Parents and carers, children and young people, local authority, health, early years providers, schools, further education, voluntary and community sector working together to raise understanding and improve outcomes for children and young people with additional and Special Educational Needs and Disability (SEND)

Speech and language difficulties
Understanding needs and what to do

Part of the Cambridgeshire Local Offer

‘One front door to information on education, health and care provision’
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We appreciate your comments about what is good about this resource and what could be improved. Please contact the Special Educational Needs and Disability Strategic Development Manager, Teresa Grady at teresa.grady@cambridgeshire.gov.uk
Introduction

A Local Offer

The Speech, Language and Communication Offer is part of the wider Cambridgeshire Local Offer (www.cambridgeshire.gov.uk/send). The Local Offer sets out information on provision for vulnerable groups including those with Special Educational Needs and Disability (SEND) 0-25 years. The Speech, Language and Communication Offer and the Autism Offer come under the wider umbrella of ‘Communication and Interaction’ needs.

We are committed to providing easy access to information for parents, carers and professionals who may not be specialist in this field. All Local Authorities are required to produce their Local Offer. A Local Offer has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available

- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents, carers and service providers in its development and review.

We have included the services with whom the child and family may come in contact in health; the local authority; early years settings; schools; Further Education (FE); training; employment and the voluntary and community sector. This is to ensure children and young people and their families can experience a ‘joined up’ approach placing them at the centre of planning and decision making.

We describe how needs are first identified and how they can be supported by providers of universal services. Further information is included on access and eligibility to specialist provision; assessments; wider support for the family and transition into adulthood.

The Speech, Language and Communication offer is being developed with support from parents and carers, young people and partners across services. It remains open to development in response to changing needs and dialogue with all interested parties.
Our vision

The outcomes that we want for all children and young people are set out in the Special Educational Needs and Disability (SEND) Commissioning Strategy.

They are:

- Being happy, confident and healthy.
- Having friends and a peer group
- Being ready for and doing well at school
- Having a job and able to pursue interests
- Being as independent as possible, and supported to have choices
- Being safe

‘We want children and young people with special educational needs and disability (SEND) to achieve well in their early years, at school and in college; find employment, lead happy and fulfilling lives; and have choice and control over their support.’

Our commissioning approach is focused around three important features. These are:

- **personalisation** (the child and the family being equal partners in all that we plan and do),
- **integration** (the local authority services, health, social care, educational settings and the voluntary and community sector working effectively together), and
- **localism** (ensuring that high quality provision is designed and delivered locally).

The Cambridgeshire and Peterborough Joint Commissioning Unit are currently embarking on a Review of Speech, Language and Communication needs and provision (2016). This is to ensure that we meeting the needs of children and young people in the most effective way. The review will report in September 2016.
Other strategies that are closely linked are:

- Emotional Well-being and Mental Health Strategy
- Think Family – www.cambridgeshire.gov.uk/thinkfamily
- Accelerating Achievement Strategy
- Transforming Lives (Adult Social Care)
- Building Family Resilience (Looked After Children Strategy)

These documents can be found on www.cambridgeshire.gov.uk/families

**How can parents, carers and young people get involved with strategic planning of provision?**

If you would like to ‘have your say’ and become more involved in reviewing and developing provision for children and young people with additional and special educational needs and disability (including speech, language and communication needs), please see information on forthcoming **events and workshops for parent carers** on our Local Offer events page. We include links to reports from these events and what has happened as a result on the Developing the local offer page. You can also leave comments and queries on the Local Offer webpages, or by emailing localoffer@cambridgeshire.gov.uk. If you are a parent carer and would prefer to speak to someone, please contact Pinpoint parent carer forum on 01480 499 043.

**Governance**

Provision for speech, language and communication needs is always under review and being developed. The governance of this is through the Children and Families Joint Commissioning Board and the SEND Performance and Commissioning Board.

The accuracy of the information on speech, language and communication provision published in this resource; and the timely response to comments from parents; carers; young people; partners from health; early years; schools; further education; employment and the voluntary and community sector is managed through the **Local Offer Working Group**. Membership of this group includes representatives from Pinpoint parent carer forum; Health Designated Clinical Officer (DCO); Local Authority Special Educational Needs (SEND) Specialist Services; SEND Strategy and Commissioning; SEND Information Advice and Support Service.
Broad categories of needs

Children and young people with additional and special educational needs and disability are all individuals with their own set of strengths and difficulties. They do not fit into boxes. It can be useful, nevertheless, in terms of identifying the type of support that will best meet their needs to talk about four broad categories of need. Below are the four categories of needs referred to in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015):

**Communication and Interaction**
- Including:
  - Speech Language and Communication;
  - Autistic Spectrum

**Cognition and Learning**
- Including:
  - Moderate Learning Difficulties;
  - Severe Learning Difficulties;
  - Profound and Multiple Difficulties;
  - Specific Learning Difficulties such as dyslexia; dyscalculia; developmental co-ordination disorder

**Social Emotional and Mental Health**
- Including:
  - Withdrawal and isolation; Challenging disruptive or disturbing behaviour;
  - Mental health needs such as anxiety, depression, self-harming, eating disorders;
  - Attention Deficit Disorder (ADD);
  - Attention Deficit Hyperactivity Disorder (ADHD);
  - Attachment disorder

**Sensory**
- Including:
  - Vision impairment
  - Hearing impairment

It is important to note that children may have needs in more than one area.
What are speech, language and communication needs?

Children and young adults with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication.

All children with speech, language and communication needs have different strengths and difficulties. Needs may range from mild to severe. Some children have difficulty for a period of time but then catch up with other children of the same age. Other children have a much more serious and persistent difficulty that has long term impact. For some children, their difficulties can be lifelong.

What causes speech, language and communication needs?

Children have speech, language and communication needs for all sorts of different reasons and we don’t always know what is causing them. Some children's needs are because of another type of learning difficulty such as autism or cerebral palsy. Other children might have a medical reason for their difficulties, like a hearing loss, or a physical cause, for example a cleft palate. Some children have a speech, language and communication needs and there is no obvious reason why, they simply do not develop speech and language skills in the expected way.

Speech, language and communication are all dependent on each other. We develop and use them in combination. However, it useful to separate them out to understand the different skills involved:

Language:

Language is governed by rules. It is a system that combines units to form words to form an infinite set of possible utterances. These units could be sounds (speech), written symbols (text), hand movements (sign language) or raised dots (Braille).

Language combined four components that need to be integrated successfully for communication:

- Phonology: the discrimination and pronunciation of individual sounds, syllables and words necessary for speech.
- Semantics: the words concepts and meaning that we understand and talk about.
• Syntax; The grammatical rules that enable us to understand and combine words into phrases and sentences.
• Pragmatics: the social use of language and the way people understand and use language appropriately in different contexts

Speech
Speech is the verbal manifestation of language. In order to speak in a fluent way we need to physically coordinate the following things without thinking about it:
Our voice box (larynx)
Our breathing
Our resonance (mouth, throat and nasal cavities)
Our articulation (tongues, lips, teeth, hard and soft palate)

Communication
Communication is receiving or expressing a message. Language is an important communication medium but we also communicate non-verbally.

To communicate effectively we need more than just language. The same words can have different meanings if we change features such as volume. Pace, intonation, facial expression and other body language.

