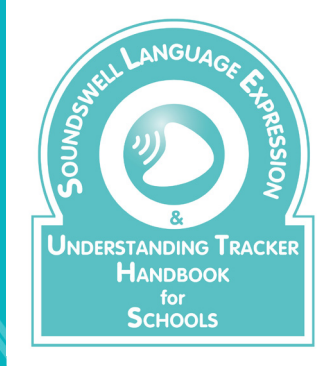


Soundswell Language Expression & Understanding Tracker Handbook [SLEUTHS]



Although initially developed for work with pupils in specialist settings, SLEUTHS has equal application for pupils with severe and complex needs who are being educated within a mainstream setting.

Use **SLEUTHS** with **any pupil functioning below National Curriculum level 1**.

Pupils at this level are likely to have significant communication and learning needs and be part of the school's SEND (Special Educational Needs and Disability) register.

SLEUTHS takes account of both linear and lateral progression. It identifies what a child can do now and where to go next. Thus providing:

- accurate observations and assessments
- appropriately targeted interventions
- a roadmap for the way forward
- support for parents so that they can see the tiny steps their child might make

Learning outcomes: by the end of this session, participants should...

- know what communication behaviours to look for at different levels
- understand the difference between assessment and observation (and how to formally observe)
- know what communication strategies are needed by individual pupils
- be able to identify communication strengths to target for development
- knowing when and how and what to use to move pupils on
- understand how to measure the progress of low-level learners

Who should attend	Staff in both special and mainstream schools supporting pupils who are functioning below national curriculum level 1		
How to attend	Book for your school or your consortium (where ideally 2 staff would attend together) Click the "Book Today" button or contact us via office@soundswellspeech.com		
Number of participants	Up to 15	Duration	Whole day



For more information about this course contact us via office@soundswellspeech.com

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Additional information

1. **SLEUTHS** is a *communication pathway* designed to be used by school staff to help identify the best level of communication that matches the pupil's strengths. It is a working document that functions best when linked directly to the Speaking and Listening curriculum. It is not designed to be a series of standalone checklists that are used to check a pupil's progress once or twice a year.
2. Most, if not all pupils are likely to have an Education, Health, and Care Plan (EHCP) to ensure their ongoing learning needs are appropriately supported.
3. Although some of the assessment/observation and teaching and learning resources included may be used for targeted pupils, they also have universal application for all pupils functioning below national curriculum level 1.
4. **SLEUTHS** is a formative rather than a summative process of assessment. For pupils functioning at this level, the traditional 'number' profiles of percentages and percentiles generated by formal assessments, are not appropriate. SLEUTHS measures progress differently.
5. **SLEUTHS** is a practical toolkit to:
 - Identify communication levels right from the very beginning
 - Track the acquisition of skills
 - Signpost the user to appropriate strategies and interventions to both consolidate gains and support progression
6. **SLEUTHS** will help school staff to know:
 - what communication strategies are needed by individual pupils
 - how to identify communication strengths to target for development
 - when and what communication strategies to move on to (next steps)
 - what support is needed throughout the day to achieve functional communication.
7. **SLEUTHS** is in three parts
 - **Part 1: Early Communicators (levels 1 to 3)** - covers most pupils working at a developmental age-equivalent of approximately 0-12 months.
 - **Part 2: Developing Communicators (levels 4 and 5)** - a developmental age-equivalent of between 12 & 60 months.
 - **Part 3: Established Communicators (levels 7 and 8)** - a developmental age-equivalent of 3-5 years. At each level, the adult is directed to 'next steps' for:
 - additional observation/assessment tools
 - teaching and learning resources

SLEUTHS has been piloted in both special and mainstream schools and amendments made based on user feedback. Here is a flavour of what participants said:

This is really helpful for me as a therapist (SALT)

An excellent resource – especially with access to the resources online. Thank you, I enjoyed it! (teacher)

This will provide an increased insight into the rationale behind the advice I give (SALT)

I have found this so useful – it has been the missing link to inform our pedagogy within our school (teacher)

It had a perfect balance between theory and practice (teacher)



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