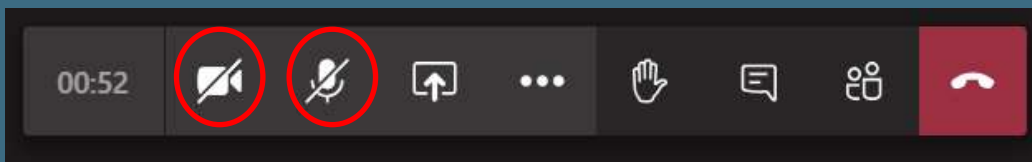


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Please TURN OFF YOUR CAMERA and ensure your microphone has automatically been MUTED in order to help us manage the call with this number of participants.

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Example:



**GREATER
MANCHESTER**
DOING THINGS DIFFERENTLY

Speech, Language and Communication: Foundation Skills for Life

Michelle Morris, Consultant SLT / Lead for GM Early Years SLC Pathway

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GMCA

**Language as a Child and
Wellbeing Indicator
Sept 2017
J Law et al.
Early Intervention
Foundation**



During this session

- Describe the conditions commonly referred to as Speech, Language and Communication Needs
- Explain why developing these skills is so important
- Describe the potential impact on young peoples lives if these skills are not developed
- Consider the potential impact of Covid on children's SLC
- Think about how schools might identify SLC N and discuss remediation strategies



What do we mean by Speech, Language and Communication Skills?

- Being able to attend and listen
- Understanding (Receptive Language)
- Expressive Language
- Speech production
- Social use of language
 - using language for different purposes
 - adapting language to meet the needs of the listener/situation
 - following the unspoken rules of communication



% of all SEN pupils, by primary type of need



Source: School census, January 2019

Prevalence of SLCN

In a class of **30**, child class in an area of high deprivation



- **15** will have some degree of SLCN
- **2-3** will have Developmental Language Disorder
- **0.75** of a child will be identified as having SEND
- **1.2** children will be known to SLT services



Speech, Language and Communication Needs

```
graph TD; A[Speech, Language and Communication Needs] --> B[Speech & Language Disorders]; A --> C[Language Delay Under 5 years resulting from insufficient exposure to a broad range of vocabulary & language models]; B --> D[Developmental Language Disorder]; B --> E[Language Disorder associated with a bio-medical condition];
```

Speech & Language Disorders

Language Delay Under 5 years
resulting from insufficient exposure to a broad range of vocabulary & language models

Developmental Language Disorder

Language Disorder associated with a bio-medical condition

Language Disorders

Refers to speech, language and communication difficulties that **create obstacles to interaction or learning in everyday life and where they are not likely to catch up** i.e. the condition has not resolved by **5yrs** old.

Approximately 10% of children and young people. 3 / class

Pathway will identify these children who will need universal, targeted interventions & specialist interventions.

Two Types – Developmental Language Disorder & Language Disorder associated with a condition



What the research tells us

- **7.58%** of children have DLD, a language disorder that is unexplained by any other condition. (Norbury 2016)
- DLD has been described as the “**most common disability that no one has ever heard of**”.
- This makes it the most prevalent neuro-disability. More common than Autism (**1.1%**) or stammering (**1%**) which everyone knows.
- In addition another **2.34%** of children have a language disorder that is associated with another condition e.g. ASC, hearing impairment



Speech, Language and Communication Needs

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Speech & Language Disorders

Language Delay Under 5 years
resulting from insufficient exposure to a broad range of vocabulary & language models

Developmental Language Disorder

Language Disorder associated with a bio-medical condition

Breakout Groups - Discussion 1

- What were the learning highlights for you from this article? What was interesting for you and any quotes you found remarkable.
- Why do you think that SLC difficulties can be missed?
- What do you understand from the paper about the impact of SLC? Does the prevalence of SLC difficulties surprise you?



Breakout Groups - Discussion 2

- How has Covid potentially increased the needs of many children?
- How we might set about supporting accelerated learning of language within the restricted environment we are currently in?
- How might you work with parents to support the Home Learning Environment?



