Inclusive Practice

Identifying SLCN

Identifying children with speech, language and communication needs (SLCN) is not always easy - it is often referred to as 'the hidden disability'.

It helps to know what happens and when many practitioners report that they are not confident in knowing what children should be doing at different ages and stages, how to support good language skills and how to spot those children who might be struggling.

TASK 1

Think about a child you are working with who has SLCN (or have worked with recently)

1. Describe the child's strengths and SLCN
2. What outcomes/targets are you working on?
3. What provision (activities, interventions, strategies) have you put in place
4. How are the child's parents involved in supporting their child?

TASK 2

Use the reflective questions below to help you reflect on your own SLCN support processes in your setting -

- What processes are in place for identifying SLCN?
- How do you assess children's SLC skills?
- What do you do if you have concerns that a child's SLC skills are delayed?
- What provision is in place in your setting to support children who have SLCN?
- Who can help – in your setting? Other people/ services?
- Who refers to specialist agencies/services and how is this done?
- Do you have opportunities to liaise with specialist agencies/services? Have you read any of their reports/advice?
- How do you respond to advice in SALT / EYST / EP reports?

TASK 3

Look through the universally speaking checkpoints and use them to create or develop your own unique curriculum. Are some of the points already embedded in your current curriculum? Can you use these points to help in identification of SLCN?

- Universally Speaking (ican.org.uk)
  https://ican.org.uk/media/3224/tct_univspeak_0-5_update.pdf