




SUPPLEMENTARY FILE K

<p>Identification</p> <p>How can we tell that someone has a language disorder?</p>		
<p>Assessment and diagnosis</p> <p>How do we find out more about what a person is good at and finds difficult and whether this is a language disorder?</p>		
<p>Bilingualism</p> <p>Language disorders for people who have grown up around more than one language.</p>		



Lifelong impact

What does having a language disorder mean and what might people find difficult when they are at big/ secondary school and as an adult?

**Provision and commissioning- primary**

The type of help you get, how often you get the help, who by and where, between the ages of 4 and 10



<p>Provision and commissioning – secondary/ adolescents</p> <p>The type of help you get, how often you get the help and where, between the ages of 11 and 18</p>		
<p>Provision and commissioning – adults</p> <p>The type of help you get, how often you get the help and where, over the age of 18</p>		

Intervention

What is the best way to help you with your language difficulties?



Joint working

How do different people work with each other to help people that have language disorders?



Raising awareness

How do we let other people know what a language disorder is and what it is like to have it



Technology

Are computers, phones and tablets helpful or unhelpful for supporting language development?

