Threshold Descriptors for Speech, Language and Communication Needs (SLCN)   S4.10

BARNSLEY Metropolitan Borough Council

Range	SLCN Descriptor (Apply 'Best Fit')	Assessment & Planning	Inclusion	Grouping for Teaching	Resources	Curriculum & Teaching Methods	SEB Support	This column may be used for guidance notes / lists of ' names.
1	• Some problems with accessing the curriculum e.g. following instructions, answering questions, processing verbal information and following everyday conversations. • Low level difficulties in the acquisition/use of language i.e. lower end of average range of expressive/receptive language skills as assessed by a speech and language therapist (SS 78 - 85) • The majority of speech is fluent, grammatically and phonetically correct and conveys meaning • Slight difficulties responding to questions/acting on instructions with around 5+ key/ information carrying words • Low level difficulties with predicting, sequencing and inference • With additional support can join in discussion and answer questions • Language difficulties have slight impact on social inclusion • May struggle with some phonics. • Speech sound production may be delayed or muddled	**Assessment** • Part of college and class assessments. Inclusion team or ALS may be involved in more specific assessment and observations. • Involvement of SALT as appropriate. Would be necessary to assess standard scores in many specific language activities **Planning** • Normal curriculum plans include individual/group targets. • Planning shows opportunities for some small group targeted talk and differentiated questions • Parents involved regularly and support targets at home. • learner involved in setting and monitoring their targets.	• Full inclusion through <u>enhanced</u> use of differentiation and group support. • Activities planned through 'tracking back' • Staff to have a basic understanding of speech and language development and importance of a communication friendly environment	• Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/ expressive language. • Time limited 1:1 programme based on specific need and any speech and language programme or intervention as appropriate. • Attention to position in the classroom and acoustics.	• Main provision by class/subject teacher with advice from inclusion team or ALS • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. • Additional adults actively support by modifying teacher talk and scaffolding responses during introduction and plenary sessions. • SALT resources • Talk Across the Curriculum • Digital camera e.g. to make individual books • Speaking and Listening Through Narrative • Individual SALT programmes if applicable	• Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer • Simplify level, pace and amount of teacher talk. • High quality use of language modelled by all adults in school • Increased emphasis on identifying and teaching to preferred learning style. • Some use of specific group or 1:1 programmes for speaking and listening • Opportunities to access positive activities with peers including enrichment opportunities.	• Positive ethos, good relationships. • Positive whole school approach to language development. Routine use of visual cues to support language. • Effective pastoral system. • Positive behaviour management. • Planned teaching of PSD skills. SEAL • Access as appropriate to: a Buddy; Life Skills Teaching; Nurture Group; Learning Mentor Programmes; Other Also see SEBD Guidance.	
2	• Moderate difficulties with accessing the curriculum e.g. following instructions, answering questions, processing verbal information and following everyday conversations. • Moderate but persistent difficulties in the acquisition/use of language i.e. below average range of expressive / receptive language ability skills as assessed by a speech and language therapist (SS 71 - 77). • Moderate problems with conveying meaning. Increasing use of empty words such as 'that' and 'thingy'. • Can join in discussion or answer questions where the language has been modified • May have difficulty with predicting, sequencing and inference. • Moderate difficulties responding to questions/acting on instructions with around 5+ key/ information carrying words	**Assessment** As Range 1 plus use of more detailed assessment tools. • Involvement of education and health professionals as appropriate. • CAF recommended **Planning** • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions • Additional steps taken to engage learner as appropriate.	• Inclusion by individualised differentiation within the introduction and plenary sessions; occasional planned withdrawal. • Activities planned through 'tracking back' and IEP targets.	• Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. . • Attention to position in the classroom and acoustics • Group or individual intervention	• Main provision by class/subject teacher with support from inclusion team or ALS and advice from SALT or specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal. As above plus: • Individual SALT targets if applicable • Communicate in Print • Clicker 6 • Use of Makaton, AAC or similar to aid communication and understanding (as appropriate) • Locally available SLCN training to staff • Parents/carers able to access speech and language training	• Increasingly individualised programme including modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to ' identified need. • Teaching methods adapted to suit individual's identified learning style (e.g. VAK). • Opportunities for explanation, clarification and reinforcement of lesson content and language e.g. pre or post learning • Individual targets within group programmes and/or 1:1 for speaking and listening.	As range 1 plus: • Individual SEB / Life Skills Plan. • More targeted pastoral support	

	• Language difficulties may have moderate impact on social inclusion • Moderate difficulties relating to phonological awareness • Some speech may not be understood by a unfamiliar adult.							
3	• Increased difficulties with accessing the curriculum e.g. following instructions and following everyday conversations. • Persistent difficulties in the acquisition/use of language i.e. significantly below average range of receptive and or expressive language ability skills as assessed by a speech and language therapist (SS 70 and below). • Increased difficulties responding to questions/acting on instructions with around 5+ key/ information carrying words • Increased difficulties with predicting, sequencing and inference • Can join in discussion with support and answer individual planned questions • Language difficulties may have a significant impact on social inclusion • Phonics development significantly delayed. • Parts of speech may be unintelligible at times particularly when upset or excited. • Relies heavily on gestures/pointing or signing to help make needs known	**Assessment** • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. • CAF initiated **Planning** • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning • Additional steps taken to engage learner and parents as appropriate e.g. through ICAN materials, parent training or information sessions	• Modification of the delivery of the curriculum in consultation with inclusion team or ALS and specialist agencies as necessary. • Learning environment has a positive approach to Makaton	• As above • In class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics	As above – plus: • Main provision by class/subject teacher with support from inclusion team or ALS and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher, supports learner working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. • Use of a communication passport/profile to assist communication with non-familiar adults.	• Tasks and presentation personalised to learners' needs and preferred system of communication. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Emphasis on consolidation and lateral progress before introducing new skills. • Regular opportunities for explanation, clarification and reinforcement of lesson content and language. • Small steps targets within group programmes and/or 1:1 for speaking and listening. • Greater reliance on visual strategies and supports when introducing new or unfamiliar concepts.	As above - plus: • Support at social times	
4	• Significant difficulties with accessing the curriculum and requires a personalised approach. • Severe difficulties in the acquisition/use of language which persists • Increased difficulties responding to questions/acting on instructions with around 5+ key/ information carrying words • Increased difficulties with predicting, sequencing and inference • Alternative methods of recording required	**Assessment** As above plus: • Selected standardised speech and language assessments **Planning** • A personalised curriculum is required with advice and close monitoring from inclusion team or ALS and/or relevant specialists	• Additional support is required to ensure inclusion at both structured and unstructured times of the day	As above – plus: • Increased level of repetition/over learning as appropriate	• Staff receive training in supporting with significant speech and language difficulties	As above – plus: • Increased opportunities for use of specialist ICT to communicate and record work	As above plus: • Use of de-escalation strategies	
5	• Identified by a speech and language therapist as having a specific language impairment or severe language disorder. • May display autistic type traits • May present with challenging behaviour due to frustration and difficulties with expressing needs and feelings • May have low self-esteem • Uses alternative and augmentative communication (AAC)	**Assessment** • Regular monitoring and any appropriate assessment by a speech and language therapist. • Assessment of provision required outlined in the LDA. **Planning** • Lessons incorporate speech and language targets and take into account of learner's preferred system of	• Part of a peer group with similar needs	• Majority of teaching in a small group environment • Teaching led or supported by a specialist teacher	• Teaching and support staff experienced in working with significant speech and language difficulties.	As above – plus: • A total communication environment is provided	As above	

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