

Building Communication Skills for Life

Secondary Language Link
(11-14 Years)

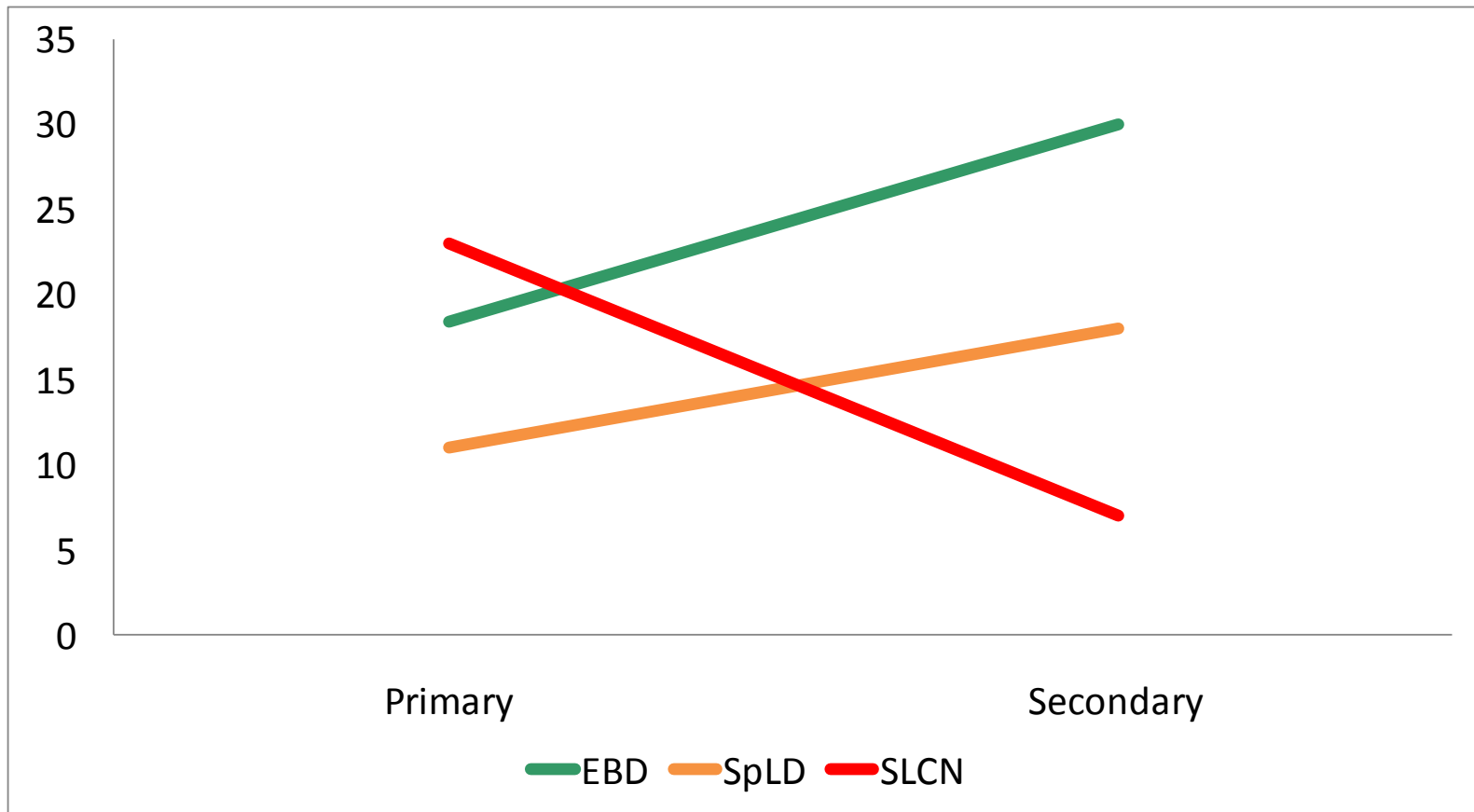
Identification

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



Jean Gross (Communication Champion , England) – Speech Link conference May 2011

Poor communication skills impact on...

