SPEECH, LANGUAGE, AND COMMUNICATION NEEDS
UNIT 10
CREATING A HOLISTIC PROFILE FOR A PUPIL WITH SLCN

LEARNING OUTCOMES

TEACHERS WILL:

- Review their understanding of speech, language and communication needs (SLCN)
- Understand that SLCN often exist alongside other SEN
- Understand the ages and stages of typical language development, and
- Know how to develop a holistic profile of a pupil's SLCN, using their knowledge of them and other relevant assessment information.

ONLINE RESOURCES
The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:
www.education.gov.uk/lamb/slcn/holistic-profile/intro

BRIEFING 1 - What are SLCN?

SLCN can include the following:

Speech

- Speech which is difficult to understand, perhaps due to difficulty in making different sounds
- Problems discriminating between speech sounds
- Stammering or stuttering
- An unusual and persistently harsh or unusual voice quality, or
- Difficulty using intonation to add to the meaning of what is being said

Language

- Sentence structures more appropriate for a younger child
- Problems linking sentences
- Difficulty sequencing sentences to make a meaningful narrative
- Problems with learning new words
- Difficulty finding the right words at the right time
- Limited vocabulary
- Difficulty understanding complex sentences
- Difficulty understanding figurative language

Communication

- Limited eye contact
- Poor turn taking and difficulty with starting and ending conversations
- Problems getting the conversation back on track after two people have talked at once, or if there has been a misunderstanding between them
- Difficulty understanding or responding to feedback from the listener
- Difficulty staying on topic in conversation, and
- Difficulty using language to negotiate in discussions or arguments

See online resource:
www.education.gov.uk/lamb/slcn/holistic-profile/characteristics

A pupil with SLCN could have difficulties with speech, language and communication in any combination at varying degrees of difficulty.

SLCN is a term that is used in at least two ways. It is important to be clear about this difference as it has implications for identifying and profiling pupils with SLCN.

Sometimes, e.g. in the Bercow Review[1] (2008), the term SLCD (speech language and communication difficulties) is used to cover all pupils with SLCN, including:

- The largest group of children, i.e. those who live in areas of social disadvantage, where up to 50 per cent of pupils may start school with communication skills less developed that their peers who live in more affluent areas[2]

- Approximately 7 per cent of all children at the age of 7 who have SLCN as their main difficulty. This is also referred to as 'specific language impairment' (SLI)[3], and

- A further 3-4 per cent of all children who have SLCN as part of another condition, such as autism, a hearing impairment or moderate learning difficulties (MLD). This is group discussed further in Briefing 2 below.

See online resource:
www.education.gov.uk/lamb/slcn/holistic-profile/slcd-data

However, SEN data is collated by schools, in the school census for English state schools, based predominantly on pupils' primary special educational need. Here, pupils are classified as fitting into just one of the SEN categories. SLCN is one of the classification categories and pupils with SLCN can be identified as having SLCN as their primary need, however, pupils in the majority of the other SEN categories will have associated SLCN. This means that many pupils who may have SLCN may not be recorded as such in the school census and the actual numbers of pupils with SLCN may be significantly higher than suggested by the data.

BRIEFING 2 – Comorbidity
As outlined in Briefing 1(above), SLCN can occur alongside many other SEN. There are some groups of pupils who are at much higher risk than others, for example:

- All children with SLI have SLCN which is often severe and complex – there is often no obvious reason or cause for these difficulties with language and pupils' non-verbal skills can be within the average range

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[1] Bercow Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs (2008) ref:DCSF-00632-2008
https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00632-2008
[2] Locke, A., Ginsborg, J., and Peers, I., (2002) Development and Disadvantage: Implications for Early Years *International Journal of Language and Communication Disorders* 27 1
[3] Tomblin, J. B. Records, N. Buckwalter, P. Zhang, X. Smith, E. and O'Brien, M. (1997) 'Prevalence of Specific Language Impairment in Kindergarten Children.' *Journal of Speech Language and hearing Research* 40, 6, 12-45

- All children with learning difficulties have SLCN, and

- All children with autism spectrum disorders (ASD) have SLCN. They have difficulty with social interaction and social communication.

Other groups are at increased risk of SLCN, including those with:

- Dyslexia, where typical features are difficulties in phonological awareness, verbal memory and verbal processing speed

- Dyspraxia or developmental co-ordination disorder (DCD), which can affect speech. There might be difficulties with making speech sounds and sequencing sounds and words appropriately, and consistently

- Attention Deficit Hyperactivity Disorder (ADHD) where it is estimated that approximately 50 per cent these children have some form of SLCN[4], and

- Behavioural, Emotional and Social Difficulties (BESD) where there is an increased risk of SLCN but which often goes undetected[5]

See online resource:
www.education.gov.uk/lamb/slcn/holistic-profile/comorbidity

Pupils who have English as an additional language (EAL) are at no greater risk of SLCN than any other group. The incidence of SLCN in children with EAL is the same as children with just one language, however, there can be challenges in identifying the SLCN of pupils who are learning EAL.

