

Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

3.1 Communication and Interaction: Speech, Language and Communication Needs

3.1.1 Need: Children and young people may have one or more of these learning profiles and may experience one or more of these difficulties.

Attention and Listening	Tick box
Difficulty paying attention during a shared activity, to an activity for an age-appropriate length of time and listening to instructions whilst busy doing something else	
Finds tasks with spoken instructions harder to complete than tasks where listening is not required	
Easily distracted and tends to prefer activities of their own choosing	
Understanding	Tick box
Difficulty understanding age-appropriate spoken instructions, abstract concepts (e.g. big, little, bravery), everyday words, longer and more complex spoken language e.g. listening to a story or multiple instructions (choose a pencil in a colour you like, then draw round your hand carefully on the big yellow paper), questions starting with words such as when, where, who, what, why, how, age-appropriate subject specific /curriculum vocabulary	
Difficulty in remembering spoken information long enough to use it	

Spoken Language	Tick box
Uses a smaller range of words and shorter sentences than other children of their age, wrong words for things and/or uses general words such as 'thingy' 'that' 'put' and 'get'	
Sounds muddled or disorganised when talking in longer sentences	
Difficulty in structuring sentences and expressing thoughts, opinions and knowledge clearly	
Has a stammer/stutter, a neurological difficulty in the speech messaging system interrupting the flow of speech. Sounds, syllables or words may be repeated, stretched out or stuck completely and speech can become tense and effortful. Children may become less willing to communicate, especially if there have been negative reactions to their speech	
Misses out the small words and/or tends to repeat back what the adult has said	
Difficulty describing events in a way that is easy for the listener to understand	
Unable to use spoken language to convey their thoughts, feelings and wishes	
Speech Sounds	Tick box
Difficulty recognising the difference between speech sounds	
Substitutes one sound for another, has obvious difficulties in forming speech sounds	
Difficulties with rhythm, intonation and resonance of speech	
Misses out sounds from words, misses off ends of words or never uses some speech sounds	
Difficulties using clear speech sounds in a whole sentence or conversation	

Social Communication and interaction	Tick box
Difficulty using language in social interactions	
Difficulties in maintaining a topic of conversation	
Difficulty with the social use of language, requiring some direct teaching – eye contact, initiating conversations, attention, taking the listener’s perspective (empathy)	
Difficulties understanding the rules of conversation	
Difficulty responding appropriately to non-literal language, irony and jokes	
Difficulty understanding visual and written inference (reading between the lines) e.g. they all laughed at the red boots	

Learning and cognition (including behaviour for learning)	Tick box
Uneven or spiky learning profile (may have particular strengths and difficulties) or slower processing speeds (for example taking longer to read and understand questions)	
Difficulty in making connections, generalising skills and responding to adult direction	
Difficulty showing empathy, predicting own response and those of others	
Noticeable gap between attainment and ability	
Poor understanding of social conventions (e.g. personal space) and expectations, leading to possible social isolation. May show literal interpretation of things	
May experience frustration, leading to behaviours which challenge or may be unsafe	

Notes