



Fawbert & Barnard Infants School
Inclusion Parent Workshop 2

Speech, Language & Communication
Mrs Jones, Inclusion Lead
December 2022

Aims of the session

- To understand the context of speech, language and communication within F&B;
- To know what we mean by speech, language and communication (the similarities and the differences);
- To know the expectations for 'typical primary talk';
- To understand the benefits to increasing a focus on language and communication in order to raise achievement.
- To understand what we do at F&B on a daily basis to promote children's speech, language and communication development.
- Ideas for further supporting your child with their speech, language and communication development.



**I DON'T SPEAK OUT LOUD.
I SPEAK WITH MY SOUNDS AND
ACTIONS.
I SPEAK WITH MY EYES AND MY SMILE.
I SPEAK WITH MY LAUGHTER AND MY
CRY.
I SPEAK WITH MY HUGS AND MY FISH
KISSES.
JUST BECAUSE I DON'T SPEAK ALOUD
DOESN'T MEAN I DON'T SPEAK!**

Context

The number of five and six year olds who need speech and language support at school has risen by 10% in England over the past year, BBC analysis shows.

The increase, which is substantially greater than previous years, is partly due to lockdown limiting social interactions, experts say.

The Royal College of Speech and Language Therapists says the profession is struggling to cope with the demand.

The government says it is investing £180m in early years development.

The BBC's Shared Data Unit's analysis found that the number of children in Year 1 who needed help with their language use increased more than most other areas of special educational needs.

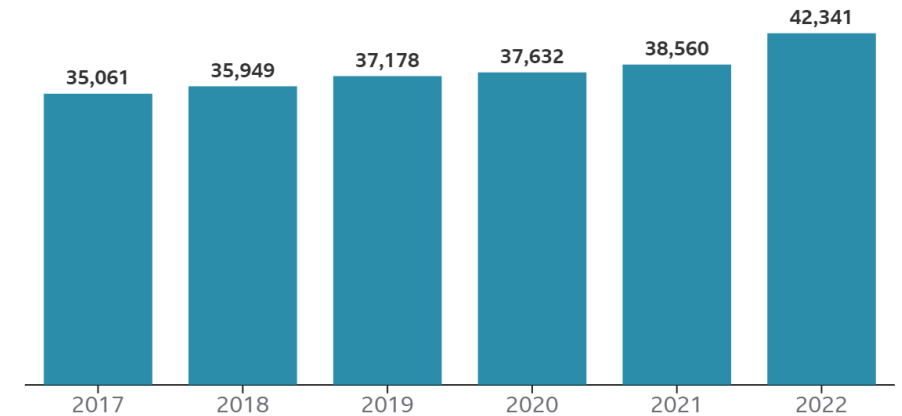
A total of 42,341 children required extra support in 2021/22, up from 38,560 in 2020/21.

This is the year group who started reception after the first lockdown and had considerable disruption to their early years learning.



More children need speech and language support

Total Year 1 pupils needing support in English primary schools, by end of academic year



**SCLN = Speech,
Communication & Language
Needs**

<https://www.bbc.co.uk/news/education-63373804>

Context



In some areas of deprivation, more than 50% of children start school with SLCN



10% of all children have long-term SLCN.



7.56% of all children have a Developmental Language Disorder (DLD)



1% of all children have severe and complex SLCN

Activ
Go to

Typical Primary Talk



Attention, Listening and Understanding

Vocabulary

Speech Sounds, Grammar and Sentence Building

Verbal Storytelling and Narrative

Conversations and Social Interaction

4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to and understands instructions about what they are doing, without needing to look up.
- Understands 2 to 3 part spoken instructions:
e.g. "Finish your picture, then sit on the carpet and look at a book."
- Can answer a 'How' or 'Why' question:
*e.g. "Why do we need sunhats on?"
"To stop the sun burning our face."*

- Understands a range of related words to describe concepts:
e.g. soon, early and late; soft, hard, and smooth.
- Knows words can be put into groups and can give common examples in them:
e.g. Animals: dog, cat, horse...
- Uses words more specifically to make the meaning clearer:
e.g. "I saw a funny monkey. It was a spider monkey."

- Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables:
e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti.'
- Uses well-formed sentences:
e.g. "I played with Zoe in the park." but with some errors:
e.g. "I falled down."
- Joins phrases with words such as:
e.g. if, because, so, could.

- Lists events with some detail:
e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."
- Retells favourite stories - using some of their own words:
e.g. ".....and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp!"
- Describes events but not always joined together or in the right order:
e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."

- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends and can pretend to be someone else talking.
- Uses language to ask, negotiate, give opinions and discuss ideas and feelings:
e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."

5-7 years

Typical Primary Talk



We took the ball as well."

5-7 years

- Starts to ignore unimportant information.
- Is aware when a message is unclear and comments or asks for explanation.
- Understands complex 2 to 3 part instructions:

e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."

- Compares words, the way they look, sound or mean:

e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."

- Can guess the word from clues, or give others clues using shape, size, function, etc.

- Uses newly learnt words in a specific and appropriate way:

e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."

- Speech is clear with occasional errors, especially with consonant blends.

- Has good knowledge of sounds in words.

- Asks lots of questions to find out specific information including 'How' and 'Why'.

- Uses different ways to join phrases to help explain or justify an event:

e.g. "I'm older than you so I will go first."

- Tells stories that set the scene, have a basic plot and a sequence of events.

- Begins to be aware of what the listener already knows and checks:

e.g. "You know where I live, right? Well, in that big house by the shop..."

- Accurately predicts what will happen in a story.

- Takes turns to talk, listen, and respond in two-way conversations and groups.

- Keeps to a topic but easily prompted to move on if it takes over.

- Copies others' language and begins to be aware of current peer language:

e.g. Copies swear words, says, 'Cool', or 'Yeah right.'

- Uses and experiments with different styles of talking with different people.

7-9 years

Speech, Language Or Communication?

What do these terms mean? Can you define each one?

How are they the same? How are they different?

Speech

- Articulation of sound (speaking with a clear voice, in a way that makes speech interesting and meaningful).
- Co-ordination of the tongue, teeth, soft and hard palates, abdominal muscles and breath to produce sound (being able to make sounds like 'k' and 't' clearly).
- Speech involves language because you have to have a thought to articulate and then be able to construct this thought into words.
- Speech involves supporting the child's ability to hear the right sounds, just as much as how to say the sounds.

Speech Delay or Disorder?

- **Delay** = when language development follows a normal pattern of development but at a slower rate.
- **Disorder** = where development is different in form or function from other children.

Language

- Language is a rule governed process and incorporates the following aspects:

Grammar

Meaning

Use

Vocabulary

- Knowing and choosing the right words to explain what you mean.
- Making sense of what people say: reasoning, predicting, remembering (working memory, long term memory).
- Language without speech (e.g. sign language, writing).

Receptive Language

A child who struggles with receptive language may...

- Prefer own agenda;
- Have difficulty listening and maintaining attention
- Be unable to follow instructions
- Have poor confidence / lack self esteem
- Require additional processing time.
- Interpret language literally.
- Struggle to understand jokes and sarcasm.

Expressive Language

A child who struggles with expressive language may have...

- Speech sound difficulties
- Fluency issues (stammering / clarity)
- Word retrieval difficulties
- Poor vocabulary
- Selective mutism.

Receptive: The ability to understand and comprehend spoken language that you hear or read. **The input.**

