

6. Developmental Language Disorder (DLD)

Part 1 – Introduction and Overview

Introduction

Developmental Language Disorder or DLD (previously known as Specific Language Impairment or SLI) is a persistent type of speech, language and communication need that cannot be explained by an obvious cause. Children will take a longer period of time to develop speech and/or language skills and may not follow a typical pattern of development.

In this guidance the term DLD is used to refer to children and young people with a language and communication need that:

- falls behind that of other children of the same age
- upon cognitive assessment, the verbal ability is significantly lower than non-verbal abilities.
- interferes with everyday life and school achievement
- is not due to hearing impairment, physical abnormality, acquired brain damage, or lack of language experience.
- is not due to emotional, social or behavioural difficulties.
- is not a part of Autistic Spectrum Condition (ASC)
- is not a result of English as an additional language

All children and young people with DLD will have their needs met within mainstream school in accordance with Cumbria's policy on inclusion.

Key points when considering identification and referral:

- The main issue in determining support for children and young people with DLD is how those difficulties impact upon their access to the full curriculum and their ability to take part in classroom activities and participate in school life.
- Children or young people with DLD may already have been identified before entering school.
- Children's Services and NHS Cumbria Partnership Foundation Trust (CPFT) work together to offer appropriate skilled advice for children and young people with DLD.

This advice is dependent upon the age of the child or young person:

Early Years

- Speech (pronunciation) and Language (understanding and saying words and sentences) difficulties should be referred to the NHS Speech and Language Therapy Service using the Children's Physical Health Team Request for Assessment Form

Key Stage 1 onwards

- Language difficulties (understanding and saying words and sentences) should be referred to SEND TST (Complete the SEND Early Help Assessment Form) asking for the involvement of a Specialist Advisory Teacher: DLD (SAT: DLD). This can be obtained from the CCC Website and/or see Local Offer (INPUT LINK from CCC).
- Speech difficulties (pronunciation) should continue to be referred to CPFT as above (refer to the Speech and Language Therapy Service of NHS).

Overview

A child or young person about whom there may be concerns regarding their language and communication might have problems in or any combination of the following areas:

Receptive Language: understanding and making sense of what people say

This could include:

- Presenting with appropriate attention and listening.
- Auditory memory skills.
- Understanding the meaning of words and concepts.
- Understanding the rules and meaning of grammar and sentence structure.
- Following instructions and explanations.
- Understanding higher level language, for example, abstract vocabulary (where words are needed to describe meaning, for example, “trust” or “difference” as in maths), metaphor, and idiom.

Expressive Language: using words to convey meaning by speaking

This could include:

- Using vocabulary.
- Formulating sentences using appropriate grammar - i.e. pronouns, tenses and conjunctions.
- Using correct word order.
- Formulating spoken narrative - telling stories, recalling events.

Communication or Language Use: the way in which children and young people use language to interact

This could include:

- Use of voice: intonation, volume, rate, pitch, expression.
- Use of non-verbal communication skills: facial expression, gesture, body language.
- Pragmatic language skills: topic initiation and maintenance, conversational rules and turn talking.

N.B. This category would only be considered to be a specific area of need if observed in conjunction with other specific speech/language difficulties.

CCC Website will provide useful information/

www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/speechandlanguagedifficulties/default.asp

Cumbria Partnership NHS Trust (Speech and Language Therapy) will provide further information.

www.cumbriapartnership.nhs.uk/our-services/children-families/our-children-and-families-services/physical-health-team/childrens-speech-and-language-therapy

Part 2 - Band Descriptors

Band 1 (Mild SEND)	<p>Setting/School is becoming concerned about a child or young person's language and communication development.</p> <p>DLD may be an emerging but not yet clearly identified as the primary area of need; the child or young person has some difficulty with speaking or communication.</p> <p>The child or young person will present with some/all of the difficulties below and school will be collecting information and using their own expertise to deliver to the individual needs. These will affect curriculum access and social development.</p> <p>Difficulties include:</p> <ul style="list-style-type: none"> • Phonological awareness difficulties (such as awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling. • Speech (production of sounds) is understood by others but has some immaturities, which may impact on social interaction and the acquisition of literacy. • Difficulties with listening and attention that affect task engagement and independent learning. • Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the child or young person needs some support with listening and responding. • Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position). • Limited vocabulary, both expressive and receptive. • May rely heavily on non-verbal communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses. • Social interaction could be limited and there may be some difficulty in making and maintaining friendships. • Behaviour as an indicator of DLD: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.
Band 2 (Moderate SEND – Early Help)	<p>DLD is identified as the primary area of need; the child or young person has some difficulty with language or communication. The child or young person will present with some/all of the difficulties identified in Band 1 above with school becoming increasingly concerned that these will moderately affect curriculum access and social development and refer to outside agencies for further advice.</p>

