



Learner Materials

Support children and young people's speech, language and communication skills

The Communication Trust is a coalition of over 50 leading voluntary sector and community-based organisations with expertise in speech, language and communication.

We support the children's workforce and commissioners to meet the speech, language and communication needs of all children and young people.

We do this by raising awareness, influencing policy, promoting best practice among the children's workforce and commissioning work from our members

The Trust was set up in 2007 by children's charities Afasic and I CAN, with BT and Council for Disabled Children.

For more information on The Communication Trust please visit **www.thecommunicationtrust.org.uk** or call **020 7843 2526**

Thank you to our expert consultants who helped with the development of the materials.

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Contents

Learner materials

Support children and young people's speech, language and communication skills

This unit (L/601/2889) is part of the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

Undertaking this unit will also support learners towards achieving a full and relevant level 3 qualification. Learners should check with their awarding organisation or training provider to see how the learning in this unit can support with achieving the Early Years Educator Level 3 criteria.

To see who offers this qualification visit the Ofqual Register <http://register.ofqual.gov.uk>

Introduction.....	4
Activities and portfolio tasks Learning Outcome One	8
Activities and portfolio tasks Learning Outcome Two	18
Activities and portfolio tasks Learning Outcome Three	22
Activities and portfolio tasks Learning Outcome Four.....	25
Useful resources and information	32

Introduction

Speech, language and communication are crucial skills, central to children and young people's development. Supporting these skills to develop effectively is vitally important and has many positive effects on all areas of a child or young persons' development. Many children and young people may experience difficulties with speech, language and communication skills. Practitioners working with children and young people therefore have a very important role in speech, language and communication, both in supporting all children to develop their skills effectively and in helping to recognise children and young people who may have needs in these areas.

This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.

You may also find some of the learning from this unit supports some of the full and relevant criteria from the Early Years Educator qualification. Check with your training provider to see how the learning in this unit fits in to your Early Years Educator qualification.

Learning Outcomes and Assessment Criteria

This unit is worth 3 credits and amounts to around 30 hours of learning. There are 4 learning outcomes, each with a number of assessment criteria which assess your learning and practice. The following table highlights the learning outcomes for this unit alongside the allocated assessment criteria.

This unit includes learning outcomes which cover knowledge and skills. For the outcomes focusing on skills, you will need to demonstrate this in relation to real work activities. This might mean being observed or using approaches such as a reflective diary or professional discussion. Your tutor will talk to you more about this.

Learning outcome	Assessment criteria
<p>1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people</p>	<p>1.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:</p> <ul style="list-style-type: none"> • 0-5 • 5-11 • 11-16 • 16-25 <p>1.2 Evaluate relevant positive effects of adult support for children, young people and their families</p>
<p>2. Be able to provide support for the speech, language and communication development of children and young people</p>	<p>2.1 Demonstrate methods of providing support taking into account the:</p> <ul style="list-style-type: none"> • specific needs • abilities • home language • interests <p>of children and young people in their setting</p> <p>2.2 Initiate and implement planning for speech, language and communication support to children and young people in work setting</p> <p>2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting.</p>
<p>3. Understand how environments support speech, language and communication</p>	<p>3.1 Explain the importance of the environment in supporting speech, language and communication development</p> <p>3.2 Review relevant evidence about the key factors that provide a supportive speech, language and communication environment</p> <p>3.3 Apply research evidence to planning an environment that supports speech, language and communication.</p>

4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

4.1 Identify the range of speech language and communication needs that children and young people may have

4.2 Identify the indicators which may suggest that a child or young person has speech, language and communication needs

4.3 Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support.

What's in this pack?

For each of the learning outcomes, your tutor will share with you plenty of information and ideas. In this pack you will find activities to support your learning. There are also some portfolio tasks which will show your knowledge and skills in action. This booklet includes useful resource sheets to support your learning throughout this unit. Your tutor will explain how each of these will be used in more detail.

There is also a sheet highlighting some resources and websites which you might find useful. Most of these resources are free however there are some which you may choose to pay for. Where links are referenced we recommend you copy and paste these into your web browser. Your tutor may also give you some additional resources and references which are particularly relevant to you and your work setting or which update the resources we have suggested here.

Please note that we have provided activity and portfolio templates which are meant to be flexible. You may well need extra space to complete these activities and we recommended you use additional sheets where necessary.

Further information

If you are taking the award, you will also need to complete the other mandatory unit:

- Support speech, language and communication development. (A/601/2872)

You will also need to choose one optional unit:

- Support positive practice with children and young people with speech, language and communication needs (L/601/2861)
- Work with parents, families and carers to support their children's speech, language and communication development (Y/601/2877)
- Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (M/601/2884)
- Support the speech, language and communication development of children who are learning more than one language (J/601/2888)

It is important to be aware that if you are completing the award, your tutor may combine learning from two or more units at the same time – this will make best use of learning time and save any repetition. This may also be the case for assessment activities. Your tutor will make sure it is clear which assessment criteria are being covered through which activities.

Evaluating your confidence in understanding speech, language and communication

If you would like to find out how confident you are in children’s speech, language and communication, you could complete a self-evaluation using a tool called the Speech, Language and Communication Framework (SLCF). This sets out different skills and knowledge needed to support communication development. Within this framework you are able to rate how confident you feel regarding different elements of speech, language and communication. This will then give you a profile of where you are confident, areas that would benefit from further development and signpost to further training.

For more information please go to: www.talkingpoint.org.uk/slcf

Pre-unit activity Observing speech, language and communication in action	Supports AC 1.1
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Watch an activity in your setting for a short period of time – maybe 2-3 minutes. The activity should involve an adult and a child or young person. Alternatively, record some of your own work, with appropriate permissions. Make a note of the activity and who was involved. Write down as much as you can of the language of the adult and child during this activity. Include information about any non-verbal communication you notice as well. You could use the format below, or any way that works well for you.

Activity – what was happening?	
Who was there?	
Adult said/did:	
Child/ young person said/did:	
Adult said/did:	
Child/ young person said/did:	
Adult said/did:	
Child/ young person said/did:	
Adult said/did:	

What do you notice about the interactions? For example:

Who said the most?

How many questions were asked?

What supported language?

How long were the child’s sentences?

If your observation was with a baby, what were their responses?

Choose one of the following areas. You may find it useful to use one which is particularly relevant to your setting.

- Play
- Learning
- Social development
- Literacy
- Behaviour
- Emotional development
- Self confidence
- Thinking and problem-solving

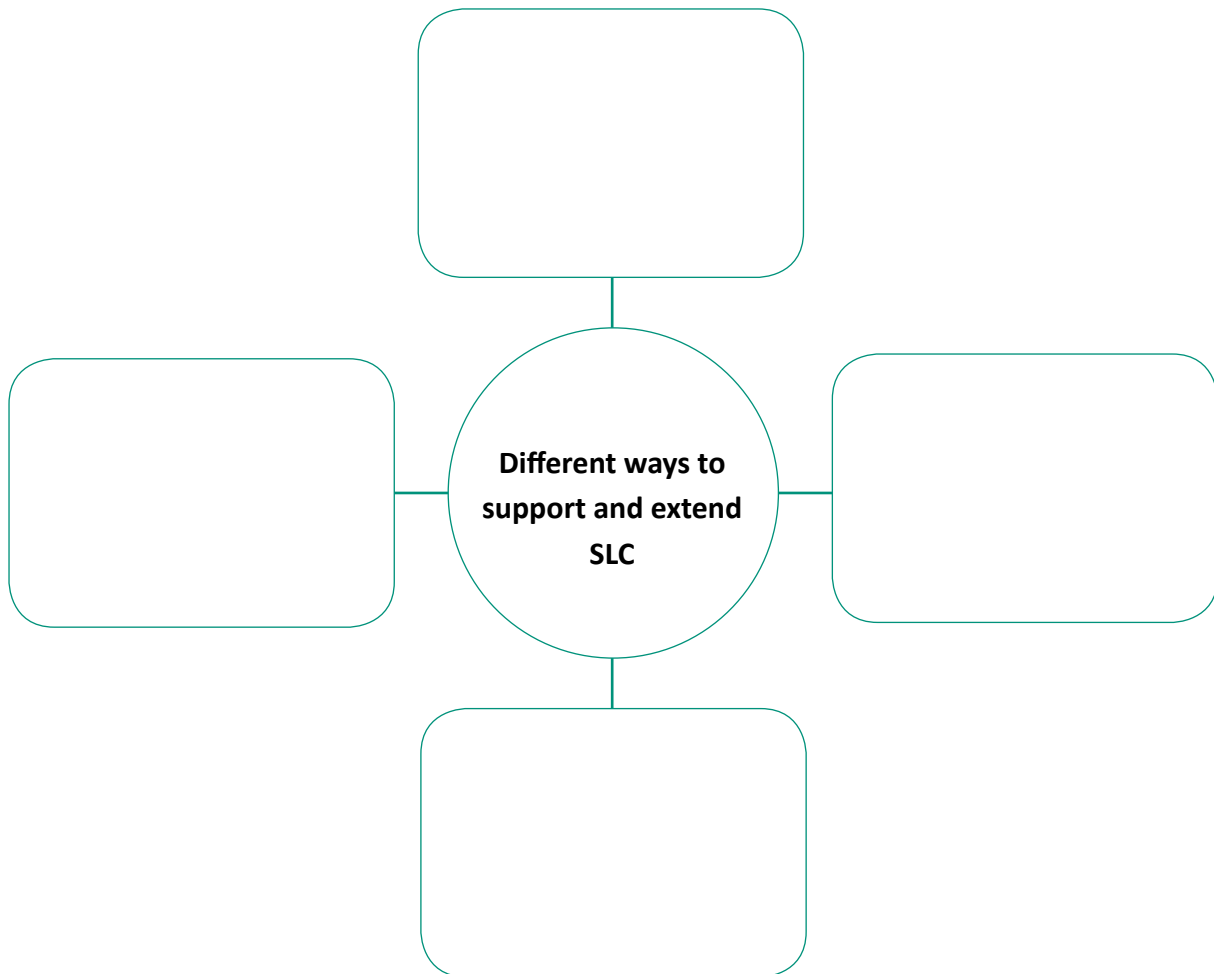
For the area you have chosen think of at least one positive effect when adults support speech, language and communication. Complete the following, using your ideas.

When adults support speech, language and communication, a positive effect on _____ would be:

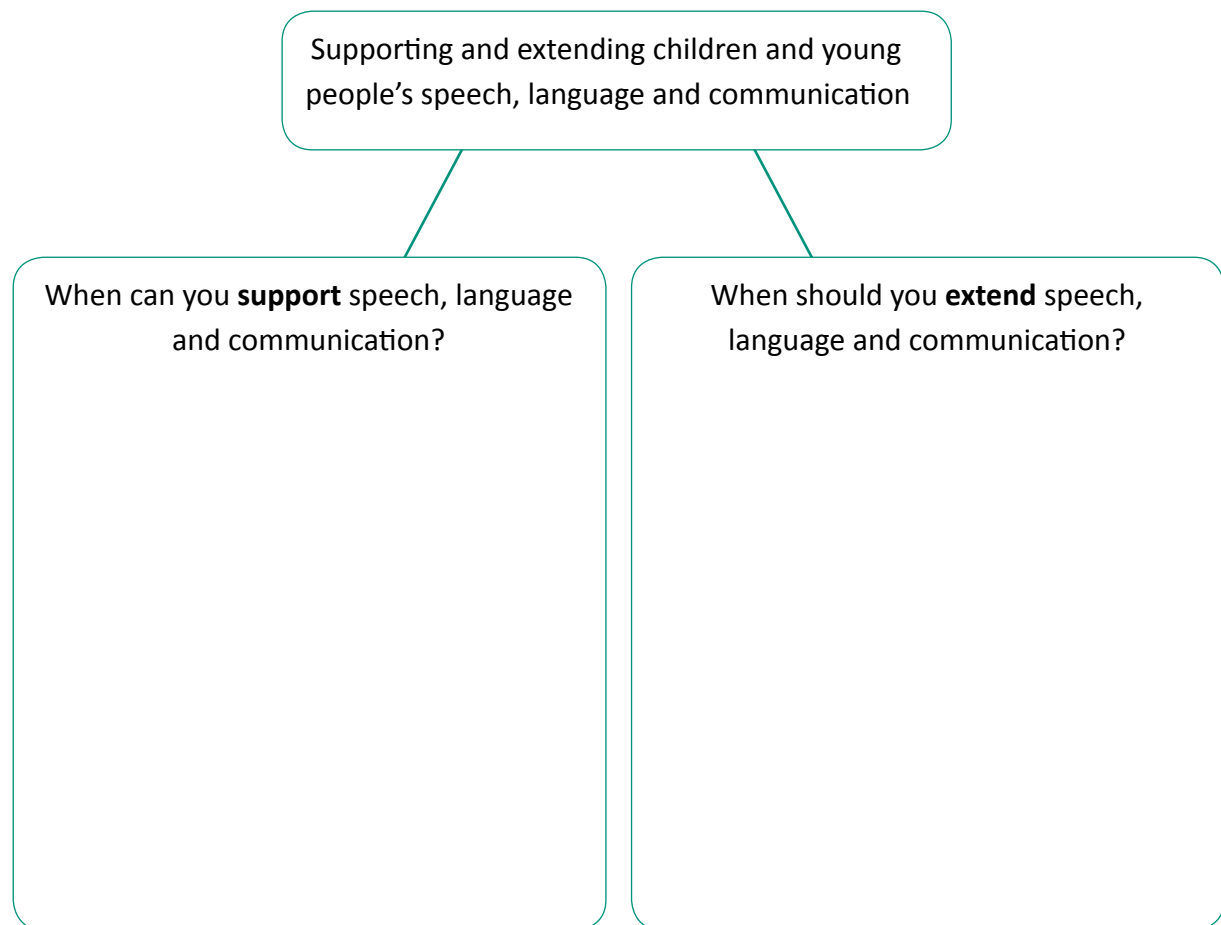
This is because:

How can you support and extend children and young people's speech, language and communication?

In a group, think of all the different ways you can support and extend children and young people's speech, language and communication. You can include methods you use already or other ways that you think may also be useful.



This learning outcome covers supporting **and** extending speech, language and communication. Think about the difference between *supporting* and *extending*. Use the bubbles below to consider when to **support** speech, language and communication and when to **extend** a child or young person's skills.



To support this outcome, there is a range of different information and a number of different activities which look at ways to support and extend children and young people's speech, language and communication at different ages.

Your tutor will discuss with you whether you will complete some or all of these. There are lots of useful information sources to support this learning outcome and these are included at the end of this booklet.

Watch the DVD clip *Learning to Talk, Talking to Learn*, which shows 10 top techniques for supporting children's speech, language and communication. For some people, these techniques may be familiar; for others there may be some which are new. It is useful to see these approaches in action and this activity will help you reflect on those you currently use and find useful and those you would perhaps like to develop and try out more in your setting.

- Choose a technique. Discuss with a partner your thoughts about this technique
- If you work with young children, which of the techniques do you currently use?
- Choose one technique you haven't used before and make a plan to use it in your setting
- When you have tried this out, discuss with your group how you used the technique and how effective it was. Make a comment in your portfolio.

Technique	Thoughts about this technique	Do I use this currently?
Get the child's attention first		
Make learning fun		
Use simple repetitive language		
Build on what the child says to you		
Demonstrate rather than criticise		
Imitate the child's language		
Use all the senses to teach new words		
Give the child time to respond		
Be careful with questions		
Use the full range of expression		

Evaluation

Technique used	
How did I use it?	
When, who with, in what activity?	
Why did I choose this method?	
How effective was it?	
What might I change next time, if anything?	

Your tutor will ask you to look at or listen to some information. Don't worry- it is designed to be quite difficult! There is a question at the end of the passage. Have a think about the following questions when you have finished the activity.

1. How easy is it to understand?
2. What makes this the case?
3. Could you answer the question?
4. How 'good' was this question?
5. How did you feel about the activity?

With a partner, talk about why you think this activity might have been included and why it might be relevant for your practice.

You could also think about how you could make this information easier to understand.

In this activity you will look at five different approaches to encourage children and young people to talk. They include different ways of asking questions and different styles of interactions.

Although the examples given are from a study with younger children, these approaches are also important for older children and young people. For each, consider:

- How well does it support and extend the child's language?
- How could the adult improve their questioning or interaction?
- How often do you currently use each approach in your talk with children?

Interaction style	Do you use this approach?	What was child's language like?	Does it support & extend the child's language?	What might be better?
Enforced questions				
Two-choice questions				
Wh questions				
Personal contributions				
Phatics				

For Learning Outcome 2, you will look at how to put some of the ideas from Learning Outcome 1 into practice in your setting with the children or young people you know.

Choose one of the methods you have found out about and try it out in your setting. Make a note of the context, activity and child you were working with. Note or record (with the appropriate permissions) a short section of your interaction and consider:

What you did and said:

What the child or young person did and said:

What the good parts of this method were:

What you might do differently next time:

Portfolio Task 1.1	Assesses AC
<p>Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups</p> <ul style="list-style-type: none"> • 0-5 • 5-11 • 11-16 • 16-25 <p>Evaluate relevant positive effects of adult support for children, young people and their families</p>	<p>1.1</p> <p>1.2</p>

Prepare some information leaflets or posters, showing some of the ways in which adults can support and extend speech, language and communication. Your leaflets could be aimed at colleagues in your setting or parents, carers and families.

