

The Speech, Language and Communication Framework

– Matrix of Competencies

Introduction to the SLCF framework

Categories –

The SLCF is broken down into 3 broad categories, each being made up of 3 or 4 strands.

The categories allow users of the SLCF to see which overall area(s) of children and young people's speech, language and communication and SLCN they are most confident in and which they may want to undertake professional development in.

The 3 categories are:

- **understanding & identifying** speech, language and communication development and speech, language and communication needs
- **supporting** speech, language and communication development and speech, language and communication needs
- **roles & responsibilities** around speech, language and communication development and speech, language and communication needs.

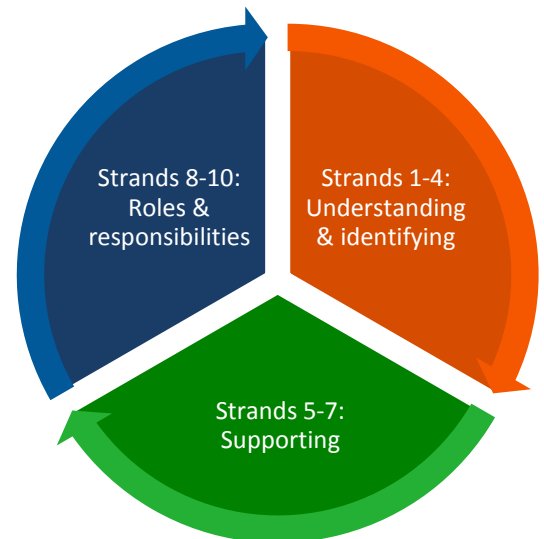


Fig 1. SLCF categories

Strands -

The SLCF is broken down into 10 strands. Each strand represents a different aspect of speech, language and communication which those working with children and young people should be aware of, and developing their skills in, in order to best support those they work with.

Levels -

The SLCF is pitched at 4 levels, depending on the level of knowledge and experience which practitioners are working at, or towards.

The 4 levels are: Foundation, Universal, Enhanced and Specialist. You can see more about the levels on the SLCF website and in the SLCF handbook.

1. Typical speech, language and communication development				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A	Am aware that the words 'speech', 'language' and 'communication' have different meanings and I know where to go to find out more about these different terms	Can define the different terms 'speech', 'language' and 'communication', including that language is about understanding as well as talking	Can explain the difference between receptive and expressive language	Understand the difference between delayed and disordered speech, language and communication development
B	Know that children and young people's speech, language and communication development follows a typical pattern	Understand that speech, language and communication development follows a typical pattern, with different skills expected at different ages	Can describe the typical stages of speech, language and communication development for the ages of the children and young people I work most closely with	Am able to advise others on speech, language and communication development, as appropriate for my role

2. Identification and assessment of speech, language and communication needs (SLCN)				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A	Am aware that some children and young people have speech, language and communication needs and know how to find out more about this	Understand that not all children and young people follow a typical pattern of speech, language and communication development and this may mean they have speech, language and communication needs	Understand that speech, language and communication needs is an umbrella term which covers a range of needs that may be: <ul style="list-style-type: none"> • long or short term • a primary need or associated with other special educational needs or disabilities 	Am able to identify children who are at risk of developing persistent speech, language and communication needs
B		Understand how common speech, language and communication needs are among the general population	Can use national prevalence figures to predict how common speech, language and communication needs are in my workplace	

C		Know what to look for to help identify children and young people in my workplace who may have speech, language and communication needs	Am able to identify when a child or young person I am working with is not developing their speech, language and communication skills as expected and know when and how to refer for further assessment	Can advise and provide effective feedback to practitioners I work with about identifying and assessing a child or young person's speech, language and communication needs
D		Know how to raise concerns about the speech, language and communication development of the children and young people I work with	Know that there are different types of formal and informal assessment approaches that can be used to assess and identify children and young people's speech, language and communication needs	Am able to use a range of formal and informal assessment approaches to contribute to a child or young person's speech, language and communication profile, identifying both strengths and needs
E		Understand that there are many reasons why children and young people may have speech, language and communication needs	I am able to identify some risk factors that may affect speech, language and communication development in children and young people	Am able to support other people to understand a child or young person's speech, language and communication profile from the assessment information available, including any risk factors

