

September 2019



# City of York Banding Thresholds September 2019

## **Communication & Interaction**

### **Speech Language and Communication Needs**

# City of York Banding Thresholds

These Thresholds were developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (2015)

**Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:**

- **Communication and interaction**
    - **Cognition and learning**
  - **Social, emotional and mental health difficulties**  
**Sensory and/or physical needs**
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- **This Threshold document refers to Communication and interaction—SLCN**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

## Glossary

ACC	Augmentative and Alternative Communication
CYC	City of York Council
CYP	Child/ Young Person
EHCP	Education Health and Care Plan
ELKLAN	Speech, Language and Communication Needs courses available through MyLo at City of York Council
EP	Educational Psychologist
LAT	Local Area Team
MSA	Midday Supervisory Assistant
MSP	My Support Plan
OT	Occupational Therapist
SaLT	Speech and Language Therapist
SCERTS	Social Communication Emotional Regulation and Transactional Supports—a multi-disciplinary framework for supporting children with social communication difficulties.
Selective mutism	Selective mutism is a severe anxiety disorder where a person is unable to speak in certain social situations, such as with classmates at school or to relatives they don't see very often. This is referenced in the SEMH banding
SLCN	Speech, Language and Communication Needs
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
STT	Specialist Teaching Team at City of York Council

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>0 Mainstream Element 1 £4k</p>	<p>The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive setting with appropriate differentiation of tasks and appropriate teaching style. CYP at this level may not necessarily have direct involvement from a speech and language therapist. (SaLT)</p> <p><b>Description of need:</b> A CYP who exhibits some of the following characteristics <u>Social Communication and Interaction</u></p> <ul style="list-style-type: none"> <li>Can be unclear about appropriate responses</li> <li>Shy, quiet or passive in social situations</li> <li>Finds some social skills difficult e.g. conversation skills</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>Immature understanding and/or use of verbal language e.g. grammatical skills</li> <li>Uses limited vocabulary and demonstrating skills below that of their peers</li> <li>Some listening and attention difficulties</li> <li>Difficulty following adult instructions</li> <li>Difficulties with reading comprehension, understanding of mathematical language and concepts, writing &amp; sentence structure as a consequence of language needs</li> </ul> <p><u>Speech</u></p> <ul style="list-style-type: none"> <li>Some concerns about immature speech sound development</li> <li>Inconsistent and slow progress in phonic development</li> </ul>	<ul style="list-style-type: none"> <li>Use of setting's universal assessments</li> <li>Monitoring of CYP's response to positive feedback</li> <li>Assessment for learning</li> <li>Observations by teacher / class TA / KS Coordinator</li> <li>Advice and support from the parents/carers</li> <li>Information from the CYP regarding their opinions and preferred strategies</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is responsible for the learning and progress of the CYP in the mainstream class</li> <li>Quality First Teaching meets the needs of all CYPs and includes: <ul style="list-style-type: none"> <li>Flexible grouping arrangements</li> <li>Some differentiation of activities, materials &amp; questioning</li> </ul> </li> <li>Reference to and advice implemented from Universal and Targeted advice sheets <a href="https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/">https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/</a></li> <li>Awareness that a CYP may need more time to complete tasks and/or respond and that equality of access may mean that they need to do some things differently</li> <li>Environmental considerations are made to meet the needs of all CYPs</li> <li>Consideration to CYP's learning style, such as the need for visual/kinesthetic approaches</li> <li>An understanding that the SLCN may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious difficulty. The CYP may also be vulnerable to bullying or have low self-esteem</li> <li>Awareness of implications of SLCN on basic skills i.e. numeracy, reading, writing</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum includes examples of diversity</li> <li>The setting can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYPs</li> <li>The wider curriculum promotes positive examples of diversity</li> <li>A broad and balanced curriculum is planned for all CYPs</li> <li>Anti bullying is routinely addressed and CYPs are confident in reporting incidents</li> <li>Opportunities for social interaction between peers and the wider community of the setting may need to be engineered to bolster self esteem and confidence</li> <li>Consideration to CYP's learning style</li> <li>Provision of planned opportunities to learn and practice communication skills during structured activities e.g. snack time choices, role play, circle time. The interaction is likely to need adult facilitation</li> <li>Well planned and stimulating curriculum differentiated to need of cohort/class</li> <li>Other setting pastoral interventions could include <ul style="list-style-type: none"> <li>Meeting and Greeting</li> <li>Circle Time</li> <li>Peer mentoring</li> <li>Buddy systems</li> <li>Restorative Practice</li> <li>Emotion coaching</li> <li>SEAL materials and interventions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The setting employs additional adults to support the needs of all CYPs e.g.. MSAs, Family Support Worker</li> <li>All staff have received training on SEN and understand how to support CYP with speech, language &amp; communication difficulties.</li> <li>Setting staff access LA training to keep informed on meeting the needs of CYPs e.g. access to Talk Boost training, ELKLAN</li> <li>Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice e.g. Wave 1 Resource File, Writing a Case Study, Time To Talk Programme, Nursery Narrative, Tool Kit, Talking Tables and other relevant materials</li> <li>SENCo to visit Haxby Road ERP</li> <li>Whole setting communication policy</li> <li>General advice to setting from the SaLT</li> <li>Time to liaise with parents/carers, hear feedback from parents if attending clinic, liaison diary e.g. phonics, reading etc.</li> </ul>

