

STATISTICS ON VALUE OF EARLY INTERVENTION

‘Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond.

Of children with persistent speech, language and communication needs, a high percentage go on to have reading difficulties.

Two thirds of 7 – 14 year olds with serious behaviour problems have language impairment.

Children with speech and language difficulties experience more frequent bullying, partly because of the way they speak but also because they often lack the skills to negotiate social situations.

40% of 14 years old referred to child psychiatric services have a language impairment that has never been suspected.

40% of employers report difficulty in finding employees with an appropriate level of oral communication skills.

60% of young people in young offenders’ institutions have communication difficulties.’

The majority of speech, language and communication needs are identifiable from second year of life. Some may become apparent as the school curriculum becomes more demanding, e.g. at secondary school. This includes difficulties with reading and writing, accessing curriculum, poor behaviour and difficulty socialising with peers.

Between 6% and 8% of children are likely to have significant speech, language and communication difficulties, with an additional 1% with severe, complex and long term needs requiring specialist, targeted support.’¹

¹ Speech, Language and Communication Needs: Tools for Commissioning Better Outcomes: Commissioning Support Programme