Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides and a recording will be available <u>tomorrow</u>
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

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WholeSchool SEND

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Helping Everyone Achieve

Practical Strategies for Supporting Speech, Language and Communication Needs (SLCN): Part 1

West Midlands

5th October 2021

Funded by

Department for Education

WholeSchool SEND

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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

Aims

- To increase awareness of the impact of speech, language and communication difficulties

- To emphasise the importance of oracy for life long learning

- To share key definitions of the building blocks that make up communication skills

- To introduce SLCN issues for children in school

- To introduce some general strategies to support SLCN

SLCN facts: Did you know?

- More than 10% of children and young people have long-term speech, language and communication needs (SLCN) which create barriers to communication or learning in everyday life:
  - 7.6% have developmental language disorder (DLD)
  - 2.3% have language disorders associated with another condition such as autism or hearing impairment.
- SLCN also include conditions such as speech difficulties, stammering and many others.
- Children living in areas of social disadvantage are at much higher risk, with around 50% of children starting school with delayed language and other identified SLCN.

SLCN facts: Did you know?

- Children with poor language at five are **6 times less likely** to reach the expected standard in English at age 11

- Children with language delay aged 5 years are **11 times less likely** to reach the expected standard in maths at aged 11 years

- Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage 9 compared with 69% of all children.

- Just 15% of pupils with identified SLCN achieved the expected standard in reading, writing and mathematics at the end of their primary school years compared with 61% of all pupils.

- Only 20.3% of pupils with SLCN gained grade 4/C or above in English and maths at GCSE, compared with 63.9% of all pupils

SLCN facts: Did you know?

- 81% of children with emotional and behavioural disorders have unidentified language difficulties

- Young people referred to mental health services are three times more likely to have SLCN than those who have not been referred

- Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood

- 60% of young offenders have low language skills

Why is communication important?

Sharing information and meeting needs

Social relationships

Strongly linked to emotions, behavior and self-esteem

Communication

Finding out about the world

Learning and literacy

Thinking

What elements make up communication skills?

- Communication is multifaceted
- It is verbal and non-verbal
- It relies on interaction and 'pre verbal skills' such as being responsive, making eye contact, taking turns, reacting and initiating
- It builds on listening and attention skills and being able to follow direction from others and share in an activity or interest
- We need to understand before we will be able to use language
- Oracy comes before literacy
- Inference, sarcasm, humour and wit all develop later on, once a firm language foundation is established

How do we acquire communication skills?

- There are lots of theories of language development but they all agree that secure attachment and responsive parenting are the bedrock for language and communicaiton learning

- We are born hard wired to communicate

- How well this progresses depends on the environments we access

- 70% of our total brain development happens in the first 3 years of life, with 90% of that in the first year!

- It is therefore crucial to influence the parents and home learning environments for the children in our care

Effects of parents/effect of schools
(Sacker et al 2002)

Achievement	Parent / school effects
Age 7	0.29 / 0.05
Age 11	0.27 / 0.21
Age 16	0.14 / 0.51

Specific SLCN difficulties

- Not all SLCN are related to parenting
- Some children are born with medical and genetic conditions or acquire developmental issues or through injury
- Some children may have a combination of both
- School practitioners and SENCOs will need to feel confident in identifying when a child is not on track, where the breakdown occurs and know how to support next steps

How can schools and settings influence communication more?

- Involve parents

- Build strong trusting relationships and provide a good communication model for children

- Fill in vocabulary gaps- children may pick up tier 3 words when taught in school but may have many gaps at tier 1 and 2 to attach the new concepts to

- Create opportunities throughout the day and across curriculum for listening, understanding and talking

- Identify issues early and seek support where needed (we will cover this in more depth in session 2)

- Focus on **oracy** across the school and ensure this is an ongoing priority on school development plans

Speech, language and communication norms

- A sound knowledge of typical ages and stages is important in order to identify an SLCN and make decisions around when to seek further help

- Useful links for children's speech and language development:
    - stokespeaks.org/professionals (Early Years Child Development Tool in professionals area)
    - ican.org.uk/i-cans-talking-point/ (Ages and stages from birth to age 17)

- SLTs usually work with children whose SLC are out of sync with the rest of their development or where they are showing a disordered pattern

The building blocks for communication

- The next few slides will explain some of the key building blocks for communication, the most common things you might come across and some general strategies to support them

- In session 3 we will go into more depth on strategies for schools and settings

Pre-verbal skills

Pre-verbal skills

- Desiring to be with another person to interact together

- Seeking out communication for a reason (being intentional)

- Responding

- Making eye contact, looking at a person or shared stimulus

- Being able to share an activity or pay attention to an activity with someone else (joint shared attention)

- Taking turns/ serve and return

- Picking up the non verbal cues and reacting appropriately

- Allowing others into your space e.g. cuddling/sitting together/ touch

- Understanding what age appropriate interactions are e.g. personal space, social norms

# Difficulties you may encounter

- Developmental delay/disorder

- Lack of stimulation

- Insecure attachment pattern - disengaged/ disinterested child

- Negative reaction to sound linked to abuse/neglect (perceptual defence)

- Sensory impairment

- ASD

What might this look like for children in your school?

