

## **Southfields Specialist Hub Provision: Speech, Language and Communication Needs Guidance Criteria**

Children and young people considered for a place in Southfields Specialist Hub Provision will have a persistent primary impairment of speech and/ or language at the time of placement, where speech and language difficulties are the primary barrier to education. A child with persistent speech and language impairment presents with significant difficulty in one or more of the following; speech sounds, understanding of language, use of grammar, range of vocabulary and expressing themselves through speech and language, that cannot be explained by other difficulties.

A speech and/ or language impairment can affect various areas of speech and/or language in complex ways. The young person placed in Southfields Hub will at the time of assessment have impairment in one or more of the following (as identified by a Speech and Language Therapist):

- Receptive Language (Understanding of language)
- Expressive Language (Spoken language)
- Speech and phonology (Speech sounds)

**A child could have additional needs, however, these additional needs will not be severe enough to prevent the young person making progress over time, in relation to their speech and language.**

These additional needs may include:

- Attention and Listening
- Memory for spoken information
- Motor Skills

Entry Criteria:

- The child must have an EHCP (Education and Health Care Plan) or in the process of requesting a plan as per 5.9 of SLA.
- The child must have current involvement from the Speech and Language Therapy service.
- The child must have involvement from an Educational Psychologist.
- The child must have a persistent and severe primary impairment of speech and/ or language.
- Achieving at or below the 2<sup>nd</sup> percentile in one or more areas of language when assessed with a standardised language assessment, indicating severe-profound impairment.
- May fit the diagnostic criteria for language disorder, on the DSMV/ ICD11. \*
- The child may be presenting with a severe speech disorder, affecting clarity of speech sounds, i.e. they are very difficult to understand. This may occur on its own or alongside language difficulties.
- Operating above the cognitive levels that are consistent with admission to a learning difficulties school. (i.e. The child requires a mainstream curriculum).
- A speech and language impairment irrespective of the young person's first language.

### Exit Guidance

(Moving out of Southfields Hub)

1. The child has made measurable progress in his or her areas of identified need as, for example, indicated by the use of the rating scale/guidance, so that they have functional levels of speech and language skills to enable them to access the mainstream curriculum. This may be accompanied by recommendations for a reduction in speech and language therapy support.
2. If the child has made measurable progress with speech sound clarity when talking in sentences, following assessment e.g. rating scale or Nuffield.
3. If any additional needs are impacting on progress of Speech and Language intervention, and/ or speech and language impairment is no longer the primary area of SEN.
4. The child is typically achieving above the 2<sup>nd</sup> percentile in the core standardised language assessments. Their performance will be considered alongside their functional impairment.
5. If standardised assessment results show the child is functioning at or below the 2<sup>nd</sup> percentile, after two years of intensive support, indicating the intervention is not effective.
6. The Annual Review of the EHCP indicated that the speech and/ or language impairment is no longer the primary area of SEN.

### **\*Criteria for language disorder DSMV**

"Persistent difficulties in the acquisition and use of language, (i.e. spoken, written, sign language or other) due to deficits in comprehension or production that include:

- Reduced vocabulary
- Limited sentence structure (grammar)
- Impairment in discourse (ability to use vocabulary and connect sentences to explain or describe a topic, or series of events, or have a conversation.)"

"Language abilities are substantially and quantifiably below those expected for age, resulting in functional limitations in effective communications, social participation, academic achievement or occupational achievement, individually or in any combination."

"Difficulties are not better explained by intellectual disability (intellectual developmental disorder), global developmental delay, hearing or other sensory impairment, motor dysfunction or another mental disorder or medical condition."