

SEND Supported
Embracing difference



An Introduction to Speech Language & Communication Needs

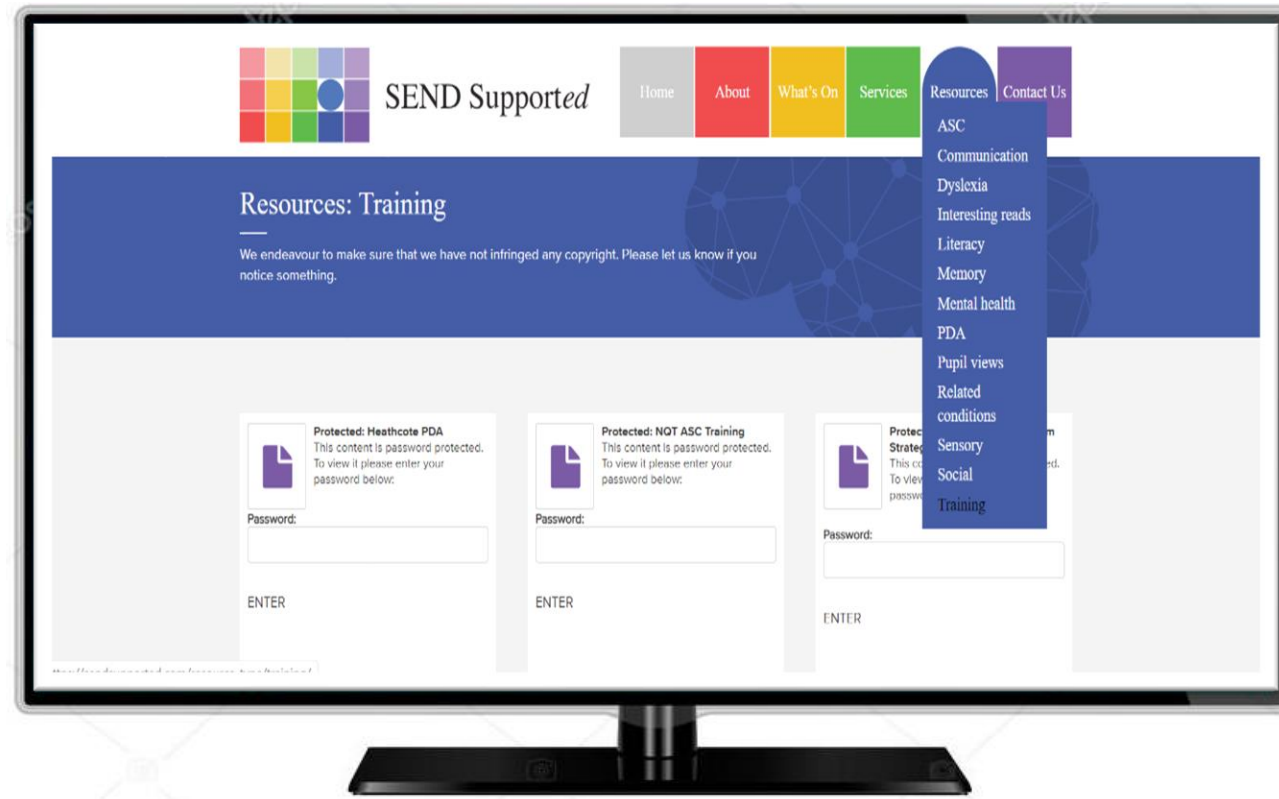
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Online Resources

www.sendsupported.com/Resources/Training



Title of training....**Speech Language & Communication**

Password.....**SLCN**

By the end of this session you will understand:

1. What is SLCN?

- Causes and impacts
- Speech, Receptive and Expressive Language, Communication

2. Strategies to support students with SLCN

- In class
- Focussed activities

Fact or Fiction?