- Lack of interaction, not interested in others

- Poor eye contact

- Not knowing how to play/interact with others or intolerant of others joining in

- Dislikes positive touch

- Hyper-alert

- Challenging behaviours

- Withdrawal/avoidance

- Case study A:

- Alfie is 5 years old. He did not attend a nursery setting and came straight into reception. He will not sit down with the other children or in group times. He covers his ears when there are loud noises. He has no focus of attention and will flit from one activity to another (other than the white board where he will stand for a long time if not prompted to move.) If adults try to direct him he will kick or run off.

- He repeats sentences he hears over and over but does not follow instructions or appear to understand

What can you do?

- Be available! Model positive interaction
- Recognise attempts at interaction and respond positively
- Provide reasons and opportunities for children to interact with you
- Introduce simple interaction and turn taking games that are age/stage appropriate e.g. peek a boo; ball rolling; book sharing; looking in mirrors; copying faces; interactive games like 'Guess who'
- Follow the child's lead, find out what they are interested in, mirror alongside if they will not let you in
- Provide visual cues and 'objects of reference' to back up instructions
- Older children may need explicit teaching of social norms and appropriate interaction

Play

Pre-verbal skills
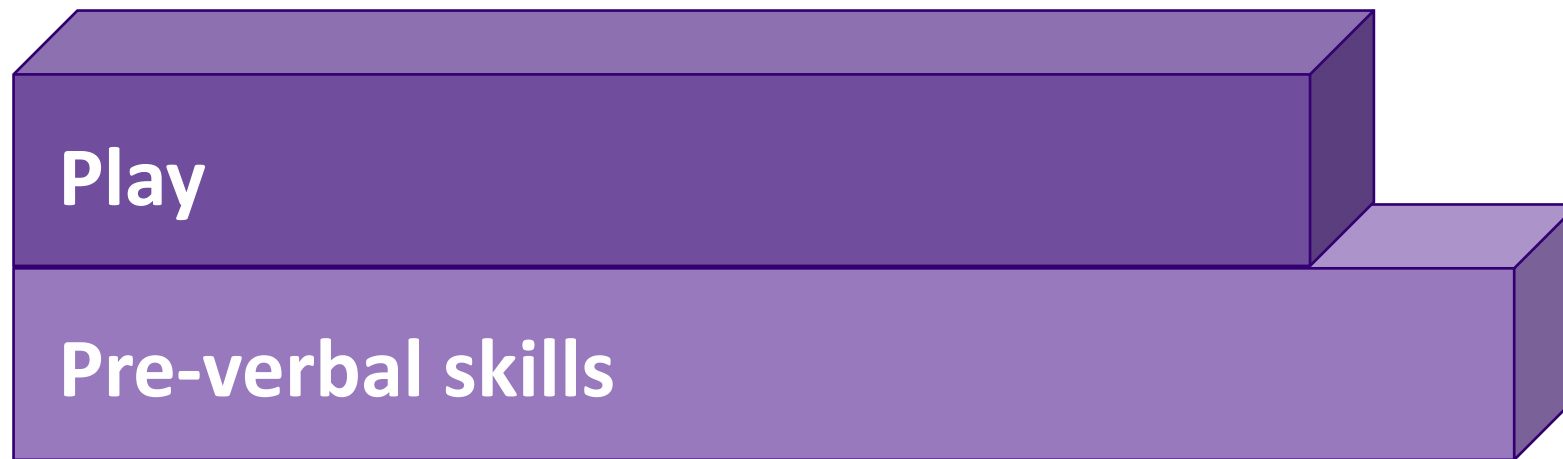
Play skills

- Play is the way children learn about the world

- The opportunity for children to act out and practise new skills - particularly language and interaction

- Play gives an insight into children's readiness for language and communication development

- Children need to develop 'symbolism' before they are ready for words and written language

Play development

- Early play is **exploratory** e.g. mouthing, banging, shaking.
- **Construction**-type play often follows e.g. filling, emptying, posting, stacking, puzzles.
- **Cause-effect** play is important for communication – you do something and something happens e.g. push/go toys, pop up toys.
- **Early pretend** is relating objects together e.g. putting toy spoon in a cup, brushing dolly's hair.
- **Pretend/symbolism** is using something to represent something else e.g. putting saucepan on head as firefighter's helmet or using a banana as a phone.
- **Parallel play**
- **Imaginary or fantasy play**
- **Co-operative play**

Difficulties you may encounter

Lack of opportunity - lack of appropriate toys and play experiences

Too insecure to explore

Developmental delay

Lack of role model

Lack of social experiences and secure social group to play with

What can you do?