Educational achievement

- Vocabulary at 5 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

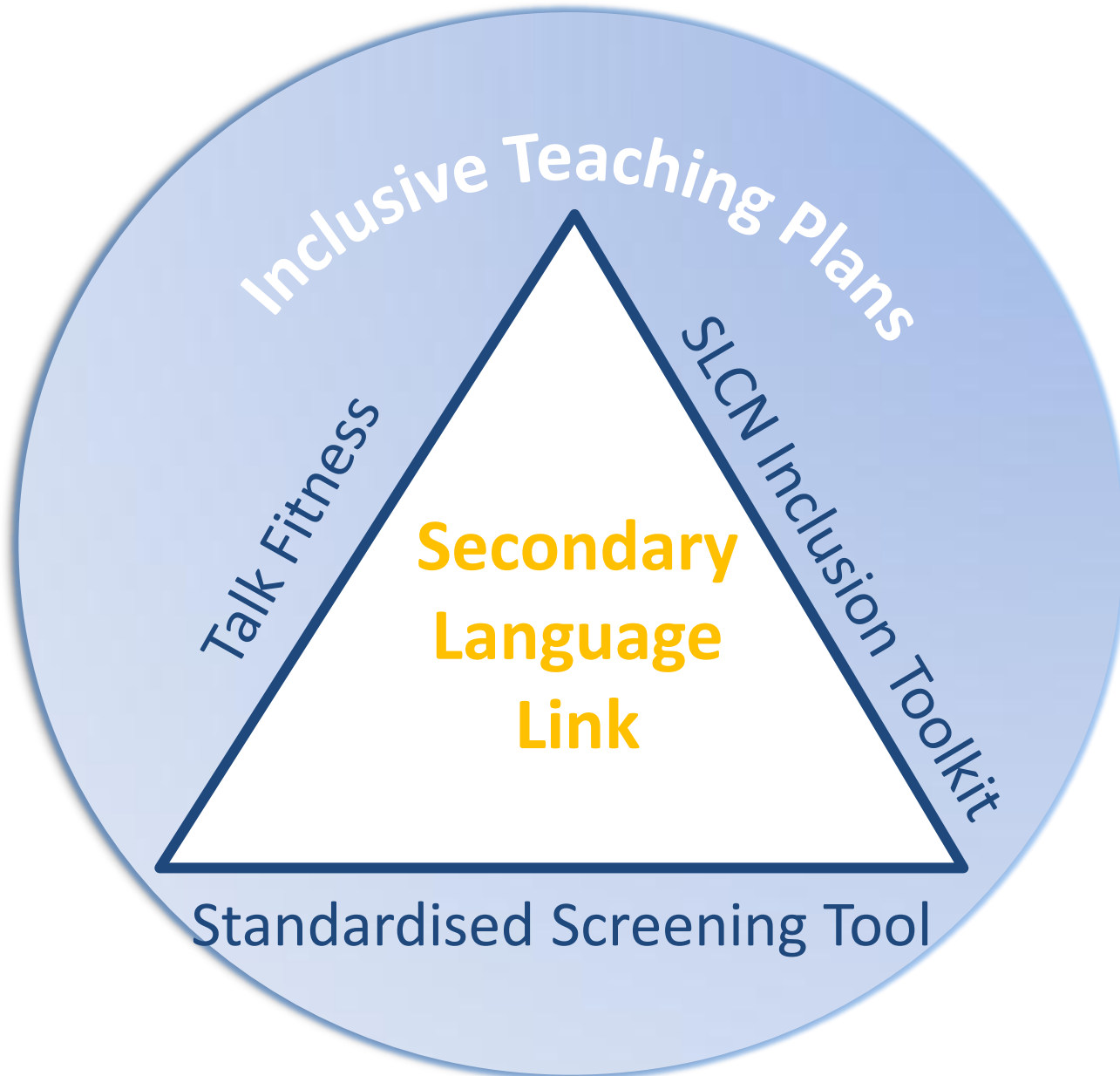
Criminality

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



Secondary Language Link

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

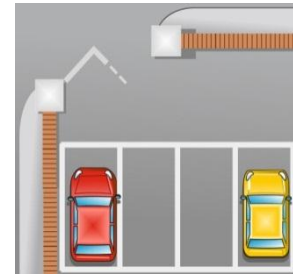
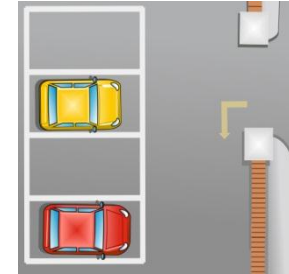
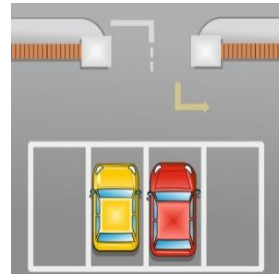
- **Standardised** - evaluate understanding of language in young people 11 to 14 and to benchmark performance with other pupils the same age across the country
- **On-line** -video-based, and interactive environment; fully audio supported
- **Administered to groups:** screened **universally** with whole 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



Continue

Processing Information:

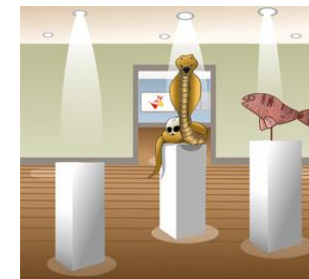
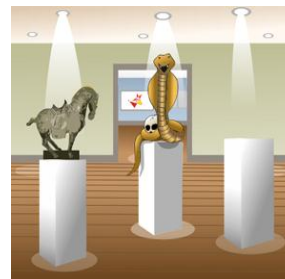
Video News Broadcast

Audio presented multiple choice



Complex Sentences:

Picture Selection



Understanding Social Language

Pupils are asked multiple choice questions following 7 scenes.

PS2



- 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.

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

Repeat

Next

Understanding Social Language

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

Standardised Assessment Results

```
graph TD; A[Standardised Assessment Results] --> B[Well below Average 0-to 6th centile]; A --> C[Below Average 6 to 16th centile]; A --> D[Low Average 16 to 25th centile]; A --> E[Within Average Range]; B --> F[Discussion and referral to outside agency. Inclusive Teaching Plan]; C --> G[Recommended: Talk Fitness & Inclusive Teaching Plan]; D --> H[Recommended: Inclusive Teaching Plan]; E --> I[No Intervention Required];
```

Well below
Average
0-to 6th
centile

Discussion and
referral to
outside agency.
Inclusive
Teaching Plan

Below
Average
6 to 16th
centile

Recommended:
Talk Fitness &
Inclusive
Teaching Plan

Low Average
16 to 25th
centile

Recommended:
Inclusive
Teaching Plan

Within
Average
Range

No Intervention
Required



Building communication skills for life

SECONDARY
LanguageLink

Home Pupil Hub Teacher Hub Reporting Hub

Log Out

Pupil Search Results

Pupil Hub

[Search for Pupils](#)

[Add Pupils](#)

The **Pupil Work Area** below contains all pupils in the groups you selected when searching.

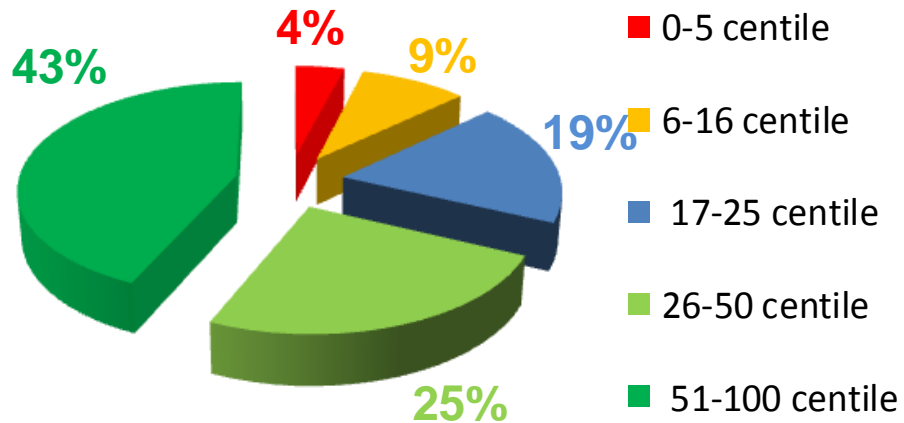
Pupil Work Area

Assign All Pupils for Assessment

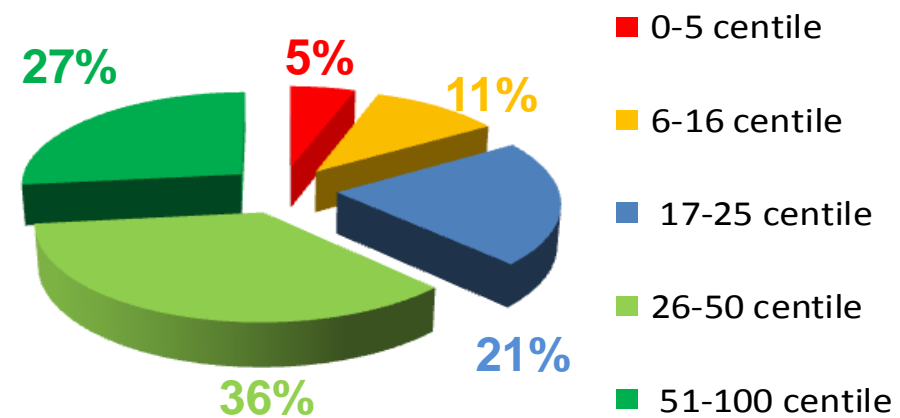
🔍 Isis Alexandria	No Intervention Needed	Show Details
🔍 Augustus Caesar	Intervention Recommended	Show Details
🔍 John Cleese	No Intervention Needed	Show Details
🔍 Urn Grecian	No Intervention Needed	Show Details
🔍 Diana Hunter	Inclusive Teaching Plan Recommended	Show Details
🔍 Astarte Jones	No Intervention Needed	Show Details
🔍 Nick Nearly-Headless	Intervention Recommended	Show Details
🔍 Wellaye Never	Discuss with Specialist Services	Show Details
🔍 Ian Paisely	Intervention Recommended	Show Details
🔍 Michael Palin	Intervention Recommended	Show Details
🔍 Great Scot	Inclusive Teaching Plan Recommended	Show Details
🔍 Hypatia Serapaeum	Assigned for assessment	Assess now
🔍 Canaan Smith	Discuss with Specialist Services	Show Details

Secondary Language Link Key Stage 3 Results

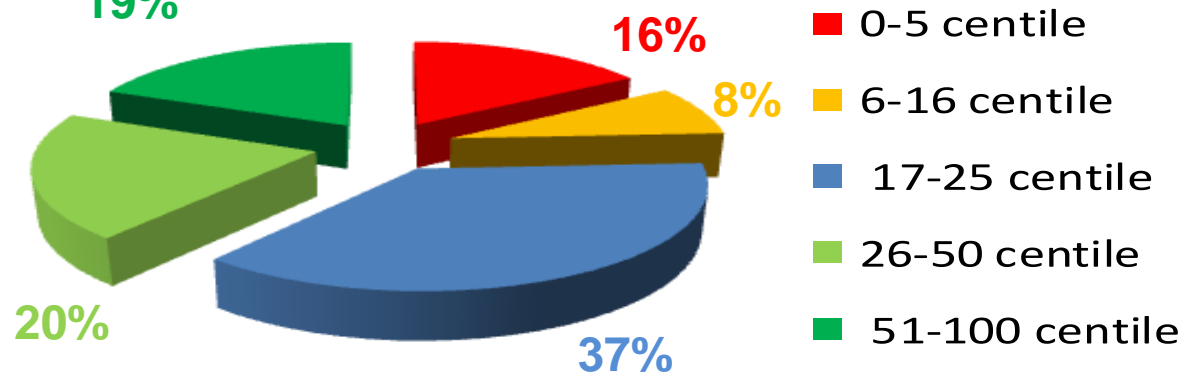
Year 7 Results



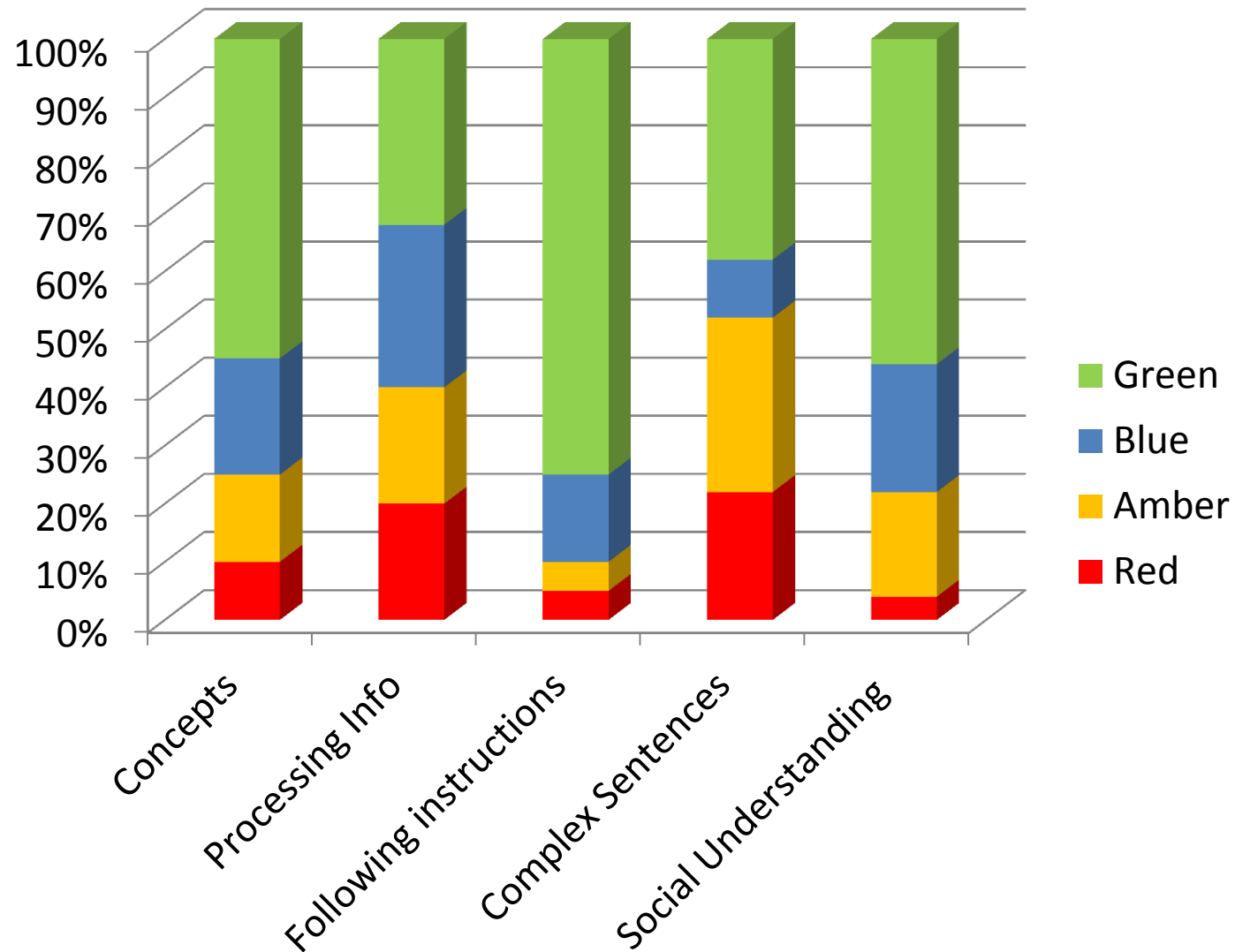
Year 8 Results



Year 9 Results



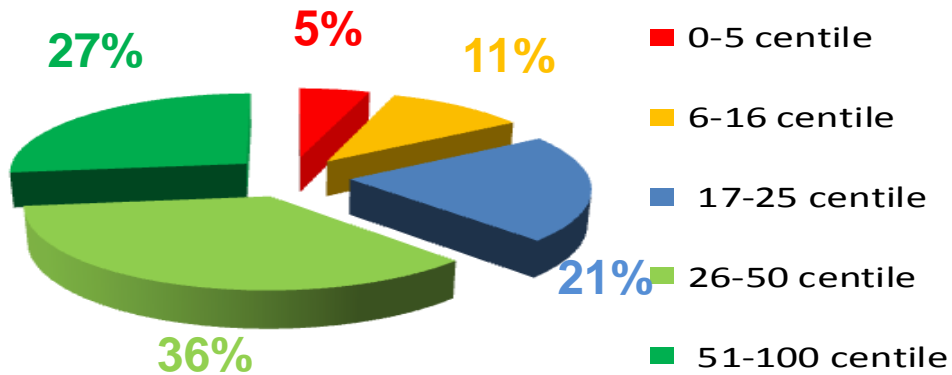
Year 7 Secondary Language Link Subtest Results



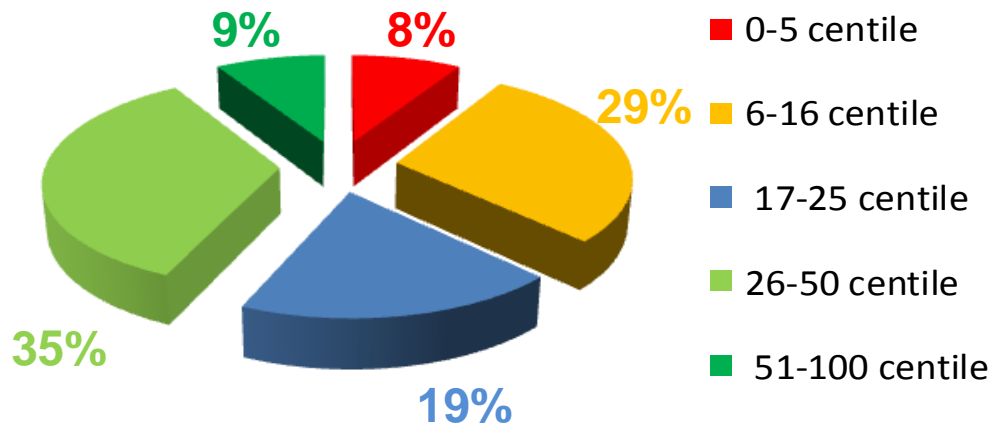
Secondary Language Link

Selected Cohorts: Pupil Premium

Year 7 Results (excluding Pupil Premium)

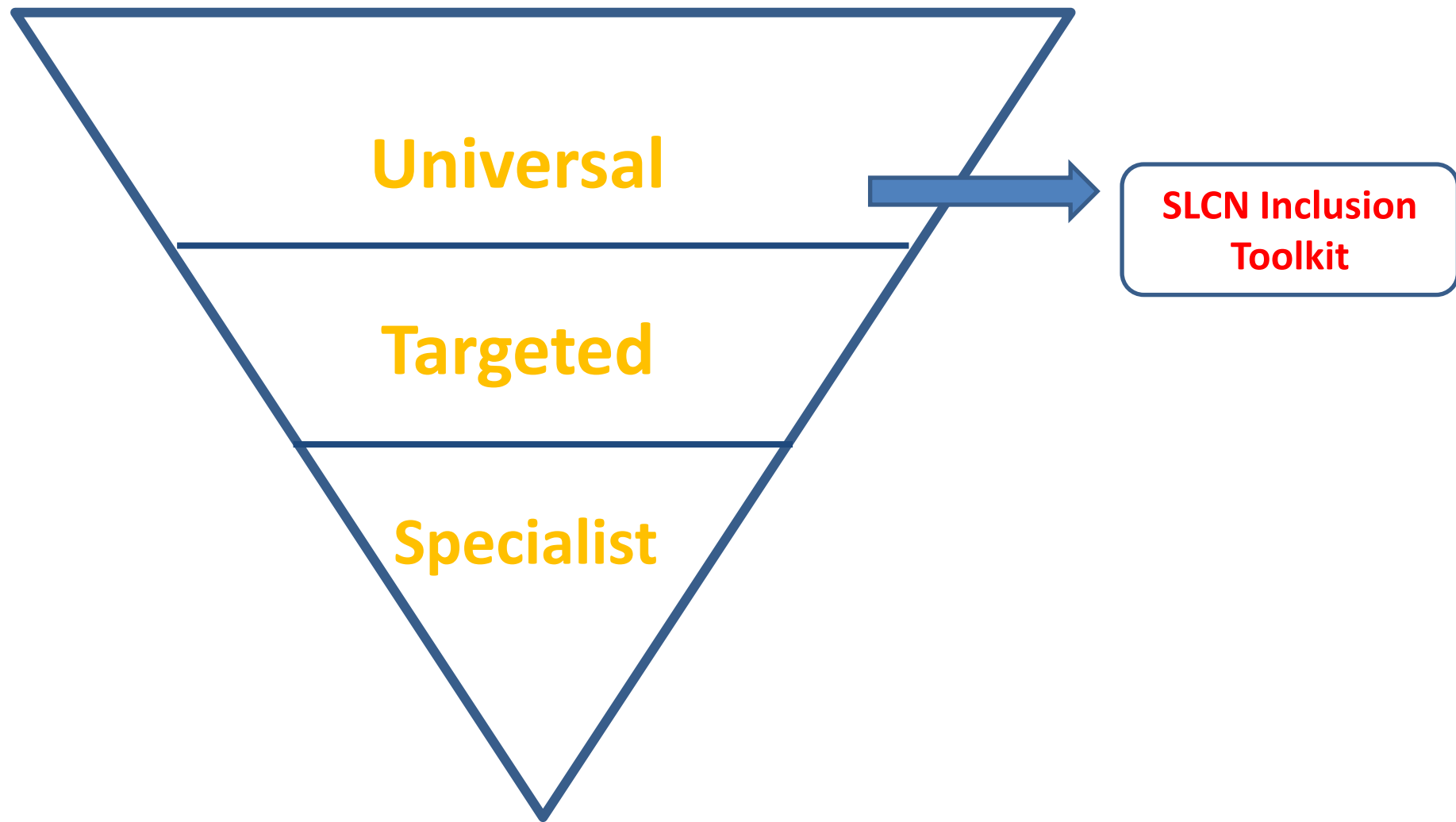


Pupil Premium

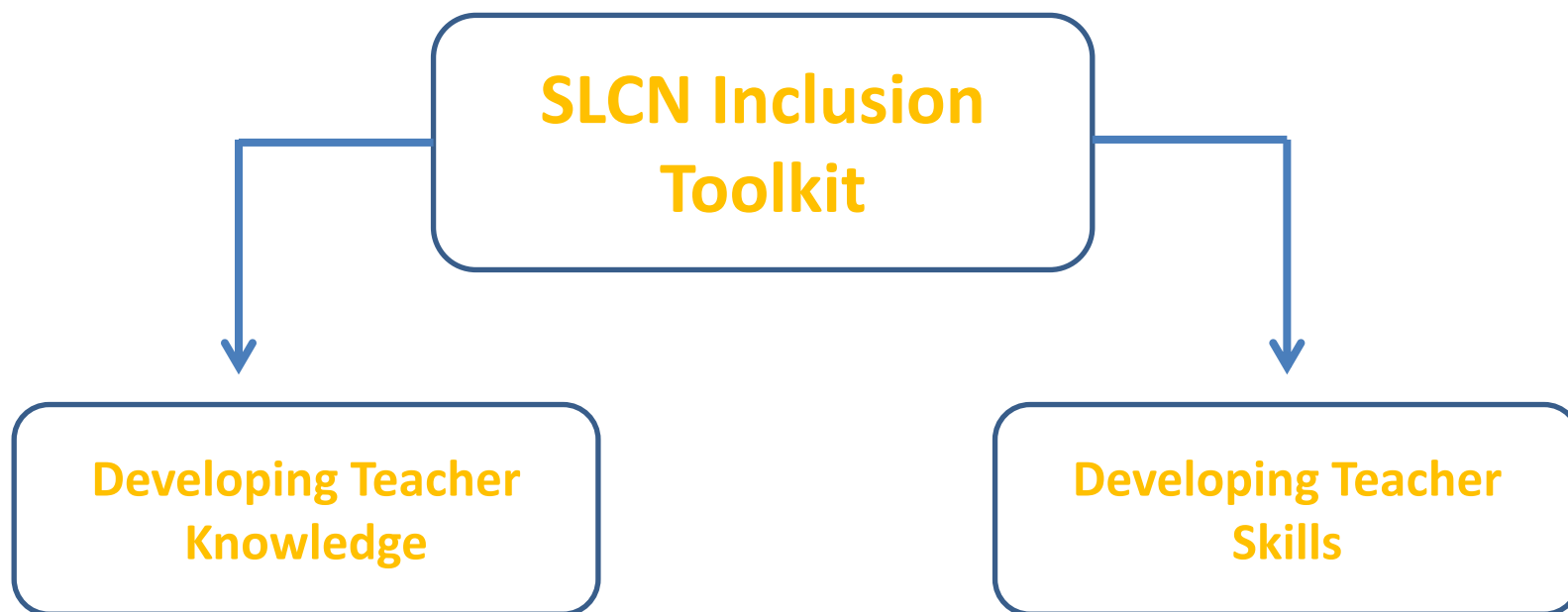


- Gender Differences in Language
- English as an Additional Language
- Looked After Children
- Free School Meals
- SEN Pupils

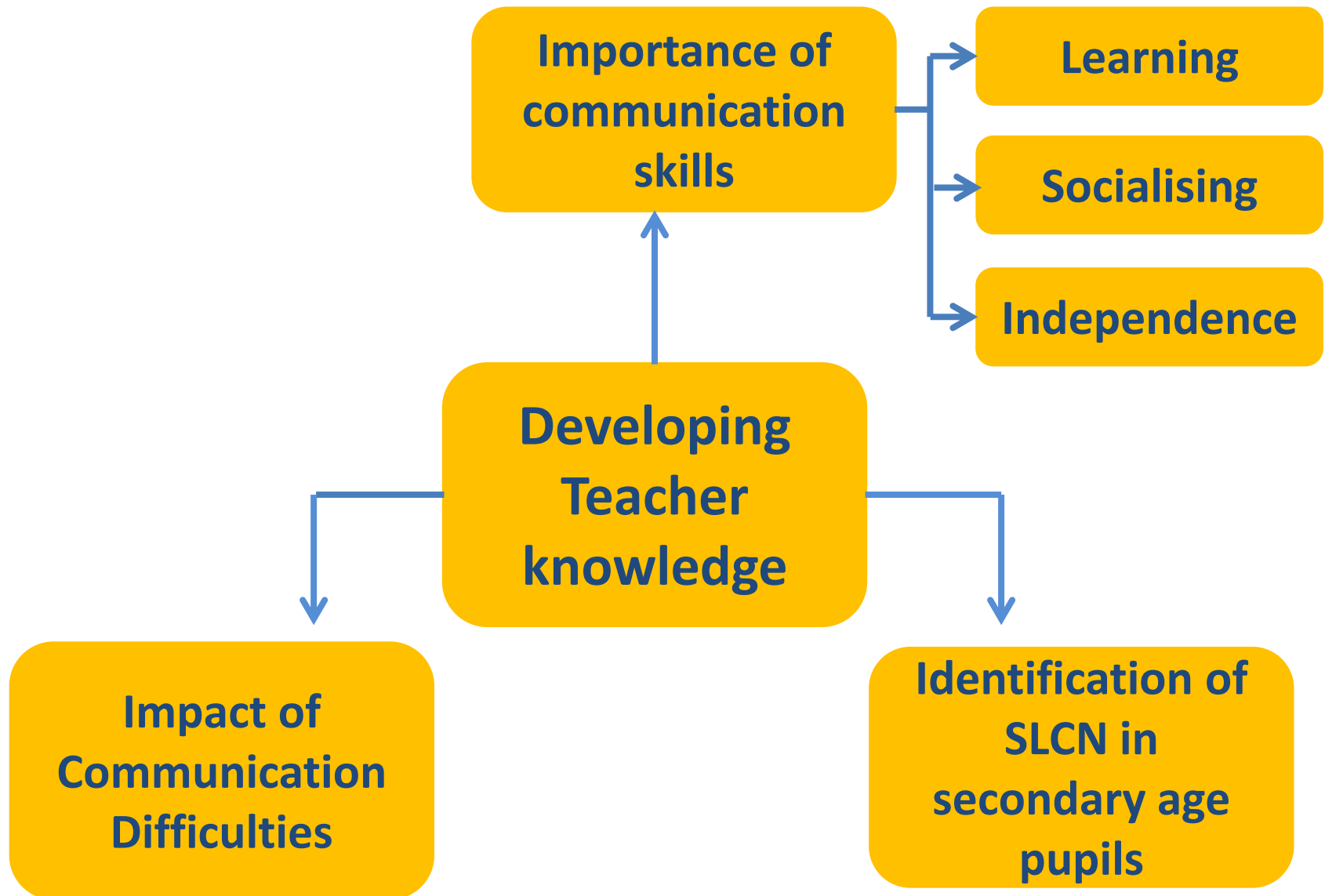
Interventions



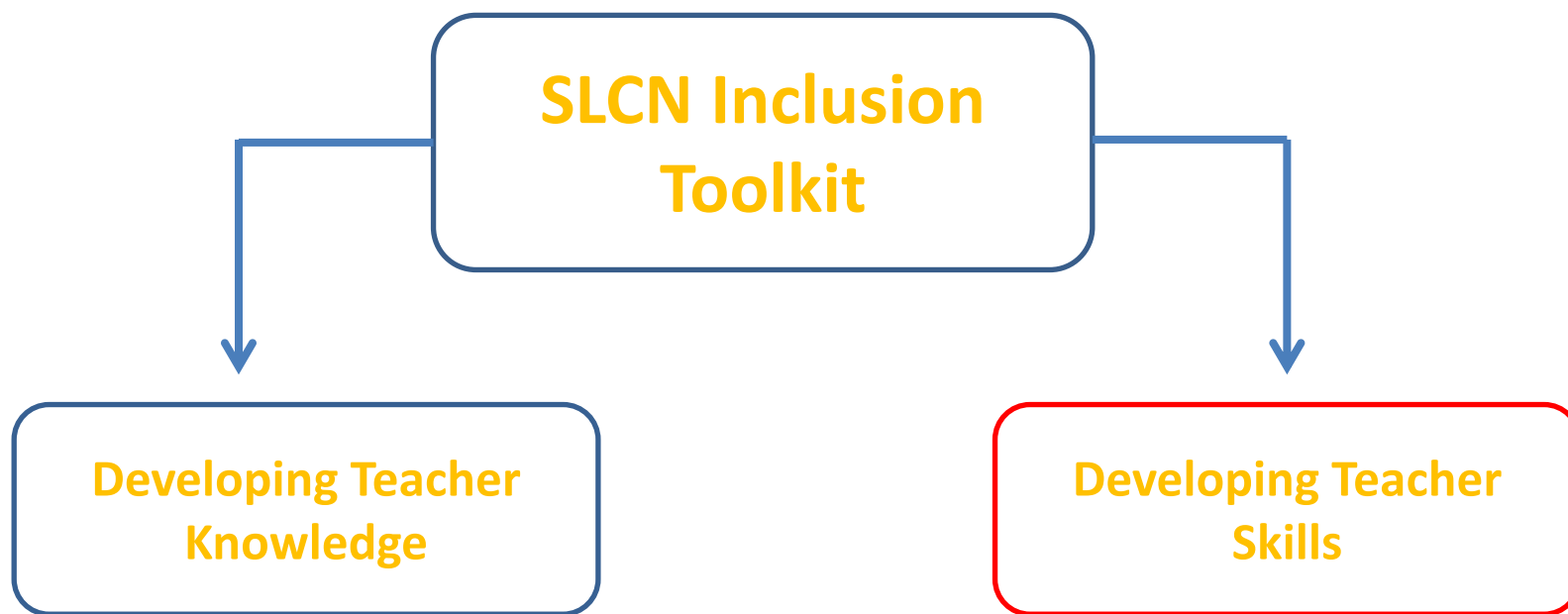
Interventions



SLCN Inclusion Toolkit



Interventions



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!