You need to make sure you include the following:

- Examples for each of the age groups mentioned
- Examples for each of the following areas: speech, talking, understanding, communication
- Information on the positive effects of supporting speech, language and communication

When you choose ways to support children and young people’s speech, language and communication, it is important to consider a child or young person’s:

- Specific needs
- Abilities
- Home language
- Interests

In pairs, choose one of the points and discuss why it is an important consideration. Share your thoughts with other groups to cover all four.

Specific needs

Abilities

Home language

Interests

Portfolio Task 2.1 Supporting and extending speech, language and communication in practice	Assesses AC
Demonstrate methods of providing support taking into account the specific needs, abilities, home language and interests of children and young people their setting	2.1
Initiate and implement planning for speech, language and communication support to children and young people in work setting	2.2
Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting	2.3

This learning outcome will be assessed in relation to your direct work with children and young people in your setting and is an opportunity for you to put your learning from the unit so far into practice.

This activity focuses on three main elements; planning, demonstrating and evaluating your support for speech, language and communication.

- Plan 3 different ways you will support and/ or extend speech, language and communication in your setting. Remember, we can support and extend speech, language and communication in many different situations and activities, routines and conversation, indoors and outside. Try to show this variety in your planning.
- Show clearly how you will effectively support and extend children’s speech, language and communication.
- Include at least one example of supporting and at least one example of extending speech, language or communication.
- Include additional information, such as the age of the children and your reasons for choosing this activity or routine.
- Make sure you include how you are taking into account any specific needs, abilities, home language and interests.
- Your plan can focus on an individual or groups of children or young people.
- You could use suitable planning and evaluation documents from your setting, as long as you are able to show clearly on them how adults can support speech, language and communication. Alternatively, you could use the templates provided on the next page.

Planning template

Method chosen	Why have you chosen this – what's your aim?	When will you use it? E.g. activity, routine	Will it support, extend or both?	Is it focusing on speech, understanding, talking and/or communication?	For one or a group?
1.					
2.					
3.					

How are you accounting for: specific needs, abilities, home language and interests?

How will you gather information and feedback to evaluate its effectiveness?

Observation and evaluation template

Method chosen	Observations	What went well? (include feedback from others as well as your own thoughts)	How could you improve/extend it? (include feedback from others as well as your own thoughts)
1.			
2.			
3.			

What will you do next?

Activity 3a Supports AC
Key factors for a communication supportive environment 3.1, 3.2

There are a number of different resources and materials available which describe the features of an environment which supports speech, language and communication. Some have a slightly different focus or scope, but there will be shared or common themes, which have been shown to work in practice. This activity asks you to look at one of the resources and then share your findings with other people. This will collate lots of ideas and enable you to see the key factors which the resources highlight.

- Choose one of the resources identified in the useful resources, information and organisations section of this pack
- Highlight the key factors it describes which provide a supportive speech, language and communication environment
- Share what you have found with another person, pair or group. Discuss any similarities and differences.

Resource	Key factors	Key similarities

- Thinking of the key factors of an environment which support speech, language and communication, what does your setting currently do well?
- Identify two things which could be introduced, improved or extended
- How could you go about doing this in your setting?

Portfolio task 3.1 How environments support speech, language and communication	Assesses AC
Explain the importance of the environment in supporting speech, language and communication development	3.1
Review relevant evidence about the key factors that provide a supportive speech, language and communication environment	3.2
Apply research evidence to planning an environment that supports speech, language and communication	3.3

Using relevant resources and information develop a plan for your setting showing why and how the environment is important in supporting children and young people’s speech, language and communication development.

Your plan could include written information or you could make an annotated drawing or use photographs labelled with the relevant key factors. You will need to include areas such as the physical environment, adults in the environment, the views of children and young people and how parents, carers and families can be involved. You may need permission to use photographs.

As part of you plan, suggest two ways in which your setting could improve the environment to support speech, language and communication and how this could be achieved.

Activity 4a
George and KarimSupports AC
4.1

- Read the written profiles of these two boys.
- Decide, for each, whether you think their needs lie in speech, language or communication or perhaps a combination
- From their profiles, is there anything else which you think is particularly interesting about either child?

George

George is 11 years old, is high-achieving at school and particularly good at maths.

He can be extremely talkative, though it can be difficult to follow his conversations, as he assumes the listener already knows what he is talking about. He often does not stick to the topic of conversation or will talk a lot about what he is interested in, giving lots of very minute detail.