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>1 SEN Support Mainstre am Element 1 £4K + Element 2-£6k</p>	<p><b>Description of need:</b> A CYP who has some difficulty with: <u>Social Communication and Interaction</u></p> <ul style="list-style-type: none"> <li>. Routines and expectations in setting</li> <li>. Taking turns</li> <li>. Following adult direction</li> <li>. Managing unstructured/social time</li> <li>. Understanding others' communication and language (e.g. listening to and understanding instructions, relying on observation/mimicry of others' communication)</li> <li>. Forming relationships /sharing with peers</li> <li>. Understanding social 'rules' and how these may change in different contexts (e.g. how to behave in different environments with different people)</li> </ul> <p><u>Receptive Language (verbal comprehension)</u></p> <ul style="list-style-type: none"> <li>• Retaining and manipulating age related complex and/or lengthy verbal language</li> <li>• Listening and attention skills in groups dependent on curriculum content, environment or time of day</li> <li>• Understanding complex language, especially when delivered at speed and without the support of visual cues (such as visuals)? to support: <ul style="list-style-type: none"> <li>⇒ Discussion</li> <li>⇒ Lesson content</li> <li>⇒ New vocabulary</li> <li>⇒ Instructions/steps in a task</li> </ul> </li> </ul> <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> <li>• Forming sentences (verbal and written)</li> <li>• Using appropriate syntax (words in the right order) and grammar</li> </ul> <p>Expressive language needs can impact on ability to ask for help, communicate effectively and confidently with others and/or use language to problem solve</p> <p><i>Continued on next page</i></p>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Observations by SENCo</li> <li>• Use of a structured observation profile to target differentiation including My Agreed Outcomes/MSPs or similar with SMART targets that are reviewed and updated regularly</li> <li>• CYP involved in setting and monitoring their own targets</li> <li>• Parents involved regularly and know how to support targets at home</li> <li>• Assessment and advice from a SaLT incorporated into personal targets/ agreed outcomes</li> <li>• An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating facing teacher, preferred learning style</li> <li>• Setting trips are planned well in advance and take into consideration the needs of the CYP</li> </ul>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Quality First Teaching meets the needs of all CYPs</li> <li>• Information about the CYP's difficulties is shared with relevant staff, in partnership with parents</li> <li>• Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>• Access to some individual support based on agreed outcomes/targets</li> <li>• Reference to and advice implemented from Universal and Targeted advice sheets <a href="https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/">https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/</a></li> <li>• Careful consideration to group dynamics in the class</li> <li>• Establish communication friendly strategies to facilitate communication and to assess learning e.g. support what is said by visuals/picture, get the CYP's attention, allow them time to process what has been said, allow them time to respond</li> <li>• Apply personalised advice from SaLT</li> <li>• Checking understanding of task and recording of work</li> <li>• Sharing of advice on successful strategies and set targets</li> <li>• Contact Haxby Road ERP to observe strategies which support the CYP in their mainstream setting</li> </ul>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Learning tasks differentiated by task and outcome to meet individual needs</li> <li>• TA support is targeted towards independent learning</li> <li>• Group work to be planned and tailored to meet identified need. NB groups to include good role models</li> <li>• Teaching problem- solving skills</li> <li>• Setting may consult the teachers from the Enhanced Resource Provision for SLCN for advice on best practice</li> <li>• Listening skills groups</li> <li>• Phonological awareness, processing and discrimination</li> <li>• Access to small group support e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups, Socially speaking, Talkabout, as well as Circle of Friends</li> <li>• Supporting CYP's daily planning</li> </ul>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> <li>• Support/advice from SENCo</li> <li>• Transition support i.e. managing transitions within and across the day</li> <li>• Additional adults routinely used to support flexible groupings</li> <li>• Access to targeted small group work with TA</li> <li>• Access to intervention group work with TA, ELKLAN trained TA, Learning Mentor</li> <li>• Access to ELKLAN Language Builder manual</li> <li>• Setting staff access LA training regarding meeting the needs of CYPs</li> <li>• Additional adult (e.g. MSA/TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground</li> <li>• Access to a quiet, distraction-free environment in which to deliver intervention groups</li> <li>• Time for scheduled meetings with parents on a regular basis</li> <li>• TA and class teacher to liaise with SaLT</li> <li>• Access to specific SaLT training</li> <li>• Allocated time for professional meetings</li> </ul>

