

The Communication Trust
Every child understood

Session 1.2

Identification and Assessment of Speech, Language and Communication Needs (SLCN)




Norwich Opportunity Area
communicate
Communication, Speech & Language Services

The Communication Trust
Every child understood

Session aims

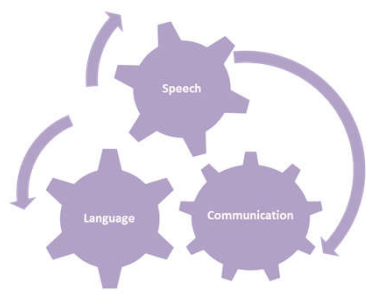
- Understand what the term 'SLCN' means
- Be aware of how to identify children with SLCN
- Understand the relationship between learning English as an Additional Language (EAL) and SLCN
- Know some strategies to support the identification of SLCN in children with EAL
- Understand our roles and responsibilities for supporting children with SLCN
- Be aware of the processes and procedures in our setting for raising concerns



Norwich Opportunity Area
communicate
Communication, Speech & Language Services

The Communication Trust
Every child understood

Review: What do speech, language and communication mean?



Norwich Opportunity Area
communicate
Communication, Speech & Language Services

Speech, language and communication needs (SLCN)



Most children follow the expected pattern of development for their speech, language and communication at the expected times.

Some, however, do not.

These children are described as having speech, language and communication needs (SLCN).



Speech, language and communication needs (SLCN)



Watch this video, which looks at children with different types of SLCN.

Consider:

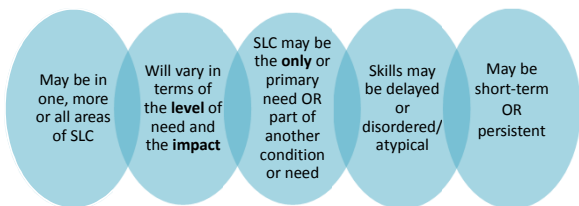
- What aspect of their speech, language and/or communication are they struggling with?
- What strengths can you see?
- How does this resonate with what you see in your day to day practice?