BRIEFING 3 – The ages and stages of typical language development

Early Years – typical speech and language development[6]

	Listening and attention	Understanding	Speech sounds and talk	Social skills
Up to 3 months	Turns towards familiar sounds Startled by loud noises	Recognises parent's voice Often calmed by familiar friendly voice, e.g. parent's	Frequently cries especially when unhappy or uncomfortable Makes vocal sounds, e.g.	Gazes at faces and copies facial movements, e.g. sticking out tongue! Makes eye

4 Tannock, R., & Schachar, R., (1996) Executive function as an underlying mechanism of behavior and language problems in Attention-Deficit/Hyperactivity Disorder and Beitchman, J.H., Cohen, N., Konstantareas, M.M., & Tannock, R., (Eds.) Language, Learning, and Behaviour Disorders: Developmental, Biological, and Clinical Perspectives (pp. 128–155). New York: Cambridge University Press
5 Ketelaars, M.P., Cuperus, J., Jansonius, K., Verhoeven, L., (2010) Pragmatic language impairment and associated behavioural problems International Journal of Language & Communication Disorders 45(2): 204-14
6 Adapted from http://www.ican.org.uk

			cooing, gurgling	contact for fairly long periods
3-6 months	Watches face when someone talk	Shows excitement at sound of approaching voices	Makes vocal noises to get attention Makes sounds back when talked to Laughs during play Babbles to self	Senses different emotions in parent's voice and may respond differently, e.g. smile, quieten, laugh Cries in different ways to express different needs
6-12 months	Locates source of voice with accuracy Focuses on different sounds, e.g. telephone, doorbell, clock	Understands frequently used words such as 'all gone', 'no' and 'bye-bye' Stops and looks when hears own name Understands simple instructions when supported by gestures and context	Uses speech sounds (babbling) to communicate with adults; says sounds like 'ba-ba, no-no, go-go' Stops babbling when hears familiar adult voice Uses gestures such as waving and pointing to help communicate Around 12 months begins to use single words, e.g. 'mummum', 'dada', 'tete' (teddy)	Enjoys action rhymes and songs Tries to copy adult speech and lip movements Takes 'turns' in conversations (using babble)
12-15 months	Attends to music and singing Enjoys sound -making toys/objects	Understands single words in context, e.g. cup, milk, daddy Understands more words than they can say Understands simple instructions, e.g. 'kiss mummy', 'give to daddy', 'stop'	Says around 10 single words, although these may not be clear Reaches or points to something they want whilst making speech sounds	Likes being with familiar adults Likes watching adults for short periods of time

15-18 months	Listens and responds to simple information/instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to daddy'	Understands a wide range of single words and some two-word phrases, e.g. 'give me', 'shoe on' Recognises and points to objects and pictures in books if asked Gives named familiar objects to adult, e.g. coat, car, apple, book	Still babbles but uses at least 20 single words correctly, although may not be clear Copies gestures and words from adults Constant babbling and single words used during play Uses intonation, pitch and changing volume when 'talking'	Simple pretend play Plays alone, although likes to be near familiar adult Although increasingly independent, happiest when near familiar adult
18 months – 2 years	Focuses on an activity of their own choice but finds it difficult to be directed by an adult Use of child's name beginning to help them to attend to what an adult says, e.g. 'Sarah, eat sandwiches', 'Ali, put coat on'	Understanding of single words develops rapidly during this stage: anything between 200 and 500 words are known Understands more simple instructions, e.g. 'Get mummy's shoes', 'Get your bricks', 'Tell dad tea's ready'	Uses up to 50 words Begins to put two or three words together Frequently asks questions, e.g. the names of people and objects (towards two years of age) Uses speech sounds p,b,m,w	Uses up to 50 words Begins to put two or three words together Frequently asks questions, e.g. the names of people and objects (towards two years of age) Uses speech sounds p,b,m,w
2-3 years	Beginning to listen to talk with interest, but easily distracted. Listens to talk addressed to him/herself, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen'	Developing understanding of simple concepts including in/on/under, big/little Understands phrases like 'put teddy in the box', 'get your book, coat and bag', 'draw a big brown dog' Understands simple 'who' and 'what' and 'where' questions but not why	Uses 300 words including descriptive language, time, space, function Links four to five words together May stutter or stammer when thinking what to say Able to use pronouns (me, him, she), plurals and prepositions (in, on, under) Has problems saying speech	Holds a conversation but jumps from topic to topic Interested in other's play and will join in Expresses emotions towards adults and peers using words, not just actions