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>1 SEN Support Mainstre am Element 1 £4K + Element 2-£6k</p>	<p><i>Continued...</i></p> <p><u>Receptive Vocabulary</u> A CYP who has some difficulty with learning new vocabulary. Progress is being made but at a slower rate (delayed) in relation to their peers CYP will have some gaps in core vocabulary compared to peers</p> <p><u>Expressive Vocabulary</u> A CYP who has some difficulty with word finding, which occasionally impacts on their ability to communicate their ideas and thoughts. CYP tends to choose simpler vocabulary unless prompted. CYP has restricted vocabulary considering their age and experience.</p> <p><u>Speech</u> A CYP who has:</p> <ul style="list-style-type: none"> <li>. A speech delay (speech may occasionally be unintelligible to unfamiliar adults)</li> <li>. Some delayed progress in reading due to difficulties with segmenting, blending, speech sound development and slower phonic development</li> </ul> <p><u>Dysfluency</u> CYP may have a stammer. The CYP's talking includes hesitations, blocks, repetitions, secondary characteristics (non verbal presentation e.g. tics, body tension).</p>				

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>2 SEN Support Mainstream Element 1 £4K + Element 2-£6k</p>	<p>The CYP has identified needs which require additional specific provision. The CYP is likely to be known to /previously worked with/ been referred to the SaLT Service..</p> <p><b>Description of need:</b> A CYP who has significant difficulty with one or more of the following:</p> <p><b><u>Social Communication and Interaction</u></b></p> <ul style="list-style-type: none"> <li>.Managing routines and expectations in the setting</li> <li>.Social use of language (e.g. greetings, initiating /ending a conversation)</li> <li>.Being aware of listeners’ needs (e.g. talks about own interests extensively)</li> <li>.Understanding social rules (e.g. making socially inappropriate comments)</li> <li>.Developing friendships, which may lead to social isolation/risk of bullying</li> <li>.Taking part in small group work independently</li> <li>.Understanding social interactions (e.g. interpreting others’ behaviours, language and intentions) which may make them vulnerable to harm</li> <li>.Acting or using gestures appropriately</li> <li>.Being aware of the impact of their language and action on others</li> </ul> <p><b><u>Receptive Language (verbal comprehension)</u></b></p> <ul style="list-style-type: none"> <li>.Understanding language and relies heavily on visual prompts</li> <li>.Retaining and manipulating verbal information</li> <li>.Keeping up with and/or understanding narratives e.g. stories and longer paragraphs</li> <li>.Understanding verbal questions which require a level of inference e.g. how or why questions</li> </ul> <p><b><u>Expressive Language</u></b></p> <ul style="list-style-type: none"> <li>. Forming sentences (verbal and written)</li> <li>. Using appropriate syntax (words in the right order) and grammar</li> </ul> <p>CYP may be using coping strategies to mask difficulties e.g. rehearsed answers, copying work</p> <p>Expressive language needs have a daily impact on ability to ask for help, to communicate effectively and confidently with others and to use language to problem solve</p> <p>This may lead to low self esteem, refusal, avoidance, social isolation, withdrawal and frustration.</p> <p>.Continued on next page</p>	<p><b>Parents/carers and CYP voice must be included in all provision planning</b></p> <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> <li>. Environmental audit for example using the resources provided by the Communication Trust or using the Haxby Road outreach support audit tool</li> <li>. Risk assessments of tricky situations to inform adaptations incl. educational visits</li> <li>. Involvement from specialist services to understand need and inform provision e.g. SaLT, Educational Psychologist</li> <li>. There is a commitment to developing independence with steps planned and agreed</li> <li>. Individual targets are agreed between Therapist, SENCO and class teacher and CYP</li> <li>. Targets monitored on at least a termly basis following discussion with CYP and parents</li> <li>. Records of the CYP’s emotional regulation are updated daily and analysed to consider frequency, duration as well as triggers/patterns e.g. STAR chart, to help understand underlying causes/triggers</li> </ul> <p><i>Continued on next page</i></p>	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> <li>. Staff aware and understand the impact of the SLCN on social and emotional wellbeing</li> <li>. SaLT’s advice reflected in lesson/ curriculum planning and delivery overseen by SENCo</li> <li>. May need pre teaching and over learning of key vocabulary and concepts</li> <li>. Staff to visit Haxby Road ERP to observe strategies to support the CYP in their mainstream setting</li> <li>. Contact ERP outreach service for additional support/ advice</li> <li>. Teacher’s style adapted to suit CYP’s learning style e.g. level/pace/amount of teacher talk</li> <li>. Chunking work in to small steps of learning</li> <li>. ELKLAN strategies are used with the CYP, such as: additional processing time, task plans, pre teaching of vocabulary, modelling</li> </ul>	<p><b><i>All interventions are linked to the mainstream classroom learning and are planned and evaluated by the teacher.</i></b></p> <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> <li>. Interventions use some of targeted interventions, however they will be more bespoke to the CYP</li> <li>. Interventions delivered in settings advised and supplied on Episode Care Plans and advice sheets from the setting’s SaLT service .e.g. Black Sheep Press, Rhodes to Language, Language Steps</li> <li>. TA time will include the provision of teaching and learning resources and preparation and delivery of intervention</li> <li>. May attend clinic sessions for speech difficulties</li> <li>. Consider speech sound development when delivering phonics</li> <li>. Detailed, time limited intervention programme e.g. Socially Speaking</li> <li>. Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions e.g. 5 Point scale, feelings board, Zones of Regulation</li> </ul> <p><i>Continued on next page</i></p>	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> <li>. Time for meetings with parents on a regular basis</li> <li>. Time for meetings with the SaLT</li> <li>. Access to appropriate quiet room for visiting professionals to work with individual CYPs, taking into account safeguarding issues</li> <li>. Access to quiet room for TA to deliver SaLT programme</li> <li>. Formal monitoring systems to log practice and progress</li> <li>. Access to resources recommended by SaLT</li> <li>. Adult intervention targeted at specific curriculum areas or specific social times</li> <li>. Setting will ensure that key information is passed on at times of transition</li> <li>. Consult with the SENCo and SaLT when recruiting staff to work with a named CYP, possibly having ELKLAN, NVQ, Makaton qualification, certificate from attendance at local</li> <li>. Speech and Language Courses as a desirable on Job Descriptions</li> </ul> <p><i>Continued on next page</i></p>

