

# Speech, Language and Communication Needs

## Graduation, Adjustments, Best Endeavours and Indicative Funding

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

This document refers to **Communication and Interaction- Speech, Language and Communication needs (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.

A background graphic featuring several stylized hands in various colors (green, blue, red, purple) reaching upwards, symbolizing support and community.

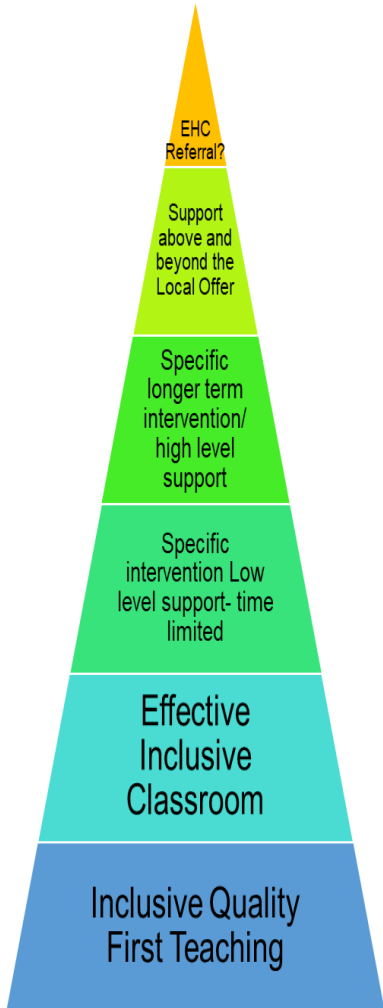
### North Tyneside Pledges

**Pledge 1:** Intervene early with evidence based, family focussed services

**Pledge 2:** Work in partnership to keep children in school

**Pledge 3:** Keep them safe at home and connected to their local communities

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level
 <p style="text-align: center;">EHC Referral?</p> <p style="text-align: center;">Support above and beyond the Local Offer</p> <p style="text-align: center;">Specific longer term intervention/ high level support</p> <p style="text-align: center;">Effective Inclusive Classroom</p> <p style="text-align: center;">Inclusive Quality First Teaching</p>	<p>CYP may have a range of speech, language and communication needs which significantly impact on their ability to access the curriculum and despite having appropriate support within their setting, they are not making progress and as a result are falling behind their peers and age-related expectations.</p> <p>The CYP has verbal skills well outside the normal range and cannot be better accounted for general delay across areas of cognition and learning.</p> <p><b>Description of need:</b> CYP has persistent difficulties in and a primary need in:</p> <p><b>Speech</b> * Speech sound development * Verbal dyspraxia causing significant speech disorder * Disordered phonological profile following an atypical pattern</p> <p><b>Language Comprehension</b> * Word learning difficulties * Difficulties understanding questions</p> <p><b>Expression of language</b> * word finding difficulties following a disordered pattern * Disordered language Social communication</p> <p><b>Social Interaction and communication</b> difficulties that are having a significant impact on learning * Pragmatic language difficulties * Possibly Autism + All the needs outlined below.</p>
	<p>The CYP has identified needs which require additional specific provision. The CYP is known / has been referred to the Speech and Language Therapy Service. The CYP has 'Specialist Level' targets from the speech and language therapist or from the LCT. With the appropriate support in place, the CYP can access a differentiated mainstream curriculum and is making progress. <b>Description of need:</b> CYP may have communication needs which significantly impact on their ability to access the curriculum including continuing difficulties with:</p> <p><b>Speech</b> Dysfluency (stammering) * voice problems * Continuing concerns about persistent or unusual speech difficulties e.g. speech may be unintelligible * Impact on progress in phonic development and reading</p> <p><b>Language Comprehension</b> * Word learning difficulties * Difficulties understanding questions * following adult language e.g. remembering instructions, understanding verbal language, following stories, organizing—relies heavily on visual prompts. * Understanding comprehension and inference.</p> <p><b>Language Expression of language</b> * word finding difficulties following a disordered pattern* Expressing themselves verbally, grammar, word finding, vocabulary* difficulties using language to problem solve. * not have the language skills to ask for help when they need it.</p> <p><b>Social communication</b> * selective mutism * Continuing concerns with social interaction and/or communication skills * eating, drinking and swallowing</p>