- Ensure adequate stage related toys are available- don't worry about the age on the box
- Get to know what your children like to play with
- Join in with play, following the child's lead- mirror or play alongside if necessary
- Extend play opportunities- model new games and ways to play
- Offer choices but not too many at a time-support choice with visuals
- Don't rely on bought toys- use everyday experiences and objects
- The best language enhancing toys do not need batteries!!!
- LEGO therapy works well for older children who need to learn the co-operative level of play
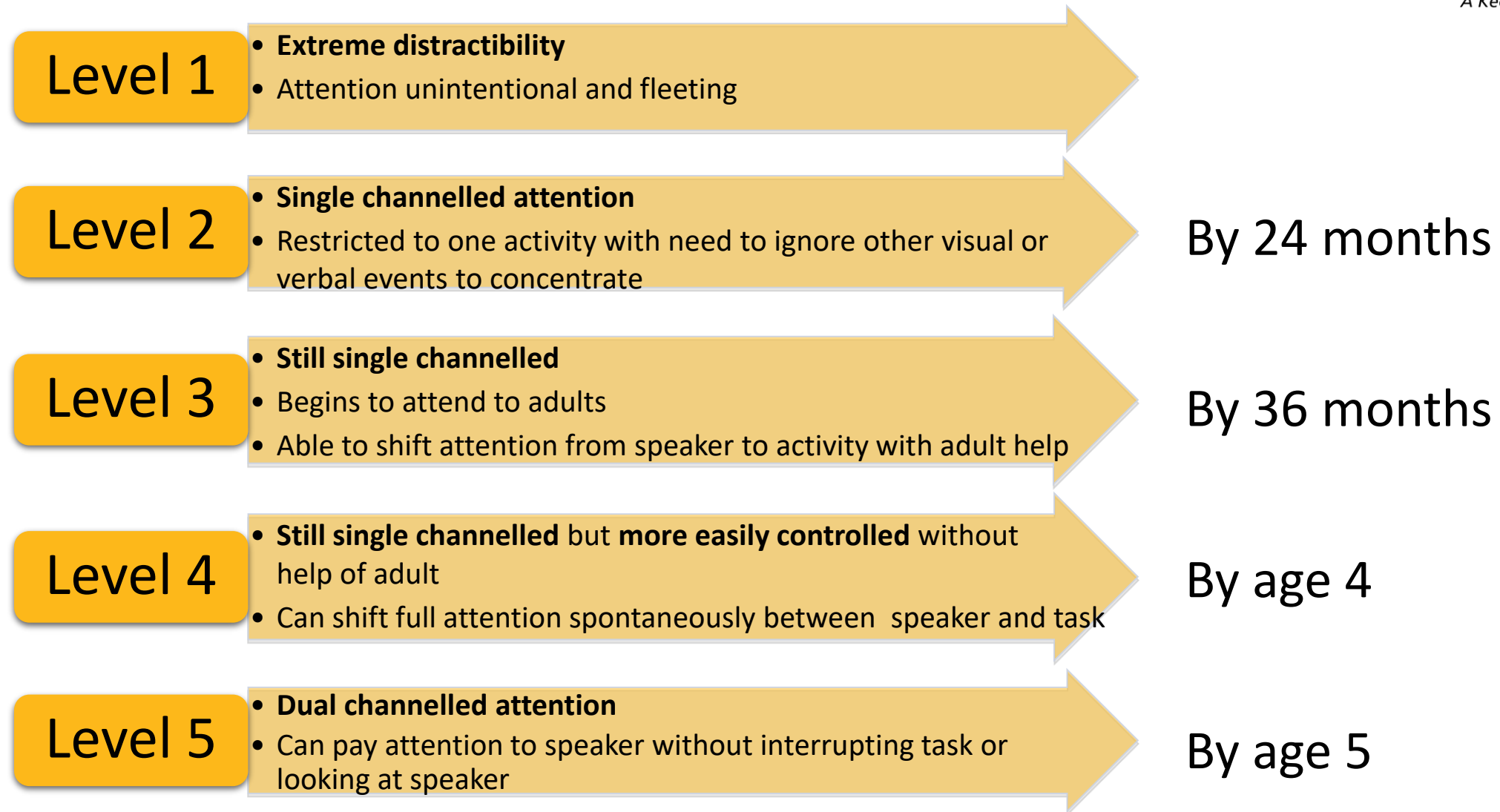- Barrier games also support co-operative play

Attention and Listening

Play

Pre-verbal skills

Attention and listening skills

Involves:

- 'Tuning in' to meaningful sounds
- Looking to the source of sound
- Focussing attention on a stimulus (selective attention)
- Sharing attention with someone else
- Shifting attention between different people or stimulus
- Sustaining interest - staying on task
- Eventually being able to pay attention to speaker without interrupting the task

Levels of attention

Level 1
- **Extreme distractibility**
- Attention unintentional and fleeting

Level 2
- **Single channelled attention**
- Restricted to one activity with need to ignore other visual or verbal events to concentrate

By 24 months

Level 3
- **Still single channelled**
- Begins to attend to adults
- Able to shift attention from speaker to activity with adult help

By 36 months

Level 4
- **Still single channelled** but **more easily controlled** without help of adult
- Can shift full attention spontaneously between speaker and task

By age 4

Level 5
- **Dual channelled attention**
- Can pay attention to speaker without interrupting task or looking at speaker

By age 5

What can impact successful development?

- Lack of opportunities to develop skills

- Lack of models for good listening behaviours

- Developmental delay/disorder

- Sensory impairment e.g. hearing impairment

- ASD

- Auditory processing disorder

Environmental influences on attention and listening

- Background noise - particularly constant and raised volume **turn it off**

- Proximity **be close when talking**

- Eye contact **be face to face**

- Shared knowledge **explain what you want clearly**

- Visual and physical distractions **reduce these as much as possible**

What can you do?

Activities

- short motivating games
- listening walks
- stop/go games
- turn-taking games
- exciting activities with anticipation- feely bag/box,
- games with quick responses,
- visually and auditory exciting activities – bubbles, pop up toys, noisy toys,
- singing,
- sound matching games,
- copying games
- memory games

Environment changes

- turn off TV/radio when talking
- have quiet space for homework/listening activities
- sit face to face when talking
- reduce number of toys available or visual distractions

Communication changes

- exaggerated facial expression
- follow child's interests as they will attend for longer
- make expectations clear and simple
- make eye contact before giving instruction
- use interesting tone of voice
- get child's attention before talking – maybe touch on arm if can't switch focus

Understanding

Attention and Listening

Play

Pre-verbal skills
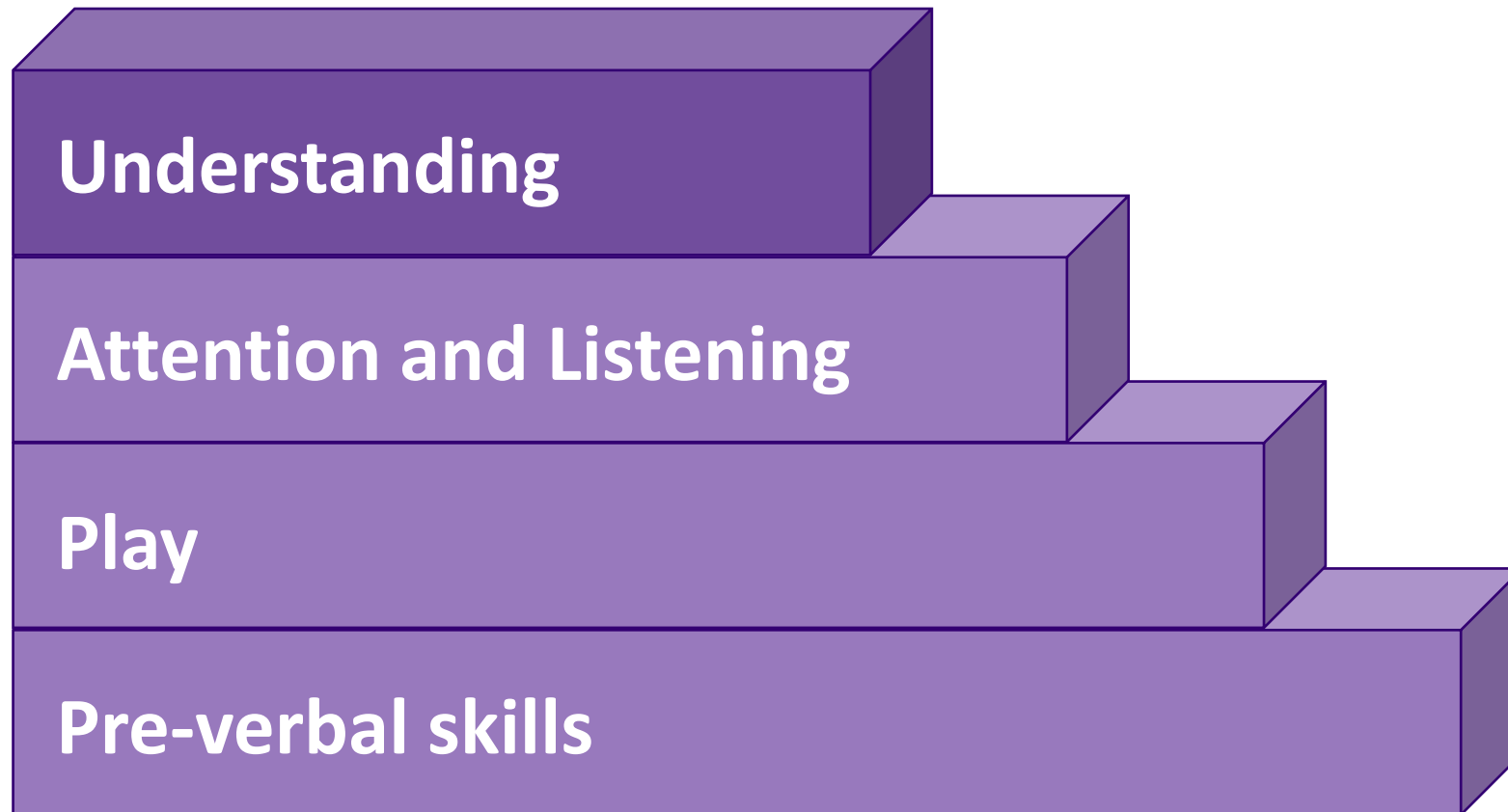
Understanding (receptive language/comprehension)