		Understands a simple story when supported with pictures	sounds: l/r/w/y, f/th, s/sh/ch/dz/j	
3-4 years	Enjoys listening to stories Still finds it difficult to attend to more than one thing at a time, so can't easily listen to a speaker whilst still carrying on an activity; has to switch attention between speaker and task	Understands questions or instructions with two parts: 'get your jumper' and 'stand by the door' Understands 'why' questions Aware of time in relation to past, present and future, e.g. Today is sunny, yesterday was rainy. I wonder what the weather will be like tomorrow? (towards four years)	Uses sentences of four to six words, e.g. 'I want to play with cars', 'What's that thingy called?' Uses future and past tense. May continue to have problems with irregular words, 'runned' for 'ran', 'swimmed' for 'swam' Able to remember and enjoys telling long stories or singing songs Has problems saying r, j, th, ch, and sh	Understands turn-taking as well as sharing with adults and peers Initiates conversations Enjoys playing with peers Able to argue with adults or peers if they disagree – uses words, not just actions
4-5 years	Attention is now more flexible – the child can understand spoken instructions related to a task without stopping the activity to look at the speaker	Able to follow simple story without pictures Understands instructions containing sequencing words; 'first... after... last' Understands adjectives: soft, hard, smooth, etc Aware of more complex humour, laughs at jokes that are told	Uses well formed sentences, e.g. 'I played with Ben at lunch time' but there may still be some grammatical errors Easily understood by adults and peers, with only a few immaturities in speech sounds, for example, 'th', 'r' and three consonant combinations 'scribble' Frequently asks the meaning of unfamiliar words and may use	Chooses own friends Generally co-operative with playmates Able to plan construction and make believe play activities Takes turns in longer conversations Uses language to gain information, negotiate, discuss feelings/ideas and give opinions

			them randomly	

Primary – typical speech and language development[7]

	Attention, listening and attention	Vocabulary	Speech sounds, grammar and sentence building	Verbal storytelling and narrative	Conversations and social interaction
4-5 years	Knows to look at who's talking and think about what they're saying. Listens to and understands instructions about what they are doing, without needing to look up. Understands 2 to 3 part spoken instructions: e.g. "Finish your picture, then sit on the carpet and look at a book." Can answer a 'How' or 'Why' question: e.g. "Why do we need sunhats on?" "To stop the sun burning our face."	Understands a range of related words to describe concepts: e.g. soon, early and late; soft, hard, and smooth. Knows words can be put into groups and can give common examples in them: e.g. Animals: dog, cat, horse... Uses words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey."	Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti.' Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down." Joins phrases with words such as: e.g. " if, because, so, could."	Lists events with some detail: e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter." Retells favourite stories – using some of their own words: e.g. "…and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp!" Describes events but not always joined together or in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."	Confidently starts and takes part in individual and group conversations. Joins in and organises co-operative role-play with friends and can pretend to be someone else talking. Uses language to ask, negotiate, give opinions and discuss ideas and feelings: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."
5-7 years	Starts to ignore unimportant information. Is aware when a	Compares words, the way they look, sound or mean: e.g.	Speech is clear with occasional errors, especially with consonant	Tells stories that set the scene, have a basic plot and a	Takes turns to talk, listen, and respond in two-way conversations

	message is unclear and comments or asks for explanation. Understands complex 2 to 3 part instructions: e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."	"There are two words 'sea' at the beach, and you 'see' with your eyes." Can guess the word from clues, or give others clues using shape, size, function, etc. Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of lions together it is called a pride of lions?"	blends. Has good knowledge of sounds in words. Asks lots of questions to find out specific information including 'How?' and 'Why?'. Uses different ways to join phrases to help explain or justify an event: e.g. "I'm older than you so I will go first."	sequence of events. Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop…" Accurately predicts what will happen in a story.	and groups. Keeps to a topic but easily prompted to move on if it takes over. Copies others' language and begins to be aware of current peer language: e.g. Copies swear words, says, 'Cool', or 'Yeah right.' Uses and experiments with different styles of talking with different people.
7-9 years	Listens to key information and makes relevant, related comments: e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk." Identifies clearly when they haven't understood: e.g. "What's maize?" or "Get a blue what?" Able to infer meaning, reason and predict, e.g. "It's getting very hot in here," means open the window.	Uses a range of words related to time and measurement: e.g. century, calendar, breadth. Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "I wonder what she's thinking," or, "If we run we should get there on time but we might arrive late." Joins in discussions about an activity using topic vocabulary:	Speech is clear, uses words with three sounds together or words with lots of syllables: e.g. splash or string; rhinoceros or identical. Uses regular and unusual word endings: e.g. 'walked' or 'fell'. Uses complex grammar and sentences to clarify, summarise, explain and plan: e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."	Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion: e.g. "…and everyone got home safely which was great." Uses intonation to make storytelling and reports exciting and interesting. Adds detail or leaves information out according to how much is already known by the	Uses formal language when appropriate in some familiar situations: e.g. Showing a visitor around school. Understands conversational rules: e.g. Looks at listener to judge feedback. Gives more detail if needed. Uses tone of voice, stress on words and gestures naturally to add meaning. Uses language for full range of different reasons: e.g.

				listener.	complimenting, criticising, and negotiating.
		e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."			
9-11 years	Sustains active listening to both what is said and the way it is said.