	<p>The child or young person will continue to demonstrate moderate and consistent language difficulties and is not making expected progress despite a number of interventions and Quality First Teaching.</p> <p>These language difficulties are becoming increasingly evident in comparison to other areas of development. Advice is sought and acted on from Specialist Advisory Teacher (SAT) or Speech and Language Therapist (SLT) through Early Help Request. This should include comprehensive detail of approaches and strategies already applied to support individual need.</p> <p>Following a review of short term intervention, it may be determined that the child or young person will require additional support and/or further specialised interventions and this review may indicate a request for statutory assessment.</p>
Band 3 (Severe SEND - EHCP)	<p>DLD will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. There is little consistent progress despite focused intervention.</p> <ul style="list-style-type: none"> • Persistent delay against age-related language <u>norms</u> – refer to Universally Speaking. • Persistent difficulties that do not follow a typical developmental pattern • Severe impact on Curriculum Access. <p>The child or young person will demonstrate severe and continued difficulties despite the advice and monitoring of Speech and Language Therapist (SLT) or Specialist Advisory Teacher (SAT).</p> <p>Language demonstrates severe weakness compared to General Cognitive Skills.</p> <p>Language performance is at the 2nd Centile according to SLT/SAT Standardised Language Assessment.</p>
Band 4 (More Severe SEND)	<p>DLD is the primary area of need with the nature of the difficulty identified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>The child or young person will present with some/all of the difficulties as described at Band 3 and these will more severely affect curriculum access and social development. Assessment from SLT/SAT would indicate that the child or young person would benefit from continued advice from SLT/SAT and Additional Teaching support.</p>

	<ul style="list-style-type: none"> • Some or all aspects of language acquisition are significantly below age expected levels • More Severe impact on Curriculum Access. <p>The child or young person will present with more severe and continued difficulties, despite focused intervention developed and monitored by a SLT/SAT.</p> <p>Language demonstrates more severe weakness compared to General Cognitive Skills.</p> <p>Language Performance is at the 1st Centile according to SLT/SAT Standardised Language Assessment.</p>
Band 5 (Profound SEND)	<p>DLD is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>The child or young person will present with a greater level of the difficulties as described at Band 4 and these will <i>profoundly</i> affect curriculum access and social development. Assessment from SLT/SAT would indicate that the child or young person would benefit from continued advice from SLT/SAT and Additional Teaching support.</p> <ul style="list-style-type: none"> • Some or all aspects of language acquisition are significantly below age expected levels • Profoundly impact on Curriculum Access. <p>The child or young person will present with profound and continued difficulties, despite focused intervention developed and monitored by a SLT/SAT.</p> <p>Language demonstrates profound weakness compared to General Cognitive Skills.</p> <p>Language Performance is below the 1st Centile according to SLT/SAT Standardised Language Assessment.</p>

Part 3 – Provision

The suggested provision and resources set out in the different bands below is intended to support effective teaching and learning.

1. Identify the relevant descriptors for the child or young person with whom you are working.
2. Consider whether the descriptor describes the situation and how the child or young person is affected within the setting/school:
3. If this descriptor accurately describes the child or young person use the advice given in the relevant Band.

