

Speaking Out

Speech & language framework



Working in partnership with



Essex County Council

Introduction

The Speech and Language Framework (SALF) developed from a desire to set up a model of productive collaboration. Speech and language therapists from Essex NHS Trusts and colleagues in education from Essex Special Educational Needs and Psychology Service (SENaPS) have worked together on the project. The aim was to identify the needs of and improve support for children with speech, language and communication difficulties.

The steering group for the project were:

- Jane Ryder-Richardson, Team Manager – Provision Development and Interagency Links (SENaPS)
- Frances Prattent, Senior Specialist Educational Psychologist (SENaPS)
- Vivien Clifford, Specialist Speech and Language Teacher (SENaPS)
- Wendy Harvey, Specialist Speech and Language Teacher (SENaPS)
- Alison Gray, Speech and Language Therapy Manager (NHS)
- Michelle Parker, Speech and Language Therapy Manager (NHS)

Other colleagues and a group of parents contributed to evaluations and revisions of the document.

The project has been supported by the Department for Education and Skills (DfES) Standards Fund.

The SALF contains a set of descriptions each outlining the characteristics of speech and language disorders and delays. They are designed to cover children with a wide range of difficulties with speech, language and communication.

The descriptors can be matched to the packages of support contained within this document. These packages outline a range of options to support schools in meeting the needs of children with speech and language difficulties.

The SALF was evaluated and developed across a wide range of educational provisions from preschool to secondary. Special schools and mainstream schools including those with enhanced provisions were included. It is expected that it will be used in all of these settings.

Forbes (2001) identifies the hallmarks of 'productive collaboration' as 'mutual trust and respect, joint goal-setting, joint training and parental satisfaction with the provision'.

Reference:

Forbes, J. Teacher/therapist collaboration policy: an analysis. *Child Language Teaching and Therapy*, 2001, 17 (3):195-205.

We hope that these aims are met by the Speech and Language Framework.

With thanks to the two former pupils from an Enhanced Provision for Speech and Language, based in an Essex primary school, who allowed us to use the photo on the front cover of this document. One boy was the subject of the photo and the other boy the photographer.

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Speech and Language Framework

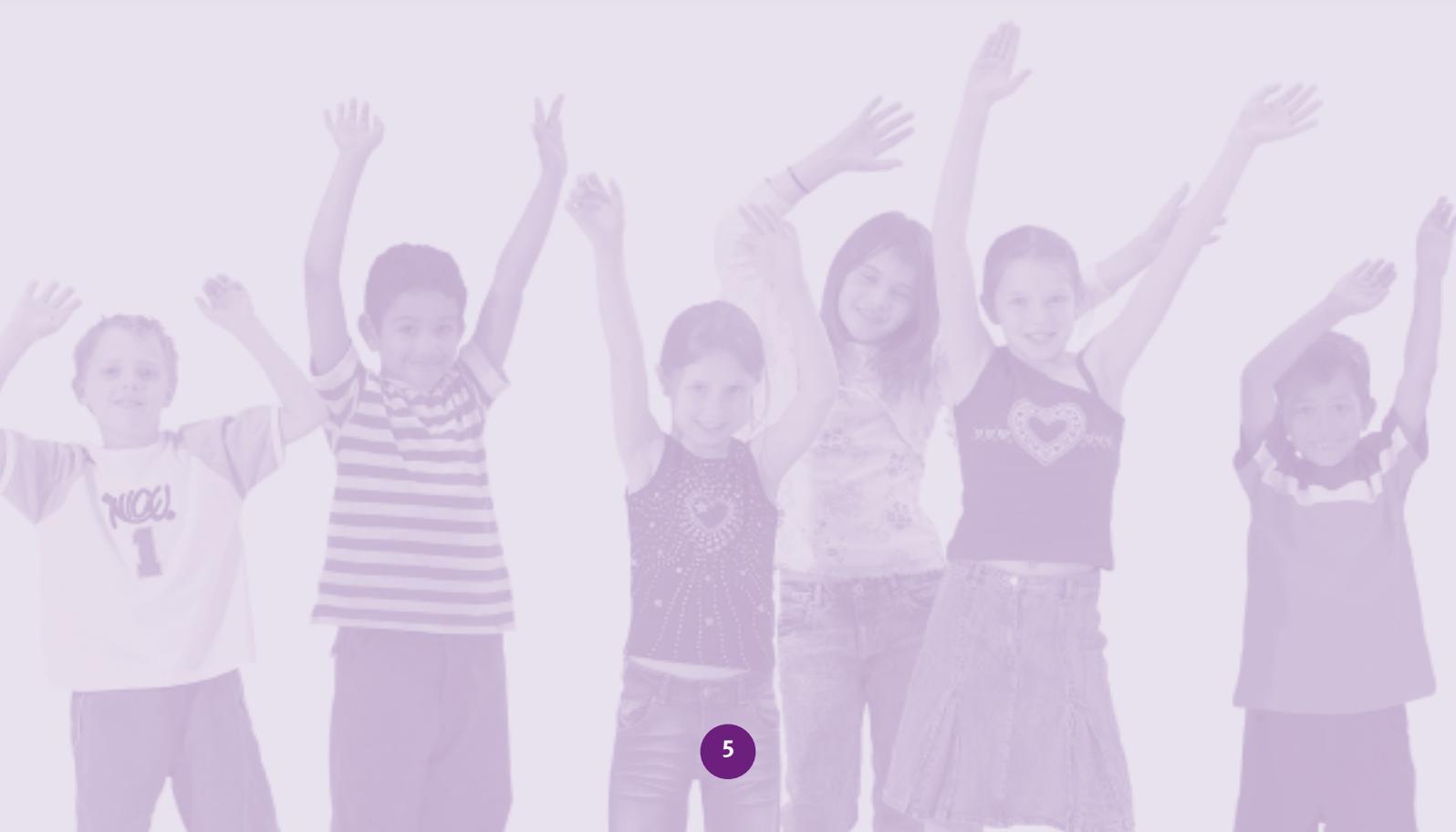
User Guide

It is essential to read this User Guide before starting the process.

The Speech and Language Framework (SALF) enables practitioners to profile individual children by using the speech and language descriptors, and then to agree their package of support. The User Guide provides sufficient information for the Framework to be completed.

- Rating should be undertaken jointly by school staff and the speech and language therapist. Information should be included where possible from parents and from other professionals, for example, assessment information from educational psychologist or specialist teacher.
- It would be appropriate to rate those children where there is concern raised by school and/or therapist. A referral should be made following the local speech and language therapy (SLT) department's procedures.
- Copies of the completed speech and language profile form should be retained by the school and in the therapy file. Blank forms are in Appendix B.
- A school profile form is included for use as required. (Appendix C).
- Initially children will be rated according to their chronological key stage. Some children may need to be rated according to an earlier key stage but this will obviously indicate a raised level of concern.
- Using the descriptors, find the description that best matches the child in each of the areas of language.
- Highlight the relevant information in each area (children may show a range of abilities within a given area, one or several may be highlighted).
- A child may be rated across a number of descriptor levels from 4 – 1 and may not demonstrate difficulties in all areas. The comments box may be used to indicate that there is no difficulty in a particular area.
- For each child consider the priority area of need indicated by the descriptors. This will take into account educational and communication factors and will be the predominant area of difficulty. This will lead to a decision regarding the appropriate package of support required. The final decision must take into account the most significant area for intervention.
- A decision about a package of support may be influenced by additional factors such as behaviour or emotional difficulties. Page 38 outlines other such factors. These may affect the choice of package selected.
- The package of support document should be considered carefully to define the responsibilities of the speech and language therapist, school and Special Educational Needs and Psychology Service (SENaPS) staff in meeting the needs of the child.
- The packages of support are a guideline and may be used flexibly.* For example, a child may require more than three diagnostic assessment sessions.
- There may be situations where a package is selected but a higher level of therapy input is needed in the first instance. The choice of package should be based on the child's profile but discretion can be used in establishing patterns of input in the early days. The recommended package of support should be recorded on the child's speech and language profile.
- Some descriptions refer to a child having age appropriate skills. Knowledge of these is based on users' expectations of typical development for the age group within the classroom.
- A glossary is included on page 6. This contains definitions of words which might be unfamiliar in the framework, although every effort has been made to avoid use of jargon.

