



Inclusion by design for children and young people with Developmental Language Disorder (DLD)

For mainstream school staff



What we will cover

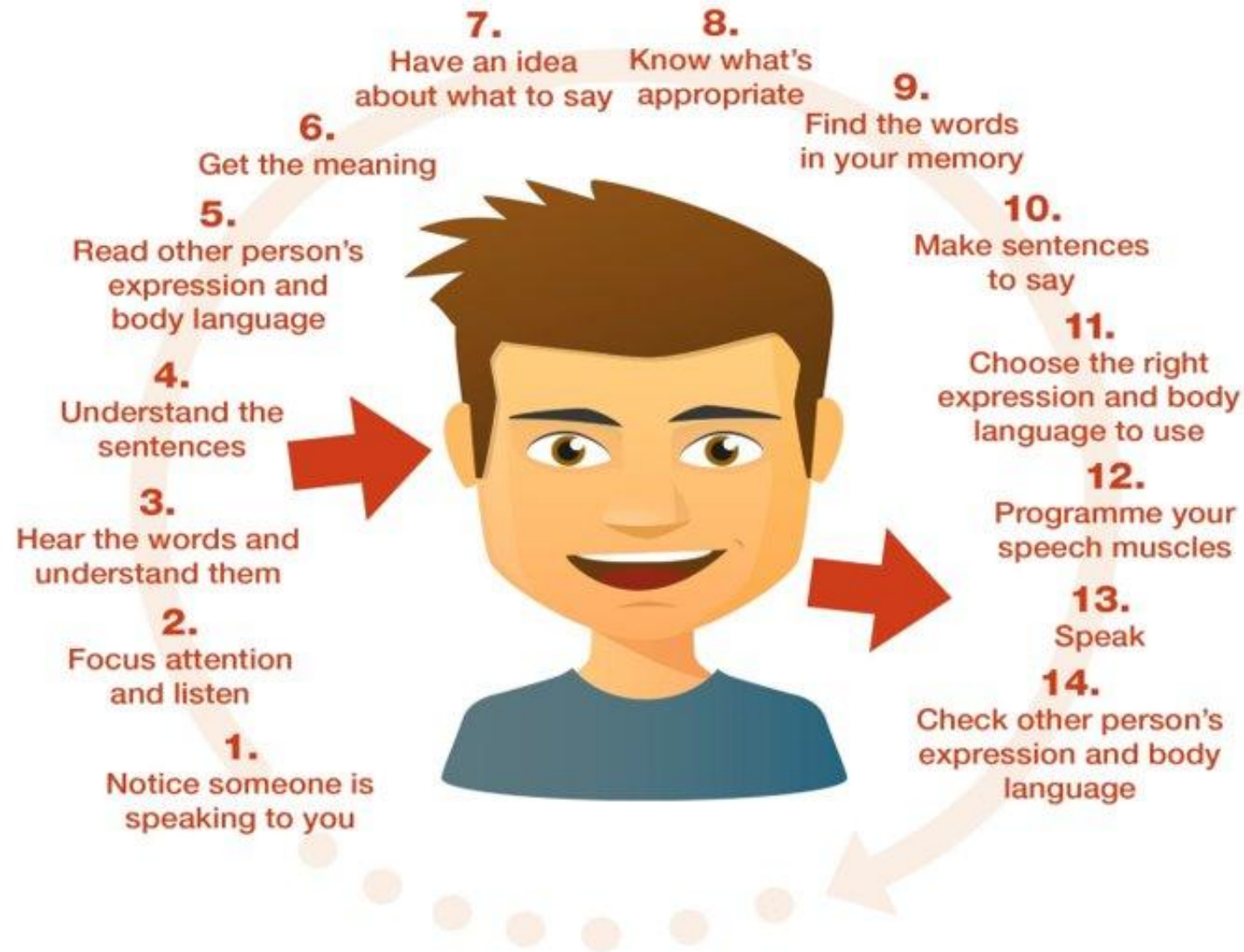
- What is Developmental Language Disorder (DLD)?
- How many children and young people (CYP) are affected by DLD?
- Potential long-term impacts of DLD
- Universal practices to support all CYP
- Targeted and specialist support for CYP with DLD
- How to raise concerns



Take the quiz!

1. **DLD affects approximately what % of children in UK primary schools?**
 - a) ~1%
 - b) ~5.4%
 - c) ~7.6%
2. **DLD is thought to be:**
 - a) Less prevalent than autism
 - b) More prevalent than autism
 - c) The same as autism in terms of prevalence
3. **Approximately what % of children and young people with emotional and behavioural disorders have been found to have significant, often unidentified language difficulties?**
 - a) ~32%
 - b) ~55%
 - c) ~81%
4. **Which of the below are possible indicators of DLD?**
 - a) Difficulty understanding language only
 - b) Difficulty talking only
 - c) Difficulty with talking and understanding
 - d) Difficulty with literacy, reading comprehension and spoken language
 - e) All of the above
5. **Who can diagnose DLD?**
 - a) A teacher
 - b) A SENCo
 - c) A doctor
 - d) An educational psychologist
 - e) A speech and language therapist (SaLT)

The communication chain – incredibly complex process!



What's in a name?

Specific language impairment (SLI)

Receptive / expressive
language disorder

Language disorder

Language impairment



Language difficulties

The term Developmental Language Disorder (DLD) should be used for children where...

- 1 The child has language difficulties that create barriers to communication or learning in everyday life



- 2 The child's language problems are unlikely to be resolved by five years of age

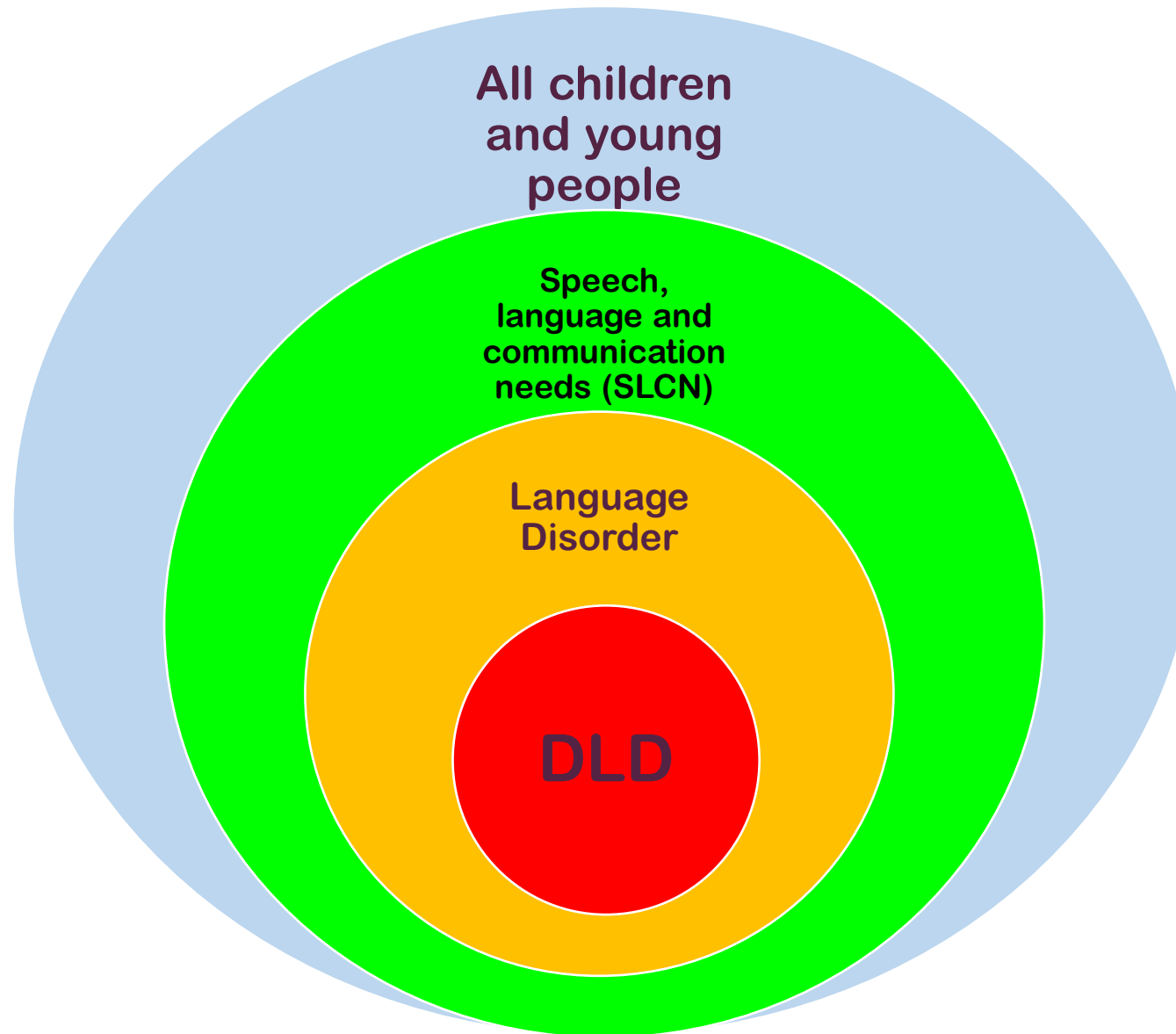


- 3 The problems are not associated with a known biomedical condition such as brain injury, neurodegenerative conditions, or chromosome disorders



helps children communicate

DLD in context



What is DLD caused by?

- No known cause
- DLD is caused by a complex interaction between genetic and environmental risk factors
- The profile of risk factors will vary between individuals
- These risk factors appear to have subtle impacts on the way the brain learns language
- DLD can co-occur with other conditions like dyslexia or ADHD

DLD is NOT caused by...