Follows longer instructions that are not familiar: e.g. "Put the stripy folder that's on top of the cupboard into the bottom drawer of my desk."

Understands different question types: e.g. open, closed, and rhetorical.

Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean: e.g. "You can't have your cake and eat it." | Makes choices from a wide and varied vocabulary: e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.

Uses sophisticated words but the meaning might not always be accurate: e.g. "My bedroom was meticulous."

Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: e.g. 'Hard' (rigid object and tough person). | Uses long and complex sentence structures: e.g. "I will come with you only because it means you will stop going on at me."

Uses questions to help conversations flow.

Sentences average about 7 to 10 words - longer in stories than in conversation.

Knows when a sentence is not grammatically correct and can explain rules of grammar. | Tells elaborate entertaining stories which are full of detailed descriptions.

Everyday language is detailed and not always about their immediate experience.

Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.

Uses complex joining words: e.g. 'meanwhile', 'therefore'. | Uses different language depending on where they are, who they are with and what they are doing: e.g. Formal style with the head teacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.

Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.

Realises when people don't fully understand and tries to help them. |

Secondary – typical speech and language development[8]				
	Understanding and reasoning	**Vocabulary**	**Sentence structure and narration**	**Verbal storytelling and narrative**
By age 11	Can follow complex directions: e.g. "Get the	Some instruction words are hard to	Uses a range of joining words in	Understands jokes based on

	rectangular box that's on the bottom shelf of the stationery cupboard."	understand: e.g. 'estimate', 'research'	speech and writing: e.g. 'because', 'so', 'also', 'before'	double meanings though aren't always able to explain them: e.g. "I said to the Gym instructor, "Can you teach me to do the splits?" He said, "How flexible are you?" I said, "I can't make Tuesdays."
	Understands common, simple 'sayings' in context: e.g. "I couldn't keep a straight face."	Understands some words have multiple meanings: e.g. 'hot', 'bright'	Tells interesting, entertaining and original stories with stories within stories	
	Starting to get someone else's point of view when discussing	Beginning to use 'dictionary type' instead of 'personal' definitions to explain words, for example 'brave' Dictionary: When you do something even though you're scared. Personal definition: "When I fall over and don't cry"	Explains the rules of a game or a sequence of events in a simple but accurate way	Adjusts the politeness of their language to who they are talking to: e.g. "Soz mate...chill man, Sorry Mr Jones I didn't mean to make you angry."
	Understands factual information. Still finds it harder to understand inferred information: e.g. What is said: "Getting noisy in here..." What is implied: "You need to be quiet."		Average length of spoken sentences = 7 to 11+ words	
	Starting to understand sarcasm when exaggerated: e.g. "You're such a talented singer..."	Uses more interesting vocabulary when prompted: e.g. 'Worried' becomes 'Anxious'		Is able to talk through problems with peers
				Is aware when someone doesn't understand and tries another way to get information across
				Moves from topic to topic quite often in conversations
By age 14	Understands instructions, which don't follow the word order of the sentence: e.g. Before you collect your instruments, complete the worksheet and file it in your folder.	Still challenged by some instruction words: e.g. modify, generate, consider	Links sentences using more difficult joining words: e.g. Even though, however	Understands and uses slang terms with peers; keeps up with latest 'street talk'
	Can build an argument to persuade and respond to views	Uses patterns in words: e.g. -able, -esque, un-, dis-	Produces well-planned, complex stories with complete sections and plenty of detail	Can keep a topic of conversation going even if the person they
		Uses 'academic words' when prompted: e.g.		

	different to own Separates fact from opinion when reading Makes inferences, working out information that isn't explicitly written or spoken: e.g. "The day was dark and thick coats were required." Understands less obvious 'sayings', e.g. "You're skating on thin ice." Confident in noticing and understanding sarcasm with clues	'agitated', 'arrogant', 'excruciating' Can confidently explain the meaning of subject words and words with multiple meanings	Gives clear and detailed explanations of rules, or breaks down steps in more complex sequences Average length of spoken sentences = 7 to 12+ words	are talking to finds this skill harder Fully understands the difference between talking with peers to speaking in the classroom: e.g. "I use bigger and posher words in school than with my mates."
By age 18	No difficulty following complex directions Knows when and why they don't understand; asks for help in a specific way: e.g. "Can you explain that to me again? I got the beginning but I don't understand the last step." More skilled in using a range of arguments to persuade others Reads and understands a wide variety of topics Fully understands sarcasm and is able to use it well: e.g."I'm so happy to see you"	Knows what these instruction words are asking them to do – evaluate, find themes, compile Uses a good range of descriptive words and expressions: e.g.'swaggered', 'noxious', 'meandered'	Is able to use difficult joining words to make complex sentences: e.g. 'provided that', 'similarly' Can tell long and complex narratives ensuring the listener understands the thread of the story throughout Average length of spoken sentences = 9 to 13+ word	Able to stay on one topic of conversation for long periods and move sensibly from one topic to another Able to switch easily between informal and formal styles of talking depending on the audience: e.g. "Off to college now for an interview. Seeing my mates later..." "Better watch my mouth with Sam's mum - was a bit rude last time"

Task 1 – Compiling a profile of a pupil with SLCN

Every pupil with SLCN is different, so it is often useful to look at the nature and impact of their difficulties rather than any labels they may have. Compiling a profile of a pupil's SLCN can help you to focus on their particular difficulties.

