

Speech and Language Needs

Overview description

Speech and language skills cross all areas of the curriculum. Early recognition and support for pupils with Speech and Language needs can have a significant impact in later life.

Vocabulary at age five is the most important factor affecting literacy at age 11

Language skills at age two can predict reading, maths and writing ability when children start school

Good language, particularly vocabulary at 13, is a strong predictor of better outcomes at GCSE

Good communication skills are rated as the most important employability skills needed for young people entering their first job

10% of children and young people have long-term SLCN

Only 15% of children with language difficulties achieved expected levels in reading, writing and Maths at the end of primary school compared with 61% of their classmates

In some areas of deprivation, at least 50% of children and young people have SLCN

Young people referred to mental health services are three times more likely to have SLCN than those who have not been referred

Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood

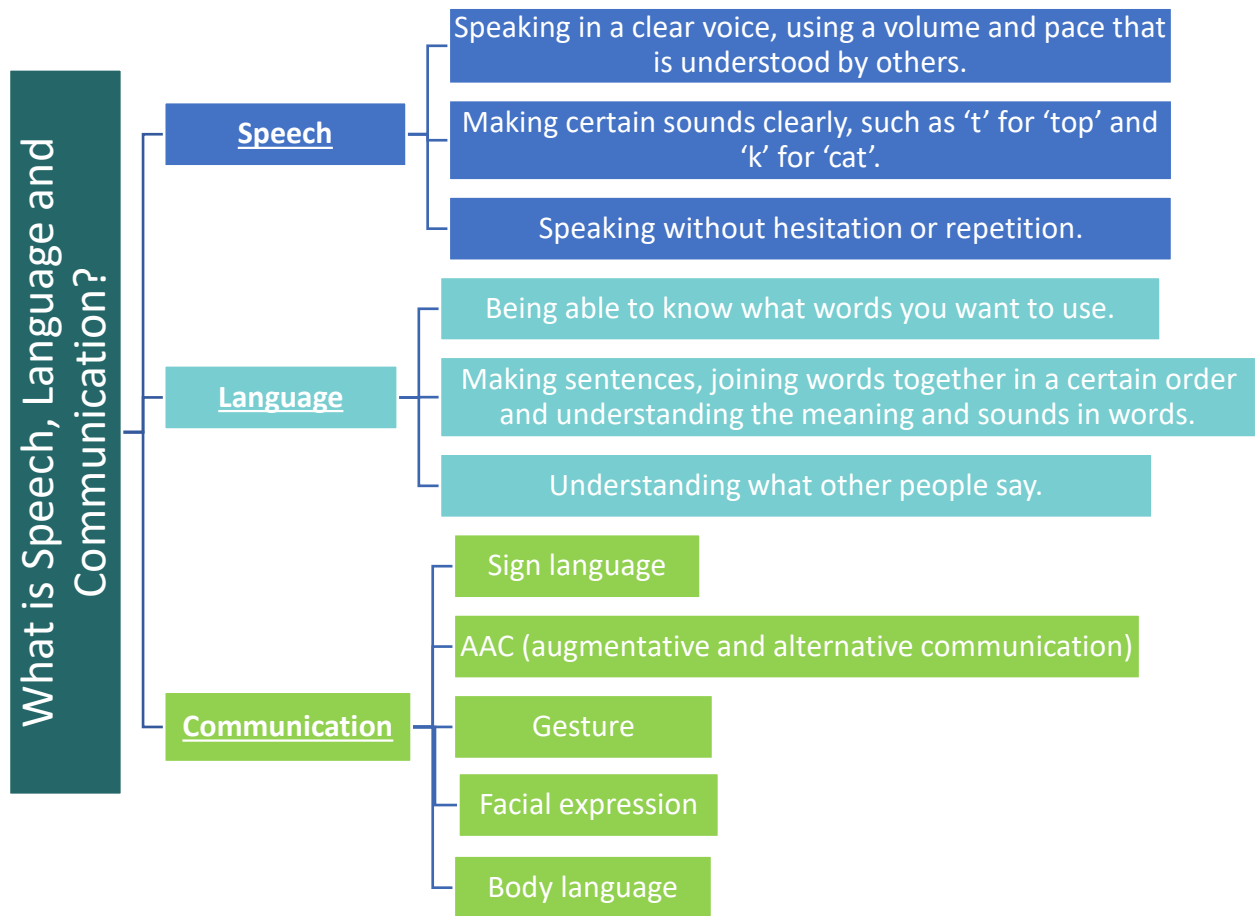
60% of young offenders have low language skills

81% of children with emotional and behavioural disorders have unidentified language difficulties