Band 1 – Mild SEND

Descriptor	<p>Setting/School is becoming concerned about a child or young person's language and communication development.</p> <p>DLD may be an emerging but not yet clearly identified as the primary area of need; the child or young person has some difficulty with speaking or communication.</p> <p>The child or young person will present with some/all of the difficulties below and school will be collecting information and using their own expertise to deliver to the individual needs. These will affect curriculum access and social development.</p> <p>Difficulties include:</p> <ul style="list-style-type: none"> • Phonological awareness difficulties (such as awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling. • Difficulties with listening and attention that affect task engagement and independent learning. • Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the child or young person needs some support with listening and responding. • Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position). • Limited vocabulary, both expressive and receptive. • May rely heavily on non-verbal communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.
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	<ul style="list-style-type: none"> • Social interaction could be limited and there may be some difficulty in making and maintaining friendships. • Behaviour as an indicator of DLD: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement. 	
	Setting/Governing Body	Local Authority
Assessment and Planning	<ul style="list-style-type: none"> • The setting/school must use their best endeavours to ensure they have high quality differentiated and personalised teaching in place to directly support the child or young person's access to the curriculum taking into account their needs at all times. (SEND Code of Practice 0-25 years, Section 21 Children and Families Act 2014) • https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/universally-speaking.aspx • Consider the child or young person's profile of receptive and expressive language by comparing them to developmental norms. • Use this guidance to plan and deliver appropriate intervention. • Review progress after a term in order to inform future steps. • Ensure the child or young person is part of standard school and class assessments. • Senco and class teacher could be involved in more specific assessments and observations to clarify DLD as the primary area of need, and the nature of the difficulty. • Refer to Audiology – with parental permission. • Strategies employed to ensure child or young person's voice is taken into account in planning and delivery. • Identify child or young person's strengths as well as areas of additional need. 	<ul style="list-style-type: none"> • The settings and schools can access pre-Early Help strategies and approaches on the CCC Local Offer SEND. www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/speechandlanguage difficulties/default.asp • The settings/schools can access a wide range of training provided by SEND TST DLD Team.

	<ul style="list-style-type: none"> • ASSESS, PLAN, DO REVIEW process. 	
Teaching and Learning Environment	<ul style="list-style-type: none"> • Mainstream classroom with attention paid to position in the classroom and acoustics. • Flexible pupil groupings; positive peer language models. • Groupings reflect ability with modifications made to ensure curriculum access. 	<ul style="list-style-type: none"> • QFT strategies and advice sheets on DFE website. • The provision of specialist training to settings/schools is available from SEND TST DLD Team. • Information is available on the CCC Local Offer SEND TST website: www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/speechandlanguagedifficulties/default.asp
Human Resources and Staffing	<ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings and differentiation under the guidance of the teacher. • Adults actively support child or young person by modifying teacher talk and scaffolding/modelling responses. • Adults provide support to listen and respond to longer sequences of information in whole class situation. • Adults provide encouragement and support to collaborate with peers in curriculum activities. 	

Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Literacy tasks may require some modification. • Instructions supported by visual and written cues. • Reduction/modification of complex language when giving instructions/information to support attention and understanding. • Flexibility in expectations to follow instructions/record work. • Opportunities for developing the understanding and use of language across the curriculum. • Opportunities for time-limited small group work based on identified need. • Planning show opportunities for language based activities. • Family supports targets at home. • Child or young person involved in setting and monitoring their own targets. 	<ul style="list-style-type: none"> • QFT strategies and advice sheets on DFE website. • The provision of specialist training to settings/schools is available from SEND TST DLD Team. • Information is available on the CCC Local Offer SEND TST website. <p>www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/speechandlanguage difficulties/default.asp</p>
Resources and Intervention Strategies	<p>Resources:</p> <ul style="list-style-type: none"> • Refer to The Communication Trust “What Works” for children and young people with DLD. <p>Possible Interventions/Training:</p> <ul style="list-style-type: none"> ○ Elklan ○ Black Sheep Press Resources ○ Talk across the Curriculum ○ Talking Point ○ Talking Partners@primary ○ Talking Partners@secondary ○ Nurturing Talk ○ Talk Boost (Communication Trust) ○ Talking Mats ○ Colourful Semantics 	<ul style="list-style-type: none"> • QFT strategies and advice sheets on DFE website. • The provision of specialist training to settings/schools is available from SEND TST DLD Team. • Information is available on the CCC Local Offer SEND TST website. <p>www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/speechandlanguage difficulties/default.asp</p>

	<ul style="list-style-type: none"> ○ Colourful Stories ○ Chatterbox ○ ICT support: Clicker 6, voice recorder, talk to text, communication apps ● Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND e.g. via a Provision Map. 	
Progress	<ul style="list-style-type: none"> ● Review progress after a term in order to inform future steps. ● Good progress – continue strategies at Band 1. ● Limited progress – school may need to move to Band 2 - Early Help (EH) Referral – which may involve outside agencies and specific advice and support. 	