Fact or Fiction

- 5% of children in the UK have speech, language and communication needs
- Language development is complete by the age of 7
- If a child's speech, language and communication needs are not met by age 6 they cannot be helped.
- Only 15% of children with SLCN achieve expected standards in reading, writing and maths at the end of KS2
- Children with language difficulties are likely to be slow at reading and writing
- Children in areas of social disadvantage are at a higher risk of speech, language and communication needs.
- More than 1.4 million children in the UK have a speech, language and communication need
- Children with poor vocabulary at age 5 are twice as likely to be unemployed in their 30s as their peers
- Many employers place communication skills above qualifications
- Loss of production at work due to lack of soft skills such as communication is £2 billion a year
- 50% Of young people with SEMH have an underlying language need
- 60% of young offenders have low language skills

Fact or Fiction - Answers

- 5% of children in the UK have speech, language and communication needs (10% have SLCN)
- Language development is complete by the age of 7 (we continue to develop language throughout our lives)
- If a child's speech, language and communication needs are not met by age 6 they cannot be helped. (research shows earlier intervention best especially with speech – key window between 3 and 5)
- Only 15% of children with SLCN achieve expected standards in reading, writing and maths at the end of KS2
- Children with language difficulties are likely to be slow at reading and writing
- Children in areas of social disadvantage are at a higher risk of speech, language and communication needs.
- More than 1.4 million children in the UK have a speech, language and communication need
- Children with poor vocabulary at age 5 are twice as likely to be unemployed in their 30s as their peers
- Many employers place communication skills above qualifications
- Loss of production at work due to lack of soft skills such as communication is £2 billion a year (£8.4 billion)
- 50% Of young people with SEMH have an underlying language need (80%)
- 60% of young offenders have low language skills

Sources : 'Bercow – Ten Years On' – 2018 & BT Survey reported in 'Bercow – Ten Years on'

Poor communication skills impact on...

(Jean Gross)



Educational achievement

- Vocabulary at 5 a powerful predictor of GCSE achievement



Behaviour/vulnerability

2/3 of 7-14 year olds with serious behaviour problems have language impairment



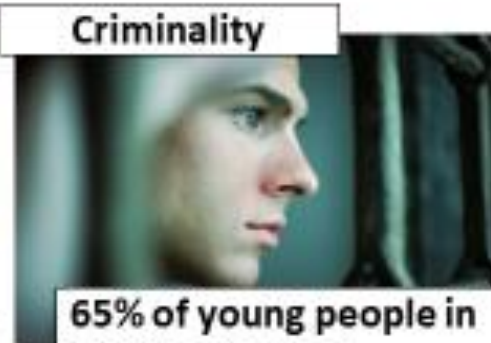
Mental health

40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected



Employability

47% of employers say they can't get recruits with the communication skills they need



Criminality

65% of young people in young offender institutions have communication difficulties



Disadvantage Cycle

Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry

More than 1.4 million children and young people in the UK have speech, language and communication needs (SLCN). Language disorder alone is the most common disorder of childhood, affecting nearly 10% of children and young people everywhere throughout their lives.

Bercow 10 Years On March 2018

SLCN is the most prevalent primary need for pupils with SEN (inc SEN support and EHC plans) in state funded primary schools.

DfE data on SLCN – taken from School census data 2015/16

The National Picture



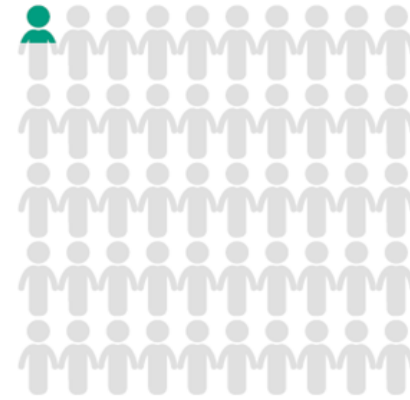
In some areas of deprivation, more than 50% of children start school with SLCN.



10% of all children have long-term SLCN.



7.56% of all children have a specific language impairment.



1% of all children have severe and complex SLCN.

Speech, language and communication skills are VITAL for learning, behaviour and social and emotional wellbeing.

DID YOU KNOW?

The number of children with SLCN who have reading difficulties is 50-90%.

