

Acknowledgements

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Additional Support Needs in Speech and Language

Guidance for Educational Establishments

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All appendices and proformae at the back of this publication and in the attached CD can be completed on screen, photocopied for multiple use and used by school staff to help identify and record relevant supports in place for children with speech and language needs. In addition, an interactive visual timetable is included within the CD for both whole class and individual use.

Section 1

INTRODUCTION

This pack was designed to address the educational needs of children with language difficulties more effectively. It reflects the need to develop consistent practice across all education establishments in Glasgow.

Increasingly schools are bound by key legislation [Children Scotland Act (1995)]¹, Standards in Scotland's Schools Act (2000)², Additional Support Needs Act (2004)³ to provide a supportive and inclusive environment for all children with additional support needs. For some children additional support needs can arise from speech and language difficulties. The response to speech and language problems has been identified by both health and education services in Glasgow as a priority area for development.

Aims of the pack

The aims of this pack are to:

- Support educational establishments to ensure better outcomes for children and young people with speech and language needs
- Provide an overview of the current issues related to speech and language needs
- Present a clear framework of staged intervention specifically in relation to speech and language needs
- Provide procedures for education staff to support their professional expertise in identifying and teaching a child or young person with speech or language needs
- Promote a clearer understanding of the role of professionals involved in the assessment of language difficulties
- Clarify the role of specialist language units.

Research and consultation

Collaborative, consultative research and INSET has been carried out to help explore and improve the current inclusion processes for children and young people with speech and language needs. The research found that the recent introduction of a four-day, integrated model for primary age children with speech and language needs was well received by both language unit and school staff. The research highlighted that the quality and regularity of liaison between unit and school staff were key factors in underpinning the effectiveness of integrating children with speech and language needs⁴. Overall research and consultation helped establish the following objectives for the development of continuing collaborative support of children and young people with speech and language needs in Glasgow:

- To support mainstream schools to address the needs of children with speech and language needs effectively
- To continue to improve the effectiveness of liaison between mainstream schools and language units through consultative research
- To ensure children access the breadth of the curriculum
- To allow adequate time for mainstream staff to liaise with specialist staff in developing strategies for children and monitoring their progress
- To encourage mainstream schools' ownership of additional support needs in speech and language
- To continue to build processes and create materials to support the effectiveness and confidence of mainstream teachers in managing and teaching children with language problems
- To ensure continuity in addressing the needs of children and young people with additional support needs in speech and language post school.

The objectives identified by research and consultation are reflected in the design and contents of this pack. It is designed to help schools and teachers identify and support children with varying degrees, and different types, of speech and language needs; it will provide a framework for effective liaison and monitoring of the child's progress; it will allow continuing evaluation and development of professional skills and so providing high quality, effective provision for this large group of children⁵.

¹ Scottish Executive. Children Scotland Act (1995). Scottish Government.

² Scottish Executive. Standards in Scotland Schools (2000). Scottish Government.

³ Scottish Executive. Children Scotland Act (1995). Scottish Government.

⁴ Exploring effectiveness in Speech and Language Needs Provision, (2009) in Glasgow City Working Party on Speech and Language Needs, Inset on the nature of speech and language needs, research protocols and impact of effectiveness (January 2008, Jim Boyle, Fergal Doherty, Barbara Kelly and Kate McKinnon).

⁵ A number of leaflets and packs have been prepared in other areas that may have relevance to additional needs in speech and language, e.g. EAL and ASL legislation procedures.

Section 2

ADDITIONAL SUPPORT NEEDS IN SPEECH AND LANGUAGE

Introduction

A Curriculum for Excellence (ACE) (2006)⁶ aims to help all children and young people become successful learners, confident individuals, responsible citizens and effective contributors. Children with speech and language needs experience a wide range of barriers to meeting these aims. Understanding their difficulties and developing strategies to help overcome these barriers is fundamental to allowing these children to access all aspects of ACE.

Communication is the core of all social interaction. It is a key life skill and a foundation skill for learning. For some children and young people, acquiring the ability to communicate is a difficult and ongoing challenge. Just as the nature and severity of their needs will vary, so too will the type and extent of the help required to support their learning.

Early identification and intervention are essential to encourage good outcomes for children and young people with additional needs in speech and language although success is not guaranteed. If a child receives the right help early on, he or she has a better chance of tackling problems, communicating adequately and making progress. If a child does not access early identification and intervention, there are greater risks including lower educational attainment, behavioural problems, emotional and psychological difficulties and poorer employment prospects. In some cases, there is increased risk of anti-social behaviour and criminal behaviour (Bercow Review, Interim findings, 2008)⁷.

What is Speech and Language?

The Inclusion Development Programme (2008)⁸ provides a brief description of the components of speech and language:

Speech refers to the sound system of a language as well as how sounds are made in the mouth to form spoken words. All languages have different sound systems, and babies need to learn to 'tune in' to the sounds of the language they hear around them. Some children will have well developed communication skills but have difficulty using the correct speech sounds.

Language is the structure in which words are used. The language system is made up of several components:

Grammar – how words can be combined to make sentences and how words change to indicate things such as the past tense, for example "I'm playing" changing to "I played":

Vocabulary and semantics – vocabulary is the set of words that are used – children's earliest words are labels for familiar people, objects and animals, the things that are around them; as their language develops they begin to understand that words can have different and wider meanings and can be used in many different ways (semantics);

Pragmatics – the appropriate use of language in different situations, for example beginning to understand what a question is and that it requires an answer.

These skills are used in both the understanding and the production of words and sentences, and children may have some difficulties in several of these areas.

Different types of language need

Children with speech and language needs may also be described as having language impairment, language delay or language disorder.

A child's language profile may be affected to varying degrees in only one of the areas outlined above or in a combination of areas. Children may also have difficulties in all of these areas.

Receptive language needs

Many children whose development of speech and language gives cause for concern have difficulties understanding what is said to them. That is, their understanding of spoken language falls below the level expected for their age. Difficulties in comprehension are sometimes known as receptive language impairment. Many skills are involved in language comprehension:

- Ability to hear
- Ability to pay attention
- Ability to distinguish between speech sounds
- Ability to process language
- Knowledge of word meanings (semantics)
- Knowledge of sentence structure (grammar and syntax)
- Ability to make sense of language in and out of context
- Auditory memory

Expressive language needs

Expressive language refers to production and spoken output, for example, formulating ideas into words and sentences in accordance with the grammatical rules of language. Difficulties in this area may be described as expressive language impairment

Expressive language is made up of many areas including:

- Morphology – word structure, e.g. word endings such as sleep, sleeping, slept
- Grammar – sentence structure, order of words
- Semantics – word meanings

Expressive language difficulties may affect any or all of these areas.

Pragmatics

Some children with language impairment may have related difficulties with language for social interaction, e.g. conversational skills, and nonverbal skills such as eye contact, gesture, body language⁹.

Phonology

This refers to the rules and systems we use to combine sounds, in any language, to make words. A child with phonological problems has difficulty producing and using sounds appropriately. Phonological problems are commonly, although not exclusively, associated with later literacy difficulties.

