

Further Education (Post 16) SEN Planning Tool

Young People with Speech, Language and Communication Needs
(SLCN)

Communication and
Interaction



	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
Best Endeavour	Mainstream Element 1	<ul style="list-style-type: none"> The young person (YP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive college setting with appropriate differentiation of tasks and modified teaching style. Includes low level difficulties, which can be supported through the universal offer. These may be experienced frequently and may include: <ul style="list-style-type: none"> - Listening and attention skills, e.g. distractibility - Following adult spoken language e.g. seeming not to comply with direction but follows routines, - Responding to social situations e.g. awkwardness at break or lunchtimes, - Reluctance to speak - Awareness of hearing impairment - Forming relationships with peers e.g. problems sharing, - Turn taking, prefers working alone - Hesitant speaker e.g. non-fluent - More immature sentence structure and grammar than expected - Weak vocabulary skills - Immature speech sound development - 	<ul style="list-style-type: none"> SEN/LDA/EHCP/Transition Plan Monitoring of young person's response to positive feedback. Assessment for learning. Observations by teacher / class TA. Advice and support from the parents/carers/carers Information from the young person re their opinions and preferred strategies Consideration to the YP's learning style Measurement against developmental norms 	<ul style="list-style-type: none"> The teacher is held to account for the learning and progress of the YP in the mainstream class Best Endeavour meets the needs of all young persons and includes: <ul style="list-style-type: none"> - Flexible grouping arrangements. - Some differentiation of activities and materials - Differentiated questioning - Use of visual, auditory and kinaesthetic approaches. - Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Resources and displays that support independence. Routine specific feedback to young persons including feedback on speech language and communication skills Environmental considerations are made to meet the needs of all young persons An understanding that the SLCN may have a wider impact on a young person's social and emotional wellbeing despite the apparent lack of obvious impairment. The young person may also be vulnerable to bullying or have low self-esteem. Awareness that a young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Providing visual support e.g. pictures The pace of work may need to be slower including increased time to offer verbal responses Awareness of speech and language therapy involvement. Awareness of implications of SLCN on basic skills e.g. reading, writing, numeracy Adult uses interaction strategies that support the development of SLC skills eg pausing, expansion 	<ul style="list-style-type: none"> The college can demonstrate an inclusive ethos that supports the learning and wellbeing of all young persons The wider curriculum promotes positive examples of diversity A broad and balanced curriculum is planned for all young persons SMSC materials and interventions. Anti-bullying is routinely addressed and young persons are confident in reporting incidents Opportunities for social interaction between peers and the wider community of the college may need to be engineered to bolster self-esteem and confidence. Implementation of specific targets relating to speech and language Provision of planned opportunities to learn and practice communication skills Well planned and stimulating curriculum differentiated to need of cohort/class Other college pastoral interventions could include: <ul style="list-style-type: none"> - Meeting and Greeting - Peer mentoring - Buddy systems - Quiet Lunch rooms - Learning Mentor/Personal Learning Coach 	<p>Best Endeavour</p> <ul style="list-style-type: none"> A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the college. A regularly monitored, reviewed and updated inclusion policy underpins practice. The college employs additional adults to support the needs of all young persons e.g. Personal Learning Coaches, Learning Support Assistants All staff including PLCs and LSAs have up to date job descriptions and are included in whole college appraisal systems. Whole college CPD has included use of the Inclusion Development programmes and Advanced skills materials DFE Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. Indicative provision guidance (CSCP) Whole college communication policy Inclusion Development Programme materials SLCN College staff access training regarding meeting the needs of young persons. E.g. communication supportive environments. Advice to college from other professionals eg Speech and Language Therapists YP may access Speech and Language Therapy Intervention Time to liaise with parents/carers/carers and professionals eg Speech and Language Therapist Speechlink/Language link resources The Communication Trust materials

