Hertfordshire County Council – SEND SAS Graduated Approach for Speech Language and Communication Needs (SLCN) Summary

UNIVERSAL SLCN LEARNER PROFILE	UNIVERSAL ACCESS - SCHOOL	UNIVERSAL ACCESS – SUPPORT SERVICES
• CYP has SLCN which can be managed well in a mainstream class with appropriate differentiation of tasks and modified teaching style, in line with Quality First Teaching. • CYP would not have direct involvement from a speech and language therapist. • Teaching staff would monitor language and literacy skills and be alert to: aspects of speech development, expressive language skills and understanding of language. • Impact on access to the curriculum and barriers to peer interaction should be identified early. • CYP may demonstrate *some* social communication difficulties, for example, conversational skills and joining teams or groups.	**The teacher is responsible for the learning and progress of the CYP in the mainstream class** • Quality First Teaching meets the needs of all pupils and includes: pace of delivery, flexible grouping arrangements; some differentiation of activities, materials and questioning. Awareness of impact of SLCN on basic skills, i.e. oracy, literacy and numeracy. • Environmental adaptations are made to meet the sensory needs of all pupils, including distractions and background noise • Consideration is given to CYP's learning style. • Setting understands that SLCN may have a wider impact on a CYP's social and emotional wellbeing, including vulnerability to social isolation and low self-esteem.	Support Services will not generally be required at this level. However, settings should ensure that staff are appropriately trained in SLCN in order to identify and address emerging need in CYP. The use of SLCN resources as outlined in the SLCN Quality Offer document will support this. Settings should consider the free online SLCN training offered by The Communication Trust
UNIVERSAL PLUS SLCN LEARNER PROFILE	**UNIVERSAL PLUS ACCESS - SCHOOL**	**UNIVERSAL PLUS ACCESS – SUPPORT SERVICES**
• CYP has some identified SLCN and the setting will discuss the needs of the CYP with the link SALT and parents. • Identified SLCN could include: (i) a still developing speech sound system; (ii) difficulties understanding spoken or written language and following instructions; (iii) poor vocabulary development; (iv) listening and attention difficulties. • CYP may have difficulties with reading comprehension, understanding mathematical language and concepts, getting ideas for writing and using appropriate sentence structures. • The CYP with SLCN may be working below ARE, and may be developing coping strategies such as copying work/following peers for prompts. There may be concerns regarding the development of social skills and peer relationships.	School provision/additional support as for **Universal**, and: • Baseline assessments completed and strengths and weaknesses identified. Information about the CYP's difficulties is shared with relevant staff, in partnership with parents; pupil profile is co-produced. • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Careful consideration of class dynamics and environments • The pre-teaching /overlearning of subject/topic specific vocabulary will be part of usual class routines • Deployment of TAs to support curriculum access	Discussion of identified SLCN with link SALT. Visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting, as difficulties emerge. Discuss with setting's link SALT if appropriate: https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/
TARGETED SLCN LEARNER PROFILE	**TARGETED SUPPORT - SCHOOL**	**TARGETED SUPPORT – SUPPORT SERVICES**
The CYP has identified SLCN which require **additional specific provision.** • The CYP is known /has been referred to the Speech and Language Therapy Service and may have targets set. • With the appropriate support in place, the CYP can access a differentiated mainstream curriculum and is making progress • Continuing difficulties could include: dysfluency and poor intelligibility, weak phonological development, vocabulary difficulties, poor understanding. Text-based comprehension and inferential skills may still be developing. In expressive language, CYP may have word finding difficulties following a disordered pattern and difficulties constructing a sentence. CYP may have difficulties using language to problem solve and may find it hard to ask for help and support. • There may be on-going or emerging concerns with social interaction, peer relationships.	• School provision/additional support as for **Universal Plus**, and: • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability • If relevant, Speech and Language Therapist's advice reflected in lesson/curriculum planning and delivery overseen by SENCO, monitored and impact assessed • Individual or small group vocabulary sessions, targeting key curriculum words and developing independent strategies • School pastoral support to make peers aware of SLCN for improved social understanding. Well targeted social skills groups to be offered • Contact SLCN Bases for additional support/advice on resources, specifically for tiered approach to vocabulary and questioning • Structured, well-managed approach to transition, including post-16	Discussion of identified SLCN with link SALT. Visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting, as difficulties emerge. Discuss with setting's link SALT if appropriate: https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/

