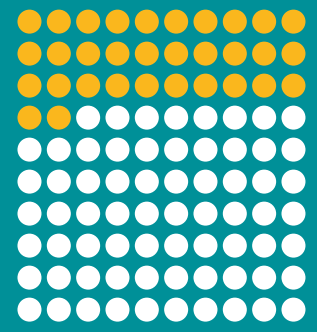
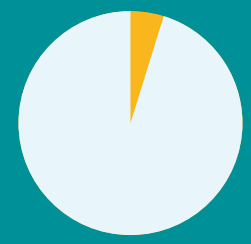


What are we looking at?



32% of children with **speech, language and communication** needs live in areas of **high social disadvantage**¹

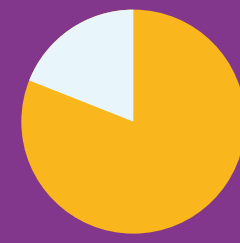


4.8% of school children in Wales have **speech, language & communication** needs²

3/10

30% of children in Wales with **Additional Learning Needs** have **speech, language & communication** needs, the most common type of **Additional Learning Need** in Wales³

Why does it matter?



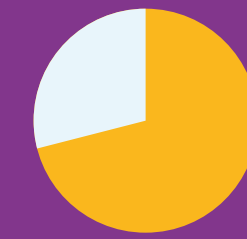
81% of children with **emotional & behavioural disorders** have communication needs not previously identified⁴



90% of care leavers had **below average** language ability. None of these young people had previously been diagnosed with **speech, language & communication** needs⁷



61% of children with **speech, language & communication** needs did not meet expected levels across the core subjects at the end of Key Stage 3⁵



71% of children sentenced in the youth justice system in England and Wales (Apr 19 - Mar 20) had **speech, language & communication** needs⁸

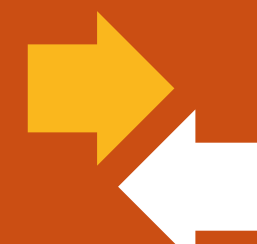
x2

Children with lower vocabulary scores at age 5 are **twice** as likely to experience periods of unemployment in adulthood⁶

What can we do?



Supporting families from any background to provide a **positive communication environment** can improve language development⁹



Responding to a child's actions and words is key to their **speech, language & communication** development

£

Modest investment into training early years practitioners can have a huge impact on children's **speech, language & communication** outcomes¹⁰



Speech, Language & Communication Needs

Why do they matter and what can we do?

1,2,3 Pupil Level Annual School Census (PLASC), 2023

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs>

4 Hollo A., Wehby J. & Oliver R. M. (2014). Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children*

5 National level results, by subject, year and type of ALN/SEN (Additional learning or special educational needs) (gov.wales) <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-3-Core-Subjects/nationallevelresults-by-subject-year-sentype>

6 Law, J., Rush, R., Schoon, I., & Parsons, S. (2009). Modeling developmental language difficulties from school entry into adulthood: literacy, mental health, and employment outcomes. *Journal of Speech, Language, and Hearing Research*, 52(6), 1401-1416.

7 Clegg, J., Crawford, E., Spencer, S. and Matthews, D. (2021). Developmental Language Disorder (DLD) in Young People Leaving Care in England: A Study Profiling the Language, Literacy and Communication Abilities of Young People Transitioning from Care to Independence. *Int. J. Environ. Res. Public Health*, 18, 4107. <https://doi.org/10.3390/ijerph18084107>

8 Assessing the needs of sentenced children in the Youth Justice System - GOV.UK (www.gov.uk) <https://www.gov.uk/government/statistics/assessing-the-needs-of-sentenced-children-in-the-youth-justice-system>

9 "The child's communication environment was a more important predictor of language development at two, and school entry 'baseline' scores at 4 than socio-economic background" Roulstone, S; Law, J; Rush, R; Clegg, J and Peters, T, Department for Education (DFE). (2011) Investigating the role of language in children's early educational outcomes

10 <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>