- The descriptors can be used to monitor progress.
 - The User Guide provides sufficient information to enable the Framework to be used without training. Evidence shows that the Framework is more easily used and interpreted with familiarity and when used in collaboration with other professionals.
 - Appendix A relates to children who are having difficulty with swallowing (dysphagia). These children should be managed by a medical multi-disciplinary team. The severity of their swallowing difficulty will be assessed and described by one or more members of the multi-disciplinary team who should then provide appropriate liaison and training to school staff.
 - The SALF is designed to profile the speech and language skills of individual children, where this is a key concern. It may not be the most suitable tool where other factors are currently more significant, or for children who are preverbal.
- * **Speech and language therapy is provided by several local services within Essex, each of which may be organised differently. While all these services embrace the principles of the SALF, speech and language therapy intervention will be delivered within local models of service delivery.**



Glossary

AAC	Alternative and Augmentative Communication: low-tech systems - sign systems such as Makaton/Signalong and use of symbols high-tech systems - mechanical or ICT methods	Grammar	structure of words such as markers for plurals (boy/boys), verb tenses (marked by -ing/-ed); combination into phrases and utterances
Articulation	the physical production of speech sounds	IEP	individual education plan
Aspiration	food or drink entering the lungs, which can give rise to infection/pneumonia	Initiating a topic	introducing a new idea into the conversation
Discourse	a continuous piece of spoken language, longer than a sentence, e.g. conversation, explanation or narrative	MDA	mid-day assistant
Dysarthria	articulation impairment of neurological origin, causing muscular weakness which affects accuracy and speed of speech	NC	national curriculum
Dysphagia	difficulties with swallowing. For more information, see Appendix A.	Oromotor	lip and tongue movements needed for speech
Dyspraxia (oral)	motor co-ordination difficulties affecting easy and accurate sequencing of sounds into words	Phonology	rule-based system of sounds used within words
Echolalia	repetition of what has been heard, often without meaning and used inappropriately	Repair	how speakers and listeners adapt, repeat or check the conversation if something is not clear or not understood
EP	educational psychologist	School	refers to any educational setting including preschool
		Semantics	the meaning of words (a dictionary type definition) and how they relate to one another, for example: <ul style="list-style-type: none">• same set or category - cat, dog, rabbit (pets)• opposites – hot/cold• similar meanings – small/little
		SENaPS	Special Educational Needs and Psychology Service

SLT	speech and language therapist
STT	specialist teacher team, SENaPS
TA	teacher assistant
Topic maintenance	sustaining the topic of conversation for several turns

Turn taking picking up on other people's ideas, responding or commenting appropriately and then expecting them to have a turn at speaking

Word finding retrieval (production) of words that are known, in time for conversational purposes

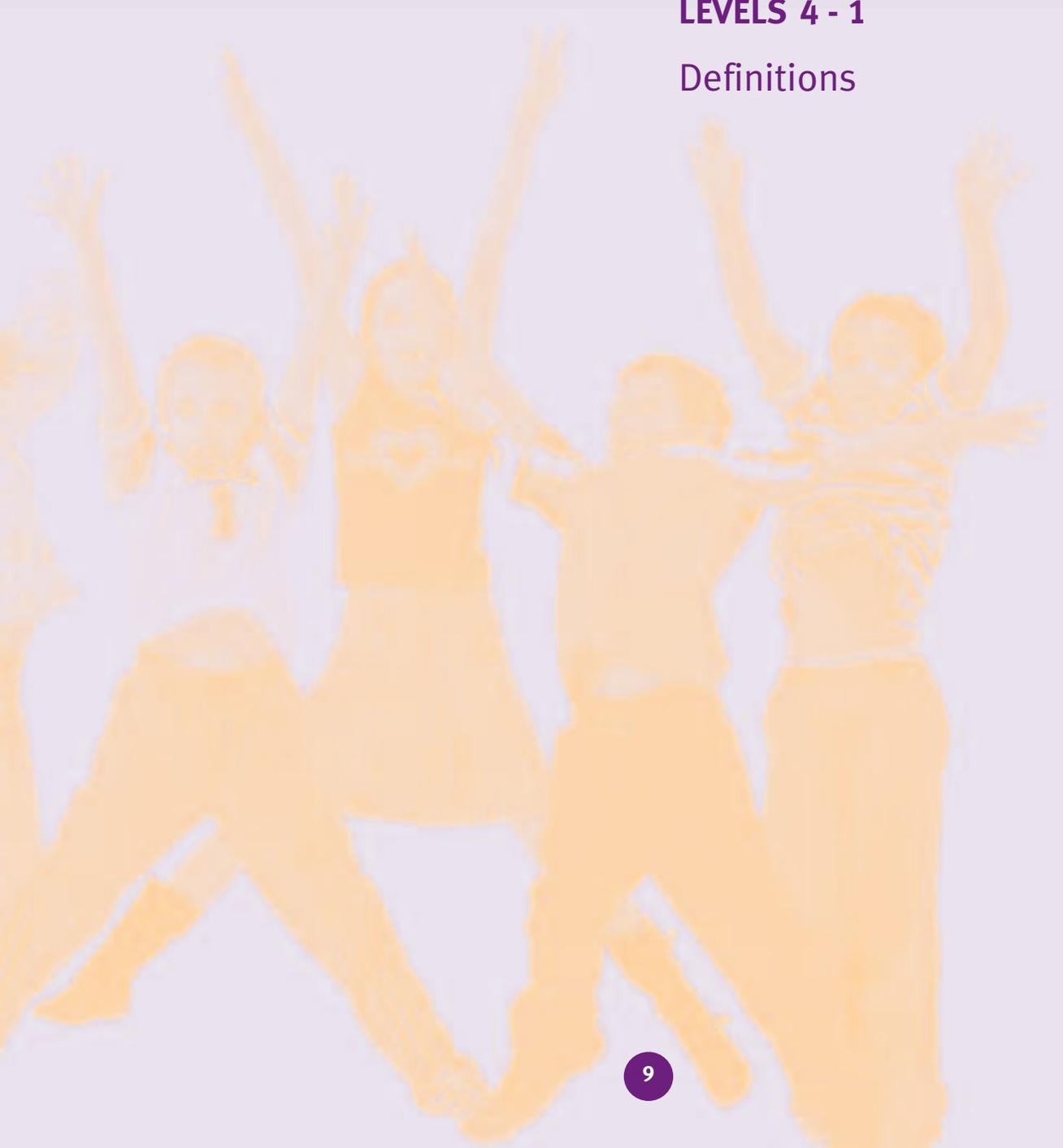




Speech and Language Descriptors

LEVELS 4 - 1

Definitions



Speech and Language Descriptor Level 4

Mild language delay

- language mildly delayed but in line with other areas of attainment
- skills developed in therapy still need to become generalised

Areas of language affected may include:

- comprehension
- expression
- verbal and nonverbal skills for effective communication and social interaction

Mild phonological or speech difficulty (including dyspraxia and dysarthria).

Usually intelligible to everyone, but:

- minor sound errors
- occasionally loses intelligibility
- therapy not expected to facilitate change
- expected to resolve spontaneously



Speech and Language Descriptor Level 3

Mild to moderate language difficulty which is likely to have some impact on the child's ability to access the educational curriculum.

Areas of language affected may include:

- comprehension
- expression
- verbal and nonverbal skills for effective communication and social interaction

Mild to moderate difficulties

- evident in one or more areas of language
- poor generalisation of skills taught, to new or different situations

On standardised tests, measuring receptive or expressive language, the child will be at the 16th percentile or below.

Mild to moderate phonological or speech difficulties (including dyspraxia and dysarthria)

- speech noticeably different from that of peers, with potential for change
- immature processes persisting beyond the average age of resolution (e.g. k = t)
- structural articulation problems (cleft palate)

Dysphonia

- difficulties with voice production (voice that is hoarse, croaky etc.)

Mild form of stammering

Speech and Language Descriptor Level 2

Moderate specific language difficulty or moderate language delay which will have an impact on the child's ability to access the educational curriculum.

Areas of language affected may include:

- comprehension
- expression
- verbal and nonverbal skills for effective communication and social interaction

Specific difficulties where language is more affected than other areas of attainment:

- evident in one or more areas of language

Moderate delay

- evident in most areas of language

On standardised tests, measuring receptive or expressive language, the child will be at the fifth percentile or below.

Moderate phonological or speech difficulties (including dyspraxia and dysarthria); everyday conversational speech often unintelligible

- four or more immature processes persisting beyond average age of resolution (e.g. 'fronting' k = t - [cat] to [tat])
- some good use of consonants and vowels in single words, but poor transfer into conversational speech
- structural articulation problems (cleft palate)

Moderate severe stammering

Speech and Language Descriptor Level 1

Profound/severe specific language difficulties or severe language delay which will have significant impact on the child's ability to access the educational curriculum.

Areas of language affected may include:

- comprehension
- expression
- verbal and nonverbal skills for effective communication and social interaction

Profound severe specific difficulties, where language is more affected than other areas of attainment

Extremely limited language:

- evident in all areas
- or severe problems in two or more areas of speech and language
- or one profound overriding area

Severe delay

- evident in most areas of language

On standardised tests, measuring receptive or expressive language, the child will be at the second percentile or below.

Severe/specific phonological/articulation disorder (including dyspraxia and dysarthria)

Usually unintelligible to familiar and non-familiar listeners:

- no recognisable consonants
- a speech system restricted to a few sounds only
- structural articulation problems (cleft palate)

Strategies commonly used to support children's understanding of language

The use of these strategies often show where the breakdown in the child's understanding is occurring, so should be noted as indicators of need:

- visual cues;
- signing and gesture;
- chunking (segmenting verbal information/instructions into key elements);
- using more direct language;
- simplification of words and grammar;
- repetition;
- shorter utterances;
- direct teaching;
- ensuring that the message has been understood.



