the most appropriate level of intervention is provided at each stage.

All settings are expected to provide high quality teaching (HQT) which supports all learners.

For children with more significant SLCN, targeted support may be required. Targeted support is adapted/more personalised HQT. It may include additional, focused support for students who need more help meeting learning objectives. It may include small group intervention, additional adult assistance, use of technology, social skills activities, and other tailored provisions based on the CYP's needs.

If a CYP's SLCN are complex, or the CYP does not make expected progress with the support given, they may require additional support from a Speech and Language Therapist (SaLT) or other specialist professionals.

This document has been created to support adults working with CYP with SLCN to meet their needs at universal (HQT) and targeted level. Following the APDR process will help to determine if a CYP is making progress with the support they are receiving, or if referral to specialist services may be required.

# High Quality Teaching for children with Speech, Language and Communication Needs (Universal)

*Please find embedded and additional resources at the end of the document.*

| Area of need | Characteristics | Strategies to try |
|---|---|---|
| **Attention and Listening** | Is easily distracted<br>May not respond to whole class instruction<br>May appear not to be listening.<br>Talks when should be listening<br>Can only concentrate on one thing at a time<br>May find lengthy tasks hard to complete<br>Does not settle, flits from activity to activity<br>Struggles to transition effectively from one activity to another.<br>Struggles to follow an adult led agenda (within age expectations)<br>Frequently distracted by the environment / stimuli around them | Use and regularly refer to the whole class visual timetable<br>Get down to the child's level (EYFS)<br>Say the child's name first before giving instruction or asking a question.<br>Minimise noise and distractions, provide quiet spaces – (environmental audit / communication friendly classroom audit<br><br>Top Tips for environmental modifi   Communication Friendly Enivironmer<br><br>Consider the pace of lesson – include movement breaks, brain breaks and chunking with time for review /revision. Vary activities.<br>Give simple, one step instructions and if they can follow this, increase the complexity slowly.<br>Chunk learning into small steps.<br>Use visuals to support the steps of learning. (e.g. CIP/ board maker, scaffolds)<br>Use a timer, visual timeline, or a "dot" system to support the activity completion.<br>Repeat (in exactly the same way) instructions if not understood the first time (to support processing)<br>Consider using a Now and Next board<br>Introduce one activity at a time<br>Use visual success criteria/steps of how to complete the activity. (Task boards)<br>Use dual coding- e.g. demonstrate the activity whilst verbalising/visuals to support written.<br>Use visual/ physical or sound cues.<br>Consider the use of fidget tools. (teach the CYP how and when to use these)<br>Consider seating plan<br>Build active listening activities into HQT |

| | | Using Visuals in your Setting.docx |
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| | | **Remember the attention and listening capacity of the CYP will depend on their age and any other needs.** |
| **Understanding Language-**<br><br>**-Vocabulary** (store of words and meaning)<br><br>**-Concepts** (e.g colour, shape, position, time, categorisation etc.)<br>**(NB concepts will need to be explicitly taught)** | Finds it difficult to accurately label/ uses 'thingy', 'what's it', 'ers' and 'um' or says 'don't know' as a default response (Word finding)<br>Presents as quieter than their peers<br>Difficulty understanding the meaning of words and/ or sentences<br>Forgets new vocabulary<br>Reluctant to be involved in discussion or conversation<br>Cannot use vocabulary appropriately<br>Uses non-specific words (e.g stuff, thing)<br>Uses generic terms (e.g. car for anything that moves)<br>Uses incorrect words or related words.<br>Difficulties in understanding complicated sentences<br>Difficulties following verbal instructions; especially if the instruction is long or has several parts. | Order your sentences when giving instructions. Consider numbering your points too.<br>Use visuals to support understanding and encourage the CYP to use visuals (to get their point across). Visual supports - Speech and Language UK<br>Check that the CYP understands.<br>Check the CYP has the required vocabulary.<br>Ensure the CYP understands **abstract** words such as; before, after, if, except, after that.<br>Give structured instructions to determine the CYP's optimum level e.g. "get me the red pencil from tub on the desk and put it on my table."<br>Use visual/word mats.<br>Use visual prompts/ now and next boards.<br>Explicitly use new words in a range of contexts.<br>Consolidate new vocabulary in classroom-based activities.<br>Consider essential vocabulary and explicitly teach it. (consider using a Word Aware approach or similar)<br>Link vocabulary to real life experiences.<br>Use a multisensory approach to teaching new words.<br>Talk about word structure- e.g syllables, first, last sounds, rhyme.<br>Incorporate sorting and categorizing activities into your day<br>Use specific vocabulary; avoid ambiguous words |