- Another medical condition or diagnosis (e.g. autism, hearing impairment, Down's syndrome)
- Environmental reasons / lack of communication-supportive experiences
- Poor parenting
- Emotional difficulties
- English as an Additional Language (EAL)

DLD and English as an Additional Language (EAL)

- EAL is not SEN, SLCN or DLD
 - It's an advantage in many ways!
- CYP with both DLD and EAL will have difficulties in both/all languages
- Do the family have concerns about their child's talking and understanding in their home language?
- Advice for families – speak their home language to their child

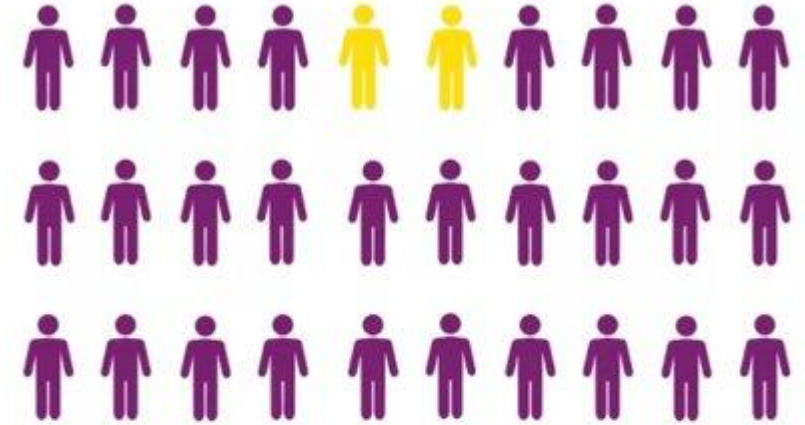
What we will cover

- ✓ What is Developmental Language Disorder (DLD)?
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 - How to raise concerns



DLD is common

~7.6% of
children in
primary school



DLD IS A HIDDEN DISABILITY THAT AFFECTS APPROXIMATELY TWO CHILDREN IN EVERY CLASSROOM, AFFECTING LITERACY, LEARNING, FRIENDSHIPS AND EMOTIONAL WELL-BEING.

Norbury et al (2016)

How many CYP with DLD in our setting?



HOME ABOUT CONTACT 

DONATE

DEVELOPMENTAL
LANGUAGE
DISORDER

RESOURCES

DLD
AWARENESS
DAY

GET INVOLVED

NEWSROOM

CONTACT



POPULATION CALCULATOR

<https://radld.org/about/dld/population-calculator/>

The scale of the problem

Percentage of children in the UK with special educational needs or disabilities

Over 50% of children in some areas start school with delayed language

~7.6% have DLD

Language disorder 10%



Dyslexia 10%



Conduct disorder
(severe behaviour difficulties) 6%



One in ten children have a language difficulty; that's two or three in every classroom.

In areas of deprivation, children are **more than twice as likely to have language difficulties**. In fact, as many as 50% of children start school without the language they need for learning.



Learning disability 2%



Language disorder is **seven times more prevalent** than Autism.

In primary schools, **more children have language difficulties** than any other special need.



Severe ADHD 2%



Autism 1%



DLD 1, 2, 3

Video

Primary



<https://www.youtube.com/watch?v=tQ-s02HWLb0&vl=en-GB>

Lily Farrington's DLD animation



https://www.youtube.com/watch?v=rwOfkj0dj_0

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Language underlies everything we do

- Reading & writing
- Reading comprehension
- Learning new concepts / vocabulary
- Understanding explanations
- Following instructions
- Resolving conflicts in the playground
- Following the rules of a sport/game

The wider impact

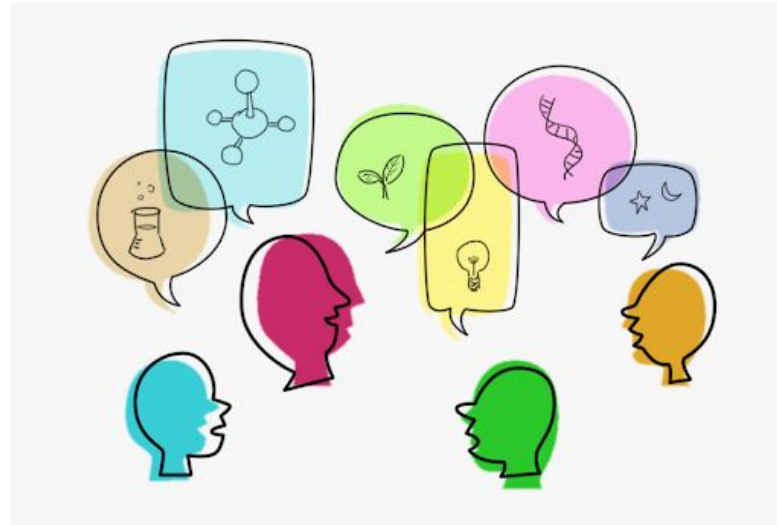
Social and emotional wellbeing

Friendships

Organisation

Mental health

Reasoning



Behaviour

Academic attainment

Employment prospects

What might it look like in the classroom?

Think about...

- Attention and listening
- Behaviour
- Social interaction and friendships
- Talking
- Understanding
- Academic work – across all subjects (English, Maths, Science etc.)

Communication

Visible

Laughing
Writing
Tone of voice
Turn-taking
Facial expressions
Eye contact
Smiling
Silence
Speed of speech
Gestures
Language
Talking
Shouting
Intonation
Crying

Hidden

Memory
Reasoning
Reading
Hearing
Thinking
Listening
Finding words
Sarcasm
Decoding language
Recognition
Empathy
Attention
Understanding
Humour
Insight
Processing information
Planning
Abstract
Perception
Symbolism
Emotion
Organising speech
Problem solving
Monitoring self
Interpretation



helps children
communicate

Primary



Some words that primary teachers used to describe how DLD might present in the classroom

What might it look like in the classroom?



Some words that secondary teachers used to describe how DLD might present in the classroom

What might it look like: video

Video



https://www.youtube.com/watch?v=JAsf_Wqjz4g

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Roles and Responsibilities



Special educational needs and disability code of practice: 0 to 25 years

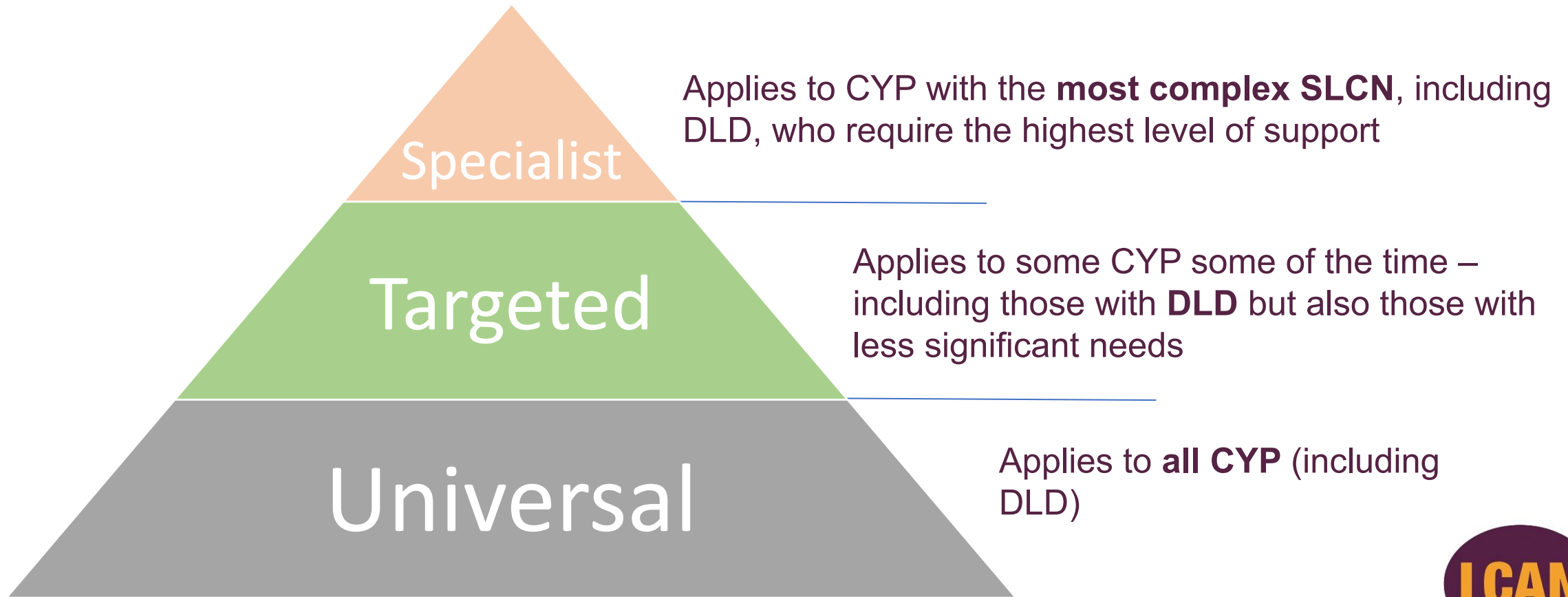
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015



- SEND is EVERYONE'S business
- Teachers responsible for students' progress
- Families need to be informed and involved

