**Whole School Language Assessment Overview**

As part of the speech and language provision at Hope High School, all pupils take part in a whole school language assessment delivered by the Speech and Language Therapist on behalf of school.  This has been carried out as we know from research that between 60-90% of children with social, emotional and mental health needs experience communication difficulties, which often go undetected in this group of children.

The assessment consists of 4 sub-tests from the Clinical Evaluation of Language Fundamentals (CELF-IV) assessment, which assess pupil’s receptive and expressive language skills.  The assessment enables us to calculate a ‘Core Language Score’ for each pupil, providing an overview of how a student’s language is developing overall in comparison to their peers. This has been broken down into 3 categories; significant difficulties, mild-moderate difficulties and age appropriate. Please see Appendix A for further information on what each sub-test assesses and how the difficulties may present like in the classroom.

Based on the assessment results and any further observations from teaching staff, pupil’s language needs are then classified depending on the severity of their difficulties in this area and the impact it has on their learning.  The three categories for classifying need are:

* Universal: Universal needs are those which can be met through the whole school timetable, curriculum and social activities.
* Targeted: Pupils with targeted needs require additional opportunities to make progress in this area of development, either within class or through group intervention.
* Specialist: Pupils with specialist needs require more individualised/intensive intervention to enable them to make progress in the area of development in which they have specialist needs.

From the data analysis, we can see that 63% of pupils experienced either mild-moderate or significant difficulties at the time of their assessment. 86% of pupils have a delay or are at risk in at least one area of their language development. The year 9 cohort had the least amount of difficulty and year 10 pupils presented with the most amount of difficulty. This was closely followed by year 8 and then year 7. This will provide useful insight into prioritising the caseload for the academic year 2020-21. Please see below for further details.

**Whole School Language Screen Data Analysis 2019-2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting** | Hope High School | **School Year** | 2019-2020 (Autumn & Spring Terms) |
| **Number of Pupil Results** | 65 | **Delivered by** | Happy Talk SALT Ltd |
| **Assessment used** | Clinical Evaluation of Language Fundamentals (CELF-IV)- 4 core language sub-tests | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Type** | **Category** | **Number of pupil results** | | | | **Percentage of pupil results** | | | **Number of pupils with significant, moderate or mild difficulties** | **Percentage of pupils with significant, moderate or mild difficulties** |
| **Total** | **Significant** | **Mild- Moderate** | **Age Appropriate** | **Significant** | **Mild- Moderate** | **Age Appropriate** |
| All pupil results | All pupil results | 65 | 18 | 23 | 24 | 28% | 35% | 37% | 41 of 65 | 63% |
| Year group | Year 7 | 14 | 4 | 6 | 4 | 28.5% | 43% | 28.5% | 10 of 14 | 71.5% |
| Year 8 | 14 | 6 | 5 | 3 | 43% | 36% | 21% | 11 of 14 | 79% |
| Year 9 | 20 | 2 | 5 | 13 | 10% | 25% | 65% | 7 of 20 | 35% |
| Year 10 | 9 | 4 | 5 | 0 | 44% | 56% | 0% | 9 of 9 | 100% |
| Year 11 | 8 | 2 | 2 | 4 | 25% | 25% | 50% | 4 of 8 | 50% |

Included in this analysis, are core language scores of 85 or lower.  Scores of 85 are highlighted in yellow on the whole school language assessment database as they lie on the border of age expected/delayed language. This therefore indicates a borderline delay and so we have included these scores in our data. These pupils will be at risk of difficulties within the classroom and everyday activities, and so may need support to access learning and social activities.  They will be particularly vulnerable in busier environments with increased sensory load, activities which demand a higher level of language processing/executive function and at times when they are in a heightened emotional state or under additional pressure, for example, job interviews, exams etc.

**Sub-test Analysis**

Below is a data analysis of the number of sub-tests that a pupil presented with difficulty out of the four sub-tests assessed. Information on what each sub-test assesses can be found in Appendix A.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data type** | **Category** | **Number of pupils** | **Number of subtests of difficulty** | | | | | **Number of children with 1 or more area of difficulty** | **Percentage of children with 1 or more area of difficulty** |
| **0** | **1** | **2** | **3** | **4** |
| All pupil results | All pupil results | 65 | 9 | 9 | 13 | 16 | 18 | 56 | 86% |
| Year group | Year 7 | 14 | 1 | 4 | 3 | 2 | 4 | 13 | 93% |
| Year 8 | 14 | 2 | 0 | 3 | 4 | 5 | 12 | 86% |
| Year 9 | 20 | 4 | 3 | 5 | 5 | 3 | 16 | 80% |
| Year 10 | 9 | 0 | 0 | 2 | 3 | 4 | 9 | 100% |
| Year 11 | 8 | 2 | 2 | 0 | 2 | 2 | 6 | 75% |

