Sefton Special Educational Needs and Disability (SEND)

Our Approach

Assess, Plan, Do Review

Sefton Council

Sefton – Graduated Approach

A Provision Map for Communication and Interaction

SEND Code of Practice:

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.' Speech, language and communication difficulties cover a wide and complex range of needs that frequently overlap, and children and young people may have difficulties in one or more areas. These include:

- *attention and listening – their ability to engage with language successfully*
- *receptive language – their ability to understand spoken language*
- *expressive language – their ability to use language to communicate*
- *speech and sound development - their ability to produce sounds necessary for speech*
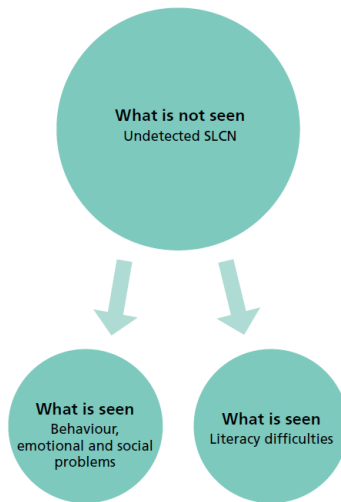- *social communication – their ability to use language successfully in social situations*

Whole School Systems	
Quality First Teaching meets the need of all CYP. **SENCO as strategic lead with sufficient time to implement the Code of Practice.** - Inclusive ethos that supports learning and wellbeing of all CYP. 'Team around the child' approach e.g., consistent language, approaches/strategies. - Positive relationships with staff and students within school. - Early identification of need. - Mixed ability or flexible groupings. - EEF 'Five a day principles'. - Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. - High expectations and positive growth mindset; pupils enjoy learning spoken language (free posters). - Transitions planned for and carefully managed	- A **whole school consistent approach** to teaching spoken language and communication skills or The Communication Trust framework - All staff aware of and are able to use the Health, Speech and Language Toolkit. - Programme of CPD to ensure that staff are trained in pedagogy such as the - Speech and Language Therapy | Stoke Speaks Out; - Progression in Language Structures, Tower Hamlets ; - Language unlocks reading; - Elklan Speech and Language Support - Staff awareness of Autism and Complex Needs Team offer | Sefton Education - Awareness of support available from Community Speech and Language Therapy - Alder Hey - Refer to the range of provision maps to support the whole child

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Universal Classroom Offer	**How have you developed your understanding of the environment, strengths, and barriers? What's working well? What's not working well?** • Gather pupil and parent/carer voice. Do you need to make any changes? • Identify pupil strengths and interests. What changes have you made? • S&L ages-and-stages – typical stages of language development. **Areas of curiosity:** o How do they learn? E.g., through play, use of practical activities. o What are the motivators for learning? o What do you notice about short term or working memory? o What communication methods are used? What is the pupil's level of understanding? o Have you noticed any areas of frustration or anxiety or avoidance strategies? o What do you notice about processing? E.g., is the pupil quiet in class? Or does it take time for them to respond? **What do your observations tell you about the pupil's specific skills such as:** • First language development • Understanding spoken language • Expressive language.	• See the Health, Speech and Language Toolkit **High Quality Teaching:** • Tasks adapted, simplified, or extended. • Check for understanding - Provide ways of pupil's communicating their understanding e.g., thumbs up, traffic light cards, help me cards, strategies of asking me, buddy, or key adults. • Time given for processing. • Repetition and reinforcement of skills- planned opportunities to recap, revisit and consolidate key vocabulary appropriate and purposeful to the learning taking place at the time. • Feedback to improve learning - use of specific, realistic, meaningful praise, celebration of successes or strengths, and for effort as well as for getting it right. • Plan for a range of questions and encourage pupils to use a range of questions: Blanks resource pack ; Blank questioning information ; • Language is appropriately matched to the age and development of the pupils. • Limited choices using objects/words (or both) when offering activities/ideas and when using questions to support language. • Ensure activities have a clear beginning and end. • Visual cues or prompts - matched appropriately to the age and development of the pupils. • Use of objects, pictures, and symbols to teach vocabulary. Phonological awareness skills could be developed	**Resources:** Alder Hey Toolkit – Communicating a Sound Future **Visual cues:** • Objects of reference. • Range of visual Supports e.g.: • Whole class timetable (written or symbolic). • Now & Next Boards • Use of task boards/steps to success. • Choosing boards. • Individual timetables. • Clear classroom labelling of resources. • Class noise meter. **Vocabularly:** • Word map dictionary • Word wall • Word banks • Knowledge Organisers **Understanding Language:** • Communication Boards • Actions for stories and poems, Talk for Writing and Kung Fu Punctuation. • Rhyming games or word association games. • Feely bags containing a range of objects to name, categorise or sort related to key vocabulary. • Use of concrete resources as communication mediators **Attention and Listening:** • Listening to CDs/audio books or adults telling/reading stories. • Use of sensory stories. • Action songs.	Refer to Sefton graduated response toolkit for reviewing pupil progress. **Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.** Quantitative - attainment & progress data. Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in: • Increased participation & engagement in learning. • Retention of key concepts and skills. • Independence. • Applying and generalising new skills to unfamiliar contexts. • Recording information in a variety of ways. • Improved confidence and self-esteem. • Clear approach/strategies of what to do when unsure about a task. • Positive response from pupil and parent/carer voice.

- Play
- Speech Sounds
- Selective mutism
- What is typical talk at Primary?

For further details refer to the Sefton S&L Referral Form

What is not seen
Undetected SLCN

What is seen
Behaviour, emotional and social problems

What is seen
Literacy difficulties

Communication Trust – Don't get me wrong

alongside this e.g., clapping out syllables in words.
- Adults are responsive, and model good communication, gestures, facial cues, and non-verbal prompts.

- **Collaborative working** - opportunities for all pupils to be able to talk, listen, understand, and take part. Accept any form of communication.

- **Environment** enables enjoyable, motivating learning and communication due to sensitive **noise levels, lighting,** and **visuals**.
- **Seating arrangements**- opportunities for independent, paired, or whole class working.
- Shared, **consistent routines** – use visuals to support.
- Classroom adaptations for **working memory difficulties**.

Whole school approaches:
- Supporting Pupils with SLCN in **Secondary Schools** including 'Use of Modified Written Text'; 'Vocabulary Learning and Revision'; 'Constructing Oral and Written Narrative'
- Peer Mentoring.
- Communication friendly environments
- Communication friendly environments checklist.

CPD:
- Further advice regarding use of visual supports can be accessed via training with STARS.
- Sefton Speech, Language and Communication Early Years resources
- Elklan training

Parental Support:
- Supporting language at home
- Family resource library
- Creating language opportunities

Sefton Council

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)

Targeted	• Formative and summative assessment identifies strengths and barriers in the following specific skills such as:
	   o Receptive skills/ understanding of language.
	   o Expressive language.
	   o Speech sounds
	   o Social skills/ interaction/ play.
	   o Attention & listening.
	   o Stammering
	   o Voice disorders
	
	• Specific assessment pertaining to intervention, e.g.: Nuffield Early Language Intervention (NELI) Language Screener.
	• Wellcomm assessments
	
	Pupils may:
	• Have limited vocabulaarly
	• Have word finding difficulties
	• Use less specific vocabularly
	• Have poor attention and listening skills
	• Be reluctant to participate
	• Struggle to follow instructions
	• Rely on peers
	• Make grammatical errors
	• Rely on gesture
		Refer to Sefton graduated response toolkit guidance for intervention planning and record keeping.
		
		Refer to EEF Teaching & Learning Toolkit.
		
		Additional Support:
		• High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress.
		• Structured interventions with reliable evidence of effectiveness. See EEF Guidance.
		• Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule.
		• Opportunities for overlearning and repeated practice.
		• Pre-teaching of language and key concepts.
		• Develop a range of memory strategies.
		
		Teaching Strategies:
		• Support the pupil to ask for help
		• Communicate face to face – consider seating position
		• Model language
		• Simplyfy instuctions
		• Use a commentary
		• Adjust questioning to level of understanding
		• Provide repetition
		• Emphasise key words
		
		Explicit links made to QFT with planned opportunities to apply taught skills in QFT.
			Evidence based intervention:
			
			Vocabularly:
			• Elklan Language Builders 5-11
			• NuffieldEarlyLanguage Intervention (NELI).
			• Word Aware
			
			Understanding Langauage:
			• Elklan CuBIC Word Pack
			• Elklan Language Builders for Autistic Pupils
			• WellComm – Early Years
			• WellComm - Primary
			• Language for Thinking
			• Talkabout
			
			Attention and Listening:
			• Attention Autism intervention: Building attention skills in children.
			• Active Listening for Active Learning
			• Lego Therapy.
			
			Expressive Language:
			• Early Talk / Primary Talk.
			• Talk for Work (14–16-year-olds).
			• Black Sheep Narrative Therapy Packs
			• Hertfordshire Phonological Awareness Pack for CYP with SpLD Primary & Secondary.
			• Talking Time
			• Talk Boost KS1& 2
			
			Referrals:
			Sefton S&L Referral Form
			
			Transition:
			Transition to Secondary School
				Refer to Universal review progress indicators.
				Plus.
				• Frequent cumulative review.
				• Review progress against intervention outcomes.
				• Able to apply and generalise skills to other contexts.
				• Improved self-esteem and attitude to learning.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Specialist	Universally Speaking - ages and stages Use of an assessment tool to help understand strengths, barriers to build a learning profile, for example Speech and Language UK, Progression Tools: Early Years Set Primary Years Or Wellcomm Assessment Toolkit **Pupils may:** • Have significant difficulty in engagement in learning. • Have significant difficulty in retaining learning or significant difficulty in applying learning. • Be working significantly below ARE due to SLCN barriers. • Have regular episodes of frustration and evidence of damage to self-esteem.	Refer to SEFTON GRADUATED RESPONSE guidance for intervention planning and record keeping. **Specialist Support:** • High quality inclusive teaching plus personalised interventions to maximise progress. • Structured 1:1 or very small group interventions with reliable evidence of effectiveness. • Teaching of specific Language and Communication skills identified through diagnostic assessment or similar. See EEF Guidance • Personalised learning programmes based on multisensory principles with frequent overlearning. • Additional planning and arrangements for transition including baseline assessments. • Modified curriculum in KS4. • Provide Access Arrangements for tests and exams to reflect normal ways of working– see KS4 and 5 JCQ exam regulations. • Refer to Sefton Complex Needs if required. • Socialthinking - Social Thinking – personalised strategies to develop key skills.	Individual/personalised intervention targets are likely to be set by SaLT around areas such as: **Attention and Listening:** Attention and Listening Speaking and listening through narrative **Social Communication:** ○ Intensive interaction ○ Social stories ○ What is Intensive Interaction? - YouTube ○ Intensive Interaction - YouTube ○ Intensive Interaction - YouTube **Understanding/ Receptive Language:** Understanding Language Colour coding Colourful Semantics **Expressive Language:** Talking Selective Mutism **Parental Advice:** Alder Hey – Fresh Plus **Refer for specialist assessment:** • Sefton Educational Psychology service • Alderhey Developmental Paediatrics	Refer to Universal and targeted review progress indicators. Plus. Review progress against personalised outcomes