The Cambridgeshire Autism Offer
Children and young adults with Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome, are likely to have particular difficulties with social interaction. They may also have language, communication imagination and sensory difficulties which can impact on how they relate to others. The Cambridgeshire Autism Offer sets out this provision in more detail.
Different types of speech, language and communication needs

The terminology used to describe speech, language and communication needs can be confusing and there is no consistent agreement. Below we have listed some frequently used descriptions:

Speech and language delay
The term delay is often used when a child has problems with speech or language, but skills are developing in the normal developmental sequence. This means that the pattern of development is as you would expect, but developing at a slower rate.

Speech and language disorder
Children with a speech and language disorder acquire speech and language in a way that is different from the normal pattern or sequence of development; their speech and language development isn’t what you would expect and speech sounds are not typical.

Specific language impairment (SLI)
SLI is a term that is used to describe particular difficulties with learning and using language. In SLI, these difficulties are not associated with factors such as general learning difficulties, or other conditions, such as cerebral palsy, hearing impairment or autistic spectrum disorders. The difficulties are only related to speech and language, hence the use of the term ‘specific’. You can find out more about SLI from Afasic at www.afasic.org.uk and I CAN at www.ican.org.uk

Comprehension (or receptive language) difficulty
Children may have difficulty understanding words, sentences or instructions. This may be particularly true when they have no other clues from gestures or what is going on around them or in unfamiliar situations with no other people around to copy. Delayed or disordered comprehension (a problem understanding words and sentences) is often hard for families to identify as children can be very good at using the clues around them, and this hides their difficulties.

Expressive language difficulty
A child may have good understanding of words, but find it difficult to use language to express their ideas, needs or feelings. They might be slow to build up the number and type of words they use. They may know certain words, but be unable to think of them when they’re needed. They may have particular difficulty building up sentences and using correct grammar.
Speech difficulties

This is difficulty saying words clearly with the correct sounds. It may be due to a difficulty in the development of the speech sound system (phonology) or a physical difficult difficulty saying the sounds (articulation). The child's speech may be difficult to understand even by familiar adults. A child may struggle to learn to say all the sounds they need, and so their speech is difficult to understand.

Social interaction difficulties (sometimes called pragmatic difficulties)
Some children find it hard to follow the rules of communication and interact socially with others. They struggle with things like turn-taking in conversations, eye contact, listening to others and changing the way they talk according to who they are talking to.

Stammering

Stammering is also sometimes called stuttering, dysfluency or non-fluency. The child may repeat words or parts of words, hesitate for long periods between words or get stuck on their words.

Selective mutism
Some children are able to talk comfortably in some situations (usually with close family members at home) but are persistently silent in others (usually outside their homes and with less familiar people). This is often referred to as selective mutism which is linked to an anxiety around talking. Children may be able to join in activities that do not require speech, and some may be able to speak a little to their friends if they are not overheard. In other situations they can’t talk at all.

What is not included in Speech, Language and Communication needs?

- Difficulties with English as a second language. If a child has difficulties in their first language, however, these may need to be investigated.
- When a child is making progress with their speech and language but at a slightly slower rate than some of their peers. Children develop at different rates, this is still typical.
Further information can be found on the Communications Trust web-site.

www.thecommunicationtrust.org.uk/
What does the data tell us?

How many children nationally have language impairment?

A report was released (May 2016) giving us important information about how many children have language impairment in primary school. The findings are based on the Surrey Communication and Language in Education Study (SCALES) project, led by University College London. More information can be found at http://www.ican.org.uk/latest-policy

To help understand the provision needed for children and young people of Cambridgeshire with speech, language and communication difficulties, partners in the local authority, health and parent representatives jointly looked at information available from the school census data; Chi Mat; LAIT; RAISEon line. They have studied 1) trends and 2) compared the outcomes for children and young people with national and statistical neighbours.

Snapshot January 2015 –Statements and Education, Health and Care Plans
(Data – School Census Jan 2015)

Summary - In January 2015 there were 325 pupils in Cambridgeshire with SLCN, 2.5% of all pupils with special educational need. This represents 11% of pupils with Statements of Special Educational Need (SSEN) or Education, Health and Care Plans (EHCP). Over the last 4 years the number and proportion of pupils with SCLN has stayed flat and then dropped slightly, the number of pupils with all types of SEND need has increased over the same period.
School Year - The number of pupils with SLCN is higher in primary school and decreases through primary and secondary level.

Free School Meals (FSM) - Pupils with SLCN have a slightly lower rate of FSM provision than those statements and plans and a higher rate those without SEND need.
Other key points
37% of pupils with MLD also have a secondary SEND need. Top two additional needs are:
- Social, Emotional and Mental Health
- Moderate Learning Difficulty

In 2015 there were 1214 pupils with School Action plus or SEN Support who had a primary need of Speech, Language and Communication Needs.
0-5 years
First concerns - universal support

Some children have speech, language and communication needs that are obvious from a very young age but it is not always the case. It is often a parent or family member who will be the first person to realise that a child or young person has a difficulty. They may be concerned that their child is not developing as others the same age or in a similar way to older siblings.

When should there be concerns?
Young children are individuals; they have different personalities and may develop at different paces. The following, however, should be considered as warning signs of possible speech, language and communication needs or other underlying need such as hearing impairment. Advice should be sought if the child:

- does not respond to sound
- has difficulty paying attention to things that adults point to and talk about
- has difficulty understanding simple instructions or requests
- has fewer speech sounds or vocabulary than their peers
- makes slow progress with talking compared to children of the same age
- has little interest in communication
- has difficulty being understood – even by members of the family
- has difficulties in making or keeping friends, and joining in games
- stutters or stammers

Who can parents talk to about concerns and what will they do?
If parents have concerns about their child’s speech, language or communication they can talk to any of the professionals in the local area with whom they are in contact such as a:

- Health visitor
- Speech and Language Therapists at a ‘drop-in’ clinic
- Child minder or playgroup worker
- Children’s Centre worker
- Teacher in their nursery school
- Parent support groups
- GP

Health Visitors; children centre workers; early years practitioners and teachers in nursery classes, provide for all children. This is called universal provision. All providers of universal provision are required to make reasonable adaptations to ensure their provision is accessible.

A working guide. Latest update 6.12.16
To do this they will listen, and respond, to parents’ concerns and aspirations. They will observe the child over time and, with the family, make plans to address and overcome the child’s difficulties.

They can support and advise parents and carers in a variety of ways and signpost to additional help in the community:

Two very important checks that health visitors, children centre workers; early years practitioners and teachers in nursery classes will refer to are:

- **The Two Year Old Health Check and Record**
- **The Early Years Foundation Stage Profile Progress check.**

These checks will indicate if the child is developing and learning in-line with their peers. If it is possible that there are underlying issues such as a hearing impairment, the parent will be advised to take their child for tests.

The two checks are now referred to as the Integrated 2 Year Old Review in Cambridgeshire. Integrating health and education reviews gives a more complete picture of the child through drawing together the detailed knowledge of how the child is learning and developing day to day at their educational setting with the expertise of the child’s health visitor at the health review, along with parents’ views and concerns about their child’s progress. The checks are carried out separately but the findings are looked at together and a package of any follow up support required for family can be delivered by multiple agencies, depending on the needs identified.

The **Two Year Old Health Check and Record** and the **Early Years Foundation Stage Profile** describe the next ‘step’ to be reached by the child and what actions need to be taken by all to help the child to get there. The actions required will vary from child to child depending on their particular speech, language and communication needs. The impact of these actions will be monitored. Below are links to some useful guidance and resources on speech, language and communication development that should inform practice in early years settings.