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
2	<p><i>Continued</i></p> <p><u>Receptive Vocabulary</u> A CYP who has significant difficulty with:</p> <ul style="list-style-type: none"> <li>• learning and retaining new vocabulary, which impacts on overall understanding</li> <li>• acquiring abstract concepts e.g. time, position, quantity, direction</li> </ul> <p>The CYP may be following a disordered pattern of acquiring/retaining new vocabulary despite intervention to address a language delay. Progress is likely to take place in response to targeted intervention which is <u>generalised</u> in the classroom context.</p> <p>CYP will have many gaps in core vocabulary compared to peers; this will include the vocabulary as a foundation for acquiring more subject specific vocabulary e.g. when talking about historical events using vocabulary such as conflict or battle.</p> <p><u>Expressive Vocabulary</u> A CYP who has significant difficulty with word finding, which impacts on their ability to communicate their ideas and thoughts, including with their writing. Whilst the meaning of the word is known the CYP will not be able to locate it without prompts. They may be able to talk ‘around’ the word. CYP has restricted vocabulary considering their age and experience.</p> <p><u>Speech</u> A CYP who has a significant speech delay or disorder (some speech is unintelligible to unfamiliar adults). They can produce a range of sounds clearly but are unable to consistently transfer to every day (‘connected’) speech. Delayed progress in reading despite interventions, due to difficulties with segmenting, blending, speech sound development and slow phonic development. CYP is making some progress in response to targeted intervention.</p> <p><u>Dysfluency</u> CYP’s dysfluency impacts on daily functioning; he/she lacks confidence &amp; self esteem in group situations (e.g. difficulty contributing in classroom discussions / group time). The CYP may make choices based on not having to speak e.g. subjects in setting or life choices (not taking the bus). CYP may appear withdrawn and avoid specific situations such as talking in the classroom or speaking to peers.</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• Careful reviewing of needs before transition at key stages e.g. starting pre setting, primary, secondary, post 16, adult life</li> <li>• TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective</li> <li>• Consider access arrangements for internal and external examinations and assessments e.g. reader, extra time</li> </ul>	<p><i>Continued</i></p>	<p><i>Continued</i></p> <p><b>Activities to target:</b></p> <ul style="list-style-type: none"> <li>• Peer awareness</li> <li>• Social understanding and insight. Knowledge and understanding of others’ thoughts and feelings</li> <li>• Emotions in themselves &amp; others</li> <li>• Use of language to communicate</li> <li>• Specific conversational skills</li> <li>• Non-verbal skills - body language</li> <li>• Regular/daily small group or 1:1 teaching of social skills</li> </ul>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>• Access to Communicate in Print</li> <li>• Access to Makaton sign system</li> <li>• Home-setting communication book</li> </ul>