A graduated approach to support



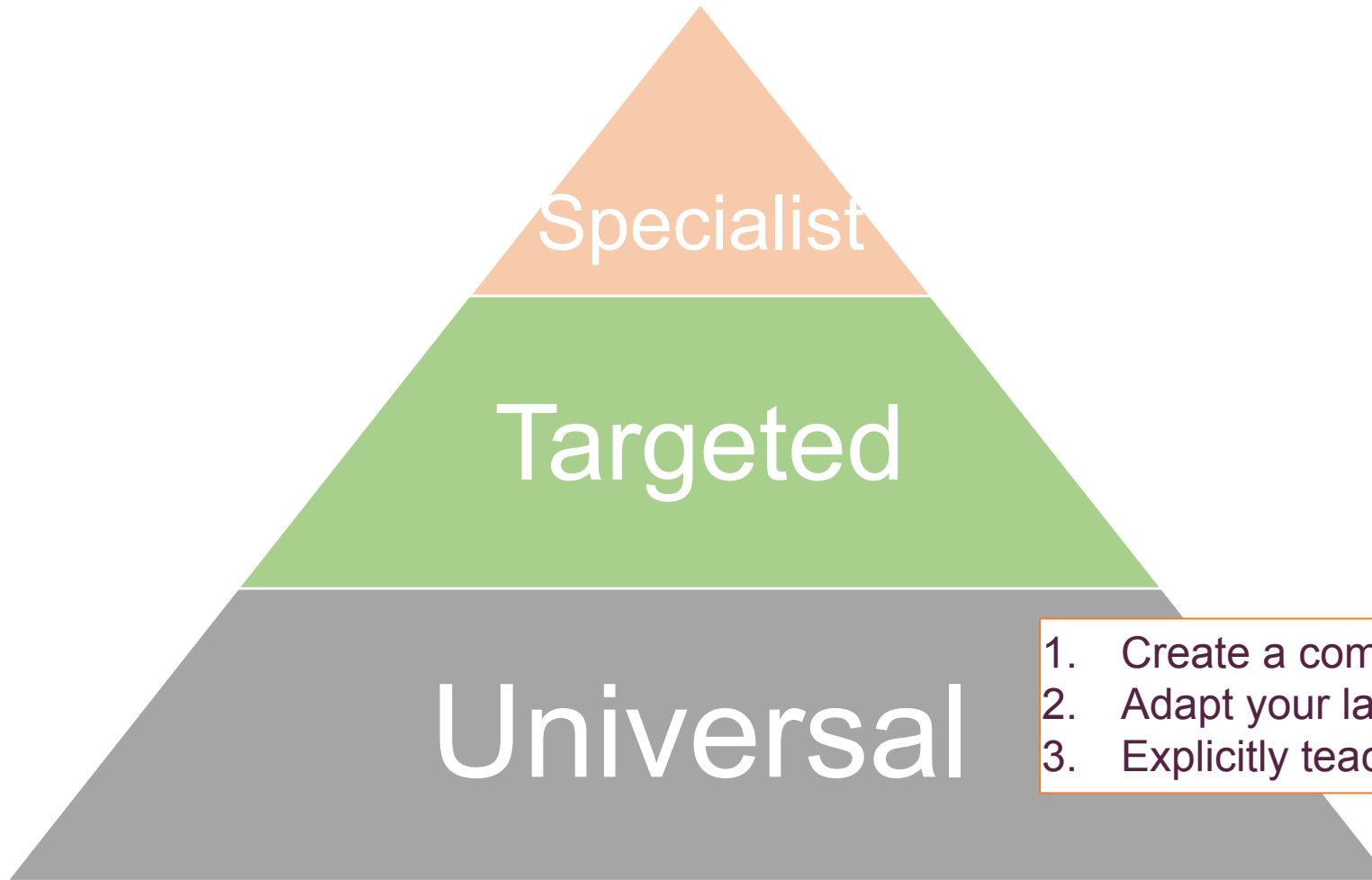
Primary

What does “Universal” look like?

- We understand what DLD is and the impact it can have on learning and behaviour
- We all use communication-supportive strategies all the time
- Teaching supports all children’s speech, language and communication
- We have tools to identify children who have speech, language and communication needs

Some universal strategies

Primary



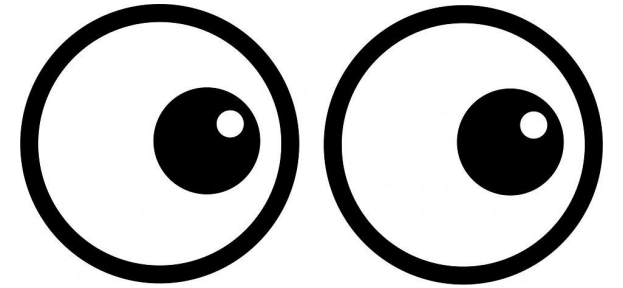
1. Create a communication-supportive environment
2. Adapt your language
3. Explicitly teach vocabulary

Strategy 1: Create a communication-supportive environment

Universal

Primary

- Reduce **background noise**
- Plan and use **visual supports**, such as:
 - Pictures, symbols, diagrams, mind maps
 - Visually **label** classroom resources
 - **Write down** key information and instructions
 - **Highlight/underline/bold** key words
 - Use a **visual timetable**
- Reduce **classroom clutter**
- Encourage **asking for help**



Strategy 1: Create a communication-supportive environment

Universal

Primary

Video



<https://www.youtube.com/watch?v=r1ZbRpU9jak>

Strategy 1: Create a communication-supportive environment

Universal

Primary

Activity

Discuss in year groups/key stages:

- What examples did you notice that make the environment communication supportive?
- Which do you already have in place and which could you add to your class?

Strategy 2: Adapt your language

- **Attract attention** first – say their name
- Give **simple** instructions
- Use **familiar** vocabulary
- **Short** and **simple** sentences
- **Slow** down and **pause** often – give extra thinking time
- **Repeat** key points and summarise at the end
- **Show them** – write/draw/demonstrate

Strategy 2: Adapt your language

Universal

Primary

Video



<https://www.youtube.com/watch?v=MNf-VHzCIPE>

Strategy 2: Adapt your language

Universal

Primary

Activity

Discuss in year groups/key stages:

- What examples of adapting language did you notice the teachers using in the video?
- Which of these do you feel you use already?
- Which could you introduce into your practice?

Strategy 3: Explicitly teach vocabulary

Universal

Primary

- **Explicitly teach** topic vocabulary and “tier 2” vocabulary
- **Concrete** examples
- **Create opportunities** for children to practise new words
- **Visual** prompts and supports
- What it **means** AND how it **sounds** –
 - **Link** to other words and topics they already know
 - What **sound** it begins with, number of syllables, words it sounds like