You may have completed a pupil profile from the IDP, which uses the categories:
- Speech

- Expressive language
- Understanding, and
- Social/functional use of language.

However there are other ways to characterise this, for example, using:

- Indicators of typical development, or
- A form content and use model (based on Bloom and Lahey[9]).

You will get the opportunity to explore these in tasks 1A and 1B below.

Before thinking about how to construct a profile of a pupil's SLCN think about the purpose of the profile. You may want to do it to:

- Analyse and interpret this data, where you or others have done an assessment
- Find your way though assessment data and reports from others, and/or
- Help you or the colleagues to identify areas of need for targeted intervention by the teacher and or other professionals.

For the following tasks you should select a pupil with SLCN to focus on.

TASK 1A – USING CHARTS SHOWING TYPICAL DEVELOPMENT

One way to construct a profile could be to compare a pupil's progress to typical development. Look though the relevant chart(s) of typical language development in Briefing 3 above. Compare the information you have on your focus pupil with the information in the chart(s). Compile a profile of the pupil's strengths in relation to typical development and areas where their development seems to be below that which is typical for their age.

TASK 1B – USING AN INDICATORS LIST FOR IDENTIFYING COMMUNICATION DIFFICULTIES

Look at the following 'Indicators list for identifying communication difficulties'. This has been adapted from the ICAN booklet 'Don't Get Me Wrong'[10].

Repeat the exercise you carried out in task 1A. Identify where your focus pupil is in terms of typical development and what 'indicators' of SLCN they show.

Add any new information to your profile of the pupil's strengths and those areas where their development seems to be below that which is typical for their age.

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[9] Bloom, L & Lahey, M. (1978). *Language Development and language disorders*. New York: Wiley
[10] http://www.hello.org.uk/media/174/dontgetmewrong.pdf

Indicators list for identifying communication difficulties[11]

Pupil's name _____Year group _____

Completed by_____Date_____

Understanding spoken language The pupil:	Tick if applicable
Has difficulties following long or complex instructions *For example, "You need to read the chapter and then identify the key ideas which you then need to write about, explaining why they are important."*	
Has better understanding in a 1:1 situation than in a group. *For example, the pupil knows and understands what you say to him in 1:1 and yet is confused in a whole class or group situation.*	
Watches and copies others when instructions are given	
Has difficulties recalling information or putting it into the right sequence *For example, the pupil is unable to remember and recount last week's episode of a 'soap' on TV*	
Tends to take things literally. *For example, When told, "I'll be back in a minute," literally expects the person to come back to them in 60 seconds.*	
Gives an inappropriate response to abstract language *For example, 'Keep your hair on,' results in the pupil looking confused, or asking about their hair* Repeats what you say rather than responding appropriately. *For example, when asked, "What have you been reading?" the pupil responds, "I've been reading".*	
Has difficulties understanding implied meaning. *For example, interprets 'I wouldn't take my shoes off now' meaning 'Don't take your shoes off' as the person talking about him/herself.*	

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[11] Adapted from work by Melanie Cross and Angela Sloan in Cross, M. (2004) 'Children with emotional and behavioural difficulties and communication problems: There is always a reason', Jessica Kingsley Publishers.

Is slow to learn new routines	
Finds it difficult to learn new ideas and language especially in sequence.	
FORM: Structure of their communication, e.g. word/picture/sign and syntax **The pupil:**	
Speaks too quickly So that others cannot follow what has been said.	
Is not easy to understand *For example, when talking about 'spies', says 'pies', when talking about yesterday uses, e.g. 'Today, I played football'.*	
Says the same word differently at different times. *For example, 'hospital', 'hotpital', 'hosital'.*	
Stammers, hesitates, repeats sounds/words, gets stuck.	
Has difficulties with prepositions, *e.g. 'on', 'under', 'over', 'behind',* and tenses*, e.g. 'ran', 'running', 'will run'.*	
Has difficulties using sentences with conjunctions, *e.g. 'and', 'because' 'so',* or uses these words too much	
May take a long time to organise words into a sentence *For example, pauses for a long time before responding or stops mid-sentence, searching for a word.*	
Misses out words or puts them in the wrong order. *For example, "Last night football played park" for 'Last night I played football in the park'.*	
Has difficulties giving specific answers or explanations. *For example, "I dunno, its kind of, something that's, well you know…"*	
Has difficulties recalling and sequencing events and ideas appropriately.	
Finds it difficult remember or tell a story, even a simple one.	
CONTENT: Meaning of their message – semantics **The pupil:**	
Has limited vocabulary Uses same core vocabulary, which could lead to	

