

Speech, Language and Communication Needs Wave 2

Assess

- Ensure Quality First Teaching is in place.
- Liaise with class teacher to outline and clarify area of concern e.g., attention and listening, understanding, expressive language, vocabulary or speech sounds.
- If social communication concerns exist in isolation please refer to the social communication graduated approach.
- Complete classroom audit tool from the Communication Trust (Appendix 1).
- SENCO and key staff to meet and discuss concerns with the child or young person and their family.
- Trial top tips for the area with most concern (Appendix 2).
- Detail the impact of the SLCN on accessing the curriculum and social relationships.
- Assess staff knowledge and skills to help plan and deliver specific interventions for targeted pupils and identify training needs.
- Complete pupil voice with child discussing strategies used where appropriate and any ideas of 'what would help me'.

- Use EHA framework to plan next steps.
- Review outcomes of the classroom audit tool and associated resources.
- Plan and refresh staff training and development needs including access to recommended online training packages (Appendix 4).
- Plan for a friendship support group / buddy system in school to help develop social interaction and communication skills.
- Plan to implement small group teaching targeting language skills (Appendix 3).
- Identification of SMART outcomes, share with child or young person (if appropriate) and their family.
- Consider whether any further assessments are needed.
- Consider whether visuals are needed to support understanding.
- Ensure the classroom environment provides an inclusive and supportive ethos for children with SLCN.

Plan

SEN Support (provided via schools own resources)

Review

- Liaise closely with the family and external agencies to review the strategies and support implemented
- Review the impact of SLCN interventions and consider next steps.
- Identify and celebrate any progress made by the child since the development of this plan.
- Review, update and manage language and vocabulary needs and support with visual resources within the classroom /lesson.
- Review, update and manage academic progress focusing on the curriculum and social relationships
- Consider any other interventions, approaches and resources that the child may benefit from access to
- Consider whether there are any emerging emotional health and wellbeing needs linked to the child's SLCN.
- Pupil passport and EHA updated.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a referral to an appropriate agency / begin EHCP evidence gathering.

- Ensure QFT is in place.
- Implement advice or programme devised by SALT/EP/Ladywood Outreach.
- Ensure that teacher planning links intervention/any SALT programmes with learning in class to ensure continuity, overlearning and the application of skills/knowledge.
- Create a multisensory environment that promotes language learning, verbal information should be supported with visual examples and learning by doing.
- Accept all methods of communication; words, gestures, signs, symbols, written word (Total Communication).
- Access appropriate training for staff.
- Implement the outcomes of the classroom audit tool and associated resources.
- Create a visual approach to teaching and learning new concepts and ideas.
- Consider creating a pupil passport detailing strengths and needs so all staff are aware of the support that needs to be in place.

Do

Speech, Language and Communication Needs – Wave 3

Assess

- Analysis of internal data over time / before and after intervention and impact of interventions.
- Complete a detailed and targeted observation using standardised tools, e.g., Wellcomm, Communication Trust Progression Tools, & Talkboost etc (Appendix 1).
- Consider the need for a more detailed assessment of speech, language and communication needs by an external support service e.g. SALT/EPs/Ladywood Outreach etc.
- Ensure that there are no underlying difficulties impacting on the child's SLCN e.g. more generalised learning difficulties/hearing difficulties etc.
- Ensure that parent/carer and child views are gathered re what works well and areas of concern.
- Assessment/observation of classroom learning environment and SLCN demands.
- Trial top tips for all areas of concern (Appendix 2) .
- Identify training needs of staff (Appendix 3).
- Review and re-assess actions on EHA action plan

- Plan and refresh staff training and development needs including access to recommended online training.
- Plan for any further assessments required.
- Plan for interventions including staffing, resources and adapting the environment.
- Plan for a friendship support group / buddy system in school to help develop social interaction and communication.
- Plan for child or young person to access an appropriate communication environment, consider a quiet, low stimulus area for new skill teaching.
- Plan to implement 1:1 opportunities to complete Speech and Language Therapist designed activities.
- Plan how to teach the child by reducing any barriers presented by their SLCN e.g. the impact of speech sound difficulties on reading acquisition etc.
- Plan and agree the outcomes to be worked towards with the family and child/young person.
- Plan for pre and post teaching of key vocabulary/language concepts to enhance lesson access

Plan

SEN Support (provided via schools own resources)

Review

- Liaise closely with the family and external agencies to review the strategies and support implemented.
- Review the impact of SLCN interventions and consider next steps.
- Consider any coexisting needs and barriers to the success of interventions – liaise with external agencies for support.
- Identify any ongoing, or new and emerging, needs.
- Review, update and manage academic progress focusing on the curriculum and social relationships.
- Quality Assurance of intervention/SALT programme/ curriculum delivery by school staff alongside outside agency if appropriate.
- Update communication passport if needed.
- Update the EHA.
- Plan next steps with the child/young person, parents (step down, further Assess, Plan, Do, Review cycle, request for EHCNA).

- Implement updated advice or programme devised by SALT/EP/Ladywood Outreach.
- Increase exposure to all methods of communication; words, gestures, signs, symbols, written word (Total Communication).
- Develop an individual and personalised communication passport (Appendix 5).
- Implement any pre and post teaching needed.
- Ensure that the language used in the classroom is appropriately modified and that visual and experiential supports are provided where needed.
- Use well planned group work flexibly to promote independence and reduce dependence on a named adult
- Implement any agreed teaching approaches to reduce the impact of SLCN on learning e.g. whole word/language based approaches in addition to phonics to support literacy acquisition.
- Access to appropriate training for staff working with the child/young person.
- Regular liaison between class teacher, SENCO and parent.

Do