**Guidance and resources**

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<thead>
<tr>
<th>Guidance and resources for Early Years</th>
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<td><strong>The Communications Trust</strong>&lt;br&gt;The Communication Trust is a coalition of nearly 50 voluntary and community organisations with expertise in speech, language and communication. They</td>
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A working guide. Latest update 6.12.16
harness their collective expertise to support the children’s workforce and commissioners to support the communication needs of all children and young people, particularly those with SLCN.

| I CAN | Web: www.ican.org.uk  
I CAN is the children’s communication charity. I CAN’s aim is to ensure that no child is left out or left behind because of a difficulty speaking or understanding.  
Tel information: 0845 225 4073 or 020 7843 2552 |
| Early Years Inclusion Development Programme (IDP) Speech, Language and Communication | www.idponline.org.uk/eyslcn/launch.html  
An e-learning programme for those who work in schools |

The importance of supporting early language

Save the Children have published a briefing called Lighting Up Young Brains (April 2016), a briefing looking at the science behind young children's brain development and its relationship to children's language development. For more information please see http://www.ican.org.uk/latest-policy

If difficulties persist, despite high quality universal provision, the Health Visitor; children’s centre worker; Early Years practitioners or teacher in nursery classes may suggest that the child requires some targeted provision to address additional needs.
0-5 years
Additional needs – targeted provision

Sometimes a child does not make expected developmental or learning progress despite high quality universal provision (the type of provision that is available for all children) from the health visitor; early years setting or nursery teacher. Parents and carers can talk to their health visitor, early years practitioner or nursery teacher about additional actions (targeted provision) that they can offer.

It is important that the actions (targeted provision) address a specific outcome for the child; are time-limited; and that ‘before’ and after’ measurements are taken to check that the actions have been effective and that the child is making progress.

Practitioners in early years settings and parent carers at home are able to observe the child in different situations and notice what they are good at, what they find difficult and what type of support works for them. Sharing this information between home and setting will mean that the child can experiences more all-around support.

Parents and carers should also be informed about:

- local support groups
- ways to help their child at home

Both the Children’s Trust website [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk) And the ICAN website [www.ican.org.uk](http://www.ican.org.uk) provide guidance and resources to support targeted provision. Here are some examples

**To understand speech and language development:**
- Stages of Speech & Language Development Poster (from I CAN website)
- Small Talk (available from The Communication Trust)

**To support speech and language development:**
- The following I CAN resources (available from the I CAN website):
  - Chatter Matters
  - Ready Steady Talk
  - Babbling Babies
  - Toddler Talk

In most cases, carefully targeted provision over a period of time will enable a child to ‘catch-up’ with their peers. Their progress should be monitored to ensure it is sustained.
0-5 years
Complex and severe needs – specialist provision

A small number of young children with more complex, severe and enduring speech, language and communication needs will require highly specialist support. These children are likely to have Special Educational Needs and/or Disability (SEND).

Specialist action (provision) is determined by the child’s individual needs. It may be delivered one to one or as part of a group with children with similar needs. It is not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

The adaptations and support expected at universal level will continue when children receive specialist support

Early years settings and nurseries can offer some types of specialist action (provision) It is important that actions address a specific outcome for the child; are time-limited; and that ‘before’ and after’ measurements are taken to check that the actions have been effective and that the child is making progress.

Further advice and support with specialist actions (provision) is available from health services and the local authority for those children who meet the thresholds. Please use the links provided to find out more about the provision; eligibility and contact details.

- Local Authority SEND Specialist Services
- National Health Service (NHS) Speech and Language Therapy Service
- National Health Service (NHS) Community Paediatric Service

Information on Local Authority services can be found at www.cambridgeshire.gov.uk/send
Information on Health services can be found at www.cambscommunityservices.nhs.uk

In some cases, where the thresholds are met community paediatricians will provide a medical assessment for children identified in school age as having a significant learning difficulty to explore whether there is a medical or genetic reason for their difficulties. They do not usually offer ongoing advice and support.
Evidence-based actions (provision)

To find out more about evidence-based actions (targeted and specialist) that early years settings can offer to support speech, language and communication needs please see:

- The local authority resource booklet 'Improving Outcomes for Children with Additional Needs'.
- The National Health Service (NHS) Cambridgeshire Speech and Language Therapy Service, provided by Cambridgeshire Community Services.

Support in the home

Children and families with the highest level of need may be eligible for support in the home.

The family of a child with significant speech, language, communication needs and other complex needs, may be offered home visits from the Local Authority SEND Specialist Services Team.
Inclusion in schools

Schools are expected to provide an inclusive environment for all children. They must make adaptations to ensure children and young people find their schools accessible. The Department of Education (DfE) ‘The Equality Act: Advice and Guidance for Schools’ clearly sets out these requirements.

Speech, language and communication is often known as a ‘hidden disability’. It is not always easily recognised. Sometimes it may be masked by withdrawn or challenging behavior. If a child is not developing and learning at a similar rate to their peers it is important to check for underlying speech, language and communication needs.

All adults working with children in educational settings (the workforce) need to have a basic awareness of what it means to have speech, language and communication difficulties. They need to have the confidence, knowledge and skills to adapt the school environment including in the classroom, play areas or other shared areas. This is sometimes referred to as having a ‘communication –supportive environment’. Information about what this looks like in individual schools should be described on the school’s website. Examples of the some of the adaptations school make are:

- Adapted signage around the school.
- Visual instructions available to support activities
- Visual timetables
- Accessible and relevant vocabulary displays.
- Conversation prompt cards for activities
- ICT support
- Makaton signing
To sustain awareness of speech, language and communication needs educational settings need to have formal and informal training in place for the full workforce. This requires forward planning. Educational settings will want a smaller number of staff to have enhanced skills in speech, language and communication. More information is available in the section on

**Training and support for professionals**

If adaptations are in place that are tailored to the needs of individual children and young people it is expected that most children and young people with speech, language and communication difficulties will have their needs appropriately met in their local mainstream school. Other than in exceptional circumstance this is usually the preferred option for the child or young person.
5-16 years
First concerns - universal provision

Sometimes, a child’s speech, language and communication needs do not begin to show until the child starts school or even later on in secondary school. Parents may feel that their child is struggling to ‘keep up’ or does not respond in the same way as others their own age or the school may observe signs of difficulties.

When should there be concerns?
Children and young people are individuals; they have different personalities and may develop at different paces. The following, however, should be considered as warning signs of needs that need to be addressed:

The child or young person:

- is slower than peers to answer questions
- is slower than peers to understand and follow instructions
- appears to ‘switch off’ when someone is talking to them
- has less vocabulary than peers
- struggles with written work or telling you about something that has happened.
- has difficulty joining in or keeping up with conversations
- may need support to focus or listen
- stammering
- does not develop an understanding of jokes, or language that is complicated like double meanings or idioms compared to their peers.
- Shows withdrawn or inappropriate behaviour that cannot be explained

Who can parents or a young person talk to and what will they do?

If a young person or a parent carer of a school-age child has concerns about their speech language and communication they should talk to the class teacher or subject teacher. Other professionals they could approach include their GP; school nurse or a local parent support group.
Parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by the children and young people themselves.