| Comprehension | Difficulties following instructions or only following partial instructions (remember that they will have to have heard / listened to and processed the language before they can retain it or do anything with it) Difficulty remembering all the words in a sentence to make sense of what has been said Needs additional processing time. Better at following observed routines than verbal instructions. May observe and follow others Appears to attend/ be engaged but struggles to do what they are asked. Responses do not link to topic Uses avoidance tactics (e.g steering conversations to own agenda) Easily distracted. Behaviours may be erratic or appear odd, withdrawn or, aggressive May repeat rather than respond Struggles with independent learning May require repetition and additional processing time Within reading a story, the CYP may read perfectly but not understand the questions | Use visual cues/ gestures/task boards. Give additional processing time e.g. 10 seconds minimum. Use pre warning strategies. Consider using Blank levels. (see connect for available training and see "Understanding Questions (Blanks)" below) Consider completing / using an environmental check list. (e.g. communication friendly classroom audit tool- see link above) Before reading, identify and teach problematic vocabulary, look at pictures / headings / sub-headings and discuss, talk about related learning and/or personal experiences. Explicitly teach comprehension skills using oral and aural channels. Build in regular brain / movement breaks Provide fidget tools as appropriate Provide scaffolds Ask CYP to tell you what it is they have been asked to do Use technology |
|---|---|---|
| Expressive language | Have limited vocabulary. Immature speech including grammatical structures. Use limited language for requests- relying on non-verbal cues. Frequently grasping for the right word. Use the wrong words in speech. Make grammatical mistakes. | Give a choice of answer – so they don't have to 'word find', support with visuals if needed. Support them with other ways to communicate- sign, pictures, gestures. Pause between sentences to support processing. Use a multi-sensory approach as much as possible. Use non-verbal cues (as appropriate). Use word mats / visuals. |

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| | Rely on stock standard phrases.<br>Inability to 'get to the point' of what they're trying to say.<br>Problems with retelling a story or relaying information.<br>Struggles to start or hold a conversation.<br>Avoids conversation.<br>Misses out articles in sentences.<br>Misses out or confuses pronouns.<br>Makes mistakes with word endings<br>Errors with word order.<br>Difficulties using conjunctions.<br>Struggles with sequencing.<br>Relies on short, simple sentence construction<br>May describe the word without actually naming it | | Use scaffolding  (consider structures such as narrative approaches/ visual sequences).<br>Use sentence builders, cloze procedure, tops and tails etc<br>Use pictures to encourage language where there are no right / wrong answers, simply thoughts and observations.<br>Model turn taking in conversations.<br>Pre teach vocabulary for topics.<br>Use Blank Levels.<br>Use sentence starters/ openers.<br>Use technology<br>Teach emotional literacy e.g. colour monster, zones of regulation<br>Share targeted vocabulary with parents |
| **Speech** | May mispronounce certain sounds<br>Leaves off sounds from words (example: saying "co" instead of "coat" or "at" instead of cat)<br>Changes sounds in words (example: saying "thith" instead of "this")<br>May miss parts of words/ syllables within a word (example: "elphant" instead of elephant)<br>Simplifies a word by repeating 2 syllables (example: "botbot" instead of "bottle")<br><br>These CYP may:<br>➢ be difficult to understand out of context<br>➢ still be difficult to understand even when conversing with familiar adults<br>➢ demonstrate frustrations when they are not understood | | Consider using a screening tool Speech-Sounds-Screening-Tool-SLT-Beds.pdf and refer to "Speech Sounds 1 page doc" below.<br>Acknowledge what the CYP is saying then repeat back what they said using the correct way of saying a word or sound (with no pressure to copy)<br>Give them time to speak.<br>Tap the syllables in words (check their phonological awareness abilities).<br>Respond positively to what the child has said rather than how they have said it. Positively acknowledge all communication attempts.<br>Use stories, games, tongue twisters and rhymes with repetitive use of individual sounds to reinforce and highlight clear articulation.<br>Encourage the use of visuals (gesture, objects, pictures and signing) to support their speech.<br>Play sound discrimination games.<br>Incorporate phonological awareness activities as part of HQT across the curriculum. (See appendix for specific SaLT phonological activities) |