Band 2 – Moderate SEND – Early Help

Descriptor	<p>DLD is identified as the primary area of need; the child or young person has some difficulty with language or communication.</p> <p>The child or young person will present with some/all of the difficulties identified in Band 1 above with school becoming increasingly concerned that these will moderately affect curriculum access and social development and refer to outside agencies for further advice.</p> <p>The child or young person will continue to demonstrate moderate and consistent language difficulties and is not making expected progress despite a number of interventions and Quality First Teaching.</p> <p>These language difficulties are becoming increasingly evident in comparison to other areas of development. Advice is sought and acted on from Specialist Advisory Teacher, (SAT) or Speech and Language Therapist, (SLT) through Early Help Request. This should include comprehensive detail of approaches and strategies already applied to support individual need.</p>
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	Following a review of short term intervention, it may be determined that the child or young person will require additional support and/or further specialised interventions and this review may indicate a request for statutory assessment.	
	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • The setting/school should seek support from the SLT/SAT. • The SENCO and external professionals should work together to undertake assessments prior to developing appropriate and targeted interventions. The need for more specialist assessment may be identified. • The SENCO should continue to inform teachers' planning and differentiation in line with the needs of the child or young person as guided by external specialists. • All planning and differentiation to be communicated with the support staff. • ASSESS, PLAN, DO, REVIEW process. 	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • Advice from SLT/SAT which may include: <ul style="list-style-type: none"> ○ Joint reviewing of evidence of the action already being taken by the setting/school to meet the perceived needs of the child or young person. ○ Guidance on interpreting the evidence of the child or young person's academic attainment and rate of progress. ○ Guidance on identifying needs for the development of pupil profile/support plan. ○ Advice on early support and appropriate strategies. ○ Consultations; around individual children and young people, with schools and parents. ○ Attendance at reviews or target setting meetings. ○ Advice on other agencies and support services. ○ Awareness training for staff on spoken language. ○ Staff training on the inclusion of this group of learners in mainstream classes. • Reviews should assess progress and determine the level of need. Evidence is necessary if progressing towards a request for Statutory Assessment.

Teaching and Learning Environment	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • The setting/school should seek support from the SLT/SAT. • The SENCO and external professionals should work together to develop appropriate and targeted interventions. • The SENCO should continue to inform teachers' planning and differentiation in line with the needs of the child or young person as guided by external specialists. • All planning and differentiation to be communicated with the support staff. • Flexible pupil groupings; positive peer speech and language models. • Groupings reflect ability with modifications made to ensure curriculum access. • Small group/individual work to target specific needs in discussion with SLT/SAT. 	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • SEND TST DLD Team and other professionals may be involved in staff development and training. This may make it possible to provide effective intervention without the need for regular input from specialist services.
Human Resources and Staffing	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from Senco. • Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher. • Adults actively support child or young person by modifying teacher talk and scaffolding/modelling responses. • Regular, planned support to listen and respond to longer sequences of information in whole class situation. • Regular, planned encouragement and support to collaborate with peers in curriculum activities. • Staff working directly with the child or young person should 	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • SEND TST DLD Team and other professionals may be involved in staff development and training. This may make it possible to provide effective intervention without the need for regular input from specialist services.

	<p>have knowledge and training in good practice for teaching and planning provision for child or young person with DLD.</p> <ul style="list-style-type: none"> • Additional SEN Support should continue to be implemented to: <ul style="list-style-type: none"> i. support of the child or young person. ii. ensure recommended resources are developed and used. iii. ensure interventions are effectively in place. • Support staff may provide sustained and targeted support in the classroom/setting. • The class teacher may need additional professional support from skilled colleagues, e.g. SENCO, to aid curriculum modifications. • Staff responsible/involved with the child or young person will need agreement to liaise with external professionals and attend meetings when required. 	
Curriculum and Teaching Methods	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • The child or young person will be class-based. • The child or young person may need adaptations to reinforce advice from SLT/SAT. • Where needs are identified, the child or young person should have opportunity for small group/individual work. 	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • Staff can access resources and guidance available on the CCC Local Offer SEND TST website.
Resources and Intervention Strategies	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • Refer to The Communication Trust “What Works” Website for children and young peoples with DLD. • Provided by SLT/SAT. • Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND e.g. via a Provision Map. 	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> • Specific Targeted Advice and resources from SLT/SAT • Staff can access resources and guidance available on the CCC Local Offer SEND TST website.