Speech and Language Descriptors

FOUNDATION STAGE

3 – 5 Years



Foundation stage (age 3-5 years) - Speech and Language Descriptor Level 4

Listening and attention

- age appropriate

Understanding language in context

- delayed understanding, with equal delay seen in other skills (visual, motor, social)
- occasionally needs extra time to respond to verbal stimuli
- adult commonly using one or two supporting strategies (see page 12)

Understanding semantic and abstract language

- some gaps in basic vocabulary, concept development
- slow generalisation or transfer from one context to another

Use of vocabulary

- some gaps in vocabulary knowledge
- sometimes forgets words, but can usually self-correct

Use of grammatical structure

- using utterances of about six+ words
- some omissions (the, -ed, auxiliary verbs such as 'I going')

Speech

- minor sound errors; no pattern, but different sounds changed in different words
- immature production of multi-syllabic words
- little potential for change
- mostly easy to understand but may sound immature
- intelligibility may break down in connected speech

Interaction

- may communicate more with peers than adults or vice versa
- starting to take greater account of listener knowledge and to self-monitor their own understanding of the message



Foundation Stage (age 3-5 years) - Speech and Language Descriptor Level 3

Listening and attention

- sometimes needs adult prompts to listen 1:1
- often needs prompts within a small group

Understanding language in context

- questions/instructions/discussion sometimes misunderstood
- able to process three to four key words within an utterance
- sometimes needs extra time to respond to verbal stimuli
- adult commonly using two or more supporting strategies (see page 12)

Understanding semantic and abstract language

- limited understanding of vocabulary
- limited acquisition of a broader range of concepts
- poor generalisation of concepts (colour, size and position)

Use of vocabulary

- does not always use vocabulary that is known or that has been taught, as required in everyday contexts
- limited use of vocabulary
- needs opportunities set up by adults to practise use of vocabulary

Use of grammatical structure

- operates at about a four to six word level
- immature grammar (use of 'me' for 'I', tense endings: 'she is run' or 'she running')
- language used is typical of that of a younger child

Speech

- rather slow response to focused intervention
- sound system delayed and follows a regular pattern (saying b, d, g instead of sp, st, sk)
- difficulties recognising syllable structure of words
- difficulty recognising patterns within rhymes
- child is sometimes difficult to understand if the topic of conversation is not clear to the listener
- mild stammer with minimal impact on communication
- lack of voice or hoarseness or harshness affecting ability to communicate

Interaction

- mild impairment of understanding and use of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- limited use of language (may not ask questions)
- sometimes makes mistakes about a listener's knowledge of topic
- recognises breakdown in communication, (looking puzzled or noticing confusion, but needs adult help to locate breakdown and to repair)

Foundation Stage (age 3-5 years) - Speech and Language Descriptor Level 2

Listening and attention

- usually needs some prompting to listen
- needs to learn and be given specific signals to gain/maintain attention within a group
- better attention for activities involving nonverbal skills than for language based tasks

Understanding language in context

- questions and instructions/discussion frequently misunderstood
- able to process two key words within an utterance, with or without signs
- very slow response to verbal stimuli
- adult commonly using three or more supporting strategies such as use of visual cues (see page 12)
- understanding sometimes reliant on adult help

Understanding semantic and abstract language

- very limited vocabulary known; few verbs
- understanding only basic concepts
- difficulties with abstract words

Use of vocabulary

- significant gaps in vocabulary
- frequent exposure/repetition needed for child to learn/retain new vocabulary
- may not always recall words

Use of grammatical structure

- predominantly only using two to three word phrases (telegrammatic language, 'me go park')
- limited development of grammar in the presence of good stimulation and models

Speech

- moderately or severely delayed/disordered sound system e.g. a group of sounds will be changed to a different group of sounds (such as saying b, d, g instead of f, s, sh; t, d instead of k, g); some unusual sounds may be used
- difficulty telling the difference between sounds (s/d) and sounds in words (saw/door)
- lack of carry-over to spontaneous speech of new sound patterns taught
- very difficult to understand even when the subject of conversation is known by listener
- six month history of dysfluency (stammering) that is not resolving or a family history of unresolved stammering or a period of dysfluency that is severe or worsening

Interaction

- sometimes misinterprets facial/body language or intonation
- limited use of language and nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- language used for limited range of purposes
- limited motivation to initiate, respond or sustain social interaction
- does not always recognise conversational breakdown

Foundation Stage (age 3-5 years) - Speech and Language Descriptor Level 1

Listening and attention

- attention is not yet under the child's control
- attention is fleeting/unfocused
- needs constant support to listen within any size group, even 1:1 with an adult

Understanding language in context

- no reliable understanding of single key word instructions or signs
- may respond to key or familiar words/concepts only
- very limited or inconsistent response to verbal stimuli
- adult commonly using wide range of supporting strategies (see page 12)
- understanding totally reliant on adult help
- AAC may be essential

Understanding semantic and abstract language

- only a few common/familiar labels known (names of familiar people, pets, items of food)
- restricted understanding of vocabulary/concepts ('cup' may be limited to child's own cup, or to an object but not to a picture)
- needs high level of focused teaching and reinforcement

Use of vocabulary

- uses no words or gestures
- uses very limited vocabulary – fewer than 20 words/signs/symbols
- needs frequent revision of new vocabulary
- may not recall words, even familiar items

Use of grammatical structure

- predominantly using single words/signs/symbols, or learnt phrases

Speech

- very small range of sounds used – mostly ah, er, oh
- unable to copy (more than) single speech sounds
- few consonants used – mainly b, d, m
- difficulty telling the difference between sounds (s/d)
- consonants may only be used at beginning or end of words
- unable to copy simple oromotor movements (lip and tongue) required for speech
- AAC user
- unintelligible to most listeners

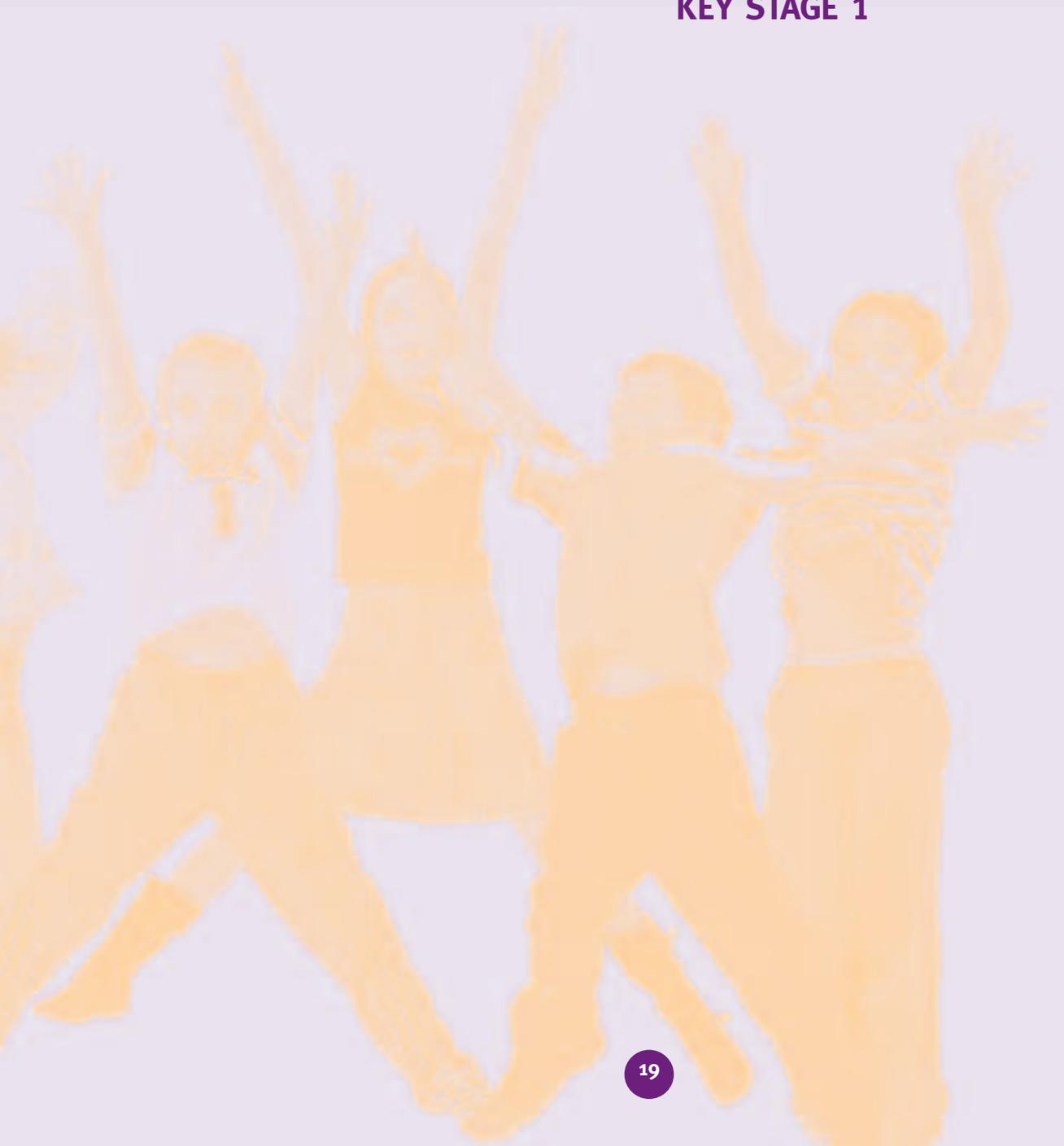
Interaction

- failure to appreciate and/or use nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- poor turn-taking
- not using language to request things, or to comment or pretend
- poor motivation to initiate verbal interaction
- may use constant echolalia
- does not notice or cannot repair conversational breakdown (in a child with other language strengths)