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| | <ul><li>*may struggle with phonics*</li><li>*May give up/withdraw if they are not understood*</li><li>*May show frustrated behaviours if they are not understood*</li></ul> | Adults to blame themselves when they are not able to understand the CYP e.g. "My ears are not working properly; please can you say that again" <br><br>Repeat back how much you have understood, for example "You went upstairs and couldn't see the …..?" <br><br>Reduce background noise when possible <br><br>Offer a choice question: "Was it in school or at home?" <br><br>Ask simple questions to help you understand, such as who/what/where/when? <br><br>Use a home/school diary to tell other adults what the CYP has been doing during the day or at the weekend to provide some helpful context <br><br>**NB Avoid any production work on specific sounds unless explicitly advised by a speech and language therapist** |
| **Social use of Language** | May be reluctant to speak in a group situation <br>Have difficulty remaining on topic in conversation. <br>Gains attention using inappropriate methods. <br>May stand too close to the speaker and is unaware of personal space. <br>Finds explaining things difficult. <br>Dominates conversations and does not listen. <br>Does not ask for clarification when they haven't understood. <br>May be unable to interpret the tone of voice in others (e.g. does not recognise an angry versus a happy voice). <br>Uses language in a limited way (e.g. only gives directions or makes statements but doesn't greet or ask questions). <br>Have difficulty understanding another person's point of view. <br>Have difficulty making friends and maintaining meaningful friendships. <br>Misinterprets situations | Encourage and facilitate participation at register/ circle time/in social groups <br>Use visuals to support social situations <br>Provide opportunities for children to work with and integrate with others <br><br>Suggested Activities <br>**Role play**: Engage in role play activities with adults and other children to simulate social situations (e.g. going shopping, going to the park, visiting grandparents). <br>**Turn-taking games:** Engage in turn taking games, such as board games to teach the child that it is 'okay to lose'. <br>**Facial expressions**: Look at facial expressions and discuss the feelings associated with the facial expressions. <br>**Miming:** Practice through miming making faces that show different feelings. <br>**Describing activities**: Look at pictures together to encourage descriptive language about a topic or thing, with the adult prompting to keep the child on topic. <br>**Puppets:** Take part in role play or puppet shows after watching a modelled situation. <br>**Comic strips**: Use appropriate comic strips that illustrate social situations (do's or don'ts) and talk explicitly about what is happening. |

| | May take things literally (e.g. idioms)<br>Difficulty understanding social cues.<br>Difficulty understanding and expressing emotions | **Model:** appropriate social interaction/facilitate social interactions and consider pairing<br>**Greetings**: model greetings<br>**Collaborative tasks:** set up play/social opportunities where CYP can work together to create something in a fun way |
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# Supporting Speech, Language and Communication Needs

## Key Stage 3 and above

Speech and language skills continue to develop as students move into secondary education, with many needing help and support. Language develops throughout adolescence and beyond.

Secondary school is a very demanding environment which challenges young people's language skills, not just in class and academic learning but in their social interactions too. They need to develop an ability to understand and use the right sort of language and tone of voice for the right purpose and to fit in with different groups.

Settings should use the Language Link assessment tool in the first instance and should implement strategies, recommendations and any appropriate interventions as indicated by the assessment results.

**All settings can support young people with SLCN by using universal level strategy-based approaches which incorporate the development of**
- Metacognitive skills (thinking about thinking)
- Metalinguistic skills (understanding and reflecting about language)
- Vocabulary Development
- Verbal expressions or Oracy
- Reading Comprehension
- Communication Friendly Environments

All teaching staff should have a good understanding of strategies to support speech, language and communication needs and know how to create a communication friendly environment. (see audit tool)

SLCN can be particularly hard to spot in secondary schools, where one study suggests almost half of those affected remain unidentified, compared with 29% in the primary school (Communication Trust, 2014).

