

**SPEECH LANGUAGE AND COMMUNICATION NEEDS (SLCN) PROFILE**

Name	School	DoB	Year group	Gender M/F	SA/SA+/EHCP
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SLCN Indicators- Highlight as appropriate Only highlight an indicator if there is supporting evidence.		Possible Interventions: highlight as appropriate and add as necessary		
A R E Q U I R I N G  S U P P O R T	<p><i>Children at this level usually identified at a young age (pre-school or Reception) possibly with a pre-school referral for SLCN.</i></p> <ol style="list-style-type: none"> <li>When supported with alternative approaches to learning and communication is able to effectively learn alongside peers.</li> <li>Keen communicator</li> <li>Presenting as immature for age</li> <li>Delay in acquisition of first words</li> <li>Presenting with limited attention span</li> <li>Difficulties with both expressive language and receptive language.</li> <li>Reduced receptive vocabulary .</li> <li>Difficulties with speech sounds.</li> <li>Interpersonal communication is immature</li> <li>Interpersonal communication is limited.</li> <li>Presents with more difficulty learning/using verbs than nouns and social language.</li> <li>Delay in using phrases</li> <li>Reduced grammatical structures.</li> <li>Can make progress with learning when language use is supported by gesture.</li> <li>Difficulties impact on reading, writing and spelling</li> </ol>	School/education intervention/support	Other Agency/service intervention/support	Cost
				<ul style="list-style-type: none"> <li>Access to the curriculum and social activities.</li> <li>Training and support for all staff.</li> <li>Consistent language immersion environment created by all adults</li> <li>Home/school links to support language programme.</li> <li>School monitors quality and impact of staff interventions.</li> <li>Initiate Single Assessment Tool if not already in place.</li> </ul>

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<b>B S U B S T A N T I A L  S U P P O R T</b>	<ol style="list-style-type: none"> <li>1. Has diagnosed specific language impairment.</li> <li>2. Keen communicator</li> <li>3. Limited Vocabulary</li> <li>4. word finding difficulties.</li> <li>5. Limited understanding of conceptual language.</li> <li>6. Limited understanding of complex instructions</li> <li>7. Difficulties with inference and making deductions from word based information.</li> <li>8. Difficulties with the structural aspects of language (grammar) particularly tenses and sentence construction.</li> <li>9. Marked deficits in language abilities that affect the ability to; <ul style="list-style-type: none"> <li>• Engage in conversation,</li> <li>• Use and or understand language as a tool for new learning tasks</li> <li>• Meet the communication demands of their environment.</li> <li>• Difficulties impact on Reading, writing and spelling</li> </ul> </li> <li>10. Obscures deficits in language by compensatory behaviours. E.g. avoiding situations that require high levels of verbal language.</li> <li>11. Has a clear preference for visual activities.</li> <li>12. Prefers showing to listening .</li> <li>13. School attainments are below age related expectations particularly in language based learning areas.</li> <li>14. Rates of progress are slow particularly in language based learning areas.</li> <li>15. Benefits from support in using language in the classroom in securing inclusion in the learning</li> <li>16. Has speech-sound impairment</li> <li>17. Language profile may be uneven</li> <li>18. Some evidence of having an ASD profile.</li> </ol>	<ul style="list-style-type: none"> <li>• Arrange for further assessments to identify any additional needs that are impacting on the SLCN.</li> <li>• Direct input from support staff in school.</li> <li>• Intervention integrated into the child's life and schooling so that the development programme is generalized and reinforced beyond the 1:1 or small group sessions.</li> <li>• Therapy is directed towards supporting curriculum access.</li> <li>• Visual support and modified curriculum are provided under guidance from SALT.</li> <li>• Focused support for literacy problems at age appropriate levels.</li> <li>• Multi-professional working to support the family and child.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing monitoring , advice and intervention by SALT. Direct intervention as required as the impact of language impairment increases .</li> <li>• Intervention includes close liaison with family, preschool and school to secure consistency of language experience and development.</li> <li>• SALT provides more bespoke training for school staff to secure effective language and communication immersion environment</li> <li>• Multi-professional working to support the family and child.</li> </ul>	

	<b>SLCN Indicators</b>	<b>School/education intervention/support</b>	<b>Other Agency/service intervention/support</b>
<b>C V E R Y  S U B S T A N T I A L  S U P P O R T</b>	<ol style="list-style-type: none"> <li>1. Presents with severe and persistent deficits in language abilities that limit their access to the curriculum and to daily living without very significant support and curriculum modifications.</li> <li>2. Despite interventions severe language communication difficulties have persisted into secondary and tertiary education phases.</li> <li>3. Language and communication difficulties have evolved to include more pronounced social difficulties.</li> <li>4. General non-verbal performance has progressed, but Literacy achievement remains well below national expectations,</li> <li>5. Pupil also has an ASD profile.</li> <li>6. Diagnostic descriptions of these children may change over time.</li> <li>7. Children with persistent language impairment throughout their preschool/ KS1 and KS2 and often into adolescence.</li> <li>8. These children have a range of difficulties .( see level 2) in addition</li> <li>9. Those with speech sound difficulties may be unintelligible to the naïve listener.</li> <li>10. Vocabulary and word finding difficulties which impact on fluency of speech .</li> <li>11. Grammar and morphology impaired in both language and literacy.</li> <li>12. Language pragmatics with difficulties with inferencing, non literal or ambiguous language.</li> <li>13. Non verbal and social communication need support particularly in the wider school environment.</li> <li>14. Literacy is often impaired with decoding and word recognition difficulties.</li> <li>15. Other curriculum areas where there is a heavy language load will be affected.</li> <li>16. Number work is sometimes in advance of more language based activities although support for mathematical language is often needed.</li> <li>17. Although reading may be age appropriate comprehension of text is poor.</li> <li>18. Poor verbal memory and recall which will impact on all of the above.</li> </ol>	<ul style="list-style-type: none"> <li>• Access to teaching staff trained in language impairment.</li> <li>• Provision of small group or small class environment</li> <li>• Initiate assessment for Statement of SEN or EHC Plan</li> <li>• On-going liaison between parents and . school/setting</li> <li>• Close liaison between teaching staff and SALT including joint planning of lessons to develop activities which support the linguistic demands of the curriculum.</li> <li>• Support for social skills difficulties arising from communication and linguistic difficulties.</li> <li>• A range of interventions used where appropriate, e.g. signing (e.g. Makaton), use of visuals, colour coding ,shape coding, cued articulation, Nuffield dyspraxia programme</li> <li>• Review placement.</li> </ul>	<ul style="list-style-type: none"> <li>• On going direct intervention from SALT in 1:1 or small group sessions in accordance with detailed identified language and communication needs with associated staff training.</li> <li>• SALT contributes advice on the modifications to the environment which will support the child’s language and communication, ability to form relationships and interact with his/her environment. SALT support available not only during therapy sessions but also in the classroom observation and consequent advice..</li> </ul>

<b>STRENGTHS AND ABILITIES</b>				
<b>AGREED ACTIONS</b>				
<b>THOSE PRESENT</b>				
Date of this Review				
Date of next Review				