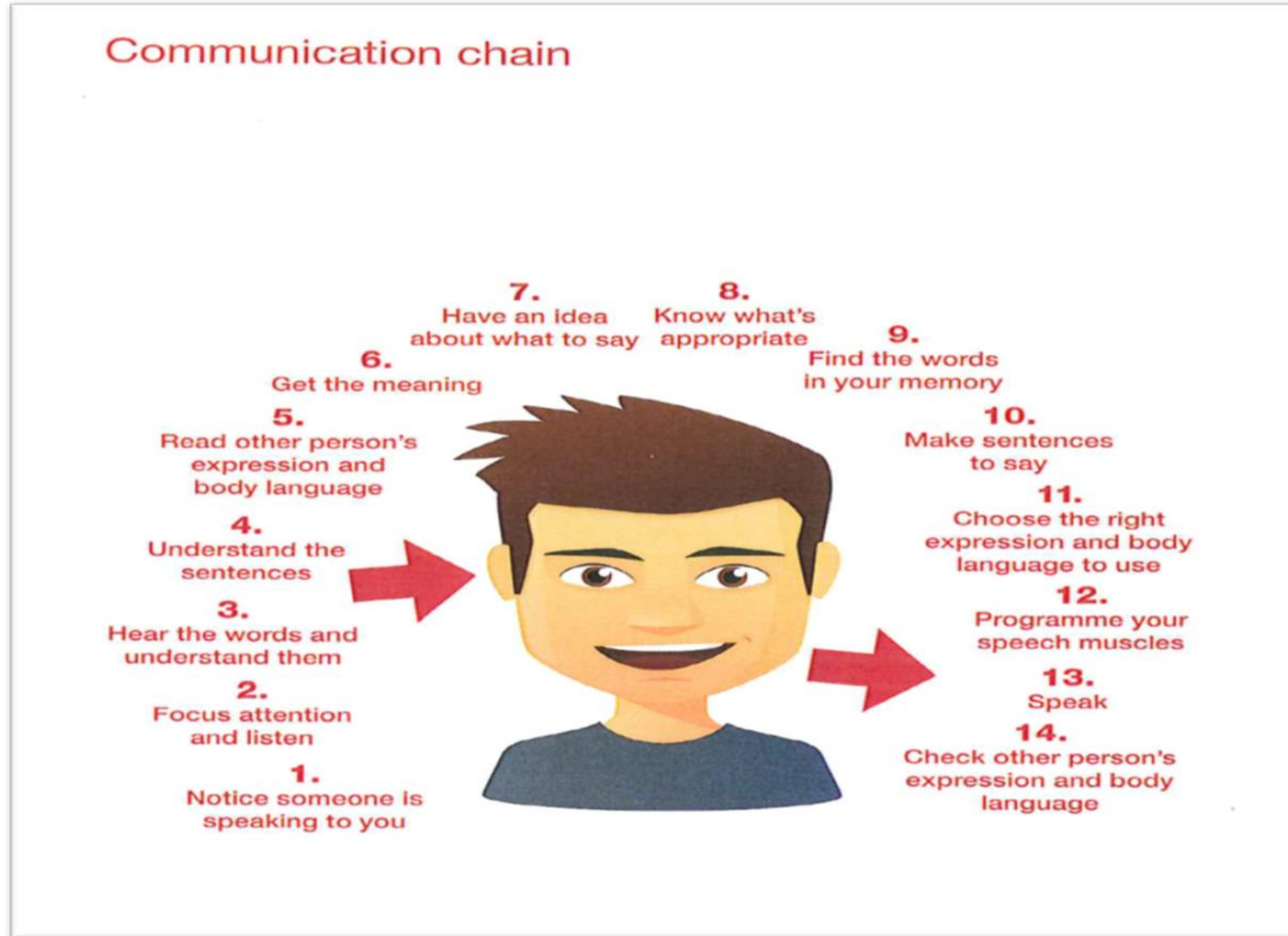
PRIMARY
STOTHARD ET AL (98)

DID YOU KNOW?

The attainment gap at GCSE between pupils with SLCN and other pupils (with and without SEN) is 41%.

SECONDARY
(DFE STATS 2014-15)

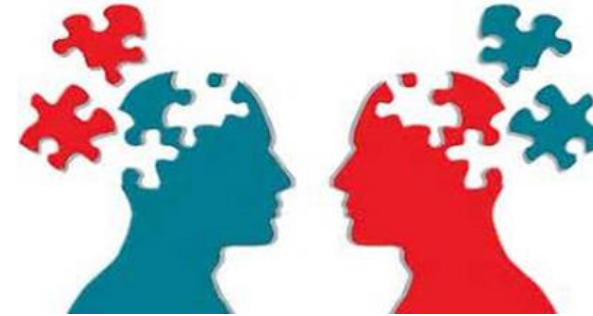
What do Speech, Language and Communication Involve?



Speech, Language or Communication?



Speech - sounds used for talking, includes fluency, volume, intonation and pitch.