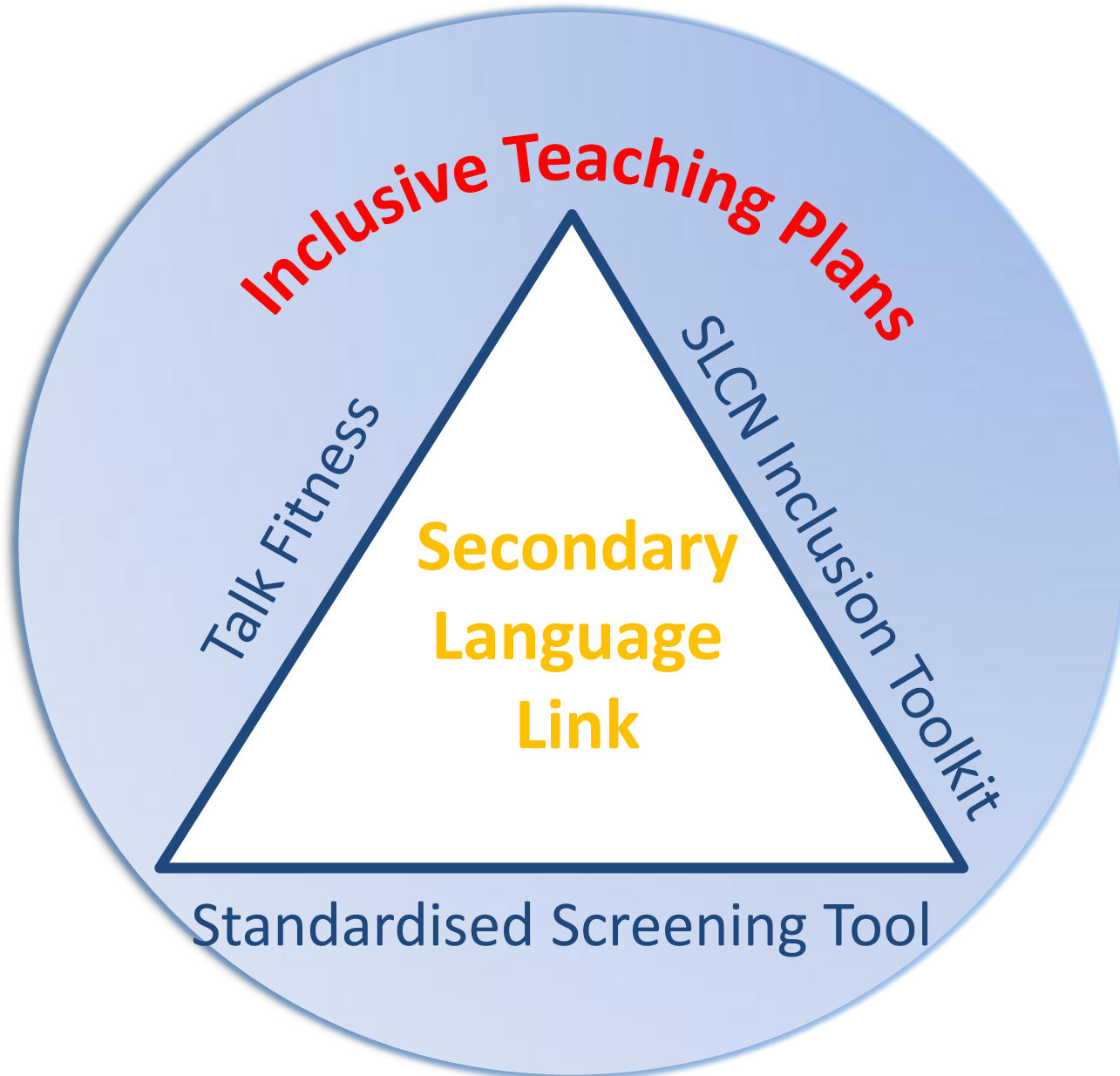


SLCN Inclusion Toolkit –Developing Teachers Skills



Rix, J., Hall, K., Nind, M., Sheehy, K., & Wearmouth, J. (2009). What pedagogical approaches can effectively include children with specific educational needs in mainstream classrooms? A systematic literature review. In *British Journal of Learning Support*, Vol 24, No. 2, p86-93.

The Secondary Language Link Package



Inclusive Teaching Plans....Focus on classroom teaching



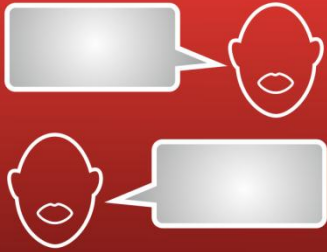


Red

Amber

Blue

Promoting Talk



Questioning



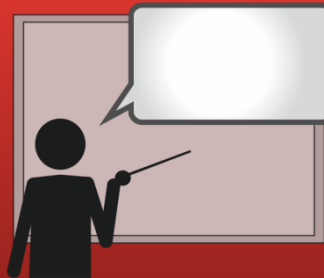
Core Strategies



Visual Support



Teacher Talk



Vocabulary



Teachers Rate Pupil Engagement at Beginning and End of Term

Attention

Interest

Effort

Participation

Engagement in Learning

0 – Pupil RARELY OR ALMOST NEVER demonstrates any of the indicators of engagement

1- Pupil demonstrates 1 of the indicators of engagement SOME of the time

2-Pupil demonstrates 2 of the indicators of engagement SOME of the time

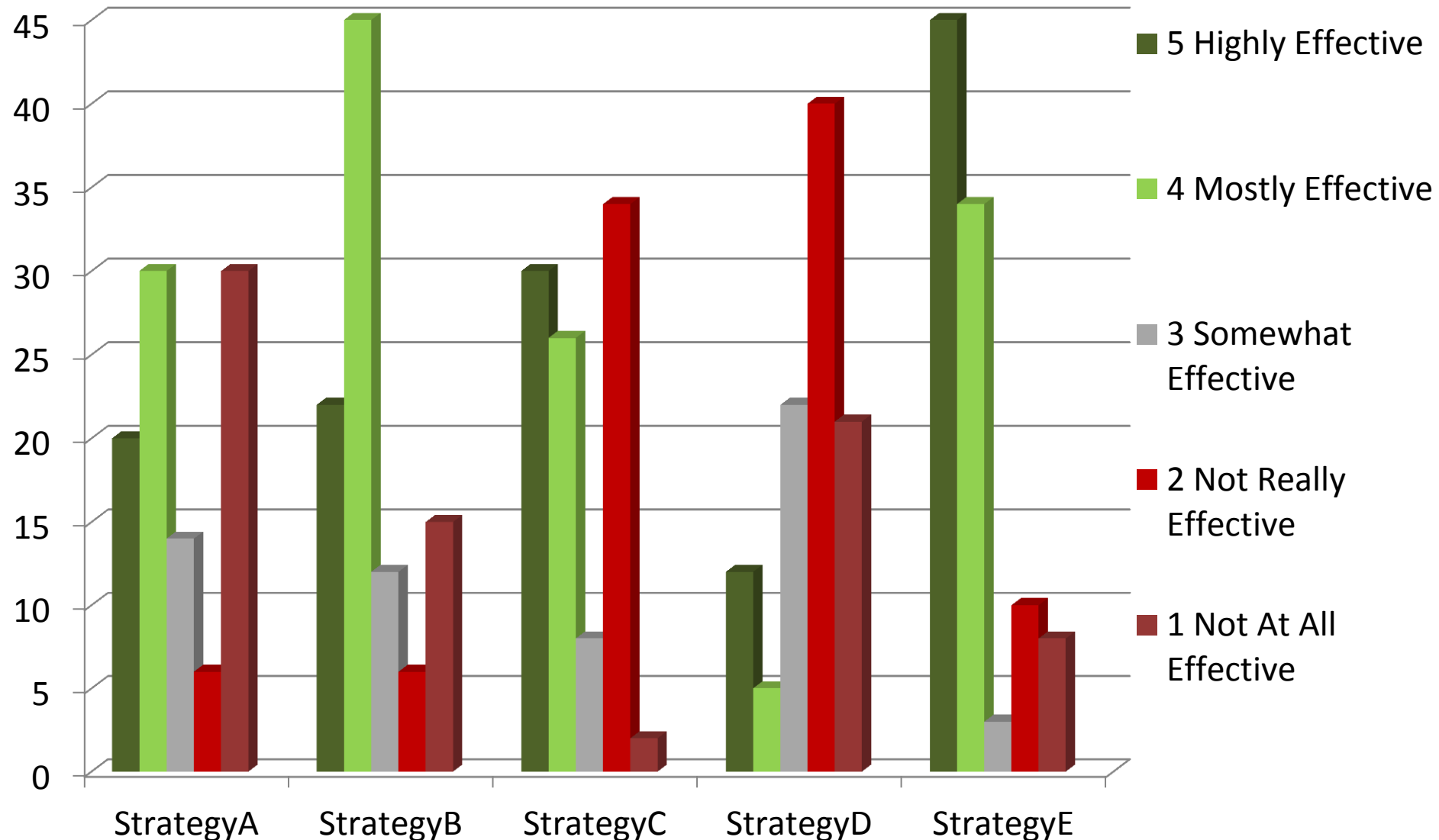
3-Pupil demonstrates 3 of the indicators of engagement SOME of the time

4-Pupil demonstrates 3 of the indicators of engagement MOST of the time.