Children with phonological difficulties may have all or some of the following behaviours:

- Unintelligible speech
- Difficulties blending sounds
- Substitution of sounds on words
- Difficulties with phonological awareness activities, e.g. rhyming, syllable segmentation

The impact of speech and language needs

If children are to become successful learners, confident individuals, responsible citizens and effective contributors, the development of effective language and communication skills for all children will be a fundamental building block towards these aims. Effective language skills allow children to both think and develop their learning and social skills, but to also then use their communication skills to engage meaningfully with their peers and with adults.

The effects of speech and language needs are, depending on severity and complexity, lifelong. Generally, the more severe or complex the child's needs are the more likely it is that they will have ongoing additional support needs. Children may have speech and language needs for a variety of reasons. This may include an identified Specific Language Impairment or be an outcome of generally impoverished language and communication skills. Whatever the cause, the risks of educational and social failure are increased.

The evidence for the importance of developing good language and communication is stark. A brief overview of the impact of speech, language and communication impairment is provided by the Royal College of Speech and Language Therapists (2007)¹⁰

- Speech, language and communication needs are the most common disability presenting in early childhood. It is estimated that approximately 6-8% of children aged 0-11 have speech, language and communication needs. A study investigating four-year-olds in areas of deprivation found the prevalence of speech, language and communication needs was as high as 55%.
- The gender ratio for speech and language needs is approximately 2.8 males to every female.
- The association between speech and language needs and behaviour difficulties is well established. Difficulties in understanding make children very vulnerable in relation to education. Up to one third of children with diagnosed speech and language needs will develop mental illness if untreated.

Evidence relating to the criminal justice system includes:

- At Polmont Young Offenders Institute – 26% of young men in have clinically significant communication impairment and 70% of young offenders have problems in literacy and numeracy.
- A 2007 study surveyed 10% of young offenders in one institution on a variety of measures found that:
 - 43% of participants scored at a level significantly lower than the acceptable limits for their age on the Boston Naming Test

73% scored significantly below the acceptable limits on grammatical competency
23% scored significantly below the acceptable limits on language comprehension
47% of participants received more than one rating of moderate impairment on picture description.

The study confirmed that high levels of speech, language and communication difficulties are present in the young offender population. This information justifies and encourages ongoing development in understanding and meeting additional needs in speech and language in education.

⁶ Scottish Executive (2004) *A Curriculum for Excellence. Curriculum Review Programme Board.*

⁷ DFES (2008) *Bercow Review, Interim Findings* www.dfes.gov.uk/bercowreview/

⁸ DFES (2008) *The Inclusion Development Programme.*
www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp

⁹ *Glasgow Standard of Provision and Good Practice for Children and Young People with an Autism Spectrum Disorder.* Glasgow City Council, Education Services.

¹⁰ Royal College of Speech and Language Therapists (2007). Research Study Number 17, London: Home Office.

Section 3

HOW SPEECH AND LANGUAGE NEEDS ARE ASSESSED

Purpose of assessment

As with all additional support needs, identification and assessment of those of a speech and language nature takes place within the authority's staged intervention framework¹¹. Those with significant need in this area would usually be placed at Stages 3 and 4. However, in line with the principles of early identification class teachers who are uncertain about whether or not a child has difficulties in this area may find it helpful to refer to the Speech and Language Needs Quick Checklist (*Appendix 1*).

Assessment of speech and language needs is multi-disciplinary generally involving educators, educational psychologists, speech and language therapists, parents or main caregiver, the child/young person and other professionals involved (e.g. Home Link Worker, EAL Staff).

The purpose of assessment is:

- To gather information on the child's language and learning needs
- To identify areas of strength and barriers to learning
- To identify appropriate support and interventions to address these additional support needs within the learning environment
- To monitor and evaluate intervention in terms of the child's changing needs.

Assessment should be wide ranging and appropriately contextualised, e.g. gathered from a range of sources and settings including educational establishment and home. It should be sensitive and responsive to any changes in the child's social, educational, life and language circumstances. Any such changes may alter the nature of any planned intervention. It should also be noted that intervention is part of the assessment process. In line with the staged intervention framework assessment is viewed as a cyclical process and should inform planning and intervention at all stages.

Assessment processes

Assessment for speech and language needs may involve any of the following activities by a range of professionals:

- Discussion with school staff
- Classroom and playground observation
- Home observation
- Parent/carer and child interview
- Video analysis of language samples, interaction, etc.

- Developmental checklists
- Formal or cognitive assessment
- Dynamic assessment
- Educational attainments
- Collaborative discussion and liaison involving parents/carers and professional

Additional assessment considerations for children and young people from bi- or multi-lingual backgrounds.

If the speech and language therapist, educational psychologist or other professional does not have the language of the client, assessment cannot proceed without the additional resource of bilingual support staff known as *bilingual co-workers* or professional interpreters. Ideally interpreters have to be trained in exactly what the assessor requires and the same interpreter should be available throughout an assessment period in order to establish some rapport between parties. This is not always easy or possible. The Royal College of Speech and Language Therapists in its Guidelines (2007)¹² on service provision to linguistic minority populations states *“that it is unethical to use anyone other than a professional interpreter or Bilingual SLT Co-worker, to support assessment or feedback of information to client and family. As it is an unjustifiable lowering of professional standards.”*

It is a challenge for those whose role it is to identify which children with speech and language difficulties have needs that are either inherent or acquired but which would emerge regardless of whether the child were monolingual or bi/multi lingual. The assessment has to identify these clients as having *different* and *additional* needs from children who are in the complicated process of acquiring an additional language. In these circumstances the assessment has to ascertain the type of difficulty and access information in the first language of the parents and carers of the children and young people. The main aim in assessing children from bilingual communities is to draw as full a language profile of the bilingual child as possible.

It is important to check that the following key points are covered:

- Assessment should take place in ALL the languages in the child's environment
- Assessment should be linguistically and culturally appropriate
- First language assessments should take place in the home and it is important that bilingual support workers should remain consistent throughout the whole assessment and be present also for the English section to help identify influences of languages upon each other
- It is important to establish the pattern of language used by the family members and in the wider community. Also to determine which languages the family can read so that information can be conveyed through an appropriate medium
- The semantic, grammatical and pragmatic differences between the languages under consideration
- The contributing cognitive factors
- It is also important to establish the client and the families' attitudes towards language difficulties.

¹¹ Glasgow City Council, (2009). Every child is included, ASL 2004 Code of Practice. Glasgow City Council, Education Services.

¹² Royal College of Speech and Language Therapists (2007). Cited in The Inclusion Development Programme (2008). www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp

Section 4

INCLUDING CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SPEECH AND LANGUAGE NEEDS

The role of primary and secondary specialist language units

Glasgow has four primary and one secondary language unit (see Table 1 below). All four primary language units meet the needs of children at primary stages one to three. Currently, only one of the primary language units, Crookston Language Unit, meets the needs of children from primary stages four to seven. Three of the primary language units and the secondary language unit take up to twenty-four children. Crookston Language Unit has thirty places. All units have a staff ratio of one to six. The primary units offer an outreach service and staff designated for outreach and inclusion strategies.