Included in this analysis, are subtest scores of 7 or lower.  Subtest scores of 1 to 4, indicate a significant difficulty in this area.  Subtest-test scores of 5 and 6 indicate mild to moderate difficulties. Please refer to the ‘Whole School Language Assessment database for individual results. Scores of 7 are highlighted in yellow as these lie on the border of age expected and delayed language. This therefore indicates a borderline delay and so we have included these scores in our data. These pupils will be at risk of difficulties in this area of language within classroom and everyday activities, and so may need support to access learning and social activities.  They will be particularly vulnerable in busier environments with increased sensory load, activities which demand a higher level of language processing/executive function and at times when they are in a heightened emotional state or under additional pressure, for example, job interviews, exams etc.

**Appendix A**

|  |  |  |
| --- | --- | --- |
| **Sub Test** | **What does the sub test assess?** | **What do difficulties in this area present like?** |
| **Concepts and**  **Following Directions** |
| Evaluates pupil’s ability to follow spoken directions of increasing length and complexity.  Involves logical operations with no need for pupils to make inferences, pupils need to remember the names, characteristics (eg big, white) and order of items presented. | Children who have difficulty in this area will struggle to:   * Remember and follow Instructions. * Attend and listen * Answer questions appropriately. * Learn (and use) new vocabulary across the curriculum. * Be independent. * Listen to and understand stories. * Understand descriptions, explanations and problems. * Follow and join in discussions, activities and games.   In school, comprehension, recall, and the ability to act upon spoken directions are essential for achieving in all subject areas and for internalising rules for behaviour. |
| **Recalling Sentences** | * Evaluates pupil’s ability to listen to and repeat sentences of increasing length and complexity without changing word meanings or the sentence structure (auditory memory) * Pupil’s responses indicate whether spoken directions/instructions/information are internalised accurately for recall. | Children who struggle with this task will struggle to;  -Remember spoken sentences and instructions throughout the day  - Write to dictation  -Take notes  -Learn vocabulary and subject content  -Remember what has been discussed/previously taught  -Use language effectively to convey meaning. |
| **Formulated Sentences** | * Evaluates pupil’s ability to formulate complete grammatically accurate and meaningful sentences of increasing length and complexity. * Involves the pupil planning what to say in order to provide a sentence relating to a presented picture and include a word provided by the examiner. | Children who struggle with this task will struggle to formulate complete, semantically and grammatically correct spoken and written sentences of increasing length.  A child might present with:   * -Poor narrative skills. * -Incorrect word order causing misinterpretation. * -Omission of words in sentences. * -Limited number of complex sentences. * -May speak in short simple sentences. * -May talk in single words. * -Difficulties with literacy skills. * - Difficulties answering questions and providing explanations. * -Describing events accurately and in the correct sequence. * -Conveying meaning through choice of vocabulary, word order and word structure. * -Making up and recalling stories. * -Writing tasks – word level/sentence level/narrative level. * -Making friends and joining in conversations. |
| **Word Classes** | * Evaluates pupil’s ability to identify and explain the relationship between words which are linked by their meanings/functions (e.g. pillow/blanket, occupied/vacant) * This is an important skill for learning and remembering new words and for word retrieval. | Difficulties in this area will impact upon;  -learning new words across the curriculum and being able to use a rich vocabulary within spoken and written tasks  -Understanding and storing category vocabulary i.e. understanding that things belong together and knowing why.  -Finding the right word that they want to say. |
| **Word Definitions** | * Evaluates the pupil’s ability to analyse words for their meaning and define words by referring to class relationships and shared meanings e.g. Define ‘echo’ as in “Josh asked, Is there an echo in here?” * This skill is important in understanding words as concepts with broad meanings, and acquiring new word meanings. It helps children develop an in-depth understanding of word use in literature and precision of word usage in literacy activities. | Difficulties in this area will impact upon;  -Knowing and using words as concepts with broad, generic applications, rather than with narrow, concrete and contextually bound meanings.  -Being able to use a rich vocabulary within spoken and written task.  -Using semantic knowledge to explain the meaning of words and use them correctly in context. |