Schools are required to track the learning and development of all children/young people. Careful tracking will show if the child is developing and learning in line with their peers. This enables schools to set realistic but challenging goals against national expectations. Some important stages that schools will measure against are:

- Early Years Foundation Stage Profile
- Phonics Screening Check (Year 1)
- Key Stage 1 Assessments (Year 2)
- Key Stage 2 SATS (Year 6)
- GCSE and other qualifications at Key Stage 4. (Year 11)

Between these stages, schools will carefully monitor if the child is on track by looking at:

- Termly whole school tracking of attainment in subjects.
- Termly attendance data
- Fixed term exclusions
- Life skills such as participation, self-esteem; independence

**Parent and carers**

If you have concerns, your child’s school or GP will be able to signpost you to further information and support in the local area such as from voluntary and community parent support groups. Information can be found on the Cambridgeshire Local Offer at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)
Universal support in schools

The provision that is available to all children in schools and other educational settings is called universal provision. Schools are required to create a teaching and learning environment that enables all children to access learning, participate fully in the life of the school and community and develop the wider skills needed to for adult life. They are expected to have an appropriate level of expertise to support children with additional speech, language and communication needs and remove barriers to learning. This will require making adaptation to teaching and learning. The adaptations required will vary from child to child and over time, depending on their particular needs.

High quality teaching is expected in all schools. High quality teaching is important for all children and young people but it is essential for those with additional and special educational needs.

High quality teaching can be recognised by:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning; High levels of interaction for all children/young people;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for children/young people to talk both individually and in groups;
- An expectation that children/young people will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate children/young people.

Information on how individual schools identify and meet the needs of children and young people with speech, language and communication needs, can be found on their website. Each school must publish this information. It is known as the School’s Information Report. The local authority have worked with schools to create a tool-kit to help them prepare and test the quality of their Schools Information Report. View the local offer tool-kit for schools.

This is available on www.cambridgeshire.gov.uk/send
Prompts for Class and Subject Teachers

Learning and Development concerns

If you are concerned about a child or young person’s learning or development or if a parent or young person expresses their concerns to you, you should:

1. Check the child or young person’s progress against the school’s tracking data based on their starting point.
2. Ensure that you are addressing any gaps in achievement with ‘catch-up’ support.
3. Question if there may be underlying difficulties. Areas to consider include:
   a. Sensory and physical needs e.g. hearing impairment
   b. Speech and language needs
   c. Communication needs
   d. Social and emotional wellbeing
   To do this listen to the parents and child or young person and refer to screening checks. Seek advice from the SENCo as necessary.
4. Ensure your teaching in the classroom is being adapted to support access (differentiation). If necessary, refresh your skills and knowledge of the area of need that the child or young person presents. Again seek the advice and guidance from the SENCo where needed.
5. Communicate with parents regularly to ‘Assess, Plan, Do, Review’ the support for the child or young person and the impact it is having.
6. If the child or young person still does not make expected progress, or the needs appear complex, ask the parents’ permission for the school (or other professional already working with the child and family) to begin an Early Help Assessment (EHA) to further explore and meet their needs.
There are a wide range of excellent resources available to schools and other partners to develop understanding, knowledge and skills that will best support children and young people with speech language and communication needs. Below are some useful websites and links that should inform practice in schools.

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Tel: 0207 843 2526 |
| **I CAN**  
I CAN is the children’s communication charity. I CAN’s aim is to ensure that no child is left out or left behind because of a difficulty speaking or understanding. | [www.ican.org.uk](http://www.ican.org.uk)  
Tel information: 0845 225 4073 or 020 7843 2552 |
| **Afasic**  
Afasic is the UK charity established to help children and young people affected by the hidden disability of speech, language and communication impairments. | [www.afasic.org.uk](http://www.afasic.org.uk)  
Enquiries: 020 7490 9410  
UK helpline: 0845 355 55 77 |
| **Cambridgeshire Speech and Language Therapy Service** | [www.s/c.cambridgeshire.nhs.uk](http://www.s/c.cambridgeshire.nhs.uk) |
| **British Stammering Association (BSA)**  
BSA is the national organisation for adults and children who stammer, run by people who stammer. | [www.stammering.org](http://www.stammering.org)  
Tel: 020 8983 1003 |
| **ACE Centre**  
For information on assistive technology and augmentative and alternative communication (AAC). | Tel: 0161 358 0151 |
| **Inclusion Development Programme (IDP)**  
Speech, Language and Communication Early Years.  
Here are some examples of the resources available:

**To understand speech and language development:**
- Stages of Speech & Language Development Poster (from I CAN website)
- Small Talk (available from The Communication Trust)
- What's typical talk at Primary? (available from I CAN)
- What's typical talk at secondary? (available from I CAN)

**To support speech and language development:**
- Speech and language development activity books (available from Afasic)
- The following I CAN resources (available from the I CAN website):
  - Chatter Matters
  - Chatting with Children
  - Communication Cookbook

**To understand speech, language and communication needs:**
- Misunderstood (available from The Communication Trust)
- Other Ways of Speaking (available from The Communication Trust)
- The Speech and Language Impairment (SLI) Handbook (available from Afasic and I CAN)
- Afasic Glossary Sheets (available from Afasic)

**Supporting speech, language and communication needs:**
The following resources for supporting speech, language and communication needs are available from Afasic:

- Transfer to Secondary School: Moving on Moving up
- ‘Watch Your Language’

Each child or young person with speech, language and communication difficulties has different strengths and needs. Below are some actions that are typically taken by staff in schools that can be described as ‘communication friendly’. It is not intended that they are all used all the time. The actions needed should be discussed regularly with the child or young person in context of the particular learning situation.
Action to remove barriers to learning

Prepare pupil for a task so that they come to it already knowing the key vocabulary and concepts.

Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.

Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input.

Use pupil’s name before asking a question or giving an instruction.

Give directions before, but not during an activity.

Check for understanding – ask the pupil to tell you what they have to do.

Keep verbal instructions simple, and in the order you want them carried out.

Be aware of how many ‘information-carrying’ words you are using: ‘Get your maths book from the pile on my desk; on a clean page, write the date and then copy down the calculations on the board’ has more information-carrying words than many adults will be able to remember.

Be patient when asking for a verbal response. Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand.

Agree a private signal that pupil can use to show you when they have not understood.

Support your oral presentations/explanations with pictures, real objects or mime.

Use symbols to support spoken language and text (www.widgit.com).

Question pupil after some other pupils have given examples of what is required.

If pupil can’t answer a question, scaffold/support till they can rather than saying ‘Can anyone help x?’

If you cannot understand what the pupil has said, do not pretend that you have – ask for repetition of indifferent words.

Encourage conversation by commenting rather than asking too many questions.

Accept pupil’s spoken utterances but rephrase and give them back in a grammatically correct and expanded version.

Support oral work with talk frames/key phrases (‘First . . . next . . . finally’, ‘I think . . . but on the other hand’).

Use a range of ways of recording so that learning is not limited by the pupil’s ability to write full English sentences:

- bullet points and mind maps;
- ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;
- matching tasks, such as matching labels to pictures/diagrams/maps;
- cloze procedure, where they fill in missing words in text;
- annotating a printout
- PowerPoint presentations;
- making posters, oral presentations, dramatic reconstructions.

Allow extra time to complete tasks and be aware of the fatigue that the pupil may experience because of the amount of effort that they have to put into learning.


If difficulties persist despite high quality teaching and suitable adaptations to remove barriers to learning being consistently in place, the school may suggest that the child or young person requires some Targeted Provision.
5-16 years

Additional needs – targeted provision

Sometimes a child of school-age does not make expected developmental or learning progress despite high quality universal provision from the school or setting or health service (the type of provision that is available for all children). If a parent or carer is concerned about their child’s progress they can talk to the child’s class or subject teacher, school nurse or GP surgery about additional, actions (targeted provision) that they might be able to offer or are aware is available in the local area.

These children may not have Special Educational Needs (SEN) but, for a range of reasons, are performing at a level a little below their peers. The school will first check that high quality universal provision is consistently in place. They will then consider, carefully targeted ‘catch-up’ actions. Provision is usually over limited period of time, but may be revisited in stepped stages.

