

Practical Approaches to Support Inclusion: Speech and Language

Description of Needs	Strategies to support teaching	Hints and Tips	Examples of outcomes to work towards
<p>The CYP experiences needs which are managed well in a mainstream setting with Quality First Teaching and thought given to approaches and strategies at a whole class level with appropriate differentiation of task and teaching style</p> <p>The CYP <i>may</i> present as having:</p> <ul style="list-style-type: none"> Limited listening and attention skills, e.g. easily distracted, may find it challenging to share attention with peers Difficulties following adult directions Differences when responding to social situations Possible anxiety about speaking in front of others Challenges forming relationships with peers e.g. difficulties turn taking Difficulties with sentence structure and grammar Limited vocabulary Differences with speech sound articulation 	<p>Focus on:</p> <ul style="list-style-type: none"> Presence, Participation, Achievement, Belonging, Well-being, Independence High quality adult – child interaction Careful use of modelling Use of visuals to support information shared verbally in the learning environment (Whole class visual timetable, objects, pictures, videos, story sacks, feeling boards) Use a multisensory approach Differentiated questioning – Consider appropriate Blank level for individuals Use of working walls and visual and practical resources to support independence Use of visual prompts, action plans and task boards to support independent learning Pre-teaching vocabulary: Tier 3 words e.g. specialist or technical vocabulary linked to topics Flexible grouping arrangements 	<ul style="list-style-type: none"> Know the individual well – what are their strengths and interests? Who are they comfortable with? What challenges them? Parent/carers and other professionals will invaluable information. Consider the seating position of the child so they can clearly see the teacher and teacher’s mouth. Good lighting is important here. Consistent approaches with visuals and style of communication and interaction across all staff members: Lunchtime staff, PPA cover teachers Avoid putting children on the spot when they are dysfluent speakers or possibly anxious about speaking – they may prefer a discrete check in when other CYP are working. Build in opportunities for children to generalise and transfer any skills they are working on under SALT. Be mindful of the additional processing time needed for children with SLCN. Waiting for at least 10 seconds before reframing the question is recommended to give the child time to formulate and articulate a response. If a child takes time to answer a question, repeat the same question again– do not rephrase A useful guide to promote reciprocity in interactions with CYP with SLCN is for adults to use four comments, expansions, explanations and repetitions to everyone questions 	<p>Some CYP might benefit from a ‘short note’ / SEND support plan with outcomes to work towards linked to identify needs:</p> <ul style="list-style-type: none"> X will contribute to class discussion using non-verbal means or discrete comments to key adults. X will follow simple instructions in the classroom environment. X will consistently answer who/what/where questions with 80% accuracy in the classroom environment. In classroom groupwork, X will take a turn appropriately when supported by a talking object. X will refer to visual supports to have a clear understanding of the class routine.

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<ul style="list-style-type: none"> • Phonological awareness difficulties • Difficulties regulating their emotions • Challenges expressing wants and needs • Heightened responses in the school environment • Low self-esteem and lack confidence. 	<ul style="list-style-type: none"> • Differentiation of task and materials. 	<ul style="list-style-type: none"> • When children are possibly anxious about speaking out, use a running commentary to describe what is happening. • Provide non-verbal ways for children to express wants and needs when they may feel worried about speaking out in class. E.g. visual cards • Encourage an ask-friendly environment – provide children with useful sentence stems and practise asking questions. • Praise curiosity. 	
<p>The CYP has clearly identified needs but is making progress and is able to access the curriculum with Quality First teaching and targeted appropriate strategies/reasonable adjustments that are regularly reviewed with parents and monitored by the SENCO.</p> <p>The CYP may present as having:</p> <ul style="list-style-type: none"> • Difficulties understanding verbal instructions and directions • Distractibility which leads to poor listening & attention skills • Literal understanding and poor reading comprehension skills • Slow processing of oral language and difficulties 	<p>Focus on the above plus:</p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. Advice on successful strategies is be shared between all involved • Careful consideration to grouping arrangements in the class including group dynamics and language learning opportunities • Planning for transitions, changes in routine or staffing and events takes place well in advance and takes into consideration the needs of CYP • Group work to be planned and tailored to meet identified need. • Learning tasks differentiated by task and outcome to meet individual needs. 	<ul style="list-style-type: none"> • Liaise with and follow advice from SALT, including ensuring staff who work with the child have time to discuss CYP with therapist or other external professional (e.g. advisory teacher, EP) • Provide access to a quiet, distraction-free environment in which to deliver intervention groups • Consider providing access to Communicate in Print or Makaton sign system if appropriate • Use a home-school communication book regularly • Ensure timetable allows for regular/daily small group teaching of speech/language skills • TA support is targeted towards access and is not necessarily needed for learning • Consider how resources are used and introduced to support target vocabulary and/or extend vocabulary and phrases. 	<ul style="list-style-type: none"> • X will follow a 3 information carrying word instruction • X will use clues from the context or text in order to infer or predicted • X understands and uses specific vocabulary relating to linguistic concepts e.g. relating to time: today, yesterday, soon, before, after, later • X uses structured visual resources to create simple sentences (using colourful semantics)