Good understanding and functional communication skills are well recognised as essential for literacy development, academic success and enabling students to engage with both the curriculum and their peers. However, **difficulties with language can be hard to identify and are commonly disguised by challenging behaviour or poor attainment**. This can lead to language and communication needs being missed or misidentified. (secondary language link 2025)

There are some **behaviours** which are frequently linked with communication difficulties, and it is useful to be aware of these:

- Difficulty following timetables and using planners
- Work can appear very rushed and messy or over meticulous causing work rate to be slow
- Problems predicting outcomes
- Struggling to solve problems rationally
- Having literacy difficulties – often reading fluently but without understanding, thus appearing to be "able to read well"
- Special interests often around certain topics/ routines/people
- Being isolated and vulnerable
- Finding it difficult to cope in non-structured times
- Distress resulting from misunderstanding other students' behaviour/comments
- Inappropriate eye contact/ personal space when speaking or being spoken to
- Inability (often interpreted as refusal)to listen to staff or students when angry or upset
- Over-sensitivity to noise, lights etc
- Easily becoming anxious or stressed for example by an unexpected change of room / teacher

**How to support students with speech, language and communication needs, older learners:**

A Pupil Passport could be created and distributed to all teaching staff so that they have a good understanding of the individual student's needs and strategies to support their speech, language and communication skills.

Ensure the pupil's voice is clear in understanding how work needs to be adapted and what reasonable adjustments (RA) are required. RA should be considered on a subject-by-subject basis as they may not be the same across all subject areas.

| Strategy | Explanation |
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| Increase predictability | Structure the lesson so students know what is going to come up. |
| Visual supports | Have a clear visual reference accessible so they can see where they are in the lesson. Support the use of visual planners, organisers and text deconstruction aids. |
| Vocabulary support | Highlight key words which are essential for the topic and explain that they will have to understand and use these words.<br><br>o Pre teach topic words, send word lists home, access to dictionaries, Google images and BBC Bitesize.<br>o Explicitly teach command words such as those used in examinations eg. describe, analyse, compare and contrast, explain …<br>o Think about practical demonstrations of new topics. Use "word bingo" to practise and reinforce subject-specific vocabulary.<br>Encourage students to write down unfamiliar vocabulary and then target these during one-to-one or small group sessions. Develop exercises where students must match key terms to their meanings (to teach new words) – 'find your partner' is a useful activity. |

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| **Questions** | Plan questions in advance, don't just ask students to recall information – ask them open-ended questions. Tell the pupil what you are going to ask them then "come back to them" to allow thinking time and to process other student's answers.<br>Plan in thinking time and let the student know when that is so they know they can take the time to develop a better-quality answer. |
| **Peer support** | Arrange for students to talk in pairs or small groups to build and structure answers. Considering pairings to optimise peer support. Sometimes students find it easier to ask a friend than ask an adult. |
| **Make information easier to understand** | Reduce the complexity of teacher-generated text, such as assignment instructions. Use a multi-sensory teaching approach.  We know students with SLCN respond well to visual aids such as pictures, diagrams, writing.<br>      o  Send PowerPoints home to give opportunities for repetition & rehearsal of new information. Give ppt with the important slides on for annotation. |
| **Support expression** | Look at alternative ways of recording e.g. scribe/speech to text (use inbuilt accessibility settings on devices). The student's ability to get their knowledge down on paper may be difficult so it is important that their knowledge can be assessed in different ways.<br>      o  Use adapted worksheets which involve less writing - labelling a diagram, flow diagrams, filling in missing words, paragraph starters.<br>Multiple choice questions are useful to ascertain a student's understanding of topics. They may struggle to express themselves concisely but they can choose the correct answer from a choice. |
| **Teach study skills** | Mind maps, taking notes, word deduction skills, highlighting key words which will then help students to answer questions. Clicker Docs software is useful for independence and to support organisation (also JCQ approved). Sparknotes is a useful website to paraphrase information. Other useful websites – Quizlet is a useful flashcard website that helps students to learn new concepts and vocabulary, BBC Bitesize can help to summarise new topics, You Tube, Educake. |