3. Learning English as an additional language				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A		Understand that most children and young people who learn English as an additional language follow a typical pattern of development	Understand and can use some general good practice strategies to support the language development of children and young people learning English as an additional language	Can provide advice and guidance on the use of good practice strategies to support the language development of children and young people who are learning English as an additional language
B		Understand that being bilingual or multilingual is advantageous to language development	Can describe some of the linguistic, cognitive and social advantages of learning more than one language	
C	Understand that children and young people	Know how common it is for children and young people who speak English	Know of some of the ways to find out whether a child or	Can provide a link to specialist services and other professionals in

	who speak English as an additional language are no more likely to have a speech, language and communication need than those who speak just one language	as an additional language to have speech, language and communication needs	young person with English as an additional language has speech, language and communication needs and understand how this might affect their ability to learn English as an additional language	supporting children and young people with speech, language and communication needs who are also learning English as an additional language
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4. Relationship between SLCN and other areas of development				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A	Am aware that speech, language and communication skills are the foundation for many other areas of development	Understand that language and communication skills form the basis of a child or young person's learning	Can explain some of the ways in which language and specific areas of learning (such as literacy and learning) are linked	Am able to evaluate the relationship between language and learning
B		Understand some of the ways in which difficulties with speech, language and communication can impact on children or young people I work with	Can identify where a child or young person's speech, language and communication difficulties are impacting on other areas of development	Am able to provide guidance to other people to identify and support the cognitive, social, emotional and behavioural needs which children and young people with speech, language and communication needs may have
C		Understand the link between speech, language and communication and <ul style="list-style-type: none"> behaviour social skills emotional development mental health needs 	Understand the range of behavioural, emotional, social and mental health needs that children and young people with speech, language and communication needs may have	Understand and can explain the complex relationships between speech, language and communication needs and behaviour, emotional development, social skills and mental health and use this alongside current evidence to influence my work
D			Understand why having speech, language and communication needs can affect a child or	Understand and can explain how speech, language and communication needs

			young person's behaviour, social and emotional development and use this to inform my work	can affect children and young people's behaviour, emotional development, social skills and mental health and use appropriate strategies to limit their impact
E			Am able to use appropriate activities and strategies that develop and support the behaviour, social and emotional development of children and young people with speech, language and communication needs	Am able to support others, including children and young people with speech, language and communication needs themselves by providing them with their own strategies to support behaviour, emotional development, social skills and mental health

5. The Communication Environment				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A	Am aware that a child or young person's environment can have an impact on their speech, language and communication development and skills	Understand how the home environment and other settings can affect children and young people's development and use of language	Am able to share general information and advice with parents and others about how they can support a child's speech, language and communication development across different environments	Am able to recommend specific modifications relating to a particular environment to help support a child or young person's strengths and needs
B	Understand that a child or young person's environment includes the physical space as well as the interactions with adults within that environment	Can identify features that promote a positive communication environment, including both the physical environment and the way in which adults interact with children and young people	Know how to implement features of a positive communication environment into the school or setting where I work	Am able to promote the development of speech, language and communication for all children and young people in my place/s of work through implementing a positive communication environment, or guiding others on how to do so
C		Understand that adults can adapt their language in the environment to support speech, language and communication	Am able to modify my own use of language in the environment to support speech, language and	Am able to advise others on their use of language in the environment to support speech, language and communication

		development	communication development	development
D		Can identify some positive interaction strategies that support the speech, language and communication development of the children and young people I work with	Am able to use positive interaction strategies to support the speech, language and communication development of the children and young people I work with	Am able to guide and support others in their use of positive interaction strategies

6. Strategies and support for children and young people with SLCN				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A		Can identify some general strategies that I can use in everyday practice to support children and young people who have been identified as having speech, language and communication needs	Am able to identify suitable targets and use appropriate strategies to support children and young people with speech, language and communication needs	Am able to use my knowledge of a child or young person's strengths and needs to plan individualised strategies, interventions and approaches for support, and help others to do the same
B				Understand the importance of evidence based practice and use relevant, up to date research to influence my own target setting and progress monitoring
C			Am able to promote positive practice in the home or other relevant settings to support children and young people with speech, language and communication needs	Am able to provide guidance to others to help them implement positive practice strategies for children and young people with identified speech, language and communication needs
D			Understand how resources can be adapted to meet the needs of children and young people with speech, language and communication needs	Am able to advise others on a range of specialist resources that are relevant for children and young people with speech, language and communication needs and how to adapt these resources to support individual children and young people

