

Central Primary School



Speech and Language Bases Policy

THE FUNCTION AND AIMS OF A LANGUAGE BASE

The priority of the provision in the Speech and Language bases is to help the children make the best possible progress with the following; their specific language difficulties, their academic learning across the breadth of the curriculum and the development of their self-esteem and social skills.

- To remediate as far as possible the children's speech and language disorders so that they can be integrated into their neighbourhood school;
- To operate in a manner which is consistent with the mainstream school policy;
- To provide a learning environment within the base which is appropriately differentiated to meet the specific needs of individual pupils;
- To ensure successful integration into the mainstream classroom when appropriate;
- To support the mainstream teacher to deliver an appropriately differentiated curriculum;
- To enable pupils to develop effective social communication skills and strategies with adults and children;
- To liaise with other professionals as appropriate to the individual child;
- To provide an environment which helps the child to develop strategies to cope emotionally with their specific problems and to develop their confidence and self-esteem

THE ROLE OF THE HEADTEACHER

As part of the school the base is the responsibility of the Head Teacher.

- The involvement in the work of the base of any external professional should be seen in terms of advice to the base teacher and to the Head Teacher. Where this advice may result in a modification of the base programme or its organisation, the Head Teacher must be involved.
- To ensure that the Base Teachers consult the Educational Psychologist attached to the base and where appropriate other relevant professionals on the needs of individual pupils.
- When necessary, appoint a base teacher.
- In appointing staff to the main school, the Head Teacher should draw attention of candidates to the speech and language base.
- When a child is admitted to or leaves a base it is the responsibility of the Head Teacher to report the fact to the SEN Case Officer.
- To attend SALT staff team meetings once a term.
- To attend statement review meetings as agreed with the base teacher/ inclusion manager.
- To ensure that appropriate training/induction and information about the needs of pupils in the Speech and Language bases is given to base staff and staff working in the mainstream school.

THE ROLE OF INCLUSION MANAGER

The Inclusion Manager is the teacher-in-charge of the Speech and Language Bases and has the following responsibilities:

- To assume the management responsibility for the running of the Infant and Junior Speech and Language Bases.
- To be a member of the Senior Management Team within the school.
- Will organise and draw up an agreed agenda for a termly SALT staff meeting attended by the Head Teacher, Speech and Language Therapists and base Class Teachers and ensure that agreed actions are carried out.
- Will ensure that policies relating to the running of the bases are up-to-date and follow the SEN code of practice.
- Will ensure that base staff are aware of policies and procedures and that agreed systems are being implemented.
- Will manage and appraise the performance management programme of base Class Teachers.
- Will ensure that induction/training of new mainstream staff takes place (with regard to learning about the needs of base pupils who integrate into their classes) working in collaboration with base Class Teachers.

THE ROLE OF THE BASE TEACHER

The teacher will teach and manage those children who have specific speech and language difficulties in liaison with the other professionals concerned.

Responsibilities may include:-

MANAGEMENT ROLE:

- Lead the team in organising, assessing and planning the curriculum for each child.
- Organise/co-ordinate a weekly base staff team meeting to share information and all relevant classroom issues.
- Oversee and support LSAs.
- Co-ordinate annual statement reviews for pupils in the base.
- Act as link for parents between all professionals concerned with their child.
- Link with all other support services concerned with language base children, eg speech and language therapy, physiotherapy, educational psychology, etc.
- Organise support timetables.
- Negotiate and agree a 'mutually acceptable' therapy timetable with Speech and Language therapist. The timetable needs to be flexible to allow for changes in grouping and intensity of input.

TRAINING

- Train staff in the base, and where necessary, in the mainstream school.
 - Make base staff aware of training opportunities outside of the school.
 - Help mainstream staff modify and differentiate the curriculum for speech and language children.
 - Organise induction/ training for mainstream Class Teachers at the beginning of each calendar year. Each Class Teacher will observe and discuss the needs of pupils who will be integrating into their class with the Speech and Language Therapist. Similar induction will be organised for new Class Teachers who begin at other times during the academic year.
 - Support and advise Speech and Language Therapists on educational matters.
- Attend any appropriate courses and meetings to aid professional development.