	DESCRIPTOR SLCN	Recent assessments and review meetings conclude that the CYP is likely to make progress with the following provision and support			
		ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
2b Enhanced Resource Provision EFA Place funding (£10K) + possible element 3 funding	<p>CYP's primary need is Speech, Language and Communication (SLCN)</p> <p>Despite having appropriate support within their setting, they are not making expected progress and have been assessed as requiring highly specialist SLCN teaching and provision. The CYP is likely to have literacy, numeracy and non-verbal skills within the range that would be expected in a mainstream school, however may be working at a level below their peers. They will be able to thrive within a dual placement provision</p> <p><b>Description of need:</b>  <i>Band 0, 1 and 2 plus:</i> CYP has persistent, significant difficulties with:  <u>Social communication and interaction</u> which have a significant impact on social participation, play and engagement in home and school routines  <u>Language</u></p> <ul style="list-style-type: none"> <li>Receptive language difficulties (showing understanding of or responding to non-verbal aspects of communication, poor interaction with peers and adults at a functional level)</li> <li>Expressive language difficulties (word finding following a disordered pattern) and disordered language</li> <li>Listening and attention needs associated with language difficulties</li> <li>Pragmatic language difficulties</li> </ul> <p><u>Speech</u>  Delayed Speech sound development  Unintelligible speech with a disordered sound system,  Disordered or restricted spoken language (single word utterances, syntactical errors, word finding and word retrieval difficulties)</p>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• SaLT assessments carried out by SaLT with an Episode Care plan in place currently being supported and implemented in setting</li> <li>• Specialist tools to assess CYP's learning e.g. B Squared</li> <li>• Highly differentiated teaching and learning delivered at an appropriate level and pace</li> <li>• Reactive and adaptive planning based on formative assessments throughout lessons</li> </ul>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• A highly differentiated curriculum</li> <li>• Use of equipment to access the curriculum</li> <li>• Outreach advice from SLCN specialist teachers reflected in communication friendly environment, lesson/curriculum and intervention planning and delivery</li> </ul> <p>ELKLAN strategies are used with the CYP, such as:</p> <ul style="list-style-type: none"> <li>• Additional processing time</li> <li>• Task plans</li> <li>• Pre assessment of vocab</li> <li>• Pre teaching of vocabulary</li> <li>• Limited use of language (Information Carrying Words)</li> <li>• Broken down instructions and information</li> <li>• Slower pace of language</li> <li>• Say child's name before giving instructions</li> <li>• Modified curriculum language with limited new topic vocabulary per day</li> <li>• Repeated instructions</li> <li>• Adults to check understanding</li> <li>• Modelled language</li> <li>• Pre teaching of vocab</li> <li>• Visual prompts</li> <li>• Appropriate peer support</li> <li>• Sign and gesture</li> </ul>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Curriculum focused on progress in social communication and interaction</li> <li>• TA daily follow up of speech sound activities set by SaLT</li> <li>• Use of visual supports such as Numicon, colour coding</li> <li>• Use of sign/gesture alongside speech —Cued Articulation, Makaton, gestures</li> <li>• A curriculum in their home school on an afternoon which mirrors that of their peers</li> <li>• Explicit teaching of social skills</li> <li>• A low stimulus classroom</li> <li>• High adult to CYP ratios</li> <li>• De-stimulating learning areas/pods</li> <li>• Very small group teaching</li> <li>• A highly visual learning environment</li> <li>• Personalised interactive learning displays</li> </ul> <p><b>Examples of Interventions:</b>  <u>Speech</u>  Nuffield, Phonological Awareness Training, Cued Articulation and phonological programmes.  <u>Language</u>  Colourful Semantics, Shape Coding, Active Listening, Language for Thinking, Word Aware, Blank Language Model  <u>Social communication</u>  Talkabout, Lego Therapy, Intensive Interaction</p>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Training of all TAs/ MSAs in basic Makaton, Cued Articulation, understanding of SLCN, as appropriate, from local SaLT service bespoke course and/or ELKLAN</li> <li>• All full time staff are SCERTS trained</li> <li>• High ratio of staff to CYP</li> <li>• Communication friendly environment and resources</li> <li>• A support package in their home setting on afternoon which enables them to access a curriculum which mirrors that of their peers</li> <li>• Considerations MUST be made to ensure the CYP is included in all aspects of the curriculum e.g. PE, swimming with home setting, school trips and extra curricular activities</li> <li>• Consideration should be given to which classes in the CYP's home school are most appropriate for a dual registered placement to be successful</li> <li>• Distraction free area for focussed speech work</li> </ul>

