Ealing Guidance Inclusion Development Programme

Speech, Language and Communication Needs

Early Years Settings plus Primary/Secondary

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Contents

IDP PowerPoint Presentation

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The Inclusion Development Programme

Aims of session

- To introduce aims, content and structure of the IDP
- To suggest ideas for development in schools
- To outline plans for future LA support

Background

- Takes forward a commitment to improve support and advice for children with SEN made in *Removing Barriers to Achievement* (2004)
- £2 million project of training for teachers, support staff and early years practitioners
- IDP Developed by DCSF and officially launched Oct 2007
- Materials developed and now made available for schools to use

Aims of IDP

- To increase confidence and expertise of all mainstream practitioners in meeting needs of pupils with SEN in mainstream settings (**Wave 1/QFT**)
- To improve outcomes for **all** pupils and close gaps
- Promote early recognition and appropriate intervention
- Support schools and settings to become more effective at strategic approaches to support and intervention
- Focus on attainment and progress across all five outcomes of the ECM Change for Children agenda

Structure

4 year programme of continuing CPD (2008 – 2011) which will address needs of pupils with:

- **Speech, Language and Communication Needs (SLCN)** - with materials developed in conjunction with *I-CAN*
- **Dyslexia** - with materials developed in conjunction with *Dyslexia Action*
- **Autistic Spectrum Disorders** (ASD)
- **Behavioural, Emotional and Social Difficulties** (BESD)
- **Moderate Learning Difficulties** (MLD)

National Curriculum Statutory Inclusion Statement (2000):

'Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.'

The Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:
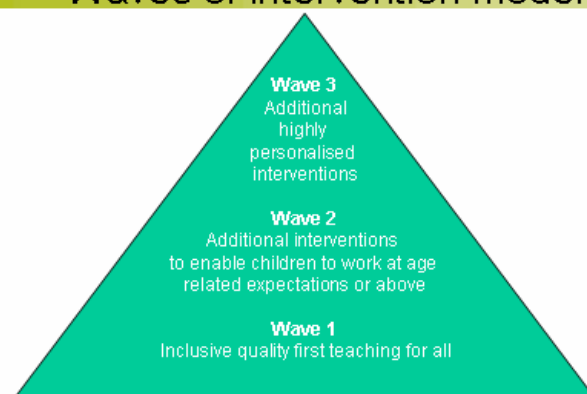
1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Inclusive teaching:

- Is set within a culture of high expectations for all.
- Emphasises what a child will learn rather than the activities they will do.
- Is based on an assessment of what the children already know, can do and understand.
- Uses teaching styles that meet the needs of individuals and groups so that all children are engaged in learning.
- Establishes access strategies that will help overcome the potential barriers to learning taking place.

Waves of intervention model

Wave 3
Additional highly personalised interventions

Wave 2
Additional interventions to enable children to work at age related expectations or above

Wave 1
Inclusive quality first teaching for all

- **Bercow Report:**
  - Communication is crucial
  - Early identification and intervention are essential
- Currently 7% of children will have significant SLCN on entry to school
- 1% most severe and complex SLCN on entry
- Up to 50% of children could have transient SLCN
- **Sir Jim Rose** examined how to strengthen focus on SLCN in primary curriculum
- Ofsted review of progress on SEN in 2009-10I includes focus on SLCN
- Some pupils may have some degree of dyslexia
- A small minority may have severe needs due to dyslexia

Audience for IDP

Three sections:
- Primary and Secondary IDP (for school leadership teams, mainstream teachers and TAs)
- EYFS IDP (for practitioners in EYFS/schools and settings)
- Initial Teacher Training IDP (for teacher training)

EYFS/Primary/Secondary Form

- Web-based materials - Standards web site
- Interactive DVD

Resources for Primary and Secondary are on same DVD

2 DVDs can be ordered for each Infant and Primary school and 4 for each Secondary school

Not a resource just for SENCOs – **a whole-school approach**

Implementation

Expectation that all staff will access training.

Schools can use the tool to:
- Complete a school self-evaluation audit
- Devise IDP action plan linked to school improvement plan
- Instigate training using the IDP materials

DVD contents

- All the information also available via the web site
- Primary and Secondary resources
- Video exemplifications
- A glossary
- Library of resources
- Links to previous resources linked to school improvement
- A range of materials published to support SLCN and dyslexia

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Process

- Process begins with **self-evaluation audits** – all staff encouraged to complete – assessment of confidence and competence in addressing needs of pupils with SLCN and dyslexia
- Audit uses the National Strategies 4 levels of judgements:
  - focusing, developing, enhancing, establishing

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Audits

- Require evidence to be identified to justify the judgements made
- To be carried out over a period of time
- Suggests that *'ideally the self-evaluation will be carried out as a whole school activity where staff jointly consolidate what they consider to be good evidence and establish key opportunities for collecting this.'*

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When audit complete…

- Headteacher and SLT to use this information to develop an IDP Action Plan that identifies the action needed to increase and evidence staff learning
- The training required is provided through information on the DVD and/or IDP website

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Contents

- **Background**
  - **Guidance** for **headteachers** and leadership teams
  - **Background information** on **SLCN**
- **Barriers**
  - Units focusing on the **barriers** for pupils with SEN
- **Removing barriers**
  - Units focusing on removing barriers to learning for pupils with SEN
- **Library of resources** and **links** to useful web-sites for staff self-evaluation and further CPD

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Introduction to the speech, language and communication need (SLCN) strand of the Inclusion Development Programme (IDP)

The National Strategies is responsible for taking forward the commitment made in the DfES publication *Removing Barriers to Achievement* by providing continuing professional development (CPD) to all mainstream practitioners, to increase their confidence and expertise in meeting high incidence Special Educational Needs (SEN) in schools. This commitment has resulted in the Inclusion Development Programme (IDP) - a four year training programme. In the first year, the focus was placed on identifying and addressing barriers to learning for pupils with speech, language and communication needs (SLCN.) This publication aims to support the delivery of training contained within the SLCN strand.

The IDP aims to support schools in raising attainment of pupils with special needs, by increasing staff awareness of quality first teaching strategies to which effectively meet pupil's needs. The programme can be accessed through e-learning. The intention is that the programme is driven by headteachers and leadership teams.