Speech and Language Descriptors

KEY STAGE 1

Key stage 1



Key Stage 1 - Speech and Language Descriptor

Level 4

Listening and attention

- age appropriate

Understanding language in context

- questions/instructions/discussion occasionally misunderstood
- occasionally needs extra time to respond to verbal stimuli
- adult commonly using one or two supporting strategies (see page 12)

Understanding semantic and abstract language

- some restricted knowledge of concepts (NC mathematics/science)
- may need some reinforcement to learn/retain new vocabulary

Use of vocabulary

- does not always use vocabulary that is known or that has been taught, as required in everyday contexts
- sometimes forgets words, but can usually self-correct

Use of grammatical structure

- usually uses grammatically correct phrases
- some grammatical errors ('I drew a picture')
- only simple connectives used ('and')

Use of discourse

- may describe pictures/objects in simple narrative in 'here and now'
- may need adult help to sequence/extend conversation into connected discourse

Speech

- minor sound errors; no pattern, but different sounds changed in different words
- immature production of multi-syllabic words
- little potential for change
- intelligibility may break down in connected speech

Interaction

- may communicate more with peers than adults or vice versa
- starting to self-monitor and to take account of listener knowledge



Key Stage 1 - Speech and Language Descriptor

Level 3

Listening and attention

- sometimes needs reminders to listen when 1:1, more often in a small group and most often in a large group

Understanding language in context

- questions/instructions/discussion sometimes misunderstood
- delayed understanding, with equal delay seen in other skills (visual, motor, social)
- occasional difficulty with recall and retention of information
- sometimes needs extra time to respond to verbal stimuli
- adult commonly using two or more supporting strategies (see page 12)

Understanding semantic and abstract language

- immature vocabulary knowledge: some gaps in basic vocabulary
- some gaps in concept knowledge
- difficulties with generalisation
- mildly impaired appreciation and use of non-literal language
- needs some reinforcement to learn/retain new vocabulary

Use of vocabulary

- immature use of vocabulary
- needs opportunities set up by adults to practise use of vocabulary in a required situation
- sometimes needs cues to retrieve words, especially new items ('what is it for?', 'where did you see it?', 'does it start with c?')

Use of grammatical structure

- may be using simple sentences only
- some immature grammar (plural 'mouses', tenses 'broked', conjunctions 'that's why' used for 'because')
- some omissions of grammatical words and markers (the, a, -ed)

Use of discourse

- sometimes loses coherence
- may only give key details

Speech

- some slow response to focused intervention
- persisting difficulties with production of multi-syllabic words
- sound system may be delayed, but following normal development
- difficulty recognising syllable structure of words
- difficulty recognising that groups of words rhyme
- sometimes intelligibility breaks down in connected speech
- mild stammer with minimal impact on communication
- lack of voice or hoarseness or harshness affecting ability to communicate

Interaction

- mild impairment of understanding and use of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- limited use of language (may not ask questions)
- sometimes makes mistakes about a listener's knowledge of a topic
- recognises breakdown (looking puzzled or noticing confusion, but needs adult help to locate breakdown and to repair conversation)

Key Stage 1 - Speech and Language Descriptor

Level 2

Listening and attention

- better attention for activities involving nonverbal skills than for language based tasks
- attention may sometimes be unfocused or single-channelled
- will need some prompting to listen in a group
- may need to learn and be given specific signals to gain/maintain attention with a group or 1:1

Understanding language in context

- questions/instructions/discussion frequently misunderstood
- difficulty in understanding question words such as ‘how are you?’ (may answer ‘six’)
- difficulty following instructions with more than four key ideas
- very slow response to verbal stimuli
- adult commonly using three or more supporting strategy (see page 12)
- understanding sometimes reliant on adult help

Understanding semantic and abstract language

- many gaps in basic vocabulary knowledge
- only earliest concepts of space/quantity/colour known
- little generalisation
- low retention of abstract words
- needs high level of focused teaching and reinforcement

Use of vocabulary

- limited expressive vocabulary
- uneven learning of vocabulary
- needs frequent revision of all vocabulary
- difficulty in naming objects or actions, despite ability to point to them
- may not recall words, even familiar items
- uses hesitations (‘thingy’ etc.)

Use of grammatical structure

- only using short utterances of about four to six words
- difficulties with rules of grammar, leading to unequal development (good use of conjunctions but poor use of pronouns and limited use of verbs)

Use of discourse

- may only convey limited information, hard to follow out of context
- difficulties organising language in sequence to describe or explain
- tends to ramble or be imprecise

Speech

- sound system delayed, but following a clear pattern (saying t instead of k, b instead of sp)
- difficulty telling the difference between sounds (s/d and sounds in words saw/door)
- may be difficult to understand even when the subject of conversation is known by listener
- six month history of dysfluency (stammering) that is not resolving or family history of unresolved stammering or a period of dysfluency that is severe or worsening

Interaction

- impaired use and appreciation of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- may use language for limited range of purposes (greetings/requesting)
- some difficulties in initiating and/or sustaining appropriate interaction
- expects the listener to understand what they are talking about
- does not always notice conversational breakdown

Key Stage 1 - Speech and Language Descriptor

Level 1

Listening and attention

- attention is not yet fully under the child's control
- attention is fleeting or unfocused
- needs (constant) support to sustain attention, even 1:1

Understanding language in context

- questions/instructions/discussion usually misunderstood
- may respond to key or familiar words/concepts only
- very limited understanding of grammar
- very limited, slow or inconsistent response to verbal stimuli
- adult commonly using a wide range of supporting strategies (see page 12)
- understanding totally reliant on adult help
- AAC may be essential

Understanding semantic and abstract language

- only a few common/familiar labels known (names of familiar people, pets, items of food)
- few verbs known
- restricted understanding of vocabulary/concepts ('cup' may be limited to child's own cup, or to an object but not to a picture)
- understanding only basic concepts (colour, size, position) at a single word level
- unequal development of understanding of concepts (difficulty with position concepts but good colour concepts)
- low retention of abstract words
- needs high level of focused teaching and reinforcement

Use of vocabulary

- uses no words or gestures
- uses very limited vocabulary
- needs frequent revision of all vocabulary
- significant difficulty in naming objects or actions, despite ability to point to them
- may not recall words, even familiar items

Use of grammatical structure

- relies on gesture rather than words
- only using single words or two to three word phrases, learnt phrases, echolalia
- difficulties in constructing utterances of three+ words
- many grammatical omissions
- word order may be incorrect
- may need to use AAC

Use of discourse

- unable to convey meaning
- gives limited information, hard to follow out of context, or tangential answers
- unable to organise or plan stories, describe pictures or retell events
- may seem fluent, but content lacks meaning

Speech

- limited range of sounds used
- unable to copy (more than) single speech sounds
- moderately or severely delayed/disordered sound system e.g. a group of sounds will be changed to a different group of sounds (saying b, d, g instead of f, s, sh; t, d instead of k, g; and b, d, g instead of sp, st, sk)
- some unusual sounds may be used
- difficulty in copying simple oromotor movements (lip and tongue) required for speech
- difficulty telling the difference between sounds (s/d) and sounds in words (saw/door)
- unintelligible to most listeners
- AAC user

