**Speech, Language and Communication**

[**Speech Language & Communication**](https://www.rackhamprimaryschool.com/speech-language-communication/)

We expect that when children start primary school, they do so with proficient speech, language and communication skills; we expect they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. Language is the vehicle for most learning and we know this proficiency in speech, language and communication is critical to the development of children’s cognitive, social and emotional well-being.

Children with SLCN have more difficulty with many aspects of learning compared to their peers. They can have difficulties with developing all aspects of literacy skills, (reading, writing and spelling), causing difficulties in accessing all areas of the curriculum.

There are different areas where children may either be delayed or have specific problems.

**Children with Receptive Language difficulties**

Specific receptive language impairment (SRLI) is a specific difficulty in understanding and learning language which can’t be explained in terms of another factor such as social, emotional, behavioural, educational, physical or sensory difficulties, hearing loss, global developmental delay or autism.

SRLI is a ‘persistent’ or long-term difficulty in understanding spoken language.

**Children with Expressive Language difficulties**

Specific expressive language impairment is a specific difficulty in using expressive language, which can’t be explained in terms of other factors such as social, emotional, behavioural, educational, physical or sensory difficulties, hearing loss, global developmental delay or autism.

**Children with Auditory Processing difficulties**

Central Auditory Processing Disorder (CAPD) or Auditory Processing Disorder (APD) is an inability to process what’s being heard. It describes a variety of problems with the brain that interfere with the processing of auditory information. The causes of this difficulty are often not known.

**Children with Phonological delay / difficulties**

A child with a phonological delay/disorder has difficulty producing speech. Children with phonological difficulties are likely to have difficulties with all aspects of phonological awareness including discriminating between sounds, holding several sounds in their short-term memories and blending sounds. Both real and pseudo words will be affected.

**Pragmatic Language impairment**

Children with pragmatic language impairment have difficulty in using language appropriately in social situations.

**Children who Stammer - also known as stuttering or dysfluency**

Stammering can come and go. It can change even within the same conversation and can fluctuate from mild to severe depending on the situation. It may range from part and whole word repetitions a few times a day for one child, to blocking for 3-4 seconds, accompanied by gestures like foot stamping.

Stammering in young children is largely a temporary speech difficulty as it can be overcome with modern approaches to therapy.

**If you have concerns with regard to any of the above please speak with your child’s class teacher or make an appointment to meet with the SENCo.**