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SEN Support Plan	Mainstream Element 1 Low Level ALS	<ul style="list-style-type: none"> YP has identified communication needs resulting in a low to medium impact within college. These are highlighted to all staff with advice on support strategies provided and monitored by the speech and language therapist (SALT) May include the following difficulties: <ul style="list-style-type: none"> Understanding verbal instructions and directions Expressing themselves verbally, grammar, word finding, vocabulary Specific difficulty with fluency (stammering) Speech sound development may be following an atypical pattern or delayed. Difficulty with social skills Voice problems, persistent hoarseness etc. The YP is operating at a level below expected outcomes and there is evidence of an increasing gap between them and their peers 	<p>Best Endeavour plus:</p> <ul style="list-style-type: none"> Observations by SENCO/ ALS FUNCTION/ALS Function. Observation profiles to target differentiation including IEPs with SMART targets that are reviewed and updated regularly Young person involved in setting and monitoring their own targets. Parents/carers/carers contribute to target setting and are confident in how to support their young person Assessment and advice from a SALT incorporated into SEN Support Plan as appropriate Advice on successful strategies e.g. visual timetables seating facing teacher, will be shared between all involved Transitions, changes in routine or staffing and events e.g. College trips are planned well in advance and take into consideration the needs of the YP . 	<p>Best Endeavour plus</p> <ul style="list-style-type: none"> Information about the YP 's difficulties is shared with relevant staff, in partnership with parents/carers. Individual outcomes agreed and monitored, following discussion with YP and parents/carers, to share advice on successful strategies and set targets Access to some individual support based on SEN Support Plan Careful consideration to grouping arrangements in the class including group dynamics and language learning opportunities Establish strategies to facilitate communication and to assess learning Sharing of advice on successful strategies e.g. use of visual supports, developing organisational skills. In-class LSA is targeted towards support for access for specific tasks/settings 	<ul style="list-style-type: none"> Best Endeavour plus Access to time-limited small group interventions as appropriate Group work to be planned. Need to include good role models and existing evidence baseline and retest to show effectiveness of support Teaching problem- solving skills Learning tasks differentiated by task and outcome to meet individual needs. LSA support is targeted towards access and is not necessarily needed for learning. 	<p>Best Endeavour plus</p> <ul style="list-style-type: none"> Support/advice from SENCO/ALS FUNCTION/ALS function Additional appropriately skilled adults routinely used to support flexible groupings Access to targeted small group work with LSA/PLC. Access to intervention work with Specialist Assessor College staff access awareness, enhanced and specialist training including LA training regarding meeting the needs of young persons Additional appropriately skilled adult (e.g. LSA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra- curriculum activities. Time for scheduled meetings with parents/carers on a regular basis LSA and class teacher to liaise with SALT as appropriate Access to specific SALT training Allocated time for professional meetings

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<p>SEN Support Plan+</p>	<p>Mainstream Element1 Low Level ALS</p>	<ul style="list-style-type: none"> • The YP has identified needs which require additional specific provision e.g. a detailed time limited programme, resource and requires advice/intervention from speech and Language Therapy • YP may have communication needs which significantly impact on their ability to access the curriculum including: <ul style="list-style-type: none"> - listening & attention skills - following adult language e.g. instructions, - social skills - Expressing themselves verbally, grammar, word - Word finding, vocabulary - specific speech sound development e.g. verbal dyspraxia - slow progress in phonic development and reading - reading comprehension including literal understanding - language - dysfluency - selective mutism - voice problems - difficulties using language to problem solve 	<ul style="list-style-type: none"> • Environmental audit using College Access/Equality Strategy • Risk assessments of tricky situations to inform adaptations incl. educational visits • Specialist assessments e.g. Specialist Literacy Tutor, Speech and Language Therapist, Educational Psychologist, OT • There is a commitment to developing independence with steps planned and agreed • Individual outcomes are agreed between Therapist, SENCO/ALS FUNCTION and class teacher and monitored on at least a termly basis following discussion with young person and parents/carers. • Careful reviewing of needs before transition at key stages e.g. starting post 16, HE or adult life • LSAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective • External advice is evident in the strategies that are in place • Evaluation of plans demonstrates that services have been used through the Local Offer and that recommendations have been followed up and reviewed 	<ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time for assessments as needed • Awareness of social and emotional aspects of disability • Speech and Language Therapist's advice reflected in lesson/curriculum planning and delivery overseen by SENCO/ALS FUNCTION • May need pre teaching and over learning of key vocabulary and concepts. 	<ul style="list-style-type: none"> • Regular/daily small group teaching of social skills if appropriate • Peer awareness • Pre-Teaching assistance could include the supply of teaching and learning resources • Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher , SENCO/ALS FUNCTION and speech and language therapist, following advice/information designed or recommended by that professional. • Consideration of speech sound development when delivering phonics, possibly employing alternative support e.g. Cued Articulation in place of, or in addition to Jolly Phonics/ Read write Inc 	<ul style="list-style-type: none"> • Time for meetings with parents/carers on a regular basis • Time for meetings with the Speech and Language Therapist • Access to appropriate quiet room for visiting professionals to work with individual young persons, taking into account safeguarding issues • Access to quiet room for Specialist Tutor to deliver speech language and communication interventions as appropriate • Access to resources recommended by SALT • Adult intervention targeted at specific curriculum areas or specific social times. • College will ensure that key information is passed on at times of transition • Consult with the SENCO/ALS FUNCTION and Speech and Language Therapist when recruiting staff to work with a named young person, • Access to Communicate in Print • Access to relevant sign system • Home-college communication book • Staff trained to enhanced and specialist levels