There are two programmes available to schools – one for Early Years and the second for primary and secondary schools. Both programmes were made available via a DVD and a web-based learning tool that is located on the Standards website

Both e-learning resources (DVD and the website) contain similar material e.g. activities and resources, video exemplifications, a glossary, library of resources, links to previous National Strategies resources linked to school improvement, as well as a range of materials published to support pupils with SLCN.

The process begins with a self-evaluation audit that all staff are encouraged to complete. It requires evidence to be identified and is expected that this will be a process that is carried out over time. When the audit has been completed, the headteacher and leadership team are then required to gather this data to develop an IDP action plan that identifies the training needed to increase and evidence staff learning. This training will be provided through information available on the IDP e-learning resource and is expected to be completed in one-two terms.

Bercow Review

The Bercow review is the culmination of a ten months review and consultation on provision for children with speech, language and communication needs undertaken by John Bercow.

The review identified five key themes:
1. Improving understanding that communication is crucial.
2. Ensuring that early identification and intervention are recognised as essential.
3. Designing a continuum of services around the family.
4. Promoting more and better joint working.
5. Ensuring greater consistency and equity for families.

The recommendations to address significant speech, language and communication needs included:

• The regular monitoring of children at important stages of their school lives in order to identify potential speech, language and communication problems as early a possible.

• Setting up a series of local pathfinder projects around the country which will asses SLCN and decide the services required to provide for them. The intention would be to learn from them and spread best practice.

• Parents to be given ongoing information about their child's development and needs throughout their school life.

• The appointment of a communication champion to raise the profile of SLCN within schools and oversee the implementation of the pathfinders. Additional info on the Bercow Review in the Appendix

Early Years Foundation Stage Inclusion Development Programme

These materials are organised according to the four themes of the EYFS; 'A Unique child'. 'Positive relationships', 'Enabling environments', 'Learning and development'

Early Years Foundation Stage (EYFS): Speech, language and communication needs (SLCN) includes:

The EYFS e-learning modules
http://nationalstrategies.standards.dcsf.gov.uk/node/128482

The EYFS booklet Can be found on the link below:
http://nationalstrategies.standards.dcsf.gov.uk/node/161358

The EYFS DVD

DVD navigation guide – how to use the materials

The programme is divided into 5 sections:
- Introduction: What is the Inclusion Development Programme?
- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Every page presents basic information and sometimes includes suggestions for discussion. Some pages also have:
- Video clips and slides
- 'Question and Answer' activities
- Links to additional information and useful websites
- 'Take Away' Tasks

Introduction: What is the Inclusion Development Programme?

Page	Page Title and Features
1	What is the Inclusion Development Programme? **Additional Material:** *'What is meant by CPD'?*
2	Define speech, language and communication
3	Define speech, language and communication **Q & A Activity** **Refer to** www.talkingpoint.org.uk
4	Receptive and expressive language
5	Some possible reasons for speech, language and communication needs
6	Children with English as an additional language **Additional Material:** *A practitioner asks: A child with a non-English speaking family has started in y setting and is not yet using any spoken language* **Take away task:** English as an additional language
7	The impact of speech, language and communication needs
8	Children with speech, language and communication needs **Video:** A practitioner describes a child with difficulties in speech sound production
9	Children with speech, language and communication needs **Video:** A practitioner describes how the child's needs were identified and the child supported
10	Early identification and support

A Unique Child

1	A Unique Child
2	Speech, Language and Communication Development
3	Recognise, Describe, Plan and Review
4	Recognise different methods of communication **Video**: Baby Poppy with her childminder
5	Describe different methods of communication **Q & A Activity**
6	Describe the stage that a child has reached **Refer to:** *EYFS Communication, Language and Literacy Development Matters* **Take away task:** Recognise, describe, plan and review the development of children's speech, language and communication
7	Difficulties or delay in development
8	A practitioner observes a child and notices… **Video:** A practitioner describes a child's use of a dummy
9	The use of dummies **Video:** A practitioner working with a child to control the use of his dummy **Additional Material:** *A practitioner asks: Is it true that sucking dummies and bottles can harm a child's speech and language development?* **Refer to** www.ican.org.uk
10	Non fluency or hesitant speech **Additional Material:** *A practitioner asks: Which children need to be referred to a speech and language therapist?* **Video:** 2 examples of non-fluent speech
11	Non fluency or hesitant speech **Q & A Activity** **Refer to** www.stammering.org
12	A practitioner asks…
13	Making sense of Language **Q & A Activity** **Refer to** www.talkingpoint.org.uk

Positive Relationships

1-3	Positive Relationships
4	Supporting Learning **Slides:** Skills to support language develop **Video:** 3 clips illustrating skills that can be used to support language development
5	Supporting Learning
6	Adapting Language and communication
7	Supporting Learning and adapting language **Video:** 4 clips illustrating how adults can adapt their language
8	Adapting Language **Q & A Activity** **Additional Material:** *A practitioner asks: a child in my care seems to be having some difficulty following spoken instructions. What can I do to help?* **Video:** A practitioner discusses alternative communication
9	Carrie (Practitioner) interview about alternative communication **Q & A Activity**
10	Practitioner skills **Take away task:** Developing vocabulary
11	Sharing a book **Q & A Activity** **Video:** Sharing a book with a child
12	Areas to develop? (Making it easier)
13	Making it easier **Take away task:** Practitioner communication skills
14	Working with parents **Video:** 3 examples of practitioner/parent relationships
15	Working with parents
16	Working with parents and other professionals **Additional Material:** *1. Who does what? Roles and responsibilities in relation to speech, language and communication needs.* *2. A practitioner asks: The speech and language therapist has arranged to visit a child in my setting. What should I expect?*
17	The wider environment **Additional Material:** *Every child Matters: Change for Children* *Common Assessment Framework* *'Early Support'* **Refer to** www.everychildmatters.gov.uk www.earlysupport.org.uk