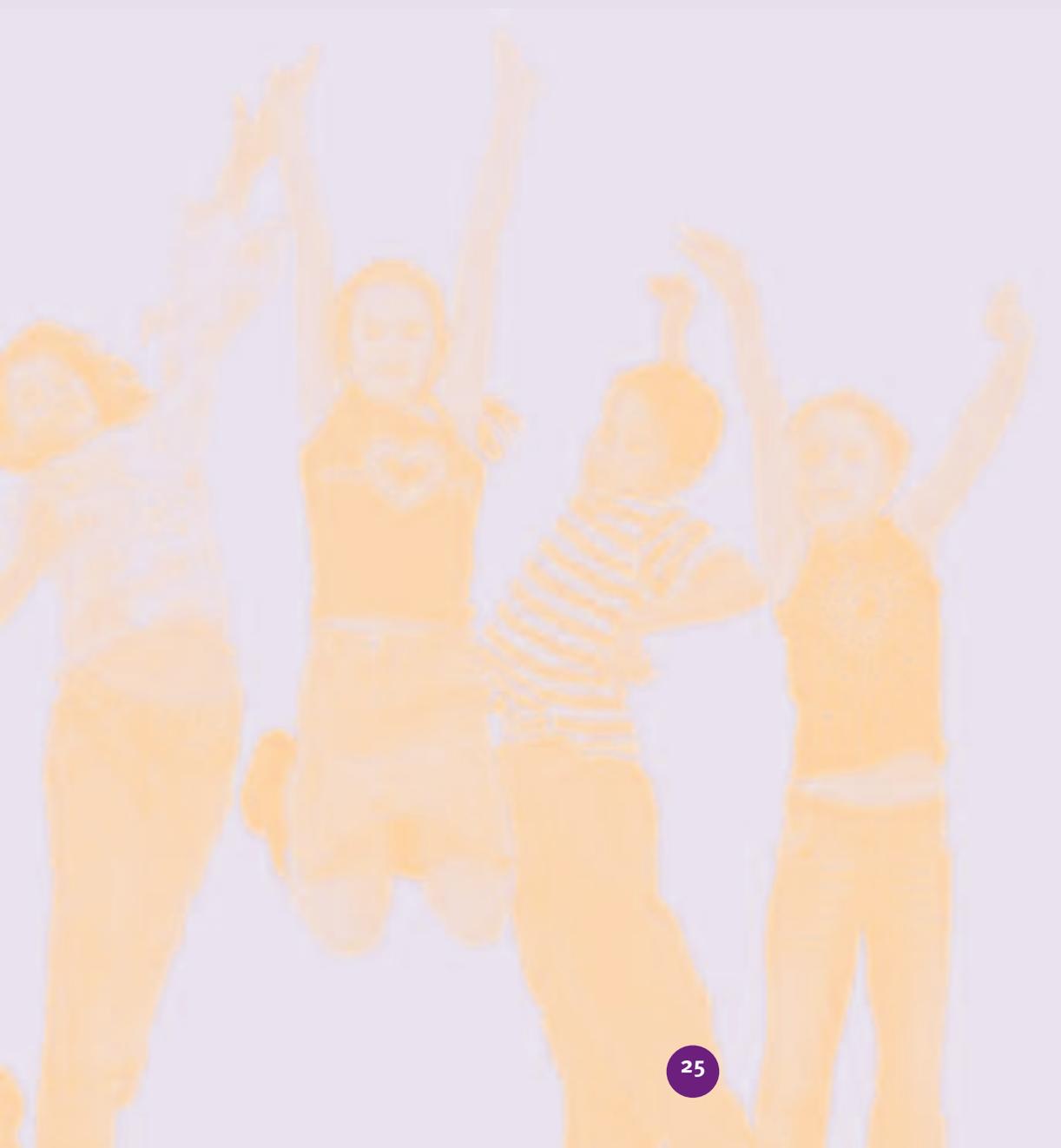
Interaction

- failure to appreciate and/or use nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- significant difficulties in initiating and/or sustaining appropriate interaction
- may use constant echolalia
- expects the listener to understand what they are talking about
- does not notice conversational breakdown, despite ability to form appropriate utterances



Speech and Language Descriptors

KEY STAGE 2



Key stage 2

Key Stage 2 - Speech and Language Descriptor

Level 4

Listening and attention

- age appropriate

Understanding language in context

- questions/instructions/discussion occasionally misunderstood
- occasionally needs extra time to respond to verbal stimuli
- adult commonly using one or two supporting strategies (see page 12)

Understanding semantic and abstract language

- most concepts known, except for some abstract ones (those found in history and/or science curriculum)
- only obvious, here and now, definitions given
- some idea of non-literal language and inference
- may need some reinforcement to learn/retain new vocabulary

Use of vocabulary

- uses a narrow range of vocabulary
- sometimes forgets words, but can usually self-correct

Use of grammatical structure

- grammar usually correct
- can use connectives ('but', 'because', 'if')
- connectives usually linking very simple utterances ('I went to the park and I went on the swing')

Use of discourse

- may give simple narrative about familiar event/story
- may need adult help to sequence/extend conversation into connected discourse

Speech

- minor sound errors; no pattern, but different sounds changed in different words
- immature production of multi-syllabic words
- little potential for change
- intelligibility may break down in connected speech

Interaction

- may communicate more with peers, than adults or vice versa
- starting to self-monitor and to take account of listener knowledge



Key Stage 2 - Speech and Language Descriptor

Level 3

Listening and attention

- sometimes needs reminders to listen when 1:1, more often in a small group and most often in a large group

Understanding language in context

- questions/instructions/discussion sometimes misunderstood
- difficulty following instructions with more than four key ideas
- delayed understanding, with equal delay seen in other skills (visual, motor, social)
- poor recall and retention of information
- sometimes needs extra time to respond to verbal stimuli
- adult commonly using two or more supporting strategies (see page 12)

Understanding semantic and abstract language

- immature vocabulary knowledge: some gaps in basic vocabulary
- difficulty in grasping that words are defined by more than one feature
- some concepts known; others uncertain
- difficulties with generalisation
- mildly impaired appreciation and use of non-literal language
- may need some reinforcement to learn/retain new vocabulary

Use of vocabulary

- immature use of vocabulary
- needs opportunities set up by adults to practise use of vocabulary in a required situation
- sometimes needs cues to retrieve words, especially new items ('what is it for?', 'where did you see it?', 'does it start with c?')

Use of grammatical structure

- some immature grammar (plural 'mouses', tenses 'broked', conjunctions 'that's why' used for 'because')
- occasional grammatical omissions (endings such as -es, -ed)
- uses simple but complete sentences

Use of discourse

- may only give key details
- sometimes loses coherence

Speech

- sound system delayed (saying t, d instead of ch, j and w, l instead of r, y after age 8)
- persisting difficulties with production of multi-syllabic words; spelling may be affected
- some slow response to focused intervention
- sometimes intelligibility breaks down in connected speech
- mild but persistent stammer with minimal impact on communication
- lack of voice or hoarseness or harshness affecting ability to communicate

Interaction

- mild impairment of understanding and use of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- limited use of language (may not ask questions)
- sometimes makes mistakes about a listener's needs
- recognises breakdown (looking puzzled or noticing confusion, but needs adult help to locate breakdown and to repair)

Key Stage 2 - Speech and Language Descriptor

Level 2

Listening and attention

- better attention for activities involving nonverbal skills than for language based tasks
- may need some prompting to listen in a group
- may need to learn and be given specific signals to gain/maintain attention within a group or 1:1

Understanding language in context

- questions/instructions/discussion frequently misunderstood
- very slow response to verbal stimuli
- adult commonly using three or more supporting strategies (see page 12)
- understanding sometimes reliant on adult help

Understanding semantic and abstract language

- knowledge of concepts may be restricted
- may misunderstand non-literal language, irony or humour
- difficulties in making connections between old and new information
- may need some focused teaching and reinforcement

Use of vocabulary

- limited expressive vocabulary
- uneven learning of topic vocabulary
- may need frequent revision of all vocabulary
- difficulty in naming objects or actions, despite ability to point to them
- may not recall words, even familiar items
- uses hesitations ('thingy' etc.)

Use of grammatical structure

- difficulties with rules of grammar, leading to unequal development (good use of conjunctions but poor use of pronouns)
- some grammatical omissions
- difficulties in constructing written sentences

Use of discourse

- may only convey limited information; hard to follow out of context
- difficulties organising language in sequence to describe or explain
- tends to ramble or be imprecise

Speech

- sound system severely delayed (saying t, d instead of k, g; b, d, g instead of sp, st, sk; w, l instead of r, y after age 8)
- sound system disordered, but following an identifiable pattern
- difficulty recognising syllable structure of words
- difficulty recognising that groups of words rhyme
- may be difficult to understand even when the subject of conversation is known by listener
- moderate to severe persistent stammer, with significant impact on communication

Interaction

- impaired use and appreciation of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- may use language for limited range of purpose
- some difficulties in initiating and/or sustaining appropriate interaction
- uses language that is inappropriate to the situation (socially inappropriate or overfamiliar)
- may misjudge how to talk to different people in different situations
- expects the listener to understand what they are talking about
- does not always notice conversational breakdown

Key Stage 2 - Speech and Language Descriptor

Level 1

Listening and attention

- attention is fleeting or unfocused
- needs constant support to sustain attention, even 1:1

Understanding language in context

- questions/instructions/discussion usually misunderstood
- may only respond to key or familiar words/ concepts
- limited understanding of concepts and/or vocabulary and/or grammar
- very limited, slow or inconsistent response to verbal stimuli
- adult commonly using wide range of supporting strategies (see page 12)
- understanding reliant on adult help
- AAC may be essential

Understanding semantic and abstract language

- many gaps in basic vocabulary knowledge
- few concepts known
- low retention of abstract words
- poor understanding of non-literal language, irony or humour
- poor understanding of simple inference
- difficulties in making connections between old and new information
- needs high level of focused teaching and reinforcement

Use of vocabulary

- uses no words or gestures
- uses very limited vocabulary
- restricted use of verbs ('got', 'went', 'did') used for wide range of meaning
- needs frequent revision of all vocabulary
- significant difficulty in naming objects or actions, despite ability to point to them
- may not recall words, even familiar items
- often uses hesitations ('thingy' etc.)