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
3 EHCP Element 1 £4k + Element 2 £6k + <b>Element 3</b> (top up funding)	<p>A CYP who has significant and persistent communication and interaction needs. These needs are at a high level and impact daily on learning and emotional well being. A CYP who requires long term involvement of educational and non-educational professionals as part of an EHCP</p> <p><b>Description of need:</b>            A CYP who has persistent significant difficulties with:</p> <p><b>Social Communication and interaction</b></p> <ul style="list-style-type: none"> <li>. Social use of language</li> <li>. Acting in socially appropriate ways; comments or remarks may impact on relationships/personal safety</li> <li>. Understanding the perspective of others and awareness of listener's needs (e.g. assumes prior knowledge of context/topic) despite adult or peer prompts</li> <li>. Taking part in paired/group work despite scaffolding</li> <li>. Social understanding which presents as risky behaviours and/or vulnerability to harm and manipulation</li> <li>. Recognising the impact of language/actions on others</li> <li>. Understanding, making, maintaining or repairing friendships</li> </ul> <p>The CYP may use learnt phrases which mask differences.</p> <p><b>Receptive Language (verbal comprehension)</b></p> <ul style="list-style-type: none"> <li>. Understanding simple verbal instructions despite sometimes knowing the meaning of each word</li> <li>. Understanding a sequence of instructions</li> <li>. Problem solving verbally</li> <li>. Retaining instructions for long enough to be able to process and/or execute</li> <li>. Understanding basic "wh" questions e.g. what or where questions</li> </ul> <p>These CYP often have difficulties with listening and attention skills even in small groups - they can appear aloof, disengaged, fidgety and distractible.</p> <p>Language comprehension needs impact on reading comprehension.</p> <p><i>Continued on next page</i></p>	<p><b>Parents/carers and CYP voice must be included in all provision planning</b></p> <p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> <li>. Specialist assessments e.g. Educational Psychologist, SaLT, OT, CAMHS, Haxby Road ERP teacher etc. as part of statutory assessment / EHCP</li> <li>. Specialist assessment by SaLT of comprehension, expression, speech sounds</li> <li>. Risk assessment as appropriate</li> <li>. Regular multi agency assessment and review of strategies and progress</li> <li>. Review EHCP annually when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers</li> </ul>	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> <li>. The class/subject teacher is responsible for the progress of the CYP within the mainstream class</li> <li>. Identified individual support in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHCP and advice from agencies</li> <li>. Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans</li> <li>. The use of adapted equipment / software where appropriate to access the curriculum</li> <li>. Modification of teaching and learning styles and resources</li> <li>. Staff to visit Haxby Road ERP to observe strategies to support the CYP in their mainstream setting</li> <li>. Referral to STT SLCN outreach service for additional support/advice</li> <li>. Teaching style and tasks are adapted to suit CYP's learning style, visual support, task plans, visual timetables, use of symbols, Makaton</li> </ul> <p><i>Continued on next page</i></p>	<p><b>All interventions are linked to the mainstream classroom learning</b></p> <p><i>Band 0,1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>. Personalised timetable introduced in negotiation with CYP, parents/carers and staff. This may include temporary withdrawal from some activities or alternative curriculum opportunities</li> <li>. Individualised, targeted support to implement recommendations from support services e.g. SaLT, EP etc.</li> <li>. Structured programmes developed to include 1:1 and/or group teaching of social communication and interaction skills</li> <li>. Consideration given to delivery of PSHE to ensure key messages are understood</li> <li>. Facilitate production of differentiated materials</li> </ul> <p><i>Continued on next page</i></p>	<p><i>Band 0,1 and 2 plus</i></p> <ul style="list-style-type: none"> <li>. SENCos provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP</li> <li>. High level of multi-agency involvement: 'team around CYP'</li> <li>. Co-ordinate involvement of a range of agencies, one of whom may fulfil the key worker role</li> <li>. All agencies working together with the CYP, parents and staff to identify priorities for the CYP's individual programme of work</li> <li>. Preparation of resources</li> <li>. Opportunities for support staff to access specialist training regarding specific disability and their impact on learning and social and emotional well being</li> <li>. Trained Staff to work with small group and/or individual intervention following a programme designed or recommended by an external agency</li> <li>. Signposting of families to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities.</li> <li>. Involvement of educational and non-educational professionals as part of Annual Review/EHCP</li> </ul> <p><i>Continued on next page</i></p>

