

## School support for children with SLCN at three levels

1	High quality class <b>teaching</b> in a language-rich environment which promotes all children's language development. All staff trained.	All pupils	Speech and language therapist may be involved at all levels
2	Teaching assistants trained to deliver interventions to small groups.	Pupils with 'delayed language' just below what is expected for their age	
3	A speech and language therapist delivers intensive intervention to individual children or groups with support for school staff.	Pupils with long-term speech, language and communication needs (SLCN)	

### Some words to use in your SEN report

This school recognises the fact that most pupils with SEN have speech, language and communication needs (SLCN), either as a primary need or associated with another SEN such as ASD or hearing impairment.

Speech and language skills are foundation skills for literacy, learning, and social and emotional development. In our school we recognise that improving spoken language impacts on progress in many other areas. We support children's SLCN at three levels:

- All staff understand the importance of speech, language and communication. They are confident in supporting all children's learning and communication and in identifying those who have difficulties. They use approaches such as encouraging questions, modeling good interaction and thinking, praising good speaking and listening. Classrooms are 'communication friendly'.
- Pupils with language that is just below what is expected are supported by staff trained in delivering interventions to small groups. Staff know how to monitor progress in spoken language.
- Pupils with identified SLCN receive intervention from a speech and language therapist, who advises school staff on specialist approaches to help children learn and communicate.

## Some more detail about high quality teaching

High-quality teaching is when all pupils are included so they can do well at school.

This means:

- Pupils know and understand what is expected in the lesson – what they are going to learn but also how they should behave. So the rules for talking and working are made clear.
- Staff are confident in supporting all children’s learning and communication and in identifying those who have difficulties.
- During the lesson, staff will point out what’s going well e.g. “when Sammy was talking it was good that you looked at her to show you were listening”. Praise can really motivate pupils if it is used well.
- Staff tell pupils what next steps would be, for example “that was interesting information... it would be even better if you also told us how you worked that out”.
- Staff will carefully explain new words and ideas, and check pupils have understood. They use charts, pictures, gestures – anything that helps pupils really understand.
- Teachers get the balance right between how much they talk, and how much pupils talk, and set up the lesson so that pupils talk to each other or in groups. This means pupils have time to think and are not pressurised by too much information.
- Teachers will also ask questions which help pupils to think, and demonstrate what helps, or suggest ways of learning or talking e.g. “I usually need time to think, and talk things through in my head” or “what you could say is ‘can you say that again please?’”.
- Pupils are encouraged to ask questions when they don’t understand – the classroom is ‘asking friendly’.
- At the end of the lesson, pupils will know how they have done, and how they can make this better.