TARGETED PLUS SLCN LEARNER PROFILE	TARGETED PLUS SUPPORT - SCHOOL	TARGETED PLUS SUPPORT – SUPPORT SERVICES
The CYP has **significant SLCN as a primary presenting need** which impacts on access to, and progress in, the curriculum, requiring long term involvement of educational and non-educational professionals. • CYP has persistent and significant difficulties in comprehension and expression of language and possibly some complexity of need in relation to social communication. Speech sound development may be following a typical pattern or delayed. • There is likely to be an impact on developing literacy skills, which will impede access to many curriculum areas without high levels of visual support, differentiation and reasonable adjustments.	School provision/additional support as for **Targeted**, and: • Identified TA support in an inclusive mainstream setting to provide access to the curriculum, taking into account advice from agencies and provision indicated in EHCP. Elklan training for TA is desirable. Settings must ensure ongoing CPD in SLCN. • Advice on curriculum differentiation, and production of materials; further equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. • The use of specialist or adapted equipment or software for appropriate to access the curriculum. • Specialised modification of all teaching and learning styles and resources, facilitating metacognitive approaches • Support for CYP's self-advocacy and self-awareness • Reference to SALT or specialist speech and language teacher advice on appropriate classroom strategies to support progress • Specialist communication strategies as needed by individual e.g. PECS, Makaton	If the needs of the CYP are more complex you may require additional support to be offered by a specialist teacher. Contact details are by area as indicated: North Herts and Stevenage St Albans and Dacorum East Herts, Broxbourne, Welwyn and Hatfield Watford, Three Rivers and Hertsmere The SLCN Base in your area may also be able to offer more detailed advice and support, depending on capacity. In addition, your setting may benefit from specific targeted training, offered by HCT SALT team: https://www.hct.nhs.uk/media/2940/training-offerfinal-with-cover.pdf
SPECIALIST SLCN LEARNER PROFILE	SPECIALIST SUPPORT - SCHOOL	SPECIALIST SUPPORT – SUPPORT SERVICES
The CYP will **experience significant, complex, persistent and enduring** difficulties with SLCN • The CYP presents with a range of difficulties and an accumulation of complex and layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, social communication and cognitive needs. • It is likely that the CYP will have additional learning needs and possible other co-existing needs. • The complexity of need is likely to be high. The CYP may make small steps of progress or 'plateau' for extended periods of time. • Specialist support, with high levels of adaptation, will be required to facilitate access to the curriculum and ensure social inclusion	School provision/additional support as for **Targeted Plus**, and consider that some CYP with this level of need may require: • Highly visual teaching strategies commonplace to support spoken word, and access to text • Use of Makaton signs, PECs, TEACCH, Communicate in Print, SymWriter symbols, as appropriate • Curriculum to include Life Skills • Some assessment of CYP with complex SLCN and co-occurring needs may use SCERTS framework • An eating and drinking plan, as appropriate • Additional staff support with communication aids: to programme, maintain daily charging, back up programmes and promote day-to-day use. • Delivery of communication groups by teachers /TAs under guidance of SALT	As above.

Speech and Language Bases in Hertfordshire (March 2019)

DSPL 1	Hillshott Infants School	Letchworth	DSPL 6	Cowley Hill School – KS1 and KS2	Borehamwood
DSPL 2	Round Diamond Primary School Giles Nursery and Infants' School	Stevenage Stevenage	DSPL 7	Sauncey Wood JMI	Harpenden
DSPL 3	-	-		-	
DSPL 4	Flamstead End Primary Downfield JMI School	Cheshunt Cheshunt	DSPL 8	Chaulden Infant & Nursery Chaulden Juniors Longdean School-Secondary	Hemel Hempstead
DSPL 5	Onslow St Audrey's School-*Secondary*	Hatfield	DSPL 9	Central Primary –KS1 and KS2	Watford