	<p>CYP has identified speech language and/or communication needs that can be managed using 'Universal' and some 'Targeted' strategies which is monitored by the SENCO/ SLT/Language and Communication Team (LCT)/SaLT (speech &amp; language therapist should not necessarily be directly involved with the CYP at this level but may have offered advice and support)</p> <p><b>Description of need:</b> May include low/medium level difficulties that school resources can meet through time limited interventions and embedded strategies.</p> <p><b>Speech</b> * Concerns about speech sound development. * Slow progress in phonic development despite support/intervention.</p> <p><b>Language</b> * Concerns about understanding and/or use of verbal language e.g. grammatical skills. * Concerns regarding vocabulary development. * Listening and attention difficulties. * Difficulty following age appropriate adult instructions. * Slow progress with reading comprehension, understanding of mathematical language and concepts, writing &amp; sentence structure &amp; CYP may be working below ARE. * Difficulty processing verbal language—may be developing coping strategies such as copying work/following peers for prompts.</p> <p><b>Social communication</b> * Concerns regarding the development of social skills e.g. conversational skills, awkwardness at break/lunch/home corner. * Forming relationships with peers e.g. problems sharing, turn taking, prefers playing alone. There may be co-existing needs of Hearing Impairment</p>
	<p>The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive school setting with appropriate differentiation of tasks and modified teaching style. Children at this level would not have direct involvement from a speech and language therapist. <b>Description of need:</b></p> <p><b>Speech</b> * Initial concerns about immature speech sound development. * Inconsistent and slow progress in phonic development.</p> <p><b>Language</b> * immature understanding and/or use of verbal language e.g. grammatical skills. * Weak vocabulary skills. * Some listening and attention difficulties. * Difficulty following adult instructions. * May have difficulties with reading comprehension, understanding of mathematical language and concepts, writing &amp; sentence structure.</p> <p><b>Social communication</b> * Hesitant speaker * Concerns regarding the development of social skills e.g. conversational skills.</p> <p>There may be co-existing needs of Hearing Impairment</p>
	<p>The child/young person can access mainstream classroom with little or no adaptation.</p> <p>Consider inclusive classroom practice audit.</p>

## Speech, Language and Communication Needs - **Graduation, Adjustments, Best Endeavours and Indicative Funding**

Level of Indicative Funding	General Descriptor at Each Level
<b>EHCP</b>	<ul style="list-style-type: none"> <li>The CYP has significant primary SLCN which impact on progress requiring long term involvement of educational and non-educational professionals. SL Therapist may contribute to assessment of EHC needs and to EHC plan</li> <li>Possibly some complexity of other needs.</li> <li>CYP has persistent and significant difficulties in comprehension and expression of language and possibly some complexity of need re social communication. Speech sound development may be following an atypical pattern or delayed. All the needs outlined above are relevant in describing a CYP SLC needs at this level.</li> </ul>
Up to £4000 additional funding	
Up to £8000 additional funding	<ul style="list-style-type: none"> <li>The CYP will experience significant, complex persistent and enduring difficulties The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication &amp; cognitive needs. All the needs outlined in bandings above are relevant in describing a CYP SLC needs at this level.</li> </ul>
Up to £12000 additional funding	<ul style="list-style-type: none"> <li>The CYP experiences significant lifelong speech, language and communication needs. The CYP will have additional learning needs and possible other coexisting needs. All the needs outlined in bandings above are relevant in describing a CYP SLC needs at this level. The complexity of need is high. The progress CYP makes is limited</li> </ul>
Up to £18000 additional funding	<ul style="list-style-type: none"> <li>Very high level of learning need, social emotional, mental health needs combined with SLCN. These needs are persistent, complex and the CYP is making very limited progress.</li> </ul>
Up to £20000 additional funding	<ul style="list-style-type: none"> <li>Very high level of learning need, social emotional, mental health needs combined with SLCN. These needs are persistent, complex and the CYP is making very limited progress.</li> </ul>
Bespoke Package	

