

Inclusive provision for children with SEND in the early years

Communication and interaction - Speech, language and communication needs (SLCN)

Identification	Expected arrangements to meet needs
<p>A child with delayed and/or disordered speech, language and communication development that is not due to factors such as:</p> <ul style="list-style-type: none"> • Learning English as an additional language (EAL) • Social deprivation and impoverished language experience • Sensory impairment • ASD <p>The child presents with greater difficulty than the majority of other children of their age in:</p> <ul style="list-style-type: none"> • paying attention and listening in a 1:1 situation and in groups • understanding words (nouns, verbs, describing words and concepts) • understanding sentences, instructions and questions • communicating their basic needs using words or non-verbal communication • expressing their ideas using words and sentences • using language and non-verbal communication to interact with adults and other children • using speech sounds, i.e. their spoken language is unclear <p>SLCN may also impact upon social and emotional development (and behaviour)</p>	<p>High quality teaching:</p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child's needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child's learning outcomes extending their current skills through a small steps approach) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child's everyday experience and takes into account the child's interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children's listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Using appropriate ICT to reinforce skills • Supporting and differentiating play and learning both independently and with other children

- Planning opportunities for practising skills and for making choices throughout the day/session
- Supporting involvement and active engagement from parents/carers
- Making consistent use of **rewards** and motivators appropriate to the child's interests and level of development
- Modelling, prompting and reinforcing children's **positive behaviour and interactions**, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional SLCN through:

- Teaching and reinforcing **key vocabulary** and developing word knowledge, e.g. using word webs
- Expanding on what children say by adding 1-2 words, e.g. if a child says "car", adult could say "Daddy's car"
- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area**

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- An assessment of the child's SLCN (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, such as Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills (such as signing)
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport