

**Hounslow Local Authority
Ordinarily Available Provision**

**Communication and Interaction- Speech
Language and Communication Needs**

September 2021

What does this guidance document do? This guidance document describes the **provision** for **Speech, Language and Communication Needs** that should be **ordinarily available** in education settings in Hounslow.

What does this description of ordinarily or normally available educational provision for SEN provide? This guidance aims to provide consistency and a common set of expectations about what provision for **Speech, Language and Communication Needs** should be made for the majority of children and young people with SEN, within the structure of core & delegated funding (notional budgets) in state schools, academies & free schools.

Who should read this document? Schools and education settings should read this in the context of their responsibility to operate a **graduated response** to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings. The education setting should always consider their graduated response to meeting additional needs and show clear evidence of interventions over time.

How will this document help?

This guidance will help schools and Local Authority officers to be clear about the expectations for provision at Universal and SEN Support. This document will help guide schools & education settings on implementing the graduated approach. This is not a tick list and must be read in the context of the SEND Code of Practice 2015.

SLCN – communication & interaction

The SEND Code of Practice states:

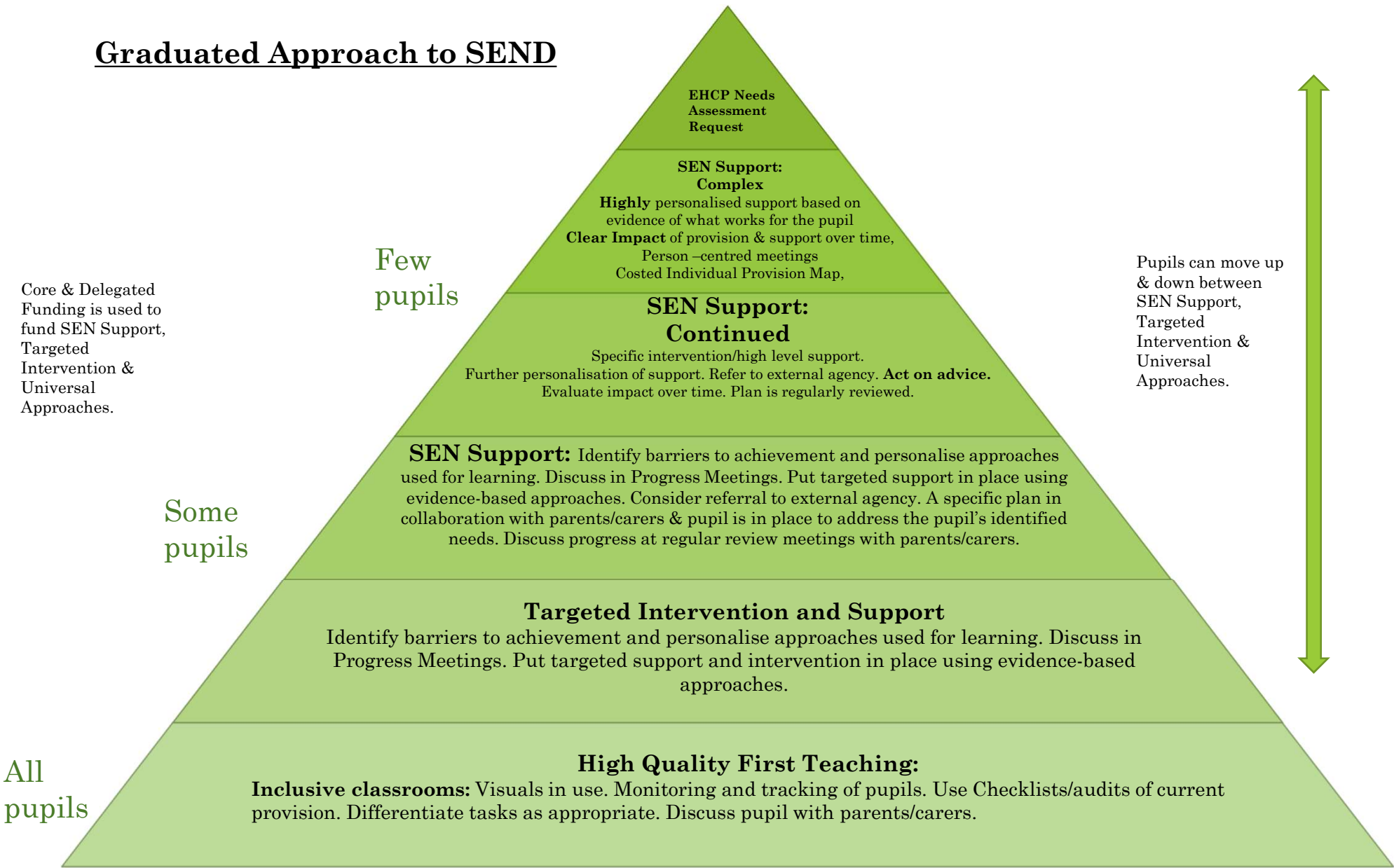
Communication and Interaction- Communication and Interaction Difficulties

SEND Code of Practice 2015, Para 6.28:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.