BASE ROLE

- Support mainstream staff when base children are integrated into the mainstream class.
- Teach in the language base.
- Keep up to date records of individual pupils.
- Organise the resources of the base.
- Take part as a full staff member in the mainstream school.
- Contribute to admissions decisions – this may involve reading reports about proposed children and attending panel meetings.
- Meet with other professionals involved with language disorder i.e. Speech and Language Therapists, Occupational Therapists, Educational Psychologists etc.
- Attend parents' consultation evenings, IEP reviews, Annual Reviews and liaise with parents.
- Monitor transport arrangements.

THE ROLE OF THE SPEECH AND LANGUAGE THERAPIST

Provision in language bases consists of therapy which is delivered by both Speech and Language Therapists and Base Class Teachers. The therapist supports the delivery of the curriculum just as the teacher supports the therapy input. The therapist gives strategies and targets for each child which all the base staff know. Written aims and objectives are given and training for base staff is provided. The Junior Speech and Language Base has five half day sessions of speech and language therapy input and the Infant Speech and Language Base has six half day sessions.

Intervention consists of –

1. **Assessment** (formal and informal)

2. **Intervention** spread flexibly throughout the week, which may include one or more of the following – Classroom support and joint working with base teaching staff. This may include;

- Speech work in which children are prompted to use sounds during lessons,
- Language work such as correction of language errors through the use of forced alternatives, modelling simplified and reduced language and reminders to staff about individual pupil targets,
- Demonstration of signing,
- Strategies to aid comprehension and word retrieval such as syllable clapping and rehearsing vocabulary,
- Demonstration of teaching materials such as shape semantics and Language Through Reading
- Small group sessions
- Individual sessions
- Support during integration (where possible)
- Home visits where appropriate

3. **Administration/ liaison** includes –

- Joint planning sessions with teaching staff (e.g. literacy, maths, science letters etc)
- Planning individual and group intervention
- Input into IEP, planning joint aims/targets
- Providing written reports
- Planning/writing programmes
- Keeping case notes
- Contributing to class records, e.g. social notes as relevant
- Appropriate onward referral to other professionals if needed
- Contributing to whole school/base policy and planning
- Contributing to Ofsted inspections

4. **Meetings/liaison** involves –

- Consultations with parents
- Attendance at parent/teacher consultation evenings and other parent group meetings as appropriate
- Liaison with base staff in regular team meetings
- Liaison with other professionals as appropriate (e.g. Educational Psychologist, Occupational Therapist etc)
- Support and training for teaching staff and LSAs in base
- Some support and training for teachers and LSAs in mainstream school
- Attendance at review meetings
- Provide a plan and/or flexible timetable

Time needs to be allowed for the Speech and Language Therapist to do the following; attend speech and language therapy team meetings, receive training, give training to other therapists and some therapy students, give second opinions on possible language base candidates and other language disordered children and fulfil general administrative duties related to the Health Service e.g. provide system, one data and visits to children who have transferred out of a base in to mainstream schooling.

THE ROLE OF THE MAINSTREAM CLASS TEACHER

The mainstream Class Teacher will teach pupils from the speech and language bases when they integrate into their classes. They will do this in liaison with the Base Teacher and the Speech and Language Therapist. Weekly meetings take place each Monday between mainstream and base staff.

- Pupils from the bases will be integrated according to their specific needs, in subjects through which their educational provision will be enhanced. Generally they will integrate each afternoon, although they may be withdrawn for specific work in the base. They integrate into mainstream classes for educational and/or social reasons.
- A pupil will be supported by an LSA from the base, where it is felt to be necessary to enable a child to access the learning.
- Mainstream Class Teachers will have the opportunity to observe base pupils who integrate into their classes in speech and language therapy sessions and to discuss the pupils' needs with the Speech and Language Therapist.
- The mainstream Class Teacher is expected to provide an appropriate learning environment to support the needs of base pupils. This may take the form of the following –
 - modifying and simplifying language when addressing the pupil
 - providing differentiated teaching materials
 - providing a drawer or storage space for the pupil to keep their work
 - providing visual teaching aids to support understanding

THE ROLE OF THE BASE LEARNING SUPPORT ASSISTANT

The prime purpose of the Base LSA is to assist the teacher in supporting and developing the pupil's communication. This means supporting:

- Language function (ability to communicate effectively)
- Language competence (development of ability to use language)
- Differentiation of the National Curriculum.

