

Welcome to this Whole School SEND CPD!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides will be sent to you after the session
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Early Identification and Intervention: acting upon the earliest indicators of need at every stage.

Anna Mehta Deputy Regional SEND Leader North

Stephen Parsons, Chair NAPLIC

21st October 2021

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Department
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Helping Everyone Achieve 

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

Session Objectives:

Identify key principles of early intervention and how to put these into practice.

Reflect on the Graduated Approach and how to review the effectiveness and impact of early intervention.

Consider how aspects of case studies could be used to shape interventions within your setting.

Building on the previous webinar

- David Collingwood, President of the Association of Educational Psychologists
- Code of Practice
- Early identification
- 'Plan-Do- Review' cycle

<https://www.sendgateway.org.uk/resources/webinar-early-identification-and-intervention-acting-upon-earliest-indicators-need-every>

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This session

‘Early Identification and Intervention: acting upon the earliest indicators of need at every stage.’

- SLCN focus
- Practical: what does the ‘Graduated Approach’ look like?
- Ideas but also opportunities to reflect and apply to your school

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Developmental Language Disorder

- International consensus in 2017
- DLD = 7.6% of children (2 in average class)
- Further 2.3% have language disorder associated with ASD, Down Syndrome etc.
- In total: 3 in average class
- 7 times more common than autism

Norbury 2016

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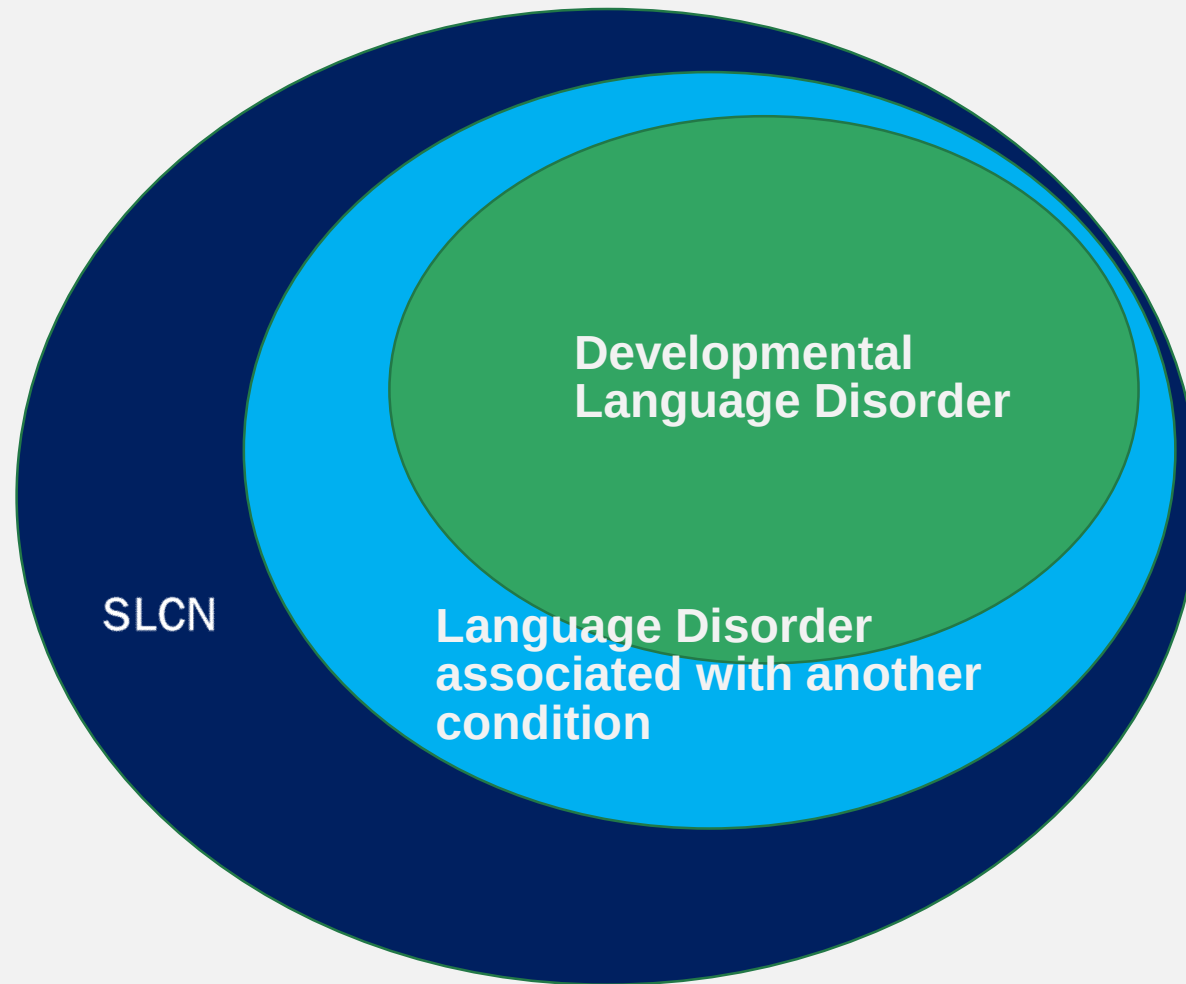
Features of DLD

