

M07A**Speech, Language and Communication Needs – Skills & Knowledge**

1.	Module Code	M07A
2.	Title	Speech, Language and Communication Needs– Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Janet Stevens,
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	<p>Aims</p> <ul style="list-style-type: none"> ● To understand speech, language and communication needs (SLCN) and its relationship to learning and other areas of children and young people's development. ● To understand the nature and range of SLCN and their potential impacts for children and young people. ● To understand the ways in which SLCN may be identified, assessed and profiled. ● To understand a range of ways in which SLCN can be effectively supported. ● To understand the professional issues in joint working within schools and with other agencies in supporting SLCN. 	
11.	<p>Learning Outcomes</p> <p>Knowledge</p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. A comprehensive knowledge and understanding of relevant SLCN and its relevance to pupils' learning, social, emotional development and behaviour. 2. A comprehensive knowledge of SLCN and their relationships to other areas of SEND. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 3. Critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence. 	

	<ol style="list-style-type: none"> 4. Critically evaluate their role, and the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN. 5. Critically evaluate a range of ways SLCN can be supported in the classroom and wider school context and analyse how their effectiveness may be evaluated. 6. Evaluate ways to fully engage children and young people with SLCN in all aspects of their support. 7. Evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN.
12.	<p>Syllabus</p> <p>Theories of speech, language and communication development . The role of language in learning, social, emotional development and behaviour. Impact of SLCN on children and young people. The differences between pupils with DLD (Developmental Language Disorder), and those with transient, 'environmentally generated' SLCN. What works in supporting SLCN – exploring the evidence and methods for evaluating the effectiveness of support. How do adopt a graduated approach to SLCN lead by Quality First Teaching as outlined in the 2015 Code of Practice. Involving children and young people with SLCN – pupil voice and participation. Developing and fostering universal level communication & language-rich environments within every classroom. Roles, responsibilities and structures of services to support children and young people with SLCN.</p>
13.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios.

	<p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment is through coursework assignments covering the 7 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Critical analysis 1 (3000 words): A written assignment discussing the role of speech, language and communication development within the educational context. (1) • Critical analysis 2 (1500 words or equivalent): A critical analysis of SLCN within the school context. (2,3,4,5,6) • Practice analysis (1500 words or equivalent): A critique of local policy and practice in joint working with pupils with SLCN. (7) <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p>	
14.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A
17.	<p>Learning materials</p> <p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p><u>List supplied for revalidation event:</u></p>	

Allen, G, 2011, Early intervention: smart investment, massive savings. Available: <https://www.gov.uk/government/publications/early-intervention-smart-investment-massive-savings>. Last accessed 25/9/14.

All Party Parliamentary Group on Speech and Language Difficulties, 2013, The links between speech, language and communication needs and social disadvantage. Available: http://www.rcslt.org/news/press_releases/2013/_mps_call_for_action_on_communication_needs_of_disadvantaged_children. Last accessed 25/9/14.

Bercow, J, 2008, The Bercow Report: A Review of Services for Children and Young People (0–19) with Speech, Language and Communication Needs. Available: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00632-2008>. Last accessed 25/9/14.

Bercow, J, 2018, Bercow: Ten Years On. Available: <http://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf>

British Educational Research Association, 2011, Ethical Guidelines for Educational Research. Available: <http://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf>. Last accessed 20/9/14.

Chandrasekar, R, 2008, 'How Children Learn to Use Language: An Overview of R Narasimhan's Ideas on Child Language Acquisition', Resonance: Journal Of Science Education, 13, 5, pp. 430-439, Education Research Complete, EBSCOhost, viewed 25 September 2014.

Chapman, RS, 2000, 'Children's Language Learning: An Interactionist Perspective', Journal Of Child Psychology & Psychiatry & Allied Disciplines, 41, 1, p. 33, Psychology and Behavioral Sciences Collection, EBSCOhost, viewed 25 September 2014.