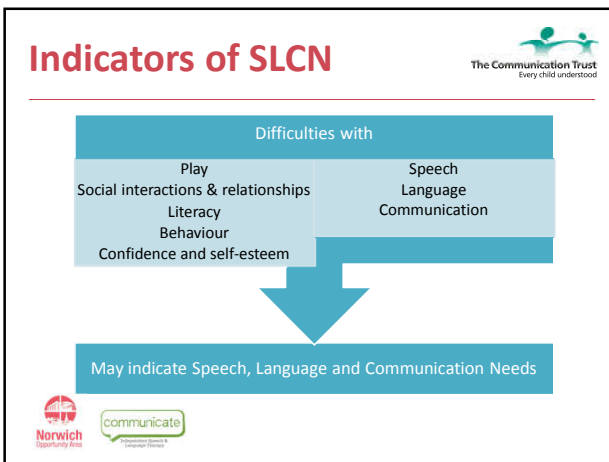
The Way We Talk

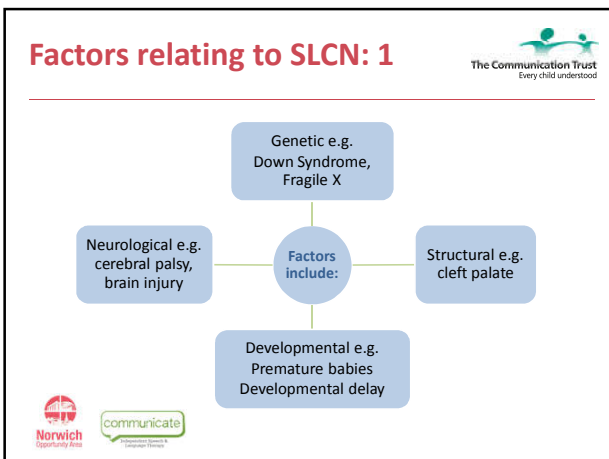


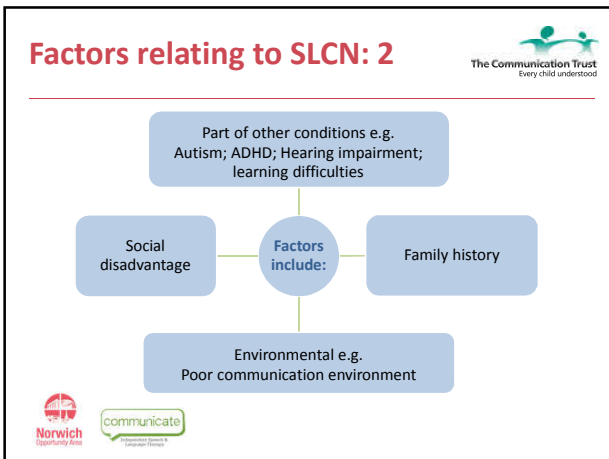
Every child or young person's SLCN will be different and individual





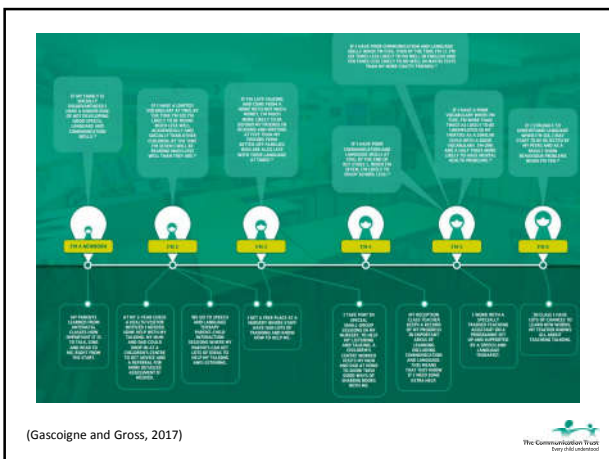






The impact of under-identification of SLCN

- The long-term impact of under-identification and lack of support for SLCN is significant.
- Research shows that high numbers of young people with mental health needs or behaviour difficulties have SLCN that have been missed earlier on in their lives.
- Under identification is an issue for the justice system also. A study found that two thirds of young offenders have speech, language and communication difficulties, but only in 5% of cases were they identified before the offending began (Bryan et al, 2015).



(Gascoigne and Gross, 2017)

Recognising SLCN: Two possible approaches

The Communication Trust
Every child understood

Ages and stages resources

- *Universally Speaking 0-5 and 5-11 years*
- Talking Point Progress Checker
- *Stages of Speech and Language Development* poster
- *What's Typical Talk at Primary* poster

**Indicators checklists/
screening tools**

- Wellcomm
- Progression Tools
- ECAT

Norwich Opportunity Area
communicate

Learning English as an additional language (EAL)

The Communication Trust
Every child understood

Advantages of being bilingual

```
graph TD; IA[Interaction advantages] --- CA[Character advantages]; IA --- CU[Cultural advantages]; IA --- CO[Cognitive advantages]; IA --- ED[Education advantages]; IA --- FA[Financial advantages]; CA --- CU; CU --- CO; CO --- ED; ED --- FA; FA --- CA;
```

Norwich Opportunity Area
communicate

EAL and SLCN: True or false?


The Communication Trust
Every child understood

Children and young people who have more than one language:



- All have speech, language and communication needs (SLCN)
- And are slow to develop English language skills, should be referred to speech therapy straightaway
- Can't have SLCN
- Are more likely to have SLCN than children who aren't

Norwich Opportunity Area
communicate


EAL and SLCN






- It is important to identify if a bilingual child has a SLCN.
- Early identification and assessment are essential to support the child in their setting and at home.
- There are some key things to look out for, both in terms of their language skills and in other areas too.




EAL and SLCN – what to look out for





Language	<ul style="list-style-type: none">• Slower progress than you would expect• Difficulties with particular speech, language and communication skills – e.g. speech sounds, vocabulary, understanding, sentence structure
Other areas of development	<ul style="list-style-type: none">• Specific difficulties in English literacy skills• Social, emotional or behaviour difficulties• Attainment
Parents	<ul style="list-style-type: none">• Raising concerns



EAL: How can we find out about languages in our setting?