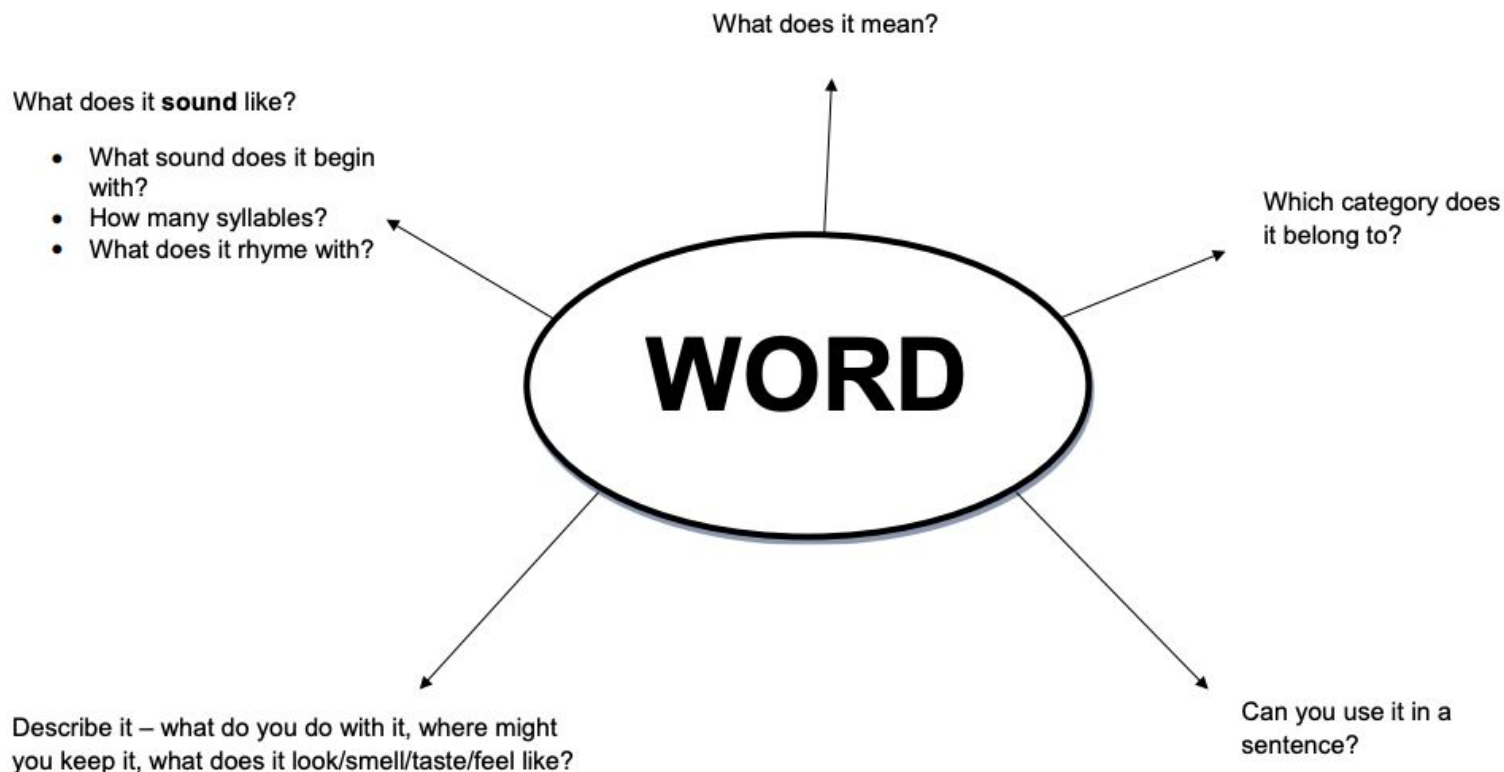
Tier 2 vocabulary

- Describe
- Discuss
- Explain
- Summarise
- Compare
- Predict
- Estimate

Strategy 3: Explicitly teach vocabulary

Universal

Primary

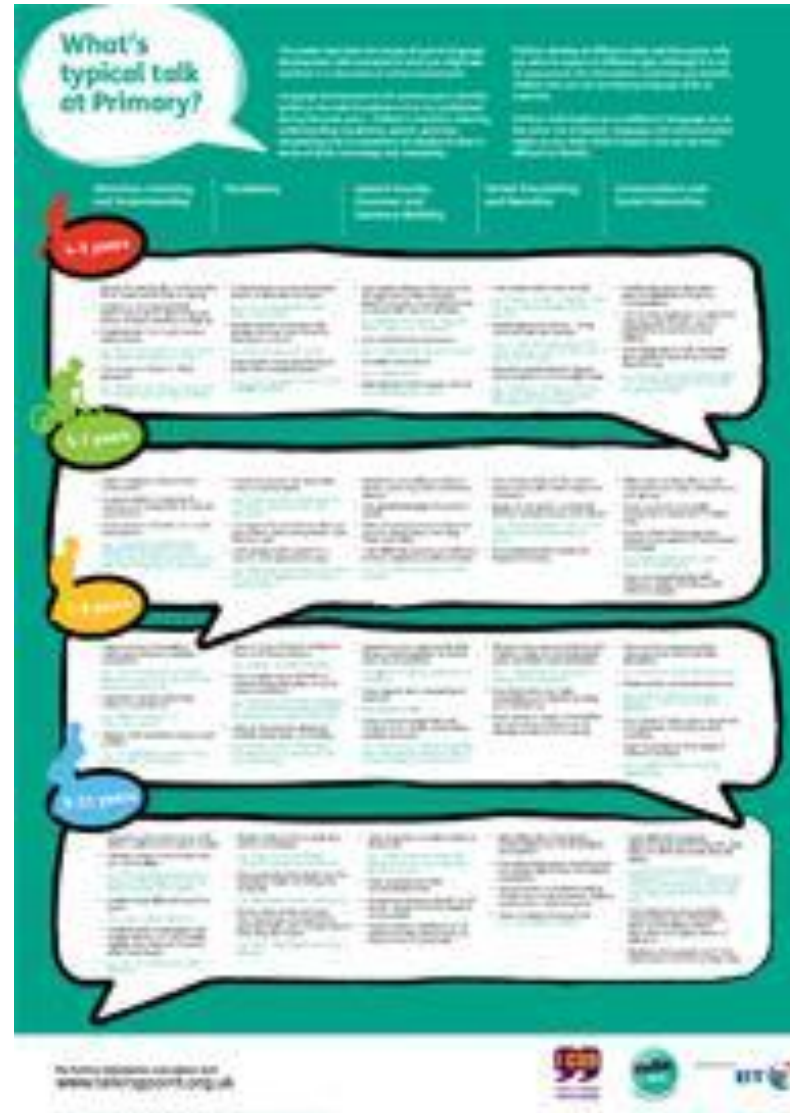


Identification tools

Universal

Primary

Activity



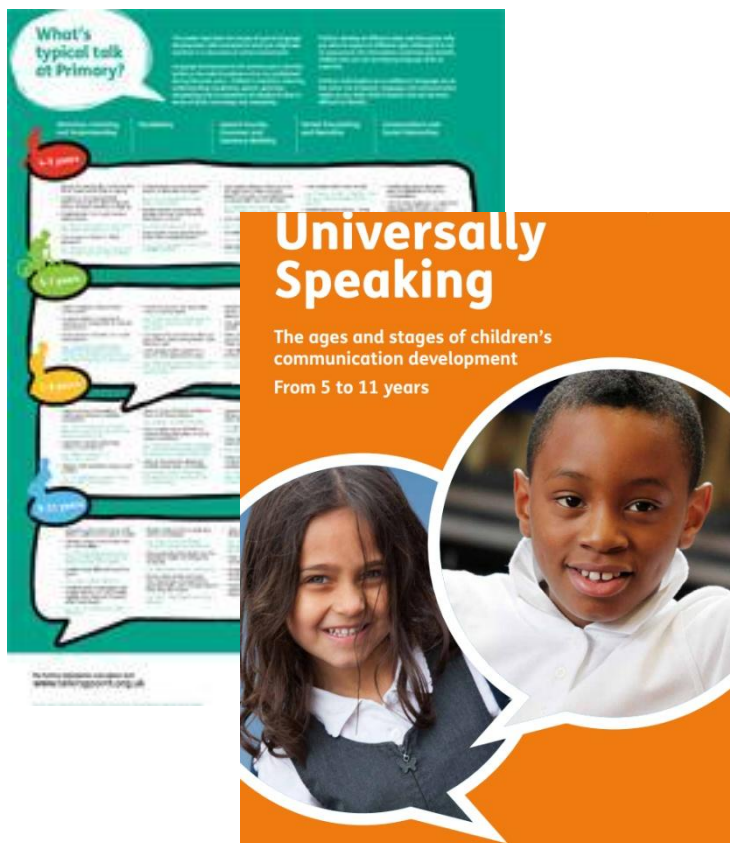
https://www.thecommunicationtrust.org.uk/media/1590/primary_milestone_poster_-_final.pdf

Identification tools

Universal

Primary

Activity



talking point
the first stop for information on children's communication

 **I CANhelp**
020 7843 2544

<https://www.spelfabet.com.au/2014/01/language-for-learning-checklist>

Grammar and Phonology screen

<http://hvd1.org.uk/gaps/>

Class observation



How do I raise concerns?

- Discuss with SENCo
- Discuss with families
- Put targeted support in place – monitor progress
- Refer to speech and language therapy



What does “targeted” look like?

- We have additional interventions that have an evidence base and that we can deliver to small groups or individually
- We have additional strategies that we can put in place in the classroom for children who need them
- We measure progress by collecting outcomes

Targeted interventions

Targeted

Primary

Specialist

Targeted

Universal



Some targeted strategies

Targeted

Primary

Specialist

Targeted

1. Differentiate work and activities
2. Scaffold and support spoken language
3. Support friendships and social interaction

Universal

1. Create a communication-supportive environment
2. Adapt your language
3. Explicitly teach vocabulary

Strategy 1: Differentiate work and activities

Targeted

Primary

- **Differentiate** spoken and written work based on language abilities
- **Simplify** questions
- **Pre-teach** vocabulary and use **more visuals**
- **Less text**, more images/diagrams/symbols
- Use **narrative frameworks**/visual structures
- Help children to **organise their thoughts** for written tasks
- Give a **sentence starter** and/or a list of **conjunctions**
- **Differentiate homework** too!
- Provide **multiple options** for children to demonstrate learning

Visual frameworks

Provide **visual structures / templates** to help structure written work

Targeted

Primary

First...

Next...

Last...

I CAN

helps children
communicate

Blank's levels of questioning

Targeted

Primary

Level 4: Analysing & reasoning

How could he...?

Why...?

What will happen if...?

What will happen next?

Level 3: Stories and events

Tell me how to...

What is a... (definition)?

Level 2: More detailed here and now, describing things

What's happening?

Find something that is a fruit

How are these different?

Level 1: Here and now

Find one like this

Where is X?

What's that?

Who is it?

Practise differentiating your questions

Targeted

Primary

Activity

Choose a book that
you are currently
reading in your class

Level 4: Analysing & reasoning

How could he...

Why...

What will happen if...

What will happen next?

Level 3: Stories and events

Tell me how to...

What is a... (definition)

Level 2: More detailed here and now, describing things

What's happening?

Find something that is a fruit

How are these different?

Level 1: Here and now

Find one like this

Where is X?

What's that?

Who is it?

Strategy 2: Scaffold and support spoken language

Targeted

Primary

- Give children **extra time** to express themselves
- **Repeat** what they say back correctly but still in a positive way
- Accept **any form** of communication
- **Expand** on what they say
- Be kind but **honest** when you don't understand
- Give them a **choice** between two options
- Help them **structure** a spoken story or recount

Strategy 3: Support friendships and social interaction

Targeted

Primary

- **Create opportunities** for supported interaction with peers
- Introduce a **buddy system**
- Support the child to understand and **work through conflicts with peers**
- **Learn and practise specific phrases** that they can use in social situations
- Give clear instructions for **paired/partner work**
- Trial **different options** for paired working

Targeted strategies

Targeted

Primary

Activity

Thinking about the targeted strategies we have just talked about:

- Which of these do you feel you use already?
- Which could you introduce into your practice?

Specialist support

Specialist

Primary

- Speech and language therapy
- Specialist advisory teacher
- Some children may have EHCP with funding (many with DLD will not)

Specialist

Targeted

1. Differentiate work and activities
2. Scaffold and support spoken language
3. Support friendships and social interaction

Universal

1. Create a communication-supportive environment
2. Adapt your language
3. Explicitly teach vocabulary

ICAN

helps children
communicate

When to refer?

- Child's speech and language difficulties impact on access to curriculum
- Family concerns
- Universal and targeted strategies / interventions have been put in place – still concerns

Specialist

Primary

Fast track:

- The child's speech is unintelligible
- The child has a stammer (is dysfluent)
- Feeding or swallowing difficulties

Referral



Specialist



Primary

Information to include in a referral:

- Oral language
- Social interaction
- Behaviour
- Written language
- Can they follow a series of instructions
- How they retell a 'story'
- How they generate and remember vocabulary

Specialist support



Specialist



Primary

Speech and language therapy input may include:

- Assessment and diagnosis
- Development and advice on strategies and therapy programmes
- Support with integrating strategies into the classroom
- Coaching families, teachers, teaching assistants in use of strategies
- Raising awareness and understanding of DLD
- More support may be offered at different times e.g. transition

Support at times of transition

Primary

- From nursery to primary school
- Between year groups
- Between primary and secondary school

Practical tips:

- *Organise visits to new school*
- *Help children express what supports them*
- *Explicitly teach vocabulary relating to secondary school*
- *Talk through potential problems/scenarios & possible solutions - visually if possible*
- *Create a communication profile*
- *For more information:*
<https://ican.org.uk/dld-webinar-series/>

Pupil passports/profiles

Include:

- Strengths / what people like or admire about the child
- Interests / things they enjoy
- Areas of need
- Strategies that support them
- Relevant professionals / interventions

Involving children
and young people
with SLCN



The Communication Trust
helps children communicate

Primary

Communication Passport

Name

The things people like and admire about me:

★

★

★

★

★

★

Photo

What makes me happy

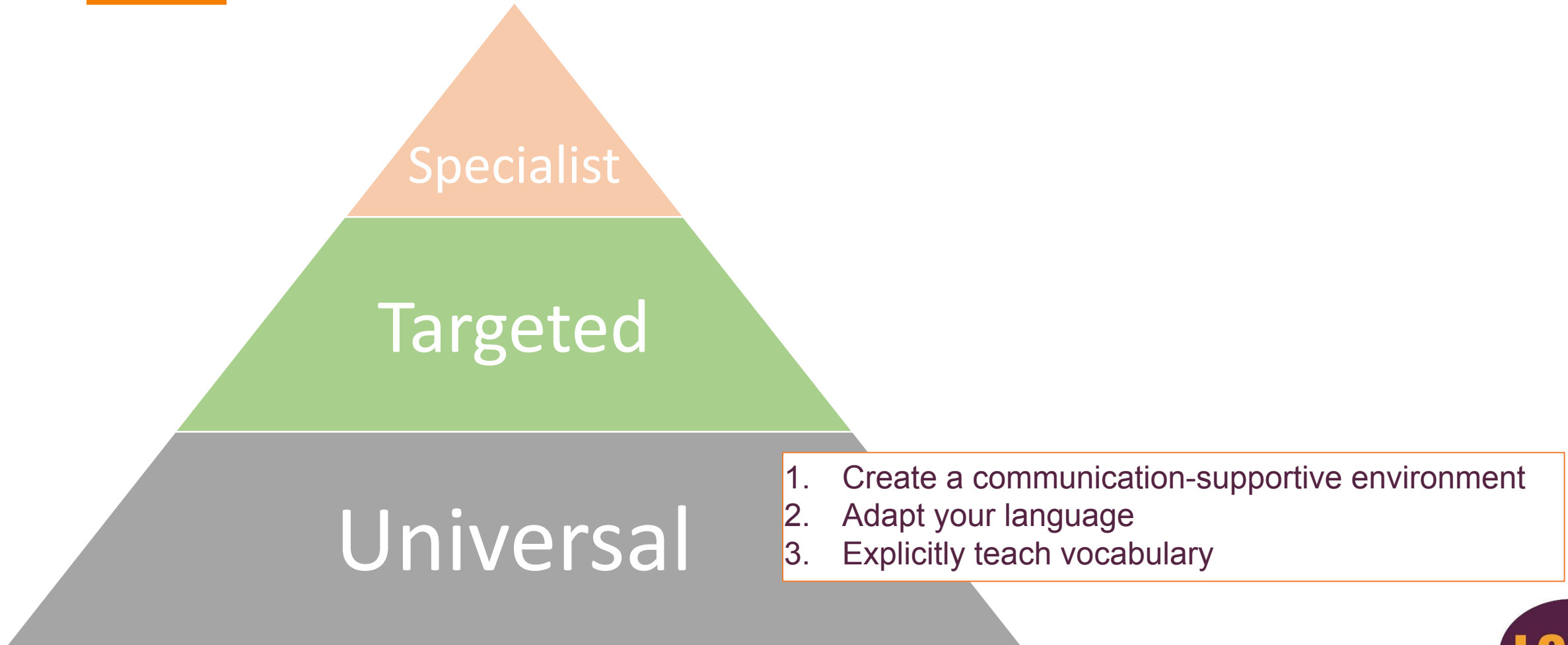
How I like to be supported...

Secondary

What does “Universal” look like?

- We understand what DLD is and the impact it can have on learning and behaviour
- We all use communication-supportive strategies all the time
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- We have tools to identify young people who have speech, language and communication needs

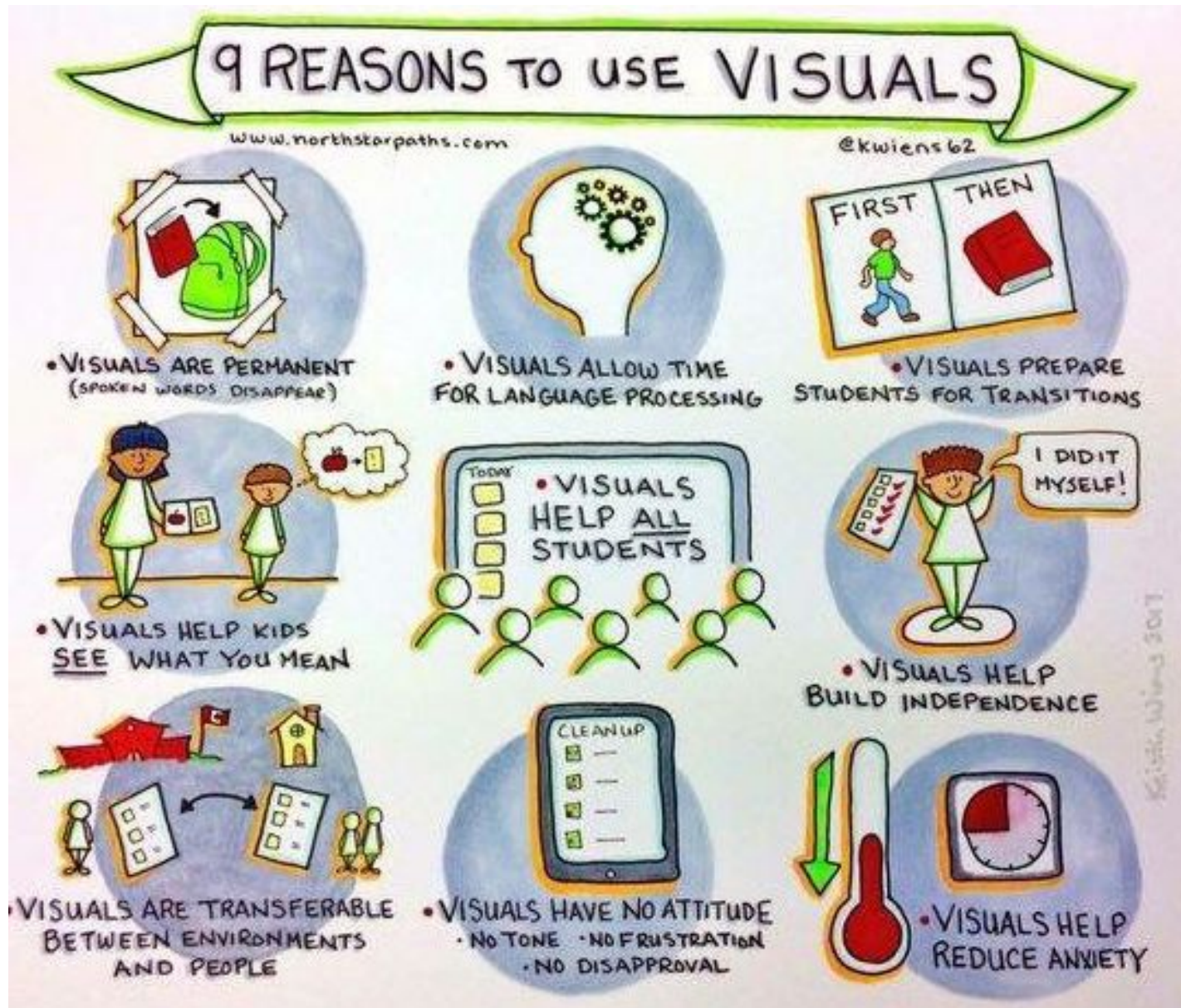
Some universal strategies



Strategy 1: Create a communication-supportive environment



- Reduce **background noise**
- Plan and use **visual supports**
- **Write down** key information and instructions
- Reduce **visual “noise”**
- **Time-table** planning



- Written words
- Pictures
- Diagrams
- Demonstrations
- Hands-on activities
- Symbols
- Natural gesture
- Videos

Strategy 1: Create a communication-supportive environment

Universal

Secondary

Video



<https://www.youtube.com/watch?v=2yPR1UUtjec>

Strategy 1: Create a communication-supportive environment

Universal

Secondary

Activity

Discuss in year groups/key stages:

- Which of these strategies are you using already?
- What could you adapt/add to your practice?
- How could you incorporate visuals into your teaching more?

Strategy 2: Adapt your language

Universal

Secondary

- **Attract attention** first – say their name
- **Avoid inferential** language
- Use **familiar vocabulary** and check for understanding of any new words
- Allow extra **processing time**
- **Repeat key points** and summarise at the end



Strategy 3: Explicitly teach vocabulary

Universal

Secondary

- **Explicitly teach** topic and 'Tier 2' vocabulary
- **Review it often**
- **Visual** prompts and supports
- **Talk about meaning and link** to other words they know
- Teach how it **sounds** – what sound it begins with, number of syllables, words it sounds like
- Teach **prefixes** (mis-, re-, dis-) and **suffixes** (-ing, -ship, -ment)
- Teach comprehension **strategies**