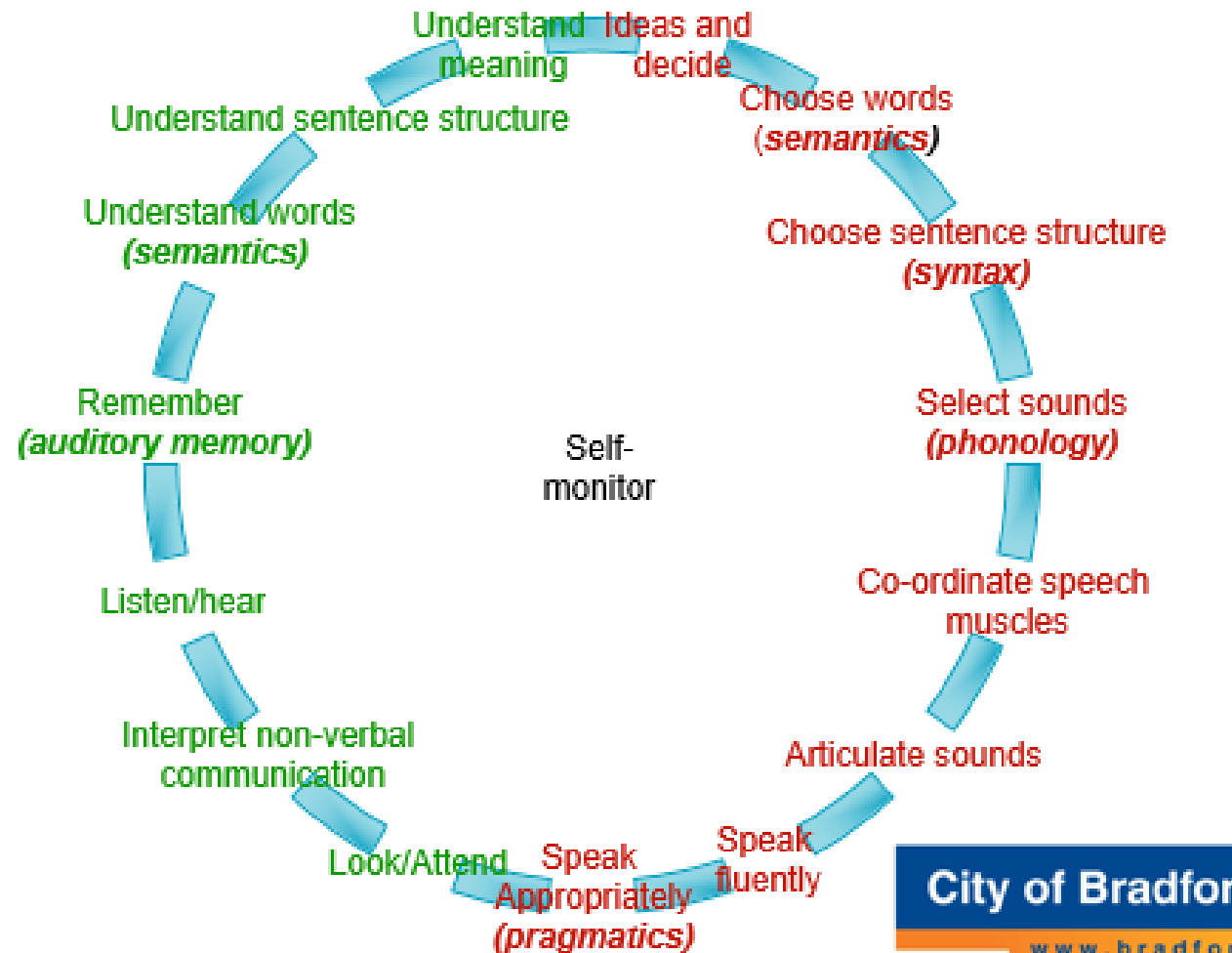
Expressive: The ability to express your wants and needs through verbal or non verbal communication. **The output**

Communication

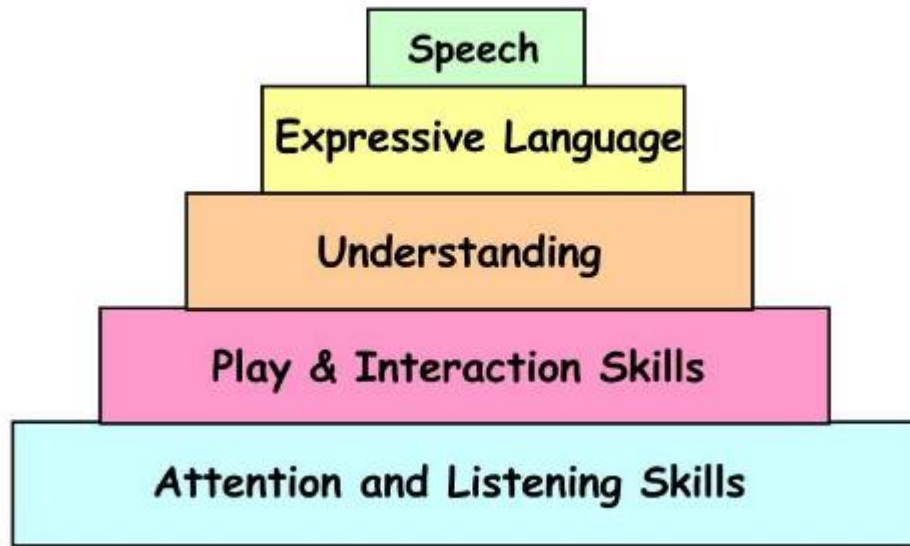
- The use of language and / or speech to convey a message to others;
- Considers the use of intonation and how this changes meaning.
- Knowing how to take turns and to listen as well as talk.
- Knowing how close to stand next to someone.
- Knowing when someone is bored - understanding body language and facial expressions.

Everyone has the ability to communicate in their own individual way.

