Supporting Speech, Language and Communication Needs (SLCN) – Part 4

Overview

Speech, Language and communication are important in almost everything we do. Being able to make our thoughts, ideas, our needs known, things we like and dislike, interacting with others and making friends are critical life skills. However for many children and young people these skills are much more difficult to develop; they have speech, language and communication needs (SLCN). Every child or young person with a speech, language or communication need is different.

This CPD activity is the 4th in the set of 4 and will help you to understand the difference between a difficulty in speech, to one in language or communication. You will look at the profile of a child and strategies that may support them.

Target audience

Teaching assistants, support workers

Duration

Approximately 1 hour

The Learning Institute provides opportunities for individuals and communities through high quality education, training and research programmes that challenge personal barriers and promote social inclusion. To find out more, please get in touch.

Introduction

Children and young people with speech, language or communication needs (SLCN) cover the whole ability range. They may find it more difficult to:

- communicate with others
- take part in conversations

This is either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences:

- understand meaning when they hear or see a word

This can lead to words being used incorrectly or out of context and the child having a smaller vocabulary. It is important to remember that difficulties in speech, language and communication are not always entirely separate and can overlap.

"The ability to communicate is an essential life skill for all children and young people and it underpins a child's social, emotional and educational development." (Bercow, 2008, p. 6)

Special Educational Needs and Disability (SEND) Code of Practice (2014)

- A statutory code of practice (CoP)
- Contains details of legal requirements that you must follow without exception
- Contains statutory guidance that you must follow by law unless there's a good reason not to
- First CoP 2001, current one 2014 (updated May 2015)

This 2014 document made some critical points:

- Added the D for Disability to the title, previously SEN
- Replaced statements with Education, Health Care Plans (EHCP)
- SEND is everyone's responsibility
- The need to have a SEND governor
- Waves of response and a graduated response
- Meaning of Inclusion; strategies to support children with a special educational need should be good for all children

Definitions of Inclusion in Literature

"Inclusion involves change. It is an unending process of increasing learning and participation for all students. It is an ideal to which schools can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. An inclusive school is one that is on the move." (Booth and Ainscow, 2002).

"Inclusion: an approach going beyond the idea that all children should be educated in the same place, stressing equity and including everyone, if possible, in the curriculum. Major ideas are participation, development of full potential and involvement in the wider community" (Sage, 2004, p11).

Objectives

- To look at how best practice and inclusion means whole school focus on SLCN.
- To explore the Noisy Classroom Project: Speech, Language and Communication

Resources

Pen and paper for note taking

Internet access to following:

- Oracy in the classroom: strategies for effective talk [video, 6.03 mins], available at https://www.youtube.com/watch?v=2ADAY9AQm54
- Noisy Classroom Project: Speech, Language, Communication. Available at https://noisyclassroom.com/primary-oracy-activities/.
- Department for Education (DfE) and Department of Health (DH) SEND Code of Practice, available at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Task 1: Oracy in the classroom

This task will help you to understand how inclusive practice meets the needs of all children, including those with a special educational need in speech, language and communication where ever possible.

"Oracy is the keystone to everything that happens in the curriculum, there is such high expectations for talk, it does really make a difference in how articulate and confident they are." (School 21 quoted in Edutopia, 2016)

The school in the film clip *Oracy in the classroom: strategies for effective talk*, available at https://www.youtube.com/watch?v=2ADAY9AQm54, has embraced the meaning of inclusion in the current SEND Code of Practice (2014) and has changed their curriculum, teaching and environment to enrich and support speech, language and communication needs for all children. Oracy is at the heart of all planning and is seen as a key curriculum and life skill.

Watch the film through once. Then read the questions below.

Whilst watching the film for a second time consider:

1. How does School 21 ensure this is a whole school focus?
2. What strategies does the school use?
3. What are the 6 Discussion Guidelines and why are they important?
4. What groupings do they use to support oracy?

Reflect in light of the film on the focus of oracy (speech, language and communication) in your setting. Make bullet point notes of your thoughts and ideas.

Task 2: The Noisy Classroom Project

Part 1

The Noisy Classroom Project outlines primary oracy activities that can be embedded in the curriculum for schools wanting this as a key focus (speech, language and communication). You can visit their website at https://noisyclassroom.com/primary-oracy-activities/.

Many of the activities are also appropriate for older children. Read through the listed activities. If interested or curious about one of them, click on it and a new web page opens up. Here you will find resources you can print, information on how the activity is run and suggested topics the activity can link to.

Part 2

Next to the list of activities are video films of classes using some of the activities Noisy Classroom Project suggest. At the bottom of the page is a link to case studies of schools who have implemented Noisy Classroom strategies and ethos.

- Make a note of activities that could be useful

- Make a note of the link

- Who else would find these useful, who could you share them with? Consider how you will share these resources to ensure that they are used with the children.

Task 3: Reflection on learning

There are many strategies incorporated in the short video of School 21 in Task 1.

Consider:

- How great a focus does your school have on oracy? Is it a key focus and embedded across the curriculum?

- How could you develop this further?

- List any thoughts you want to follow up on, people you want to talk to, questions you want to ask.

- Who do you want/need to talk to now?

Sources

Bercow, J. (2008) *The Bercow Report: A Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs*. Available at: https://dera.ioe.ac.uk/8405/7/7771-dcsf-bercow_Redacted.pdf. (Accessed: 19 April 2020)

Booth, T. and Ainscow, M. (2002*) Index for inclusion, developing learning and participation in schools.* Available at: http://www.csie.org.uk/resources/inclusion-index-explained.shtml (Accessed: 19 April 2020)

Department for Education and Department for Health (2014) *Special educational needs and disability code of practice: 0 to 25 years*. Available at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (Accessed 20 April 2020).

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Sage, R. (2004) *A World of Difference: Tackling Inclusion in Schools*. Stafford: Network Educational Press.

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