The adaptations and support expected at **universal** level will **continue** when children receive **targeted** provision

It is important that the actions (targeted provision) address a specific outcome for the child or young person; are time-limited; and that ‘before’ and ‘after’ measurements are taken to check that the actions have been effective and that the child is making progress.

**Speech and Language Descriptors (checklists)** can be helpful for this purpose. Sharing this information between home and setting will build a more holistic picture. Many schools use the information from the checklists to create a **personal profile** to share with staff across the school. Personal profiles should include aspirations, strengths and needs and be written in conjunction with the child, young person and parent. If you would like to speak to someone you can contact the Speech and Language Therapy Service on 01223 884 307.

If the parent / carer is already in contact with a National Health Service (NHS) Speech and Language Therapist that person may suggest that they allow them to share information with the school or setting (or shares it themselves) so that an all-around picture can be captured and appropriate learning support arranged.
In most cases, carefully targeted provision over a period of time will enable a child to ‘catch-up’ with their peers. Their progress should be monitored to ensure progress is sustained. Parents and carers should also be informed about

- local support groups
- ways to help their child at home

‘Catch up’ support programmes used in schools to support children with additional needs

Where schools have larger numbers of children who are working below national levels in speech and language they may offer nationally recognised ‘catch-up’ support programmes across the school or year group. Many schools are using their pupil premium to buy programmes like Talk Boost, a language intervention programme that has been shown to help children with language delay catch up with their peers.

Consultation and advice is available from the Local Authority to schools from SEND specialist Services and the Learning Directorate to develop targeted programmes.

More information on services available can be found on www.cambridgeshire.gov.uk/learntogether
5-16 years
Complex and severe needs – specialist provision

A small number of children with more severe, complex and probably life enduring speech, language and communication needs will require additional highly specialised support. These children are likely to have Special Educational Needs and Disability (SEND)

Specialist provision is determined by the child’s individual needs. It may be delivered one to one or as part of a group with children with similar needs. It is not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

The adaptations and support expected at universal level will continue when children receive specialist support

Schools can offer some types of specialist action (provision). Sometimes schools cluster together to share knowledge, expertise and delivery of specialist programmes. The school will first check that high quality universal provision is consistently in place. They will then consider what further actions to put in place (specialist provision). Specialist provision is usually given over a limited period of time, but may be revisited in stepped stages.

It is important that actions address a specific outcome for the child; are time-limited; and that ‘before’ and after’ measurements are taken to check that the actions have been effective and that the child is making progress. Here are some examples that specialist actions (provision) that schools can be expected to offer:

What works?

Developed by the Department of Education (DfE) Research Programme, the What Works? Resource in an interactive tool that allows the reader to focus on interventions by choosing, for example, age of child, or type of speech, language and communication difficulty. It is updated by an expert group, coordinated by the Royal College of Speech and Language Therapists. The resource is hosted by the Communications Trust: http: www.thecommunicationstrust.org.uk/whatworks
Further advice and support with specialist actions (provision) is available from health services and the local authority for those children. Please use the link provided to find out more about the provision; eligibility and contact details. Both a core and traded (cost involved) offer is available.

- **Local Authority SEND Specialist Services**
- **Local Authority** Children’s Social Care Disability Service
- **National Health Service (NHS) Occupational Therapy Service**
- **National Health Service (NHS) Speech and Language Therapy Service**
- **National Health Service (NHS) Community Paediatric Service**

Information on Local Authority services can be found at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)

Information on Health services can be found at [www.cambscommunityservices.nhs.uk](http://www.cambscommunityservices.nhs.uk)

In some cases, where the thresholds are met, community paediatricians will provide a medical assessment for children identified in school age as having a significant learning difficulty to explore whether there is a medical or genetic reason for their difficulties. They do not usually offer ongoing advice and support.

**Evidence-based actions (provision)**

To find out more about evidence-based actions (targeted and specialist) that early years settings can offer to support speech, language and communication please see:

- The local authority resource booklet *Improving Outcomes for Children with Additional Needs*:
- The National Health Service (NHS) Cambridgeshire Speech and Language Therapy Service website

In most cases, children and young people in receipt of specialist provision that is delivered with efficacy (in the way it was designed to be delivered) and reviewed and updated regularly, will make accelerated progress. Their progress should be monitored by schools to ensure it is sustained. For a minority of children and young people who do not make expected progress, further assessments may be necessary to fully understand the complexity of their needs. Please see the section on Assessment.
Early Concerns
The parents, young person or teacher have noticed that ……

What will the teacher do in the classroom?
In the classroom the teacher will ensure that………

Support and interventions
Over the next (number of weeks) the teacher will deliver (or oversee the delivery) of …. 
This is so that (name) will then be able to………

Home
To support this at home the parent or young person could………..

We will meet again on (date) to measure progress and plan next steps
16-25 years
Identifying and supporting needs.

Although it might be expected that most speech language and communication needs are picked up at an earlier age, this is not always the case. Professionals working in the 16 -25 years age range should consider the possibility ‘hidden’; ‘missed’ or ‘newly emerging’ special educational needs.

When should there be concerns?
Young people starting Further Education (FE); employment or training, or who are preparing for a placement at one of these, are individuals with different strengths and needs. They will develop the new skills they need at different rates. The following, however, should be considered as warning sighs if difficulties persist despite good transition and induction support.

- Frequent misunderstanding of information or instructions
- Struggling with written work or telling you about something that has happened.
- Difficulty in learning or retaining new vocabulary
- Avoidance of group discussion activities with peers
- Withdrawn or inappropriate behaviour that cannot be explained.

Who can a young adult talk to if they want advice and support?
If a young adult has concerns they can talk to any of the professionals with whom they are already in contact e.g.

- GP
- Tutor at Further Education institute
- Voluntary and community support groups
- Manager at the young adult’s place of work or apprenticeship
Further Education Institutions

The government has produced general guidance for Further Education institutions and all those who work with young adults 16-25 with Special Educational Needs and disability and their families should have regard to.

Planning ahead

Useful guidance and resources are available for young people 16 years and over with additional and special educational needs to help make decisions and plan ahead.

The Afasic Society

The Afasic society has produced useful resource for young people with speech language and communication needs to plan for life after 16 years. It can be found at www.afasic.org.uk/

Moving On

The Local Authority has produced a list of post-16 courses available to children with SEND. Moving On – Options for school leavers with additional needs.

The booklet is available on www.cambridgeshire.gov.uk/preparingforadulthood

The Papworth Trust

The Papworth Trust has useful information for teenagers, adults and their families with additional needs.

For more information visit: www.papworthtrust.org.uk

Transfer to adult services

Most children with speech, language and communication difficulties, will have their needs addressed appropriately in their younger years and will not need continuing support from adult services. Early intervention is essential. It has been proven that if the right support is received at the right time this will have the best impact on achievements in adult life. For young people, however, with the most significant and enduring needs the following teams will become involved:
Preparing for Adulthood Additional Needs team

The local authority Preparation for Adulthood Additional Needs team will become involved when the young person is in Year 9 (14 years) if they have a level of enduring special educational needs and disability that will require support in adulthood. Referrals may be made to the Learning Disability Service. Information on the team, the support they can provide and eligibility can be found on the local offer web pages. For information on eligibility and the route through to adult services please see the links and contact details below.

Learning Disabilities Partnership Young Adults Team (18 years plus)

The Learning Disability Partnership Young Adults Team (LPDYA) is a countywide team, which supports people with a learning disability to lead as full and independent a life as possible. The team is part of the wider Learning Disability Partnership that brings together social care and health professionals in integrated teams.