Table 1: Language Units in Glasgow

UNIT	STAGES	AREA
Crookston Language Unit	Primary 1 to 3/4	South West Glasgow
Crookston Language Unit	Primary 5 to 7	City wide
St. Charles Language Unit	Primary 1 to 3/4	North Glasgow
Caledonia Language Unit	Primary 1 to 3/4	East Glasgow
Royston Language Unit	Primary 1 to 3/4	North Glasgow
St. Thomas Aquinas	S1 to S6	City wide

In 2006 the primary language units changed from full-time attendance and various split-placement attendance arrangements for children to a four-day model of attendance in specialist provision for all children. This means that all children attending a primary language unit also attend their mainstream school for at least one day per week initially. Most make a gradual transition from four days in the unit to full time attendance at a mainstream school. Pattern and length of attendance at the primary language units reflect the child's individual profile of needs.

The secondary language unit offers city-wide provision for secondary aged young people with additional speech and language needs from stages secondary one to six. The model of provision is integrated with a unit located in a secondary school. Young people who attend the unit are fully integrated in the school and have access to the full mainstream curriculum. Direct tuition and support from unit staff and speech and language therapy take place during

these periods.

The aims of the integrated 'four day model' at primary level and the secondary fully integrated model are:

- To offer intensive but flexible and individual input in a language unit while maintaining and extending links with mainstream contexts
- To reflect contemporary legislative, ethical and professional frameworks supporting good practice, for example, ASL legislation and the ethics and values underlying inclusion and integration
- To establish effective collaborative practice between specialist provision and mainstream schools
- To raise awareness of the needs of children with language impairment and develop good practice in mainstream schools.

The ethos and aims of specialist language provision might be summarised as follows but each language unit develops its own aims in line with educational policy.

- To enable children to become successful learners by providing high quality teaching programmes designed to meet the needs of children with language difficulties, ensuring a broad and balanced curriculum and allowing children to learn at an appropriate pace
- To enable children to become confident individuals by encouraging them to be actively involved in their learning and to develop the ability to self assess
- To enable every child to become a responsible citizen by developing a positive sense of self, respect for others and understanding of diverse beliefs and cultures
- To work collaboratively with speech and language therapists, educational psychologists and in partnership with schools and parents/carers to encourage children to become effective contributors.

Referral and placement

Criteria for referral and placement in specialist language provision reflect the ideas encapsulated in the ASL Act. Specialist language provision aims to offer input which will address particular needs, help overcome barriers to learning and allow access the full curriculum as effectively as possible.

Referral to specialist language provision is a *collaborative* process. All children considered for placement are assessed within the context of the staged intervention framework involving schools' staff, speech and language therapist, educational psychologist, parents/carers and others as appropriate. Table 2 outlines Placement Criteria for Primary Language Units. School and nursery assessments, perhaps in the form of Additional Support Plans and other family and background information, are essential parts of the assessment.

The assessment sets out to determine:

- Whether language difficulties are the primary barrier to learning
- If the child's educational needs *do* relate to language as a *primary* difficulty
- Whether specialist language support is likely to have a *positive impact*, allowing the child to access the curriculum and reach his or her educational and personal potential.

Where a child has English as a second or additional language, assessment for speech and language need must be carried out in both/all languages to establish whether difficulties do reflect a speech and language problem and are not symptomatic of *not having yet acquired English*. (See Section 2 of the publication.)

When a full assessment has been carried out and it has been agreed that the child would be appropriately placed and benefit from specialist language provision, the educational psychologist, speech and language therapist and other professionals involved are advised to present their assessment findings to the relevant Area Consultative Group – Language and Communication. This advisory group, chaired by the Psychological Service, involves a senior educational psychologist, a speech and language therapist and heads of the primary and secondary specialist units. The role of this group is to consult and collaborate with professionals about the appropriateness of proposed placements or other suggested actions based on discussion of assessments and to advise about next steps in referral processes to access specialist units. This group also offers general consultation and advice on language difficulties and resources.

Following this presentation, and if deemed appropriate, an application is made to the zoned unit under the auspices of the relevant City Panel and Area Education Manager.

At what stage are children and young people referred to specialist language units?

Children may be referred to specialist language units at any stage in their primary or secondary education. However, currently only Crookston Language Unit and St. Thomas Aquinas Secondary Language Unit accept referrals of children and young people beyond the Early Years and very early primary stages. In fact, most children are referred at the preschool stage. Their difficulties may have been identified in nursery or as part of developmental health screening. These children begin school in a language unit whilst attending their mainstream primary initially one day a week. Many will make progress but the focus is also on developing the mainstream context as an enabling environment rather than attempting to ‘fix’ the child. Most children will attend a mainstream school on a full time basis within two to three years. Where the child’s needs are more complex and enduring, they may be referred to Crookston Language Unit from primary five to seven. Crookston Language Unit offers city-wide provision for this small group who continue to require a highly differentiated curriculum and ongoing specialist support. These children also attend a mainstream primary school for at least one day a week and every effort is made to increase mainstream attendance. Tables 2 and 3 below outline the processes involved in referral and admission to primary and secondary specialist language units.

Identification of Early Years language problems

Language difficulties may have been identified in the Early Years establishment or as part of routine developmental health screening. When the child’s language problems are identified as part of normal health and development screening, he or she will be referred to a Speech and Language Therapy and Psychological Service via the Pre School Assessment Team (Prescat). The Prescat system offers collaborative screening for preschoolers with additional support needs and involves a range of professionals in planning and assessment for the child’s education.

In the Early Years children’s language difficulties may be identified by nursery staff who notice developmental lags in listening, talking and understanding spoken language. Where the difficulties are identified in nursery, the child should be referred for assessment by a speech and language therapist and/or by an educational psychologist. Children with marked problems in language development will be referred for specialist educational input.