Graduated Approach to SEND



Expectations for all settings in Hounslow

The following is expected within all educational settings to be provided as standard inclusive practice. This should be a universal offer for supporting children and young people with SEND to access their education.

All children including those with SEND:

- Should have access to a broad and balanced curriculum that meets the individual needs of children to ensure they learn and develop well.
- Should be offered different (differentiated) opportunities or alternative approaches to learning to meet a range of learning needs.
- Should be offered an individualised approach to learning by practitioners identifying and meeting individual needs.
- Should have resources available to meet the ages and stages of their individual development.
- Should have appropriate plans in place as part of any identified SEN Support coordinated with support from the SENCO.
- Should be monitored to regularly review the effectiveness of the support and the monitoring of the child's' progress.
- Should have access to high quality teaching (HQT).

All education settings will:

- Have clear arrangements in place to support children with SEND.
- Offer a graduated approach in accordance with the SEND code of practice 0-25 (April 2015) - assess, plan, do & review.
- Have a named setting SENCO in line with the SEND code of practice 0-25 (April 2015)
- Ensure all staff have access to training which will upskill practitioners to be confident in managing a range of learning needs.
- Be aware of the Equality Act 2010 and make reasonable adjustments for children covered under the protected characteristics.
- Have a clear policy to enhance positive behaviour within the setting and ensure that it is applied consistently by all practitioners.
- Have support plans in place for those children identified with SEND which are monitored and evaluated regularly.
- Have and maintain a culture of high expectations for all children including children with SEND.
- Have good and effective working partnerships with parents, offering clear and transparent information.
- Have arrangements in place to work collaboratively with other professionals i.e. health, social care, etc., to ensure children benefit from an integrated approach.

Ordinarily Available Provision Expected at: Universal Provision:

High Quality Teaching:

Hounslow Local Authority expects all settings to provide high quality teaching as part of their Core Offer:

The needs of children and young people at Universal Provision level are supported by their class teacher in a primary school, and by form tutors & subject teachers in secondary school. Whole school approaches for Speech Language and Communication friendly classrooms will support individual teachers to make reasonable adjustments for the pupils they are responsible for.

At this level, individual teachers and classroom staff are responsible for carrying out, for example, audits of their classroom as well as enabling the necessary adjustments to support the child to be included and successful in school. Advice and guidance can be provided from your school SENCO.

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SEN Support

When considering children and young people in need of SEN support schools are expected to operate a Graduated Response resulting from careful identification, assessment, planning and reviewing.

It is expected that this approach will provide for most learners needs in their settings. It will include the use of evidence-based interventions and proven strategies to promote positive development over time.

Children and young people at SEN Support have needs that are not being met by Universal Level, High Quality Teaching.

They will need a more bespoke plan focussing on specific support areas.

This is co-ordinated by the school SENCo: class and subject teachers have responsibility for implementing the plan.

This may be through classroom and other approaches (e.g. at break times) and may be supported through intervention groups.

Speech Language and Communication- Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<p>Concerns include:</p> <ul style="list-style-type: none"> • Attention and listening difficulties. • Easily Distracted. • Processing speech sounds and using them correctly. • Grammar-organising words into sentences, using the correct grammatical structures • Difficulty following age appropriate adult instructions. 	<ul style="list-style-type: none"> • Observations, appropriate checklists and screening tools are utilised to support the understanding of the individual pupils' needs and establish baseline assessment of child's language skills such as: • Every Child A Talker (ECAT) https://resources.leicestershire.gov.uk/sites/resourcere/files/field/pdf/2017/1/16/child_monitoring_tool-2.pdf, • Wellcomm https://www.gl-assessment.co.uk/products/wellcomm/ • Language Links/ Speech Links https://speechandlanguage.info/ • Talking Point http://www.talkingpoint.org.uk/progress-checker 	<ul style="list-style-type: none"> • Supporting labelling and using appropriate open-ended questions. • Using visual supports to reinforce language including symbols support, visual timetables, talking frames, pictures and props. • The 'Rules' of good listening are displayed, taught, modelled and regularly reinforced with visual prompts. • Areas of the classroom and school are well-labelled with photographs, pictures or symbols. • Specific games and activities are used as whole-class strategies to develop social communication skills. • Activities are used where pupils have structured opportunities to talk with their peers e.g. Partner talking, Learning Threes. • Visual materials, vocabulary mats, story planning sheets are used with all pupils and embedded within classroom learning. • Instructions broken down into manageable chunks and given in the order that they are to be done • Encourage word association activities to develop word-finding skills • Minimise use of abstract language • Clear modelling of tasks – what a good one looks like (WAGOLL) 	<ul style="list-style-type: none"> • Use of fiddle resources to support concentration : blue tac, doodle book • Movement breaks • Use of prompts • Peer Support • Barrier Games • Pre-School Start/School Start programme • Black Sheep press EYFS/KS1/KS2 Narrative Packs • Elklan Primary 5-11 • Elklan Secondary 11- 14