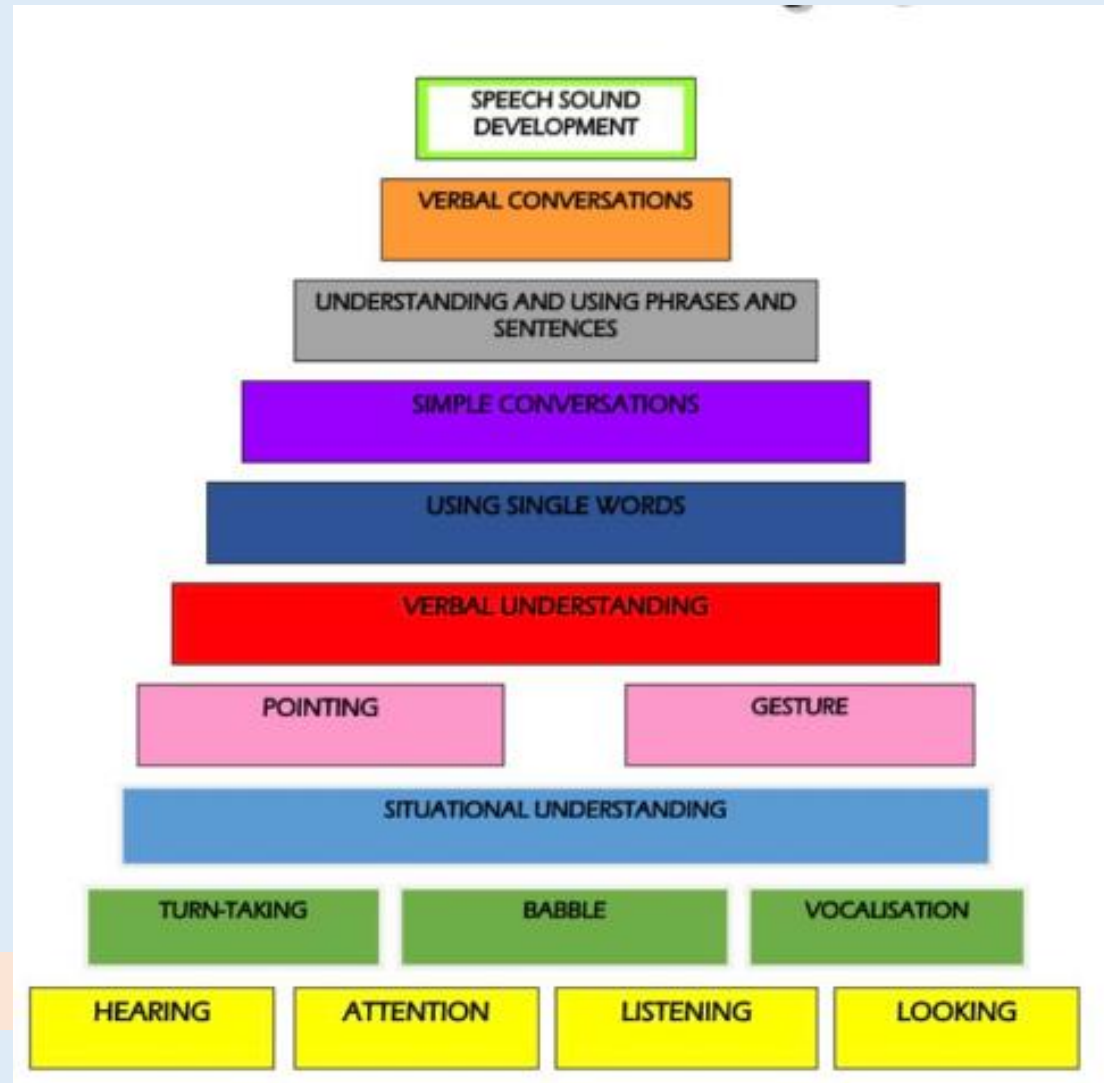
Speech, Language and Communication Combined



The Building Blocks of Language



The Simple Model



The Detailed Model

Potential 'flags' of a speech, language or communication difficulty

Language

- Trouble with early reading and writing skills.
- Trouble playing and talking with other children.
- Words are not easily understood.
- Limited vocabulary.
- Not understanding what others say.
- Making limited sounds or gestures.
- Difficulty retrieving the right vocabulary.
- Grammar and vocab may be fine, but a child may struggle with using language skills to communicate with others.
- Difficulty with creative thinking skills like prediction and inference.

Speech

- Pronouncing sounds incorrectly.
- Producing speech that is unclear, even to familiar people.
- Slow or rapid rate of speech
- Struggles to say sounds or words.