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EHCP	Mainstream Element 1 Possible High Needs Funding	<ul style="list-style-type: none"> YP may have communication needs which significantly impact on their ability to access the curriculum They have been assessed as requiring a highly specialist teaching and provision which may include small group work They require involvement of educational and non-educational professionals as part of a specific SEN Support Plan Possibly some complexity of other needs 	<ul style="list-style-type: none"> specialist assessments e.g. by Specialist Teacher , Educational Psychologist, SALT, OT, CAMHS etc. as part of non- statutory assessment plan. risk assessment as appropriate review the plan annually when all agencies are involved in reflection and joint planning in partnership with young persons and their parents/carers Specialist ICT assessments Assessment of SLCN by speech and Language Therapist re comprehension, expression, speech sounds, <i>Curriculum delivery is highly personalized</i> <i>Ongoing SALT involvement to include joint planning with the specialist teacher</i> 	<ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the YP within the mainstream class identified individual support in an inclusive mainstream setting to provide a personalised learning experience, taking into account advice from all the professionals facilitate production of differentiated materials Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. The use of specialist or adapted equipment / software where appropriate to access the curriculum Specialised modification of all teaching and learning styles and resources. Specialist communication strategies as needed by individual e.g. PECS, Makaton, use of other symbols Access to a highly differentiated curriculum, Use of equipment to access the curriculum home college liaison to agree consistent approaches to support SLCN Outreach advice from SLCN specialist teachers reflected in lesson/curriculum planning 	<ul style="list-style-type: none"> teaching style and tasks are adapted to suit young person's learning style, visual support, task plans, visual timetables, use of symbols individualised support to implement recommendations from SALT service if appropriate structured individual SEN support plans programmes to develop social interaction and emotional well being, as identified by the ILP/management plan Advice and assessment of the use of specialist or adapted ICT to access the curriculum , AAC e.g. communication aid, Makaton. Independent travel training to develop independence skills for the future Regular opportunities to work/socialize with disability peer group as appropriate access to mentor systems encourage participation in activities organised by voluntary organizations support development of 'life skills' LSA daily follow up of speech sound activities set by Speech and Language Therapist as appropriate Language concepts and vocabulary reinforced through targeted teaching Use of symbols in classroom as appropriate Use of visual supports such as Numicon, colour coding, Cued Articulation Careful planning of transitions 	<ul style="list-style-type: none"> SENCO/ALS FUNCTIONS provide support to teacher and LSAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the YP All staff involved with the YP eg LSAs/PLCs/teaching staff/technicians have additional awareness training on supporting a young person with speech, language, communication difficulties High level of multi-agency involvement: 'Team around the Family Co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role. Work together with the young person, parents/carers and staff to identify priorities for the young person's individual programme of work. Preparation of resources Opportunities for support staff to access specialist training regarding specific disability and their impact on learning and social and emotional well being. Staff trained to specialist levels to work with small group and/or individual intervention following a programme designed or recommended by an external agency. Involvement of educational and non-educational professionals as part of Annual Review of plan . Adult support to facilitate social interaction Adult support to develop/maintain attention skill Staff training re specialist resources. Provision and maintenance of specialist equipment Advice on use of ICT to access the curriculum from the Advisory Inclusion Teacher for Access Technology. Equipment and software loans may be available. See Access Technology Policy Training of all LSAs in basic Makaton, Cued Articulation, some form of basic SLCN as appropriate, possibly from local SALT service May need transport in line with LA transport Policy

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March 2015

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EHCP	<p>Mainstream Element 1</p> <p>Likely High Needs Funding & possible</p> <p>Specialist Provision</p>	<ul style="list-style-type: none"> The YP will experience significant, complex persistent and enduring difficulties which have a significant impact on their ability to access the curriculum The YP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive Lifelong needs may require non mainstream placement. 	<ul style="list-style-type: none"> Specialist assessments e.g. by Specialist Teacher, Educational Psychologist, SALT, OT, CAMHS etc. as part of statutory assessment plan. Risk assessment as appropriate Regular multi agency. assessment and review of strategies and progress. Review the plan annually when all agencies are involved in reflection and joint planning in partnership with young persons and their parents/carers. Specialist ICT assessments Specialist assessment by Speech and Language Therapist re comprehension, expression, speech sounds. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO/ALS Function and advice from education and non-educational professionals as appropriate Disapplication from certain subjects if appropriate The use of specialist or adapted equipment / software in all lessons to access the curriculum Specialised modification of all teaching and learning methods and resources. Highly visual teaching strategies commonplace to support spoken word. Use of Makaton signs, PECs and Communication in Print symbols, as appropriate Specialist communication methods including PECS, TEACCH 	<ul style="list-style-type: none"> Specialist teaching focusing on both learning curriculum and social skills throughout the college day Outcomes informed by Annual Review/ EHC plan Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education) Facilitate production of differentiated materials Adult support to access an individualised curriculum May need medical/nursing involvement re hygiene needs Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the young person Use of Makaton as routine in every classroom, around college, in taxi etc. 	<ul style="list-style-type: none"> Access to support from highly skilled and experienced staff within small classes with a high adult/young person ratio or 1:1 specialist support in mainstream. College co-ordinates the involvement of a range of agencies one of which may fulfil the key worker role. Skilled LSA who has understanding of the implications of disability and has in depth knowledge of specialist access equipment Additional individual support in line with risk assessments. Personalised timetable providing access to TA Support as specified in statement/ EHC Plan. Time to discuss, develop and review individualised reward systems and sanctions in close liaison with parents/carers/carers. Termly liaison time with services to assess progress and plan future targets. Staff training re specialist resources. Provision and maintenance of specialist equipment Advice from other professionals as needed Access to a quiet room for small group and 1:1 sessions Specialist support staff with appropriate qualifications