

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

3.2.1 Speech and Language

Universal Provision

A child/young person with speech and language needs should have reasonable adjustments made through Universal Provision and Quality First Teaching/High quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- visual supports e.g. visual timetables, now and next board, visual support for tasks if needed.
- strategies to support understanding such as differentiated use of language, instructions given in short chunks, extra processing time, visual prompts e.g. timer, gestures.
- strategies to support verbal communication such as staff modelling correct language use, the use of talk partners to rehearse what you want to say.
- alternative methods of communicating such as gestures, visuals.
- specific teaching of general listening, attention, communication and interaction skills.
- a calm, ordered learning environment that supports listening, attention and communication.
- a buddy/befriender system or support for interactions at play and lunch times if needed.

Identification of SEN

A pupil may have special educational needs (SEN) in the area of Speech and Language if their difficulties with speech and language impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Speech and Language if:

- they have delayed or disordered language skills that are impacting on their access to the curriculum and their progress in at least one key area of learning.
- their difficulties with speech and language are impacting on their ability to communicate their needs and ideas and/or to interact successfully with others.

SEN Support

A child at SEN Support level with speech and language needs should have access to:

- targeted intervention groups to develop specific speech and language skills e.g. listening, attention, understanding of vocabulary, spoken language, social interaction.
- targeted support within the classroom to support their speech and language skills such as adult reinforcement of understanding of instructions, visual support of instructions.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Speech and Language if:

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- they have receptive (understanding) or expressive (speaking) language skills that are at a developmental equivalent of less than half their chronological age e.g. at 6 years old a child has speech and language skills that are the equivalent of an average 3 year old.
- their delayed or disordered language skills are having a significant impact on their ability to access the curriculum, make satisfactory progress and/or to communicate their needs successfully and to interact with others.

Provision at High Needs

The provision that a child or young person with High Needs under the area of Speech and Language requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.