- The brain makes sense of the information it receives
- Relies on accurate information coming into the brain and an ability to break the information down
- Links to experience
- Relies on both auditory and visual skills
- Involves learning the meaning of words, sentences, concepts, grammar and higher-level skills like hidden meanings

Grammar - understanding the rules of language which change meaning

Auditory memory - remembering verbal information

Higher level skills e.g. inference, humour, idioms
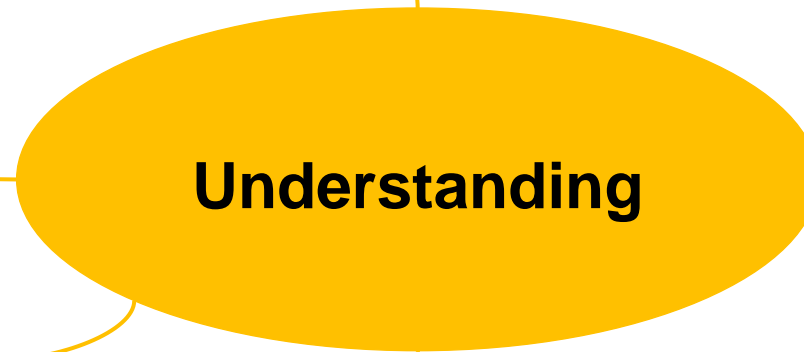
Understanding

Vocabulary - understanding what words mean

Information Carrying Words - holding and processing an amount of information

When all goes well…

9 months: understands familiar language in context by responding with an action, understands names of key people e.g. mummy/daddy – looks towards them when somebody says 'mummy', anticipation

18 months: understands single words for familiar things (e.g. body parts, toys, everyday objects, people), understands simple instructions in the right context (e.g. put it in the bin), understands new words every week

2.5 years: understands two key words (e.g. find teddy's nose), action words, some early concept words (e.g. big/little) and simple questions (e.g. who's that?), understands longer instructions in familiar situations (e.g. let's go upstairs for bath time)

4 years: understands four key words , prepositions (in/on/under), range of adjectives, plurals, WH questions (who, where, how and why), negatives (no/not), questions about the past, present and future, understands links between words in categories

When all goes well…

5-7 years:
- Focus on one thing for longer without being reminded
- Rely less on pictures and objects to learn new words
- Use their language skills in learning to read, write and spell
- Learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour
- Learn that different words can mean the same thing such as 'minus' and 'take away'
- Understand feelings and descriptive words like 'carefully', 'slowly' or 'clever'
- Use language for different purposes such as asking questions or persuading
- Share and discuss more complex ideas
- Use language in a range of social situations.

Ref: ICAN Talking Point

When all goes well…

7-11 years:

- Use language to predict and draw conclusions.

- Use long and complex sentences.

- Understand other points of view and show that they agree or disagree.

- Understand comparative words e.g. 'it was earlier than yesterday'.

- Keep a conversation going by giving reasons and explaining choices.

- Start conversations with adults and children they don't know.

- Understand and use passive sentences where the order of the words can still be confusing for younger children e.g. "the thief is chased by the policeman".