Communication

- Avoiding eye contact
- Trouble turn taking
- Frustration / isolated or withdrawn
- Difficulty staying on topic.
- Not taking account of the listener's needs.
- Not being able to read non-verbal cues.

Identifying SCLN

In line with school SEN Policy (& outlined further on Slide 20).

In a nutshell.... **Conversations and Observations!** (By school staff or parents).

Best practice



'In order to meet the needs of children with SLCN it is more important to know their profile of strengths and needs, and the impact of these on how they are able to learn and socialise. By knowing this it is possible to plan how to address these by teaching skills and using specific teaching strategies' (Communication Trust).

'Many pupils with speech, language and communication needs can succeed in mainstream education, particularly where schools embrace collaborative working arrangements and teachers have access to the specialist training and resources they need'. (DfE)

'Staff across the workforce being knowledgeable about SEN needs in order that capacity is not just concentrated amongst a few staff' (DfE, 2017b:23)

'Best practice sees Speech and Language Therapists working at all three Waves - helping class teachers create the right classroom environments and plans for differentiation, training school based staff to run intervention programmes, as well as working directly with the children who have the greatest difficulties'. (Gross, 2011).

'Teaching assistants should be working as part of a team with the classroom teacher, SENCO and relevant professionals to ensure that the additional support is linked to the curriculum and that the teaching assistant is following best practice' (DfE, 2017)



Supporting SCLN - Generally (home and school)



- Simple language
- Emphasize key words
- Reduce extra information
- One instruction at a time
- Speak slowly
- Pause, to allow time for processing
- Visual support
- Praise and encouragement.
- Reduce background noise.
- Face your child and make eye contact.
- Tell them you are finding it difficult so they can help you. Be honest about how much of the conversation you have understood.
- Ask them - what helps? Establish how they communicate best.
- When you ask a question, wait for a reply - silence is fine!
- Be patient.
- Ensure you have enough time to give to the conversation.
- Check back and recap.
- Instructions in the same order that you expect them to be carried out in

- Ask the child
- Keep talk and instructions simple;
- Emphasize key words;
- Reduce extra information;
- Instructions in the same order that you expect them to be carried out;
- Allow time and opportunity to respond;
- Provide choices;
- Working Walls;
- Allow your voice to say the word - if you're saying 'tired', act tired!
- Check understanding of vocabulary: pre-teach topic vocabulary;
- Reinforce vocabulary and concepts with visual aids and real life objects / activities;
- Flashcards;
- Use signing;
- Use of key vocabulary across all subjects;
- Timelines in addition to visual timetables.
- Use of Widgit

What we do at F&B:

- Ask the child
- In class support;
- Welcomm Screening;
- Input from Advisory Services;
- Visual Timetables / Timelines / Now and Then Boards;
- In house CPD and training;
- County wide initiatives and training;
- Sam Amos Speech and Language Therapy.
- NHS Speech and Language Therapy.
- Specific Interventions and Provision
- Structured activities to promote language development for multilingual children.

Universal Support Offer + Targeted Support Offer + the below...

