**Children’s Services and Skills Directorate: SEND 0 – 25 Service**

**Specialist Inclusion Support Service**

**Speech, Language and Communication High Needs Team**

**Speech, Language and Communication High Needs Pathway Triage Framework**

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| **Pupil name:** Click or tap here to enter text. | **Date of Birth:** Click or tap here to enter text. |
| **School:** Click or tap here to enter text. | **Date completed:** Click or tap to enter a date. |
| **Level of SEND support:** Choose an item. | **Contact details:** Click or tap here to enter text. |
| **Completed by:** Click or tap here to enter text. | **Role:** Click or tap here to enter text. |

If the pupil is triaged as **Red** or **Amber** in most of the areas below, please proceed with a request for **SLC High Needs Support**.

When completed, submit the triage framework and supporting documents by email to: **sisupportservice@solihull.gov.uk**

Please ensure the following **relevant documentation** is attached to your request:

✅ Evidence of a completed **language screener** (e.g. WellComm, Language Link, or similar)

✅ Any relevant **Speech and Language Therapy reports** or **Speech and Language Therapy** **referrals completed**

✅ The pupil’s most recent **Individual Education Plan (IEP)**, including a record of interventions delivered

✅ A recent **Cognition and Learning assessment** or **Targeted Language assessment,** if available

*Please note – a pupil must have been assessed by Speech and Language services* ***OR*** *had a Targeted Language Assessment to proceed with a SLC High Needs request.*

| **Area** | **Description** | **Green (Low Need)** | **Amber (Moderate Need)** | **Red (High Need)** | **Rating** |
| --- | --- | --- | --- | --- | --- |
| **Receptive Language** | Ability to understand spoken language, instructions, and concepts | Within age expectations or mild delay; follows instructions in context with minimal support | Delay identified through screening tools, needs regular adult support, visual aids, or repetition to follow group/classroom language | Significant delay identified; frequently confused or disengaged; needs significant adaptation and individualised language support | Choose an item. |
| **Expressive Language** | Ability to express thoughts, needs, and ideas using spoken language | Uses simple, age-appropriate sentences; minor grammatical errors that do not affect communication | Noticeable grammar or word-finding difficulties; can explain ideas but clarity is reduced; affects classroom learning | Severely limited sentence structure and vocabulary; struggles to express thoughts; impacts ability to participate in learning | Choose an item. |
| **Social Communication** | Ability to interact appropriately with adults and peers, including understanding social rules | Interacts independently with peers and adults; may need occasional support with group dynamics | Difficulties with turn-taking, maintaining topic, or interpreting social cues; requires structured support | Rarely initiates or maintains interactions; significant social isolation or reliance on adult mediation | Choose an item. |
| **Speech Sounds** | Clarity and intelligibility of spoken language | Speech mostly intelligible to unfamiliar listeners; errors typical for age | Unusual or inconsistent sound patterns; often needs familiar communication partners to interpret | Speech is frequently unintelligible, even to familiar adults; persistent atypical patterns | Choose an item. |
| **Impact on Learning** | Effect of SLCN on accessing and engaging in the curriculum | Making expected academic progress with universal support | Language difficulties contribute to slower progress; needs targeted interventions to access learning | Significant barriers to learning; language needs result in widening gaps in attainment despite support | Choose an item. |
| **Functional Impact** | Impact of SLCN on emotional well-being, independence, and participation in school life | Functions independently in most settings; engages with learning and peers confidently | Needs regular adult prompts; may show frustration, anxiety, or avoidance in communication-rich tasks | Highly dependent on adult support; evident distress, avoidance, or withdrawal linked to language-based tasks | Choose an item. |
| **Previous Support** | History and effectiveness of interventions | Targeted language support has been provided and has had a positive impact | Targeted intervention attempted but with variable or limited progress | Multiple high-quality interventions over time with little or no sustained improvement | Choose an item. |
| **Parental/Professional Concern** | Level of concern from school and/or parents/carers | No significant or ongoing concerns at present | Shared concerns from either home or school; monitoring in place | Escalating concerns from home and school; support needs are beyond current provision | Choose an item. |

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| **Any other relevant background information:***(e.g. difficulties with memory, family history of speech/language/learning needs, other diagnoses, involvement from other services or agencies)*Click or tap here to enter text. |

*Please note: This summary profile tool is linked to the Graduated Approach as outlined in the SEND Code of Practice (2015). It is designed to be used alongside more detailed screening or progression tools tailored for specific age groups.*