Ref: ICAN Talking Point

Difficulties you may encounter

- Developmental Language Disorder (primary difficulty)

- Language delay/disorder related to other condition (secondary difficulty) e.g. ASD, Down Syndrome, Hearing Impairment

- Global Developmental Delay

- Lack of exposure to words and language or learning from a poor model

- Case study B:

Carys is 7 years old. She is always looking around the classroom. She never independently gets on with a task when set by the teacher. She often answers the wrong question or goes off on a completely wrong tangent. She has angry outbursts and can sometimes lash out for no apparent reason, particularly for writing tasks. Her reading and writing are very delayed. She is chatty but doesn't always make sense.

What can you do?

- Make sure children are listening before you talk to them
- Immerse children in good language models - but pitched at the right level
- Introduce stories at the right level for the child.
- Label things in context - explain new vocabulary
- Repeat words and new language as part of daily routines
- Use gesture and facial expression along with the words
- If a child doesn't understand simplify your language -reduce the key words and simplify sentence structures
- show them using props/objects/demonstration

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Older children

- Use of visuals e.g. gesture, drawing, prompt cards, photos, symbols, signs to support language.
  Visuals can include timetables, vocabulary for the lesson, expected behaviour, sequence of steps in an activity.

- Sit pupil near to teacher

- Encourage pupil to ask questions and seek clarification – provide visual tools if needed e.g. traffic light system

- Ensure strategies are used consistently across all subjects by all teachers

- TA support when needed while encouraging independent work
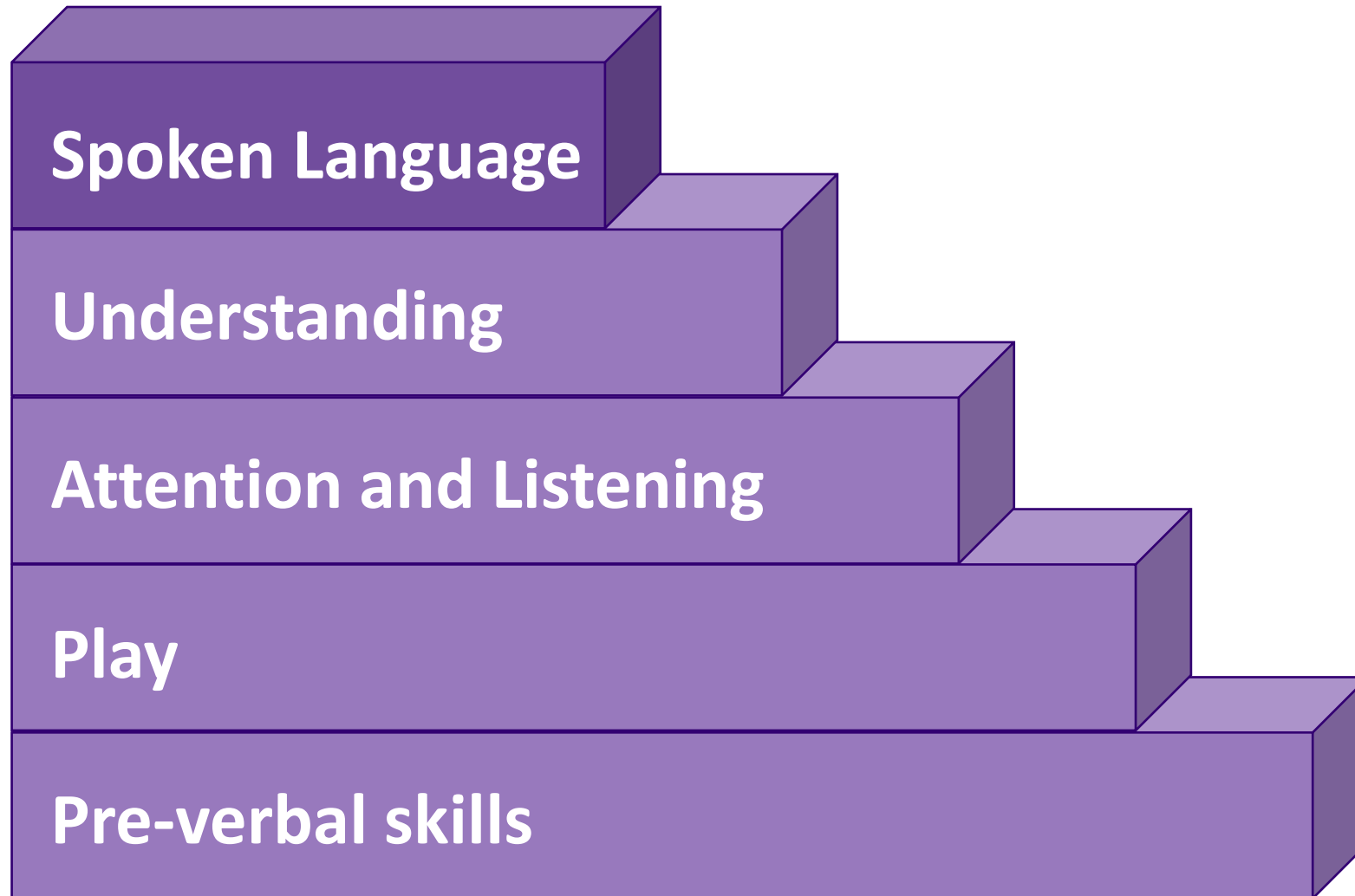
Spoken language (expressive language)
Words, sentences, grammar, use of appropriate language