Speech and Language Delay

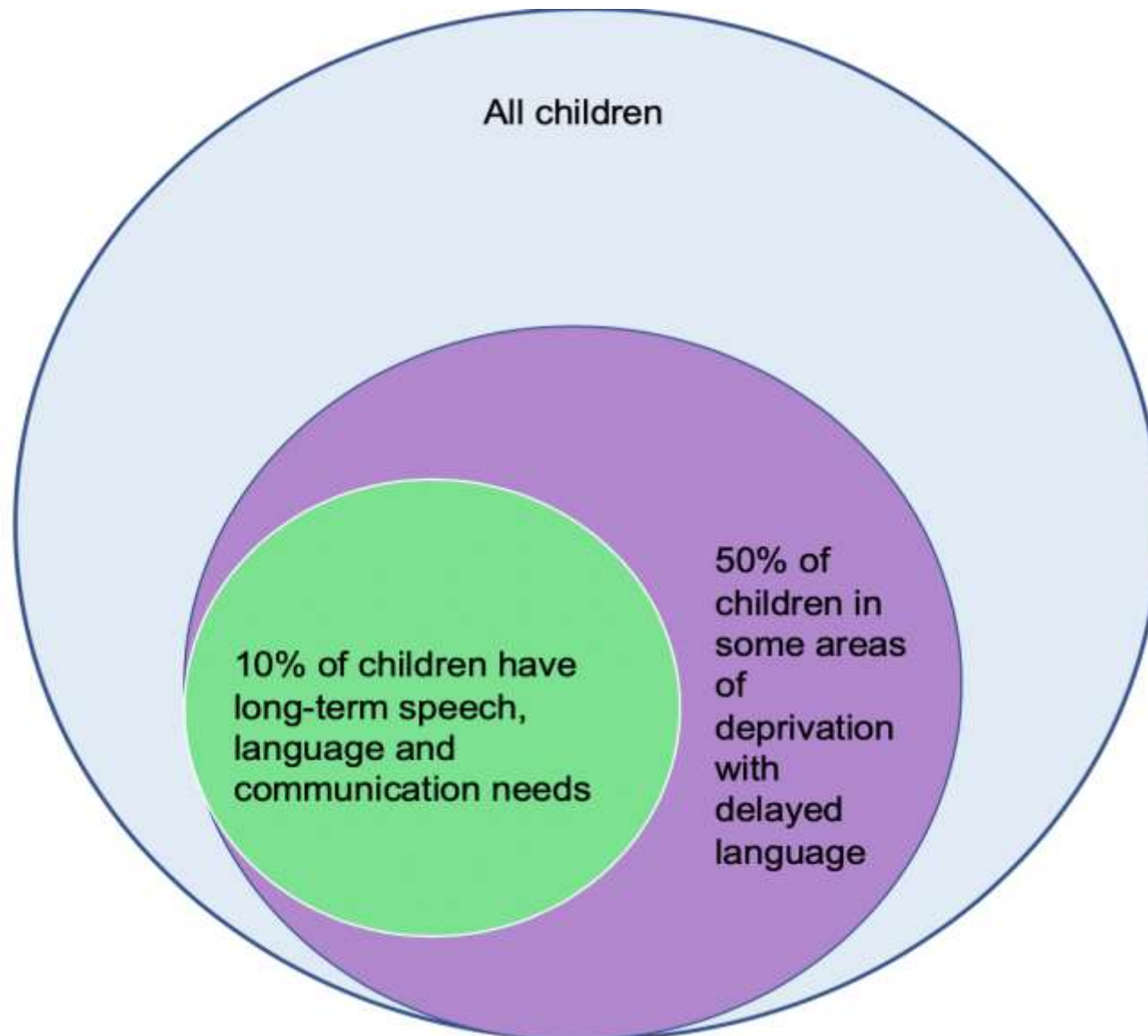
A delay is when a child has difficulties understanding and/or using spoken **language** and their skills are below age - related expectations.

In areas of high socio-economic needs up to 50% of children who are aged 5 years and under, experience a delay in language and communication i.e. their language skills are significantly behind that of their more advantaged peers.

The early years GM language and communication pathway is designed to identify and support these children as well as identifying children with SLC disorders.