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| | o Organisational skills and recording homework in their planner can be difficult for students who find it hard to understand spoken language.<br>o Ensure students are exposed to "examination words" early on and have time to learn and fully understand these. |
| **Teach active listening skills** | Agree ways for CYP to ask for support when they do not understand.<br>Create an environment where it is okay to make mistakes, not to know everything and it is okay to ask questions for clarification. |
| **Support oracy skills** | Encourage group discussions to explore levels of understanding around a topic and then new information can be added to their foundation knowledge. |
| **Reinforce self-identity & emotional resilience** | The evidence base recognises the strong connections between effective communication skills and mental health and emotional well-being.  The learning process is much easier if we are happy at school.<br>    o Consider the learned helplessness cycle – repeated exposure to failure leads to the self-fulfilling prophecy 'I failed at my last test so I will at my next, I am not going to bother trying, it is too difficult'. Create opportunities to be successful, frequently.<br>**Recommended Book: Language for Behaviour and Emotions: A Practical Guide to Working with Children and Young People** by Anna Branagan, Melanie Cross, and Stephen Parsons. |

**Supporting Older Children with SLCN continued**

| Area of Need | Characteristics | Strategies |
|---|---|---|
| **Understanding of language** | Finds it difficult to accurately label/ uses 'thingy', 'what's it', 'ers' and 'um' or says 'don't know' as a default response (Word finding)<br>Presents as quieter than their peers | • Ensure the student is listening before you start speaking<br>• Slow down your speech rate and give the student extra time to process language<br>• Encourage the student to say/indicate when they have not understood (you may need to agree a sign) |

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| | Difficulty understanding the meaning of words and/ or sentences<br>Forgets new vocabulary<br>Reluctant to be involved in discussion or conversation<br>Cannot use vocabulary appropriately<br>Uses non-specific words (e.g stuff, thing)<br>Uses generic terms (e.g. car for anything that moves)<br>Uses incorrect words or related words.<br>Difficulties in understanding complicated sentences<br>Difficulties following verbal instructions; especially if the instruction is long or has several parts. | • Do not assume comprehension of instructions and vocabulary - check by asking the student to explain what you have told them<br>• Be aware of gaps in vocabulary and ensure that key vocabulary is understood<br>• Break down instructions into short, clear chunks<br>• Sequence information in a **logical order**. It is easier to understand when the order of the language you use reflects the order that tasks should be carried out in e.g. '*first run around the pitch one time, then pick up a tennis ball*' <u>not</u> '*before you pick up a tennis ball run around the pitch one time.*'<br>• Avoid use of ambiguous language such as sarcasm, jokes or sayings that can be misinterpreted e.g. "You'll be the death of me"<br>• Give the student plenty of support with activities that involve verbal reasoning<br>• Use visual strategies to support understanding of spoken language |
| **Expressive Language** | Have limited vocabulary.<br>Immature speech including grammatical structures.<br>Use limited language for requests- relying on non-verbal cues.<br>Frequently grasping for the right word.<br>Use the wrong words in speech.<br>Make grammatical mistakes.<br>Rely on stock standard phrases.<br>Inability to 'get to the point' of what they're trying to say.<br>Problems with retelling a story or relaying information. | • Remember that we communicate to get a message across – try not to focus on how the student is communicating e.g. the grammar, pronunciation – concentrate on the meaning<br><br>• Give the student extra time to respond<br>• Accept a reduced amount of output e.g. a one-word answer rather than a sentence or only having to give a presentation to a few peers rather than the whole class.<br>• If the student gets stuck on a particular word – encourage him to think of other related words e.g. to describe the target word. |

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| | Struggles to start or hold a conversation. Avoids conversation. Misses out articles in sentences. Misses out or confuses pronouns. Makes mistakes with word endings Errors with word order. Difficulties using conjunctions. Struggles with sequencing. Relies on short, simple sentence construction May describe the word without actually naming it | • Try helping them to structure their language by asking specific questions e.g. "who was there? When did it happen? What happened first?" • Use visual strategies to support expression and ensure that students can show their knowledge / understanding in a way which suits them best. |
| **Social skills** | May be reluctant to speak in a group situation Have difficulty remaining on topic in conversation. Gains attention using inappropriate methods. May stand too close to the speaker and is unaware of personal space. Finds explaining things difficult. Dominates conversations and does not listen. Does not ask for clarification when they haven't understood. May be unable to interpret the tone of voice in others (e.g. does not recognise an angry versus a happy voice). | • Encourage the student to take notice of the interactions between people that are happening in their environment • Do not let the student dominate interactions – reinforce the importance of turn-taking • Model appropriate conversational rules, responses etc. e.g. how to greet peers. Consider giving scripts to support interactions • Encourage interaction with peers but recognise the difficulties of group work. Engineer it so that the student with SLCN has a good role model as a partner in group activities; play to their strengths in group situations • Help the student reflect on the dynamics of relationships and why there may be negative outcomes. Visually supported conversations may be useful • Consider how to manage a need to talk about their focused interest • Explain non-verbal communication and social rules that the student may find confusing |