Use of grammatical structure

- relies on gesture rather than words
- only using simple phrases and/or learnt phrases (echolalia)
- difficulties in constructing utterances or written sentences
- many grammatical omissions
- word order may be incorrect
- few 'linking' words used ('because')
- may need to use AAC

Use of discourse

- unable to convey meaning
- gives limited information, hard to follow out of context, or tangential answers
- difficulties organising or planning: stories, picture description, retelling events are muddled; becomes rambling or imprecise
- no clear beginning, middle or end to stories/accounts
- people and places in stories/accounts not clearly identified
- uses sentences, but content lacks meaning

Speech

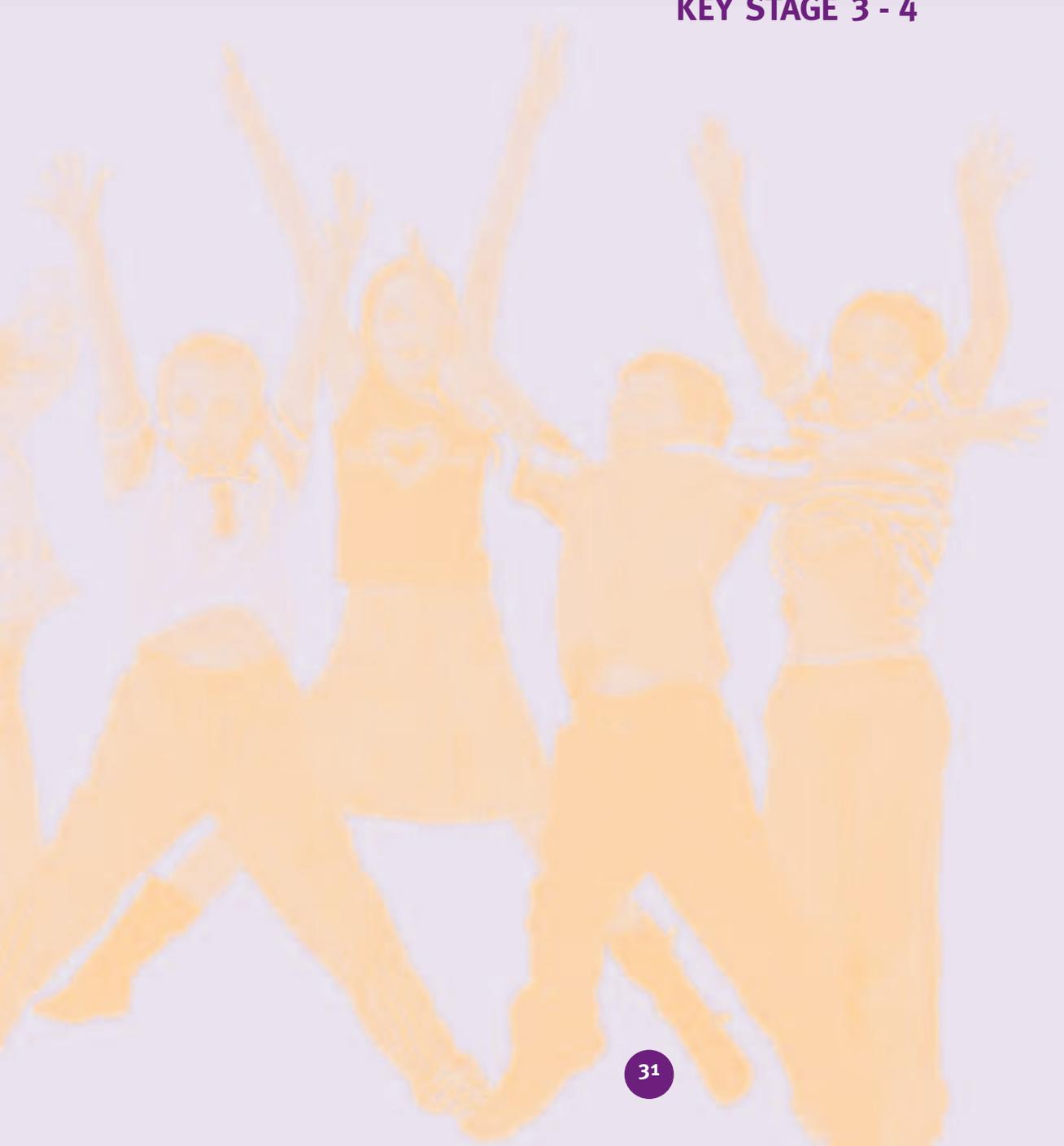
- limited range of sounds used
- difficulty in copying speech sounds
- severe delay in development of sound system (saying b, d, g instead of f, s, sh; t, d instead of k, g and b, d, g instead of sp, st, sk)
- some unusual sounds used
- difficulty telling the difference between similar sounds s/f and sounds in words e.g. saw/four
- very difficult to understand even when the subject of conversation is known by the listener

Interaction

- failure to appreciate and/or use nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- difficulties in maintaining or changing topic of conversation
- significant difficulties in initiating and/or sustaining appropriate interaction
- uses language that is inappropriate to the situation (socially inappropriate or overfamiliar)
- may use constant echolalia
- expects the listener to understand what they are talking about
- does not notice conversational breakdown
- learns best from direct teaching in small groups and/or adult prompts to use learnt strategies in context

Speech and Language Descriptors

KEY STAGE 3 - 4



Key stage 3 - 4

Key Stage 3-4 - Speech and Language Descriptor Level 4

Listening and attention

- age appropriate

Understanding language in context

- questions/instructions/discussion occasionally misunderstood
- occasionally needs extra time to respond to verbal stimuli
- adult commonly using one or two supporting strategies (see page 12)

Understanding semantic and abstract language

- starting to define and classify more precisely
- needing adult help to integrate knowledge, pick out salient facts and understand inference

Use of vocabulary

- uses narrow range of vocabulary
- sometimes forgets words, but can usually self-correct

Use of grammatical structure

- grammar usually correct
- can use simple connectives as part of brief discourse

Use of discourse

- may need adult help to sequence/extend into connected discourse

Speech

- minor sound errors
- slushy production of s
- little potential for change
- usually intelligible if topic of conversation is clear

Interaction

- may communicate more with peers, than adults or vice versa
- starting to self-monitor and to take account of listener knowledge



Key Stage 3-4 - Speech and Language Descriptor

Level 3

Listening and attention

- sometimes needs reminders to listen in a group

Understanding language in context

- questions/instructions/discussion sometimes misunderstood
- difficulty following lengthy or complex language
- delayed understanding, with equal delay seen in other skills (visual, motor, social)
- poor recall and retention of information
- sometimes needs extra time to respond to verbal stimuli
- adult commonly using two or more supporting strategies (see page 12)

Understanding semantic and abstract language

- immature vocabulary knowledge
- most abstract concepts known, but some gaps (time)
- difficulty in grasping that words are defined by more than one feature
- mildly impaired appreciation and use of non-literal language
- poor understanding of inference or salience
- may need some reinforcement to learn/retain new vocabulary

Use of vocabulary

- immature use of vocabulary
- needs opportunities set up by adults to practise use of vocabulary in required situations
- sometimes needs cues to retrieve words, especially new items ('what is it for?', 'where did you see it?', 'does it start with c?')

Use of grammatical structure

- mainly using simple utterances, linked by words such as 'and', 'but', 'when', 'because'
- may have persisting difficulties in constructing written sentences

Use of discourse

- may only give key details
- sometimes loses coherence

Speech

- persisting difficulties with production of multi-syllabic words
- intelligibility may sometimes break down in connected speech or when excited
- mild stammer but persistent, with minimal impact on communication

Interaction

- mild impairment of understanding and use of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- limited conversational skills, with difficulty starting and maintaining conversation
- mild impairment in sustaining appropriate social interaction

Key Stage 3-4 - Speech and Language Descriptor

Level 2

Listening and attention

- may sometimes be easily distracted

Understanding language in context

- questions/instructions/discussion frequently misunderstood
- very slow response to verbal stimuli
- response may be rushed or unconsidered
- adult commonly using three or more supporting strategies (see page 12)
- understanding sometimes reliant on adult help

Understanding semantic and abstract language

- some gaps in expected curricular vocabulary knowledge for NC levels
- low retention of abstract words
- difficulties with abstract language concepts (space and time)
- tends to interpret language literally
- may have difficulties with non-literal language (irony, inference, humour)
- difficulties with ambiguous language ('children make good snacks')
- may have difficulties in picking out salient points
- may need a high level of focused teaching and reinforcement

Use of vocabulary

- limited expressive vocabulary
- uneven learning of topic vocabulary
- may need frequent revision of all vocabulary
- may have persisting difficulty in naming objects or actions, despite ability to point to them
- may not recall words, even familiar items
- uses hesitations ('thingy' etc.)

