

Tier	Resource	Purpose	Audience	Time & Cost	Outcome
Universal	Training package: Introduction to Speech, Language and Communication	To have a foundational understanding in speech, language and communication needs, SLCN, by learning about: • the difference between speech, language and communication (SLC). • how they develop and relate to learning, social relationships, emotional regulation and behaviour. • how SLCN is different to dyslexia, Autism, ADHD and other ALN. • the role of language as a protective factor for resilience and wellbeing. • the impact of SLCN on behaviour, attendance and mental health. • the power of early identification, and the impact of adaptive adult communication for a language-aware inclusive approach.	Small group of 6-8 Suitable for: • Local Authority professionals in Education or Social Services. • Local Health Board staff working with education colleagues to support CYP and their families. • Governing Body members with responsibilities for IA2 Wellbeing, Care, Support and Guidance. • Third sector staff working with CYP and their families to support ALN. • Parent/carers in an Elective Home Education role.	3h In person 1h Preparation and evaluation Price on request	○ Understanding of developmental expectations and holistic integrated profile to enhance classroom practice and improve quality of information and support to parent/carers. Over time this may reduce requests for help from other Local Authority teams. ○ Clear structured framework to support discussions with parent/carers, with shared expectations based on developmental profile not just age. ○ Transfer of learning to practice with evidence of more effective universal provision through: • introduction of language-aware inclusive approaches • more examples of adaptive adult communication in the setting. ○ Increased use of school-based monitoring and screening tools to increase early identification and early intervention. ○ Staff routinely consider whether language is a protective factor or a risk factor for a young person when parents raise concerns, to prevent the risk of SLCN being overlooked due to lack of public awareness/online content, compared to other Neurodevelopmental Disorders such as ADHD or Autism.

Introduction to Speech, Language and Communication		
☐ Pre-course self-assessment	☐ Post-course self-assessment	
Format: ✓ Yes ✗ Not Yet		
1. Foundations of Speech, Language and Communication	✓	✗
I can explain the difference between speech, language and communication.		
I understand how SLC develops and underpins learning, relationships, emotional regulation and behaviour.		
I know how to identify SLCN compared to Autism, ADHD, dyslexia or other ALN.		
2. SLCN as a Protective or Risk Factor		
I can identify when language is a protective factor for resilience and wellbeing.		
I can explain how SLCN impacts behaviour, attendance and mental health.		
I routinely consider language as a protective or risk factor when concerns are raised.		
3. Profiling and Early Identification		
I recognise early indicators of SLCN using developmental expectations.		
I can build a holistic integrated profile of strengths, differences and needs.		
I use school-based monitoring and screening tools to support early identification.		
4. Adaptive Adult Communication		
I understand how SLCN can be a barrier to learning and my role to prevent that.		
I adapt my communication to reduce language demand and prevent emotional dysregulation.		
I enable understanding with language-specific differentiation and visual support.		
5. Universal Provision and Classroom Practice		
I use language-aware inclusive approaches to strengthen universal provision		
I use a holistic developmental profile to inform my planning for learners with SLCN		
I avoid unnecessary referrals to other services through robust early identification		
6. Working in partnership with families and multiagency teams		
I discuss SLCN with parent/carers in language that makes sense to them.		
I use developmentally-informed information with parent/carers to share expectations.		
I collaborate with third sector partners, Local Authority and Health Board colleagues.		
7. Impact on Practice and Systems		
I share my SLCN knowledge and skills with others to promote consistent best practice.		
I provide clear information to parent/carers and professionals about learners with SLCN.		
I use school-based assessment and monitoring to inform early identification.		