Progress	<ul style="list-style-type: none"> • This targeted advice should be reviewed after a term in order to inform future steps. • Good progress or performance above 5th Centile – Return to Band 1. • Limited Progress – in discussion with the SLT/SAT consider a request for Statutory Assessment. 	
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Band 3 – Severe SEND

Descriptor	<p>DLD will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. There is little consistent progress has been observed despite focused intervention.</p> <ul style="list-style-type: none"> • Persistent delay against age-related language <u>norms</u> – refer to Universally Speaking. • Persistent difficulties that do not follow a typical developmental pattern • Severe impact on Curriculum Access. <p>The child or young person will demonstrate severe and continued difficulties despite the advice and monitoring of Speech and Language Therapist (SLT) or Specialist Advisory Teacher (SAT).</p> <p>Language demonstrates severe weakness compared to General Cognitive Skills.</p> <p>Language performance is at the 2nd Centile according to SLT/SAT Standardised Language Assessment.</p>
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	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • Provide additional teaching support to carry out SLT/SAT programmes. • Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible. • ASSESS, PLAN, DO, REVIEW process. 	<p>As at Band 2 plus:</p> <ul style="list-style-type: none"> • SLT/SAT will advise regular targets and review progress with reference to the child or young person's receptive and expressive language. • Liaison with parents, SENCO and relevant school staff to identify next steps, support target setting and the development of an action plan to support the child or young person to make progress in school.
Teaching and Learning Environment	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • The child or young person will have continued inclusion within the mainstream school. • The child or young person will have access to additional support on a small group or individual basis to support individual targets. • The child or young person should have equal access to extended school provision. 	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice on inclusion and individual targets.
Human Resources and Staffing	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • The school and setting should seek advice/training and specialist information from the SEND TST DLD Team. • Staff working directly with the child or young persons must have knowledge and training in good practice when working with the child or young person with DLD. • Support staff should be deployed as identified in the EHCP. 	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person.

	<ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SLT/SAT. • Additional adult support informed by differentiated provision planned by the teacher. 	
Curriculum and Teaching Methods	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • Planning identifies inclusion of and provision for individual targets. • Additional steps are taken to engage families and the child or young person in achieving their targets. • Frequent opportunities for time-limited small group and individual work based on identified need. • Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information. • Consideration to the transference and generalisation of skills. • Teaching approaches must take account of the child or young person's difficulties as identified within the overview and the Band descriptors and will be informed by guidance and advice from the SLT/SAT. 	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person. • SLT/SAT to give advice on inclusion and individual targets.
Resources and Intervention Strategies	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • School will follow advice of SLT/SAT in use of resources and intervention approaches. 	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> • SAT/SLT may provide training on specific language programmes/interventions. • SLT/SAT may provide resources for individual targets.

Progress	<ul style="list-style-type: none"> • Annual Review to monitor and review progress to plan further intervention. <p><u>Exit Criteria</u></p> <ul style="list-style-type: none"> • At 3rd centile or above and • Evidence to show marked and sustained progress over a 12 months period. • Progress will be reflected in the curriculum. 	
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Band 4 – More Severe SEND

Descriptor	<p>DLD is the primary area of need with the nature of the difficulty identified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>The child or young person will present with some/all of the difficulties as described at Band 3 and these will more severely affect curriculum access and social development. Assessment from SLT/SAT would indicate that the child or young person would benefit from continued advice from SLT/SAT and Additional Teaching support.</p> <ul style="list-style-type: none"> • Some or all aspects of language acquisition are significantly below age expected levels • More Severe impact on Curriculum Access. <p>The child or young person will present with more severe and continued difficulties, despite focused intervention developed and monitored by a SLT/SAT.</p> <p>Language demonstrates more severe weakness compared to General Cognitive Skills.</p> <p>Language Performance is at the 1st Centile according to SLT/SAT Standardised Language Assessment.</p>
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	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • Provide additional teaching support to carry out SLT/SAT programmes. • Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible. • ASSESS, PLAN, DO, REVIEW process. 	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • SLT/SAT will advise regular targets and review progress with reference to the child or young person's speech, language and communication skills. • Liaison with parents, SENCO and relevant school staff to identify next steps, support target setting and the development of an action plan to support the child or young person to make progress in school.
Teaching and Learning Environment	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • The child or young person will have continued inclusion within the mainstream school. • The child or young person will have access to additional support on a small group or individual basis to support individual targets as defined by the SLT/SAT. • The child or young person should have equal access to extended school provision. 	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice on inclusion and individual targets.
Human Resources and Staffing	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • The school and setting should seek advice/training and specialist information from the SEND TST DLD Team. • Staff working directly with the child or young person must have knowledge and training in good practice when working with the child or young person with DLD. • Support staff should be deployed as identified in the EHCP. 	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person.