TO BE AGREED

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Effective Inclusive Classroom</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<p>The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class within an inclusive and positive school setting with appropriate differentiation of tasks and modified teaching style. Children at this level would not have direct involvement from a speech and language therapist.</p> <p><b>Description of need:</b></p> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>* Initial concerns about immature speech sound development.</li> <li>* Inconsistent and slow progress in phonic development.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>* immature understanding and/or use of verbal language e.g. grammatical skills.</li> <li>* Weak vocabulary skills.</li> <li>* Some listening and attention difficulties.</li> <li>* Difficulty following adult instructions.</li> <li>* May have difficulties with reading comprehension, understanding of mathematical language and concepts, writing &amp; sentence structure.</li> </ul> <p><b>Social communication</b></p> <ul style="list-style-type: none"> <li>* Hesitant speaker</li> <li>* Concerns regarding the development of social skills e.g. conversational skills.</li> </ul> <p>There may be co-existing needs of Hearing Impairment</p>	<ul style="list-style-type: none"> <li>• The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.</li> <li>• The school is proactive in identifying individual needs and monitors that appropriate action is taken</li> <li>• Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs</li> <li>• Robust whole school moderation systems assure accuracy of all teacher assessments</li> <li>• Normal school progress monitoring including: Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning.</li> <li>• Differentiated lesson plans are monitored as part of the school improvement process</li> <li>• The views of pupils and parents are valued.</li> <li>• Constructive feedback is given to the CYP as part of usual assessment for learning processes</li> <li>• Analysis of assessment information by SLT/subject managers leads to strategic provision planning</li> <li>• A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• The CYP experiences learning needs which are managed well in mainstream class with appropriate differentiation of task/teaching style.</li> <li>• The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class.</li> <li>• High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.</li> <li>• High Quality Teaching meets the needs of all pupils and includes:                             <ul style="list-style-type: none"> <li>○ Flexible grouping arrangements.</li> <li>○ Some differentiation of activities and materials</li> <li>○ Differentiated questioning</li> <li>○ Use of visual, auditory and kinaesthetic approaches.</li> <li>○ Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>○ Resources and displays that support independence.</li> <li>○ Routine feedback to pupils</li> </ul> </li> <li>• Focused guided reading and writing groups are led by a teacher as well as teaching assistants</li> <li>• Barriers to learning are considered and appropriate arrangements made to overcome these.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> </ul>	<ul style="list-style-type: none"> <li>• The school can demonstrate an inclusive ethos that supports the learning and well-being of all pupils</li> <li>• The school has high aspirations for all CYP including those who have SEN.</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• The school is flexible in adapting the core offer to meet needs of all pupils</li> <li>• Opportunities are provided for small group work based on identified need</li> <li>• The wider curriculum promotes positive examples of diversity.</li> <li>• Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• SEAL materials and interventions are routinely used.</li> <li>• Anti-bullying is routinely addressed, and pupils are confident in reporting incidents.</li> <li>• Pastoral arrangements are embedded in whole school practice</li> <li>• Other school 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>○ Lunch clubs</li> <li>○ Peer reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An experienced teacher is employed as the accredited SENCO</li> <li>• Governors ensure that the SENCO is allocated enough time to fulfil all statutory &amp; other duties</li> <li>• A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school.</li> <li>• A regularly monitored, reviewed and updated inclusion policy underpins practice.</li> <li>• The school employs additional adults to support the needs of all pupils as appropriate to their context</li> <li>• All staff have up to date job descriptions and are included in whole school appraisal systems.</li> <li>• Designated time is allocated to Teaching Assistants for planning and liaison with teachers</li> <li>• All staff have received training on SEN and understand how to support with learning difficulties.</li> <li>• Whole school CPD has included approaches to supporting those who have or may have additional needs</li> <li>• Staff make use of a wide range of evidence-based resources,</li> <li>• Using TAs Effectively</li> <li>• CYP may access a short-term intervention by SaLT</li> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Time Limited Intervention or Low-Level Support</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<p>CYP has identified speech language and/or communication needs that can be managed using 'Universal' and some 'Targeted' strategies which is monitored by the SENCO/ SLT/SaLT (although a speech &amp; language therapist should not necessarily be directly involved with the CYP at this level)</p> <p><b>Description of need:</b> May include low/medium level difficulties that school resources can meet through time limited interventions and embedded strategies.</p> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>* Concerns about speech sound development.</li> <li>* Slow progress in phonic development despite support/intervention.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>* Concerns about understanding and/or use of verbal language e.g. grammatical skills.</li> <li>* Concerns regarding vocabulary development.</li> <li>* Listening and attention difficulties.</li> <li>* Difficulty following age appropriate adult instructions.</li> <li>* Slow progress with reading comprehension, understanding of mathematical language and concepts, writing &amp; sentence structure &amp; CYP may be working below ARE.</li> <li>* Difficulty processing verbal language— may be developing coping strategies such as copying work/following peers for prompts.</li> </ul> <p><b>Social communication</b></p> <ul style="list-style-type: none"> <li>* Concerns regarding the development of social skills e.g. conversational skills, awkwardness at break/lunch/home corner.</li> <li>* Forming relationships with peers e.g. problems sharing, turn taking, prefers playing alone</li> </ul>	<ul style="list-style-type: none"> <li>• Observations by SENCO.</li> <li>• Use of a structured observation profile to target differentiation this might include pupil passport</li> <li>• Pupil involved in setting and monitoring their own targets</li> <li>• Parents involved regularly and know how to support targets at home</li> <li>• Any assessment and advice from a SaLT incorporated into pupil passport as appropriate</li> <li>• A pupil passport may be written (in consultation with parents) to share advice on successful strategies e.g. seating facing teacher, preferred learning style.</li> <li>• School trips are planned well in advance and take into consideration the needs of the CYP</li> </ul>	<ul style="list-style-type: none"> <li>• The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class.</li> <li>• Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. 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 support plan outcomes</li> <li>• Reference to and advice implemented from any SaLT advice</li> <li>• Careful consideration to group dynamics in the class</li> <li>• Establish strategies to facilitate communication and to assess learning</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Adult support is targeted towards access for specific tasks/settings and is not necessarily needed for learning.</li> </ul>	<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 access and is not necessarily needed for learning.</li> <li>• Group work to be planned and tailored to meet identified need.</li> <li>• NB to include good role models. Teaching problem-solving skills</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Listening skills groups</li> <li>• Phonological awareness Processing and discrimination</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Access to appropriate evidence based small group support</li> </ul> <p><b>Social communication</b></p> <ul style="list-style-type: none"> <li>• Access to appropriate evidence-based support</li> </ul>	<ul style="list-style-type: none"> <li>• Support/advice from SENCO</li> <li>• Additional adults routinely used to support flexible groupings</li> <li>• Access to targeted small group work with class TA.</li> <li>• School staff access appropriate training regarding meeting the needs of pupils</li> <li>• Additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extracurricular 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>• Allocated time for professional meetings</li> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