Use of grammatical structure

- some grammatical omissions and/or errors
- few 'linking' words used ('because')
- persisting difficulties in constructing written sentences

Use of discourse

- may only convey limited information, hard to follow out of context
- difficulties organising language in sequence to describe or explain
- tends to ramble or be imprecise

Speech

- persisting delayed/disordered sound patterns, frequently affecting multi-syllabic words
- difficulties within sound system may be impacting on literacy
- may be difficult to understand if the topic of conversation is not clear
- moderate to severe persistent stammer with significant impact on communication

Interaction

- impaired use and appreciation of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- some difficulties in initiating and/or sustaining appropriate interaction
- uses language that is inappropriate to the situation (socially inappropriate or overfamiliar)
- may misjudge how to talk to different people in different situations
- expects the listener to understand what they are talking about
- does not always notice conversational breakdown

Key Stage 3-4 - Speech and Language Descriptor

Level 1

Listening and attention

- is easily distracted
- needs (constant) support to sustain attention

Understanding language in context

- questions/instructions/discussion frequently misunderstood
- significant difficulty in understanding verbal language at an appropriate level
- very limited, slow or inconsistent response to verbal stimuli
- response may be rushed or unconsidered
- adult commonly using wide range of supporting strategies (see page 12)
- understanding reliant on adult help
- AAC may be essential

Understanding semantic and abstract language

- persisting severe difficulties in learning new vocabulary
- low retention of abstract words
- poor understanding of non-literal language, irony or humour
- difficulties in picking out salient points
- poor understanding of inference
- difficulties in making connections between old and new information
- needs high level of focused teaching and reinforcement

Use of vocabulary

- uses no words or gestures
- uses very limited vocabulary
- needs frequent revision of all vocabulary
- persisting severe difficulties in using and/or retrieving vocabulary

Use of grammatical structure

- many grammatical omissions and/or errors (tenses, pronouns, negatives)
- persisting difficulties in constructing utterances or written sentences
- word order may be incorrect
- few 'linking' words used ('because')
- AAC user

Use of discourse

- unable to convey meaning
- gives limited information, hard to follow out of context, or tangential answers
- difficulties organising or planning: stories, picture description, retelling events are muddled; becomes rambling or imprecise
- no clear beginning, middle or end to stories/accounts
- people and places in stories/accounts not clearly identified
- uses sentences, but content lacks meaning

Speech

- poor sound system may impact on literacy
- limited range of sounds used in speech
- AAC user
- frequently unintelligible

Interaction

- limited use and understanding of nonverbal communication such as gesture, facial expression, eye contact, reciprocal smiling
- difficulties in maintaining or changing topic of conversation
- significant difficulties in initiating and/or sustaining appropriate interaction
- uses language that is inappropriate to the situation (socially inappropriate or overfamiliar)
- does not notice conversational breakdown
- expects the listener to understand what they are talking about
- learns best from direct teaching in small groups and/or adult prompts to use learnt strategies in context



Packages of Support



Factors to be considered when deciding the appropriate package of support

- Type of speech and language difficulties
- Severity of disorder or delay
- Profile of child attainment and progress
- Child learning style
- Child attitude and behaviour
- Responsiveness to different intervention types e.g. individual/group or class based strategies
- School staff knowledge (staff includes teachers, TAs, MDAs, transport escorts)
- Timeliness: age/maturity of child; critical timing of intervention
- Partnership between agencies
- Consideration of child's response to medication

The appropriate package of support will be the one that best meets the most significant needs of the child, at the time of rating.

Specialist Teacher, SENaPS

There are three main points of involvement for SENaPS specialist teachers in mainstream schools.

1 Training

Staff in all Essex schools can apply for the many county courses on speech and language.

Other options may include:

- one and a half days free training for class teacher/TA in mainstream schools, who are working with children with new statements at Band D (Include Me In courses);
- INSET within schools, or groups of schools, by negotiation;
- information on relevant courses or materials – mainly through the area resource bases.

2 Children on Essex School Action Plus

Schools may request a referral to a specialist teacher. This request will go through the school EP to the Case Planning Panel. If agreed, this involvement will be time-limited.

3 Children with a Statement of Educational Need

These children will have a named specialist teacher who will support school staff until at least the end of Year 7. This teacher will be allocated caseload according to the child's main category of need, e.g. speech and language, learning, social communication.

Specialist teacher input may include:

- advice and consultancy on:
 - progress/strategies for individual children;
 - support for the IEP and target-setting;
 - classroom management to support children with speech and language difficulties;
 - incorporating language targets into the curriculum;
 - collaborative practice;
- contribution to the planning and review process;
- informal INSET for school staff, e.g. for identified groups of staff;
- supporting reintegration programmes into mainstream schools, from enhanced provision base.

Package 4

Mild speech and language delay:

- Speech and language delay may be in line with delay in other areas of attainment.
- Needs some assistance in generalising skills to help with speech/language development.
- Moving towards discharge from Speech and Language Therapy Service.

For children in preschool settings:

- Therapy intervention will be as described in the support package, but is usually delivered in community clinics.
- "Class teacher and school staff" refers to all practitioners working within a preschool setting.
- SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.

Package 4

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>The school will have overall responsibility for the improvement of child's speech/language skills. This may involve:</p> <ul style="list-style-type: none"> • school-based assessment and monitoring of child's speech and language needs; • seeking advice from professionals if considered necessary; • language work to be implemented as part of the curriculum; • organising the type and level of support needed for each target, in terms of class management, as well as group and individual work; • ensuring any necessary differentiation. <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>Following assessment of speech and language areas, general advice on strategies to help child.</p> <p>General advice on targets for the Individual Education Plan (IEP).</p> <p>Advice given through a visit to the school or in a report, or on the telephone.</p> <p>May be involved with some joint training of school staff.</p> <p>Opportunity for liaison with parents to allow for the implementation of a home programme.</p> <p>Moving towards discharge from caseload.</p>	<p>In mainstream settings, a SENaPS specialist teacher is sometimes involved with children with this level of need. Involvement would be as indicated on page 39.</p> <p>It might include:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy.



Package 3

Mild to moderate specific speech and language difficulties:

- Problems evident in one or more areas of speech and language. On standardised language tests it is expected that the child will be at the 16th percentile or below.
- Therapy advice will contribute to progress.
- Child's level of co-operation allows him/her to make use of therapy advice.

Or

Mild to moderate speech and language delay:

- Speech and language delay in line with delay in other areas of attainment.
- Therapy advice will contribute to progress.
- Child's level of co-operation allows him/her to make use of therapy advice.

For children in preschool settings:

- Therapy intervention will be as described in the support package, but is usually delivered in community clinics.
- "Class teacher and school staff" refers to all practitioners working within a preschool setting.
- SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.

Package 3

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>Key teaching staff will have a knowledge base of language development and related difficulties; together with relevant differentiation techniques for task delivery/outcome.</p> <p>The school will have primary responsibility for the improvement of the child's language skills. This would involve:</p> <ul style="list-style-type: none"> • school-based assessment and monitoring of child's language and speech needs; • discussion with the therapist to confirm speech and language targets for the IEP; • implementation of those targets; • monitoring child's progress; • providing opportunities for reinforcement and generalisation of specific targets across the curriculum; • organising the type and level of support needed for each target, such as group or pair work, as well as individual activities; • ensuring access to the curriculum through differentiation, modifications. <p>Organising the planning and review process.</p> <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>One to two diagnostic assessment sessions followed by:</p> <ul style="list-style-type: none"> • either one to three courses of therapy in pre-defined episodes during the school year and/or therapy programmes delivered by teacher/teaching assistant; • advice on general strategies and targets for the IEP; • demonstration of self-help strategies for child; • review of therapy and school work. <p>Opportunity for liaison with parents to allow for the implementation of a home programme.</p> <p>Progress report.</p>	<p>In mainstream settings, a SENaPS specialist teacher is sometimes involved with children with this level of need. Involvement would be as indicated on page 39. It might include:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy.

Package 2B

Moderate specific speech and language difficulties:

- Child requires and is most responsive to indirect therapy.
- Therapy advice will contribute to progress.

Or

Moderate speech and language delay:

- Speech and language delay in line with delay in other areas of attainment.
- The package will only be effective if the child's co-operation can be obtained.

For children in preschool settings:

- Therapy intervention will be as described in the support package, but is usually delivered in community clinics.
- "Class teacher and school staff" refers to all practitioners working within a preschool setting.
- SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.

