

Speech, Language and Communication.

When looking at speech language and communication it can be difficult to understand the differences between each one. Cambridgeshire Community Services (2025) describes each one differently; speech looks at how something is said, language focuses on what is said, while communication is the message that someone is trying to get across.

Speech, Language and Communication in the Early Years.

Welsh Government (no date) have developed an incentive to improve the speech, language and communication of children in the early years of their development. They believe adult-child interactions and talking with young children supports the development of their brain; enhancing the skills needed to socialise, build friendships and develop confidence.

Welsh Government (2022b) believes language and communication is key to learning and therefore put an emphasis on this while designing the curriculum for non-maintained settings. They noted that speech, language and communication should be developed in a holistic manner using real-life experiences and play opportunities. Welsh Government (2022b) also believes that the building blocks needed for the development of language and communication begins with supporting attention and listening skills which develops the understanding of young children.

(Welsh Government, no date b)

(Welsh Government, 2022 c)



A curriculum for funded non-maintained nursery settings



How to Identify Speech, Language and Communication Needs.

It can be difficult to identify speech, language and communication needs. By gaining an understanding of the expected development children may reach at various ages can be helpful when recognising speech, language and communication difficulties (The Communication Trust, no date).

Speech and Language UK (no date b) agree that children who experience challenges with speech, language and communication often face challenges with talking and understanding as well as experiencing difficulties in other areas.

Devon County Council (no date) believes in order to get a thorough picture of the speech, language and communication needs a child may be having, the practitioner should gather a full picture of the child and how they communicate, interact and respond to others.



(Monmouthshire Sir Fynwy, 2024)

Strategies, Interventions and Support.

Caerphilly Early Years & Childcare Services (no date) provide a detailed list of where parents may look when needing support and advice for speech, language and communication concerns. There are various services available to parents prior to a child starting school when a concern about speech language or communication is picked up on in the early years.

Caerphilly County Borough Council (no date) believes that interventions should be person centred in order to meet the needs of the individual and adapt to how the needs may change and vary. For some children interventions provided in the early stages of the needs being identified is enough meaning the difficulties only present in the short term. However, for others these needs are present long term and continuous support, and intervention is needed (Torfaen County Borough, 2025).

Barriers.

Learn Together Cambridge (2025) describes speech, language and communication needs as a 'hidden difficulty' as others may misinterpret the difficulties the child may face as poor behaviour or difficulties socialising with others. These behaviours can often be misinterpreted, misdiagnosed or missed altogether causing the child to become withdrawn, isolated or act out. This can be recognised as an attitudinal barrier for the children struggling with speech, language and communication.

Ensuring an inclusive education for all can be difficult, especially when a child is also facing other difficulties. This means practitioners should make all opportunities accessible to all children by removing barriers that children with additional needs may face (Devarakonda, 2015).