Intervention/High level Intervention				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP has identified needs which require additional specific provision. The CYP is known / has been referred to the Speech and Language Therapy Service. The CYP has targets from the speech and language therapist. With the appropriate support in place, the CYP can access a differentiated mainstream curriculum and is making progress.</p> <p><b>Description of need:</b> CYP may have communication needs which significantly impact on their ability to access the curriculum including continuing difficulties with:</p> <p><b>Speech</b> Dysfluency (stammering)            * voice problems            * Continuing concerns about persistent or unusual speech difficulties e.g. speech may be unintelligible            * Impact on progress in phonic development and reading</p> <p><b>Language Comprehension</b>            * Word learning difficulties            * Difficulties understanding questions * following adult language e.g. remembering instructions, understanding verbal language, following stories, organizing—relies heavily on visual prompts.            * Understanding comprehension and inference.</p> <p><b>Language Expression of language</b>            * word finding difficulties following a disordered pattern            * Expressing themselves verbally, grammar, word finding, vocabulary            * difficulties using language to problem solve.            * not have the language skills to ask for help when they need it.</p> <p><b>Social communication</b>            * selective mutism            * Continuing concerns with social interaction and/or communication skills            * eating, drinking and swallowing</p>	<ul style="list-style-type: none"> <li>Environmental audit School Access/Equality Strategy</li> <li>Risk assessments of tricky situations to inform adaptations incl. educational visits</li> <li>Specialist assessments e.g. Speech and Language Therapist, Educational Psychologist, OT</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 monitored on at least a termly basis following discussion with child and parents.</li> <li>Careful reviewing of needs before transition at key stages e.g. starting pre-school, 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> </ul>	<ul style="list-style-type: none"> <li>The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class.</li> <li>Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time for assessments as needed</li> <li>Awareness of social and emotional aspects of disability</li> <li>Speech and Language Therapist'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> </ul>	<p>Interventions will be more bespoke to the SMART outcomes. Teaching assistance time will include the supply of teaching and learning resources and delivery of intervention.</p> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>May attend clinic sessions for speech difficulties.</li> <li>Schools deliver follow up interventions supplied from clinic sessions</li> <li>Consideration of speech sound development when delivering phonics.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Interventions delivered in schools from advice from the speech therapy service</li> </ul> <p><b>Social communication</b>            Activities to target:</p> <ul style="list-style-type: none"> <li>Peer awareness</li> <li>Social understanding and insight. Knowledge and understanding of other 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>	<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 the involvement of a range of agencies, one of whom may fulfil the key worker role.</li> <li>Work together with the child, parents and staff to identify priorities for the child's individual programme of work. 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>involvement of educational and non-educational professionals as part of Annual Review/EHC plan.</li> <li>Supervision in the playground if needed</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 pupils, considering safeguarding issues</li> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Support Above and Beyond the Local Offer</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<p>CYP may have a range of speech, language and communication needs which significantly impact on their ability to access the curriculum and despite having appropriate support within their setting, they are not making progress. The CYP has verbal skills well outside the normal range and cannot be better accounted for general delay across areas of cognition and learning. <b>Description of need:</b> CYP has persistent difficulties in and a primary need in:</p> <p><b>Speech</b> * Speech sound development * Verbal dyspraxia causing significant speech disorder * Disordered phonological profile following an atypical pattern</p> <p><b>Language Comprehension</b> * Word learning difficulties * Difficulties understanding questions</p> <p><b>Expression of language</b> * word finding difficulties following a disordered pattern * Disordered language Social communication</p> <p><b>Social Interaction and communication</b> difficulties that are having a significant impact on learning * Pragmatic language difficulties * Possibly Autism + All the needs outlined above in the stages above</p>	<ul style="list-style-type: none"> <li>• Reactive and adaptive planning based on formative assessments throughout lessons.