Enabling Environments

1	Enabling Environments
2	The learning environment **Q & A Activity** **Additional Material:** *Who does what? Roles and responsibilities in relation to speech, language and communication needs.*
3	The physical environment
4	Noise level and other distractions
5	Story, rhyme and circle time sessions
6	Singing and rhyme time in a pre-school **Video:** using singing and rhyme time
7	Did you notice the following? (visual support)
8	Visual support
9	Visual support materials
10	Using a visual timetable **Video:** Using a visual timetable
11	Practitioners as a resource in the learning environment **Additional Material:** *A practitioner asks: A child in my setting is very talkative but I find her speech is difficult to understand…*
12	Providing a running commentary on children's play **Video:** Example of a running commentary
13	Running commentaries on children's play
14	Practising providing a running commentary **Video:** Practice making a running commentary
15	Reviewing your practice as a setting **Refer to** www.basic-skills.co.uk/resources

Learning and Development

1	Learning and Development
2	Supporting Learning and Development
3	Inclusive Practice 1
4	Tidy Up time **Video:** Tidy Up Time
5	Inclusive Practice
6	Planning for adult led or freely-chosen activities
7	Adult-led and Freely Chosen or Child-initiated Activities **Video:** A practitioner discusses adult-led and child-initiated activities
8	Identifying and meeting individual children's needs case study **Video:** Examples of working with a child with speech, language and communication needs
9	How did the pre-school work with Terry? **Q & A Activity**
10	Transition **Video:** Transition from pre-school to Reception Class
11	An Effective Setting **Take away task:** Supporting children with speech, language and communication needs: Audit
12	Meet Francesca
13	Francesca's needs **Q & A Activity**
14	Effective Practice **Additional Material:** *A practitioner asks: In my pre-school we pass our children's records on to parents but we are not sure that the new setting receives them…* **Refer to** www.earlysupport.co.uk and to *Seamless Transitions (DSCF)* and *Continuing the Learning Journey (QCA)*

Both the booklet and the interactive DVD support inclusive practice within Early Years settings and should be used alongside the EYFS package. The booklet and the DVD are organised in line with the four sections of the EYFS:
• A unique child
• Positive relationships
• Enabling environments
• Learning and developing

SLCN IDP self review

Name: **Date:**

A unique child My skills	How confident I feel		My training needs required		Date achieved
I understand what is meant by receptive and expressive language	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I am able to recognise the different methods of communication that babies and children use; verbal/non verbal	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I think about the language skills that are involved in the activities I provide and that all children can access them	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		

Positive relationships My skills	How confident I feel		My training needs required		Date achieved
I discuss children's speech language and communication skills with parents/carers	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I model and promote good listening skills	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I adapt my language to meet the children's needs including those with EAL	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		

Enabling environments My skills	How confident I feel		My training needs required		Date achieved
I observe, record & analyse speech, language and communication development and plan next steps	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I know how to contact outside agencies for support.	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I have considered the learning environment and its impact on SLCN	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		

Learning and developing My skills	How confident I feel		My training needs required		Date achieved
I am aware that the EYFS supports a communication, language rich environment	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I am aware of which children may have SLCN	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		
I can break down learning into achievable steps & monitor progress.	Confident		Self awareness raising		
	Still a little unsure		In service training (Setting based)		
	Need more support and training		Central training		

EYFS Inclusion Development Programme

Action Plan for SLCN

Action	Success Criteria	Lead person	Timescale	Progress to Date

Inclusion Development Programme: Strategies for EYFS

Social / Interaction Skills

- Be clear about the expectations of interaction within the classroom e.g. taking turns,
- What is expected during carpet time/group time.
- Explain the expectations verbally.
- Have the expectations displayed in the classroom with visuals to support understanding.
- Remind children of these expectations on a regular basis and point them out to the children when someone has forgotten to follow them.
- All staff to model social skills.
- Teach social awareness, friendship skills, language of emotion and recognition of facial expressions.
- Use concrete literal language.
- Be alert to signals from the child that they are becoming frustrated.
- Accept non verbal response e.g. gesture or eye contact as a 'turn' in social interaction
- Involve children in conversation.
- Emphasis turn taking during activities.
- Value what the children say.
- Listen more than you talk.
- Use visual cues.

Activities

- Use a puppet or toy in play.
- Encourage 'active listening' strategies e.g. good sitting/looking /listening /thinking/ waiting.
- Use joint activities e.g. taking turns in a game / row, row, row the boat / blowing bubbles.
- Use circle time activities in small groups e.g 'pass a smile'. (Refer to SEAD and SEAL Materials).

Attention and Listening Skills

- Background noise levels are managed, ensure children and adults are able to hear one another.
- Use the child's name to gain their attention prior to giving an instruction. Do not give the instruction until their attention is gained. Touch their arm if necessary.
- Teach children 'good listening ' rules – reinforced with visual cues.
- 'Chunk' information into manageable bits.
- Ensure there is good light in the room and that the room temperature is adequate.
- Use visual timetables.
- Give clear and simple instructions using visual prompts and demonstrations.
- Give a 5 minute warning before and after starting an activity.
- Give warning if changes of routine occur.

- Allow quiet fiddling during listening activities.
- Remove unnecessary distractions.
- Back up verbal explanations and instructions with visual information to help maintain attention, improve understanding and compensate for poor memory.
- Make the purpose of each task explicit and ensure that children have a clear grasp of the task in hand.

- Model good listening by:
  - being at the child's level;
  - giving the child time to speak;
  - responding to what the child says.

- Praise good listening and attention skills.

Activities
- Play barrier games, so the child has to listen carefully to the instructions given.
- Use 'copy-me' action games.
- Use action songs.
- Ready steady go games (sometimes the adult says go, sometimes the child says go).
- Wait for their name to be called to get a turn
- Make up songs to describe actions
- Involve class in devising rules for sharing and turn-taking.
- Use talking partners to share ideas.
- Play auditory and visual memory games.
- Ask children to show what they have to do.
- Circle Time.
- Use tapes of environmental sounds.
- Clap when you hear a particular word for a day.
- Spot the wrong word, 'Goldilocks and the three tears'.
- Letters and Sounds activities are used to actively develop listening skills. A range of activities are used which involve tuning into sound, making sense of sounds, having fun with sounds and talking about sounds.

Play/Experimenting
- Play alongside the children, watch what they are doing and comment on what they are doing.
- Don't ask questions; wait for the child to involve you. Smile and show approval and interest.
- Let the child lead the play.
- Adult to model play skills and talk about what they are doing.

Activities
- Use a prop-box and small world to encourage pretend play.
- Use pictures to aid play.
- Use puppets.
- Start from the child's own interests and gradually extend their play.