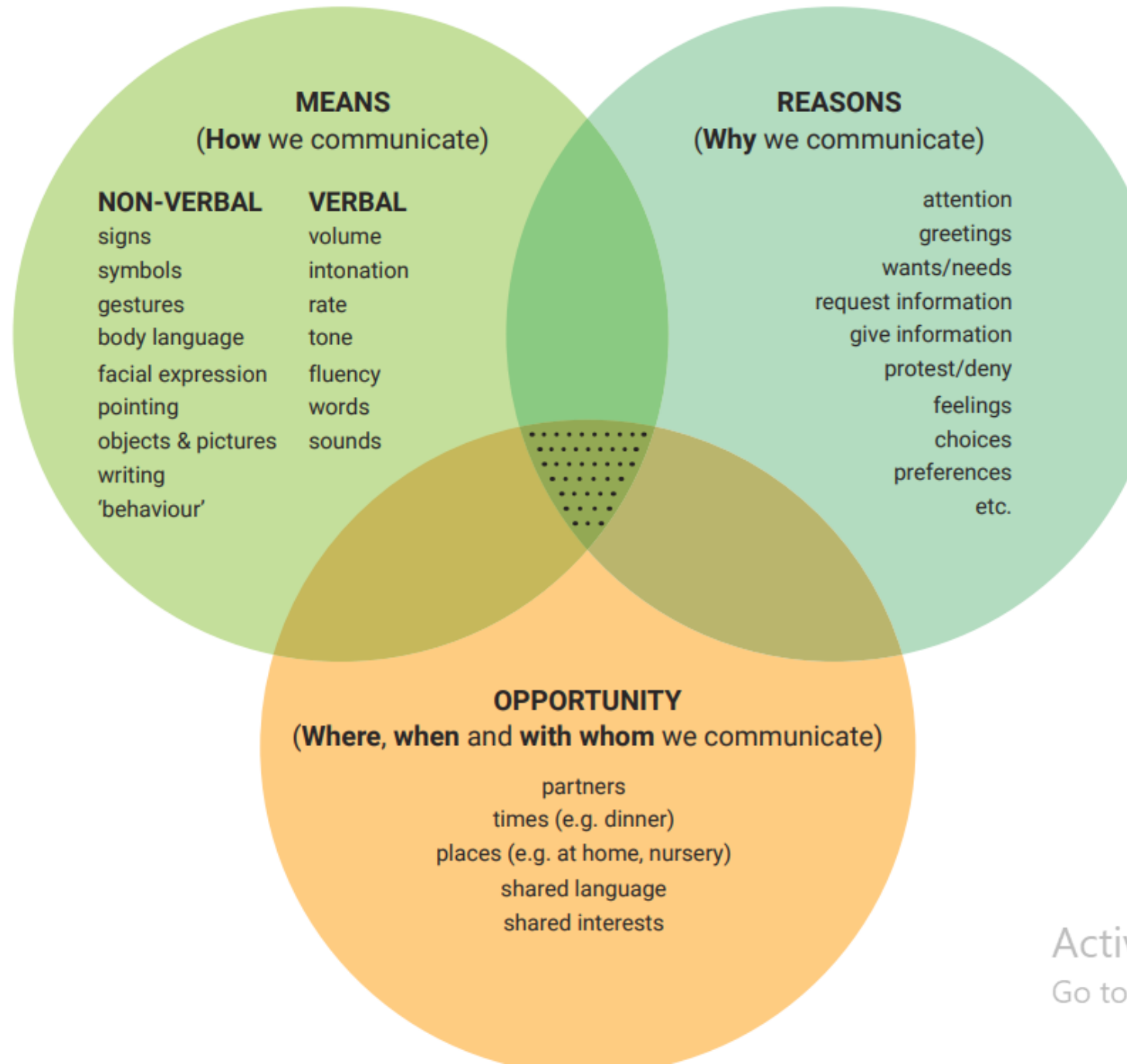
What we do at F&B:

- Ask the child
- Sam Amos Speech and Language Therapy personalised programme;
- NHS Speech and Language Therapy;
- Individual Support in class;
- Test Considerations (Non Statutory and Statutory - Phonics, SATs);
- Alternative forms of communication dependent on need.

Creating Opportunities

Opportunities to communicate both at home and at school need to be functional and effective. These opportunities need to be purposely built in to a child's day.

Social Choices (the reasons + opportunities) are fundamental to the choices we make about how we communicate.



Creating Opportunities

Social Choices (the reasons + opportunities), as well as motivation to communicate, are fundamental to the choices we make about how we communicate.

