

# Graduated response in school for children with Speech, Language and Communication Needs (SLCN).

*(Each suggestion at each range is in addition to that available at the previous range)*

<b>Range 1</b>	Descriptor	The majority of speech is fluent and conveys meaning. Some problems in following instructions, answering questions, predicting and sequencing information.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Language friendly classrooms with visual support</li> <li>✓ Appropriate differentiation within the classroom</li> <li>✓ Adaptations to the curriculum content as appropriate</li> <li>✓ Opportunities for small group work out of the classroom</li> <li>✓ Scaffolding language and modifying questions</li> <li>✓ Some 1:1 opportunities to address SALT targets</li> <li>✓ Regular reviews with parents</li> </ul>
<b>Range 2</b>	Descriptor	Some element of difficulty conveying meaning with increased difficulties in following instructions, answering questions, predicting and sequencing information.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Language friendly classrooms with visual support</li> <li>✓ Appropriate differentiation within the classroom with personalisation of tasks within an inclusive curriculum (Visual tools to support instructions)</li> <li>✓ Adaptations to the curriculum content as appropriate with some out of class provision as needed.</li> <li>✓ The use of specific assessment tools to guide small step progress: B squared</li> <li>✓ The use of specific interventions: All Aboard, Time to Talk, Socially Speaking and lego therapy within a small group</li> <li>✓ Regular reviews with parents and other education or health professionals involved</li> <li>✓ On-going opportunities for 1:1 support focused on specific SALT targets and programme as appropriate</li> <li>✓ Regular modifications to seating position in the classroom as appropriate</li> <li>✓ Modifications to the classroom language – amount and style of vocabulary used</li> <li>✓ Range of teaching and learning styles: Visual, Auditory and Kinaesthetic as appropriate</li> <li>✓ Use of individualised programmes such as Makaton as appropriate for individual pupils</li> <li>✓ Opportunities to revisit lesson content in a small group for further explanation or clarification</li> </ul>

<b>Range 3</b>	<b>Descriptor</b>	<p>Significant and persistent difficulties in the development and use of language. Significant and persistent difficulties in following instructions, answering questions, predicting and sequencing information. Significant impact on social awareness and understanding.</p>
	<b>Provision</b>	<ul style="list-style-type: none"> <li>✓ Consistent use of visual timetables to support instructions</li> <li>✓ Quality first teaching</li> <li>✓ Language friendly classrooms with visual support</li> <li>✓ Appropriate differentiation within the classroom with personalisation of tasks within an inclusive curriculum (Visual tools to support instructions)</li> <li>✓ Adaptations to the curriculum content as appropriate with out of class provision as needed.</li> <li>✓ The regular use of specific assessment tools to guide targets and small step progress: B squared</li> <li>✓ The use of specific interventions: All Aboard, Time to Talk, Socially Speaking and lego therapy within a small group</li> <li>✓ Regular multi-disciplinary reviews with parents and other education or health professionals involved</li> <li>✓ Daily opportunities for 1:1 support focused on specific SALT targets and programme as appropriate</li> <li>✓ Regular modifications to seating position in the classroom as appropriate</li> <li>✓ Modifications to the classroom language – amount and style of vocabulary used, with mediation from an additional adult as required</li> <li>✓ Range of teaching and learning styles: Visual, Auditory and Kinaesthetic as appropriate</li> <li>✓ Use of individualised programmes such as Makaton as appropriate for individual pupils</li> <li>✓ Opportunities to revisit lesson content in a small group for further explanation or clarification before new skills are introduced</li> <li>✓ Individualised education plan with appropriate small step targets monitored and reviewed regularly with parental and pupil involvement as appropriate</li> </ul>