Spoken language relies on:

- Having the correct words (vocabulary)

- Being able to link words in the right order

- Knowing how to use rules of grammar and syntax

- Using non-verbal cues

- Social skills (knowledge of conversational rules)

Vocabulary

- Vocabulary is the key to language learning

- Vocabulary growth is mainly determined by how much a child is spoken to, especially before age 7

- Therefore, children acquire larger vocabularies when their parents/carers use more words

- A 3 year old child from a deprived background hears 3 million words a year compared to a 3 year old child from a professional family who hears 11 million words a year (study by Hart and Risley)

The size of a child's vocabulary at age 5 is the strongest predictor of later academic success

**Poor vocabulary is the primary cause of academic failure of disadvantaged students**

Difficulties you may encounter

Same risks/causes as understanding difficulties. Understanding difficulty will mean a child is very likely to have a spoken language difficulty. Spoken language difficulty can occur without understanding difficulty.

- Developmental Language Disorder (primary difficulty)

- Language difficulties related to other condition (secondary difficulty) e.g. ASD, Down Syndrome, Hearing Impairment

- Global developmental delay

- Lack of exposure to words and language, or learning from a poor model

Supporting spoken language

- Model and explain new vocabulary
- Comment and leave pauses for the child to join in
- Repeat back what a child says, adding a word or concept
- Model good sentence structures
- Use open questions
- Offer choices
- Encourage turn taking in conversation
- Read together or introduce relevant reading material
- Encourage a child to show you if you don't understand what they are trying to tell you