SLCN at a population level



Speech & language delays - a social gradient

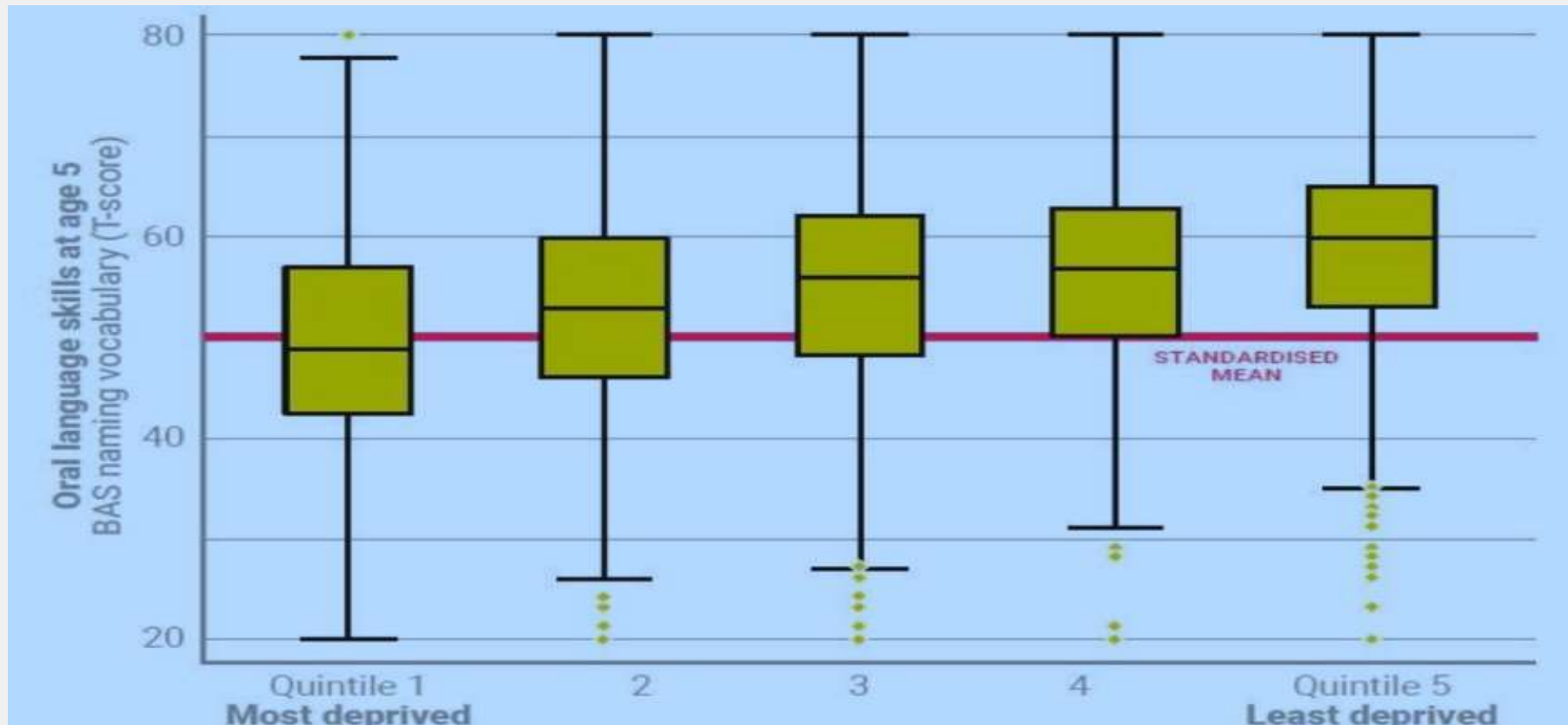
Early language delay is much more common in children from socially disadvantaged households where:

- fewer resources
- parental education is often lower
- opportunities provided to children are more restricted.

The UK's Millennium Cohort of 18,000 children found that children from the most socio-economically disadvantaged groups are twice as likely to experience language delay.