Receptive Language / Understanding
- Keep language simple.
- Break down instructions into manageable chunks and emphasise the key words.
- Expand what the child has said by adding a word.
- Allow time for the child to process information.
- Use symbols, signs and gestures appropriate to the child.
- Use repetition, use the same style / language / phrases when giving instructions.
- Speak slowly, simply and clearly.
- Give children choices e.g. apple or orange.
- Use routine and structure to reinforce understanding.

Activities
- Place objects/pictures in front of the child and see if they can carry out the instruction given to them.
- Use concrete objects and pictures to reinforce learning.

Expressive Language
- Provide a verbal choice with visual support e.g. "Would you like the _____or the _____?", so the child hears a good model and can recall the word.
- Comment on what is happening.
- Give children the right language model.
- Repeat language.
- Give children time to respond.
- Label objects and events to help children develop their vocabulary skills.
- Adults model simple sentences.
- Encourage showing, signing, and drawing to support communication.
- Do not pretend to understand what the child has said; ask the child to slow down or 'show you'.
- Check your understanding of what the child has said.
- Link vocabulary to topics and introduce new words before the topic itself.
- Revise new learning.
- Point out categories.

Activities
- Play barrier games where the child is the describer.
- Retell stories or events.
- Use time language [before / after / when/ later/ next].
- Encourage thinking skills.
- Home / school diary.
- Sorting and matching games.
- Odd one out games.

Primary and secondary IDP SLCN

Primary/secondary Speech, Language and Communication needs resource includes information on SLCN.

The primary and secondary e-learning resource can be located on the link below:
http://nationalstrategies.standards.dcsf.gov.uk/node/165384

Primary/secondary Speech, Language and Communication needs IDP Booklet can be located on the link below:
http://nationalstrategies.standards.dcsf.gov.uk/node/175591

Primary/secondary Speech, Language and Communication needs IDP DVD

Although there is a DVD for this section that has been distributed to all primary and secondary schools, it is considered that the e-learning resource (website) is the preferred choice. This is because:
• The DVD has not been updated / corrected and the materials on the website have been updated.
• The primary/secondary website is much easier to use than the EYFS version.

A map showing the contents of the IDP

Background

Introduction
Guidance for headteachers and leadership teams

FLK/SLCN
Overview of SLCN

Barriers

FLK/SLCN
What is SLCN?

FLK/SLCN
The barriers to learning for pupils with SLCN

Overcoming Barriers

FLK/SLCN
Identification of pupils with SLCN

FLK/SLCN
Making adjustments to include pupils with SLCN

FLK/SLCN
Strategies and resources to enhance pupil's expression, demonstration and recording of understanding and knowledge.

FLK/SLCN
The communication inclusive school

FLK/SLCN
Implications for planning SLCN

FLK = Foundation Level Knowledge

CONTENTS

The IDP DVD consists of a **Home** section and **three** main **information** sections

HOME:

- ➢ *Introduction to IDP* – P1: recommendations on how to use DVD:
  - o With whole staff
  - o Flexibly (not a linear programme)
  - o Based on staff self-evaluation activities

- ➢ *Index* – P2: three main sections: *Background*; *Barriers*; *Overcoming Barriers* (P4-5 in booklet, and see below)

INFORMATION SECTIONS:

➢ Background:

This comprises four sections:

1. **Introduction:** Aims of IDP, plus introduction with guidance on how to use the programme
2. **Guidance for headteachers and leadership teams:** Primary and Secondary

Plus two introductory Units:

3. **What are specific learning difficulties?**
4. **Overview of SLCN**

These Units provide **opportunities for self-evaluation** re knowledge about SLCN

➢ Barriers:

This section contains **information about the barriers** pupils may face who have SLCN.

In here you will find **units** which describe the day-to-day barriers a pupil may face as well as **interactive activities** to help you understand these barriers.

- ▪ What is SLCN?

- The barriers to learning experienced by pupils with SLCN
- Range of needs
- Key facts of incidence

➢ **Overcoming barriers:**

This section details **adjustments** you can make to your **teaching** as well as **whole-school adjustments** to support pupils with different learning styles.

- Identification of pupils with SLCN
- Making adjustments to include pupils with SLCN
- Strategies and resources to enhance pupils expression, demonstration and recording of understanding and knowledge
- The communication inclusive school
- Implications for planning: SLCN

The structure of SLCN:

- Background
- Associated barriers to learning
- Overcoming these associated barriers
- Planning
- SLCN inclusive schools

Each section of the SLCN contains information on:

- Prior Learning
- Information
- CPD
- Activities
- Resources – containing case studies, subject specific planning materials, further guidance and reading.
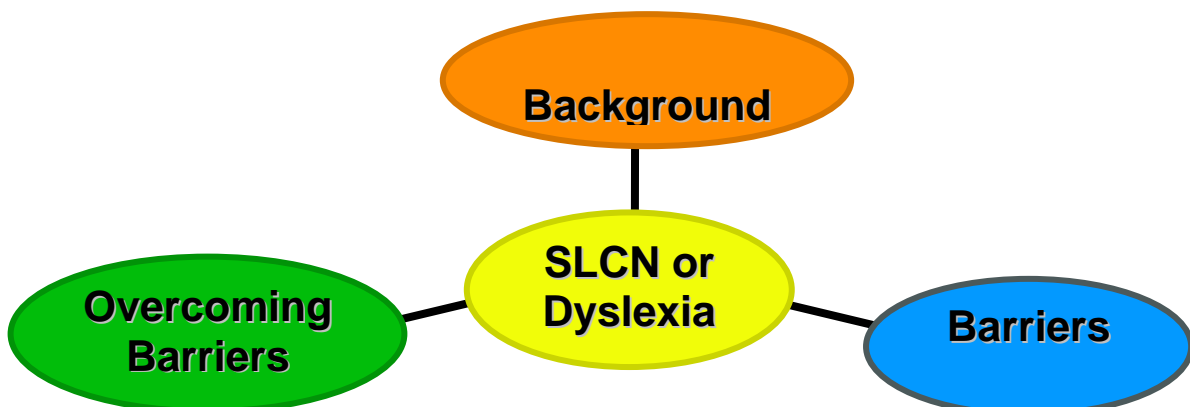
Navigation

- The DVD can be navigated using the **menu at the top of the page**
- The menu provides **direct links** to the **three sections of the DVD** and to the **tools** you can use (such as **Search,** for locating information, and **My Profile**, for storing information and checking your progress)

Each section of the **programme** is divided into **units**. **Each unit** is **discrete** and contains relevant information.

