

## Developmental language disorder ARP

Developmental language disorder needs:

### Cognition and learning

- Learning may be over 2 years below age related expectations at primary due to the impact of their language and/or speech needs but with the right specialist support will make progress and access a mainstream curriculum.
- Will have general abilities that fall within the broad average range but have language and/or speech needs that impact on their learning that require specialist teaching and intensive speech therapy.
- Will show potential for being able to make good progress with access to the right specialist support.

### Communication and interaction

- Will be identified as having Development Language Disorder (DLD) and / or a significant Speech Sound Disorder as identified by a Speech and Language therapist.
- Will have significant receptive and / or expressive language difficulties associated with developmental language disorder.
- Their significant language and/or speech disorder will be impacting on the child / young person's ability to build relationships.
- Child / young person may present with social communication difficulties.
- May have difficulties communicating with others for more complex reasons (for example, problem solving, asking for help)
- May have difficulties with their social understanding, for example identifying the thoughts, feelings and intentions of others.
- May have accompanying language difficulties including understanding non-literal language.

### Social, emotional and mental health

- May present with additional behaviour or emotional needs but this will not be their main area of need.
- Their significant language and/or speech disorder may be impacting on their wellbeing and self-esteem.
- Can manage unstructured time independently or with minimal support.

### Sensory, physical and medical

May present with additional sensory, physical and medical needs but this will not be their main area of need.

Support needed for developmental language disorder

### Curriculum, teaching and learning

- Children and young people require some small group teaching for specific speech and language interventions.
- At primary age, speech and language interventions must be regularly delivered and fully embedded into the curriculum.
- At secondary age, speech and language interventions must be regularly delivered and embedded into the curriculum.
- Some will need a personalised / adapted curriculum and additional therapy programmes, including occupational therapy, to enable successful access to GCSEs / accredited courses and preparation for adulthood.

### Environment

Will need modified environments with fewer distractions

### Behaviour support

- May need support to learn how to regulate their emotions and manage any anxiety or mental health needs.
- Implementation of the Ealing Therapeutic Thinking Schools approach or a similar evidence-based approach.

### Related content

[Therapeutic Thinking](#)

#### Contact:

- **Special education needs assessment service:** [senas@ealing.gov.uk](mailto:senas@ealing.gov.uk) 020 8825 6910

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- [Neutral](#)
- [No](#)

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