

# Godinton Primary School



## What are Speech, Language and Communication Needs?

Speech, Language and communication skills build on and develop from each other. The skills work together for communication to be effective. Speech sounds join together to make words, which are then put into sentences and conversations to form language. This is then shared with other people to become communication.



**Speech:** Speech is how the child/young person makes the sounds and uses them to form words. It involves the production, clarity, voice, intonation and fluency.

**Language:** Language involves the child/young person to understand the language being said, (receptive language) and to use the language by talking, (expressive language).

**Communication:** Communication is about interacting with others verbally or by using gestures. It involves a child/young person to be able to successfully make friends and maintain relationships. It also involves being able to understand and consider people's views and feelings.

## Children with SLCN:

Children with SLCN may have difficulty in one or more areas of Speech, Language and Communication. Their difficulties could range from mild to very severe. Some children/young people may follow the expected stages of development, but at a slower rate. This would be called delayed or immature Speech, Language and Communication. By recognising and identifying a child's Speech, language and Communication need early and by our team providing the child with the correct support, we would be able to help the child/young person's delayed language catch up to be appropriate for their age. These children would be supported in school by the Speech and Language Assistant implementing a Language Enrichment programme or a Speech Link programme. They may also be supported by the Class Teaching Assistant implementing the Speech programme, with the guidance of the Speech and Language Assistant.

Some children may develop skills in an unusual manner in one or more areas of Speech, Language and Communication. If the child's Speech, language and Communication development is different to the expected stages of development then this may indicate a Disordered Language Development. These children would need more specialist support from the Speech Therapist. We would refer these children in order to receive the appropriate assessments and support. These children would then be supported in school by our Speech and Language Assistant or by the class Teaching Assistant, with the guidance of the Speech and language Therapist and Speech and Language Assistant.

Within our school we will also have children who may have an obvious cause for their Speech, language and Communication Needs, for example, hearing impairment, cerebral palsy or an autistic spectrum disorder. These children would usually come to our school already known to the Speech Therapy department and usually have a treatment plan in place. This we would then implement. If the child is not already known to the Speech department we would then refer the child to them for their specialist assessments and support. These children would then be supported in school by our Speech and Language Assistant or by the class Teaching Assistant, with the guidance of the Speech and language Therapist and Speech and Language Assistant.

**Indicators which may suggest that a child/young person has a Speech, Language and Communication Need:**

**Speech:** Is the child having difficulties with production of sounds, fluency, pitch and volume?

**Language:** Is the child initiating talk, responding to questions, comments? Are children understanding questions and instructions, following familiar routines?

**Behaviour:** Is the child withdrawn or have challenging behaviour? This could be because they are not understanding language or social rules or routines or because they can not make themselves understood.

**Play:** Are the children enjoying pretend games and enjoying a range of activities with others?

**Does the child have Speech, Language and Communication Needs?**

**Social interactions and relationships:** Is the child able to make friends and maintain relationships? Is the child able to maintain their attention and listen to

**Communication:** Is the child using their speech and language to communicate with others? Are they able to understand non-verbal communication?

**Literacy:**  
Is the child having problems with their reading and writing?

**Confidence and self-esteem:**  
Has the child got low confidence and self esteem?

**Checklist for how Godinton Primary School supports pupils with Speech, Language and Communication Difficulties**

**Initial Language Screening:**

All children on entry to school in the Early Years and Foundation Stage (EYFS) have their language ability screened using the language link assessment. As a result of this assessment, some children will be put forward for the language enrichment group which will run throughout the EYFS year. The children will be reassessed at the end of the year and should any children require further support, we will refer them for further assessment with the local speech and language team.

**How do we know how to support?**

Any concerns about any child's speech language and communication needs will be raised with the Assistant Head for Inclusion in the first instance and parents. As a result of this, pupils may have a language for learning observation checklist carried out and/or an assessment using the speechlink or language link resource that we subscribe too. The plan to gather further understanding of this need will depend on whether it is a receptive or expressive language concern that has been raised.

Our school uses Speech and Language link assessments to help determine the area of difficulty the child/young person has and the severity of the problem. This will then suggest a programme to follow for the child/young person. These can be carried out by any staff in school and are often delivered with support from our Speech and Language Teaching Assistant and Assistant Head teacher for Inclusion

**Additional support, observation and monitoring**

Different strategies and approaches will be used as well as the suggested programme from our speech and language link assessments. This support will be implemented and continued observation and evaluation of the provision will be applied to ensure the child achieves their full potential with their speech, language and communication development.

**Accessing support from outside agencies**

If the child's speech, language and communication need does not improve with having the correct support and intervention, the child/young person will be referred to the Speech and Language Therapy Department for further advice which may include a more formal and complex assessment. The relevant observations, assessments, strategies and approaches we have put in place will be shared with the Speech and Language Department in order to gather the best advice on next steps for individual children.

Caroline Rigden (Speech and Language Assistant)