Each **unit** is divided into **five areas** which are navigable through the tabs at the top of the unit (- the tabs are the same for all sections)

Prior learning: contains activities and information which will activate your previous understanding before you begin the unit

Information: contains the core information about the unit

CPD: provides guidance on how the unit can be used for CPD purposes

Activities: contains a list of the activities within each unit. This enables you to access activities without the need to find them within a unit.

Resources: contains a list of all resources used within a unit. This enables you to access unit resources without having to locate them within a unit.

<u>Suggested 'guided tour'</u>

1.   Open **HOME** Page

Then look at *Index* P2 (FLK = Foundation Level Knowledge)

2.   **BACKGROUND:**

➢ **Introduction** (note 5 tabs at top – same for all sections)

- Go to *Information* tab (5 pages, including Contents of IDP and advice on navigation, plus **staff self-evaluation documents**)
- Go to *Background* (top tab) and click on…..

➢ **Guidance for Headteachers and Leadership teams**

- Go to *Information* tab
- Within this, click on *Primary* or *Secondary* – guidance for both
- Return to *Background* (top tab) and click on…..

➢ **What are specific learning difficulties?**

- After *Prior Learning*, browse through
- *Information* (crystal model), and other tabs (CPD, Activities, Resources)
- Return to *Background* and click on…..

➢ **Overview of SLCN**

- Browse through tabs (as above)

3. Go back to **HOME** P2 and look at **Units** in **BARRIERS** section

    - then back to **HOME** P2 and look at

4. **Units** in **OVERCOMING BARRIERS** section

Further Guidance

Paging

The items within each unit are paged. At the top of each page you will see forward and back arrows which allow you to page through the information. Selecting the forward arrow will take you to the next page and back will take you to the previous page in the unit.

Search

Search allows you to locate units by looking at keywords and seeing which units are related to each keyword. This can help you find information quickly.

Select a keyword from the drop-down menu and click the **Search** button. A list of units will appear. Select a unit to start viewing it.

Library

At the bottom of the page is a link to the library. The library contains all resources used in the programme. Select a category to see the document in it. Select a document to launch it.

Profile

On the DVD version of this programme you can create a profile of information based on your activities within the programme. This takes the form of filling in forms, saving them and downloading documents which you can use.

Logging in

To record information into your profile you first need to log into the DVD. Click on the login link at the top of the screen and enter in a unique name to identify yourself. Now anything you save will be stored in your profile.

Filling in forms

On the DVD version of this programme you will find activities where you can record your thoughts and understanding by typing into forms. These forms allow you to save your information and recall it at later times.

On the website version you will find downloadable documents which you can save to your computer and then type into to record your information.

On the DVD your documents are automatically stored in your profile under the headings Background information, Barriers and Overcoming barriers. If you are working from the web we suggest you create the same structure and save your documents into these to find them more easily.

Bookmarks

The Bookmark icon allows a user to save references to pages and then easily return to those pages. Bookmarks are available on the DVD only. You can use the bookmark feature of your web browser if you are viewing this programme online.

Glossary

You can access the Glossary in two ways: by either selecting the Glossary icon or by selecting words in the content. This will provide you with a definition within the context of the IDP.

Primary and Secondary Inclusion Development Programme

Action Plan for SLCN

Action	Success Criteria	Lead person	Timescale	Progress to Date

Inclusion Development Programme: Strategies for KS 1/2

Social / Interaction Skills
• Be clear about the expectations of interaction within the classroom e.g. taking turns, what is expected during carpet time/group time.
• Explain the expectations verbally.
• Have the expectations displayed in the classroom with visuals to support understanding.
• Remind children of these expectations on a regular basis and point them out to the children when someone has forgotten to follow them.
• All staff to model social skills.
• Teach social awareness, friendship skills, language of emotion and recognition of facial expressions.
• Use concrete literal language.
• Involve children in conversation.
• Emphasise turn taking during activities.
• Value what the children say.
• Listen more than you talk.
• Use visual cues.
• Be alert to signals from the child that they are becoming frustrated.
• Accept non verbal response e.g. gesture or eye contact as a 'turn' in social interaction.
• Encourage the class group to be aware of social needs.
• Use a buddy scheme at playtimes.
• Remind children about playground rules each day.

Activities
• Use a puppet or toy in play
• Encourage 'active listening' strategies e.g. good sitting/looking /listening /thinking/ waiting.
• Use joint activities e.g. taking turns in a game / row, row, row the boat / blowing bubbles.
• Use SEAL 'pass a smile'.
• Use circle time activities in small groups e.g 'pass a smile'. (Refer to SEAD and SEAL Materials).
• Use role play to develop and extend social skills.
• Playground games involving rules.

Attention and Listening Skills
• Use the child's name to gain their attention prior to giving an instruction. Do not give the instruction until their attention is gained.
• Ask another child to repeat class instructions to give a second chance to hear.
• Teach visualisation and recording strategies to help recall.
• Use visual timetables.
• Give clear and simple instructions using visual prompts and demonstrations.
• Give a 5 minute warning before and after starting an activity.

- Give warning if changes of routine occur.
- Give pupils strategies for when they get stuck with their independent work.
- Provide pupils with all the equipment they need and remove everything they don't need before each task.
- Allow quiet fiddling during listening activities.
- Remove unnecessary distractions and limit the time that focused auditory attention is required.
- Display question words.
- Back up verbal explanations and instructions with visual information to help maintain attention, improve understanding and compensate for poor memory.
- Keep tasks realistic and ensure children finish their task in order to have a sense of achievement.
- Make the purpose of each task explicit and ensure that children have a clear grasp of the task in hand.
- Model good listening by:
  o being at the child's level;
  o giving the child time to speak;
  o responding to what the child says.
- Praise good listening and attention skills.
- Focus on good behaviour rather than negative behaviour.
- Use timelines whenever possible.