Table 2: Placement Criteria – Primary Language Units

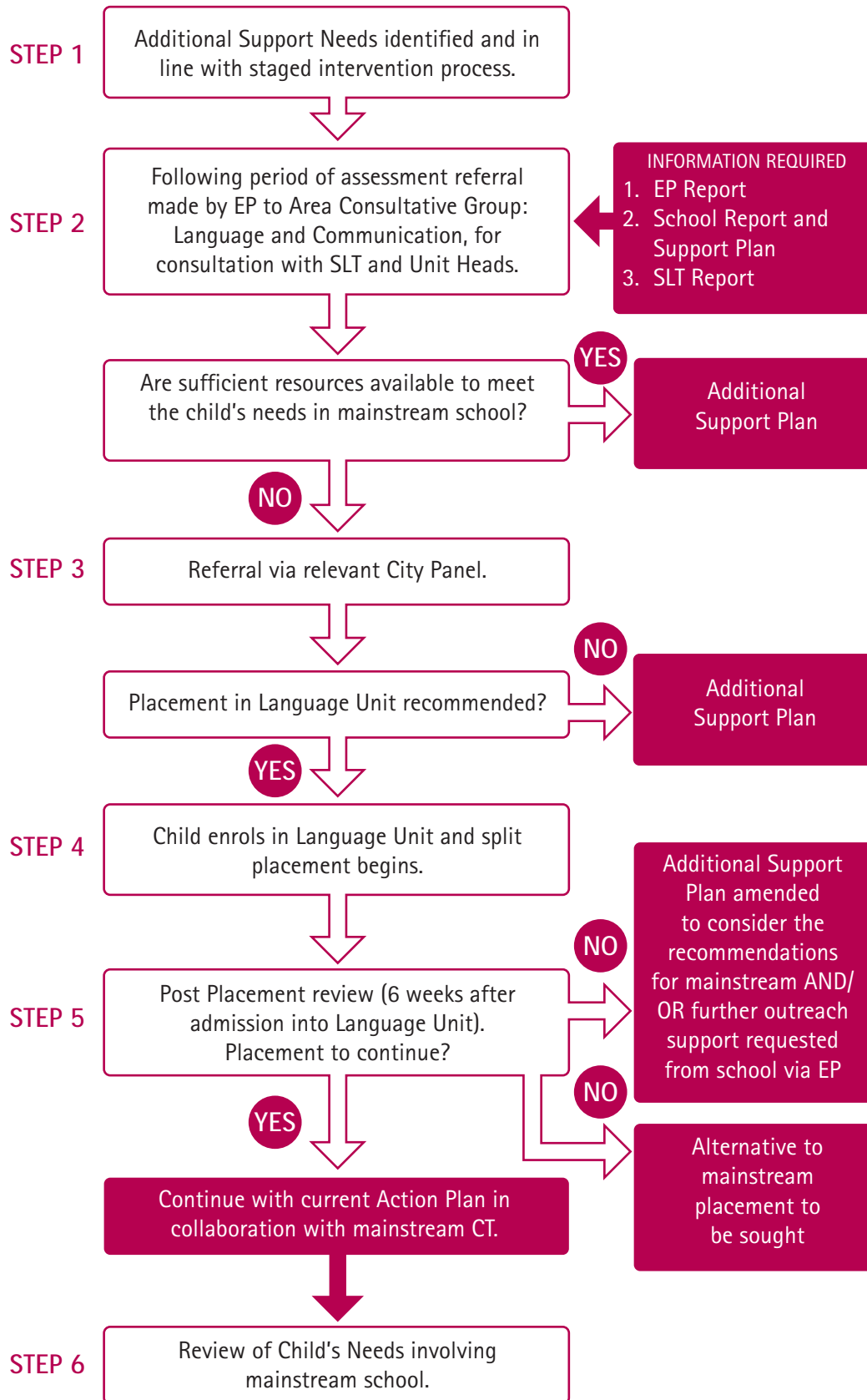
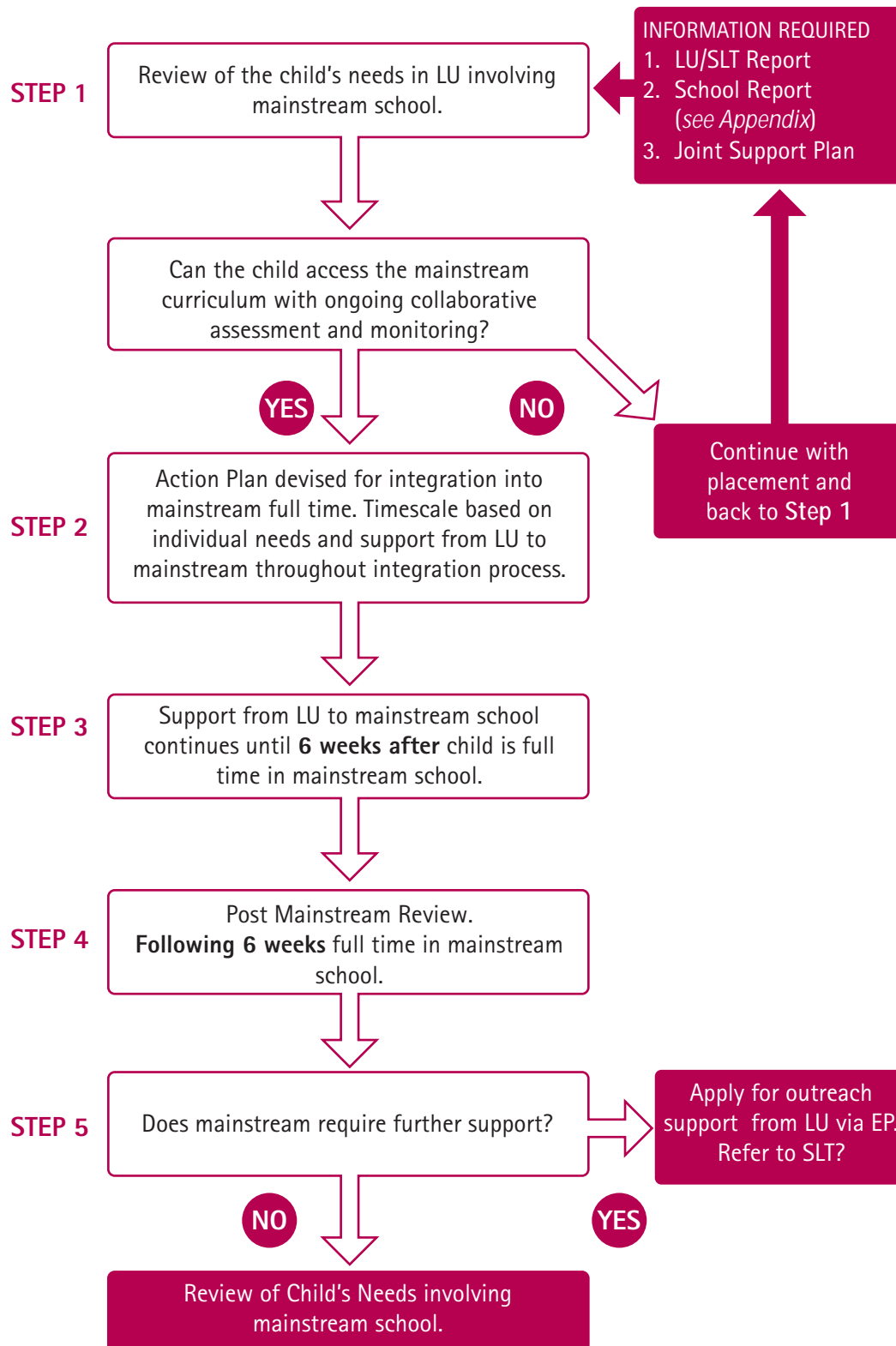


Table 3: Exit Criteria – Primary Language Units



Decision-making at Step 1 and Step 5 is a collaborative process that involves all agencies working together to meet shared outcomes for children.

