Provision Expected at SEN Support (PEaSS)
Speech, Language and Communication Needs (SLCN)

Norfolk County Council

Virtual School SEND

'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.' (SENDCOP, 2015, p.97.)

Have a supportive ethos and environment which promotes respect and values diversity

Suggested whole-setting approaches:

Provide training for all staff to develop understanding and confidence around supporting SLCN

Use an audit tool to review whether the environment is 'communication friendly' eg **Communication Trust** and generate an action plan

Use a **recommended screening tool** to enable teachers to identify need and plan provision

Implement a whole setting approach eg **ELKLAN Communication Friendly Settings**

Use consistent visuals across the setting to reinforce key routines and expectations and support learning

Use The Communication Trust **'Universally Speaking'** resources to help staff understand progression through ages and stages

Ensure that the curriculum embeds the development of speaking and listening skills and vocabulary eg **Word Aware**

Identify a lead professional for communication eg **Communication Champion**

Support parents/carers by signposting resources and sources of information and support eg **ECCH**

Suggested SEND support strategies in the classroom:

Confirm with parents / carers that hearing has been checked

Actively teach learners strategies for what to say and do when they do not understand

Support your oral presentations / explanations with pictures, real objects, symbols or actions

Create a 'one-page profile' involving parents/carers and the learner in identifying how best to support

Begin work on a new topic with learner's existing knowledge and experiences

Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word

Consider pre-teaching of key words and concepts needed in lessons

Use the learner's name before asking a question or giving an instruction

Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format

Give time for 'partner-talk' before expecting them to answer a question

Use symbols to support spoken language and text eg **www.widgit.com**

Provide 'scaffolding' for talk (eg talk prompts, key phrases) and writing (eg writing frames, word mats)

Keep verbal instructions simple and use them in the order you want them carried out

Give directions before starting the activity or stop the activity to clarify if needed

Give learners thinking time (at least 10 seconds) to respond and then, if necessary, repeat what you said

Check for understanding - ask the learner to tell you what they have to do

Cue the learner into a change of topic of conversation/ presentation - say 'Now we are going to talk about …'

Regular personalised or small group work

Frame questions carefully (decide whether to ask open or closed questions)

Allow extra time to complete tasks and be aware of the additional fatigue the learner may experience may experience

Suggestions for the SENDCo:

Identify need and monitor impact of intervention using a **recommended screening tool**

Plan targeted support and seek advice from external providers, including referrals to appropriate services

Run a **targeted intervention** consisting of a minimum of 2 x week for 10 - 12 weeks and measure impact, prior to referral

Continue the cycle of support (assess, plan, do, review) while specialist advice is sought

Access training required to deliver interventions eg **Word Aware, Talk Boost, ELKLAN** or similar

In KS1/KS2 settings, speak to your link speech and language therapist from ECCH

Consider referral to Speech and Language Therapy eg **ECCH**

Consider a referral to the **Access Through Technology** team

Consider a **School 2 School Support** (S2S) referral for advice, support and/or training eg PECS

Consider outreach advice and support from an appropriate SLCN **Specialist Resource Base** (SRB)

Signpost parents/carers to the 'Communication' section of NHS **'Just One Norfolk'**

Seek advice on specialist arrangements for examinations and assessments

east coast community healthcare

I CAN helps children communicate

The Communication Trust Every child understood

Elklan aiming high with communication

WellComm

Talk Boost

NORFOLK COMMUNITY DIRECTORY