People <ul style="list-style-type: none">• Ask the parent/carer• Ask the child• Gain information from siblings• Ask colleagues in setting• Remember to find out if there is a dialect present	Paperwork <ul style="list-style-type: none">• Check admissions papers or previous records the child brings• Record the information in the child's record• Update this as necessary• Keeping a central record helps settings get an overall picture
--	--



EAL: What information do we need?



- What is the child or young person's main language?
- When were they exposed to English?
- What is the main language spoken at home?
- Is English used at home?
- Do any siblings use English?
- What languages does the child or young person understand?
- What languages do they speak?
- What languages do the parents speak?
- What dialect is used?



EAL: Different ways to find out about the languages a child is using



- Observe the child or young person in different situations and contexts
- Discuss with parents
- Information from other professionals
- Carry out a specific activity with the child or young person
- Ask the child or young person what language they prefer to use




Raising concerns re: SLCN



- If you work with young children, you may be the first professional to have concerns. Raising these effectively will support early identification and intervention, which are crucial to support children's development and minimise the potential impacts.
- However, this may also be the case if you work with an older child or young person.
- Many children and young people have had their speech, language and communication needs MISSED completely.



Early identification



The Communication Trust
Every child understood

An Early Identification Framework for Speech, Language and Communication Needs: A 3-Step Approach

STEP 1: BE ALERT

For every child in your setting, be alert to potential speech, language and communication difficulties. As well as specifically looking out for speech and language needs, consider how children are doing with:

- Playing – both on their own and with others
- Interacting – with other children and adults
- Responding – to attempts at communication from adults and children
- Understanding and following routines and instructions
- Listening – to adults and other children
- Control behaviour – this might be observed by children who understand or use language

The Communication Trust
Special Educational Needs & Disability Service

Concerned?

YES NO

STEP 2: CHECK IT OUT

If you have concerns look at the child's speech, language and communication development in more detail. Check it out using resources that outline typical developmental signs and stages. Use the 'An Early Identification Framework Explained' materials to find the resources that can help you help, and how to use them.

Still Concerned?

YES NO

STEP 3: EARLY ACTION


Share your concerns and gather information from the child's parents, carers, friends and support to determine if there may be high enough a concern to refer child to specialist services.

Help your setting plan to create a supportive context. Use the 'An Early Identification Framework Explained' materials to help you and with this.

The Communication Trust
Special Educational Needs & Disability Service

Norwich Opportunity Area | communicate | Special Educational Needs & Disability Service

Roles and Responsibilities



The Communication Trust
Every child understood

Department for Education | Department of Health


Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

- 4 broad areas of need within SEND – Communication and Interaction is one of them.
- There is a chapter with a specific early years focus
- Outlines roles and responsibilities for supporting children with SEND – for children with EHCPs, and those on SEN support.

Norwich Opportunity Area | communicate | Special Educational Needs & Disability Service

Roles and Responsibilities




The Communication Trust
Every child understood

- When a child is identified as having SEN, settings should take action to remove barriers to learning, using a graduated approach – assess, plan, do, review.
- All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.
- We know that early identification and ensuring effective provision has an impact on children's long term outcomes.
- It is therefore essential that EVERYONE working with children and young people is able to identify need and help to ensure that a child's needs are being met within the provision.

Norwich Opportunity Area | communicate | Special Educational Needs & Disability Service

Additional support for children's SLCN





Who might offer additional support?

In your setting
(e.g. you, language lead, senior colleague, SENCO)


Outside your setting
(e.g. Speech and Language Therapist, SLT or teaching assistant, advisor)

What might that additional support be?

Changes to the environment
Using interventions, approaches or strategies
Further assessment
Speech and Language Therapy
Programmes designed by a specialist
Working with other adults & support staff
Training or information for staff
Work with parents



Reflections and actions



- What are the processes / procedures for raising concerns in our setting?
- How might we make the processes and procedures more clear in our setting? Posters / visual reminders on display?
- Familiarise yourself with a new screening tool or ages and stages resource – and use this to check the speech, language and communication skills of a child you work with.