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<ul style="list-style-type: none"> keeping up with the pace of lessons • Limited understanding and use of linguistic concepts e.g. size, time • Difficulties expressing themselves verbally, for example structuring sentences, word finding, limited vocabulary • Difficulties with retelling, sequencing, predicting • Challenges when talking about emotions and other people's points of view, which can lead to difficulties with social skills • Difficulties using language to problem solve for example: explain why, justify opinion, communicate solutions • Specific difficulty with fluency (stammering) • Atypical pattern of or delayed speech sound development • Difficulty relating to a specific speech sound development e.g. verbal dyspraxia • Voice problems e.g. persistent hoarseness • Slow progress in phonic development and reading 	<ul style="list-style-type: none"> • Consideration of speech sound development when delivering phonics, possibly employing alternative support e.g. Cued Articulation in place of, or in addition to synthetic phonics programme • Consider the use of the following approaches, which might be delivered in a small group or one to one: <ul style="list-style-type: none"> • Colourful Semantics • Word mats • Mind maps to support vocabulary development • Teach linguistic concepts • Targeted input on blank levels to support development of verbal reasoning, and careful planning of types of questions which are appropriate to child's needs • Use visual approaches e.g. pictures with speech and thought bubbles to teach other points of view • Do not rephrase questions or comments initially • Give plenty of processing time • Visual prompts to support teaching 		<ul style="list-style-type: none"> • X can sequence up to (6) events • X can retell a story including key information: who, what, where, when • X can use information from a story or situation to predict what will happen next • X can produce target sound in isolation/at word level/within a sentence.

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<ul style="list-style-type: none"> • Selective mutism • Difficulty with social skills. 	<ul style="list-style-type: none"> • Daily speech interventions, following advice from a SALT • Identified adult support for CYP with selective mutism; undertakes a tailored programme with the CYP as advised by external professional. 		
<p>The CYP has clearly identified needs and requires structured and consistent additional support in order to make expected progress.</p> <p>Quality First teaching, targeted approaches and strategies/reasonable adjustment are consistently implemented and reflected in a personalised support plan shared with all key staff. The plan and approaches, strategies are support are regularly reviewed with parents, the SENDCO, key staff and the CYP</p> <p>The CYP may present as having:</p> <ul style="list-style-type: none"> • Identified needs which require additional specific provision e.g. a detailed time limited programme or resource and requires advice/intervention 	<p>Focus on the above plus:</p> <ul style="list-style-type: none"> • Use communication friendly approaches e.g. adapt communication style using visuals in the environment and in lessons, use multi-sensory communication, give information in smaller chunks with additional processing time, individual visual timetables, simplifying /repetition of instructions, checking understanding of instructions. • Repetition/overlearning of concepts is used within lessons. Pre and post teaching used to reinforce and prepare pupils for the learning within the classroom. • Adult mediation, modelling, scaffolding and extending play, language or thinking skills. • Prompts are used to maintain attention and concentration, understanding of tasks, reframing 	<ul style="list-style-type: none"> • Keeping up to date with evidence- based interventions is advised, such as: <ul style="list-style-type: none"> – The What Works database includes information on the evidence base for individual interventions – The charity Communication Matters has a huge amount of information about SLCN, such as information about PECS https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/pecs/ • Monitoring and recording small steps of progress is hugely helpful, please consider the appropriate tool specific to the presenting SLCN e.g. • PECS monitoring sheets • Matt Laurie’s seven levels of Intensive Interaction • 7 levels (bradford.gov.uk) • For selective mutism, the following resource is recommended: 	<ul style="list-style-type: none"> • Upon seeing and wanting a particular item and with a picture of that item in reach, CYP will pick up the picture, reach to the person with the item and release the picture into that person's hand • Upon wanting a particular item CYP will go to the communication book, construct entire sentence strip, go to communicative partner and exchange strip.

