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| **Childcare Setting/School Name** |  |
| **Childs Initials** |  |

**Complete by circling or highlighting the appropriate statement**

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| **Appendix C - Speech, Language and Communication Development** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **When young people have English as an additional language they will only be considered to have Special Educational Needs if they demonstrate difficulties using their *first* language.** | | | |
| Speech and language skills within the normal range of development.  Has mild delay in language or speech sound development. However, this is not likely to have an effect on curriculum access or social inclusion in the future.  Language and/or speech  may be mildly delayed in line with other delayed areas of attainment.  Skills that were developed in previous therapy sessions need to become generalised and used in everyday language. | The young person experiences moderate speech and / or language difficulties.  They have:   * specific speech and language difficulties * speech and language difficulties that are part of overall learning difficulties.   These difficulties are likely to have some impact on:   * curriculum access * social skills * social inclusion.   The young person may have seen a Speech and Language Therapist (SALT) in the past.  Has difficulty listening to, remembering or understanding what you say.  Has difficulty providing details when talking.  Has a stammer or gets stuck on words when talking.  Has some difficulties reading non-verbal cues such as another person’s body language. | The young person has specific severe speech and language difficulties.  These difficulties have an impact on:   * curriculum access * attainment * social skills * social inclusion.   Has severe speech and  language difficulties associated with other difficulties. *Please outline their other difficulties here…………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  *………………………………*  Their communication skills are limited.  The young person needs ongoing support from additional strategies such as an adult or perhaps visual strategies. | The young person has profound speech and  language difficulties.  These difficulties have a significant impact on:   * curriculum access * attainment * social skills * social inclusion.   The young person has a speech and language disorder that is part of a complex and severe physical condition or learning difficulty.  Has significant difficulty reading non-verbal communication e.g. facial expression and other people’s body language. |
| **Phonological Awareness** | | | |
| Development within expected range.  The young person sometimes needs some targeted support to facilitate the development of phonological awareness. | Has received some targeted intervention. However, the young person has moderate phonological awareness difficulties that are having an impact on the development of their literacy skills. | The young person has received high levels of intervention. However, their severe phonological awareness difficulties are having marked impact on their literacy skill development. | The young person has made limited progress despite targeted intervention.  They have ongoing profound difficulties developing their phonological awareness. |