SpeechLink Multimedia Limited

Building Communication Skills for Life

Secondary Language Link (11-14 Years)
Identification
The Scale of the Problem

• SLCN most common type of primary SEN in primary schools making up 29% of the total (DFE school census data, 2012)

• Statements for SLCN risen 72% between 2006 and 2011 (BCRP, 2012)
Challenges Under-Identification School census data
Poor communication skills impact on...

- **Educational achievement**: Vocabulary at 5 is a powerful predictor of GCSE achievement.

- **Behaviour/vulnerability**: 2/3 of 7-14 year olds with serious behaviour problems have language impairment.

- **Mental health**: 40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected.

- **Employability**: 47% of employers say they can’t get recruits with the communication skills they need.

- **Criminality**: 65% of young people in young offender institutions have communication difficulties.

- **Disadvantage Cycle**: Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry.
The Secondary Language Link Package

Inclusive Teaching Plans

Secondary Language Link

Talk Fitness

SLCN Inclusion Toolkit

Standardised Screening Tool
Purpose:

Identify Need: To identify the needs of pupils (11-14 years) with difficulty understanding language who are at risk of underperformance and social exclusion and require referral to specialist services.

Inform Intervention: To select pupils appropriate for small group interventions designed to increase access and participation in education.

Track Progress: To provide schools with whole school performance data to enable them to track progress of pupils at the beginning / end of key stage 3.

Support the professional development of teachers: To provide flexible online training to equip staff with knowledge and skills to enable pupils with SLCN to be included in whole class teaching and to address barriers to learning.

Inform the strategic direction of the school: To provide schools with performance data to reflect an accurate picture of need across key stage 3 and to use this information to plan whole school evidence-based approaches to inclusion.
Secondary Language Link Screening

- **Standardised** - evaluate understanding of language in young people 11 to 14 and to benchmark performance with other pupils the same age across the country

- **Online** - video-based, and interactive environment; fully audio supported

- **Administered to groups**: screened **universally** with whole classes or targeted groups e.g. underachieving, free school meals, pupils with EBD

- **Flexible reporting** — profile results of individual pupils or group reports according to school need

- **Signpost recommendations** - for support/intervention and for referral to outside agency
2 Strands to the Screening Tool: Core Comprehension & Social Understanding

**Core Comprehension**

**Concepts:**
Picture Selection

**Following Instructions:**
Virtual Classroom

**Processing Information:**
Video News Broadcast
Audio presented multiple choice

**Complex Sentences:**
Picture Selection
Understanding Social Language

Pupils are asked multiple choice questions following 7 scenes.

Kayleigh said ‘There’s a surprise’ when Tanya said that Chris was his ‘usual charming self’. What did she mean?

A: She was surprised Chris was charming.
B: She was not surprised Chris was not charming.
C: She was not surprised Chris was charming.
D: She was surprised Chris was not charming.
Multiple Choice questions probe contextual understanding:

- **Multiple meaning in context** – e.g. idioms, words with double meaning
- **Sarcasm** – use the context to interpret conflicting verbal and non-verbal messages
- **Inference**
  - Story connecting inferences – infer how events relate to each other
  - Social/emotional inferences – infer character’s feelings and intentions
Well below Average 0-to 6\textsuperscript{th} centile

Discussion and referral to outside agency. Inclusive Teaching Plan

Below Average 6 to 16\textsuperscript{th} centile

Recommended: Talk Fitness & Inclusive Teaching Plan

Low Average 16 to 25\textsuperscript{th} centile

Recommended: Inclusive Teaching Plan

Within Average Range

No Intervention Required
The **Pupil Work Area** below contains all pupils in the groups you selected when searching.

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Intervention Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isis Alexandria</td>
<td>No Intervention Needed</td>
</tr>
<tr>
<td>Agustus Caeser</td>
<td>Intervention Recommended</td>
</tr>
<tr>
<td>John Cleese</td>
<td>No Intervention Needed</td>
</tr>
<tr>
<td>Urn Grecian</td>
<td>No Intervention Needed</td>
</tr>
<tr>
<td>Diana Hunter</td>
<td>Inclusive Teaching Plan Recommended</td>
</tr>
<tr>
<td>Astarte Jones</td>
<td>No Intervention Needed</td>
</tr>
<tr>
<td>Nick Nearly-Headless</td>
<td>Intervention Recommended</td>
</tr>
<tr>
<td>Wellaye Never</td>
<td>Discuss with Specialist Services</td>
</tr>
<tr>
<td>Ian Paisely</td>
<td>Intervention Recommended</td>
</tr>
<tr>
<td>Michael Palin</td>
<td>Intervention Recommended</td>
</tr>
<tr>
<td>Great Scot</td>
<td>Inclusive Teaching Plan Recommended</td>
</tr>
<tr>
<td>Hypata Serapeaeum</td>
<td>Assigned for assessment</td>
</tr>
<tr>
<td>Canaan Smith</td>
<td>Discuss with Specialist Services</td>
</tr>
</tbody>
</table>
Secondary Language Link Key Stage 3 Results