Information taken from *Bercow: Ten Years On* www.bercow10yearson.com

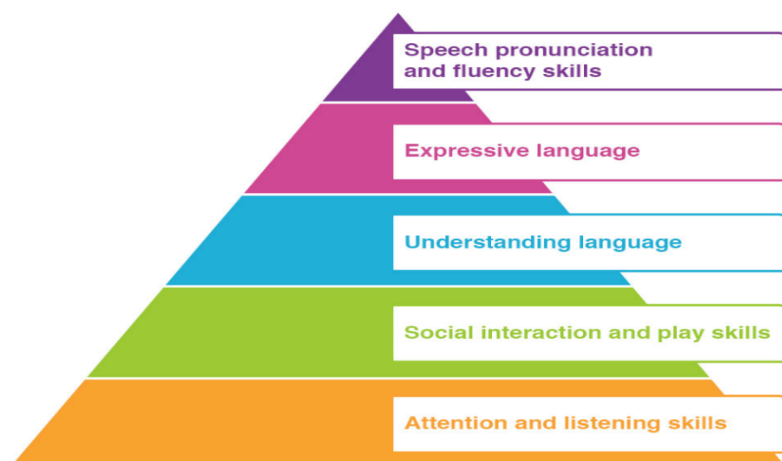
This is a report on the state of provision for children's speech, language and communication needs (SLCN) in England in 2018

What is Speech, Language and Communication?



How speech and language develops – the pyramid

The communication pyramid outlines the key skills needed to be a good communicator. The pyramid demonstrates the need to work on the foundation skills, such as attention and listening before we can work on higher level skills, such as spoken output and speech sounds.



With the communication pyramid it is important to work from the bottom up. For example, you would expect a child to have skills at the foundation levels first.

The communication chain

Communication is a complex process that requires many steps to happen in the right order. The communication chain looks at the key skills for listening, understanding and talking. The 'chain' can break down at any point in this chain leading to difficulties.

We take information in by:

- Looking
- Interpreting body language, facial expression and tone of voice
- Listening and hearing
- Remembering
- Understanding words
- Understanding sentences
- Understanding the meaning

We respond by:

- Deciding what to say
- Choosing words
- Putting words together in a certain sequence
- Communicating and joining in conversations appropriately
- Taking turns to speak or listen
- Selecting speech sounds to assemble words
- Articulating sounds
- Speaking fluently
- Self-monitoring

Manchester's Speech and Language Therapy Mainstream Schools Service



Referral forms are available on MCC Schoolshub website.

They have also provided a lot of very useful resources such as a **SLCN First Response Pack**. Schools can use this, alongside any existing interventions, to provide school-led support. A copy of the pack is available on the MCC SEND Hub website.

Other SLCN resources available from Manchester's SALT via the schoolshub include:

- Briefing on changes to the SALT service (DOCX)
Size: 334.85 KB
- Making referrals to SALT (DOCX)
Size: 118.81 KB
- Referral Forms (ZIP)
Size: 226.78 KB
- SLCN Checklists (ZIP)
Size: 552.25 KB
- Age 0 - 4 Communication milestones (PDF)
Size: 280.93 KB
- SLCN checklist 3-4 years (DOCX)
Size: 47.8 KB
- Age 4 - 11 communication milestones (PDF)
Size: 249.87 KB
- 11-16 SLCN checklist (PDF)
Size: 170.99 KB
- Elklan 5 -11 years (ZIP)
Size: 490 KB
- SLCN First Response Pack Part 1 (PDF)
Size: 18.33 MB
- SLCN First Response Pack Part 2 (PDF)
Size: 16.57 MB
- Presentation - Using the First response Pack (PDF)
Size: 1.84 MB
- Specialist referral form - Communication (DOCX)
Size: 110 KB
- Specialist referral form - Feeding / Swallowing (DOCX)
Size: 156.08 KB
- Interim Elklan Evaluation Poster Sept 2019 (PDF)
Size: 574.16 KB
- Booking Form for Elklan Supporting Language and Learning for 5-11s (DOCX)
Size: 411.8 KB
- Elklan Champions Network (DOCX)
Size: 114.29 KB
- Elklan Champions Poster (PUB)
Size: 560.5 KB
- SALT ELKLAN PRE-COURSE INFORMATION SESSION FOR SENDCos Updated (PPTX)
Size: 410.32 KB

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Tips!