	DESCRIPTOR SLCN	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
3	<p><i>Continued</i></p> <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> <li>forming sentences</li> <li>using appropriate syntax (words in the right order) and grammar</li> </ul> <p>Expressive language needs impact on learning, wider communication with others and ability to use language to problem solve This may lead to low self esteem, social isolation, refusal, avoidance, withdrawal, passivity, frustration and/or a vulnerability to exploitation from peers and wider community</p> <p><u>Receptive Vocabulary</u></p> <ul style="list-style-type: none"> <li>Learning and retaining vocabulary (including basic concepts), which has an impact on overall understanding</li> <li>Progress is likely to take place only in response to specific intervention which is <u>generalised</u> in the classroom context</li> <li>CYP will have significant gaps in core vocabulary compared to peers</li> </ul> <p><u>Expressive Vocabulary</u></p> <p>A CYP who has persistent, significant difficulty with word finding which impacts <i>substantially</i> on their ability to communicate their ideas and thoughts. Whilst the meaning of the word is known the CYP often is not to be able to locate it despite prompts. They may be able to talk ‘around’ the word. Significantly restricted vocabulary considering their age &amp; experience</p> <p><u>Speech</u></p> <p>A CYP who has persistent, significant speech delay or disorder (speech is unintelligible to unfamiliar adults) They can produce a range of sounds clearly but are unable to transfer to every day (‘connected’) speech. Persistent &amp; significant delayed progress in reading despite interventions, due to difficulties with segmenting, blending, speech sound development and slow phonic development CYP is making limited progress in response to targeted intervention</p> <p><u>Dysfluency</u></p> <p>CYP’s dysfluency impacts significantly on daily functioning along with the self- confidence and contribution of the CYP. CYP may appear withdrawn and avoid specific situations such as talking in the classroom or speaking to peers There is a <b>significant</b> impact on social and emotional wellbeing</p>			<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>Advice and assessment of the use of specialist or adapted ICT to access the curriculum , AAC e.g. communication aid, Makaton.</li> <li>Independent travel training to develop independence skills for the future.</li> <li>Regular opportunities to work/socialise with disability peer group as appropriate</li> <li>Access to mentor systems</li> <li>Encourage participation in activities organised by voluntary organizations</li> <li>Support development of ‘life skills’</li> </ul>	<p><i>Continued</i></p> <ul style="list-style-type: none"> <li>Supervision in the playground</li> <li>Adult support to facilitate social interaction</li> <li>Adult support to develop/ maintain attention skill</li> <li>Staff training re. specialist resources</li> <li>Provision and maintenance of specialist equipment</li> <li>Access to appropriate accommodation for visiting professionals to work with individual CYPs, taking into account safeguarding issues</li> </ul>

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<p>4 EHCP Element 1 £4k + Element 2 £6k <b>+ element 3</b> (top up funding) Or ERP</p>	<p>A CYP in mainstream with a high level of support from skilled and experienced staff There is likely to be complexity of need with CYP with secondary needs of SEMH and/or Cognition &amp; Learning</p> <p><b>Description of need:</b> A CYP who has persistent significant difficulties with one or more of the following. These difficulties are having a substantial impact on all aspect of the CYP's life.</p> <p><u>Social Communication and Interaction</u></p> <ul style="list-style-type: none"> <li>. Social participation, play, learning and engagement with peers</li> <li>. Their ability to express themselves, make choices and share their views</li> <li>. Their understanding that adults may be a source of information /support</li> <li>. Friendships and can be socially isolated</li> <li>. Taking part in paired work without adult direction/a high level of scaffolding</li> <li>. Social understanding which presents as risky behaviours and/or vulnerability to harm and manipulation</li> <li>. Acting appropriately/predictably in social situations</li> </ul> <p><u>Receptive Language (verbal comprehension)</u> Understanding familiar language which is used repeatedly. This includes routine instructions, which has a considerable impact on learning and relationships These CYP may have difficulties with listening and attention skills even in 1:1 - they can appear aloof, disengaged, fidgety and distractible.</p> <p><u>Expressive Language</u></p> <ul style="list-style-type: none"> <li>. forming sentences</li> <li>. using appropriate syntax (words in the right order) and grammar</li> </ul> <p>Expressive language needs have a significant impact on learning and communication This may lead to low self esteem, social isolation, refusal, avoidance, withdrawal, passivity, frustration and/or a vulnerability to exploitation from peers and wider community</p> <p><i>Continued on next page</i></p>	<p><b>Parents/carers and CYP voice must be included in all provision planning</b></p> <ul style="list-style-type: none"> <li>. Assessments indicate that needs can only be met with a high level of support in mainstream or in a specialist placement such as an ERP</li> <li>. On going involvement of a range of professionals</li> </ul>	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> <li>. Main provision by class/ subject teacher with support from SENCo and advice from education and non-educational professionals as appropriate</li> <li>. Disapplication from certain subjects if appropriate</li> <li>. The use of specialist or adapted equipment / software in all lessons to access the curriculum</li> <li>. Specialised modification of all teaching and learning styles and resources</li> <li>. Reference to and advice implemented from 'SaLT Advice and Adaptive Strategies' sheets for Universal and Targeted strategies</li> </ul>	<p><b>Any interventions are linked with the learning across the timetable</b></p> <p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> <li>. A flexible, personalised timetable</li> <li>. High levels of adult support alongside a teacher led individualised curriculum which includes: <ul style="list-style-type: none"> <li>. Teaching by experienced staff who plan for academic learning which allows for challenge and independent work</li> <li>. Disapplication from certain subjects where appropriate</li> <li>. Targeted work on social communication and interaction</li> <li>. Highly differentiated PHSE e.g. SRE (Sex and Relationship Education)</li> </ul> </li> <li>. Targets informed by Annual Review/ EHCP</li> <li>. Facilitate production of differentiated materials</li> </ul>	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> <li>. Personalised timetable providing access to TA support as specified in EHCP and withdrawal from certain aspects of the timetable where appropriate and agreed by CYP and family</li> <li>. Access to a quiet room for small group and 1:1 sessions</li> <li>. Support from highly skilled, specialist and experienced staff within small classes with a high adult ratio or 1:1 specialist support in mainstream.</li> <li>. Setting co-ordinates the involvement of a range of agencies one of which may fulfil the key worker role.</li> <li>. Skilled TAs who have understanding of the implications of disability and in depth knowledge of specialist access equipment</li> <li>. Additional individual support in line with risk assessments e.g. for off-site visits</li> <li>. Time to discuss, develop and review individualised reward systems and sanctions as an approach to support emotional regulation, in close liaison with parents/carers</li> <li>. Termly liaison time with services to assess progress and plan future targets</li> <li>. Staff training re specialist resources</li> <li>. Provision and maintenance of specialist equipment</li> <li>. Advice from other professionals as needed</li> </ul>