Receptive Language - understanding of vocabulary and language, inference and reasoning.



Expressive Language - use of spoken and written language.



Communication - understanding and using social rules and non-verbal interaction.

Speech, language or communication?

Identifies that bag starts with 'b'	says 'pider' for spider	Completes a task quicker if told to 'get a wriggle on'
Describes what they did on their holiday	Asks 'what's for tea?'	Follows a story
Adds 's' when there's more than one '3 cars'	Babbles	Names lots of wild animals
Looks at the person talking	Takes turns in conversation	Waves good bye

Speech, language or communication? Possible answers

Speech	Language	Communication
Identifies that bag starts with 'b'	Adds 's' when there's more than 1 '3 cars'	Waves good bye
Babbles	Asks 'what's for tea?'	Looks at the person talking
says 'pider' for spider	Describes what they did on their holiday	Takes turns in conversation
	Names lots of wild animals	
	Follows a story	
	Completes a task quicker if told to 'get a wriggle on'	

Discuss in your groups the possible impact of having:

1) Speech

2) Language

3) Communication needs

Potential Impacts – possible answers

Speech

- People misunderstand what's being said
- Have to repeat things a lot
- Can get frustrated, or aggressive
- Don't enjoy talking, so can opt out
- Struggle to learn to read – can't work out what sounds are at the beginning of words
- Struggle to understand or recognise rhyme
- Struggle to work out patterns in words to help learn to spell