Adult Social Care

Support may be available from adult social care if eligibility criteria are met. For more information please see www.cambridgeshire.gov.uk/careandsupport
Assessment

An Integrated Approach

Parents are encouraged to share any concerns about their child’s speech language and communication development with the professionals with whom they are in contact e.g. the Health Visitor, GP, child’s early years setting or school. With the parent, they can identify and address emerging needs and put in appropriate support to overcome difficulties without waiting for a formal diagnosis.

In the age-linked sections in this resource (0-5 years; 5-16 years; 16- 25 years) we have described how professionals working in universal services such as schools, early years settings and Further Education are expected to use screening checks to identify needs as early as possible. Screening checks should always be accompanied by actions to address any identified needs. Parents, carers, children and young people should be fully involved in the process. Pre and post measures should be taken so that progress can be measured and the next steps planned.

If despite appropriate high-quality actions following screening checks, the gap between the child’s and their peers achievements remain the same or widens, they are likely to require further more specialist assessment to fully understand and address their needs. In these cases, the professionals and parent carers should discuss involving one of more of the following services if they have not already been involved.

Speech and Language Therapy Service

Speech and Language Therapists provide services for children and young people 0-19 years with a range of speech, language and communication needs including:

- Speech sound difficulties (that affect clarity/intelligibility )
- Understanding of spoken language (receptive language or comprehension)
- Using words and talking in sentences (expressive language and communication)
- Stammering or stuttering ((Dysfluency)
- Voice difficulties (e.g. hoarseness)
- Eating and drinking difficulties

Speech and Language Therapists have specialist skills and knowledge about the development of speech, language and communication and are specifically trained to:
- assess speech, language and communication development
- identify whether there are any difficulties
- make a diagnosis and clarify the nature of any difficulty
- develop an intervention package. This may include training for parents and carers, educational settings or direct therapy.
- judge when specialist intervention is no longer needed and when a child should be discharged.

The speech and language therapist (SLT) taking account the input from other professionals working with the child and family, eg. School or Local Authority Services will identify where the child’s main speech, language and communication difficulties lie and decide on the best type of support for them. They might:

- reassure the parent that their child’s speech and language are as expected and discharge them
- give some ideas, strategies and resources to help the child and ask to see the parent and child a few months later
- provide the child’s nursery or school with a programme of ideas, strategies and activities to help them in that setting. Not all children need direct speech and language therapy from an SLT and sometimes it is more helpful to support the people around a child with SLCN
- refer the child for further assessment, to find out more about their needs
- offer the child regular speech and language therapy sessions. These might be group or individual sessions

They operate and ‘episode of care’ model which means that the child or young person is placed on an agreed pathway and receives appropriate, evidence based interventions according to their needs. The ‘episode of care' will then be closed and the child discharged from the service.

If the therapist suggests that a further clinical assessment is needed then arrangements will be made for a more specialist appointment at a suitable centre. The route (pathway) for the child or young person will depend on whether the needs are primarily around:

1. speech;
2. language;
3. communication, or
4. complex and significant in line with the criteria for Early Support 0-5 years.

To find out more about the Speech and Language service offer, eligibility and contact details please go to the Speech and Language Therapy website provided by Cambridgeshire Community services (www.cambscommunityservices.nhs.uk).
If you would prefer to speak to someone please contact the Speech and Language Therapy Service on 01223 884 307

**National Health Service (NHS) Community Paediatric Service**

In some cases, where the thresholds are met community paediatricians will provide a medical assessment for children identified at school age as having a significant speech, language and communication difficulty to explore whether there is a medical or genetic reason for their difficulties. They do not usually offer ongoing advice and support.

For more information: www.cambscommunityservices.nhs.uk

**Assessing additional, complex needs**

If the needs of the child and family are seen to be significant and there are other unmet complex needs, an Early Help Assessment (EHA) is the appropriate route to bring together the support of various services around the child and family.

**What is an Early Help Assessment (EHA)?**

An Early Help Assessment (EHA) is a way of gathering information to assess the needs and plan responses for children and young people and their families. Any professional with whom the family is in contact such as the GP, Health Visitor, early years setting or school staff may initiate an Early Help Assessment (EHA).

A Think Family approach underpins this way of working. It ensures that any professionals involved work, in a joined-up way, with the child and family at the centre. A 'lead professional' is identified. For these children and young people, it is likely to include input from one or more of the following: the national health (NHS) Speech and Language Therapy Service, the local authority SEND Services Social Communication Team or in some cases, the NHS Community Paediatrician.
Think Family

The Think Family approach is being embedded across all local authority Children and Family services and Health services for those who work with children, young people and their families.

www.cambridgeshire.gov.uk/thinkfamily

Early Support 0-5 years

In the most significant, complex cases and probably life enduring cases in the 0-5 age range the Early Help Assessment may immediately progress to assessment and support through the Early Support 0-5 years programme. Children and families with the highest level of need, will be supported by a team of specialist who will work with the whole family to assess and meet need over time. This may include home visits from the Local Authority SEND Specialist Services Practitioners.

For more information on Early Support 0-5 years please see www.cambridgeshire.gov.uk/early-support
Special Educational Needs

A Graduated Approach
Speech, language and communication is one of the recognised areas of Special Education Needs and Disability (SEND) identified by the SEND Code of Practice 0-25 (2014). It sits within the larger area of ‘communication and interaction’ which also includes autism. This does not mean that all children and young people who present with speech, language and communication needs have special educational needs – but it may be the case.

A child or young adult is said to have special educational needs if they require provision that is additional to or different from that available to others of a similar age despite high quality teaching and support that is differentiated and personalised. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

If it is suspected that a child or young person has (or may have) special educational needs then the parents and child or young person will be invited by the professionals whom they see regularly (such as the health visitor, early years provider, class or subject teacher or college tutor) to meet to plan how they will work together to reach the goals to which they aspire. Alternatively parents or a young person with concerns can approach any of the professional with whom they are in contact. The child or young person’s strengths as well as difficulties will be taken into account and supported. The local authority has prepared a list of recommended early assessment or screening tools to help identify needs and plan what needs to happen. View recommended assessments for schools on www.cambridgeshire.gov.uk/send

If a child or young person will need provision additional or different to that which is available to their peers then they will be placed on SEND Support. A cycle of ‘Assess, Plan, Do, and Review’ will be started. Decision will be made together and actions shared. The length and regularity of the cycle depends on the needs of the child and family or young person at the time. This is called the graduated approach in the SEND Code of Practice 0-25 (2014). Children and young people and their parent carers will be central to this process. Most children and young people on SEND Support will make accelerated progress and will not always need to receive SEND Support. A very small number of children and young people who have severe and complex needs and who do not, over time, respond to additional support and actions, may need an assessment for an Education, Health and Care Plan. Parent carers or young people who would like more information should speak to any professional with whom they are in regular contact and who is currently delivering SEND Support to the child or young person. e.g. a class or subject teacher; early years practitioner or tutor in Further Education.
information on eligibility for an assessment for an Education, Health and Care assessment can be found at [www.cambridgeshire.gov.uk/ehcplan](http://www.cambridgeshire.gov.uk/ehcplan) or by contacting the SEND Information and Advice Service (SENDIASS) on 01223 699 214.

The table below show the role of schools (or other educational settings) and other professionals from health and the local authority, work together to support children with speech, language and communication special educational needs.

