



Speech, Language and Communication Education Outreach Specification

1. Introduction

The SLCN Education Outreach team is part of Suffolk County Council's Sensory and Communication Service. The team comprises specialist teachers in speech, language and communication who are able to provide outreach advice and support to mainstream schools. The teachers hold additional specialist qualifications and have extensive teaching experience in speech, language and communication. The teachers do not provide speech and language therapy. This is the role of a speech and language therapist.

The menu of support around **individual pupils** may include:

- Curriculum differentiation
- Modelling teaching and support strategies
- Lesson observation and feedback
- Literacy skills
- Use of visual strategies
- Classroom strategies
- Social skills groups
- Memory skills interventions
- Target setting
- SENCo support in EHC Plan request and implementation
- Integrating SaLT advice into learning across the day
- Adapting phonic schemes for pupils with SLCN
- Transition planning
- Advice and support at annual reviews and other meetings
- Supporting the implementation of the Graduated Response
- Signposting to other services and information
- Advice on resources and teaching tools
- Written record of any advice provided
- Liaison with other professionals
- Meetings with parents
- Training delivery
- Advising on communication-friendly environments

School support at a general level is offered through inclusion surgeries, training and planning meetings (our aim would be to deliver training and attend planning meetings with the school's SaLT, whenever possible).

Support is offered to **parents** and carers through termly support groups across the county.

2. How are outreach requests made?

Referrals are made by schools using the Inclusion Services Referral Form.

The request form is available to download via the Local Offer website:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=2sT4wiT327U>

Referrals are considered at monthly meetings attended by members of the outreach team and school colleagues.

3. The pupils who would be considered for outreach support:

are in a mainstream primary or secondary school and are experiencing difficulty in one or more of the following:

- curriculum access due to their SLCN.
- literacy due to their SLCN
- vocabulary
- receptive language

4. The pupils who would not be considered for outreach support:

- Pupils whose speech and language needs are part of a global learning need
- Pupils whose speech and language needs are part of autism

Information on support services for CYP with other additional needs can be found on Suffolk's Local Offer site:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=2sT4wiT327U>

5. Packages of Support

Graduated Response Communication and Interaction Descriptors		SLCN Education Outreach Service Support Package
<p>Communication and Interaction: for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language, or to understand how to communicate effectively and appropriately with others.</p> <p>Below are some systemic strategies to support learning. This is not an exhaustive list and should not be used as a checklist. The suggestions below describe the minimum expectation of support for pupils with communication and interaction needs. All strategies with a learner should be bespoke; observed, modified, and reapplied.</p>		<p>The following support packages link to the menu of support in the Service Specification.</p> <p>The number of agreed visits can be organised in a way that is most helpful to the school e.g. a six-visit package could be organised so that the first three visits, for example, are in the first month of support, with the next three visits organised for one per half term.</p> <p>Pupils can be taken onto caseload at any level of support. It is not necessary to progress through 'A' and 'B' to 'C'.</p>
Universal	Universal provision and support: <ul style="list-style-type: none"> • Classroom and whole school modifications to the environment to take account of learning and social needs. • Carefully planned paired and group work to facilitate good learning and communication. • An appropriately differentiated curriculum and personalised learning targets. 	Package A: Fact-finding telephone call/virtual meeting following receipt of referral form: <ul style="list-style-type: none"> • Universal provision and support in place? • School using Speech/Languagelink to screen and re-screen?

	<ul style="list-style-type: none"> • Access to a range of accredited qualifications in line with a pupil's ability. • Consideration and understanding of pupils' different learning styles, for example, multi-sensory. • The teaching of social skills and thinking skills to enable independence and promote self-awareness. • The teacher speaking clearly, using shorter sentences and visual prompts. • Classroom displays which support learning and provide visual cues, for example key vocabulary is displayed and previous learning is reinforced. • Use of both peer and adult support, including buddy systems. • Active learning opportunities within the classroom to encourage language skills and development. • Opportunities for learning, talking and interaction outside of taught time, for example, lunchtime and breaktime clubs. • Close home-school links to ensure the sharing of information and support strategies. • Special arrangements to access testing and assessments in line with learning needs. 	<ul style="list-style-type: none"> • School has accessed SEND Consultation, Inclusion Surgeries and webinars? <p>What's included in Package A?</p> <ul style="list-style-type: none"> • Telephone advice will be provided. • Appointment for further telephone call/virtual meeting arranged to review progress. • Pupil is on a 'monitoring' basis at this stage. • Specialist Teacher will liaise with Speech and Language Therapist where there is, or has been, Speech and Language Therapy involvement.
Targeted	Targeted provision and support:	Package B:

	<ul style="list-style-type: none"> • Increased differentiation of learning tasks – both in terms of input and output; ensuring additional time to complete tasks and access to flexible adult support. • Careful adult use of scaffolding, verbal and visual prompting, cueing, and modelling to support learning and to reduce language demand. • Visual support for learning, including a visual timetable, cue cards, flow charts, social stories, and comic strips. • Classroom grouping and seating arrangements allow access to positive role models to support language development, communication, and independence • A quiet space to work within the classroom for specific tasks or to reduce anxiety when the need arises. • Allow extra time for a pupil to answer questions and respond to instructions. • Prepare a pupil for any planned changes to routines, for example, supply staff, visitors to the school or special events. • Access to additional adult support, individually or within a small group to provide bespoke interventions and support. • The pre and post teaching of vocabulary and concepts to aid understanding and access to learning tasks. • Opportunities to talk about learning and to make links with previous learning. • Interventions and support strategies target the development of speech, language, and communication skills, including vocabulary, syntax, speech sounds, phonological awareness, social understanding, and interaction. • Support for organisational and study skills. 	<p>Fact-finding telephone call/virtual meeting for new referrals following receipt of referral form:</p> <ul style="list-style-type: none"> • Targeted provision and support in place? • School using Speech/Languagelink to screen and re-screen? • School has accessed SEND Consultation, Inclusion Surgeries and webinars? • Telephone advice provided and reviewed? <p>*For pupils already on a ‘monitoring’ basis, where further, more targeted support is needed due to limited progress, a second referral form is not needed to move pupil on to Package B. This will be done in discussion with the school and parents.</p> <p>What’s included in Package B?</p> <ul style="list-style-type: none"> • Termly visits from a specialist outreach teacher for one year initially (3 visits), then reviewed. • Focus of visits (from menu) agreed at initial planning meeting. • The initial planning meeting is not counted towards the total number of visits. It can be conducted face-to-face or remotely.
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	<ul style="list-style-type: none"> • Access to IT where appropriate, including bespoke programmes to support learning and socialisation. • Possible external support from relevant professionals, with strategies carefully implemented by adults and regularly reviewed by the class teacher and SENCo. • 	<ul style="list-style-type: none"> • Specialist Teacher will liaise with Speech and Language Therapist where there is, or has been, Speech and Language Therapy involvement.
Specialist	<p>Specialist provision and support:</p> <ul style="list-style-type: none"> • A high level of care and supervision / access to a significantly higher level of one to one, individualised support. • Access to a highly differentiated curriculum and individualised learning program, with careful consideration of qualification pathways. • A personalised plan for learning adapted, evaluated, and then developed through cycles of ‘Assess, Plan, Do, Review’ with parents/carers, the pupil, and external professionals working with the pupil. Reviews of progress take place with the team around the pupil at least termly. • Access to small group work with high adult to pupil ratio to develop speech, language, and communication skills, including support for social communication skills. • Individualised intensive interventions to address additional long-term learning and skill development, planned and differentiated by the class/subject teacher following specialist advice. • Personalised timetable but with opportunities for whole class integration to support language development, communication, and social engagement. • Individual support for overlearning and consolidation. 	<p>Package C:</p> <p>Fact-finding telephone call/virtual meeting for new referrals following receipt of referral form:</p> <ul style="list-style-type: none"> • Targeted/Specialist provision and support in place? • School using Speech/LanguageLink to screen and re-screen? • School has accessed SEND Consultation, Inclusion Surgeries and webinars? <p>*For pupils already on Package B, where further, more targeted support is still needed due to limited progress and complexity of need, a second referral form is not needed to move pupil onto Package C. This will be done in discussion with the school and parents</p> <p>What’s included in Package C?</p> <ul style="list-style-type: none"> • Half-termly visits from a specialist outreach teacher for

	<ul style="list-style-type: none"> • Adults always use simplified and accessible language, giving the pupil additional time to process information and respond. • Organisational / environmental changes – for example, a designated working area with few distractions and access to an environment where there is reduced social demand. • High level support for organisational and independence skills to support focus and engagement. • Access to learning aids to support learning, including visual aids, including visual timetables, photos, and symbols, and signing alongside the use of very simple language. • Expressive communication may be supported through alternative and augmentative communication systems to facilitate learning and interaction. This may include the use of symbols, PECS and signing. 	<p>one year initially (6 visits), then reviewed.</p> <ul style="list-style-type: none"> • Focus of visits (from menu) agreed at initial planning meeting. • The initial planning meeting is not counted towards the total number of visits. It can be conducted face-to-face or remotely. • Specialist Teacher will liaise with Speech and Language Therapist where there is, or has been, Speech and Language Therapy involvement.
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