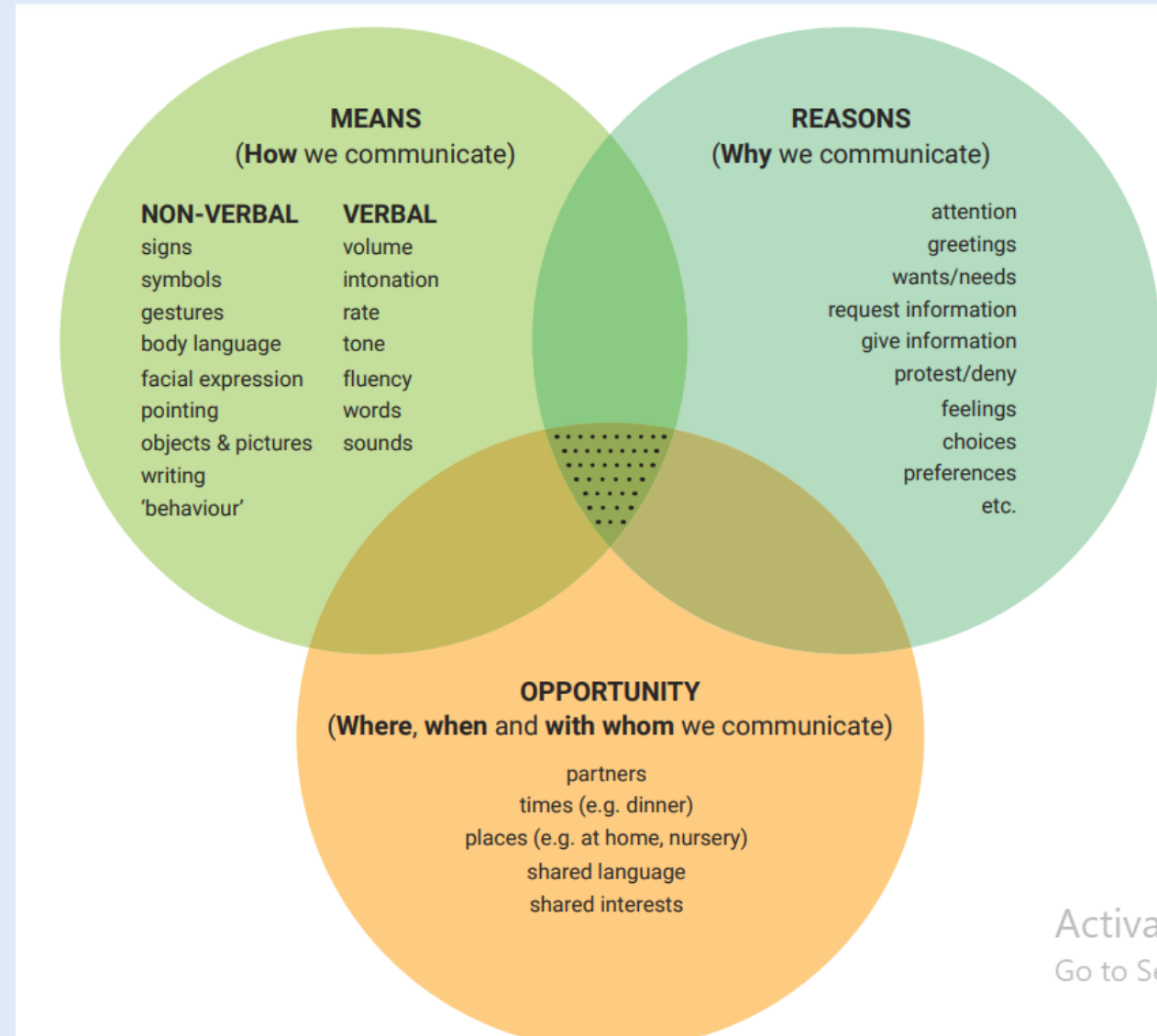
Scenario:

Consider how you would communicate to the following people:

Your parents Your boss Your best friend

Would you talk / communicate in the same way?

You would choose different words, sentence structures, gestures, intonation patterns, all on the basis of the situation.



Creating Opportunities - Top Tips

Motivating topics: what interests the child.

Cause and effect toys (wind up, pressing a switch etc): when the toy stops, wait for the child to use their chosen method of communication (eye gaze, saying 'go' etc) to let you know they want the toy to go again.

Create opportunities to ask for help: put items that the child is motivated by in clear (see through) boxes or jars that will require them to ask for help to open.

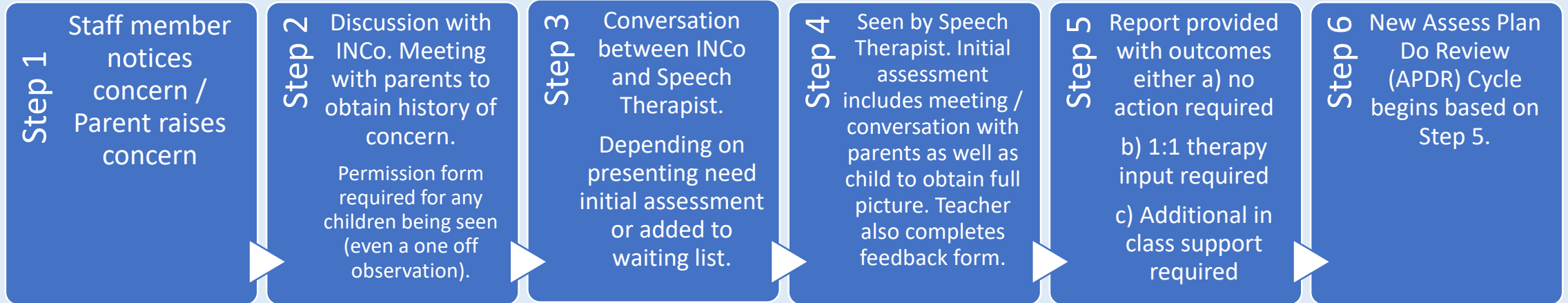
Choices: food or snacks, which book to read, which toy to play etc.

