# Pathway for WELLCOMM and Speech, Language and Communication

## Purpose of the Provision

A Speech, Language and Communication (SLC) provision is designed to help children who have difficulties with speech, language, or communication develop the skills they need to learn, socialize, and participate fully in school and daily life.

## Aim of provision

**Support Communication Development**

To improve skills such as:

- Understanding language (receptive language)
- Expressing thoughts clearly (expressive language)
- Speech clarity and sound production
- Social communication (pragmatics)
- Vocabulary and sentence structure

**Improve Access to Learning**

Language is central to nearly all areas of the curriculum. SLC provision helps students:

- Follow instructions
- Ask and answer questions
- Participate in discussions
- Develop reading and writing skills

**Promote Social and Emotional Wellbeing**

Communication difficulties can affect confidence and relationships. Provision helps students:

- Build friendships
- Manage conversations
- Express feelings appropriately
- Reduce frustration-related behaviour

**Provide Early Intervention**

Identifying and supporting needs early can prevent longer-term difficulties with:

- Literacy
- Academic achievement
- Behaviour
- Mental health

**Deliver Individualised Support**

- Support may include:
- One-to-one or small group therapy
- Classroom strategies
- Communication-friendly teaching approaches
- Collaboration with families and teachers

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## identification of Need

·A WELLCOMM assessment to identify any speech and language developmental gaps. (completed termly)



| What the child understands | Yes/No (✓/✗) |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| What the child uses | Yes/No (✓/✗) |
|---|---|
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Any gaps identified will be met in the class provision. Sign of the week is also tailored around the WELLCOMM assessments to support this.
An amber light system is used to score progress.
Green - The child's language skills are age appropriate
Amber - The child's language skills are midely delayed compared to their age.
Red - The child's language skills are significantly delyaed compared to their age.

··If a child scores 2 sections below their age-related section on the 2nd round of testing, they will go on to the SALT spreadsheet.
·Parent consent will be asked for and a referral letter will be filled in by the class teacher, identifying concerns they may have. An observation and/or screener may be done by the lead SALT TA, to gather more evidence to pass on to the therapist.

## Referral and Decision Making Progress

·The trusts Speech and Language Therapist will assess the child, targets will be written, and resources will be provided if the child needs targeted support with a SALT TA. (a report of the targets will also be sent home to parents) A provision is made on Edukey, and the targets will be inputted into file section on Edukey, pupil files and the SALT folder.
·If a child is on the SALT spreadsheet for 2 half terms, the therapist will assess again and if targeted support is still needed, they will be added to the SEND register. (a phone call will be made by the SENDCO to inform them of this) A learning plan will be made on Edukey with SALT as their primary need, if the child already has a plan, the target will be added to the existing plan.
Alternatively, if any member of staff or parent has any concerns about a child, they can be added to the SALT spreadsheets for the therapist to assess.

**EAL**

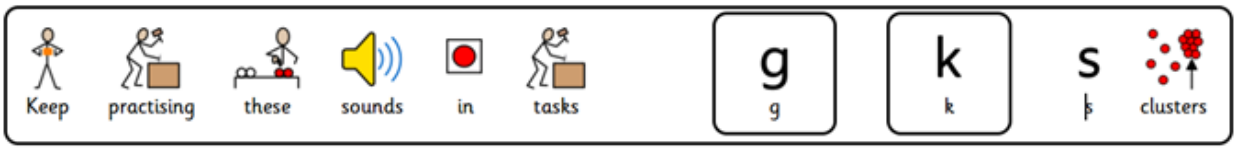
·A child must have 2 years of exposure to English before a Speech, Language and Communication assessment can be carried out, unless parents have concerns and they have a delay in their first language i.e. unable to follow instructions, understanding difficulties

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## Strategies

·WELLCOMM booster groups happen in summer 2 for all children who are 1 section behind their age-related section by SALT TAs.
·Desk prompts are made to support children with their generalisation of their speech sound. This also gives them confidence when participating in class discussions.







·Bookmarks are provided for children with speech sound difficulties, so any adult who is listening to them read will know what their targeted speech sound is.




·All speech targets are displayed in class, this is to inform any staff who is involved with the child what their targets are, this provides extra support for the child, which work alongside their targeted interventions.