E			Am able to provide a range of opportunities to support children and young people with speech, language and communication needs to develop their skills in my setting	Am able to identify factors that are currently preventing children and young people with speech, language and communication needs from gaining access to all aspects of their setting and take appropriate steps to remove or reduce these barriers
F				Am able to work with others to monitor the effectiveness of strategies and support for children and young people with speech, language and communication needs, adapting strategies and support where required

7. Reflecting on professional development around speech, language and communication and SLCN				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A		Can identify how professional development opportunities I undertake can have a positive impact on the speech, language and communication development of children and young people	Understand the importance of reflecting on my skills as a practitioner and identifying gaps and training needs	Am able to reflect and evaluate my own professional development and I understand how this impacts on the SLC outcomes of the children and young people's that I work with.
B			Understand that professional development around speech, language and communication and speech, language and communication needs can be achieved in a number of ways, but that part of it should always include contact with an appropriately qualified professional	Am able to develop and provide evidence based differentiated training and professional development opportunities in speech, language and communication development and speech, language and communication needs to both practitioners and parents and evaluate its impact and effectiveness
C				Understand the importance of

				transferring knowledge gained from training and other professional development opportunities into practical skills to be used in the workplace and help others to do so
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8. Involving children and young people with SLCN				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A	Am aware that it is important that children and young people with speech, language and communication needs are involved in decisions about their care and support	Understand the importance of using effective communication skills to gain the views of the children and young people I work with	Understand the importance of knowing the strengths, needs and interests of children and young people with speech, language and communication needs and I am aware of skills and strategies I can use to help gather this information	Can use specialist facilitation techniques to enable children and young people with speech, language and communication needs and their families to give their views and opinions in relation to their needs and support. I can help and support other people to do the same
B				Can use and interpret the information gathered from children and young people and their families to understand long term outcomes and develop short term aims to help reach these outcomes

9. Your roles and responsibilities: Supporting children and young people with SLCN				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A		Understand my own role in my setting with regard to supporting children and young people's speech, language and communication	Understand my role and responsibilities in relation to children and young people with speech, language and communication needs and I am able to reflect on and evaluate my effectiveness	Am able to critically evaluate my role (or roles) in supporting children and young people with speech, language and communication needs and how I support others to do so
B		Can identify some of the different professionals who may be involved in	Understand the different roles of individuals and	Am able to contribute to multi agency, collaborative working to

		supporting children and young people with speech, language and communication needs. I am able to communicate effectively with other practitioners	professionals who work with children and young people with speech, language and communication needs. I can identify the factors that enable effective working with others	support children and young people with speech, language and communication needs. I understand how the skills and knowledge of different professionals can be beneficial
C		Know about legislation and government policy regarding equality and inclusion for children and young people with special educational needs and disabilities as it applies to me in my workplace	Can describe how the setting I work in adheres to government policy regarding equality and inclusion for children and young people with special educational needs and disabilities	Am able to evaluate and provide relevant advice around ensuring that settings are adhering to current government policy regarding equality and inclusion for children and young people with special educational needs and disabilities

10. Parents, carers, families, peers and friends				
	Foundation	Universal	Enhanced	Specialist
	I am confident that I...			
A		Understand the crucial role of parents, carers, families, peers and friends in speech, language and communication development	Understand the importance of the views of parents and carers in assessing, supporting and planning for children and young people with speech, language and communication needs	Am able to work effectively in a range of ways with the parents, carers, families, peers and friends of children and young people with speech, language and communication needs and support other practitioners to do the same
B		Can identify some voluntary and public sector agencies that provide support for children and young people with speech, language and communication needs and their families	Can describe the support provided by relevant voluntary and public sector agencies for children and young people with speech, language and communication needs and their families	Am able to provide parents, carers, families and friends of children and young people with speech, language and communication needs with relevant information about local and national voluntary and public sector organisations
C			Understand the importance and effect of social relationships with peers and friends on children and young people with speech, language and communication needs	