Use pauses: powerful ways of creating opportunities for a child to communicate. Pause while singing their favourite song / reading favourite book and create an opportunity for them to fill in the gap.

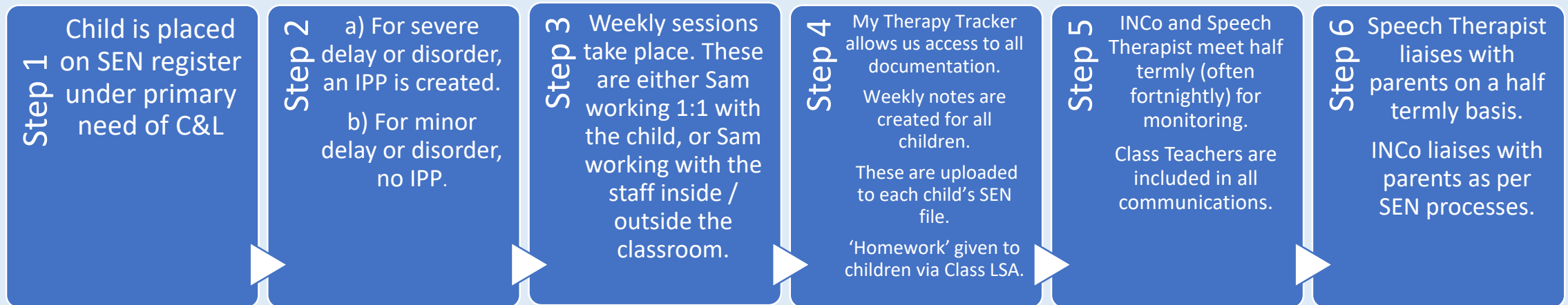
Make mistakes: create opportunities by using the wrong equipment or by placing a wrong item someone (when pouring a drink leave the lid on so it can't pour out etc).

Further Support... in house

School Process prior to Assessment



School Process Following Assessment (dependent on outcome)



Further Support...Hertfordshire

| School Age School aged children will be learning how to listen, understand more and share their ideas in bigger groups and with new people. They will have conversations to share information, make friends and explain how they're feeling. | |
|--|---|
| Refer to speech and language therapy service if.... | <p>Language difficulties are present in two or more of the following areas, and are impacting on learning and everyday communication:</p> <ul style="list-style-type: none"> ➤ Understanding of questions, such as 'who, what, where' ➤ Following instructions ➤ Learning and remembering vocabulary ➤ Use of appropriate sentence structure when talking ➤ Use of grammatical markers when talking e.g. plurals, past tense, pronouns ➤ Ability to recount a story or sequence of events |
| | <p>Speech sound difficulties i.e. the child is unable to produce some sounds accurately and this impacts on their ability to make themselves understood.</p> <p>Social communication/interaction difficulties – please discuss any concerns with your link therapist.</p> <p>Fluency difficulties i.e. the child struggles to be fluent when they talk and may repeat sounds/words or appear to get stuck on them.</p> <p>For any of the above areas, please ensure that in the first instance relevant advice and strategies from the 'Useful Information' section of the website have been put in place for the child. These should be implemented over a period of one term and progress monitored. If progress has not been made following on from this, and the presenting difficulties are impacting on the child's learning, social interaction or behaviour, then please contact the advice line to discuss completing a referral (01992 823093) Please keep a record of support provided to include with your referral.</p> <p><i>Please note that children should only be referred if the child is presenting with difficulties learning all languages and not difficulties acquiring English (EAL)</i></p> |

There may also be times when we initially advise seeing a GP as first port of call to rule out any physical factors (for example referral to Ear, Nose and Throat Specialist if hyponasal speech is suspected).

And finally... some homework!

Let's Sign! With Mrs Curtis

Click [here](#) to be taken to the school website where you can watch a video of Mrs Curtis showing some of the key signs we use in school each day.

Let's Sign!



Where else can I go for support?



- [F&B Website](#)
- [Hertfordshire SLT Service Webpage](#)
- [I Can Charity](#)
- Inclusion Team - inco@fandb.herts.sch.uk - No question too small!

Hertfordshire SLT Advice Line

Advice line 01923 470680 option
3, option 1

A dedicated telephone number which parents, carers and professionals can call to speak to a therapist about a new referral or a child's development. The advice line number is open 24 hours a day, 7 days a week. Please leave a message and a therapist will contact you.