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4 EHCP	<p><i>Continued ...</i></p> <p><u>Receptive Vocabulary</u> A CYP who has significant, difficulty with learning and retaining vocabulary (including basic concepts), which has a substantial impact on overall understanding. Progress is likely to take place only in response to specific intervention which is <u>generalised</u> in the classroom context. CYP will have significant gaps in core vocabulary compared to peers.</p> <p><u>Expressive Vocabulary</u> A CYP who has significant, difficulty with word finding which impacts <i>substantially</i> on their ability to communicate with others.</p> <p><u>Speech</u> A CYP who has pervasive speech delay or disorder (speech may be unintelligible to even familiar adults at times). CYP is making very limited/ no progress in response to targeted intervention. CYP is avoiding situations where communication and interaction is required</p>				

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5 Alt + EHCP Special Setting £10K & element 3	<p>The CYP experiences complex, significant life long speech, language and communication needs. which impact on every aspect of their life including their attainment.</p> <p>The CYP will have additional learning needs and possibly other co-existing needs. All of the needs outlined in bandings above are relevant in describing a CYP's SLC needs at this level.</p> <p>The complexity of need is high.</p>	<p><i>Bands 0, 1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>Long term involvement of educational and non-educational professionals as part of Annual review/EHCP</li> <li>Completion of assessments for consideration at EHC Panel and/or Joint Panel. All professionals agree that needs can only be met with additional resources</li> <li>Communication targets to be incorporated into EHCP</li> <li>AAC assessment</li> <li>All professionals agree that the CYP's needs can only be met with a bespoke package or within a CYC specialist setting</li> </ul>	<p><i>Bands 0, 1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>A communication friendly specialist teaching environment with highly differentiated lessons</li> <li>Lessons that accommodate the difficulties of the individual and allow them to participate with alternative methods of communication</li> <li>Highly visual teaching strategies commonplace to support spoken word</li> <li>Use of AAC including high tech and low tech such as Makaton signs, PECs and Communication in Print symbols, as appropriate</li> </ul>	<p><i>Bands 0, 1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>Appropriate staff-CYP ratio to access learning in a specialist setting due to high level of vulnerability presented by the CYP</li> <li>Use of relevant AAC (or total communication approach) as advised by SaLT, as routine in every classroom, around setting, in taxi etc. which is supported by all staff e.g. maintain daily charging, back up programmes and promotion of day to day use</li> <li>Collaboration with families to use same communication tool at home</li> <li>Delivery of communication groups by teachers /TAs under guidance of SaLT</li> <li>Specialist teaching matched to comprehension and expressive language skills of individual CYP</li> </ul>	<p><i>Bands 0, 1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>Use of communication passports</li> <li>Additional staff support in a specialist setting due to high level of vulnerability presented</li> <li>Training for support workers/MSAs on relevant AAC e.g. Makaton, Communication Aids, also Eating and Drinking strategies as appropriate</li> <li>Staff have access to regular consultations as appropriate with support services e.g. SaLT, OT, CAMHS</li> <li>Joint funding with LA and CCG for AAC and their upkeep</li> </ul>
6 EHCP Out of area independent specialist provider	<p>Very high level of learning need, social, emotional, mental health needs combined with SLCN. These needs are persistent and complex and the CYP is making very limited progress.</p>			<p><i>Bands 5 plus:</i></p> <ul style="list-style-type: none"> <li>Requires additional staff support to access learning in a specialist/ alternative due to high level of vulnerability presented by the CYP</li> </ul>	<p>Liaison with SaLT Service on transition , setting holidays and return if appropriate</p>