Commissioning Support Programme, 2011, Speech, language and communication needs - Workforce planning. Available: http://www.thecommunicationtrust.org.uk/media/12895/slc_n_tools_-_workforce_planning_1_.pdf. Last accessed 25/9/14.

The Communication Trust, 2009, Don't Get Me Wrong. Available: <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/dont-get-me-wrong.aspx>. Last accessed 25/9/14.

The Communication Trust, 2011, The Way We Talk. Available: https://www.youtube.com/watch?v=Onqn_7xzp2Q. Last accessed 25/9/14.

The Communication Trust, 2013, A Generation Adrift. Available: <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/a-generation-adrift.aspx>. Last accessed 25/9/14.

The Communication Trust, 2014, Universally Speaking - Ages and stages of children's communication development. Available:
<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx>. Last accessed 25/9/14.

Department for Education, 2012, Provision Mapping. Available:
<http://webarchive.nationalarchives.gov.uk/20130903171627/http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping>. Last accessed 25/9/14.

Dockrell, JE, et al, 2010, Developing a communication supporting classrooms observation tool. Available:
<https://www.gov.uk/government/publications/developing-a-communication-supporting-classrooms-observation-tool>. Last accessed 25/9/14.

Dockrell, J, Ricketts, J, Lindsay, G, 2012, Understanding speech, language and communication needs: Profiles of need and provision. Available:
<https://www.gov.uk/government/publications/understanding-speech-language-and-communication-needs-profiles-of-need-and-provision>. Last accessed 25/9/14.

Gascoigne MT (ed), 2012, Better communication – shaping speech, language and communication services for children and young people. Available:
http://www.rcslt.org/speech_and_language_therapy/commissioning/better_communication. Last accessed 25/9/14.

Harrison, L, McLeod, S, 2010, 'Risk and Protective Factors Associated With Speech and Language Impairment in a Nationally Representative Sample of 4- to 5-Year-Old Children', Journal Of Speech, Language & Hearing Research, 53, 2, pp. 508-529, Education Research Complete, EBSCOhost, viewed 25 September 2014.

Hartas, D, 2011, 'Children's language and behavioural, social and emotional difficulties and prosocial behaviour during the toddler years and at school entry', British Journal Of Special Education, 38, 2, pp. 83-91, Education Research Complete, EBSCOhost, viewed 25 September 2014.

Hartley, R, 2010, Special Educational Needs: Reforming provision in English schools. Available:
<http://www.policyexchange.org.uk/publications/category/item/special-educational-needs-reforming-provision-in-english-schools-2>. Last accessed 25/9/14.

Hartshorne, M, 2006, I CAN Talk Series - Issue 1: Speech, Language and Communication Needs and Literacy Difficulties. Available:
<http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/1%20Communication%20Disability%20and%20Literacy%20Difficulties%20pdf.ashx>. Last accessed 25/9/14.

I CAN, 2006, I CAN Talk Series - Issue 2: The Cost to the Nation of Children's Poor Communication. Available:
[http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%](http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%20Cost%20to%20the%20Nation%20of%20Children's%20Poor%20Communication)

20Cost%20to%20the%20Nation%20of%20Children%20s%20Poor%20Communication%20pdf.ashx. Last accessed 25/9/14.

I CAN, 2007, I CAN Talk Series - Issue 4: Language and Social Exclusion. Available:

<http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/4%20Language%20and%20Social%20Exclusion%20pdf.ashx>. Last accessed 25/9/14.

I CAN, 2008, Speech Journey. Available:

<https://www.youtube.com/watch?v=jt7y1IM2jOM>. Last accessed 25/9/14.

I CAN, 2008, How many children have SLCN? Available:

http://www.ican.org.uk/da/What_is_the_issue/About%20SLCN/How%20many%20children%20have%20SLCN.aspx. Last accessed 25/9/14.

I CAN, 2008, I CAN Talk Series – Issue 6: Speech, Language and Communication Needs and Primary School-aged Children. Available:

<http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/6%20Speech%20%20Language%20and%20Communication%20Needs%20and%20Primary%20School%20aged%20Children.ashx>. Last accessed 25/9/14.