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<p>from Speech and Language Therapy e.g. PECS</p> <ul style="list-style-type: none"> • Communication needs which significantly impact on their ability to access the curriculum • Complex needs alongside speech and language e.g. learning difficulties, medical conditions 	<p>of tasks, and understanding of instructions to work towards independent learning.</p> <ul style="list-style-type: none"> • Planned small group interventions/support programmes are facilitated as part of the weekly timetable e.g., programmes provided by OT, SALT. • Daily check ins with a key person where a pupil may need support to process what has taken place during the day or to prepare for the upcoming day. • Key person to support pupil by regularly checking and monitoring the use of specialist equipment e.g. hearing aids, cochlear implants, radio aids, low vision aids. • Emotional regulation support for pupils e.g.: use of de-escalation strategies alongside a consistent focus on preventative and early intervention measures. • Planned resilience/ friendship/ wellbeing groups to support the emotional needs of the pupils whilst celebrating neurodiversity. Programmes may be suggested 	<div data-bbox="1070 204 1317 555" data-label="Image"> </div> <ul style="list-style-type: none"> • Alongside guidance from Children's Speech and Language Therapy Services and/ or SEND and Inclusion Services. 	

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	<p>by school counsellor, CAMHS, SEND and Inclusion teams etc.</p> <ul style="list-style-type: none"> • Offer scheduled opportunities for positive interactions with peers during unstructured parts of the day, such as multi-skills, gaming, debate club, Lego, arts, and crafts to support pupils that find these times difficult to manage. • Lesson outcomes are modified (e.g., alternative methods of response) including alternative recording strategies to access the curriculum (e.g., diagrams, mind maps, use of ICT with appropriate software). • Adult modelling and support to negotiate and communicate in a safe and assertive manner e.g., use of Restorative Approaches tailored to the child's speech, language and communication profile (such as the BLANK language levels) • Support to prepare pupils for any planned changes to the daily routine, for instance with the use of social stories or approaches to promote tolerance of uncertainty. • Nurture principles are embedded within the classroom context with 		

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	<p>consideration given to the additional needs of the pupil which might include discreet and supportive check-ins.</p> <ul style="list-style-type: none"> • Amendments are made to an already existing scheme of work to allow for certain pupils to access the lesson more efficiently e.g., green backgrounds to allow for pupils with dyslexia or visual stress. Please ensure approaches are tailored and or specific to the child and the child's views are obtained on their effectiveness. • Specialist software is utilised to adapt (e.g., enlarge) resources on a large scale (e.g., a large novel). • Regular(throughout the day) movement or sensory breaks (e.g., fidget toys) involving no or minimal additional adult support. • Pupils have access to short to medium term support/interventions with an adult trained in specific programme delivery for a range of interventions to support SLCN. Examples may include programmes such as: ELKLAN, 		

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	<p>Getting Along, Zones of Regulation.</p> <ul style="list-style-type: none"> • Advice from professionals is utilised to support a pupil's needs e.g., NHS SALT, OT, Autism team, Sensory Team, Counselling, Educational Psychologist, bereavement services, LA panels (such as Inclusion Panel). • Adults to adapt the environment, activities and/or teaching approaches to facilitate access for pupils with physical needs, vision or multi-sensory impairment and/or medical conditions. • Key person to act as first point of contact, meet on a regular basis, discuss/review progress, coordinate support, build on successes, enhanced contact with home. • For selective mutism, identified key worker to liaise with home and wider multidisciplinary team to implement bespoke intervention. 		