### Roles: Health, Local Authority, schools and settings

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<th>School or setting</th>
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<th>Local authority</th>
<th>Health</th>
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<td><strong>Schools</strong></td>
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<tr>
<td>Early Years Settings</td>
<td>• Early Identification and response to SEND</td>
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<td>• Advice and signposting to parents and young people form school nurses, Health Visitors, and GPs</td>
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<td>Mainstream Schools and Academies</td>
<td>• High quality teaching;</td>
<td>• Training opportunities for early years settings, schools, colleges and Further Education from specialist services</td>
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<tr>
<td>Special Schools</td>
<td>• Adaptations to remove barriers to learning (Equality Act 2010)</td>
<td>• Advice and signposting from SEND Specialist Services</td>
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<tr>
<td>Hospital Schools</td>
<td>• An inclusive environment and ethos</td>
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<td>Independent School</td>
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<td><strong>Universal</strong></td>
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<td>All children and young people</td>
<td>• Early Identification and response to SEND</td>
<td>• Training opportunities for early years settings, schools, colleges and Further Education from specialist services</td>
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<td><strong>SEND Support</strong></td>
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<td>Children and young people with special educational needs (SEN) but not an Education, Health and Care plan.</td>
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<td>• Child/young person and family centred ‘Assess, Plan, Do, Review’ using structured approaches to conversations.</td>
<td>• Support and advice on evidence based practice and interventions to meet the needs of children and young people and their families who meet thresholds for involvement.</td>
<td>• Training opportunities in for schools colleges and parents</td>
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<td>• Short term intervention programmes aimed at helping the child/young person catch up with their peers.</td>
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<td>• Personalised interventions to meet the needs of children and young people and their families who meet thresholds for involvement</td>
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<td>• Medium and longer term intervention programmes to address specific needs.</td>
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**Education Health and Care (EHC) plans**

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Wider support

Parents and carers have told us that it is very important to know what wider support is available for their child and the family. They stressed the value of being put in contact with other parents of children with special educational needs and disability as early as possible. This included drop in coffee mornings at the nursery, school or clinic and events held by local parent forums and the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

A full description of provision for children with additional and special educational needs and/or disability is published in the Cambridgeshire Local Offer which can be found at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send). Some examples of provision from the local authority, Health, social care and voluntary agencies are listed below.

If you have any queries about the support available please do not hesitate to contact the provider or phone the Parent Partnership Service providing Cambridgeshire’s Special Educational Needs and Disability Information, Advice and Support Service on 01223 699 214.

Parent to parent support

Parents tell us that meeting other parents of children with additional or special educational needs or disability to talk with can be invaluable. Any professionals who are in contact with the family e.g. via a school or early years setting; GP surgery; or at the point of diagnosis in a speech and language clinic, should check that the parent knows how to get in contact with other parents or support groups in the area.

Pinpoint
Pinpoint is a Cambridgeshire charity supporting and informing parents of children with special educational needs, disabilities or additional needs. It is run for parents by parents. Pinpoint holds regular events and meetings for parents of children of all ages with any disability or additional need, including speech, language and communication needs. Parents can get involved in shaping services and developing information for parents, as well as meet other parents in a similar situation.

**Pinpoint**

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**Contact a Family**

Contact a Family is a national charity for families with disabled children.

They provide information, advice and support and bring families together so they can support each other.

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**Parent Partnership Service providing Cambridgeshire’s SEND Information, Advice and Support Service (SENDIASS)**

SENDIASS offer confidential and impartial advice and support to make sure that parents, carers and young people get information and guidance on SEND matters, eligibility and entitlements.

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<td>📧 <a href="mailto:sendiass@cambridgeshire.gov.uk">sendiass@cambridgeshire.gov.uk</a></td>
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<td>📧 <a href="http://www.cambridgeshire.gov.uk/pps">www.cambridgeshire.gov.uk/pps</a></td>
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</tbody>
</table>
The Disabled Children’s Early Help Team supports disabled children and young people to develop the skills to Prepare for Adulthood, to access community activities, to increase independence skills and to do enjoyable activities away from their main carers. This is achieved through an allocation of early help funding that can be used for agreed activities or support. These activities or support will provide the carer with a short break.

For more information on short breaks please see the Cambridgeshire Short Break Duty Statement on www.cambridgeshire.gov.uk/short-breaks or contact the Disabled Children’s Early Help team on 01480 379 800 or email dceh@cambridgeshire.gov.uk

### Activities and groups for children and young people

The following websites and groups can provide information on activities, support and events across Cambridgeshire for children and young people with additional needs or disabilities including autism:

<table>
<thead>
<tr>
<th>Who/What</th>
<th>Contact details</th>
</tr>
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</table>
| Societies, Clubs and Information Point (SCIP) | [www.cambridgeshire.gov.uk/scip](http://www.cambridgeshire.gov.uk/scip)  
Email: scip@cambridgeshire.gov.uk  
☎: 01480 379 827 |
| Pinpoint | [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)  
Email: information@pinpoint-cambs.org.uk  
☎: 01480 499 043 |
| Cambs.net | [www.cambridgeshire.net](http://www.cambridgeshire.net) |

### Children’s Centres

If parents/carers are worried about their child and think that they are not developing in the same way as children of a similar age, they can speak to a health visitor or family worker at a local
Children’s Centre. Further information, addresses and contact details can be found at
www.cambridgeshirechildrenscentres.org.uk/

Children’s Centres may offer the following:

- health services – midwives and health visitors
- family support services – trained staff who can support, advise and provide information
- family events and activities
- early years education/childcare and advice about costs
- employment, training and benefits advice
- information for parents/carers and families

Information on venues and contact details is available at local Children’s Centres or on
www.cambridgeshire.gov.uk/childrenscentres

**Benefits and other financial help**

Parents and carers of a child with special educational needs and disability, including speech,
language and communication needs may be entitled to benefits to help with the extra costs as a
result of their needs. These include the Disability Living Allowance (DLA), Personal
Independence Payment (PIP) (for over 16s), Carer’s Allowance and Child Tax Credit.

Gov.uk (www.gov.uk) contains up-to-date information about all welfare benefits.

Contact a Family offer benefits advice & information on conditions & support groups -
www.cafamily.org.uk/.

**Independent living and housing**

**Housing and independent living**

Supported housing is managed by District Councils; support provided varies between schemes.
General information is available from the relevant district council.

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<tr>
<td>Cambridgeshire County Council</td>
<td>General information on housing and links to district councils</td>
<td><a href="http://www.cambridgeshire.gov.uk/careandsupport">www.cambridgeshire.gov.uk/careandsupport</a></td>
</tr>
<tr>
<td>Cambridgeshire County Council</td>
<td>General information on housing for young people</td>
<td><a href="http://www.youthoria.org">www.youthoria.org</a></td>
</tr>
</tbody>
</table>
Families living near Local Authority borders may find that some services will be provided by one Local Authority and other services by another. The Cambridgeshire Local Offer at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send) will be the ‘front door’ into information from Education, Health and Social Care in Cambridgeshire and other Local Authorities from which children and young people from Cambridge with SEND and their families can access support. The Local Offer Directory allows you to search for information by topic or location. By putting in a home postcode parents (or professionals on their behalf) can access this information. If parents would prefer to speak to someone please phone the Families and Childcare Information helpline on 0345 045 1360

Professionals working with a family who is receiving support from more than one Local Authority must ensure that communication channels are clarified and agreed between the family and other professionals. A lead professional should be identified who can coordinate the work of those involved. The lead professional could be an Early Years practitioner, Health Visitor, School SENCo, Speech and Language Therapist, a chosen advocate of the family or any other professional with whom the family is in regular contact. This person may change over time and any changeover should be planned in advance so that families do not have to repeat the same information and so that there is no loss of continuity.
Transitions

Preparing for times of change

Transitions (times of significant change) can be difficult for all children and young people but can be especially so for those special educational needs and disability including speech, language and communication needs. The professionals working alongside the child or young person and their family will identify ongoing and new needs prior to the transition and ensure support arrangements are in place.