## Half Termly Review

·Meetings with class teachers regarding any children who are highlighted for an assessment or re-assessment
·Speech and Language concern form to be filled out
·Lead SALT TA to meet with trust SLC Therapist to discuss children to be seen.
**The meeting will review**
·any progress children have made
·targets that may have been achieved
·children who are not meeting target

## Parent Engagement

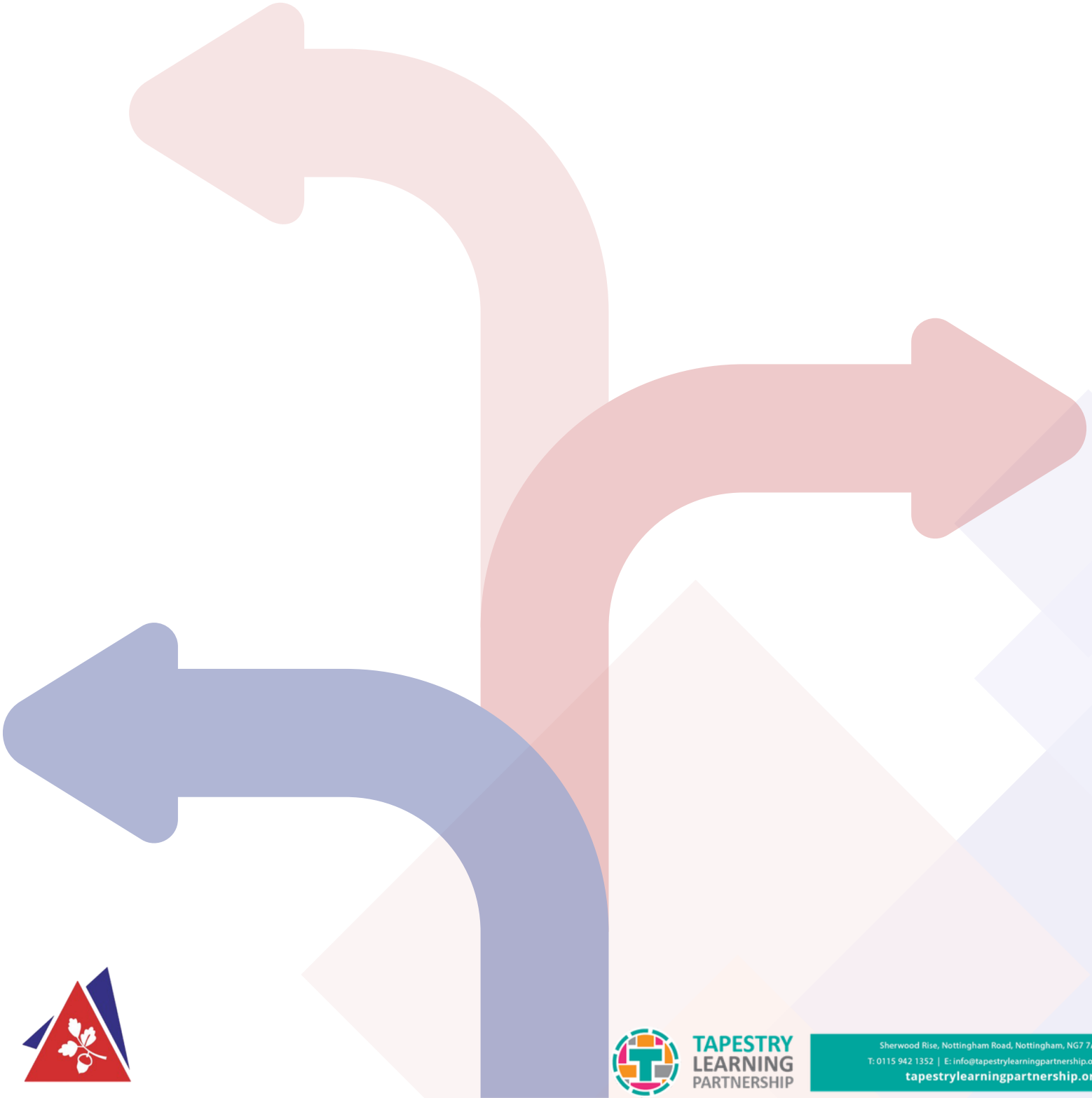
·**P**arent invites are sent out, for them to come into school to discuss their child's WELLCOMM/SLC targets and how to deliver them at home.

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## Exit Criteria

·An assessment by the SLC Therapist
·There communication, language and speech sounds are age-appropriate



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