Moving on to the secondary language unit

If a child or young person's speech and language needs are complex and enduring and identified as still requiring significant support on leaving primary school, a transfer from Crookston Language unit to St. Thomas Aquinas secondary language unit may be appropriate. Entry criteria for the secondary language unit are covered from *Step 2* in Table 2 *Placement Criteria*. All pupils attending the secondary language unit are fully integrated into the mainstream curriculum. Leaving the secondary language unit and making the transition to further education involves the creation of a post school transition support package which continues to meet the needs of each young person in college and other post school contexts.

Curriculum in the specialist language units

All the language units offer a mainstream curriculum which is differentiated to meet each child's individual needs. All language units have assigned speech and language therapist and educational psychology support. In the primary context, collaboration amongst school staff and speech and language therapists allows the development of strategies to help facilitate individual and group learning processes.

In the secondary unit, young people are fully integrated with the secondary school and may attend all classes. They are on the role of the mainstream school and members of a registration class. The unit itself provides support according to the young person's particular needs. The curriculum is differentiated by individual educational and psychological assessment and supported by strategies provided by the speech and language therapist assigned to the unit. There are weekly meetings for each year group in language skills and strategies provided jointly by the speech and language therapist and teaching staff. Some young people have individual sessions of speech and language therapy if this is considered to be appropriate. There is regular liaison between the language unit, mainstream teaching staff and pastoral care staff to ensure that individual strategies are shared across subjects and contexts. Unit staff provide pastoral care for all children who attend a language unit.

The specialist language units have a role to play in developing awareness of the requirements of children and young people with additional support needs in speech and language. All specialist language unit teachers in the primary sector offer outreach support and meet with mainstream staff to advise on the child's needs and on differentiation of the curriculum. Reviews involving parents and regular liaison between unit and mainstream staff in both the primary and secondary units ensure that the child or young person's changing needs and progress are monitored. In the secondary context, the highly integrated nature of the provision allows close collaboration and links to be developed with mainstream school staff.

Linking with parents/carers

Schools and other professionals have a legal responsibility to provide information for parents regarding their child's needs and progress. Both unit and mainstream school staff working with children with additional speech and language needs aim to build effective and supportive collaborative relationships with parents/carers. Parents'/carers' contributions are crucial in supporting children effectively and they themselves may require information or support. Individual links with parents/carers are necessary to help build consistency in strategies and experiences for children. Misunderstandings and lack of a shared approach between parents and staff can reduce the benefits of specialist and mainstream school input.

All primary language units have an open door policy and parents/carers are invited to visit

language units on a regular basis on both an organised and informal basis. In the secondary unit, regular liaison with parents/carers at formal reviews and on a less formal individual basis if the need should arise ensures parent/carer involvement in developing consistent support strategies for children.

Linking with parents/carers from bi- or multi-lingual backgrounds

In the case of children from bi- or multi-lingual backgrounds, the presence of a speaker of a family's first language at parent's night or meetings allows parents access to information about their child and an opportunity to participate fully in any meetings. Even if one parent/carer speaks English fluently, the presence of a mother tongue speaker, preferably a professional interpreter or EAL co-worker, allows both parents/carers access to information at the same time and allows professionals to include all parties in the discussion. It is considered unethical to use family members, friends and even education staff who happen to speak the same language to act as interpreters.

Section 5

INCLUDING CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SPEECH AND LANGUAGE NEEDS IN THE CLASSROOM

Introduction

This section describes the difficulties children with speech and language needs are likely to experience in the school and classroom contexts in some detail, offering strategies for specific areas of speech and language needs. Other difficulties might also emerge in relation to learning processes and accessing the curriculum or in relation to social, emotional and behavioural adjustment. Children and young people with speech and language needs experience similar difficulties to the wider population of children with additional support needs and each school can create a generally more aware and inclusive environment by checking that the following ideas, approaches or strategies are in place.

In school problems can arise because of fatigue. Children with speech and language needs will need to concentrate, to listen and process information and may be affected by information overload or over-stimulation if the pace of teaching is not suited to their ability to cope. They are likely to become frustrated because of difficulties in understanding and self expression which, if not understood and addressed, may lead to withdrawal or more difficult behavioural problems. Interpersonal relations can be a major challenge for children with speech and language needs making finding acceptance in a peer group difficult. Some children have difficulty understanding aspects of social situations and making sense of body language and facial expressions.

As in the case of other children with additional support needs, those with speech and language needs present individual profiles of strengths and weaknesses. Their difficulties tend to alter in emphasis and importance at different stages in their development. Some basic strategies will help them to cope across different contexts.

In the early years, language delay and difficulty may arise as specific problems, as part of wider developmental problems or perhaps as symptomatic of other problems, e.g. hearing impairment. Children who have marked speech and language problems in the preschool year may show difficulties in responding to voice or spoken words, be slow to recognise and learn familiar names and struggle to follow instructions which are complex, i.e. contain more than one basic instruction and which are not supported by the use of gesture or other visual clues. They may use jargon which is unintelligible speech made up of random vowels and consonants, be unable to repeat words used by others, struggle to put two or more words together or use question words. Preschool children with specific language difficulties often find ways to compensate for lack of language. They may rely on visual and contextual clues in the school, class or home, be dependent on facial expression and tone to follow emotional content in spoken language and depend on memorising routines and day-to-day organisation. They are

likely to struggle to establish pre-literacy skills without support and may exhibit behaviour problems in response to their frustration and difficulties in basic communication.

Some general strategies

Creating a speech and language friendly school benefits all children. Some of the features of a language friendly ethos and environment are common across all high quality teaching contexts. They involve some or all of the following values, policies and strategies:

In school

- Celebrate success
- Offer language labels which are easily accessed by pupils
- Have clearly defined areas for different activities
- Provide interactive displays
- Display rules and aims in simple language with visual clues
- Offer visual plans of daily, weekly and termly organisation
- Teach emotional competence¹⁴ and create peer mentoring systems
- Create parent/carer groups
- Recognise and celebrate diversity of language and culture – staff have a responsibility to positively promote first language with parents and the child/young person

In class

- Implement a classroom code for good listening.
- Use visual reminders of good listening and attention skills.
- Offer visual timetables with standardised BoardMaker symbols (*see appendix*).
- Keep instructions simple and break down complex instructions to smaller components.
- Sequence instructions in the order in which they need to be carried out.
- Allow extra and sufficient time for children to process information.
- Motivate and consolidate good behaviour and learning with goals, targets and rewards
- Offer banks of common key words.
- Avoid over-use of humour, sarcasm or abstract language. When this type of language is used, check for understanding.
- Where possible, prepare children for changes.
- Encourage self assessment strategies and awareness of when and how to access help.
- Repeat new concepts and revisit often to consolidate learning.
- Be aware of teacher questioning techniques; open questions may be unsuitable for some children and closed questions may be a better option.
- Be sensitive to expressive difficulties as this can impact on learning style and inhibit a child's ability to be involved in group discussions.