Activities
- Play barrier games, so the child has to listen carefully to the instructions given.
- Use 'copy-me' action games, listening and message games.
- Carry out short brain gym activities regularly.
- Remind children to have drinks between lessons.
- Go through the visual timetable at the start of the morning and the afternoon.
- Involve class in devising rules for sharing and turn-taking.
- Use talking partners to share ideas and practise asking and answering questions.
- Play auditory and visual memory games.
- Ask children to tell another child what they have to do.
- Ask pupils to share their worries / concerns to a mentor or into a worry box.
- Circle Time.
- Retell stories and events.
- Use time language [before / after / when/ later/ next].
- Use sequencing cards and visual schedules.
- Use a photograph book to show the sequence of dressing for PE.

Play / Experimenting
- Children with language difficulties need more play opportunities and continue to need access to play opportunities in key stage two.
- Continue to provide opportunities for role play / imaginative play.
- Encourage turn-taking.
- Create opportunities for children to talk together through play and experimental learning opportunities.
- Use a buddy system for play.
- Create small group situations with an adult.
- Use craft, science, topic activities as an opportunity to extend language.

• Model play skills and talk about what you are doing

Activities
• Use a prop-box to encourage pretend play.
• Use story time activities to encourage imagination.

Receptive Language / Understanding
• Break down instructions into manageable chunks and emphasise the key words.
• Allow time for the child to process information.
• Use symbols, signs and gestures appropriate to the child.
• Use kinaesthetic teaching methods when possible.
• Use repetition, use the same style / language / phrases when giving instructions.
• Speak slowly, simply and clearly.
• Use routine and structure to reinforce understanding.

Activities
• Place objects/pictures in front of the child and see if they can carry out the instruction given to them.
• Use real objects, photographs or videos to support teaching.

Expressive Language
• Extend sentences given by the child, e.g. Child: Dog sitting, Adult: Yes, the big dog is sitting.
• Provide a verbal choice e.g. "Would you like the _____or the _____?", so the child hears a good model and can recall the word.
• Encourage the use of Mind Maps or similar techniques to help develop vocabulary.
• Encourage showing, signing, and drawing to support communication.
• Equip pupils with the skills and criteria to judge their own and others' learning.
• Do not pretend to understand, Ask the student to slow down or show you.
• Listen to pupil talk.
• Link vocabulary to topics and introduce new words before the topic itself.
• Teach vocabulary hierarchically by topic [e.g. habitats], concept and context [where I live], category or type, specific examples. Support the learning of new words by linking to sound, category, association, attribute and function.
• Model outcomes, thought processes and the language of learning.
• Promote dialogic talk e.g. through varied, rich questioning (open rather than closed).
• Encourage showing, signing, and drawing to support communication.
• Model sentences the child could copy and use.
• Prompt if a child gets stuck on a word.
• Present obstacles so the child has to ask for help.
• Encourage showing, signing, and drawing to support communication.
• Do not pretend to understand, ask the child to slow down or explain.
• Check your understanding by asking questions.
• Give children time to respond.
• Revise new learning.

<u>Activities</u>

• Play barrier games where the child is the describer.
• Retell stories or events.
• Use time language [before / after / later / when / next].
• Encourage thinking skills.
• Home / school diary.
• Sorting and matching games.
• Odd one out games.
• Say rhymes together and use clear rhythmical speech to concentrate on clarity.
• Play 'I spy with my little eye'.
• Revisit Letters and Sounds phase 1 activities.

ICT Programmes

Clicker 5 Computer programme can be used to support different aspects of language development including:

• Listening skills
• Language structure
• Language concepts
• Visuals and symbols to aid communication

Inclusion Development Programme: Strategies for KS 3/4

Social / Interaction Skills

Student Strategies
• Together, as a class, create expectation of positive interaction.
• Place on wall/in planner and refer to the expectations often.
• Agree a signal or gesture for when you do not understand.
• Think about the social messages other people are giving you.
• Plan how you will cope if you are frustrated or upset and agree this with your teachers.

Teacher Strategies
• Be clear about the expectations in the classroom.
• Remind pupils of these expectations on regular basis and refer to them when they have been forgotten.
• Have the rules written on a sign in the classroom - they should also be in pictorial form.
• Teach social awareness, friendship skills and the language of emotion.
• Use concrete literal language.
• Be alert to signals from the student that they are becoming frustrated.
• Accept gesture or eye contact as a 'turn' in social interaction.
• Teach problem solving strategies.
• Encourage group involvement.

Attention and Listening Skills

Student Strategies
• Think about where you sit in class. If you get distracted by students behind you, sit at the back. If you struggle to listen to the teacher for a long time, sit at the front.
• Choose someone quiet to sit with.
• Ensure you are sitting comfortably and able to move easily.
• Go through the timetable at the start of the morning and afternoon.
• Listen carefully to what you have to do and to what the teacher is looking for.
• Use your work plan if you get stuck.
• Ensure you know how long your activity lasts for.
• Have all that you need ready and all that you don't need, away from your desk.
• Use something quiet to fiddle/doodle if it helps you to concentrate.
• Let the teacher know when you don't understand.
• Use visualisation, sequence cards and recording techniques to help you remember sequences.

Teacher Strategies
• Use the student's name to gain their attention prior to giving an instruction. Do not give the instruction until their attention is gained.
• 'Chunk' information into manageable parts.
• Display visual timetable at students' eye level.
• Give clear and simple instructions using visual prompts.

- Give a warning before and after starting an activity.
- Give warning if changes of routine occur.
- Encourage students to use their work plan for when they get stuck with their independent work and encourage them to say if they don't understand.
- Provide an extra supply of essential equipment / resources in the classroom.
- Allow quiet fiddling / doodling during listening activities.
- Remove unnecessary distractions and limit the time that focused auditory attention is required.
- Reduce multi-tasking activities and increase use of multi-sensory, VAK activities, single-channel activities.
- Back up verbal explanations and instructions with visual information to help maintain attention, improve understanding and compensate for poor memory.
- Use talking partners to share ideas.
- Keep tasks realistic and ensure students finish their task in order to have a sense of achievement.
- Make the purpose of each task explicit and ensure that students have a clear grasp of the task in hand.
- Focus on recognising good learning behaviour rather than negative behaviour.
- Teach visualisation and recording techniques including sequence cards.
- Use timelines whenever possible.
- Before starting a verbal explanation, give a written list of short questions, with pictures if necessary, to focus attention on salient sections.
- Teach mnemonics.

