



BARNSLEY
Metropolitan Borough Council

Threshold Descriptors

SPEECH, LANGUAGE AND COMMUNICATION NEEDS

(to be used with FS2, KS1 - KS4 pupils only)

S3-10

To be reviewed 2017-18

Threshold Descriptors for Speech, Language and Communication Needs (SLCN) S3.10

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 pupils' names.
1	<ul style="list-style-type: none"> • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. • Use of screening tools such as Wellcomm • Involvement of SALT as appropriate. Would be necessary to assess standard scores in many specific language activities <p>Planning</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Full inclusion through <u>enhanced</u> use of differentiation and group support. • Activities planned through 'tracking back' • Teaching staff to have completed the SLCN module of the Inclusion Development Programme 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. • Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary sessions. • SALT photo books, rhymes songs • Talk Across the Curriculum • Time to Talk and Socially Speaking • LDA Pictures for labelling and sequencing • Digital camera e.g. to make individual books • Chatterboxes (LDA) • Speechmark resources • Picture lotto, other games • Chatter Matters • Speaking and Listening Through Narrative • Individual SALT programmes if applicable • Locally available SLCN training to staff e.g ELKLAN, courses run by the SALT Department <p>www.talkingpoint.org</p> <p>www.afasic.org.uk</p> <p>www.ican.org.uk</p>	<ul style="list-style-type: none"> • 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 after school clubs 	<ul style="list-style-type: none"> • Positive school 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 PSHE skills. SEAL • Access as appropriate to: a Buddy; Circle Time; Circle of Friends, Life Skills Teaching; Nurture Group; LSU; Learning Mentor Programmes; Other 	

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	<ul style="list-style-type: none"> With additional support can join in discussion and answer questions Language difficulties have slight impact on social inclusion May struggle with some aspects of phonics work Speech sound production may be delayed or muddled 	<p>home.</p> <ul style="list-style-type: none"> Pupils involved in setting and monitoring their targets. 			www.blacksheepress.co.uk www.bt.com/betterworld/resources		Also see BESD Threshold Descriptors	
2	<ul style="list-style-type: none"> 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. Involvement of education and health professionals as appropriate. CAF recommended <p>Planning</p> <ul style="list-style-type: none"> 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 pupil and parents as appropriate. CAF initiated 	<ul style="list-style-type: none"> Inclusion by individualised differentiation within the introduction and plenary sessions; occasional planned withdrawal. Activities planned through 'tracking back' and IEP targets. 	<ul style="list-style-type: none"> 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 following Wellcomm or Elkklan screening 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO 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. <p>As above plus:</p> <ul style="list-style-type: none"> 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 e.g. ELKLAN, courses run by the SALT Department Parents/carers able to access speech and language training such as Rhythm and Sounds, Language Ladder and Elkklan for Parents/Carers 	<ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' 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: <ul style="list-style-type: none"> Individual BESD/ Life Skills Plan. More targeted pastoral support 	

	<p>around 5+ key/ information carrying words</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • 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 opportunities, shown on planning • Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions 	<ul style="list-style-type: none"> • Modification of the delivery of the curriculum in consultation with SENCO and specialist agencies as necessary. • Whole school approach to Makaton 	<ul style="list-style-type: none"> • 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 	<p>As above – plus:</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher, supports pupil 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. 	<ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's 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. 	<p>As above - plus:</p> <ul style="list-style-type: none"> • Planned opportunities for structured play • Support at social times 	

	<p>significantly delayed.</p> <ul style="list-style-type: none"> 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 							
4	<ul style="list-style-type: none"> Significant difficulties with accessing the curriculum and requires a personalised approach. Severe difficulties in the acquisition/use of language which persists despite wave 2 and 3 intervention programmes 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 	<p>Assessment As above plus:</p> <ul style="list-style-type: none"> Selected standardised speech and language assessments <p>Planning</p> <ul style="list-style-type: none"> A personalised curriculum is required with advice and close monitoring from SENCO and/or relevant specialists 	<ul style="list-style-type: none"> Additional support is required to ensure inclusion at both structured and unstructured times of the day 	<p>As above – plus:</p> <ul style="list-style-type: none"> Increased level of repetition/over learning as appropriate 	<ul style="list-style-type: none"> Staff receive training in supporting pupils with significant speech and language difficulties 	<p>As above – plus:</p> <ul style="list-style-type: none"> Increased opportunities for use of specialist ICT to communicate and record work 	<p>As above plus:</p> <ul style="list-style-type: none"> Use of Team Teach de-escalation strategies 	
5	<ul style="list-style-type: none"> 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- 	<p>Assessment</p> <ul style="list-style-type: none"> Regular monitoring and any appropriate assessment by a speech and language therapist. Assessment of provision required outlined in a Statement of SEN for SLCN <p>Planning</p> <ul style="list-style-type: none"> Lessons incorporate speech and language targets and take into account of pupil's 	<ul style="list-style-type: none"> Part of a peer group with similar needs 	<ul style="list-style-type: none"> Majority of teaching in a small group environment Teaching led or supported by a specialist teacher in SLCN or a speech and language therapist 	<ul style="list-style-type: none"> Teaching and support staff experienced in working with pupils with significant speech and language difficulties. 	<p>As above – plus:</p> <ul style="list-style-type: none"> A total communication environment is provided 	<p>As above plus</p> <ul style="list-style-type: none"> Use of Team Teach positive handling if the safety of the pupil, others or school property is at significant risk of compromise. 	

	esteem • Uses alternative and augmentative communication (AAC)	preferred system of communication						
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- Each range builds upon the previous range(s) i.e. the provision is accumulative
- Agencies specialising in SLCN will not provide advice and support for a pupil if formal assessments show that language levels are in line with the rest of his/her cognitive development. For example, a child with a global developmental delay .