

SPEECH LANGUAGE AND COMMUNICATION DIFFICULTIES

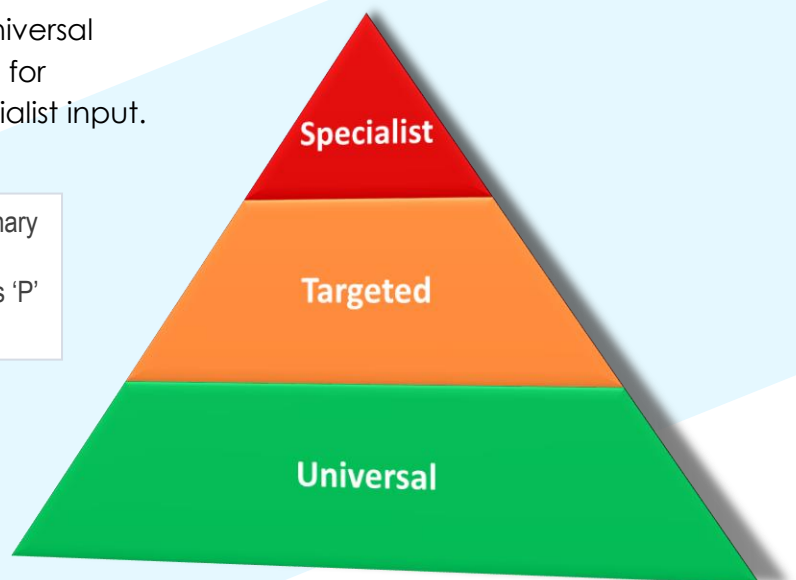
Supporting Children and Young People with DLD in Mainstream Schools

A graduated approach to support

In planning support for children and young people with Developmental Language Disorder (DLD) and other types of Speech, Language and Communication Disorders (SLCN) in mainstream schools, it is helpful to think about support across the whole setting. These universal, targeted and specialist levels are shown in the diagram below.

This model is useful in showing that what works for children and young people at the universal level provides the foundation of support for those needing more targeted and specialist input.

The strategies in this section apply across both primary and secondary settings to either **P** primary or **S** secondary settings are colour-coded and marked as 'P' for primary and 'S' for secondary.



Universal: this refers to provision at the whole-school level and encompasses inclusive high-quality teaching practices that benefit all children and young people, including those with DLD and other types of SLCN.

Targeted: this level of provision encompasses additional **interventions**, strategies and support for children and young people who present with DLD and other types of SLCN, and need support to access the curriculum.

Specialist: this level applies to the support put in place for children and young people with the most complex special educational needs and disabilities. Support from external agencies such as speech and language therapy, specialist advisory teachers and other specialist professionals is likely to be included at this level.