- Difficulties continuing over 5 years of age
- Persistent difficulties with first language
- Speaking +/- understanding
- No known biomedical cause of language disorder
- Life long condition with serious impacts
- Not a 'delay'

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DLD and SLCN



Identification of SLCN

- Early Years: screen and sorted?
- Problems with screening
- Language demands change
- Different children on different trajectories

Screen + sense check + keep checking

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Typical development

- Compare the child of concern to their peers: EAL, deprivation and summer born.
- Knowledge of development: 'Universally Speaking' (FREE) and Progression Tools (cost) from ICAN.

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Every teacher on the look out for SLCN

- SLCN/DLD: issues with vocabulary, grammar, sentences and using this. Understanding and spoken.
- Because language impacts on other areas it may become apparent in literacy, behaviour, learning or social relationships.
- Ask student to tell a story: re-tell a video, what they did on the weekend, summarise the class book, what they have been reading, a film.
- Teachers need to feel empowered

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Look behind the presenting behaviour



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Reflection

How can you support your colleagues to become more confident with identification of SLCN/DLD?

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Graduated Approach

Students with DLD don't learn language as easily as their peers. (Language = vocabulary, sentences and use, both understanding and expression).

Classroom is the most important language learning opportunity. Will support all learners.

Things we know that help:

1. Multi-sensory
2. Repetition, including pre-teaching
3. Explicit focus, including modelling

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Whole class

Talk for Writing (Corbett)

Teaching Children to Listen (Spooner and Woodcock, 2019)

Vocabulary

1. Multi-sensory
2. Repetition, including pre-teaching
3. Explicit focus, including modelling

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Opportunities in every lesson

Verbal instructions

Class discussion

New vocabulary

Sophisticated / formal ways of talking

Group work

1. Multi-sensory
2. Repetition, including pre-teaching
3. Explicit focus, including modelling

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When students are not making the expected progress

Same factors as previously: general language ability but also literacy, learning, behaviour and social interactions.

As language has been specifically taught will know more about the response to specific approaches

Add more tailored opportunities in class for:

1. Multi-sensory
2. Repetition, including pre-teaching
3. Explicit focus, including modelling

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Interventions for language

1. Students are missing learning opportunities in class, so we need to be sure the intervention is going to work.
2. Evidence based: research in real world, outcomes
3. Intervention needs to be regular, of adequate 'dosage' and over a longer period
4. To be effective intervention needs to be regular and staff well trained and supported
5. Link to wider learning: generalise

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Interventions need to be standard

Language needs are very common

Establish a system ready to respond and intervene

Trained staff

Systems of support

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General language interventions

Supported by training and resources:

- Nuffield Early Language Intervention
- ICAN Talkboost etc
- Elklan
- Speechlink

Strathclyde Language intervention

- Primary, free manual, no training

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Specific language interventions

The main areas of language: both receptive and expressive

1. Vocabulary
2. Sentence structure and grammar
3. Narrative

Most students with DLD will have issues with all three.

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Specific language interventions

Vocabulary

Primary: PTV: Pre-teaching vocabulary.
Pip StJohn (Free)

Secondary: Vocabulary Enrichment Programme. Vicky Joffe, 2011.

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Specific language interventions

Sentence structure and grammar

Colourful Semantics (Bryan, 1997). Simpler and so more appropriate to primary, but is used in secondary

Shape Coding (Ebbels). More complex so more appropriate to secondary, but is used in primary

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Specific language interventions

Narrative

Structure stories including the key elements.

Primary: Blacksheep Press (Becky Shanks, 2011)

Secondary: Narrative Intervention Programme (Joffe, 2011)

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Reflection

What language interventions are you running now?
What more could you add?

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Whole system

Whole class teaching

Identification

Early intervention: adapted to the individual learner in class and intervention groups

Specialist: more granular, adapted to the individual learner

thebalancedsystem.org

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Engaging the young person

Self awareness

Diagnosis

Self concept

Comprehension monitoring

Self advocacy

Friendships and sibling relationships



SLCN and SEMH

- **Understanding the Links between Communication and behaviour**
- Royal College of Speech and Language Therapists
- [rscslt-behaviour-a4-factsheet.pdf](#)

The size of the issue

- ▶ **81%** of children with emotional and behavioural disorders (EBD) have significant unidentified communication needs.¹
- ▶ **57%** of children with diagnosed language deficits are identified with EBD.²
- ▶ In a study of pupils at risk of exclusion from school, **two thirds** were found to have SLCN.³
- ▶ Excluded boys had significantly poorer expressive language skills than their peers who had not been excluded from school; many of their difficulties had not previously been identified.⁴
- ▶ More than **60%** of young people who are accessing youth justice services present with SLCN which are largely unrecognised.⁵
- ▶ Children with persistent and severe conduct problems are about three times more likely to have low verbal ability than children with a low risk of conduct problems.⁶