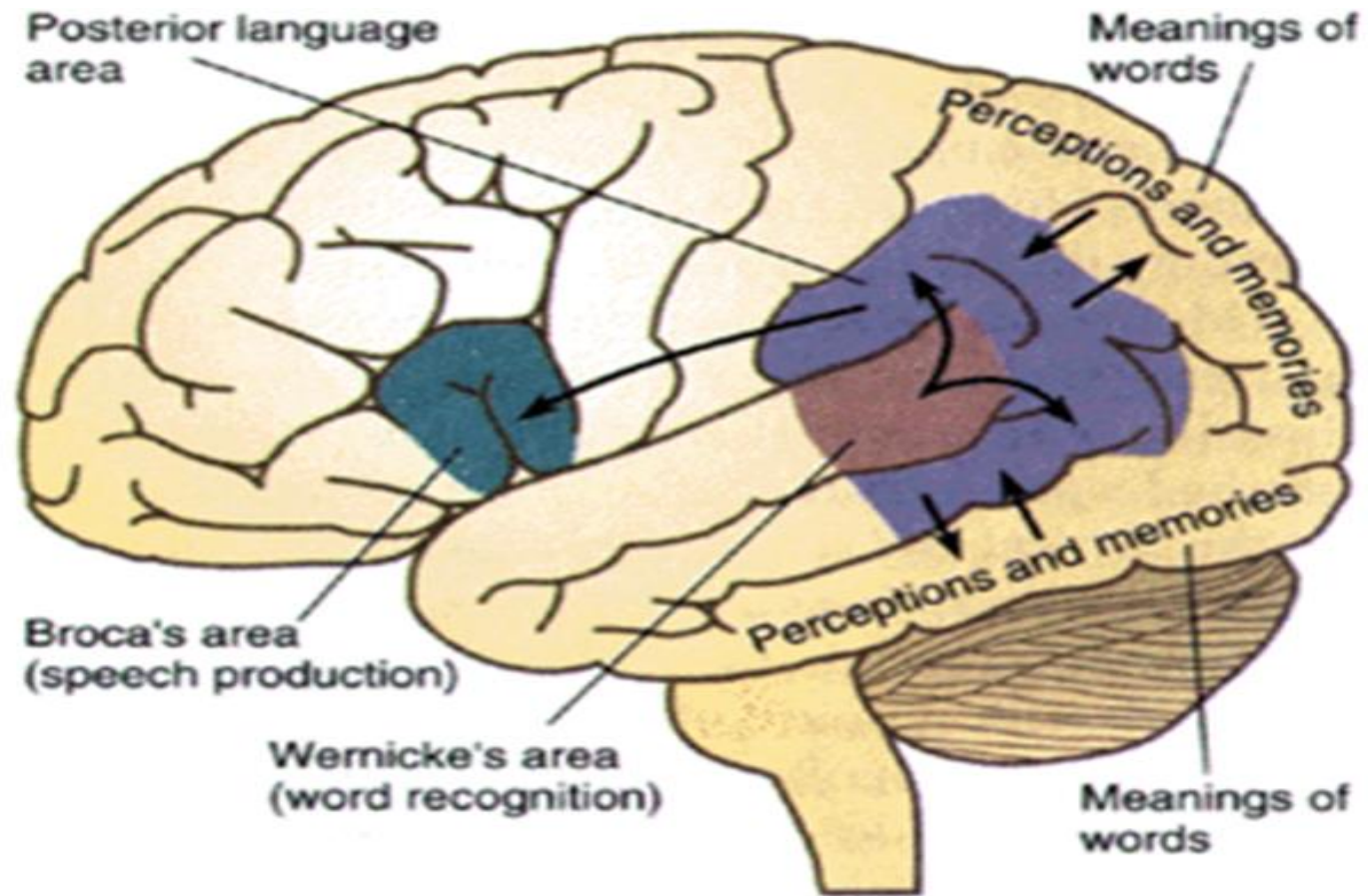
Language

- Don't understand what's said, so do things wrong
- Miss out on learning
- Tune out –working out language can be so tiring
- Copy other children so hide difficulties
- Limited talking - their message doesn't get across
- Can't share ideas or express needs
- Can become passive
- Can get frustrated
- Other children don't want to play with them
- Doesn't have a solid base for future learning

Communication

- Don't know how to join in
- Have difficulty making and keeping friends
- May get chosen less to play in games
- May get invited to fewer play dates or parties
- Other children may avoid them
- Finds playing with others difficult
- Following rules can be difficult, so problems in settings/school

Why?





Why?



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Co-occurring difficulties:

Dyslexia, Autism, Dyspraxia, ADHD,
Syndromes – Fragile X, Klinefelters ...

EAL complexities - difficulty with diagnosis?

Delay or Disorder?

- **Delay** - A child follows the expected developmental stages in speech, language and communication but at a slower rate than is typical for their chronological age.
- **Disorder** – A child develops speech, language and communication skills in an atypical way, different to the expected stages of development.

Speech Difficulties

Pupils with speech difficulties may have problems, making sounds, pronouncing words or being fluent.



Speech Difficulties

- Lack fluency or struggle to pronounce words
- Difficult to understand
- Speak too quickly
- Stammer
- Mix up some speech sounds
- Inconsistent pronunciation of words

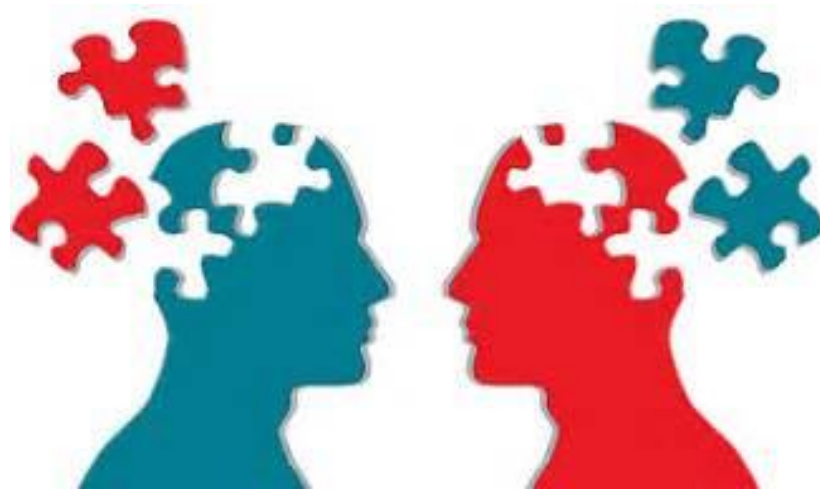


Strategies for Supporting Speech Difficulties

- Ask to slow down / you slow down
- Be sympathetic – take the blame yourself e.g. hearing
- Show you value what the child says but don't pretend to understand
- Ask the child to show you if they can - encourage gestures/pictures
- Go back to the last thing you understood e.g. So you were..
- If you still can't understand – suggest you talk to mum later or share a news book.