The context will be in learning and social interaction. To do this the LSA will need to be directed by the base teacher/ inclusion manager in:

- Implementing IEPs;
- Working alongside the pupil in individual, group or class work and social activities.
- Preparation of support materials for individual, group and class activities;
- Modelling of social communication;
- Implementing speech and language therapy programmes as directed by the Speech and Language Therapist in agreement with the base Class Teacher;
- Supporting the pupil when they integrate into mainstream classes and recording their achievements and progress in this environment;

- Liaising with professionals - Class Teachers, Speech and Language Therapist;
- Recording achievement using class recording mechanisms;
- Recording successful strategies using class recording mechanisms;
- Assisting the pupil to develop and use their own methods for recording progress;
- Assisting the pupil in the development of strategies which support effective communication;
- Assisting the pupil in developing independent learning strategies;
- Responsible to the base Class Teacher.

GUIDANCE FOR ADMISSION TO SPEECH AND LANGUAGE BASES

1. Introduction

- 1.1** These guidelines constitute admission procedures to the speech and language bases in Hertfordshire. The information contained within this document is informed by numerous resources that include, but are not limited to:
- Guidance Criteria for Statutory Assessment: Special Educational Needs (Hertfordshire County Council, Children, Schools and Families, 2005)
 - Royal College of Speech and Language Therapists Resource Manual For Commissioning and Planning Services for SLCN: Speech & Language Impairment (RCSLT, 2009)
 - Special Educational Needs Code of Practice(DfES, 2001)
 - Inclusive Schooling: Children with Special Educational Needs (DfES, 2001)
- 1.2** In order to clarify what is meant by specific speech and language impairment, the guidance provided by the Royal College of Speech and Language Therapists has been summarised in section 1.3.
- 1.3** Specific Speech and Language Impairment (SSLI) is used to describe young people whose skill in understanding and/or expressing themselves through speech and language is significantly impaired. These difficulties occur in the context of normal cognitive abilities and are not primarily a result of social, emotional, behavioural, educational, physical or sensory difficulties. SSLI arises from developmental rather than congenital conditions or syndromes (RCSLT, 2009). SSLI is not a homogenous condition and can affect various aspects of speech and/or language in diverse and complex ways. The aspects affected can be: receptive and/or expressive language, speech, phonology, social use of language, attention and listening and memory for spoken information.
- 1.4** The term SSLI is used throughout this guidance document so as to reflect both the language and speech components of the impairment.

- 1.5 The cut-off points in relation to performance on standardised speech and/or language assessments are intended as guidelines only. Many young people may score above this range but continue to present with clinically significant specific speech and/or language impairments. Standardised assessments will always be considered as only one aspect of a comprehensive assessment process.
- 1.6 Rigid adherence to specific criteria may not always be appropriate in clinical and educational contexts. Therefore each young person's unique combination of relative strengths, presenting difficulties and their changing profile of needs will be taken into consideration for placement in a speech and language base.

2. Guidelines for Placement

- 2.1 To be considered for a place in a speech and language base, a young person should have a Statement of Special Educational Needs. The statement must indicate specific speech and/or language impairment as a primary special educational need.
- 2.2 The young person's specific impairment of speech and/or language abilities is their primary presenting area of difficulty at the time of placement. It is accepted that SSLI often co-exists with difficulties in other non-linguistic areas such as motor skills, symbolic play and social functioning. For example, a young people with SSLI may present with accompanying emotional and behavioural difficulties caused by difficulties and frustrations in communicating. These should not be so severe and persistent (in the view of professionals supporting the young person) so as to prevent the young person from demonstrating evidence over time of progress in relation to the specialist provision that is provided. This is to ensure that young people with secondary conditions who have wider needs are not inappropriately placed in specialist provision intended primarily for speech and/or language.
- 2.3 A young person on the autistic spectrum continuum may be considered for a place in a speech and language base if they present with a profile of speech and language impairment as their primary and not secondary need. In such cases there must be evidence to demonstrate a young person's desire to communicate and co-operate based on relevant support to address this in relation to the autism spectrum condition.
- 2.4 A young person's language skills assessed on a standardised test of language development by a speech and language therapist which places the young person's performance in one or more main areas of speech and language development at two standard deviations or more below the mean (corresponding to a percentile rank at or below the 2nd percentile) or at generally equivalent measures (RCSLT, 2009, p.15).