For Early
Years

- Reduce the amount of information children are required to deal with in one go
- Give step-by-step instructions
- Model and repeat correct grammar in spoken language without correcting the child. For example “Josh *were* here today” – “Yes, Josh **was** here today”.
- Consider if very simple *present-tense directions* are needed e.g. ‘Michael is sitting’; ‘Hitting has finished’.
- Create a reason to communicate e.g. pause, ‘sabotage’
- Use **Intensive Interaction** techniques of imitation and mirroring
- Use turn-taking interactions & games to build to & fro ‘conversation’
 - Non-verbal (e.g. throw & catch, tickle games)
 - Verbal (e.g. Row the Boat)
- Adopt a **Total Communication** approach
 - Follow the child’s lead
 - Use OWLing (Observe, Wait, Listen)
 - Interpret gestures or unclear comments
 - Imitate and comment
 - Aim to sustain the length of the exchange

<https://ncse.ie/wp-content/uploads/2020/05/Resource-5-A-Total-Communication-Approach.pdf>

Post-16

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Tips!

- Consider access arrangements for exams if there is a speaking element.
- Consider how the curriculum and teaching can be adapted to support the student: there is relevant suggestions above.
- It will be important to support the student to understand what reasonable adjustments they require to do their best in education and in a workplace. They will need support to learn how to communicate this in interviews or to managers.
- Students will become more aware of their speech and language needs compared to their peers and may be embarrassed or worried about how this will hold them back. It will be important to support the student to have a positive sense of self and feel confident in what they can do and know what they need to that helps them.
- Consider how the student can build their self-esteem and confidence: can they support other students? Can they be part of a student council? Are they part of extracurricular activities?

Useful links

Manchester's Speech and Language Therapy Service – has many invaluable resources all contained on padlets for easy access.

<https://www.manchesterlco.org/services/childrens-community-services-citywide/speech-and-language-therapy-children-and-young-people/#1665412344291-3417bff5-e043>

Some examples shown below

Manchester Local Care Organisation- Children's Community Health Services • Timo
Speech and Language Therapy Advice Leaflets

The padlet displays ten cards related to speech and language therapy advice. The cards are organized into five columns: 'Stages of Communication Development', 'Early Language', 'Social Communication', 'Looking and Listening', and 'Play'. Each card contains text, images, and links to PDF resources. The 'Early Language' column includes 'Choices for Early Language' and 'Toddler Routines'. The 'Social Communication' column includes 'Imitation' and 'Early Social Communication Skills'. The 'Looking and Listening' column includes 'Attention and Listening' and 'Strategies for Home'. The 'Play' column includes 'Bubbles' and 'Play Overview'.

The padlet displays twelve cards related to various health and support services. The cards are organized into seven columns: 'Communication', 'Mental Health', 'Physical Health', 'Behaviour', 'Sleep', 'Support for Parents', and 'Education'. Each card contains text, images, and links to external resources. The 'Communication' column includes 'GM Top Ten Tips for Talking'. The 'Mental Health' column includes 'CAMHS Resource Website', 'Manchester Mind Children & Young People Service', and 'I Am Autism'. The 'Physical Health' column includes 'Health Visitor', 'School Nurse', and 'GP'. The 'Behaviour' column includes 'The Children & Parents Service (CAPS)'. The 'Sleep' column includes 'The Sleep Hub', 'NHS - Sleep and tiredness', 'The Sleep Charity', and 'Together Trust'. The 'Support for Parents' column includes 'Manchester Local Offer' and 'Early Help'. The 'Education' column includes 'Manchester Special Education and Disability Information, Advice and Support Service (SENDIASS)' and 'One Education'.

Other Resources

Literacy

<http://www.wordsforlife.org.uk/>

<https://literacytrust.org.uk/>

Autism

<https://www.autism.org.uk/>

<https://www.autismspeaks.org/>

<https://www.autismeducationtrust.org.uk/>

<https://www.mencap.org.uk/>

<https://www.intensiveinteraction.org/>

Speech

Caroline Bowen's website - https://speech-language-therapy.com/index.php?option=com_content&view=article&id=11&Itemid=142

<https://chatterpack.net/collections/chatterpack-esources>

<https://www.integratedtreatmentservices.co.uk/>

Stammering

<https://actionforstammeringchildren.org/>

<https://stamma.org/about-stammering>

<https://michaelpalincenreforstammering.org/>

Language

<https://www.blacksheepress.co.uk/>

<https://ican.org.uk/>

<https://www.speechandlanguagekids.com/>

<https://www.communicationmatters.org.uk/>

<https://www.slcframework.org.uk/>

www.stass.co.uk/

AAC

www.makaton.org

www.pecs-unitedkingdom.com/pecs/

<https://www.communicationmatters.org.uk/>

<https://singinghands.co.uk/>

<https://www.talkingmats.com/>

Bilingualism

<http://www.bilingualism-matters.ppls.ed.ac.uk/>

<https://literacytrust.org.uk/early-years/bilingual-quick-tips/>

Afasic

<https://www.afasic.org.uk/resources/>

Elklan

<https://www.elklan.co.uk/>

RCSLT

<https://www.rcslt.org/>