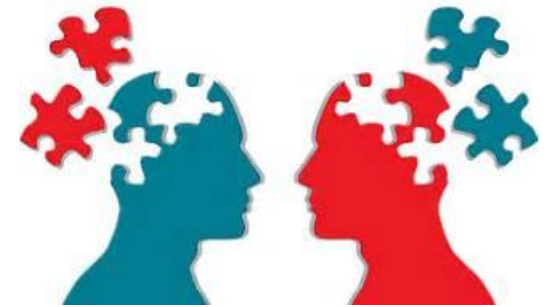
Receptive Language Difficulties

Pupils with receptive language difficulties have problems understanding language and may have difficulty knowing when language is directed at, or pertinent to them.



Receptive Language Difficulties

- Struggle to understand or follow long instructions
- Repeat what you say
- Difficulty acquiring new vocabulary
- Inappropriate responses
- Copy others and/or smile and nod
- Take language literally or miss implied meaning



Strategies to Support Receptive Language

- Allow extra processing time
- Break down instructions into manageable chunks
- Give instructions in order to be carried out
- Teach vocabulary
- Multisensory teaching
- Allow pupils to say “I don’t understand”
- Use symbols, signs and gestures as appropriate

Expressive Language Difficulties

Pupils with expressive language difficulties have problems using language – spoken or written.



Expressive Language Difficulties

- Difficulty using spoken or written language
- Limited vocabulary
- Long time to organise words into sentences
- Problems sequencing events / ideas
- Difficulty making links with existing language
- Struggle to express emotions
- Use made up words
- Mix up pronouns, tenses, prepositions

Strategies to support Expressive Language

- Model correct language
- Scaffold spoken and written language
- Create conversation opportunities
- Cue words with first sound
- Develop vocabulary
- Comment more than question

Communication Difficulties

Pupils with communication difficulties (often referred to as social communication difficulties) have problems understanding and applying the rules of social interaction



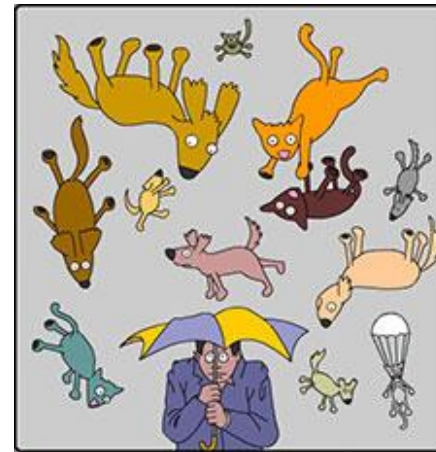
Communication Difficulties

- Poor conversation skills (e.g. turn taking, listener knowledge)
- Misunderstands non-verbal cues
- Speaks inappropriately for audience
- Misinterprets jokes, idioms, colloquial language
- Lonely – target for bullying
- Struggles with group work
- Behaviour inappropriately



Strategies to Support Communication

- Teach conversation skills
- Teach social awareness
- Teach problem solving strategies
- Encourage group work, agreeing rules for working together
- Explain jokes, idioms, sarcasm





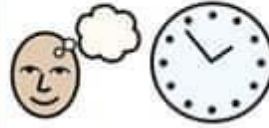
Model words slowly and clearly



Check understanding regularly



Use pictures



Allow more thinking time



Practise watching and listening



Demonstrate



Use songs/rhymes



Build confidence



Strategies to support a child with Speech and Language difficulties



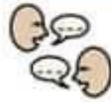
Encourage emotional literacy



Talk about the vocabulary



Use gestures/signing



Repeat back and add words



Stick to a routine



Play together



Use multiple choice answers



Give the answer before the question



Give one step instructions



Be honest - "I don't think I understand."




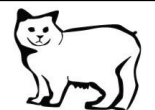

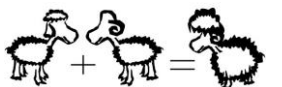



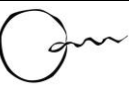


Keep your words simple

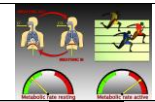


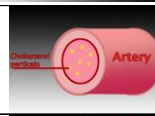
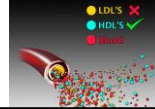







Speech and Language Academy
A helping hand with communication

9A Vocabulary Sheet

	variation	The differences between things
	inherited	Something we get from our parents e.g. eye colour
	environmental	Differences caused by the environment we are in e.g. accent
	variety	A set of organisms that are in some way different from other members of the same species
	species	A group of organisms that can reproduce with each other to produce offspring
	selective breeding	When humans choose a characteristics and breed plants or animals with them
	characteristics	The features of a plant or animal that makes it different to another
	gametes	A sex cell
	DNA	The substance that chromosomes are made from found in the nucleus
	fertilisation	When two gametes fuse together