Speech

Spoken Language

Understanding

Attention and Listening

Play

Pre-verbal skills
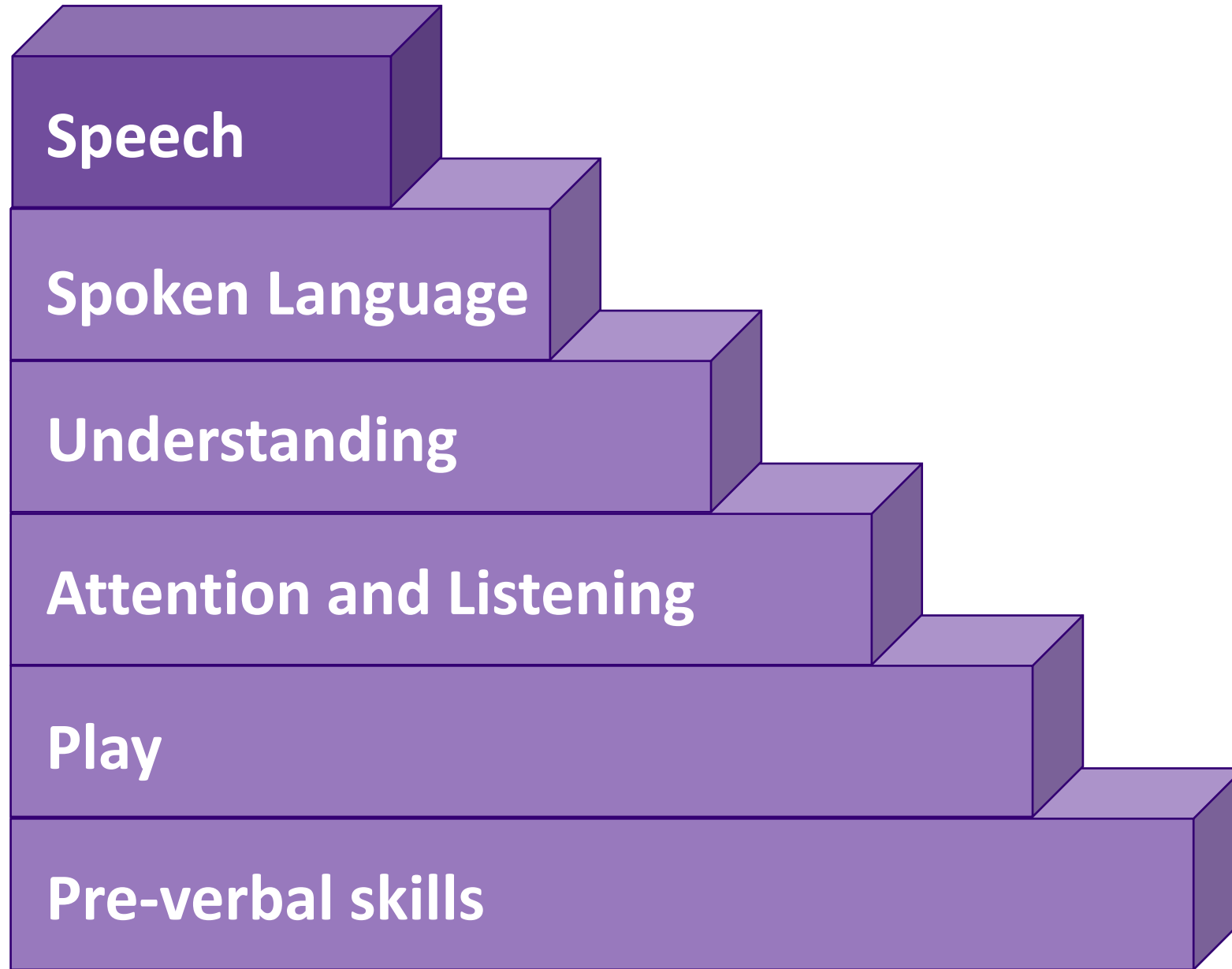
Speech

- Being able to articulate sounds clearly and accurately and link them together to form words
- Complex co-ordination of the muscles and structures of the mouth

Typical speech sound development

90% children acquire these sounds at roughly these ages

2-3 years	Sounds at the end of words Sounds in middles of words Using correct number of syllables p b t d n m
3 years	s z f v
4 years	k/c g ng sh l
5 years	Consonant clusters e.g. bl pl sp sk
6 years	r
7 years	th

Difficulties you may encounter

- Structural changes e.g. cleft palate/teeth/tongue tie. This can result in <u>articulation</u> difficulties

- Hearing impairment. This affects how children perceive sounds and the feedback they receive

- Delay in phonology (how sounds are organised in any language system). This gives predictable errors typical of a younger child

- Disordered phonology development. Atypical errors, leading to child being highly unintelligible even to familiar people

- Habits e.g. dummy sucking!

- Motor processing difficulty e.g. verbal dyspraxia

- Dysfluency (stammering)

What can you do?

- Make sure children have a good model to follow

- Provide plenty of practice through talking opportunities

- Build in quiet times during the day and reduce high levels of background noise

- Remove dummies and bottles by 1 year

- For younger children, do not 'correct' their speech directly but model back how to say the word

- For older children see if they can copy the way you say a word. Gently prompt them to correct their speech error if they need help to remember

What can you do? Speech games

Play lots of sound awareness games and have fun with sound making

      Copying faces in the mirror

      Copying sounds

       Making symbolic sounds

     Speech sound bag

     Syllable clapping

     Play with sounds during play

     Rhymes

     I spy

Steps to literacy

- Underpinning communication and language skills are crucial for developing reading and writing skills

- Sharing stories is a great way to support speech and language development by providing opportunities for interaction, shared attention and exposure to a rich and varied vocabulary

- Enjoying book sharing with children from birth helps to develop a love of reading. This is key to developing confident readers

- Children who read for pleasure make better progress in maths, vocabulary and spelling than those who rarely read

- For children there is a clear link between reading frequency and reading enjoyment

Useful resources

- BBC Tiny Happy People bbc.co.uk/tiny-happy-people/
- Tips, activities and videos of simple activities that promote interaction

www.ican.org.uk: [Primary and secondary school teachers (ican.org.uk)](ican.org.uk)

Support available

- Health visitors, paediatricians, social workers and school nurses

- Children's Centres

- Community groups

- Library sessions e.g. Bookstart bears

- Early Years Child Development tool

- www.stokespeaks.org

- Speech and Language Therapy (check referral pathway in your area)

- Early Years teams

Key messages

- Speech and language difficulties are amongst the most common developmental difficulties for all children

- Early identification is crucial

- The solutions are often very simple everyday interaction activities

- If these are not enough timely referral for support is essential

- Left unsupported, SLCN can lead to a wide range of poor outcomes for children and young people

Questions?

Further information

stokespeaks.org

ican.org.uk

thecommunicationtrust.org.uk

literacytrust.org.uk

bbc.co.uk/tiny-happy-people

hungrylittleminds.campaign.gov.uk/

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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:

- Recorded webinar - SLCN and DLD: What Every Teacher Needs to Know

- Recorded webinar – Whole Class Reading: Access for All

- Developmental Language Disorder Guide
    - Resource Handbook
    - 4-part Introductory Webinar Series
    - 4-part Intermediate Webinar Series

- Autism Resource Suite

Upcoming WSS Events:

- **Preparation for Adulthood: High Aspirations through All Stages of Education**
- **Early Identification and Intervention**
- **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?

All responses and submissions will be kept confidential.

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:

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