Package 2B

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>Key teaching staff will have a knowledge base of language development and related difficulties, together with relevant differentiation techniques for task delivery/outcome.</p> <p>The school will have primary responsibility for the improvement of the child's language skills. This would involve:</p> <ul style="list-style-type: none"> • discussion with the therapist and/or specialist teacher to identify speech and language targets for the IEP; • the implementation of those targets; • monitoring of the child's progress; • providing opportunities for reinforcement and generalisation of specific targets across the curriculum; • organising the type and level of support needed for each target, such as group or pair work, as well as individual activities; • ensuring access to the curriculum through differentiation, modifications. <p>Organising the planning and review process.</p> <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>One to two diagnostic assessment sessions followed by:</p> <ul style="list-style-type: none"> • one to three reviews per school year to monitor progress; • advice on strategies and targets for the IEP; • review of support arrangements/ motivation of child within school; • demonstration of strategies to be delivered by school staff to help child at school. <p>Opportunity for liaison with parents.</p> <p>Training for whole school/specific key staff.</p> <p>Contribution to the planning and review process.</p>	<p>Package 1a, 1b, 2a, 2b: In mainstream settings, a SENaPS specialist teacher may be involved with children with this level of need.</p> <p>Involvement might be short or long-term and may include any of points 1 - 3 outlined on page 39.</p> <p>The focus would be on:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy; • contribution to the planning and review process.



Package 2A

Moderate specific speech and language difficulties:

- **Speech and language are more affected than other areas of attainment. On standardised language tests the child will be at the fifth percentile or below.**
- **Therapy is important for progress.**
- **Child is receptive to this intervention.**
- **Delay in intervention would be detrimental.**

For children in preschool settings:

- **Therapy intervention will be as described in the support package, but is usually delivered in community clinics.**
- **"Class teacher and school staff" refers to all practitioners working within a preschool setting.**
- **SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.**

Package 2A

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>Key teaching staff will have a knowledge base of language development and related difficulties, together with relevant differentiation techniques for task delivery/outcome.</p> <p>The school will have primary responsibility for the improvement of the child's language skills. This would involve:</p> <ul style="list-style-type: none"> • discussion with the therapist and/or specialist teacher to identify speech and language targets for the IEP; • implementation of those targets; • monitoring child progress; • providing opportunities for reinforcement and generalisation of specific targets across the curriculum; • organising the type and level of support needed for each target, such as group or pair work, as well as individual activities; • ensuring access to the curriculum e.g. through differentiation, modifications. <p>Organising the planning and review process.</p> <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>One to three diagnostic assessment sessions followed by:</p> <ul style="list-style-type: none"> • one to three courses of therapy in pre-defined episodes during the school year; • direct therapy in pre-defined episodes on an individual and/or group basis by SLT or trained TA; • advice on strategies and targets for the IEP; • discussion/demonstration with school staff of therapy work to be carried out by school staff; • review of therapy and school work within the curriculum with school staff; • assistance in identifying strategies and targets for language needs and levels. <p>Opportunity for liaison with parents.</p> <p>Contribution to the planning and review process.</p> <p>Joint training for whole school staff/specific key staff.</p>	<p>Package 1a, 1b, 2a, 2b: In mainstream settings, a SENaPS specialist teacher may be involved with children with this level of need.</p> <p>Involvement might be short or long-term and may include any of points 1 - 3 outlined on page 39.</p> <p>The focus would be on:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy; • contribution to the planning and review process. 

Package 1B

Profound/severe specific speech and language difficulties:

- Child is more responsive to group therapy, organised by the speech and language therapist in pre-defined episodes or to support through curriculum based intervention delivered by school staff.
- Intervention, as described above, will be critical to progress.

Or

Severe speech and language delay:

- Speech and language delay in line with delay in other areas of attainment.
- Therapy guidance is important but may not be critical.
- The package will only be effective if the child's co-operation can be obtained.

These children will receive support through a classroom-based language curriculum, delivered by school staff in consultation with the speech and language therapist.

Both groups will additionally receive the package of support as described on the following page.

For children in preschool settings:

- Therapy intervention will be as described in the support packages, but is usually delivered in community clinics.
- "Class teacher and school staff" refers to all practitioners working within a preschool setting.
- SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.

Package 1B

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>Key teaching staff will have a knowledge base of language and related difficulties; together with relevant differentiation techniques for task delivery/outcome.</p> <p>The school will have primary responsibility for the improvement of the child's language skills. This would involve:</p> <ul style="list-style-type: none"> • discussion with the therapist and/or specialist teacher to identify speech and language targets for the IEP; • the implementation of those targets; • monitoring of child's progress; • providing opportunities for reinforcement and generalisation of specific targets across the curriculum; • organising the type and level of support needed for each target, such as group or pair work, as well as individual activities; • ensuring access to the curriculum through differentiation, modifications etc. <p>Organising the planning and review process.</p> <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>One to three diagnostic assessment sessions followed by:</p> <ul style="list-style-type: none"> • three-monthly/termly monitoring or reviews by therapist of child's progress (in liaison with SENaPS/school staff); • general discussion with school staff over child's language levels and needs, identifying very specific targets and modelling appropriate strategies; • discussion with SENCo/TA regarding language component of the IEP; • opportunity for liaison with parents. <p>Contribution to the planning and review process.</p> <p>Joint training for whole school staff/specific key staff.</p>	<p>Package 1a, 1b, 2a, 2b: In mainstream settings, a SENaPS specialist teacher may be involved with children with this level of need.</p> <p>Involvement might be short or long-term and may include any of points 1-3 outlined on page 39.</p> <p>The focus would be on:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy; • contribution to the planning and review process.

Package 1A

Profound/severe specific speech and language difficulties:

- On standardised language tests it is expected that the child will be at the second percentile or below.
- Speech and language needs are significantly greater than delays in other areas of attainment.
- Therapy is a critical factor for progress.
- The child is receptive to this intervention.
- Delay in intervention would be detrimental.

For children in preschool settings:

- Therapy intervention will be as described in the support package, but is usually delivered in community clinics.
- "Class teacher and school staff" refers to all practitioners working within a preschool setting.
- SENaPS support will be decided by Case Planning Panels and may be devolved to preschool settings, to educational psychologists or, exceptionally, to preschool specialist teachers/keyworkers.

Package 1A

Class teacher and school staff	Speech and language therapist	Specialist teacher (SENaPS)
<p>Key teaching staff will have a good knowledge base of language development and related difficulties. From this knowledge base, the key teaching staff will be able to implement work programmes and differentiate for the child. School staff will have mutual responsibility for:</p> <ul style="list-style-type: none"> • setting and implementation of speech and language targets within the IEP, in conjunction with the speech and language therapist; • monitoring of child's progress; • providing opportunities for reinforcement and generalisation of specific targets across the curriculum; • organising the type and level of support needed for each target, such as group or pair work, together with individual activities; • ensuring access to the curriculum through differentiation or modifications. <p>Organising the planning and review process.</p> <p>Ensuring both teaching (teachers/TAs) and nonteaching staff (MDAs) are kept informed on issues relating to speech, language and communication needs.</p> <p>Ensuring that appropriate training takes place.</p>	<p>One to three diagnostic assessment sessions followed by:</p> <ul style="list-style-type: none"> • direct therapy in pre-defined episodes on an individual and/or group basis by SLT or trained TA; • discussion with school staff over child's language levels and needs; • mutual responsibility for the planning and implementation of language targets within the IEP; • opportunity for liaison with parents. <p>Contribution to the planning and review process.</p> <p>Where needed, joint training for whole school staff/specific key staff.</p>	<p>Package 1a, 1b, 2a, 2b: In mainstream settings, a SENaPS specialist teacher may be involved with children with this level of need. Involvement might be short or long-term and may include any of points 1-3 outlined on page 39.</p> <p>The focus would be on:</p> <ul style="list-style-type: none"> • INSET; • advice and consultancy; • contribution to the planning and review process.

Dysphagia

Dysphagia refers to a difficulty with swallowing, which can lead to food/ liquid/saliva entering the lungs (aspiration). Aspiration may give rise to infection leading to pneumonia, although this is not always the case. Dysphagia can be life threatening. Children with this difficulty need to be monitored by a medical multi-disciplinary team (MDT), which may include:

- Speech and language therapist
- Occupational therapist
- Physiotherapist
- Dietician
- Specialist nurse
- Paediatrician

Members of the wider team may include parents and teacher, TAs/MDAs and member of school staff who oversees the feeding programme.

Management of dysphagia is relevant to the child's overall level of functioning in school, as related to their general health and maintenance of adequate nutrition and hydration.

Speech and Language Profile

Completed by _____ Position _____

Name of child _____ Year Group _____ Age _____

Language Area	Descriptor Level		Comments
	Date	Date	
Listening and attention			
Understanding language in context			
Understanding semantic and abstract language			
Use of vocabulary			
Use of grammatical structures			
Use of discourse			
Speech			
Interaction			
Intervention Package			
Impact of other factors (see page 38)			
Comments			
Parents' views			



This document is issued by Essex County Council.

You can contact us in a number of ways:

By telephone:

Wendy Harvey on 01206 711112

By post:

Essex County Council
Schools Service SENaPS Park Road
Colchester Co3 3UP

By email:

wendy.harvey@essexcc.gov.uk

If you require further copies please contact:

By post:

Sue Thomson EIS
Essex County Council
County Hall
Chelmsford CM1 1LX

Fax:

01245 354026

Telephone:

01245 430055

Email:

Sue.thomson@essexcc.gov.uk

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