Some general strategies in the secondary context

In the secondary school different strategies may be needed to help the young person cope with multiple situations and the many teachers and other staff they will meet throughout the day. In general, effective secondary support strategies involve close communication between school and unit staff (or in the case of mainstream school, support for learning staff), attention to classroom teaching style, individual and group support in managing and organising school work and specialist support in developing communication and interpersonal skills. Consideration also has to be given to wider life skills and career guidance and post school options.

- Develop effective and detailed communication about the young person's` strengths, weaknesses and additional needs.
- In the middle years of secondary school, be aware of the impact of adolescence on development of identity, peer group relations and self-esteem. Young people are more aware of their difficulties and differences and may suffer additional stress or become depressed.
- Group and individual input on social and interpersonal skills is particularly important at this stage.
- Links with colleges and supported work experience are helpful and essential for some young people with speech and language needs before entering the world of work.

Complexity and stress in the secondary context mean that there has to be an emphasis on consistency in effective and appropriate behaviour management across contexts. All staff need to be aware of effective behaviour management policies and strategies and apply these with clarity and understanding of the young people's difficulties. These include:

- Setting clear boundaries.
- Involving young people in creating policies and rules.
- Being firm but clear in response to unacceptable behaviour.
- Giving explanations, suggesting alternative behaviours and explaining the reasons for punishments or loss of privileges.

More specific strategies for children with additional needs in speech and language

The impact of speech, language and communication needs on all aspects of learning and school life can be significant. These difficulties are described in detail table four below and specific linked strategies outlined in the following pages.

Research on children who have English as an additional language and also attend language units suggests that these children tend to have more complex needs than monolingual children.

Specific strategies to support *listening and understanding*

A range of underlying skills is involved in *listening, processing and understanding* language in the classroom. Teachers and other adults in the classroom and in the wider school context can help by using many simple strategies that will support a range of learners:

Table 4: Difficulties associated with different aspects of language impairment

<p>Listening and Understanding</p>	<p>Listening to learn involves a range of skills including understanding word meaning, understanding grammatical 'markers', inference and remembering all of this information for long enough to 'process' it. For some children with speech and language needs, additional difficulties with attention control add further barriers to learning. Research suggests that children with comprehension problems in language tend to have the poorest outcomes in education and thus need particular attention in the classroom.</p>
<p>Speaking and Expressive Language</p>	<p>Using appropriate, intelligible speech sounds is only one component of 'speaking' in the classroom. Children with speech and language needs may also have difficulties with grammar, sentence structure and narrative skills that is: constructing and relating a cohesive oral story with a beginning, middle and end. Finding the right word for the intended purpose can also be problematic even if it is a word the child already knows and uses.</p>
<p>Literacy</p>	<p>Children with speech and language needs may be at increased risk of having difficulty with aspects of learning to read and write. The difficulties experienced in oral language may be reflected in a child's written language, involving poor comprehension of text, higher level inference and deduction, poor phonological awareness, difficulty with segmenting and blending, sound ordering and spelling.</p>
<p>Social, Emotional and Behavioural</p>	<p>There is increasing evidence for a link with emotional and behavioural difficulties. Making and maintaining friendships are a challenge. Older primary aged children with speech and language needs perceive themselves more negatively than children with typical language development. They are likely to be less willing to participate in class discussions and to withdraw from social situations.</p>
<p>Organisational and Co-ordination</p>	<p>Research suggests that children with speech, language and communication difficulties may be more prone to organisational and co-ordination difficulties. This is likely to impact on their ability to respond to activities requiring planning, ordering and sequencing. Additional difficulties may include organising the necessary equipment, stationary or materials for a task. Activities requiring the integration of a range of information and demands, for example, in the gym, may be particularly challenging.</p>

Learning how to listen

- Cue in children to listening using their name, getting eye contact and using phrases which focus their attention, e.g. *'You need to listen now...'*
- Remember that children with speech and language needs may only hear the last part of an instruction – keep instructions short, use plenty of pauses and repeat, repeat, repeat!
- If you need to use a lengthy or complex instruction, alert the child in advance, e.g. *'I'm going to ask you to do three things, are you ready, here they come...'*
- Slowing your speech down a little can help some children but speaking too slowly can distort the message and may also be distracting for others.
- Use intonation in your voice to emphasise key words in an instruction
- Think about your own activity. If you want a child to focus on the message, avoid doing something distracting at the same time such as speaking and writing on the board, working on the computer, etc.
- Most importantly, encourage children to recognise when they don't understand and support them to ask for help.
You may want to teach phrases like:
 1. Please say that again
 2. I don't know that word
 3. I need some time to think about that
 4. Can you show me?

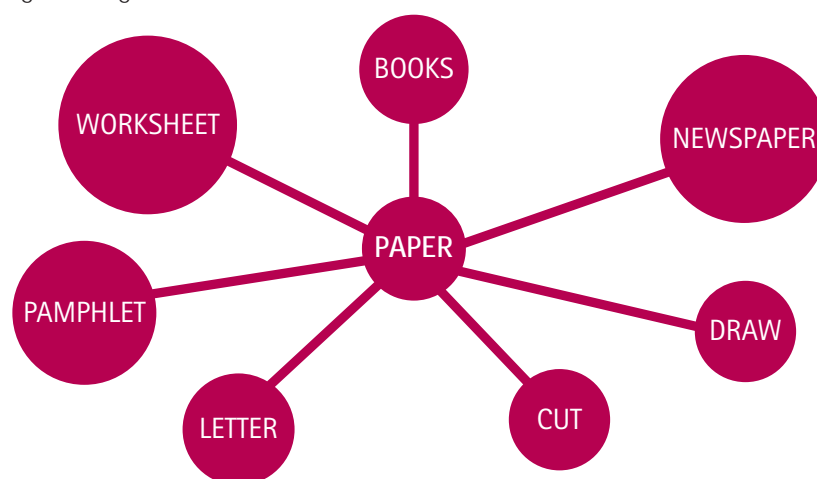
Making it visual!

- Using symbols and signs helps to 'bypass' the need to rely on oral language. This helps with poor auditory memory skills.
- Labelled and clearly defined areas within the classroom help children with speech and language needs to negotiate the classroom independently without having to rely on oral language.
- Use natural gesture where appropriate to support instructions when teaching. For some children, more formalised language signing approaches may be appropriate, e.g. Makaton Sign Language.
- Visual timetables help children with speech and language needs to understand transitions and to predict what is ahead.
- A '**stop**' or '**help**' sign on a child's desk can be a useful way of letting the teacher know that assistance is required and allows the child to be a more active learner.
- Demonstrate an activity or task whilst you talk about it.