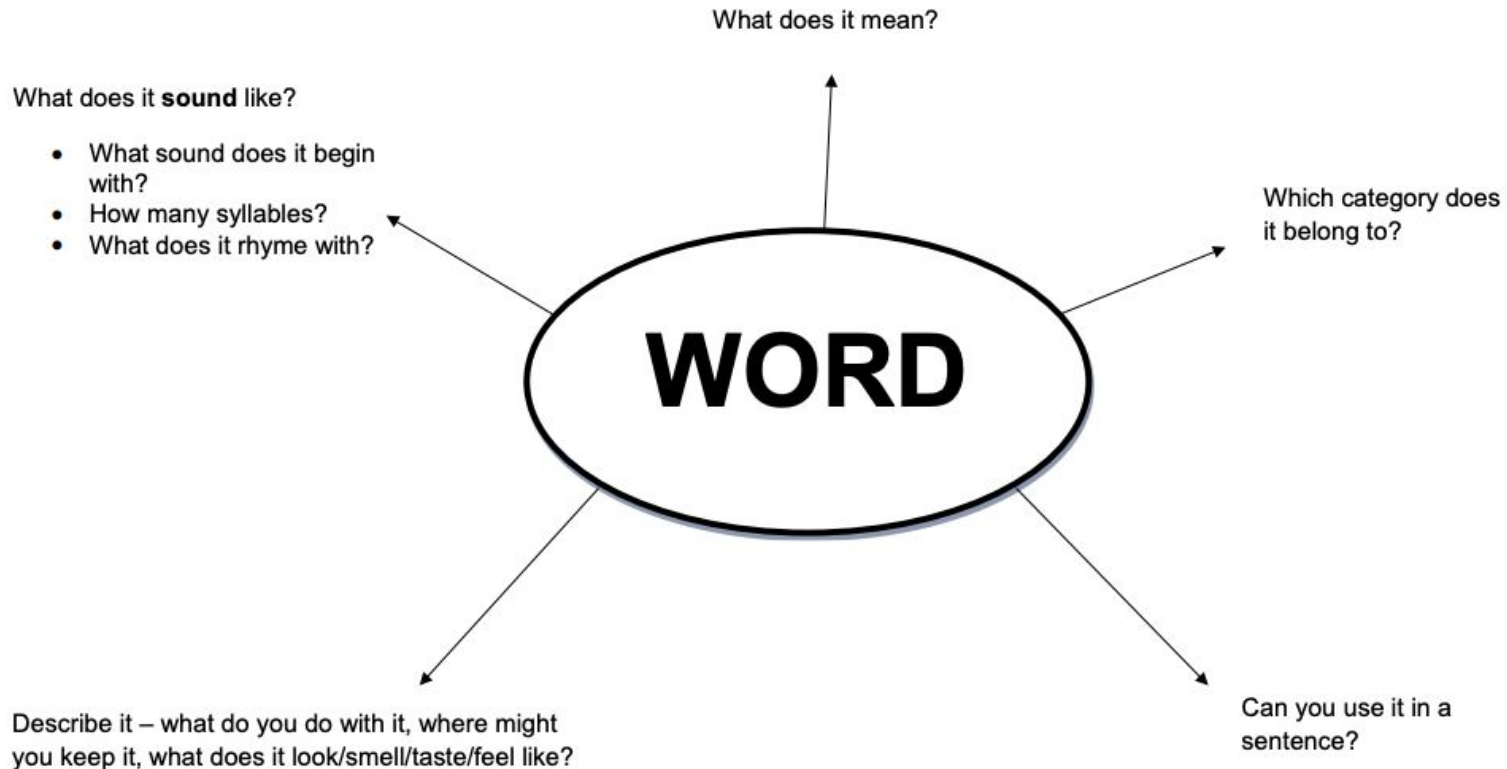
Tier 2 vocabulary

- Describe
- Discuss
- Explain
- Summarise
- Compare
- Predict
- Estimate
- Evaluate

Strategy 3: Explicitly teach vocabulary

Universal

Secondary



Strategy 3: Explicitly teach vocabulary

Universal

Secondary

Student's name: _____ Class: _____ Date: _____

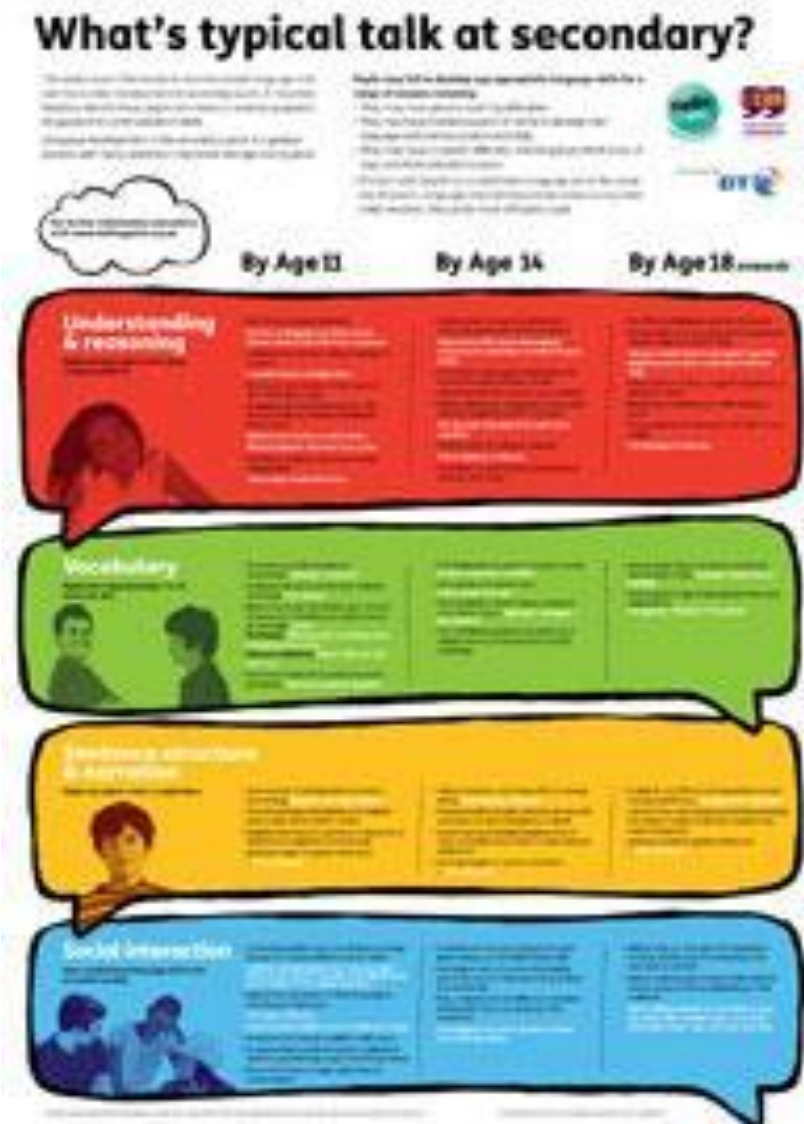
How would it be useful?	Cost?	Function e.g. What does it do?
Name of product		
Texture/finish , e.g. Smooth, rough, painted, polished	Material?	Size?
Shape , e.g. Rectangular, spherical, square, circular, irregular		

Identification tools

Universal

Secondary

Activity



<https://ican.org.uk/media/2081/whats-typical-talk-at-secondary.pdf>

Identification tools

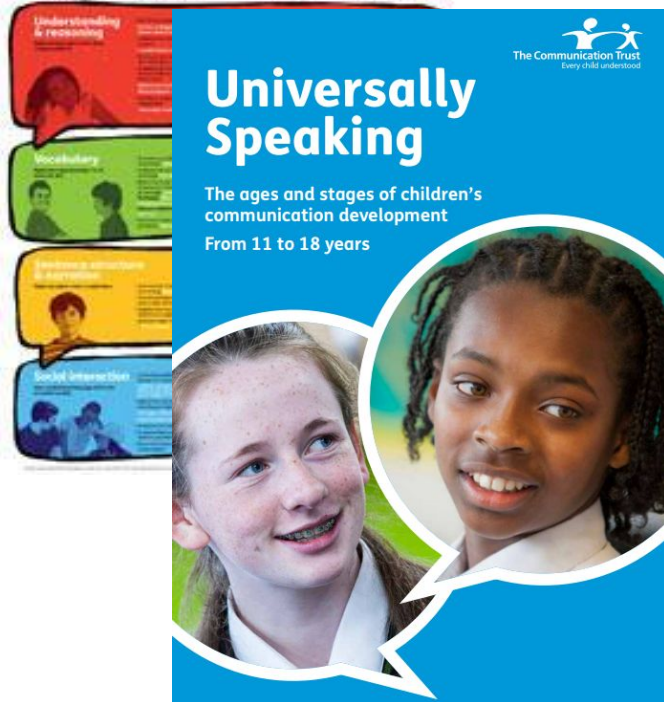
Universal

Secondary

Activity

What's typical talk at secondary?

The Communication Trust
By Age 11 By Age 14 By Age 18



talking point

the first stop for information on children's communication

I CANhelp
020 7843 2544

<https://www.spelfabet.com.au/2014/01/language-for-learning-checklist>

Class observation



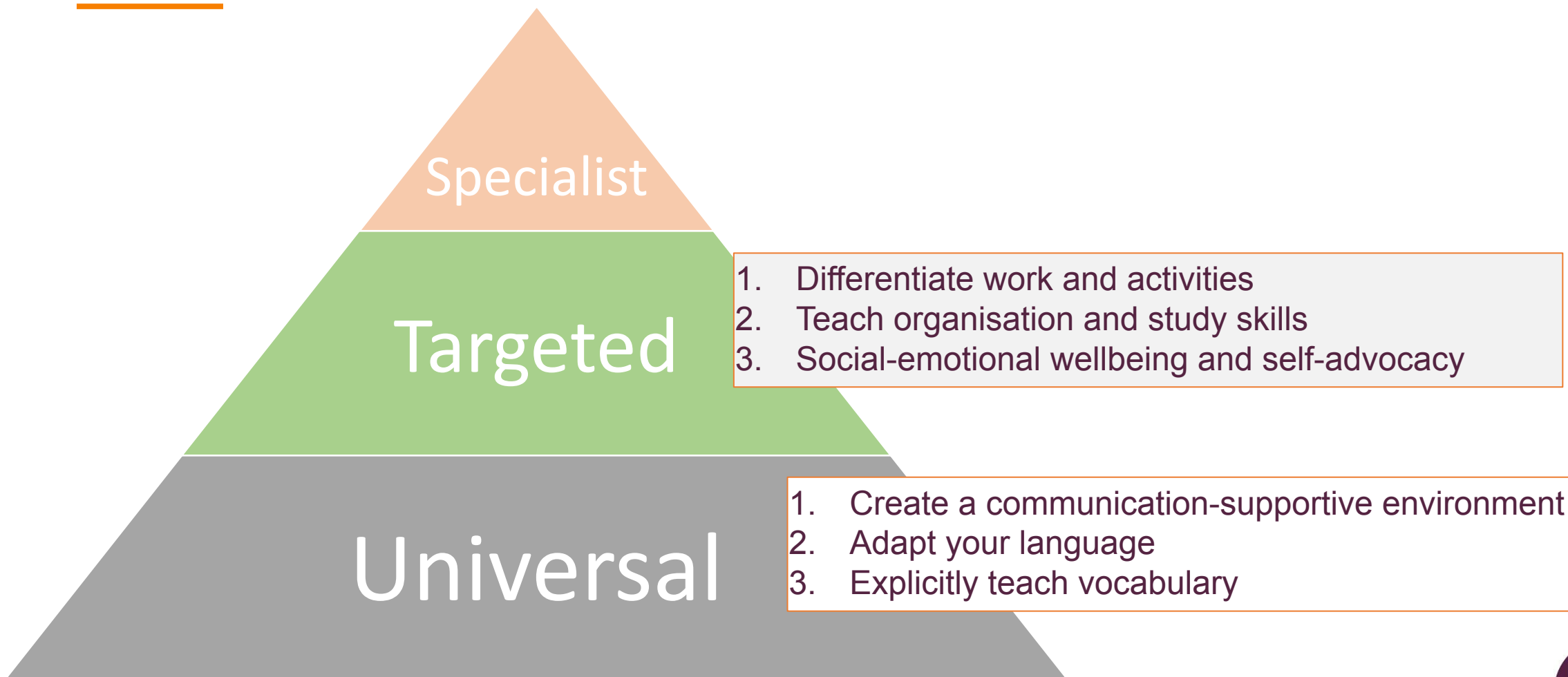
How do I raise concerns?