</li> <li>• SLT assessments carried out by SLT. Planning meetings with SLT to set targets as required for CYP.</li> </ul>	<ul style="list-style-type: none"> <li>• The class/subject teacher is held to account for the learning and progress of all CYP within a mainstream class. And those who access high levels of intervention</li> <li>• Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>• Access to a highly differentiated curriculum,</li> <li>• Use of equipment to access the curriculum</li> <li>• Highly differentiated teaching and learning delivered at an appropriate level and pace.</li> </ul> <p>Appropriate 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 teaching of vocabulary</li> <li>• Limited use of language</li> <li>• Broken down instructions and information</li> </ul>	<ul style="list-style-type: none"> <li>• TA daily follow up of speech sound activities set by Speech and Language Therapist</li> <li>• Use of Makaton in classroom as appropriate</li> <li>• Use of visual supports such as Numicon, colour coding,</li> <li>• Use of sign/gesture to alongside speech</li> <li>• Explicit teaching of social skills</li> </ul> <p>CYP might benefit from:</p> <ul style="list-style-type: none"> <li>• A low stimulus classroom</li> <li>• High adult to pupil ratios</li> <li>• De-stimulating learning areas/ pods Very small group teaching</li> <li>• Personalised interactive learning displays</li> </ul> <p><b>Examples of Interventions:</b> <b>Speech</b> Nuffield, Phonological Awareness Training, cued articulation and phonological programmes. <b>Language</b> Colourful semantics, Shape coding, Active Listening, Language for Thinking, Word Aware, Blank Language Model <b>Social communication</b> Talkabout, Lego Therapy, Circle of Friends, Intensive Interaction.</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>• Work together with the child, parents and staff to identify priorities for the child'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>• involvement of educational and non-educational professionals as part of Annual Review/EHC plan.</li> <li>• Supervision during social times if needed</li> <li>• Adult support to facilitate social interaction</li> <li>• Adult support to develop/maintain attention skill</li> <li>• Provision and maintenance of specialist equipment</li> <li>• Access to appropriate accommodation for visiting professionals to work with individual pupils, considering safeguarding issues</li> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £8,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> <li>The CYP has significant primary SLCN which impact on progress requiring long term involvement of educational and non-educational professionals. SL Therapist may contribute to assessment of EHC needs and to EHC plan</li> <li>Possibly some complexity of other needs.</li> <li>CYP has persistent and significant difficulties in comprehension and expression of language and possibly some complexity of need re social communication. Speech sound development may be following an atypical pattern or delayed. All the needs outlined above are relevant in describing a CYP SLC needs at this level.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above plus specialist assessments as part of statutory assessment / EHC plan.</li> <li>Risk assessment as appropriate</li> <li>Regular multi agency assessment and review of strategies and progress. review the statement annually when all agencies are involved in reflection and joint planning in partnership with pupils and their parents/carers.</li> <li>Specialist IT assessments</li> <li>Specialist assessment by Speech and Language Therapist re comprehension, expression, speech sounds, eating and drinking skills</li> </ul>	<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, considering the advice within the statement, annual review and advice from agencies.</li> <li>facilitate production of differentiated materials</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 specialist or adapted equipment / software where appropriate to access the curriculum.</li> <li>Specialised modification of all teaching and learning styles and resources.</li> <li>Reference to and advice implemented from 'SLT Advice and Adaptive Strategies' sheets for Universal and Targeted strategies.</li> <li>Specialist communication strategies as needed by individual e.g. PECS, Makaton</li> </ul>	<ul style="list-style-type: none"> <li>Teaching style and tasks are adapted to suit pupil's learning style, visual support, task plans, visual timetables, use of symbols</li> <li>individualised support to implement recommendations from SaLT service</li> <li>structured individual programmes</li> <li>programmes to develop social interaction and emotional well-being, as identified by the support plan/ management plan</li> <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/socialize 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>	<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</li> <li>Work together with the child, parents and staff to identify priorities for the child'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>sign post 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/EHC plan. 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 pupils, considering safeguarding issues</li> </ul>



## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> <li>The CYP will experience significant, complex persistent and enduring difficulties</li> <li>The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication &amp; cognitive needs.</li> <li>All the needs outlined in bandings above are relevant in describing a CYP SLC needs at this level.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above plus specialist assessments e.g. by Specialist Teacher for Autism, Educational Psychologist, SALT, OT, CAMHS etc as part of statutory review EHC plan.</li> <li>Risk assessment as appropriate</li> <li>regular multi agency assessment and review of strategies and progress. review the statement annually when all agencies are involved in reflection and joint planning in partnership with pupils and their parents/carers.</li> <li>Specialist ICT assessments</li> <li>Specialist assessment by Speech and Language Therapist re comprehension, expression, speech sounds, eating and drinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Main provision by class/ subject teacher with support from SENCo and advice from education and noneducational 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>Advice implemented from external professionals</li> </ul>	<ul style="list-style-type: none"> <li>Specialist teaching focusing on both learning curriculum and social skills throughout the school day.</li> <li>Targets informed by Annual Review/ EHC plan</li> <li>Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education) Facilitate production of differentiated materials</li> <li>Adult support to access an individualised curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Access to support from highly skilled and experienced staff within small classes with a high adult ratio or 1:1 specialist support in mainstream.</li> <li>Skilled TA who understands the implications of disability and has in depth knowledge of specialist access equipment</li> <li>Additional individual support in line with risk assessments.</li> <li>Personalised timetable providing access to TA support as specified in statement/ EHC Plan.</li> <li>Time to discuss, develop and review individualised reward systems and sanctions 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> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £16,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> <li>The CYP experiences significant lifelong speech, language and communication needs.</li> <li>The CYP will have additional learning needs and possible other coexisting needs.</li> <li>All the needs outlined in descriptors above are relevant in describing a CYP SLC needs at this level.</li> <li>The complexity of need is high.</li> <li>The progress CYP makes is limited</li> </ul>	<ul style="list-style-type: none"> <li>long term involvement of educational and non - educational professionals as part of Annual review/EHC plan</li> <li>Regular risk assessments to consider risks to self and others, including eating drinking and swallowing</li> </ul>	<ul style="list-style-type: none"> <li>Highly visual teaching strategies commonplace to support spoken word.</li> <li>Use of Makaton signs, PECs and Communication in Print symbols, as appropriate</li> <li>Specialist communication methods including PECS</li> <li>Use of TEACCH</li> </ul>	<ul style="list-style-type: none"> <li>Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the pupil</li> <li>Use of Makaton as routine in every classroom, around school, in taxi etc</li> <li>Following Eating and Drinking Plan</li> <li>Additional staff support with communication aids: to programme, maintain daily charging, back up programmes and promote day to day use.</li> <li>Delivery of communication groups by teachers /TAs under guidance of SaLT</li> <li>Specialist teaching matched to comprehension levels of individual child</li> </ul>	<ul style="list-style-type: none"> <li>Use of communication passports</li> <li>Additional, well trained staff support in a specialist setting due to high level of vulnerability presented by the pupil.</li> <li>Training for support workers e.g. Makaton, Communication Aids, Eating and Drinking strategies as appropriate</li> <li>Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.</li> </ul>