Learning New Vocabulary

Children with speech and language needs may not acquire new words incidentally. You may need to 'teach' vocabulary more formally. You can do this in a number of ways, for example:

- Linking or grouping words together in categories
- Using lots of repetition and reinforcement in appropriate contexts
- Linking the spoken word with the written (and with pictures if you can)
- Avoiding just focusing on learning names or labels- reinforce the meaning of a word, e.g. thermometer: doctors use this, it measures your temperature.
- Using sentence closure techniques to reinforce vocabulary in context, e.g. doctors can find out your temperature using a...
- Using word web to develop topic vocabulary and develop links between words within categories, e.g.



- Prioritise key topic vocabulary and display within classroom. It may be helpful to organise this in word categories:

NOUNS

FUNCTIONS

ATTRIBUTES and CONCEPTS

- Develop word definition activities: what sound does it start with, what do you do with it, who would use it, what does it look like, what colour is it?

Specific strategies to support *expressive language*

There is a range of simple strategies which the teacher can use to assist children with speaking or expressive language difficulties:

- Modelling – avoid correcting the child's mistake but provide an appropriate model of the sentence, e.g. the child says '*me a big thing on that*' you say '*yes you put a big circle on the picture*'.
- Commentary – whilst a child is working or playing, give a running commentary of what they are doing providing models of the appropriate grammar and vocabulary.
- Expanding – give children with restricted, expressive skills the chance to hear their words in a longer sentence or new vocabulary.
- Obstacles! – Set up situations which prompt the child to practise new vocabulary and sentence structures, e.g. during craft activities deliberately withhold glue/scissors to encourage the child to ask.

- Cue them in – when a child is experiencing difficulties finding a word that you think they know, do not jump in with the answer. Try cueing in with the first sound or give them a description of the word – if you can use gesture this helps too. *'It's a sss... you cut wood with it, it's sharp'*; gesture 'sawing' with your hand.
- Choices – giving choices may help many children with vocabulary or word finding difficulties. Thinking carefully about how you word your question can give children the sentence structure or vocabulary support they need: *'Do you want to play with the Duplo or paint?'*
- Time to think, prepare and practice- these children may need extra time to plan their responses and even more than one attempt at saying it. Create an environment which supports them to do this.
- Be explicit with structures to support narrative or story telling. Practice using and understanding words like beginning, middle, and end. Apply these to story telling to help with ordering events in expressive language. If you can use visual supports (cartoons, pictures and symbols) this will help too.

Specific strategies to support children with *speech difficulties*

Children with speech difficulties are best helped by:

- Hearing words modelled by the adult rather than correction of the child's speech.
- Encouraging all other means of getting the message over, e.g. gesture.
- Use of a home- school diary to cue in teacher and parents to the child's daily activities to support discussion.
- Adults who do not pretend to understand – say *'I didn't understand. Can we find another way to share this story?'*
- Confirm that you have 'got' the message by repeating back what the child has said.
- Remember, that the ability to say a sound in isolation, e.g. a child may be able to say 's' in phonics activities but may not transfer to all contexts e.g. 'splash'. If in doubt about what you can expect from the child, ask the speech and language therapist.
- Children with speech difficulties may be particularly at risk of literacy failure. Pay particular attention to phonological awareness ability with these children. They may need additional support, repetition and a slower pace for phonological awareness tasks.
- Some children may need support to understand the language concepts which underpin many phonological awareness activities, e.g. first sound, sound/word, rhyme, e.g. It would also be helpful to link the phoneme to a picture and the grapheme (e.g. Jolly Phonics) – this helps to 'cue in' children with speech impairment and difficulties.

Strategies to support *literacy skills*¹³

Children with speech and language needs often have problems in literacy skills. The following strategies may be helpful to some children assessed as having speech and language needs. They involve multi-sensory and meta-cognitive strategies which help the acquisition and development of literacy skills.

- Sloping board, correct seating position and pencil grips help improve writing skills.
- Multi-sensory approaches to all aspects of literacy help co-ordination and literacy skills. For example, writing in sand or on chalkboard, letters in water, body shape letters, tactile letters; cut out shapes of words to give a visual picture of words and help whole word recognition.

- Encourage phonological awareness – practice with rhymes, CVC words form rhyme families, rhyming singing and music. Include nursery rhymes, games to fill in missing rhyme, silly rhymes. Include gross motor and whole body games related to rhyme, e.g. run to word that starts with...
- Rhythm – copy simple rhythm to develop listening and rhythm; clapping syllables – later divide into syllables to spell out loud.
- Use alternative methods of writing, e.g. magnetic letters and ICT activities.
- Activities to assist memory techniques – mnemonics games such as ‘Granny went to Market’ which link a sound or letter to a visual prompt are useful.
- Develop sequencing skills to assist reading and writing.
- Make use of visual discrimination games and activities.

Strategies to support social, emotional and behavioural issues¹⁴

Children with additional needs in speech and language may have associated difficulties that not only make it challenging for them to access the curriculum but which also impact on their social relationships both at home and in school. Peer and adult interaction make particular demands on social communication skills and children and young people with speech and language needs can experience problems in responding to the social demands of the classroom, e.g. adapting to different teaching styles, following a group and class discussion, making and maintaining friendships. Children with speech and language needs may be particularly at risk of long- term difficulties in self-esteem and mental health. Maintaining links with all agencies involved (e.g. Social Work, Educational Psychology and Speech and Language Therapists) is crucial to ensure their needs are being appropriately met.

A range of interventions can be implemented in schools and classrooms to assist children in interaction and to prevent social, emotional and behaviour difficulties arising. These include¹⁵:

- Creating a positive school ethos which promotes inclusion, diversity and tolerance.
- Providing staff development opportunities to facilitate an improved understanding of pupils with speech and language needs and its impact it on their emotional well-being, e.g. In service training and/or class teachers visits to a language unit.
- Developing a flexible PSE curriculum which directly teaches social and personal skills – preferably within a small group context, emphasising life and social skills¹⁵.
- Providing a ‘safe place’ for children and young people if accessing the playground or lunch hall is socially challenging - setting up lunch time ‘groups’ and providing structured group activities is best.
- Developing conversation plans - what to say to other children? It is helpful for other children to understand why a child is different and also to know the child’s strengths and interests.
- Having a buddy system involving class peers or older pupils for peer support – identifying peers who can provide support for the child with can be a powerful tool in making the child feel less vulnerable and alone and, in turn, less anxious and angry.
- Providing a named person within the school to support the child should problems arise
- Create opportunities to leave classes a few minutes early in order to alleviate stress and anxiety of associated with busy corridors and lunch queues.
- Use social stories to discuss specific issues, e.g. bullying.

Strategies to support *organisation and co-ordination*¹⁶

Children with speech and language needs may also have other difficulties including general co-ordination problems. There may be developmental co-ordination difficulties (DCD) manifested in poor self- organisation, general clumsiness and general untidiness. These difficulties will be reflected in manipulative tasks, e.g. writing, drawing, art and design as well as in whole body movement and balance skills¹⁸. Strategies to help develop organisation and co-ordination should also involve practice in sequential tasks, provision of additional visual cues and reducing information overload by making verbal and visual instructions into smaller chunks.

