

## Aims

The course you are about to follow sets out to increase your knowledge, understanding and skills in working with learners who have difficulty in using or understanding speech and/or language, and who may find it difficult to communicate effectively in educational settings.

### Summary



The course is divided into four sections each addressing a different aspect of speech and language and communication needs (slcn), and they follow a logical sequence. You will come across a variety of interactive activities, and from time to time will be invited to contribute to an online discussion.

There is a quiz at the end of each of the first three sections, and you must complete these as well as contributing to discussion to qualify for a Certificate of Online Completion. The sections are listed below and you can see more detail by clicking on the each of the links:

### Understanding SLCN



This section aims to:

- Raise awareness of the incidence of difficulties in speech, language and communication
- Provide a description of how language develops
- Introduce terminology used to describe speech and language
- Describe the elements comprising the language system
- Emphasise the impact of the language environment
- Raise awareness of the range of difficulties which learners may experience
- Raise awareness of the impact of these on both access to the curriculum and inclusion in the social environment

### Assessment for Learning



This section aims to:

- Describe the rationale of the assessment of SLC N in an educational environment
- Describe informal assessments which can be easily carried out
- Show how the information derived from informal assessment can help to create a picture of a learner's individual strengths and weaknesses

### Interventions



This section aims to:

- To outline a range of strategies to help learners with SLCN
- To relate these strategies to the identified needs of individual learners
- To provide a basis for an intervention strategy

### Case Studies



This section provides several individual case studies to illustrate:

- The needs of the individual in the case study
- The interventions which have been implemented
- The response of the young person to these interventions and their resulting progress

### Links to the (IDP) and copyright information



The IDP is a set of resources for schools commissioned by the DCSF to support teachers in making their lessons accessible to all pupils.

This is sometimes called *quality first teaching* or *Wave 1* intervention, and some of these focus on speech, language and communication needs. The Onlineinset course you are following focuses on interventions with individual pupils and is referred to as *Wave 2 and Wave 3* intervention, but to assist local authorities in delivering the IDP we have put links throughout this module where there may be relevant material which you might wish to explore.

The links are optional and reference only to the SLCN strand of the IDP.

You do not have to follow them to complete this module successfully.

The links will open in a separate window. If you are unsure about whether or not to follow them you should consult with your online tutor.

Click here to see the introduction to the IDP. The IDP has three sections; background, barriers and overcoming barriers. Each section contains sections on prior learning, information, CDP, activities and resources. (Opens new window)

#### **IDP material copyright information**

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