I CAN, 2011, I CAN Talk Series – Issue 9: Children with severe SLCN. Available:

http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/ICAN_Talk_Series9.ashx. Last accessed 25/9/14.

I CAN, 2011, I CAN Talk Series – Issue 10: Speech, Language and Communication in Secondary Aged Pupils. Available:

http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/ICAN_Talk_Series10.ashx. Last accessed 25/9/14.

Jayrandall22011, 2011, Talking Twin Babies. Available:

https://www.youtube.com/watch?v=_JmA2CIUvUY. Last accessed 25/9/14.

Lindsay, G, et al, 2010, Better communication research programme: improving provision for children and young people with speech, language and communication needs. Available:

<https://www.gov.uk/government/publications/the-better-communication-research-programme-improving-provision-for-children-and-young-people-with-speech-language-and-communication-needs>. Last accessed 25/9/14.

London Borough of Hounslow, 2010, The importance of speech and language.

Available: <https://www.youtube.com/watch?v=8wfpfLkEy-Y>. Last accessed 25/9/14.

McCartney, E, 2000, Speech and Language Therapists and Teachers Working Together. Available:

http://www.isec2000.org.uk/abstracts/papers_m/mccartney_1.htm. Last accessed 25/9/14.

Mourshed, M, Chijioke, C, Barber, M, 2010, How the world's most improved school systems keep getting better. Available:

<https://mckinseysociety.com/downloads/reports/Education/How-the-Worlds-Most-I>

improved-School-Systems-Keep-Getting-Better_Download-version_Final.pdf. Last accessed 25/9/14.

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RALLI, 2012, RALLIcampaign. Available: <https://www.youtube.com/user/RALLIcampaign>. Last accessed 25/9/14.

Roulstone, S et al, 2011, Investigating the role of language in children's early educational outcomes. Available: <https://www.gov.uk/government/publications/investigating-the-role-of-language-in-childrens-early-educational-outcomes>. Last accessed 25/9/14.

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Talking Point, 2014, Teachers. Available: <http://www.talkingpoint.org.uk/teachers>. Last accessed 25/9/14.

Teaching Agency, 2011, Training materials for teachers of learners with severe, profound and complex learning difficulties. Available: <http://www.complexneeds.org.uk/>. Last accessed 25/9/14.

Teaching Agency, 2011, Advanced Training materials for teaching pupils with SEND. Available: <https://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils>. Last accessed 20/9/14.

Teaching Agency, 2011, 'Speech Language and Communication Needs, Unit 13 - Pupils with SLCN in Secondary Schools', in Advanced Training materials for teaching pupils with SEND. Available: <https://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils>. Last accessed 20/9/14.

Test, J, Cunningham, D, Lee, A, 2010, 'Talking With Young Children: How Teachers Encourage Learning', Dimensions Of Early Childhood, 38, 3, pp. 3-13, Education Research Complete, EBSCOhost, viewed 25 September 2014.

Williamson, G, 2014, Innate Ability for Language Acquisition. Available: <http://www.sltinfo.com/innate-ability-for-language-acquisition/>. Last accessed 25/9/14.

Optional Reading

If you wish to extend your reading, you may find the following resources give a useful starting point for further exploration. Please note, however, that we are not able to provide online access to these resources.

Cross, M, 2011, Children with Emotional and Behavioural Difficulties and Communication Problems: There is Always a Reason. London: Jessica Kingsley.

Bishop, DVM (ed), Leonard, L (ed), 2001, Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome. London: Taylor and Francis.

Clegg, J (ed), Ginsborg, J (ed), 2006 Language and social disadvantage: theory into practice. West Sussex: John Wiley and sons.

Saxton, M, 2010, Child Language: Acquisition and Development. London: Sage

Martin, D, Miller, C, 2003, Speech and Language Difficulties in the Classroom. London: David Fulton.

Mogford, K, Sadler, J (eds), 1995, Child language disability: implications in an educational setting. Egghead publications