Strategies to support *organisation*

- Provide visual timetables to help child organise the day
- Set up language independent systems for the child, e.g. use colour coded folders for keeping track of assignments, when to start doing them, when they have done enough, when to hand them in to teacher
- Encourage the child to keep copies of everything – lesson and homework timetables for school, home and rucksack
- Remind the child and parent to label all equipment and books
- Provide handouts rather than overburden the child with unnecessary copying
- Specifically teach note taking skills
- Provide good ICT support, e.g. laptop, support programmes such as Clicker 5 etc.
- Teach planning for story and essay writing: who, where, when – sets the scene, how, why, what, what, happened – the middle, what happened next, what happened – the conclusion
- Teach the child how to use the library as a resource
- Teach the child how to use the library as a resource
- Teach test skills – how to read through paper, how to approach questions and how to structure answers

Strategies to support *co-ordination - fine motor skills*

Provide opportunities for the younger child to:

- Manually sharpen pencils
- Wind thread evenly on spool
- Make patterns in sand or spray foam
- Explore texture
- Mould shapes from Playdoh and clay to develop manual strength
- Access screw toys – Geo nuts and bolts
- Do hand exercises
- Practice threading activities
- Wind string through fingers
- Open and close different sizes and types of containers
- Practice multi-sensory painting beginning with fingers and hands
- Copy in horizontal lines
- Use pencil grips
- Use a Wobble cushion
- Use magnetic boards to support drawing
- Use fuzzy felt if the child cannot yet draw

Gross motor skills

Encourage:

Climbing, running and playing on large equipment on large equipment

Access to play tubes and tunnels, balance beams and wobble boards

Walking heel to toe

Balancing exercises

Jumping feet together

Hopping a distance

Climbing ladders and steps – hands and feet in opposition

Cross pattern crawling

Kicking ball to target

Throwing and kicking a large ball

¹³ Glasgow City Council, (2009). Literacy Strategy. Glasgow City Council, Education Services *and* The Primary National Strategy – Creating an inclusive classroom environment with particular focus on pupils with dyslexia/SLN, (2006). Crown Copyright.

¹⁴ Ripley, K., Daines, B. and Barret, J., (2001). Inclusion for Children with Speech and Language Impairments: Accessing the Curriculum and Promoting Personal and Social Development. David Fulton Publishers: London, *and* Edinburgh City Council and Afasic Scotland, (2008). Including Young People with Speech and Language Impairments in Secondary School. Part A, Guidance for Teachers

¹⁵ The PATHS (Promoting Alternative Thinking Strategies) Curriculum, Friends and Circle Time are beneficial approaches to fostering social and emotional development and understanding.

¹⁶ Portwood, M., (1996). Developmental Dyspraxia: A Practical Manual for Parents and Professionals. Durham County Council.

Section 6

COLLABORATIVE PLANNING AND REPORTING

Rationale

The ASL Act states that for children who attend school on a split placement basis:

“Effective collaborative working between the mainstream establishment and the specialist provision will form an essential element in the achievement of the outcomes within the Additional Support Plan.”

Both establishments must ensure that all staff have the appropriate information required to support children in their learning, in particular via:

- Sharing information relating to the impact of additional support needs on the child’s learning.
- Sharing information required for the ASP and writing this collaboratively.
- Sharing information on the approaches to be used to minimise barriers to learning and to meet the targets set out in the child’s ASP.
- Sharing information on the learning outcomes to be achieved within a particular timescale.
- Communicating progress to parents and carers and to children.

The guidance leaflet¹⁷ on split placements issued by the Education Authority advises that one liaison meeting in the first term of a split placement to share assessment information is essential. This will inform planned outcomes for the session. Additional liaison meetings should be held to monitor progress and plan for each term. Prior to a review meeting teachers of both establishments (language unit and mainstream school) should ensure they are informed of the details of the child’s progress. To help with this Table 5 provides a *Collaborative Assessment Framework*. Teachers from both establishments should complete this for each child at each review. The Collaborative Assessment Framework supports effective joint planning. Comparison of the child’s progress across both placements helps in considering whether the balance of the placements needs to change and which ongoing adjustments need to be made to allow the child to access the curriculum most effectively.

Table 6 provides a template for review meetings, recording and minutes.

¹⁷ Glasgow City Council, (2009). Every child is included, ASL 2004 Code of Practice. Glasgow City Council, Education Services.

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Framework for Assessment of Additional Support Needs in Speech and Language

Name of child or young person _____

Establishment _____

Date of birth _____

The framework should be completed by the child's or young person's teacher(s) in both placements in preparation for a review meeting. Circle one statement from each column which most accurately reflects the child's current level of progress.

Receptive Language	Expressive Language	Learning	Independence Skills	Ability to work as part of a group	Social Interaction
1. Ability to follow all complex instructions given to the class.	1. Able to participate effectively in oral activities.	1. Has good learning strategies and is able to ask for appropriate help.	1. Is well organised and able to manage self and equipment in a variety of settings.	1. Able to work co-operatively with other group members and contribute to discussion in unstructured settings.	1. Able to form positive relationships with peers.
2. Able to follow most instructions with some repetition and clarification.	2. Able to construct a coherent oral story with limited support.	2. Has several learning strategies, but requires support to ask for help.	2. Can organise self and manage equipment most of the time with reminders.	2. Able to work co-operatively and contribute to discussion with prompts and encouragement.	2. Requires encouragement to interact with peers..
3. Able to follow simple instructions but may need repetition and checks on comprehension.	3. Needs substantial support to construct an oral story.	3. Has several learning strategies, but needs regular support to enable learning.	3. Can organise self and manage equipment most of the time with support.	3. Able to participate in group activities and discussion with adult support.	3. Requires adult support to facilitate interaction with peers.
4. Unable to follow simple instruction without repetition and checks on comprehensions and visual supports.	4. Requires one to one support to construct an oral story.	4. Has one or two learning strategies, but needs regular support to enable learning.	4. Requires support to organise self and manage equipment.	4. Needs adult support to work in a group setting and contribute to discussion.	4. Requires a high degree of support to encourage interaction with peers.
5. Requires one to one support with visual prompts to follow all instructions.	5. Difficulties in expressive language prevent the child participating in oral activities.	5. Requires significant one to one support to use learning strategies.	5. Requires a high degree of support to manage them self and equipment.	5. Requires individual support to work in pairs and respond to peers.	5. Has difficulty forming positive relationships with peers.

Teacher _____ Date _____



Split Placement Review Pro Forma

Name of child or young person	Date
Language Unit	
Mainstream School	
Present	
Apologies	

Areas for discussion arising from Framework for Assessment for Additional Support Needs in Speech and Language

1 Progress in Language

Stengths

Areas for development

2 Progress in Learning

Stengths

Areas for development

3 Progress in Social Interaction

Stengths

Areas for development

4 Progress in ability to work in a group Stengths Areas for development
--

5 Progress in Independence Skills Stengths Areas for development

6 Other barriers to learning, e.g. family background issues
--

Outcome		
Action	Who	When

Date of next review

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