Play /Experimenting

Student Strategies
- Politely ask for help or clarification.
- Use visualisation techniques to help you learn.
- Use drawings, diagrams, maps to help you record.

Teacher Strategies
- Demonstrate the class activity again in a one to one or small group situation with help from the student.

Receptive Language / Understanding

Student Strategies
- Repeat instructions either out loud or by silent rehearsal to yourself.
- Identify the key words in the instruction. In text, underline the key words.

Teacher Strategies
- Break down instructions into manageable chunks and emphasise the key words.
- Reframe questions and instruction to help understanding.
- Use repetition, use the same style / language / phrases when giving instructions.
- Plan the deliberate teaching of subject vocabulary and support with wall displays.
- Allow time for the student to process information and give specific thinking time.

- Use symbols, signs and gestures appropriate to the student.
- Provide choice through scaffolding responds.
- Speak slowly, simply and clearly and avoid unnecessary dialogue.
- Give real oral feedback ("that was an interesting comment because…" not "well done, what else?").
- Ask students to comment on each others' learning/outcomes.
- Chair and manage discussion.
- Use routine and structure to reinforce understanding.
- Use of oral frames e.g Do you think x or y ?

Expressive Language

Student Strategies
- If you cannot think of the right word you want to say, describe it to your listener.
- Try to participate in small group activities.
- Speak more slowly and clearly.
- When you learn a new word, think of a visual clue and try and use it regularly.
- Use word trees, mind maps, spider diagrams.
- Use 'tip of the tongue cues', think of the first sound, where does it go in a sentence, what does the word look like, gesture or sign it, think of another word that means nearly the same, say what it's used for.

Teacher Strategies
- Encourage the use of Mind Maps or similar techniques to help develop vocabulary.
- Encourage showing, signing, and drawing to support communication.
- Equip pupils with the skills and criteria to judge their own and others' learning.
- Do not pretend to understand, ask the student to slow down or show you.
- Listen to pupil talk.
- Check your understanding by asking questions.
- Link vocabulary to topics and introduce new words before the topic itself.
- Teach vocabulary hierarchically by topic [e.g. habitats], concept and context [where I live], category or type, specific examples. Support the learning of new words by linking to sound, category, association, attribute and function.
- Model outcomes, thought processes and the language of learning.
- Promote dialogic talk e.g. through varied, rich questioning (open rather than closed).
- Revise new learning.

A guide to identifying ICT provision to help pupils with communication and interaction difficulties

- Consider whether the learner would benefit from using augmentative and alternative communication (AAC).

- Seek advice on whether a VOCA (voice output communication aid) is needed. A VOCA is a device that stores speech that can then be used for communicating. There is a wide range of VOCAs. The simplest has just one recorded message that you activate by pressing it, while the most complicated have many areas, each with a different message, and several layers of messages.

Investigate the benefits of using a sound-activated switch. This can encourage children to vocalise. Using suitable software and blowing or speaking into the microphone, they can change a picture on the screen or create patterns in response to their voices

Does the communication difficulty lie in writing?

The table below highlights some of the ICT devices that can help with written communication.

Type of ICT	Benefits of use
Portable dedicated word processor	This is lightweight and has a long battery life. All machines offer spell-checking facilities, and word prediction can be included. Work can be printed out directly or transferred to a desktop computer for further editing.
Portable computer	This will be heavier, more expensive and have a shorter battery life than a portable word processor. However, it may be necessary if the pupil needs additional facilities such as word banks or speech feedback.
Desktop computer	This may be necessary if the pupil has physical, sensory or other additional needs.
Hand-held spellchecker	This gives the learner access to an electronic dictionary – some also include a thesaurus and definitions.
Speech recognition system	This requires a computer and special software to convert the spoken word into text. It is particularly useful for older pupils with dyslexia.
Overlay keyboard	As a simplified keyboard, this is valuable for anyone confused or distracted by the keys on a standard keyboard. Learners with writing difficulties can be helped to produce text by using an overlay prepared with key words and phrases for the task. Visual clues can be added to give extra support. The writer then enters text by pressing appropriate areas of the overlay.

Bercow Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs

During the Review five key themes were identified – issues that need to be addressed for real change and improvement to happen. Our recommendations are gathered under these five themes:

- Communication is crucial;
- Early identification and intervention are essential;
- A continuum of services designed around the family is needed;
- Joint working is critical; and
- The current system is characterised by high variability and a lack of equity.

Recommendations that may impact on schools and EY settings include:

- We recommend that the Government commissions a National Year of Speech, Language and Communication to be led by the Communication Champion.
- We recommend that all parents receive information which emphasises the importance of speech, language and communication to all children through the Child Health Promotion Programme.
- Once a child's SLCN has been identified, we recommend that a range of information, advice and support should be readily available to families, particularly at key stages and transition points in a child's life.
- We further recommend that the Government considers the case for funding national, regional and local support services for parents.
- To ensure that it is clear to all parents what provision is available in their local area, we recommend that the Government reminds Local Authorities of their current duties to provide information to families, including about publicly funded provision.
- We recommend that PCTs and local authorities work together to undertake surveillance and monitoring of children and young people to identify potential SLCN across the age range, and particularly at key transition points.
- For children up to the age of five, we recommend that surveillance and monitoring is delivered through PCTs adopting the recently updated Child Health Promotion Programme and, in particular, implementing the child and family health and development reviews, including the review of speech and language development.
- We recommend that the Government considers a review of the 'red book' (the Personal Child Health Record), to ensure that families and professionals have a clear record of a child's speech and language development at key ages and stages.
- To help ensure that where a SLCN is identified, appropriate provision is available to intervene promptly, we recommend that speech, language and communication is prioritised by all Children's Centres and that it is a primary focus for measuring every child's progress.