- Discuss with tutor / head of year
- Discuss with SENCo
- Discuss with families & sensitive discussion with young person
- Put targeted support in place – monitor progress
- Refer to speech and language therapy

What does “targeted” look like?

- We have additional interventions that have an evidence base and that we can deliver to small groups or individually
- We have additional strategies that we can put in place in the classroom for young people who need them
- We measure progress by collecting outcomes

Some targeted strategies



Strategy 1: Differentiate work and activities

Targeted

Secondary

- Reduce **number of tasks** and amount of written information
- **Pre-teach vocabulary**
- Provide **scaffolded versions** of worksheets
- Provide **writing frames and templates** for different genres of narrative
- Help young people to **organise their thoughts** for written tasks
- Give a **sentence starter**
- Give a list of **conjunctions**
- **Differentiate homework** tasks
- Provide **multiple options and scaffolding** for young people to demonstrate their learning

Strategy 1: Differentiate work and activities

Targeted

Secondary

- Support at the **planning** stage of written tasks
- Provide **visual structures/templates**
- **Vocabulary lists** – 'tier 2' words and topic vocabulary

Idea: (the thing you are arguing for or against)



I agree because:

•

•

•



I disagree because:

•

•

•

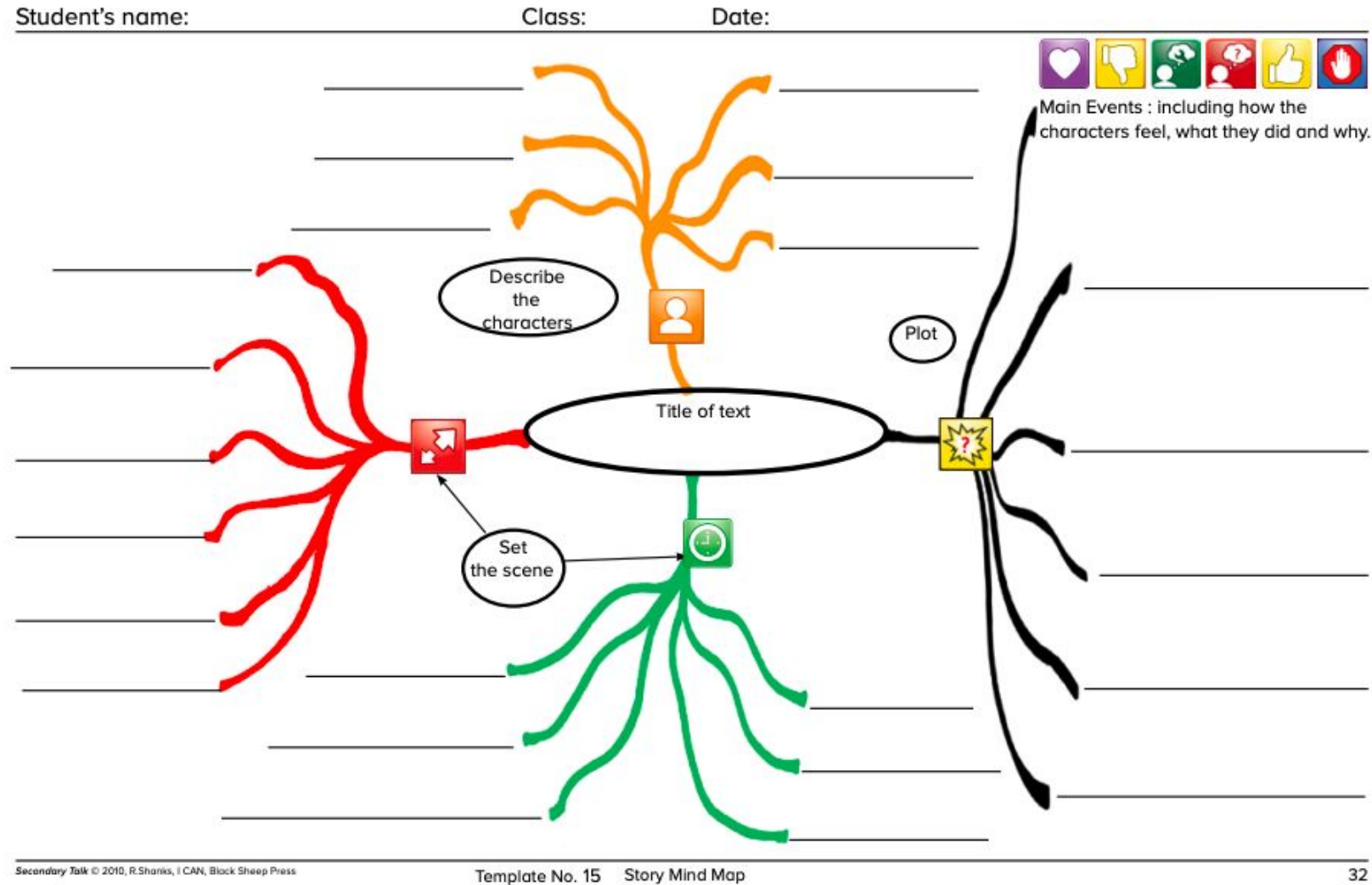


Conclusion:

Strategy 1: Differentiate work and activities

Targeted

Secondary



Blank's levels of questioning

Targeted

Secondary

Level 4: Analysing & reasoning

How could we...?

Why...?

What will happen if...?

What will happen next?

Level 3: Stories and events

Tell me how to...

What is a... (definition)?

Level 2: More detailed here and now, describing things

What's happening?

Find something that is a mammal

How are these different?

Level 1: Here and now

Find one like this

Where is X?

What's that?

Who is it?

Practise differentiating your questions

Targeted

Secondary

Choose a text that you are currently reading or a paragraph on a current topic from your lessons

Activity

Level 4: Analysing & reasoning

How could we...?

Why...?

What will happen if...?

What will happen next?

Level 3: Stories and events

Tell me how to...

What is a... (definition)?

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How are these different?

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Find one like this

Where is X?

What's that?

Who is it?

Strategy 2: Teach organisation and study skills

Targeted

Secondary

- Teach how to plan a **study timetable**
- Explicitly teach **revision skills**
- Teach **prioritisation and time management** skills
- Teach young people how to use a **homework planner**
- Teach **vocabulary for exams**
- Teach how to write a **task list** and tick things off when done



Strategy 3: Social-emotional wellbeing and self-advocacy

Targeted

Secondary

- Build **self-awareness**
- Encourage them to **say what helps** them
- Plan ways for them to **ask for help discreetly**
- Have **visual alternatives** to ask for help
- Focus on **strengths** and build confidence with these
- Promote **independence**
- Teach **vocabulary for emotions**
- Build supportive and trusting **relationships**



Targeted strategies

Targeted

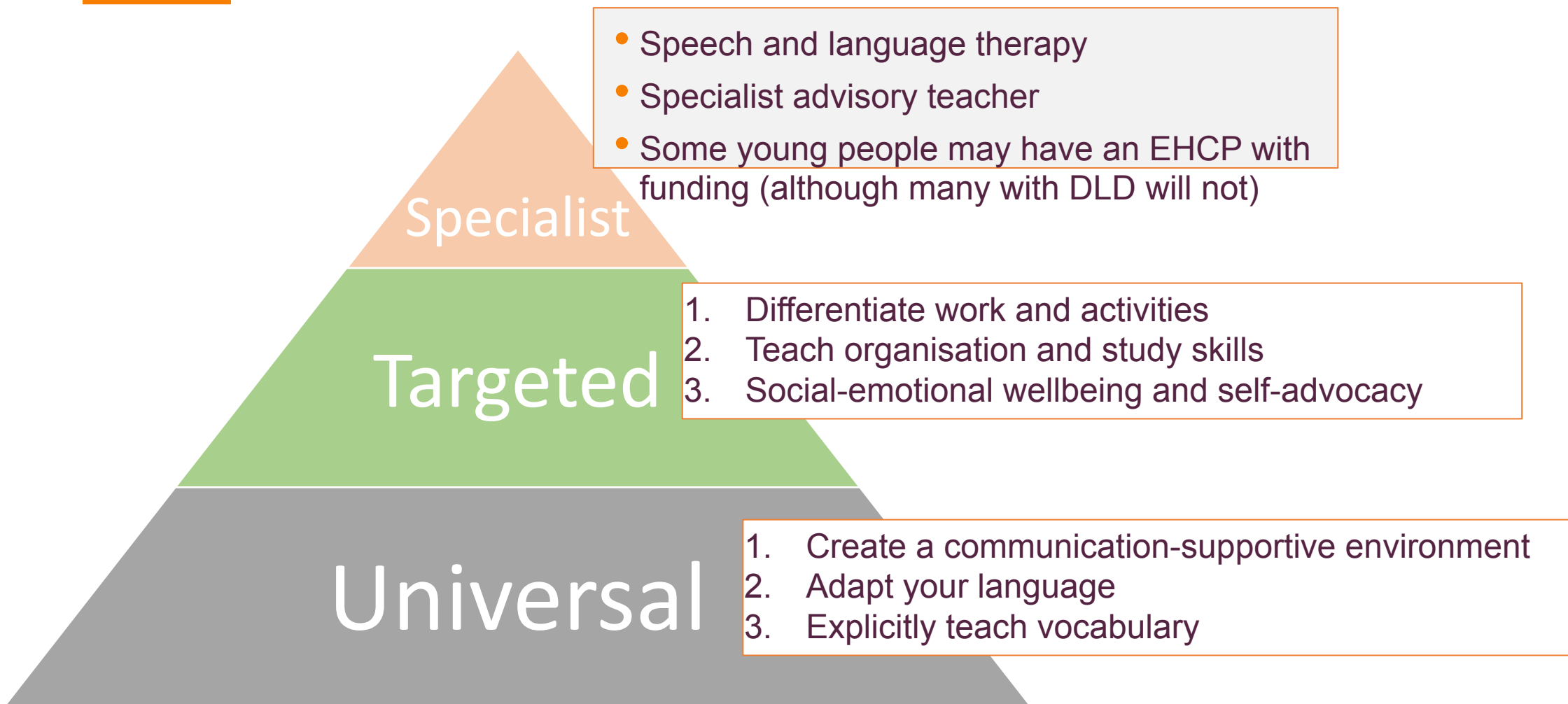
Secondary

Activity

Thinking about the targeted strategies we have just talked about:

- Which of these do you feel you use already?
- Which could you introduce into your practice?