	<ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SLT/SAT. • Additional adult support informed by differentiated provision planned by the teacher. 	
Curriculum and Teaching Methods	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • Planning identifies inclusion of and provision for individual targets. • Additional steps are taken to engage families and the child or young person in achieving their targets. • Frequent opportunities for time-limited small group and individual work based on identified need. • Curriculum access facilitated by a structured approach using visual systems, modification/reduction of language for instructions and information. • Consideration to the transference and generalisation of skills. • Teaching approaches must take account of the child or young person's difficulties as identified within the overview and the Band descriptors and will be informed by guidance and advice from the SLT/SAT. 	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person. • SLT/SAT to give advice on inclusion and individual targets.
Resources and Intervention Strategies	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • School will follow advice of SLT/SAT in use of resources and intervention approaches. 	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> • SAT/SLT may provide training on specific language programmes/interventions. • SLT/SAT may provide resources for individual targets.
Progress	<ul style="list-style-type: none"> • Annual Review to monitor and review progress to plan further intervention. 	

	<u>Exit Criteria</u> <ul style="list-style-type: none"> • At 2nd centile or above and • Evidence to show marked and sustained progress over a 12 months period. • Progress will be reflected in the curriculum. 	
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Band 5 – Profound SEND		
Descriptor	<p>DLD is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>The child or young person will present with a greater level of the difficulties as described at Band 4 and these will <i>profoundly</i> affect curriculum access and social development. Assessment from SLT/SAT would indicate that the child or young person would benefit from continued advice from SLT/SAT and Additional Teaching support.</p> <ul style="list-style-type: none"> • Some or all aspects of language acquisition are significantly below age expected levels • Profoundly impact on Curriculum Access. <p>The child or young person will present with profound and continued difficulties, despite focused intervention developed and monitored by a SLT/SAT.</p> <p>Language demonstrates profound weakness compared to General Cognitive Skills.</p> <p>Language Performance is below the 1st Centile according to SLT/SAT Standardised Language Assessment.</p>	

	Setting/Governing Body	Local Authority
Assessment and Planning	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • Provide additional teaching support to carry out SLT/SAT programmes. • Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible. • ASSESS, PLAN, DO, REVIEW process. 	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • SLT/SAT will advise regular targets and review progress with reference to the child or young person's speech, language and communication skills. • Liaison with parents, SENCO and relevant school staff to identify next steps, support target setting and the development of an action plan to support the child or young person to make progress in school.
Teaching and Learning Environment	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • The child or young person will have continued inclusion within the mainstream school. • The child or young person will have access to additional support on a small group or individual basis to support individual targets as defined by the SLT/SAT. • The child or young person should have equal access to extended school provision. 	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice on inclusion and individual targets.
Human Resources and Staffing	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • The school and setting should seek advice/training and specialist information from the SEND TST DLD Team. • Staff working directly with the child or young person must have knowledge and training in good practice when working with the child or young person with DLD. • Support staff should be deployed as identified in the EHCP. 	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person.

	<ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SLT/SAT. • Additional adult support informed by differentiated provision planned by the teacher. 	
Curriculum and Teaching Methods	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • Planning identifies inclusion of and provision for individual targets. • Additional steps are taken to engage families and the child or young person in achieving their targets. • Frequent opportunities for time-limited small group and individual work based on identified need. • Curriculum access facilitated by a structured approach using visual systems, modification/reduction of language for instructions and information. • Consideration to the transference and generalisation of skills. • Teaching approaches must take account of the child or young person's difficulties as identified within the overview and the Band descriptors and will be informed by guidance and advice from the SLT/SAT. 	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • SLT/SAT to give advice and/or training for individuals working closely with the child or young person. • SLT/SAT to give advice on inclusion and individual targets.
Resources and Intervention Strategies	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • School will follow advice of SLT/SAT in use of resources and intervention approaches. 	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> • SAT/SLT may provide training on specific language programmes/interventions. • SLT/SAT may provide resources for individual targets.

Progress	<ul style="list-style-type: none">• Annual Review to monitor and review progress to plan further intervention. <p><u>Exit Criteria</u></p> <ul style="list-style-type: none">• At 1st centile or above and• Evidence to show marked and sustained progress over a 12 months period.• Progress will be reflected in the curriculum.	
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