excessive swearing.	
Finds it hard to express emotions verbally. *For example, the pupil can't explain how they are feeling or why.*	
Uses fluent clear speech that doesn't seem to mean much. *For example, 'Came over to that place and did that you know'.*	
Has trouble learning new words, *e.g. the names of people and objects.*	
Cannot provide significant information to listeners Difficult for the listener to understand what their message is.	
Uses made up words, which are almost appropriate, *e.g. 'window worker man'.*	
Overuses 'meaningless' words, *e.g. 'thingy', 'whatever', 'and that'.*	
USE: Purpose, function or reason for communication including pragmatics and social communication. **The pupil:**	
Has difficulties with eye contact or personal space, *e.g. doesn't make eye contact or gets too close to others.*	
Interrupts inappropriately, *e.g. is not aware of when it is and isn't appropriate to say something.*	
Avoids situations that require words*, e.g. social situations, reading aloud or presenting to others.*	
Is unable to vary language with the situation, *e.g. uses the same language with peers, teachers and unfamiliar adults.*	
Attracts attention in inappropriate ways or without words, *e.g. annoys others, fiddles with things, or sits quietly and does their own thing.*	
In conversation, moves from topic to topic for no obvious reason or finds it difficult to change the subject. *For example, "Do I need to type this up, so can I go and talk to Sam, I like your earrings".*	
Has difficulties taking turns in conversation. *For example, always monopolises the conversation or doesn't understand when someone has a different view and changes the focus.*	

Doesn't ask questions or start a conversation*, e.g. sits quietly and waits for others to initiate verbal communication.*	
Doesn't say if they can't understand. *For example, will continue doing what they are doing even if it isn't what was asked for.*	

Would you want to refer for further more detailed assessment?   YES_____   NO____

Additional comments:

Signature:

TASK 1C – USING OTHER DATA

Now refer to any other reports and other information that are available for your focus pupil, e.g. from colleagues speech and language therapists or parents. Update your pupil's profile.
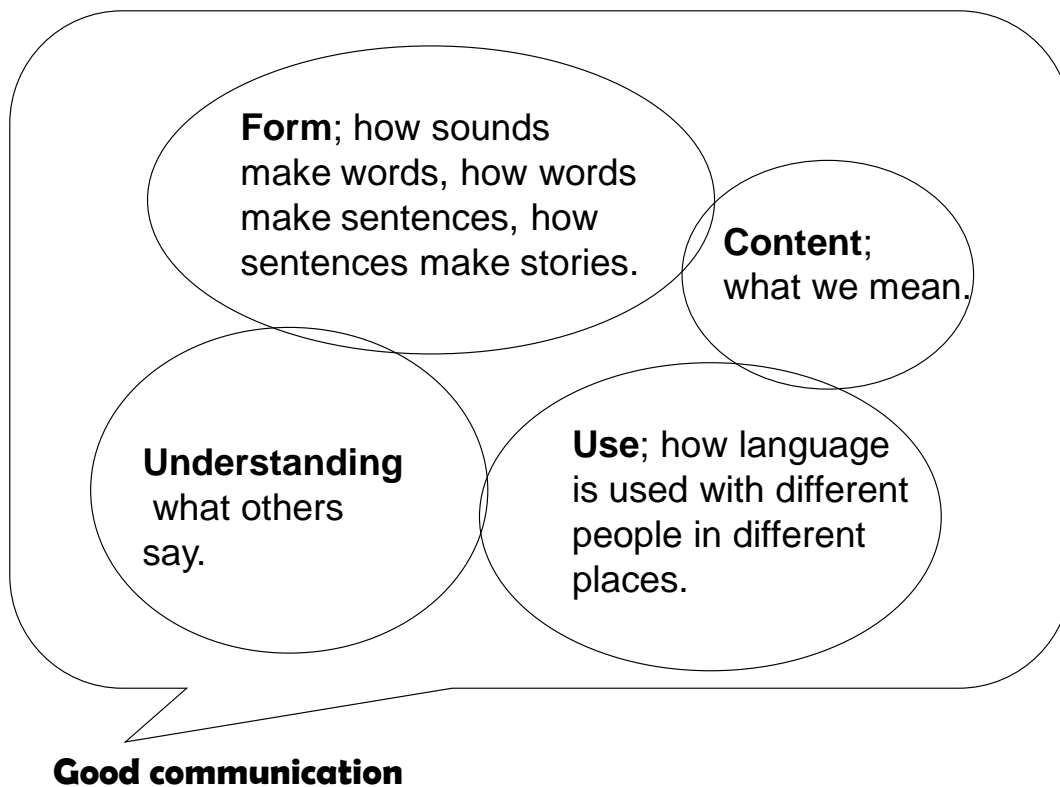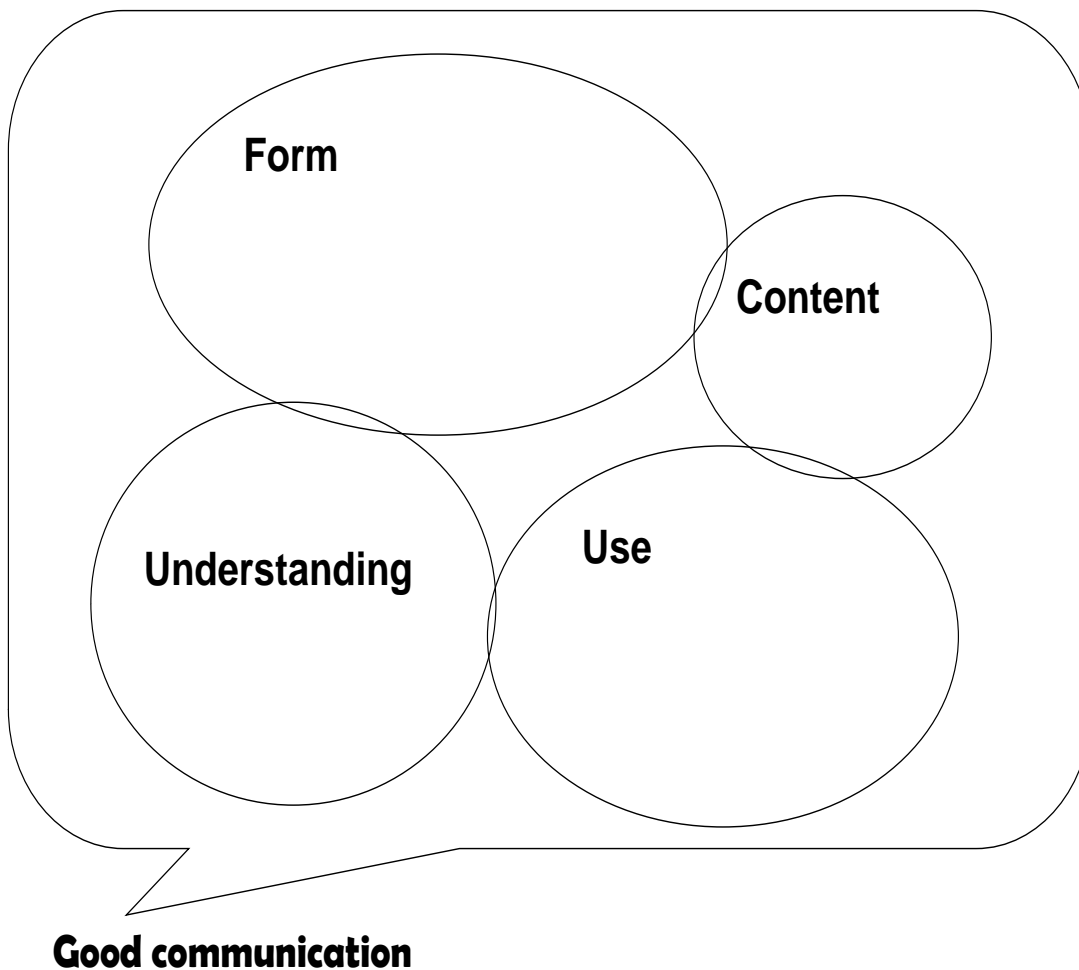
TASK 1D – IDENTIFYING PRIORITIES

Look at the SLCN profile you have constructed. What does it tell you about your focus pupil?

Working with colleagues who teach the pupil, use the profile to record a strength and a priority area to be addressed in each of the following areas:

- Understanding of spoken language
- Form
- Content, and
- Use.

You may wish to use the diagram below to record this.

Form; how sounds make words, how words make sentences, how sentences make stories.

Content; what we mean.

Understanding what others say.

Use; how language is used with different people in different places.

Good communication

Good communication

BRIEFING 4 – CREATING A HOLISTIC PROFILE

This process of constructing SLCN profiles can help to ensure that appropriate provision is made for pupils. It may generate questions such as:

- Why does this pupil have an uneven profile? or
- Does the pupil really understand language as well as we thought?

You might begin to notice how speech, language and communication skills appear to vary indifferent contexts and to consider what it is that supports or hinders communication in these contexts. This could provide clues to appropriate intervention strategies.

However, a fuller profile of a pupil with SLCN, rather than a profile of the SLCN itself, can be useful in understanding a pupil and can help teachers to provide the most appropriate intervention. An important way to enhance the profile is to ask the pupil for their view of their SLCN.

Pupils may be able to tell you, for example:

- the sorts of things their SLCN makes difficult for them

- how their SLCN affects their access to learning
- how their SLCN restrict participation socially and academically
- the features of lessons that they find most accessible
- the strategies they employ when they don't understand or can't express themselves
- their views of their own skill, and
- their thoughts on what SLCN are, how they feel about being labelled as having SLCN and what it means to them - see Owen et al[12] and Spencer et al[13].

See online resource:
www.education.gov.uk/lamb/slcn/holistic-profile/pupil-voice

TASK 2 – PUPIL VOICE

Conduct a short interview with your focus pupil. Use the list above to devise the interview schedule. Add the information you obtain to the profile you have constructed.