Diet and Health

	metabolic rate	The rate at which the reactions of your body take place e.g. cell respiration
	arthritis	A painful and debilitating disease affecting the joints
	diabetes	A condition in which it becomes difficult or impossible for your body to control the levels of sugar in your blood
	cholesterol	A substance made in the liver and carried around the body in the blood. High levels seem to be linked to a risk of heart disease
	high-density lipoproteins (HDLs)	Chemicals which carry cholesterol in the blood and lower the risk of heart disease
	statins	Drugs which lower the blood cholesterol levels and improve the balance of HDLs to LDLs
	low-density lipoproteins (LDLs)	Chemicals which carry cholesterol in the blood and raises the risk of heart disease
	saturated fats	This increases blood cholesterol levels
	mono-unsaturated fats	These may reduce overall blood cholesterol levels
	polyunsaturated fats	Even better at reducing blood cholesterol levels

Using Connectives

Why?

To encourage use of connectives to generate more complex sentences.

How?

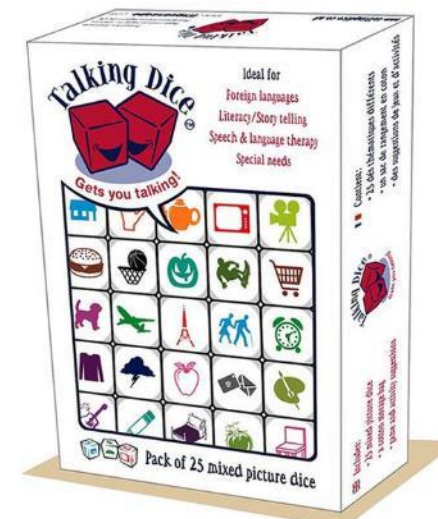
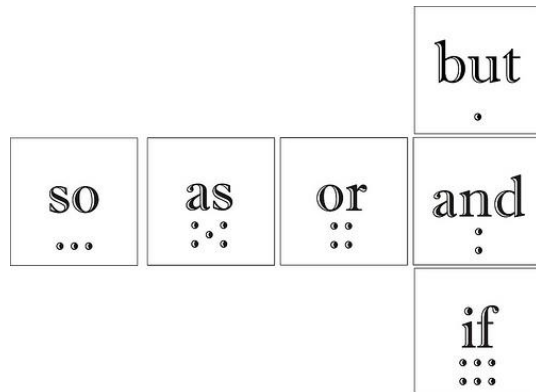
Students throw two 'Talking Dice'. They then choose a suitable connective, or select two pictures to generate a sentence joining up the two activities shown on the dice.

Resources

Connectives on cards, 'Talking Dice'

For younger students – the connectives could be put into the pockets of foam dice to throw

If 'Talking Dice' not available, have a picture, or series of pictures to describe.



Similes

Use 'as' or 'like' to describe something.

He looked like a ghost.
She was as cold as ice.

Alliteration

Words which are close together and begin with the same sound.

The sun burned brightly in the sky.

Mode

The number which appears most often in a set of numbers.

e.g.
1,2,2,2,3,4,5,7,9
Mode = 2

Mean

To find the mean add up all the numbers, then divide by how many numbers there are.

e.g.
1,2,2,2,3,4,5,7,9
Mean = $35 \div 9 = 3.89$

Pronouns

We use I, you, he, she, it, we, they instead of nouns so that we do not repeat the noun in the same sentence.

"Elena ran all the way home but she left her bag behind."

Verbs

Irregular simple past tense verbs

These verbs do not follow the "add ed" rule!

Some common irregular verbs:

go/went	see/saw
come/came	say/said
drink/drank	eat/ate
write/wrote	run/ran
buy/bought	have/had



The DIMENSIONS TOOL

- The Dimensions Tool is a web-based app that will help you to find well being support in the Coventry and Warwickshire area, that is specific to needs.
- It will tell you about relevant advice, support and local interventions that may be helpful, after you have answered a series of questions.
- It is free to use and has been developed in conjunction with parents and carers, referrers and Coventry & Warwickshire clinical staff.

- Any questions?



- Evaluations