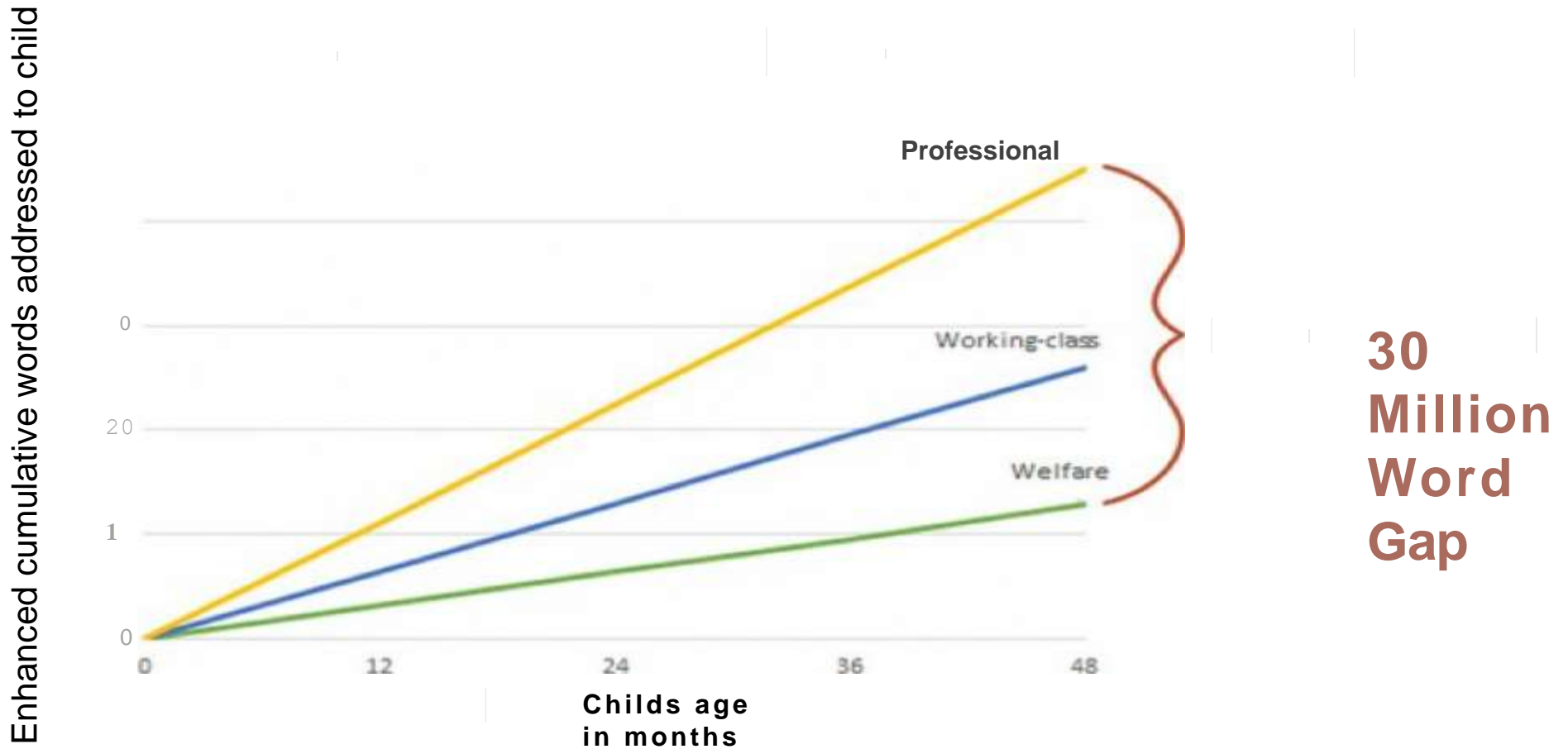
Social gradient in oral language skills amongst 5-year-old children in the Millennium Cohort Study in the UK



The term “word gap” is typically used to refer to children in Early Years’ settings or pupils entering primary school with a vocabulary far below age-related expectations. However we know that this issue affects a wider range of children, and not just those starting school. This word gap can be present throughout a child’s education and beyond.



Number of words heard by children in different income groups



Hart & Risley 1995

By 4 years of age, there is a **30 million word gap** between children from the wealthiest and poorest families.

By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies.

By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).



Lack of exposure to sufficient quantity and quality of language will result in language delays for many children *

Children living in middle and higher income homes have more opportunities to practice language skills and experience language-rich environments in comparison to children living in low income homes.

Social disadvantage probably exacerbates rather than cause language delay

It is not who you are but
what you do that matters



Lifelong consequences



Educational achievement

Early spoken language skills are THE best predictor of literacy at 11



Behaviour/vulnerability

2/3 of 7-14 year olds with serious behaviour problems have language impairment



Mental health

Five year olds with poor vocabulary are three times more likely to have mental health problems as adults



Employability

... and twice as likely to be unemployed in adulthood



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 nineteen months in vocabulary at school entry

Impact of SLCN

Speech, language and communication skills are fundamental to most aspects of life. They are central to:

- Social interaction
- Pro social behaviour and the ability to form positive relationships
- Emotional literacy, self-control, self-esteem
- Life chances
- Employability
- Increases other vulnerabilities e.g. CSA and rough sleeping
- Literacy
- Educational achievement



Impact on learning

- At age **3**, the language development of a child in the lowest income group is an average of **17.4 months behind** a child in the highest income group.
- **Two-thirds** of children at risk of being **excluded from school** have language difficulties
- At age **13**, good **language**, particularly **vocabulary**, is a strong predictor of better outcomes at **GCSE**.
- At **GCSE**, **only 9.5%** of pupils with speech, language and communication needs (SLCN) gain a **9-5 pass in English and Math's** compared with 42.9% of pupils nationally.



Oxford University Press (2018)



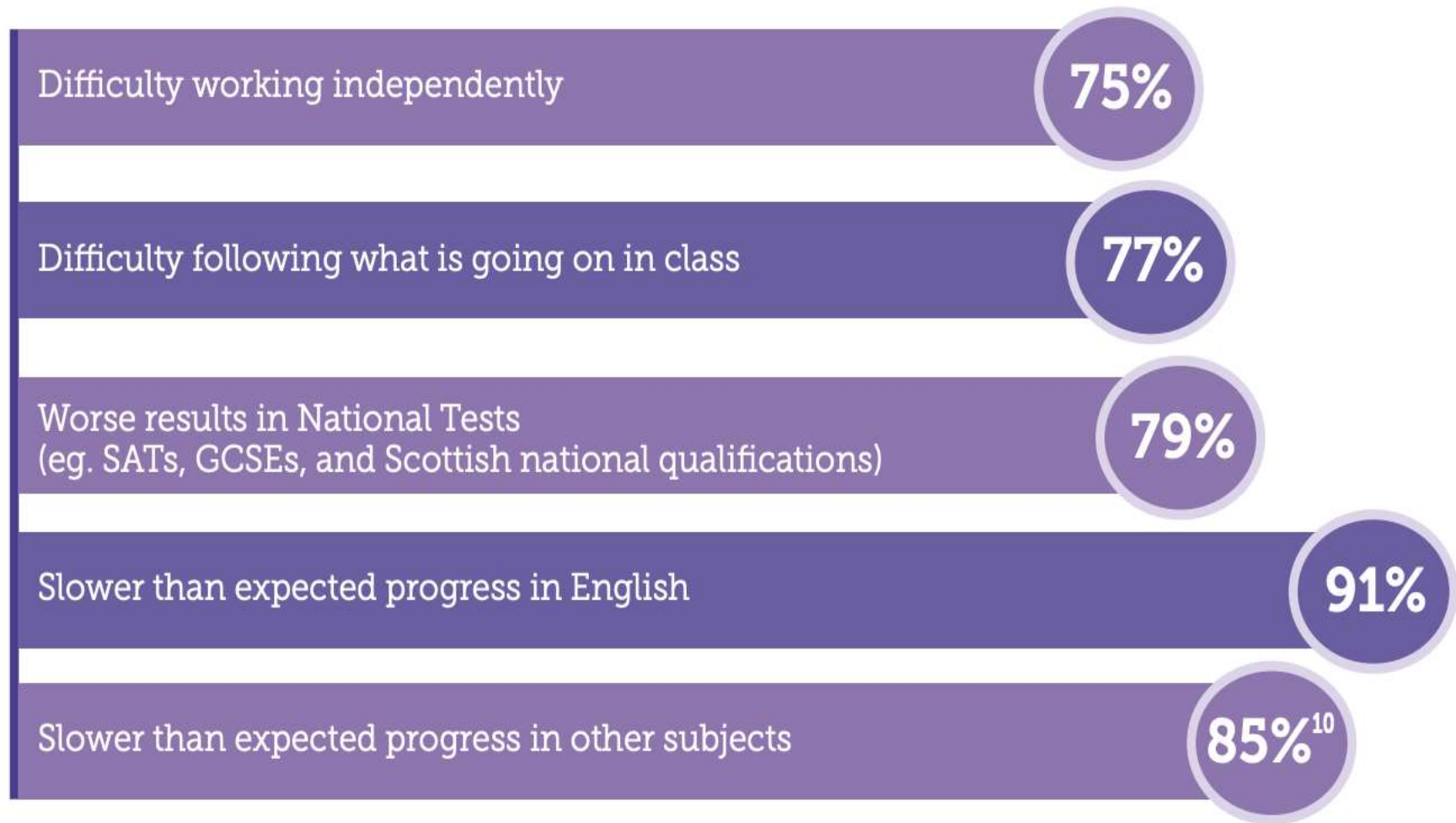
On average, primary school teachers who took part in the survey reported that 49% of Year 1 pupils have a limited vocabulary to the extent that it affects their learning.