Below are some points of change that will need special consideration:

- into Reception
- into Key Stage One
- from primary to secondary school
- into Key Stage Four
- into further education
- to a new teacher or support professional
- to a new school
- to independent living
- to training or employment
- to adult services

We have listened to children and young people with special educational needs, including speech, language and communication and their families and those who work with and support them. They recommend the following guidance at times of change of phase of education:

- prepare well in advance, even several years beforehand for a move to further education, training or employment
- ensure that parents and young people have enough information to make informed choices
- ensure information on strengths, difficulties and effective support is shared in advance with all those who will be contact with the child or young person
- plan the first weeks following change very carefully and ensure the child or young person has a ‘buddy’ and named member of staff or work colleague to support them any issues that may arise.
- ensure channels of communication with parents are agreed e.g. home-school booklet, email contact, mobiles. Pre-empt and address any possible difficulties that might be foreseen due the child or young person’s particular type of needs.
• Use structured approaches to conversations with children, young people and families – as part of excellent communication at all times.

Other times of transition, or change that will need careful consideration and possibly specialist support include:
• moving to a new home
• moving in or out of hospital care
• moving in or out of Looked After care
• through a change in family circumstance
• through bereavement

Parents and young people are invited to discuss these changes with the professionals who they are most in contact with (e.g. the visitor, GP, school nurse, children’s centre worker, early years setting or school’s Special Educational Needs Coordinator (SENCo) or college learning support staff). They will work alongside the child or young person and family to plan actions to help them through the changes. They will also be able to signpost to any other specialist support where relevant. Information on specialist support at these of change can be found on the Cambridgeshire Local Offer [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)

For information on transition events run by Pinpoint please see their website [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk) or contact them by email at information@pinpoint-cambs.org.uk or telephone 01480 499 043.

Further information on preparation for adulthood and transition to post 16 education, employment and training can be found in the section 16-25 years. Here is the link [www.cambridgeshire.gov.uk/preparingforadulthood](http://www.cambridgeshire.gov.uk/preparingforadulthood)
Training and support for professionals

The workforce in the local authority

With the help of parents, carers and professional partners, the local authority have developed a set of Additional and Special Educational Needs and Disability Competencies (the knowledge and skills expected of the local authority workforce who work with children, young people and families). These are reflected in the local authority induction programme for new staff and in continuing professional development. In addition, services organise in-house and external training tailored to the needs of their service e.g. Social Care, Locality Teams, Looked After Children and Specialist SEND Services.

The workforce in schools, early years, Further Education (FE) and other settings

The local authority Special Educational Needs and Disabilities (SEND) Specialist Services team provide a range of professional services for children and young people and families in a wide variety of educational and community settings. A multi-professional service (consisting of psychologists and educational professionals) offer schools and settings a bespoke approach to removing barriers to learning (including academic, social and emotional barriers).

Additionally SEND Specialist Services, offer a range of packages, core and traded (cost involved) that schools and settings can commission. They work collaboratively with schools, drawing upon theory and research of ‘what works’ to develop an understanding of complex situations. The current offer can be found at www.cambridgeshire.gov.uk/learntogether

Some training is delivered jointly by colleagues from health and the local authority. For example, the Secondary School Programme in Speech, Language and Communication is delivered by Speech and Language Therapists and the Local Authority SEND Specialist Services Team.

Further information about the support to schools and settings from SEND Specialist Services can be obtained by contacting the numbers below:

East Cambs and Fenland area 01353 612 802
Huntingdon area 01480 373 470
South Cambs and City area 01223 728 311
The local authority **Learning Directorate** offer further courses, conferences and briefings around whole school improvements. A number of these have a specific focus on improving provision for children and young people with additional and special educational needs and disability. The current offer can be found at [www.cambridgeshire.gov.uk/learntogether](http://www.cambridgeshire.gov.uk/learntogether)

Examples include training in:

- Talk Boost for children aged 4-7 years
- Talking Partners for children in Key Stage 1 and 2

### Training materials provided by the Department of Education (DfE)

**The Inclusion Development Programme (IDP)**

The DfE online Gateway link includes a range of materials and research information to support schools in meeting the needs of children with additional and special educational needs. It includes ‘The Inclusion Development Programme: Teaching and Supporting pupils with Speech Language and Communication Needs’ This is an e-learning tool designed to support teachers, teachers in training, and teaching assistants, to increase their knowledge and skills in working with children and young people with speech, language and communication difficulties. There are two versions:

- Primary and secondary
- Early Years Foundation Stage

If you have difficulty finding it please contact [Teresa.grady@cambridgeshire.gov.uk](mailto:Teresa.grady@cambridgeshire.gov.uk) to loan a downloadable DVD-ROM.

The aim of the e-learning programmes are to:

- Increase knowledge and understanding about how to enhance provision so that pupils with SLCN can participate and achievement in a communication-supportive environment.
- Share good practice and relevant research, so that professionals in school can make adjustments to their policies, practices, procedures and curriculum that will enable children and young people with SLCN to make increased rates of progress and achieve successful outcomes. In school and establish a firm foundation for future success.
There are 4 modules on speech, language and communication and the materials can be used flexibly. It is expected that schools will find this resource to be a valuable tool for their wider continuing professional development (CPD).

The e-learning materials include:

- Video clips from parents, young people, teachers and specialist support staff.
- Activities based on real situations
- A self-evaluation checklist
- A library of resources

## Parent carer programmes

### ELKLAN Speech and Language Programme

ELKLAN is a published Speech and Language Programme that brings schools and parents together for training. There is a primary and secondary age-range version. They are available as a traded offer. For details of the current ELKLAN availability across Cambridgeshire please see the National Health Service [Speech and Language Therapy website](http://www.cambscommunityservices.nhs.uk/) provided by Cambridgeshire Community Services - [www.cambscommunityservices.nhs.uk](http://www.cambscommunityservices.nhs.uk/).

The National Health Speech and Language Therapy Service and The Local Authority SEND Specialist Services are jointly developing a further ELKLAN offer for the coming year. Information will be available on the Local Offer as soon programmes are confirmed [www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk). Evaluations of the programmes by participants is also available on the site.

### Makaton Training

Further training such as Makaton communication system can be arranged by the Speech Language and Therapy Service with individual families with whom they are working.
And finally

This document is intended as an initial guide to provision for speech language and communication needs in Cambridgeshire. For further information and wider topics relating to Special Educational Needs and Disability, we invite you to refer to the Cambridgeshire County Council website www.cambridgeshire.gov.uk/send or if you would prefer to speak to someone, please see the contact details in the box below.

We welcome your thoughts and comments on provision for Cambridgeshire children and young people with speech, language and communication and their families. We are keen for young people, parents, carers and professionals across services to become involved in decision making about current and future provision. To find out some of the many ways to get involved please go to www.cambridgeshire.gov.uk/send or contact one of the services at the end of this section.

We look forward to hearing from you.

We appreciate your comments about what is good about this resource and what could be improved. Please contact the Special Educational Needs and Disability Strategic Development Manager, Teresa Grady at teresa.grady@cambridgeshire.gov.uk