

## **Secondary Language Link – Parent Information Sheet**

### **What is Secondary Language Link?**

Secondary Language Link is an assessment and intervention tool used in school to identify and support pupils who may benefit from additional support to develop their language and communication skills (including those learning English as an additional language).

### **Why is it important to assess pupils' language and communication skills?**

Strong language and communication skills are important for literacy development, academic success and interacting effectively with others. A difficulty with understanding which is not picked up can lead to problems with spoken language, literacy, behaviour and overall academic performance.

### **What does the assessment involve?**

The Secondary Language Link assessment for 11-14 year olds has been standardised across England and Wales, allowing the performance of individual pupils to be compared to pupils of the same age nationally.

It is completed online and measures how well pupils understand spoken language in both classroom and social settings. The assessment covers two key areas:

- **Core Language:** Understanding instructions, processing information, and making sense of complex words and sentences.
- **Social Understanding:** Recognising sarcasm, idioms, multiple meanings, and making inferences.

Each pupil is given a percentile score and a profile highlighting their strengths and needs. This enables staff to identify where additional support may be needed.

### **Why has my child been recommended for a Secondary Language Link intervention group?**

Your child's assessment results indicate they may benefit from extra support in some areas. To help them, school staff recommend they join a small intervention group.

### **What happens in an intervention group?**

- Groups consist of 6-8 pupils, led by an adult.
- Each session lasts about 45 minutes, with 8 sessions in total.
- Activities are based around interactive videos which require pupils to work together to solve puzzles and problems.

The sessions focus on skills such as:

- |                                  |   |
|----------------------------------|---|
| ✓ Understanding implied meanings | ✓ Making deductions and explaining reasoning          |
| ✓ Expanding vocabulary           |   |
| ✓ Collaborating with others      | ✓ Using and understanding different language concepts |
| ✓ Asking for clarification       |   |

### **How is my child's progress monitored and reported?**

- Each pupil takes a short 'skills check' test at the start and end of the programme.
- The lead adult tracks each pupil's progress throughout the sessions.
- Each pupil reflects on what they've learned in every session.
- Each pupil creates a Communication Contract at the end of the intervention.
- Feedback is provided to parents/carers once the intervention is complete.

### **What is a Communication Contract?**

At the end of the intervention, each pupil works with the lead adult to create a Communication Contract - a personal plan that highlights any potential areas for development and strategies to support. This is shared with their teachers so staff can better support them in lessons.

### **Why do I need to give consent for my child to be included in an intervention group?**

Bexley Early Intervention and Specialist Advice Service (EISAS) provides trained specialists to help schools maximise the number of pupils receiving intervention. Because EISAS is an external organisation, we seek parental permission before they can work with your child.