SEMH – Interventions and Resources

- Anna Freud: National Centre for Children and Families

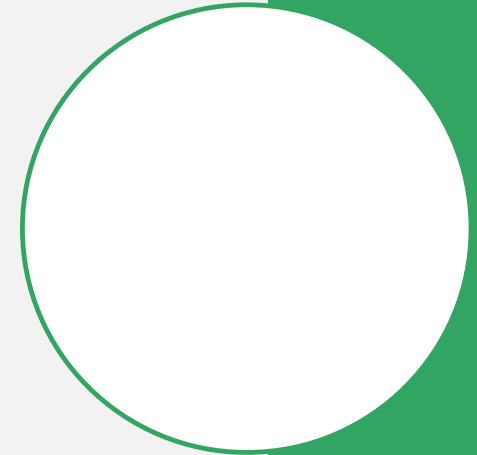
[Home : Mentally Healthy Schools](#)

- Emotional Literacy Support Assistants (ELSA)

[ELSA Network – Emotional Literacy Support Assistants](#)

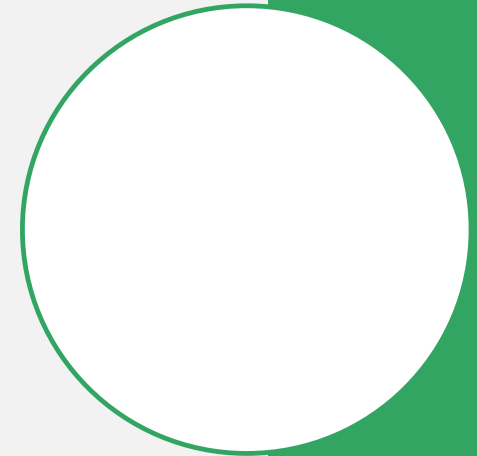
- Emotion Coaching

[Emotion Coaching - United Kingdom \(emotioncoachinguk.com\)](#)



Reflection – Early intervention for SEMH needs

What has worked well in your setting?





Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- [Sendgateway.org.uk](https://www.sendgateway.org.uk)
- [Nasen.org.uk](https://www.nasen.org.uk)
- [@wholeschoolSEND](https://twitter.com/wholeschoolSEND)
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Regional Contact Information

- Rachel Hargreaves –
RSL.North@wholeschoolsend.com
- Anna Mehta – DRSL.North@wholeschoolsend.com
- Sarah Watson – DRSL2@wholeschoolsend.com
- Contact us on Twitter: @WSSNorth

Sign up to receive our monthly e-newsletter!

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org.uk/user> →
Communication Preferences

Additional Links and Useful Info:

General information

naplic.org.uk: UK organisation for professionals working with children and young people with SLCN

radld.org.uk: international campaign to raise awareness of Developmental Language Disorder. Video above is from their YouTube channel

thebalancedsystem.org: framework for developing whole school systems of support

Norbury 2016 <https://www.acamh.org/topic/developmental-language-disorder/>

Additional Links and Useful Info:

- Nuffield Early Language Intervention: teachneli.org
- ICAN Talkboost: ican.org.uk/training-licensing/i-can-programmes/
- Elklan: elklan.co.uk
- Speechlink: speechandlanguage.info
- Strathclyde Language intervention: <https://strathprints.strath.ac.uk/32807/>
- 'Universally Speaking' and Progression Tools ican.org.uk/i-cans-talking-point/professionals/tct-resources/universally-speaking/
- Talk for Writing talk4writing.com
- Teaching Children to Listen (Spooner and Woodcock, 2019)
teachingchildrento.co.uk

Additional Links and Useful Info:

- Pre-teaching vocabulary, Pip StJohn: naplic.org.uk/ptv
- Vocabulary Enrichment Programme. Vicky Joffe: routledge.com/Vocabulary-Enrichment-Programme-Enhancing-the-Learning-of-Vocabulary-in/Joffe/p/book/9780863887987
- Colourful Semantics (Alison Bryan). www.routledge.com/Colourful-Semantics-A-Resource-for-Developing-Childrens-Spoken-and-Written/Valley/p/book/9780367210502
- Shape Coding (Ebbels). shapecoding.com

Additional Links and Useful Info:

- Blacksheep Press Narrative (Becky Shanks, 2011)
blacksheeppress.co.uk/product/speaking-listening-narrative-ages-5-7
- Narrative Intervention Programme (Joffe, 2011)
routledge.com/Narrative-Intervention-Programme/Joffe/p/book/9780863887970
- <https://mindfulnessinschools.org>

Upcoming WSS Events:

- Preparation for Adulthood: High Aspirations through All Stages of Education
- Practical Strategies to Support SLCN
- Developing an Inclusive, Accessible and Ambitious Curriculum
- Working with Parents, Carers and Families
- The Inclusive Classroom – Primary and Secondary
- Getting to Grips with Great SEND Governance
- Leadership of SEND

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



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Please get in touch if you are struggling
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