



Inclusion Newsletter

Dear Parent/Carer,

Welcome to our Inclusion newsletter. At Jubilee our first and foremost priority is ensuring that every member of our school community feels valued, respected and supported. Inclusion is at the heart of everything we do. In this edition we will be focussing on:

Speech, Language, Communication Needs (SLCN)

What are Speech, Language, Communication Needs (SLCN)?

The term speech, language and communication needs (SLCN) describes difficulties across one or many aspects of communication including:

- ▣ problems with producing speech sounds accurately
 - ▣ stammering
 - ▣ voice problems, such as hoarseness and loss of voice
 - ▣ problems understanding language (making sense of what people say)
 - ▣ problems using language (words and sentences)
 - ▣ problems interacting with others. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things.
- Some SLCN are short term and can be addressed through effective early intervention. Others are more permanent and will remain with a person throughout their childhood and adult life

What is DLD?

Developmental Language Disorder (DLD) is a disorder that makes using and understanding language difficult. It can cause academic and/or social and emotional difficulties.

Children with DLD may have problems:

- Finding the right words, expressing ideas, talking about events, or answering questions.
- Understanding academic information or following directions.
- Paying attention.
- Socialising with peers.
- With written language.

Find out more about DLD by watching this 8-minute video.



Developmental Language Disorder affects 1 in 14 people or around 7.5% of the population. That is around 2 students in every classroom.

DLD is more common than Autistic Spectrum Disorder (which affects around 2%) and ADHD (which affects 3 – 5%) but is less well known.

<https://www.healthforkids.co.uk/nottinghamshire/speech-and-language-therapy-advice-line/>



Nottingham and Nottinghamshire Talking Therapies



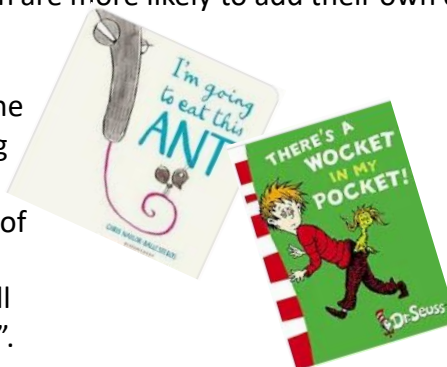


Sharing books supporting SLCN



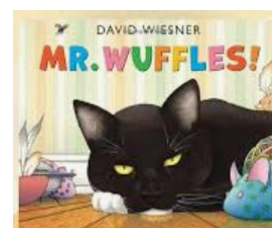
Books are a good opportunity to follow the child's interest. They may prefer to choose a non-fiction book or a book that is an easier read. Like any other child-led activity, it is important to respect their choice and use this as an opportunity to support their spoken language (rather than targeting reading skills) while enjoying the activity with them. Books that might seem too easy still have lots of value. With the emphasis on shared enjoyment, rather than sitting and listening, children are more likely to add their own comments and ideas.

One of the earliest steps in supporting the development of a specific speech sound is giving the child plenty of opportunity to hear the sound being used repeatedly. One easy way is simply finding a story, or a poem, that contains plenty of examples of the sound. For example, **I'm Going to Eat This Ant** (Naylor-Ballesteros, 2017) has an anteater listing all the ways he might eat an ant, all beginning with "s". Reading something enjoyable to a child is much more likely to hold their interest than trying to shoehorn target words into conversation.

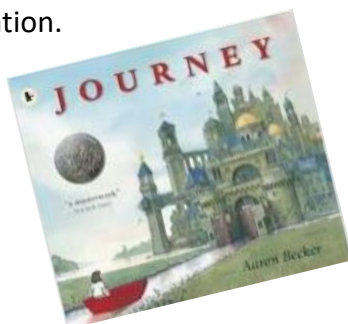


There's a Wocket in My Pocket often use non-words, encouraging children to listen to the rhyme of the word rather than worry about the spelling.

There are a range of wordless (or very word-light) books at different levels. Books like **Mr Wuffles!** (Wiesner, 2013) and **Journey** (Becker, 2013) capture imaginations of all ages by using no or minimal words, allowing children to share their own ideas about the narrative.



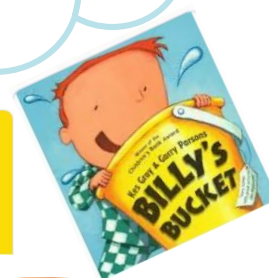
Research states that oral language skills correlate with reading ability



Regular book sharing opportunities provide the space and time for children to boost their reading as well as their language skills.



Children with SLCN, including DLD, benefit from spoken language intervention which supports their reading



Other ways you can support your child with their speech and language skills

SPEECH, LANGUAGE AND COMMUNICATION SKILLS TARGETED		
CARD GAMES	Snap	turn taking
	Pairs	attention and listening; vocabulary development; talking about same and different
	Uno	social communication skills; turn taking with multiple players
	Dobble	semantic links; narrative skills
	Top Trumps	vocabulary; comparison
TABLETOP/BOARD GAMES	Guess Who?	generating yes/no questions; auditory memory; expressive language
	Connect 4	turn taking
	Jenga	social communication understanding of concepts such as 'slow', 'gentle', 'rough' and 'careful'
	Hedbanz	questioning skills; categories; comprehension; prepositions; concepts
	Barrier games	attention and listening; following instructions; describing
OTHER RESOURCES	Simon Says	following and giving instructions
	Jigsaws	attention and concentration; concepts; problem solving
	Box of Lego® pieces/ construction kits	imaginative play; independent play; concepts; sharing skills
	Story stones/story starters/story strings	understanding of questions skills; sequencing; expressive language
	Small world resources	social skills; sharing; vocabulary; role play
	Pens (colouring) and paper	attention and concentration; imagination; turn taking
	Question/discussion/ prompt cards	listening skills; critical thinking; concepts; vocabulary