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| | Uses language in a limited way (e.g. only gives directions or makes statements but doesn't greet or ask questions). Have difficulty understanding another person's point of view. Have difficulty making friends and maintaining meaningful friendships. Misinterprets situations May take things literally (e.g. idioms) Difficulty understanding social cues. Difficulty understanding and expressing emotions | |
| Attention and Listening | Is easily distracted May not respond to whole class instruction May appear not to be listening. Talks when should be listening Can only concentrate on one thing at a time May find lengthy tasks hard to complete Does not settle, flits from activity to activity Struggles to transition effectively from one activity to another. Struggles to follow an adult led agenda (within age expectations) Frequently distracted by the environment / stimuli around them | <ul><li>Provide a calm, predictable environment (also consider an environmental audit)</li><li>Place students with SLCN with positive peers who are good role models in terms of behaviour and learning</li><li>Ensure work is adapted and, where necessary, differentiated to a level the student can access</li><li>Have appropriate support in lessons, this may include human support as well as IT, scaffolds etc.</li><li>Be aware of stress triggers and put support strategies in place</li><li>Ensure any differentiated behaviour strategies are in place consistently e.g. trackers, rewards, alternatives to moved room</li><li>Ensure reasonable adjustments are in place and allow the student to leave the room if they are becoming overwhelmed</li></ul> |

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| | | • Use visual supports such as 5 point scales and visually supported stories consistently |
| | | • Be aware that a student with SLCN may need time-out before they can have a conversation about an incident |
| | | • Have a supervised place to go / activities to do during non-structured times |
| | | • Never respond to the student in a confrontational manner |
| | | • Check that the student has understood a situation and the language used when their response is not appropriate, so misunderstandings can be cleared up immediately |
| | | • Be aware that students may not want to admit in front of their peers that they are finding language or a task confusing. If you have concerns speak to them individually |
| **Learning** | | • Provide a suitable environment and minimise distractions |
| | | • Provide curriculum pathways that are suitable for students with SLCN |
| | | • Adapt and differentiate work appropriately. This includes the spoken and written language of instruction and language of the curriculum. |
| | | • Students with specific SLCN are often strong visual and kinaesthetic learners. Use visual strategies –pictures, diagrams, charts, mind maps/word webs etc. |
| | | • Consider the best ways to present written information so that students can process it by themselves e.g. chunk related information, bold key words and provide word definitions. |

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| | | <ul><li>Use writing frames and have templates ready for completion. Get the student involved in practical activities</li><li>Use the students' interests and experiences to help them understand - relate the curriculum to real life</li><li>Make clear associations between new and old information</li><li>Ensure homework is appropriate, suitable and clearly recorded.  Homework may take students with SLCN significantly longer</li><li>Support students with organisation of work e.g. ensure that work is saved in an appropriately named file in the correct area on the students' computer drive</li><li>Ensure that there are clearly defined breaks in lessons and have a very clear system for rewards/motivation</li><li>Explicitly highlight potential dangers such as those in technology and science and when leaving the school for trips etc</li></ul> |

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# Targeted Support

Do more of and target / adapt and personalise the offer you are giving at HQT. Focus more specifically on a certain area for a longer period. Give more opportunity for repetition and overlearning and support to generalise newly acquired skills.

Set targets, monitor and evaluate the impact of what is being done. Review regularly to assess what is working and to plan next steps.

**Be mindful of the CYP's age and stage of development**. For example, using objects for routine into Year 1 as part of HQT is likely to become more of a targeted provision when the CYP moves into Year 2.

