## Speech, Language and Communication: Meeting pupil's needs in mainstream classrooms

<table>
<thead>
<tr>
<th>For what age?</th>
<th>At what level?</th>
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<tbody>
<tr>
<td>Primary School and Early Years Settings</td>
<td>All levels</td>
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### Why does language Matter?

Language underpins a wide range of skills essential for life and learning. Language is the foundation of play skills, social and emotional development and our ability to access the curriculum. Oral language skills in particular are the cornerstone of literacy, including reading and writing, and talk such as discussing and collaborating are key to problem solving. However, many young children experience speech and language delay and enter school with poor language skills. In primary schools, Speech Language and Communication Needs (SLCN) continues to be the most prevalent primary area of SEN and there is extensive evidence to suggest that children with SLCN attain less well than their peers throughout school and are at risk of negative social and emotional outcomes.

### Language learning needs can be supported by school staff who:

- Recognise what typical language development looks like
- Understand what language needs may look like in the classroom and how language needs may present as co-occurring difficulties such literacy or behaviour difficulties
- Have an awareness of what high quality teaching looks like to support children’s language and who can apply different strategies to meet pupil's language needs

### How do we know that this training is helpful?

There is extensive research identifying that school staff do not feel adequately skilled, and lack knowledge and understanding in order to meet children’s language needs. However being able to provide high quality universal provision is essential in order to promote the language learning of all children, and more easily identify those pupil’s needs who are more specific.

### What do teachers say?

- A very useful session with many thought provoking ideas
- It was great to understand what I do, and could do more of, to develop and support SLCN in my classroom
- Very interesting session that made me think of some specific children in our year group, is it behaviour or SLCN? This will now make us think / understand different strategies we could use

### Where can I access training?

To access centralised training for this course, including at the TaMHS Conference if appropriate, please visit: [www.northamptonshire.gov.uk/tamhs](http://www.northamptonshire.gov.uk/tamhs)

Training at your school, or within clusters, for your staff can be commissioned from the Educational Psychology Service by contacting the TaMHS Administrator: tamhs@childrenfirstnorthamptonshire.co.uk or by speaking to your Link Educational Psychologist.