- o We recommend that the Department for Children, Schools and Families (DCSF) asks Sir Jim Rose to examine how to strengthen the focus on speech, language and communication in the primary curriculum and that the Department be ready to act on his advice.
- o To deliver early identification and intervention for older children and young people with SLCN we recommend that the DCSF reinforces its inclusive approach to SEN in the revised secondary curriculum by preparing and disseminating widely exemplifications of the effective removal of barriers for pupils with SLCN, in line with the principles of the National Curriculum inclusion statement.
- o We further recommend that, when issuing guidance to Local Authorities and schools on the use of funding, including that for personalised learning, the DCSF emphasizes the importance of meeting the needs of all children and young people with SLCN.
- o In recognition of the fact that greater delegation of funding to schools and their increasing role as commissioners has further complicated the commissioning challenge, we recommend that the current DCSF review of the Dedicated Schools Grant should take account of how the school funding system supports the delivery of universal, targeted and specialist services for children and young people with special educational needs.
- o To support further the workforce to deliver we recommend professionals from across the children's and young people's workforce undertake pre-qualification training in collaborative and multidisciplinary working, alongside professionals from other backgrounds.
- o We further recommend that the standards for Qualified Teacher Status ensure that students develop a better understanding of children and young people's SLCN and of how to address those needs.
- o We recommend that DCSF includes speech, language and communication, both as a core requirement and as an elective module, in the new Masters in Teaching and Learning.
- o We recommend that the Government ensures that good quality training, such as that provided through the Inclusion Development Programme (IDP), is available to everyone in the children's workforce, including health and education professionals, to develop their skills in relation to speech, language and communication.
- o In response to a report by the former Education and Skills Select Committee1, the DCSF has commissioned Ofsted to carry out a detailed review of progress on Special Educational Needs (SEN) in 2009-10. Given the prevalence of SLCN within the SEN population and the fundamental importance of supporting children and young people with SLCN, we recommend that the forthcoming Ofsted review takes full account of the need for the joint provision of services for children and young people with SLCN. In particular, we believe the Ofsted review should consider:
    1. the effectiveness of joint working arrangements between schools, Local Authorities and health services in addressing SLCN;
    2. the contribution of community child health services commissioned by the PCT;
    3. the effectiveness of Local Authorities' support to schools on improving outcomes for children and young people with SLCN;

4. the effectiveness of School Action, School Action Plus and statements of SEN in improving outcomes for children and young people with SLCN; and

5. how Ofsted itself might strengthen its contribution to raising standards for children and young people with SLCN, including what training may be required for Ofsted Inspectors in this area.

o We further recommend that the Government makes as much data as possible available about the educational attainment of children and young people with SLCN to allow it to be accountable for progress and to encourage improvement in provision.

You can download this publication from www.dcsf.gov.uk/bercowreview .

Inclusion Development Programme

Introduction for Parents and Carers

What is the Inclusion Development Programme (IDP)?

The IDP is
- o An online training course for teachers and practitioners working in mainstream schools and early years settings.

The IDP aims to
- o Increase the focus on early identification
- o Provide teachers with information about effective approaches to meeting needs
- o Build staff confidence and support schools to develop parental confidence in the school's inclusive curriculum

The IDP covers
- o Dyslexia (Specific Learning Difficulties)
- o Speech, Language and Communication Needs (SLCN)
- o Autistic Spectrum (ASD)
- o Behavioural, Emotional and Social Difficulties (BESD)

You can access the IDP at www.standards.dcsf.gov.uk/nationalstrategies/idp

The IDP has been developed with voluntary organisations such as Dyslexia Action, I CAN and the national Autistic Society

How can Parents/Carers be involved?

Parents/ Carers have an important role to play in supporting their child's learning. You can help by:

- o Talking to staff about how your child learns best.
- o Work with your child at home using materials or guidance provided by the school or setting
- o Give you views to the school about how well you think they are helping your child to learn

Useful Websites

Inclusion Development Programme: Speech Language and Communication Needs **An e-learning course which is designed to help early years practitioners in schools and settings in the early identification and support of children with speech, language and communication needs.**	**Early Years** http://nationalstrategies.standards.dcsf.gov.uk/node/128482 **Primary & Secondary** http://nationalstrategies.standards.dcsf.gov.uk/node/165384
I CAN National Charity for Children's Communication I CAN works to support the development of speech, language and communication skills in all children with a special focus on those who find this hard: children with speech, language and communication needs.	www.ican.org.uk
Literacy Trust: Talk to your baby Talk to your Baby's comprehensive website includes a wide range of free downloadable resources, as well as many useful links, current sector news, research and policy updates, particularly useful to support practitioners working directly with parents, carers and young children aged 0-5yrs.	http://www.literacytrust.org.uk/talk_to_your_baby

Communication Trust The purpose of The Communication Trust is to raise awareness of the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.	www.thecommunicationtrust.org.uk
Talking Point This site contains lots of information to supports children's speech and language including: stages of language development, tips to support speech and language, a variety of fact sheets in English and other languages.	www.talkingpoint.org.uk
National Deaf Children's Society Provides a useful range of tools, in supporting children with hearing impairment and promoting positive listening environments within settings.	www.ndcs.org.uk
British Stammering Association Provides information and support on stammering.	www.stammering.org
Early Home Learning **Early Home Learning Matters brings together the evidence about the vital role of parents in securing good outcomes for children, and provides practical information about how to plan and implement effective services to involve parents in their children's early learning from birth to age 5.**	www.earlyhomelearning.org.uk
Family and Parenting Institute The Family and Parenting Institute champions families. It draws on research and evidence to influence policy and offer practical solutions to make society more family friendly.	www.familyandparenting.org
Fatherhood Institute This website provides information for professionals on engaging successfully with fathers.	www.fatherhoodinstitute.org
Family Links Family Links is a registered charity promoting loving, kind relationships within families, schools, communities and prisons. They offer training to school staff to promote a positive ethos in their schools	www.familylinks.org.uk
The British Association for Early Childhood Education (Early Education), Provides support, advice and information on best practice for everyone concerned with the education and care of young children from birth to eight.	www.early-education.org.uk

Afasic Afasic is a parent-led organisation to help children and young people with speech and language impairments and their families	www.afasicengland.org.uk
Talking Partners **Talking Partners is a structured oral language programme; it aims to improve pupils' speaking and listening skills with particular attention to the links between oracy and literacy.**	www.talking-partners.org
Ealing Children Centre's website Provides information on all aspects of Early years, childcare and play. Links to Early Years Foundation Stage Good Practice Guidelines and useful resources.	www.childrenscentres.org.uk
Ealing Grid For Learning (EGFL) Provides information and resources on supporting All children's Speech Language and communication development	www.egfl.org.uk