- 2.5** In the case of school aged children this should also involve a psychological assessment that places the young person within the broad average band of learning ability assessed non-verbally on standardised measures. Where standardised measures are not used, a profile of the young person's learning potential and his or her ability to respond to intervention during the assessment process will be considered.
- 2.6** In the case of pre-school or school aged children where standardised measures are not used, information on the young person's developmental levels using checklists, rating scales or information regarding their learning potential or the level and type of play skills may be used.
- 2.7** Where there is an assessment of both a young person's language and non-verbal reasoning skills, there should be evidence of language skills at least one standard deviation below the mean in comparison to non-verbal reasoning skills on standardised measures (RCSLT, 2009, p.15; The International Classification of Diseases 10(ICD-10). In other words there will be evidence of a significant discrepancy between a young person's speech/language skills and his/her level of non-verbal reasoning ability.
- 2.8** If English is not the young person's first language, there should be clear evidence of similar speech and language difficulties in the young person's first language. There should be supporting evidence to distinguish between language and/or communication impairment and language differences in young people from culturally and linguistically diverse backgrounds.

3. Process of Placement in a Unit or Base

- 3.1** The Special Educational Needs (SEN) Provision Panel will be chaired by the Heads or their representatives from the Special Educational Needs (SEN) and the Multi-Agency and Psychology teams fortnightly in the east and west areas of the county. The SEN Provision Panel will assess and decide all applications for placement in a speech and language base.
- 3.2** Advice provided to this panel will be based on evidence provided by the most up to date multidisciplinary assessment, including references by professionals to the rating guidelines, and recommendations for management for each young person presenting with SSLI. This will be in line with best practice. Further guidance on how these Panels work is available from the local Special Educational Needs Team.
- 3.3** Following the Provision Panel meeting, if placement at a base or base is agreed, then School Placement will be agreed at a prioritisation meeting held by the Special Needs Service. At this meeting the Local Authority will seek to place the young person in the nearest appropriate

base or base in line with parental preferences. Where parental preference is not the nearest appropriate base or base, parents will be responsible for all transport arrangements.

- 3.4 Following the prioritisation meeting the named School will receive formal consultation papers in line with Schedule 27 of the Education Act 1996. Reference should also be made to section 8.61-8.86 of the SEN Code of Practice.
- 3.5 Children in nursery, in receipt of a statement of special educational needs (where speech and/or language difficulties is their primary presenting need), may be considered for places in a base or base if children in year R, 1 or 2 are not available to fill existing places, and if staffing exists for this to occur.

GUIDANCE FOR MOVING OUT OF SPEECH AND LANGUAGE BASES

This document constitutes guidance for professionals to inform decisions for young people moving out of speech and language bases in Hertfordshire. The information contained within this document is informed by numerous resources that include, but are not limited to:

- Special Educational Needs Code of Practice(DfES, 2001)
- Inclusive Schooling: Children with Special Educational Needs (DfES, 2001)
- Afasic Inform Action (1998): Moving out of a language base

1. Introduction

- 1.1 There is a legal requirement for a young person's Statement of Special Educational Needs to be reviewed annually.
- 1.2 Discussions as to whether a young person is ready to move out of a speech and language base and about his or her future placement must be addressed within this Annual Review process and documented.
- 1.3 A young person's length of stay in a base will depend on the severity of their specific speech and language impairment, their rate of progress and their changing needs. Documented evidence of the extent of the young person's ability to generalise newly learned skills across subject areas and social as well as educational contexts will always inform any decision making process.
- 1.4 When a young person is ready to move out of the base, full discussions will be held between parents/carers, Staff at the base, the Speech and Language Therapist, the young person's Special Needs Officer and any other relevant professionals. These discussions should occur during the year in which transition is being considered and support from relevant professionals should be

sought. Discussions will take into consideration the effect of such a move on the young person's social, emotional and personal development. This may be especially relevant when approaching transition, for example between KS3 and KS4, when moving to a new setting may adversely affect both academic progress and the ability to adapt socially.

1.5 When considering moving, to other provision, interim reviews can be called at the discretion of staff in the nit. Staff in the base will take the lead in organising and implementing transition arrangements.