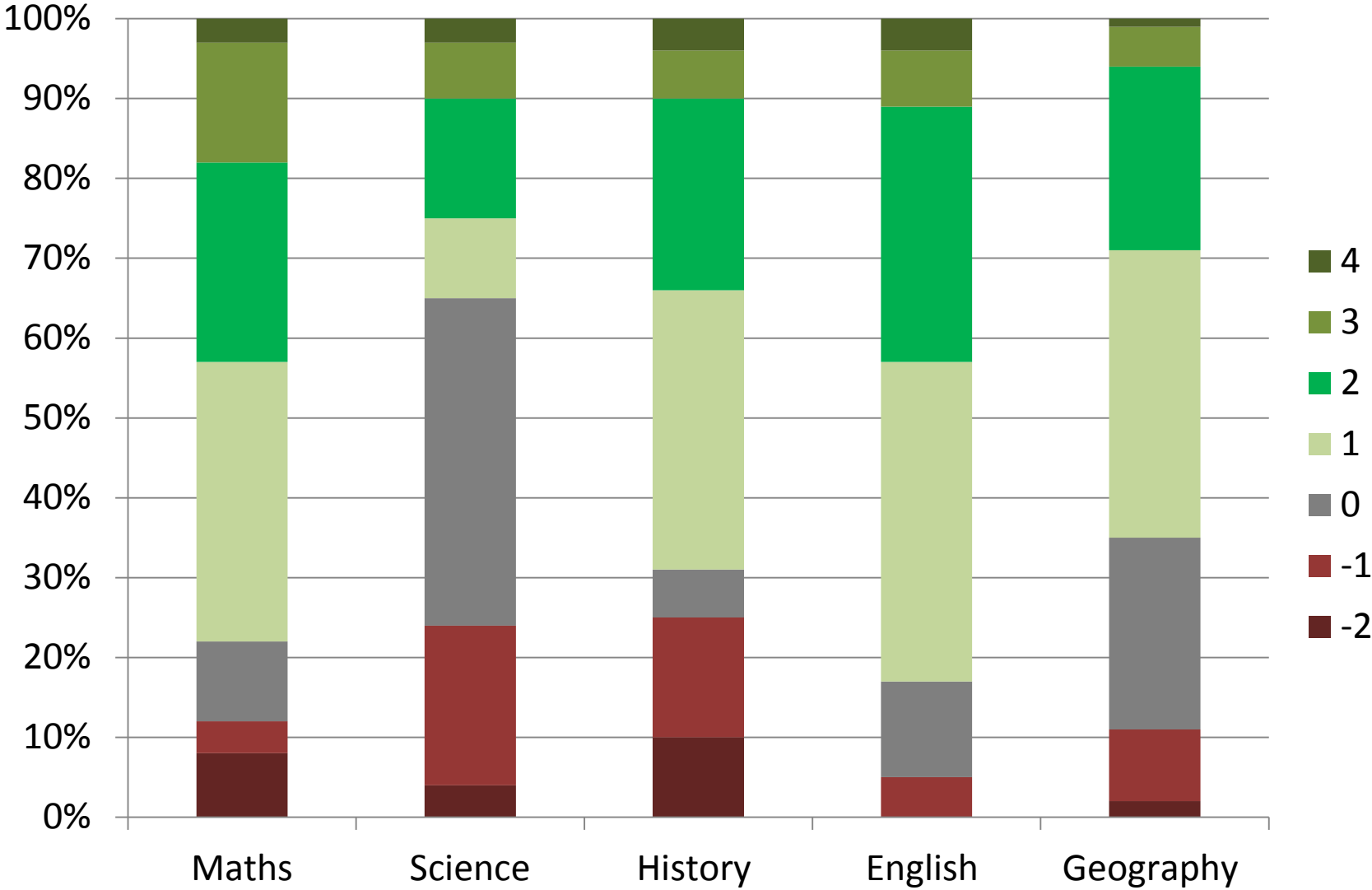
5-Pupil demonstrates all 4 of the indicators of engagement MOST of the time.

6- Pupil demonstrates all 4 of the indicators of engagement ALL of the time.

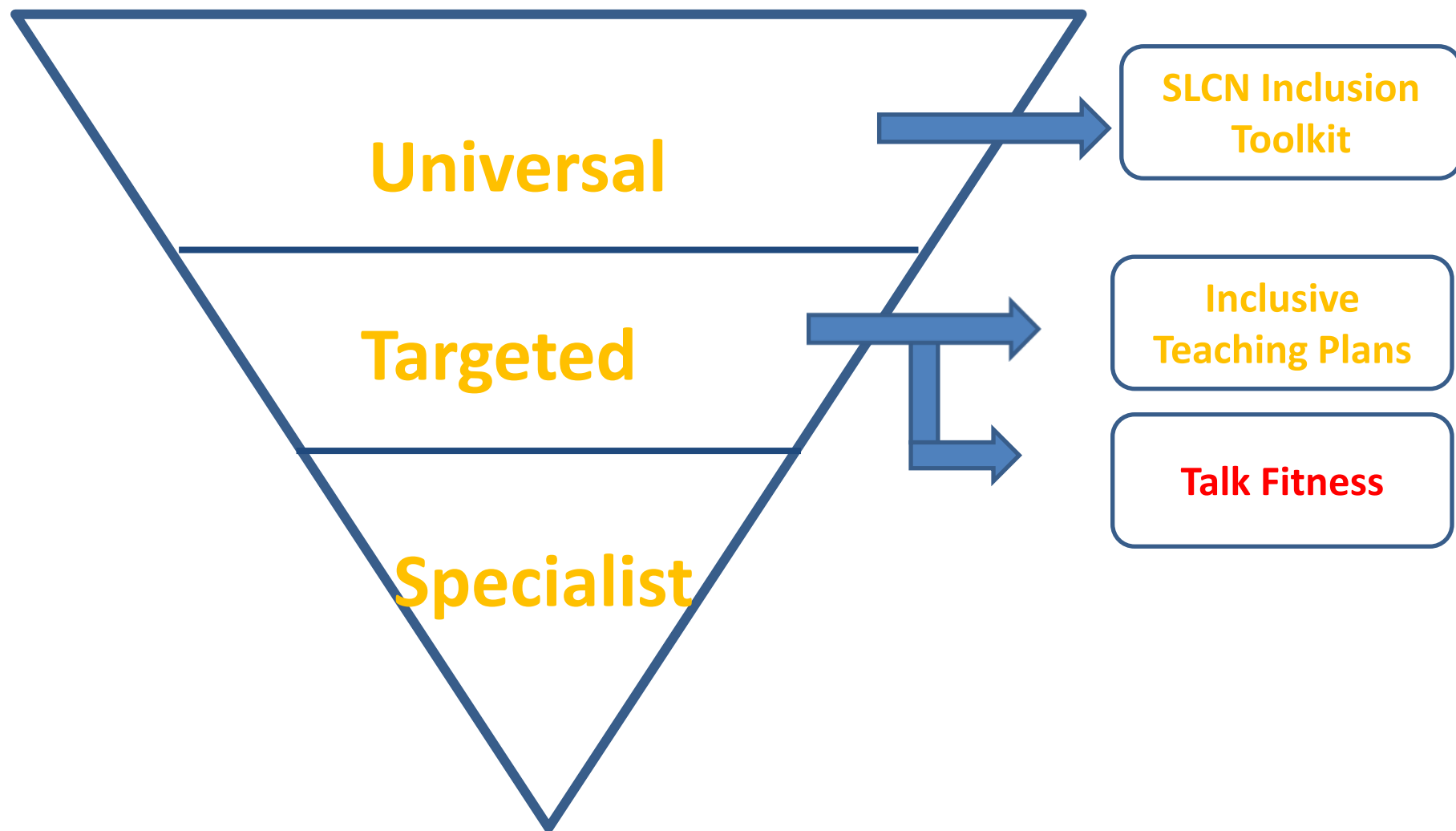
Year 7 Inclusive Teaching Plan: Ratings of Effectiveness of Strategies - Science



