



Speech, Language and Communication Needs

SLCN is...

- ✓ Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the surprising number of skills involved
- ✓ Children with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths

SLCN is not ...

- ✗ rare. SLCN, is quite common. Around 10% of children starting school (2-3 in every classroom)
- ✗ caused by one thing. Speech, Language and Communication Needs can result from hearing loss, general developmental needs or as part of a disability or medical syndrome, such as Down Syndrome, Cerebral Palsy or Autistic Spectrum Condition. Difficulties with talking can also present as a child's main area of need but without an obvious cause

Key Terms: **Receptive language** the ability to understand information. **Expressive language:** being able to put thoughts into grammatical words and sentences. **Delay in understanding and talking:** a child is developing these skills at a notably slow rate but in the expected order. **Disorder:** when a child's listening, understanding and talking are developing in an unexpected way, differently to other children and not following a typical pattern

Difficulties with communication: limited eye contact, poor turn taking skills, problems 'repairing' a conversation or getting a conversation back on track, not being able to use language to compromise, or to negotiate in discussions or disagreements and difficulty 'reading', understanding or reacting to verbal or non-verbal responses, not understanding about, or being able to apply, a different style of language or communication depending on who they are talking to and the context



SLCN include...



Speech which is difficult for you to **understand** or pupils might be **unable to make certain sounds, problems hearing the difference between speech sounds**, making it **hard for them to understand**. They may **stammer** or **stutter** where sounds, words or part—words are repeated or are difficult to produce without effort. They may be **unable to use intonation** appropriately to communicate meaning

Sentence structures or grammar you might expect to hear from younger students. Problems include linking sentences effectively, sequencing ideas, learning and remembering new words or topic/subject specific vocabulary; not being able to find the right words to use at the right time; limited vocabulary, understanding some sentences or types of question, follow instructions; knowing how to answer questions; misunderstanding idioms

Ways to help pupils with SLCN...

The **Speech, Language and Communication Services (NHS)** can assess and diagnose SLCN, provide advice and support

Classroom accommodations : positive behaviour intervention plans and informal supports like talking frames, word banks and 'talking tins'

Self-advocacy training helps pupils understand, ask for and explain to others what they need to succeed

Keep your language clear—speak in **short sentences**, using key words. **Repeat** instructions/ information in different ways. Teachers can use **visual supports** to make your classroom a more communication friendly place

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Other Information ...

<https://www.afasic.org.uk/>

<https://>

www.thecommunicationtrust.org.uk/

<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-slt/>