1.6 Evidence to inform these discussions should be based on:

- A young person's attainment in normative terms using National Curriculum levels or Performance Descriptors (P Levels) and rate of progress relative to prior attainments.
- A young person's performance on standardised language measures. The young person's performance on these measures as documented in the annual review reports should reflect an improvement on measures that evaluate the current area/s of remediation/intervention including those closely related to SSLI and Literacy such as inferential reading comprehension and phonological awareness. There should be supporting evidence of decreased support needed from the Speech and Language Therapy Service.
- A description of the young person's functional communication and language skills. This will be based on information from the young person's performance within the classroom and educational environment including information provided by parents.
- Professionals' judgement on the likelihood of progress being sustained with existing support arrangements.

2. Core Principles

Implicit within these guidelines for considering whether a young person is ready to move out of a speech and language base are the following core principles:

2.1 The effect of a young person's specific speech, language and communication difficulties in accessing the curriculum and differing patterns of need should be reviewed regularly over time in the light of a changing profile of needs

2.2 Inclusive provision based on a continuum of provision that is tailored and structured to meet these changing needs will be considered in a way that best meets the needs of these young people in accessing the

curriculum. For many, but not all, young people presenting with specific speech and language impairment, it is expected that the intensity and modalities of interventions required and delivered over time within the context of a speech and language base will be reduced over time.

- 2.3 The effect of interventions and support upon a young person should be judged with regard to the definition of “adequate progress” as documented in the Special Educational Needs Code of Practice (4.14 p.34; 5.42 p.52 & 6.49 p. 68).
- 2.4 Moving out of a language base to a mainstream setting should be viewed as a desirable and celebrated outcome and not a denial of services or support for the young person.
- 2.5 Communication and language in general is “all around us” and thus may be acquired in a variety of enriching environments once the young person has the underlying skills to benefit from this.
- 2.6 Parents/carers will play an important part in any discussions and both parents/carers and the young person will be supported during any transition process through a clearly stated and agreed transition programme.

3. Moving out of a speech and language base will be considered when:

- 3.1 The young person’s speech and/or language skills are judged to be adequate and/or have progressed in the remediated area as determined by both formal and informal measures. New therapy targets are regularly set and achieved. This may be accompanied with recommendations for a reduction in speech and language therapy support. In general terms this may occur when the entry guidelines are no longer met.
- 3.2 The young person demonstrates behaviour that interferes with implementing or participating in therapy and the base setting (e.g. non-compliance, malingering) providing that efforts, over a period of time, to address these behaviours have been unsuccessful.
- 3.3 The young person scores less than two standard deviations below the expected speech and/or language performance range on appropriate standardised tests that evaluate areas of remediation. These cut-off points are intended as guidelines. Information from standardised assessment measures will always be considered as only one aspect of a comprehensive assessment process. Performance on standardised measures will always be considered alongside information on how a young person functions in different contexts (particularly in real-life situations) and the ways the difficulties a young person is experiencing interact with different learning environments. Parents’ reports and the clinical judgement of the therapist, staff in the base and other relevant professionals will form an important part of this information gathering process.

- 3.4** In the case of difficulties with fluency, a young person will show some transitory dysfluencies which have a minimal effect on educational performance and on listener and speaker reactions. ..
- 3.5** There is a noticeable reduction on the effect of a young person's specific speech and/or language impairment on their educational performance including their social, emotional, academic or vocational functioning. This may be demonstrated by the young person's increased ability to access the curriculum in the class with a corresponding decrease in support provided by the speech and language base staff. Evidence of successful integration over a period of time provided by staff should be available at the Annual review.
- 3.6** The Annual Review indicates that Specific Speech and/or language impairment is no longer the primary area of special educational need.
- 3.7** The young person's specific speech and/or language impairment is no longer their primary presenting difficulty. There may be primary concerns emerging in other areas (e.g. literacy development, a general learning difficulty or social communication difficulties).

There will be close liaison and transfer of information between the staff, parents/carers and the therapist in the base and staff, parents/carers, Advisory teacher and the link therapist in the young person's receiving school. This will assist in determining the nature and frequency of multidisciplinary support.

EQUIPMENT AND RESOURCES

The language base is part of the school. The base is resourced with general and specialist materials, eg SEN teaching resources, speech and language teaching materials.