Year 7 Example:
Evaluation of Engagement Rating following Inclusive Teaching Plans



Interventions



Talk Fitness

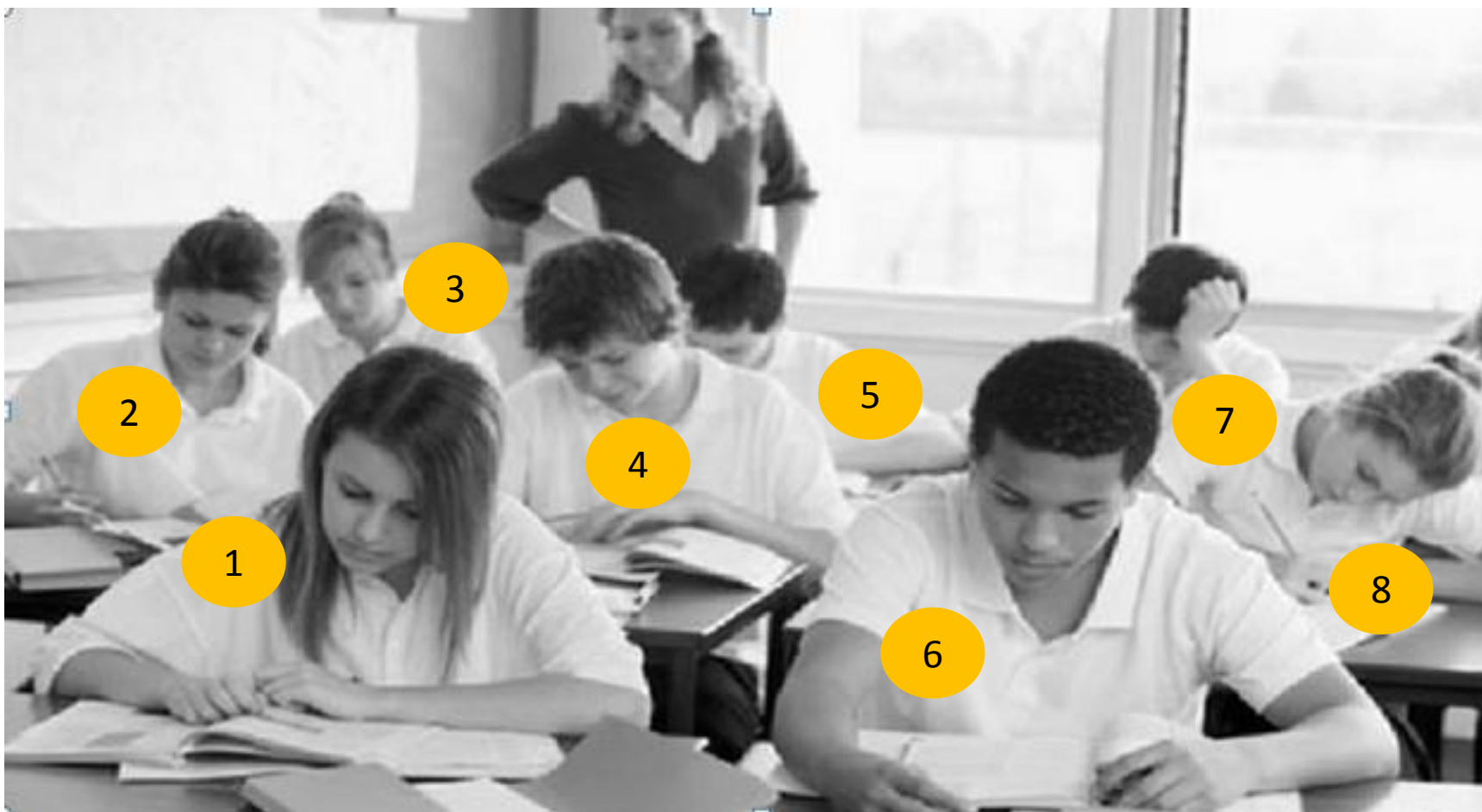


On-line small group programme aimed at improving the ***functional*** and ***cross curricular*** speaking and listening skills of **key stage 3 pupils**.

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

Talk Fitness

Level 2: Extension Skills

Explanatory Talk

Discussion Skills

Argument



8-9 weeks

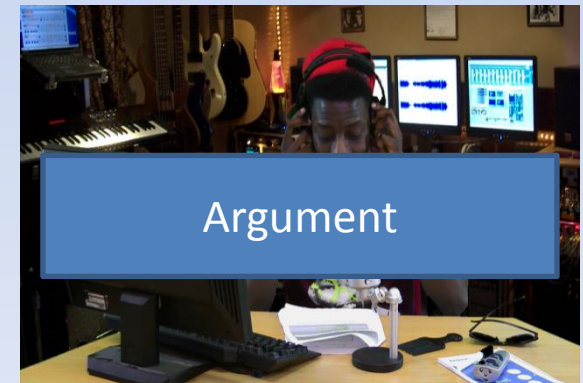
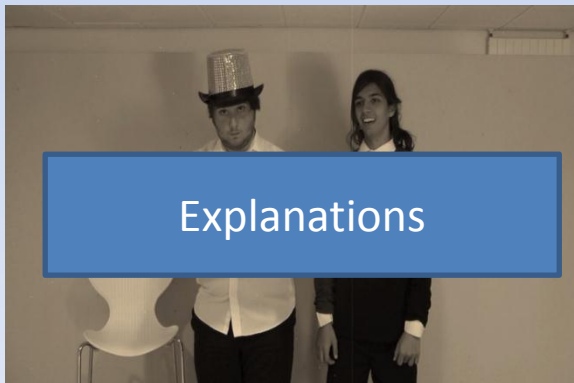
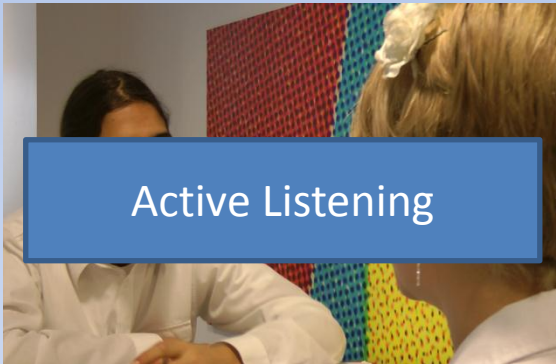
Talk Fitness



Talk Fitness

Key Principles

A meaningful context for learning



Multisensory – picture/symbol supported

Picture Support
from video

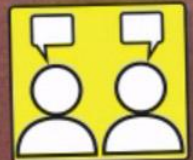
Picture Symbol
Support for
instructions

Which of the following is an example of a direction?

(2 Minutes)

- 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.

Audio
Prompts



Next >

Secondary Language Link - Cycle of Assessment & Review