**Examples of targeted support could include, but are not limited to:**

**1:1 targeted support**

**Small group targeted support**

**WELLCOMM intervention (small group)**

**Narrative Support (small group)**


Developing Sequencing and Narra


Supporting Narrative development.docx


Supporting-Narrative -Skills.pdf

**BLAST / BLAST 2 (small group** – additional to BLAST/BLAST 2 being used as part of HQT / the universal offer**)**

BLAST Programme | Boosting Language, Auditory Skills and Talking

**Intensive Interaction** – **(**1:1 additional to intensive interaction being used throughout the day as part of HQT / universal offer)


Intensive interaction.docx

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**Attention and listening skill support** (small group support in addition to activities offered as part of HQT/Universal offer, which may include "Bucket Time", Active listening skills activities etc)

Games and activities to develop attention a

The six stages of attention and listening

Bucket time.docx

5- minute barrier games (1).docx

**Emotional Literacy support (small group**, additional to that being used as part of HQT / Universal offer)

**Phonological awareness support (small group**, additional to that being offered as part of HQT / Universal offer) See pack below.

NCA Phon Awareness Programme

NCA Phonological Awareness Syllables c

NCA Phonological Awareness Rhyme on

NCA Phonological Awareness First Last S

**Speech sounds support** –( small group /1:1 support in addition to that being offered at HQT / Universal level). This support will be tailored to the CYP following completion of the Bedford Screener: Speech-Sounds-Screening-Tool-SLT-Beds.pdf. Support should be focused on "auditory bombardment" i.e. via listening activities and games, and **NOT** on sound production.

Speech Sounds 1 page doc.docx

**Understanding language support** (small group / 1:1 support in addition to that which is being delivered at HQT/Universal level) e.g to further develop understanding at key word level, categorising, Blank levels etc)

| Key words 1&2 overview.docx | single and 2 key words.docx | Three and four key words.docx | categories.docx | Understanding Questions (BLANKS).c | Key Word Level Information Sheet.d |

**Expressive Language support** – (small group, 1:1 support in addition to that being offered at HQT/Universal level) e.g to further develop sentence building , sequencing skills etc.

| SVO sentences.docx | Sequencing.docx |

**Social skills support (small group support** in addition to that which is available at HQT / universal level). This could include participation in BLAST / BLAST 2 groups, Socially Speaking, Time to Talk, Visually supported social situations, Lego club, games club etc.

# Resources and references

Microsoft Word - Communication tree

Microsoft Word - Intensive interaction advice 2019

Microsoft Word - Talking Wheel EASYREAD T 2019

Visual supports - Speech and Language UK

Speech-Sounds-Screening-Tool-SLT-Beds.pdf

Home - Carol Gray - Social Stories

Microsoft Word - Attention Building EASYREAD T 2019

Microsoft Word - Barrier Games

Sequencing

https://www.southwestyorkshire.nhs.uk/barnsley-childrens-speech-language-therapy-service/how-to-videos/language-and-vocabulary/

Microsoft Word - 1 - 2 Key word levels Advice

Microsoft Word - 3 - 4 Key word levels Advice

Microsoft Word - Barrier games Examples of different games

Microsoft Word - Word finding and Category sorting

Microsoft Word - Word finding and Category sorting pack 2

Microsoft Word - Word webs

RADLD - Raising Awareness of Developmental Language Disorder - RADLD

Home - Speech and Language UK: Changing young lives

DLDandMe

communication supporting classroom observation tool

WellComm: Working with pupils with EAL

A practical guide to give teachers and other school-based professionals guidance on how to identify and support children with Developmental Language Disorder in mainstream primary and secondary schools is available from Educational Support for Children with Developmental Language Disorder (DLD) (ican.org.uk)

Additional resources for Secondary

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|---|---|---|---|---|---|
| PDF | PDF | PDF | PDF | PDF | PDF |
| Graphic Organisers.pdf | Language development 9-11yrs | Language development 12-14y | Modelling strategies.pdf | Story boards.pdf | Task Management.pdf |

Now and Next board

PDF

home now and next board.pdf

Word Mat

PDF

topic words- all about me.pdf

[Visual timetable](#)



timetable.pdf

[5-spot timer](#)

A 5-spot timer can be arranged horizontally or in a circle. This is a visual way to help support CYP to understand how long they have left before an activity finishes.  The adult is in control of how long the task takes e.g. if the CYP is flagging, you can remove the spots more quickly. The spot timer adds a visual element to the verbal language you are already using to manage how the task is being carried out.  These can be placed in appropriate areas of the classroom and outdoor areas, so they are easily accessible.

You could personalise this for the CYP using images they like / find motivating.