- 1300 teachers surveyed

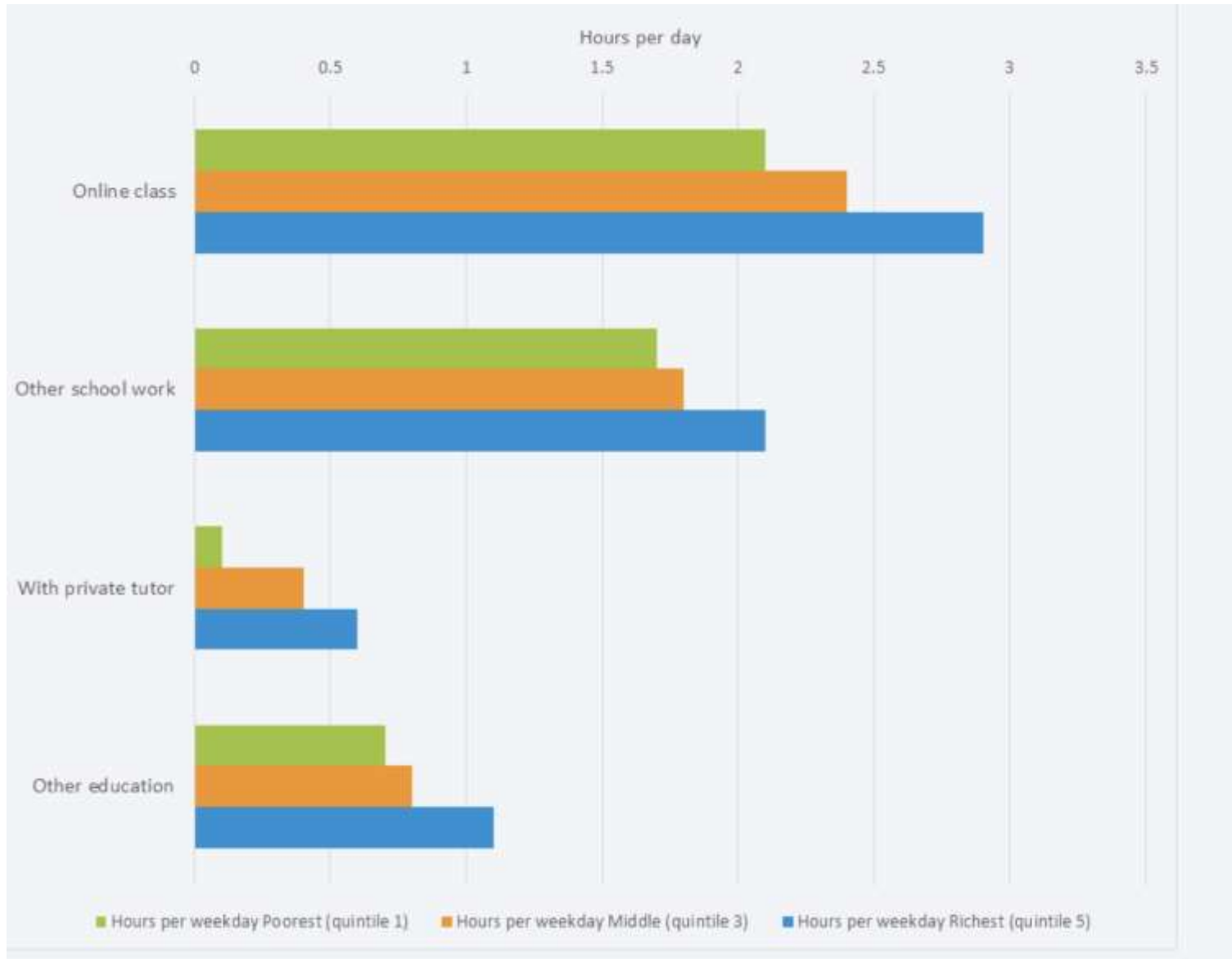
On average, secondary school teachers who took part in the survey reported that 43% of Year 7 pupils have a limited vocabulary to the extent that it affects their learning.