The Base should:

- Have a therapy room and small office area available for small group work and individual assessment.
- Have an acoustically good environment with carpets and curtains;
- adequate power outlets;
- lockable filing cabinet and cupboard, large table/desk and adult chairs.
- Consumable stock, e.g.: paper, felt tip pens and general classroom equipment.

TEACHING AND LEARNING

Language base children are supported in a variety of ways.

- Individual or small group speech and language therapy
- Learning environments
- Trained Mainstream staff
- Individual or small group work carried out by the base Class Teacher, Speech and Language Therapist or Learning Support Assistant
- Working as a member of the mainstream class supported by base staff
- Working as a member of the mainstream class without support, but monitored by base staff and the class teacher
- Multi-sensory teaching strategies (Reading and Spelling, Grammar and Comprehension, Visually Supported Learning, Fine and Gross Motor Skills, Paget-Gorman)
- Signing

NATIONAL CURRICULUM

The difficulties of each child are taken into account when addressing the National Curriculum. A modified curriculum may be taught.

All children will have access to all areas of the National Curriculum as well as RE and daily assemblies.

Curriculum leaders and class teachers in the bases and mainstream classes will differentiate the National Curriculum for individual pupils.

The Base Class Teachers will provide materials and knowledge to enable further differentiation for children with severe language impairments.

The children may be taught a modified curriculum.

ASSESSMENT AND RECORD KEEPING

These guidelines are in line with the school Assessment Policy

When the children enter the base they are assessed using both standardised and informal assessments. The base team then draw up an Individual Education Plan (IEP) for each child. This contains attainment and learning targets focused on the child's needs as outlined in the child's Statement of Need and from assessments.

Daily/weekly records are kept by base staff on all aspects of the Individual Education Programme. These records are monitored termly by the base Class Teacher and Speech and Language Therapist and mainstream staff (where appropriate).

The base staff meet weekly to discuss the progress and needs of pupils.

Base Class teachers and Speech and Language Therapists meet with parents on a termly basis to discuss their child's progress.

Base Class Teachers will use the PIVATS SEN assessment and record-

keeping procedures for assessment of the academic progress of pupils in the bases as appropriate.

The progress of pupils in the bases will be tracked on a half termly basis.

Annual Statement Reviews

There is a legal responsibility for the Local Education Authority to hold an annual review for each child.

The child's statement of need is evaluated each year. There is a meeting to which parents and the professionals who work with each child are invited.

At the annual review progress and difficulties are discussed and changes in the child's educational needs are highlighted.

Transport

Arrangements are made by the Transport Department of the Area Education Office to transport children to and from school by taxi, if the children live a sufficient distance from the school (see County guidelines).

An adult meets the children in the morning and escorts them to their transport at the end of the school day.

The school has no authority to determine the nature of the transport provided or the company which receives the contract for transport.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Speech and Language Base Policy seeks the promotion of equality and seeks to tackle any discrimination through the provision of high quality education for those pupils in need of specialist provision to ensure that they are given an appropriate learning environment for their needs.

Monitoring and Review

This policy is reviewed every two years.

APPENDIX A

TYPES OF SPEECH AND LANGUAGE DISORDER

Children who are offered a place in the language base will have a speech and/or language disorder as their primary presenting problem. Children may present with one or a combination of the following:

1. Expressive Language Disorder

This is a difficulty in acquiring the grammatical structure of language (including word order). This may also include vocabulary, word finding and word selection difficulties.

2. Receptive Language Disorder

This is a difficulty in understanding spoken or written language so that the children are not able to respond appropriately to questions or instructions. They may understand simple sentences but not complex sentences. Specific grammatical structures or word endings may easily confuse them. They may ignore the grammar and respond to key words only. At a higher level children may understand concrete language but not inferred or implied meaning.

3. Semantic Language Disorder

This is a difficulty with knowledge and development of the meaning of words, and the links and connections between words.

4. Semantic Pragmatic Language Disorder

This is a difficulty with understanding word meanings and connections and with using language appropriately in different social contexts.

Developmental Verbal Dyspraxia

This is a difficulty producing and coordinating the fine and rapid tongue, lip and palate movements necessary for the production of the complex sequences of sounds used in speech. The child's speech may be unintelligible as a result. There is often a related difficulty storing words for later access so that the child cannot remember how to say a word.

Phonological Speech Disorder

This is a difficulty discriminating between similar words, and understanding and using sounds in words in order to produce speech.