Speech Language and Communication- Ordinarily Available Provision in Schools

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<p>Concerns include:</p> <ul style="list-style-type: none"> • Word-finding difficulties – recalling the right word when they need to use it • Poor auditory memory skills – inhibiting them from expressing their thoughts. • Using inappropriate language or gestures in different social situations. • Selective mutism. 	<ul style="list-style-type: none"> • I CAN Progression Tools • https://ican.org.uk/i-cans-talking-point/progress-checker-home/ • Universally Speaking https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx • Staff should explore challenging behaviour using the “Iceberg” approach to try to understand the reasons why the behaviour may occur. (e.g. https://www.teachertoolkit.co.uk/2017/11/20/intervention-1/) • Speech language and communication needs are considered when analysing behaviour. • More assessment tools can be found here: https://salt.ecch.org/professionals/screening-intervention/ 	<ul style="list-style-type: none"> • Use of sentence starters to support targeted questioning • Use of thinking time and additional processing time (10-20 secs) before expecting a response • Personalised classroom activities and differentiated homework • Regular pre-teaching of vocabulary • Daily, structured programmes developed to include 1:1 and/or group teaching of social communication and interaction skills • Incorporation of SLCN targets & strategies into ongoing teaching and learning activities e.g. colourful semantics • Facilitate production of differentiated materials • Staff undertake regular environmental audits, evaluate the findings and implement strategies. • Strategies from Communication friendly classrooms https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists.aspx 	<ul style="list-style-type: none"> • Talkabout • Time to Talk • Colourful Semantics • Wellcomm EY/ Primary Big Book of Ideas • Blanks levels of questioning • PECS • Structured Tasks • Attention Autism • Intensive Interaction • Makaton

Hounslow Guidance- Ordinarily Available Provision for Speech, Language and Communication Needs- SLCN

Training Expectations

- All school staff should take part in speech, language and communication needs awareness training on a regular basis.
 - There is a named and experienced/ trained member of staff (lead practitioner/SENCO/SLCN champion) with general knowledge about speech, language and communication needs and specific information about the individual child or young persons.
 - There are staff who have participated in Autism Awareness training and who disseminate information throughout the school.
 - Training about speech, language and communication awareness at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, facilities staff and lunch-time supervisors).
 - Supply staff and new staff are informed about the needs of pupils with speech, language and communication needs through an induction programme ensuring that these staff know where to access support.
 - There is a named member of staff who is trained in undertaking Environmental Audits.
 - There are staff in school trained on specialist approaches and evidenced based interventions to support specialist needs such as: PECS, Attention Autism, Structured Teaching, Makaton, Intensive Interaction, Emotional Regulation.
- Staff know what to look for to help identify children and young people in school who may have speech, language and communication needs
 - Staff understand that most children and young people who learn English as an additional language follow a typical pattern of development. School staff know how common it is for children and young people who speak English as an additional language to have speech, language and communication needs.
 - School staff understand the link between speech, language and communication and: behaviour, social skills, emotional development, and mental health needs.
 - School staff understand how the home environment and other settings can affect children and young people's development and use of language.
 - School staff are aware that adults can adapt their language in the environment to support speech, language and communication development.
 - School staff can identify some positive interaction strategies that support the speech, language and communication development of the children and young people they work with.
 - Classroom practitioners have received training on evidence-based intervention programmes and approaches.

Questions to consider:

- Has hearing been checked?
- Is the environment suitable for good listening and attention?
- What support has been put in place prior to a referral to the Speech and Language Therapist?
- Are there a lot of distractions when delivering SaLT interventions?
- Are pupils sitting in the most appropriate place in classrooms?
- Are pupils given enough time to think about and answer questions?
- How are skills taught during SLCN interventions generalised to whole class learning?
- If seeking specialist advice: are you ensuring your setting's cycle of support (assess, plan, do, review) continues while specialist advice is sought?

Glossary and Links

Name	Links
PECS	https://pecs-unitedkingdom.com/pecs/
TEACCH	https://www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions/strategies-and-interventions/teach
Attention Autism	https://ginadavies.co.uk/parents-services/professional-shop/
Intensive Interaction	https://www.intensiveinteraction.org/
Makaton	https://www.makaton.org/
SCERTS Approach	https://scerts.com/
Elklan	https://www.elklan.co.uk/courses/salts-and-specialist-teachers
Social Stories & Comic Strip Conversations (Carol Gray)	https://carolgraysocialstories.com/social-stories/social-story-sampler/ https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations
Lego-based Therapy/	https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot
Hanen – R.O.C.K	http://www.hanen.org/Helpful-Info/Articles/R-O-C-K--in-People-Games--For-Children-with-ASD-or.aspx
Black Sheep Press	https://www.blacksheepress.co.uk/
Colourful Semantics	https://go.walsall.gov.uk/Portals/0/images/importeddocuments/colourful_semantics_overview.pdf
Widgit/symbol software-Communication in Print	https://www.widgit.com/products/inprint/index.htm
The Zones of Regulation	https://www.zonesofregulation.com/index.html