Impact of word gap on academic potential (secondary)



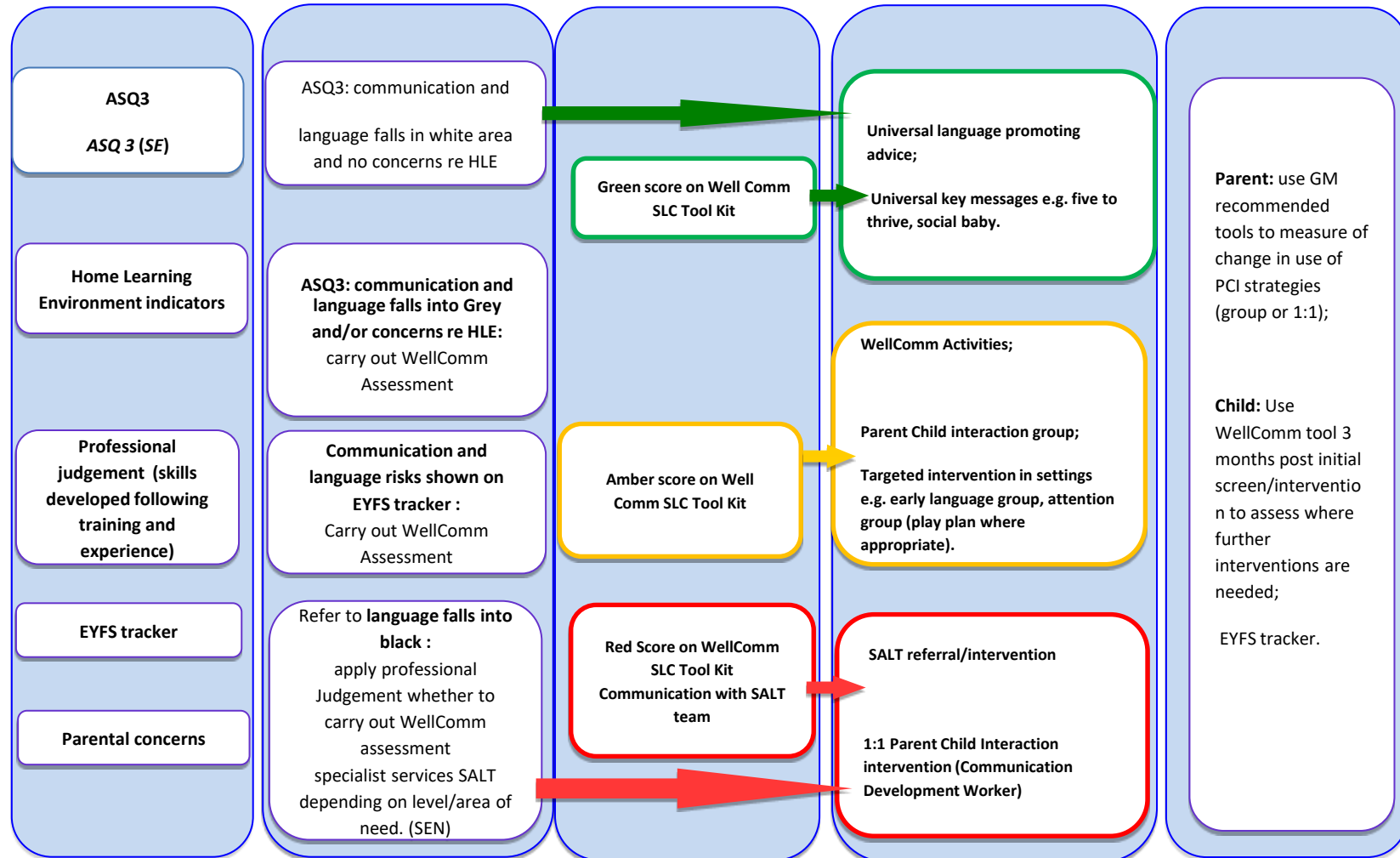
Institute for Fiscal studies (May 2020)



Access to learning during Covid: a Social gradient

GM Communication and Language Pathway (Update Feb 19)

Difficulties such as fluency, feeding and specific medical conditions should be considered separately



Underpinned by skills and knowledge of workforce and work with other EY pathways e.g. parenting.