Specialist support



When to refer?

- Young person's language difficulties impact on access to curriculum
- Family concerns
- Universal and targeted strategies / interventions have been put in place – still concerns

Fast track:

- The young person's speech is unintelligible
- The young person has a stammer (is dysfluent)
- Feeding or swallowing difficulties

Referral

Specialist

Secondary

Information to include in a referral:

- Oral language
- Social interaction
- Behaviour
- Written language
- Can they follow a series of instructions
- How they retell a 'story'
- How they generate and remember vocabulary

Specialist support



Specialist



Secondary

Speech and language therapy input may include:

- Assessment and diagnosis
- Develop and advise on strategies and therapy programmes
- Support with integrating strategies into classroom
- Coach families, teachers, teaching assistants in use of strategies
- Raise awareness and understanding of DLD
- May offer more support at different times e.g. transition

Support at times of transition

- Between year groups
- Between primary and secondary school
- Between secondary and further / higher education or the workforce

Practical tips:

- *Model and practise using informal/formal language*
- *Role play life skills*
- *Discuss potential scenarios e.g. managing workload*
- *Help them to self-advocate*
- *Explicitly teach interview skills*
- *Be alert for signs that the young person may need support*
- *For more information:*
<https://ican.org.uk/dld-webinar-ser>

Pupil passports/profiles

Include:

- Strengths / what people like or admire about the young person
- Interests / things they enjoy
- Areas of need
- Strategies that support them
- Relevant professionals / interventions

Involving children
and young people
with SLCN



The Communication Trust
helps children communicate

Communication Passport

Name

The things people like and admire about me:

★

★

★

★

★

★

Photo

What makes me happy

How I like to be supported...

First thing to implement

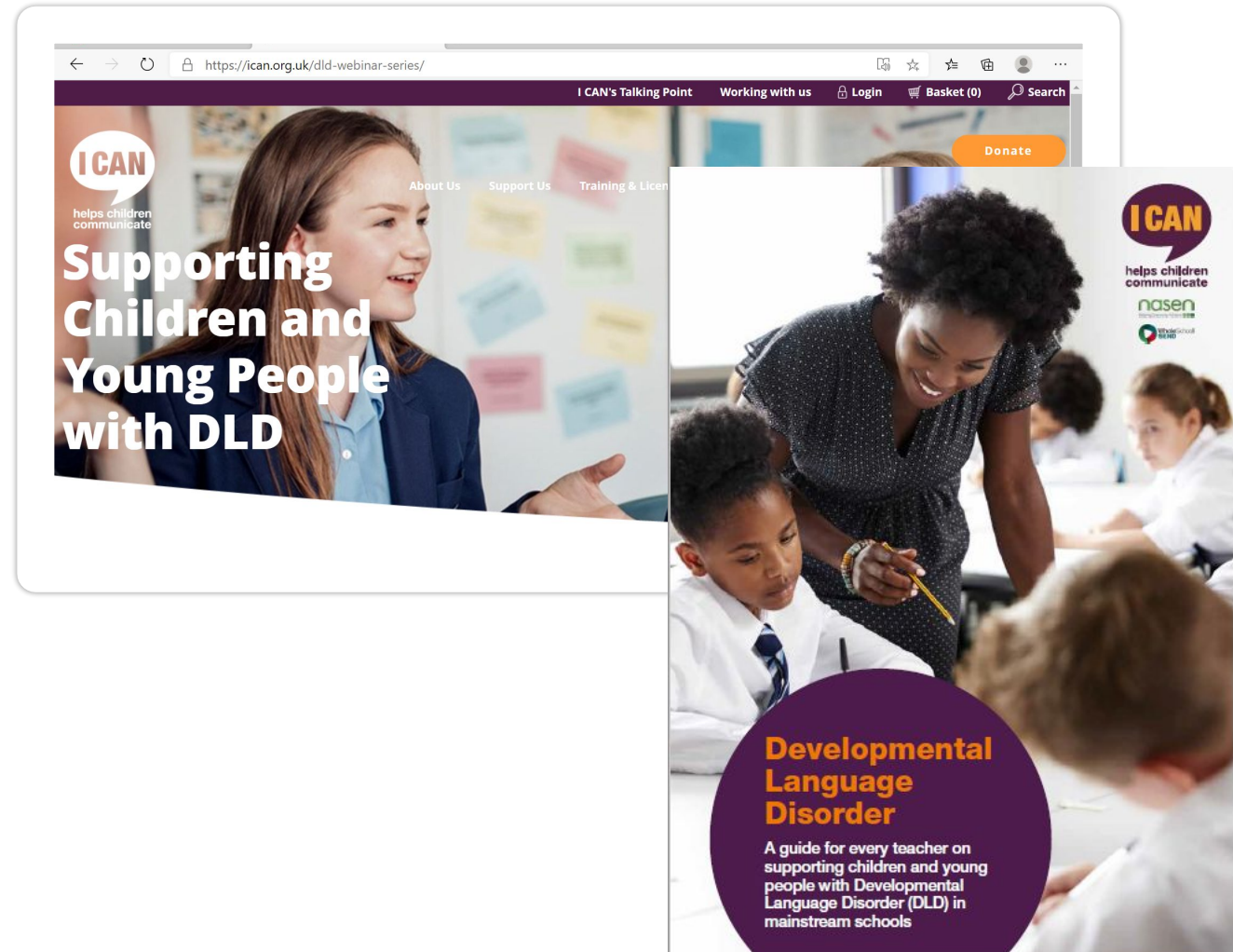
Thinking about what we have covered today:

- What is the first thing you are going to change/add to your practice?
- When and how will you review how it has gone?

What next?

For more information about DLD and how you can support CYP in your school, see:

- I CAN's webinar series
- DLD guide
- Summary handout



<https://ican.org.uk/dld-webinar-series/>

www.sendgateway.org.uk/resources

What next?

 naplicchair + 2 • 10d

Resources to support families of children and young people with DLD and SLCN

Home schooling and more. Collated by NAPLIC committee members. www.naplic.org.uk

Mind with Heart. Mindfulness for families

Not specifically for families of children and young people with SLCN/DLD but definitely helpful for well-being! Mind with Heart has set up this 8 week course to help families connect with a community of like-minded parents once a week for 'Mind With Heart's experiential well-being sessions.' The course includes sessions on reducing stress and anxiety, bringing back joy, and lots of fun things to do with children to support their well being. MWH will

Evelina Children's NHS Community Speech and Language Therapy

School Talk Live on Facebook is a series of Live Facebook events/saved videos (aimed at school aged children and families) and will include different topics and themes such as: books, visuals, rewards , zones of regulation, questions and vocabulary too.



SLT Training courses

A training leaflet from a Speech and Language Therapy social enterprise, ChatterBug. We are offering training virtually on a range of topics to support children and young people with SLCN. Coming up soon is an introduction to Colourful Semantics!



Teaching vocabulary series of short videos from CLCH NHS Early Years SaLTs

Sometimes it is so much easier to look at strategies being demonstrated! The CLCH NHS Trust early years speech and language therapy service have put together a series of short videos on how to use develop language outside playing in the park, waiting for the bus, in the car as well as some indoor typical routines like vocabulary for bath time.

A video for families of neurodiverse children

This is a clip put together by ELFT NHS and is very clearly put together with some ideas that families could carry out at home.



Supporting Neurodiverse Children In Ch...
by NHS ELFT
YouTube

<https://padlet.com/naplicchair/e83ts3jjjrw1?fbclid=IwAR2ec4cTwGC5Bi10vBe2r5VbJ4FvT3-6EOt8AWMH32EYKbxF68yZrkUBvtQ>

Additional resources and organisations



NAPLIC



W www.ican.org.uk

E info@ican.org.uk

T 0207 843 2510



dldandme.org



DLANDME

Supporting Children and Young People with
Developmental Language Disorder

ANNA SOWERBUTTS AND AMANDA FINER



Developmental Language Disorder

dldandme.co.uk



Take the quiz! - Answers

1. DLD affects approximately what % of children in UK primary schools?
 - a) ~1%
 - b) ~5.4%
 - c) **~7.6%** ✓
2. DLD is thought to be:
 - a) Less prevalent than autism
 - b) **More prevalent than autism** ✓
 - c) The same as autism in terms of prevalence
3. Approximately what % of children and young people with emotional and behavioural disorders have been found to have significant, often unidentified language difficulties?
 - a) 32%
 - b) 55%
 - c) **81%** ✓
4. Which of the below are possible indicators of DLD?
 - a) Difficulty understanding language only
 - b) Difficulty talking only
 - c) Difficulty with talking and understanding
 - d) Difficulty with literacy, reading comprehension and spoken language
 - e) **All of the above** ✓
5. Who can diagnose DLD?
 - a) A teacher
 - b) A SENCO
 - c) A doctor
 - d) An educational psychologist
 - e) **A speech and language therapist (SaLT)** ✓

Appendix

Please choose from the following slides based on the actions you want to take forward in your setting

Speech, Language and Communication Framework (SLCF)



<https://www.slcframework.org.uk/the-speech-language-and-communication-framework-slcframework/>

- Free online professional development tool
- Self-assessment tool
- Provides a personalised analysis for users
- Plan CPD opportunities tailored to needs

TCT Online Short Course



<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

Four parts:

1. What do we mean by speech, language and communication and why are they such important skills?
2. Understanding typical speech, language and communication development in children
3. Strategies for supporting speech, language and communication
4. Understanding and supporting children with SLCN

Communication Commitment



Communication is at the core of what we do at home, in school and in work.

<https://www.thecommunicationtrust.org.uk/projects/communication-commitment/>

- Free resource
- Develop a whole-school approach to communication
- Action plan – information, toolkits, resources to support staff and involve school leadership



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