**Year 7 Results**
- 0-5 centile: 4%
- 6-16 centile: 19%
- 17-25 centile: 25%
- 26-50 centile: 9%
- 51-100 centile: 43%

**Year 8 Results**
- 0-5 centile: 5%
- 6-16 centile: 11%
- 17-25 centile: 36%
- 26-50 centile: 27%
- 51-100 centile: 21%

**Year 9 Results**
- 0-5 centile: 16%
- 6-16 centile: 8%
- 17-25 centile: 37%
- 26-50 centile: 20%
- 51-100 centile: 19%
Year 7 Secondary Language Link Subtest Results

- Concepts
- Processing Info
- Following instructions
- Complex Sentences
- Social Understanding

Colors:
- Green
- Blue
- Amber
- Red
Secondary Language Link
Selected Cohorts: Pupil Premium

Year 7 Results (excluding Pupil Premium)
- 0-5 centile: 27%
- 6-16 centile: 5%
- 17-25 centile: 11%
- 26-50 centile: 21%
- 51-100 centile: 36%

Pupil Premium
- 0-5 centile: 9%
- 6-16 centile: 29%
- 17-25 centile: 35%
- 26-50 centile: 19%
- 51-100 centile: 11%

- Gender Differences in Language
- English as an Additional Language
- Looked After Children
- Free School Meals
- SEN Pupils
Interventions

Universal

Targeted

Specialist

SLCN Inclusion Toolkit
Interventions

SLCN Inclusion Toolkit

Developing Teacher Knowledge

Developing Teacher Skills
SLCN Inclusion Toolkit

Importance of communication skills

Learning
Socialising
Independence

Developing Teacher knowledge

Impact of Communication Difficulties

Identification of SLCN in secondary age pupils
Interventions

SLCN Inclusion Toolkit

- Developing Teacher Knowledge
- Developing Teacher Skills
SLCN Inclusion Toolkit

Video based examples of good classroom practice from expert teachers across the curriculum

Interviews and top tips from teachers

Interviews with experts themselves...

PUPILS talk about what helps with learning!
The Secondary Language Link Package

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Standardised Screening Tool
Inclusive Teaching Plans....Focus on classroom teaching
Core Strategies

- Promoting Talk
- Questioning
- Visual Support
- Teacher Talk
- Vocabulary
**Engagement in Learning**

<table>
<thead>
<tr>
<th>0</th>
<th>Pupil RARELY OR ALMOST NEVER demonstrates any of the indicators of engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pupil demonstrates 1 of the indicators of engagement SOME of the time</td>
</tr>
<tr>
<td>2</td>
<td>Pupil demonstrates 2 of the indicators of engagement SOME of the time</td>
</tr>
<tr>
<td>3</td>
<td>Pupil demonstrates 3 of the indicators of engagement SOME of the time</td>
</tr>
<tr>
<td>4</td>
<td>Pupil demonstrates 3 of the indicators of engagement MOST of the time</td>
</tr>
<tr>
<td>5</td>
<td>Pupil demonstrates all 4 of the indicators of engagement MOST of the time</td>
</tr>
<tr>
<td>6</td>
<td>Pupil demonstrates all 4 of the indicators of engagement ALL of the time</td>
</tr>
</tbody>
</table>
Year 7 Inclusive Teaching Plan:
Ratings of Effectiveness of Strategies - Science
Year 7 Example:
Evaluation of **Engagement Rating** following Inclusive Teaching Plans
Talk Fitness

On-line small group programme aimed at improving the functional and cross curricular speaking and listening skills of key stage 3 pupils.

Linked to the National Curriculum speaking and listening framework.
-Aimed at pupils Year 7 & 8 results in **Amber Range**

-**Maximum of 8 group**
Talk Fitness

Level 1: Foundation Skills
Active Listening Skills
Formal / Informal Talk
Understanding and Using Instructional Language

7 weeks + supplementary teaching
75% of learning outcomes to progress

Level 2: Extension Skills
Level 2: Extension Skills
Explanatory Talk
Discussion Skills
Argument

8-9 weeks
Talk Fitness

Key Principles

A meaningful context for learning

- Active Listening
- Formal /Informal
- Instructions
- Explanations
- Group Discussion
- Argument
Which of the following is an example of a direction?

- a) He's tall with dark skin and has lots of freckles.
- b) It's the third turning on the left side.
- c) I heard a knock on at the door but no one was there when I answered it.
- d) The problem with this phone is it needs constant charging up.
Evaluation of Outcomes

Evaluate School Improvement Planning
Evaluate outcomes for Talk Fitness & ITP
Review Universal performance data
Identify below average performance
School Improvement Planning targets
Staff CPD Planning (i.e. SLL Inclusion Toolkit)
Provision Mapping (Talk Fitness & SLCN Inclusive Teaching Plans (ITP))
Co-ordinate CPD Delivery (i.e. SLL Inclusion Toolkit)
Co-ordinate Talk Fitness & SLCN Inclusive Teaching Plans
Teaching observation: Evidence of differentiation for SLCN (ITP & Training)
Monitoring Talk Fitness & SLCN Inclusion Teaching Plans
Evaluate School Improvement Planning
Evaluate outcomes for Talk Fitness & ITP