BRIEFING 5 – OTHER FACTORS

Factors beyond the SLCN can affect its impact and pupils' ability to overcome or accommodate to them.

The World Health Organisation has a structure[14], which is used to identify how these sorts of factors can impinge on an individual (see Fig.1 below).

The diagram identifies three levels of human functioning:
- The body or body part
- The whole person, and
- The whole person in a social context.

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[12] Owen R, Hayett L, Roulstone S. (2004) Children's views of speech and language therapy in school: consulting children with communication difficulties Child Language Teaching and Therapy 20:1 55-73
[13] Spencer et al (2010) Interviewing adolescents as part of communication profiling Child Language Teaching and Therapy 26 2 144-162
[14] World Health Organization (WHO) (2001). International Classification of Functioning, Disability and Health. Geneva, Switzerland: WHO.

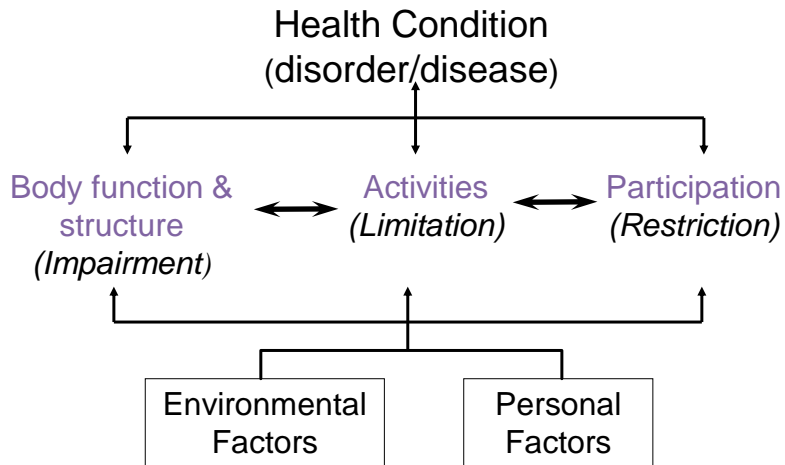# International classification of function disability and health-WHO

Health Condition
(disorder/disease)

Body function & structure *(Impairment)* ↔ Activities *(Limitation)* ↔ Participation *(Restriction)*

Environmental Factors	Personal Factors

Fig.1

You could use this structure to organise your 'holistic' profile.

SLCN

Strengths •Form •Content •Use Needs •Form •Content •use	Impact on class activities	Impact on participation in school

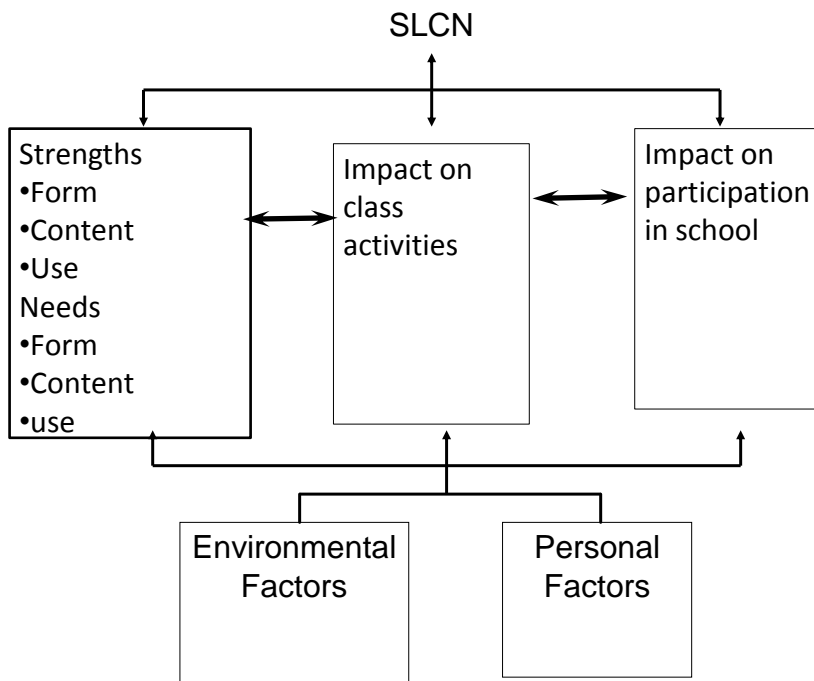| Environmental Factors	Personal Factors

Fig. 2

TASK 3 – IDENTIFYING OTHER FACTORS THAT CAN HAVE AN IMPACT ON SLCN

Make a list of the environmental and personal factors that could have an impact (positive of negative on pupils' SLCN. Some examples are given to get you started.

Environmental factors	Personal factors
• How adults use language in the pupil's home environment and other settings...	• Confidence and self-esteem….

TASK 4

Use the structure in Fig 2 above to collate a holistic profile for your focus pupil.