Below is an overview of strategies you could adapt to support students who have Speech, language and communication needs

Speech, language and communication needs (SLCN)

SLCN is an umbrella term to describe young people who have difficulty communicating with others

Different types:
- Speech and language delay – development isn't what would be expected for a child of that age.
- Receptive Language difficulty – problems with understanding words, sentences or instructions
- Expressive Language difficulty – issues with using language to express ideas, needs or feelings.
- Speech or articulation difficulty – difficulty saying words clearly using the correct sounds
- Social interaction difficulty – problems following the rules of communication and difficulty interacting socially with others.

How might it manifest itself?
- Misunderstanding other people's actions or intentions in communication.
- Their communication can come across as insulting or rude when they don't mean it to be.
- Becoming self-conscious or frustrated by their inability to communicate.
- Can lead to behavioural difficulties or negative social relationships eg becoming angry with peers because they can't make themselves understood.
- May withdraw from activities that involve communication.

- Young people with SLCN can be particularly vulnerable to bullying.

Classroom strategies:
- Make sure noise levels are such that everyone can hear and be heard.
- Have clear and consistent routines around communication eg for turn-taking when speaking.
- Provide good models of speech by speaking clearly and not too quickly.
- Provide lots of opportunities for the pupil to talk. In paired/group talk, ensure the pupil is working with peers who are positive speaking and listening role models.
- Ask the pupil (discretely) to repeat what you've said in their own words so you can check understanding, particularly when you have given them instructions.
- Introduce keywords before the lesson, then provide opportunities for them to review and revise keywords through fun activities eg 'What am I?'
- Allow them time to formulate their responses. Try not to jump in or speak for them as it undermines their efforts to speak for themselves.

Excellence for Every Child Every Day