## Speech, Language and Communication Needs - Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Education, Health and Care Plan (additional funding up to £20,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<ul style="list-style-type: none"> <li>• Very high level of learning need, social emotional, mental health needs combined with SLCN.</li> <li>• These needs are persistent, complex and the CYP is making very limited progress.</li> </ul>	<ul style="list-style-type: none"> <li>• long term involvement of educational and non - educational professionals as part of Annual review/EHC plan</li> <li>• Regular risk assessments to consider risks to self and others, including eating drinking and swallowing</li> </ul>	<ul style="list-style-type: none"> <li>• Highly visual teaching strategies commonplace to support spoken word.</li> <li>• Use of Makaton signs, PECs and Communication in Print symbols, as appropriate</li> <li>• Specialist communication methods including PECS</li> <li>• Use of TEACCH</li> <li>• Specialist teaching matched to comprehension levels of individual child</li> </ul>	<ul style="list-style-type: none"> <li>• Requires increased additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the pupil</li> <li>• Use of Makaton as routine in every classroom, around school, in taxi etc</li> <li>• Following Eating and Drinking Plan</li> <li>• Additional staff support with communication aids: to programme, maintain daily charging, back up programmes and promote day to day use.</li> <li>• Delivery of communication groups by teachers /TAs under guidance of SaLT</li> </ul>	<ul style="list-style-type: none"> <li>• Use of communication passports</li> <li>• Additional, well trained staff support in a specialist setting due to high level of vulnerability presented by the pupil.</li> <li>• Training for support workers e.g. Makaton, Communication Aids, Eating and Drinking strategies as appropriate</li> <li>• Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.</li> </ul>

<b>EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<p>The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches.</p> <p>Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.</p>				