He does not look at people when he is talking or listening.

When he is speaking there is very little expression in his voice.

George often takes things very literally, when his teacher asked George, can you shut the door please?' he responded 'Yes' as he did not understand his teacher wanted him to actually shut the door. He does not understand idioms such as 'as high as a kite' or 'at the drop of a hat.'

The effect of these speech, language and communication needs

George is happy to talk with others, though he is not always successful and he really struggles to make and keep friends.

Based on this snapshot, George's needs seem to be in:

Other interesting things about George are:

Karim

Karim is 7 years old. His understanding of words and sentences is above average for his age and he can easily follow conversations.

He can talk in short sentences, but has difficulty organising sentences of more than 4 or 5 words; if he tries his sentences get very muddled.

He does not know how to use word endings such as 'ed' in jumped, or pronouns, such as 'he', 'she', 'they', etc.

The way his language is developing is not like other children - it is not just immature, it is different (atypical).

His speech is also unclear and is quite monotonous.

The effect of these speech, language and communication needs

Karim is very difficult to understand, he has difficulty making and keeping friends, having conversations, expressing his needs, wants and opinions. He cannot write what he cannot say, so writing is a problem when people do not understand him and he struggles with reading. As Karim has a good level of understanding he becomes very frustrated and angry when he cannot get his message across, impacting on his behaviour.

Based on this snapshot, Karim's needs seem to be in:

Other interesting things about Karim are:

- Read the written profiles for both of these boys. One boy's needs are part of a wider disability; one boy's difficulties are only to do with speech, language and communication at this point
- Decide which is which and discuss why
- Ben's needs have not yet been recognised. What are the possible effects of Ben's speech, language and communication needs?
- Why is it important for Ben's needs to be recognised as soon as possible?

Ben

Ben is 12 and he is in the lowest set for every subject. He cannot read well, he does not contribute in class and he sometimes gets into trouble for not listening. He does not understand much of the vocabulary teachers use. He would like to learn 'posh words' because he knows they are important for getting a job, but he is too embarrassed to ask anyone what they mean.

Ben knows other pupils are learning how to do presentations and thinking about how interviewers get the best answers out of interviewees. He wants to know how to do this, but his class just mess about in those lessons.

He gets on with his friends but did not know what to say when the head teacher wanted to chat, so he ran off.

No one knows it, but Ben does have SLCN. His ability to understand language, his vocabulary and his ability to use language in different ways in different contexts are all very limited in comparison to other children of his age who live in more affluent areas.

Jermaine

Jermaine is unable to speak verbally and has physical difficulties affecting all his limbs. He uses an electronic communication aid.

The effect of these speech, language and communication needs

Jermaine struggles to communicate with other people, especially those who do not know him very well.

His physical difficulties also make it difficult to access the communication aid he was given. He needs this aid to help him communicate and join in conversations, to indicate his choices and preferences and to take part fully in classes.

Communicating for Jermaine is a huge effort and his teachers and therapists are worried that the difficulties he is having will soon make him tired, frustrated and disillusioned with trying to communicate.

- Whose needs would you say are part of a wider disability?
- Who's difficulties are only to do with speech, language and communication at this point?

There are a number of tools available which can help you to recognise that a child may have SLCN.

Ages and stages information and indicators checklists are two ways of doing this.

Working in small groups, choose one ages and stages resource and one checklist which are referenced at the end of these materials;

- Discuss the resources in your group. Think about what they cover and how they might work to recognise if a child has speech, language and communication needs
- Are there particular advantages or disadvantages for each?
- Which do you think might work best in your setting and why?

In pairs, discuss the processes and procedures in your setting for raising concerns and accessing additional support for children and young people with SLCN. What were the similarities and differences between the processes? Based on your learning from this unit, are there ways that you feel the processes and procedures could be improved? If so, what would you suggest and how might this be implemented?

The process and procedures in my setting are:

These could be improved by:

This could be put in place by:

Portfolio task 4 Recognising and obtaining support for SLCN	Assesses AC
Identify the range of speech, language and communication needs that children and young people may have	4.1
Identify the indicators which may suggest that a child or young person has speech, language or communication needs	4.2
Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support	4.3

Prepare a briefing for a new member of staff explaining the **processes** and **procedures** to follow if there are concerns about a child or young person’s speech, language and communication in your setting. Your briefing could be verbal or written.

Include information on the **range** of SLCN that there may be and **indicators** which may suggest a child or young person has SLCN.

Useful resources and information

Learning Outcome 1

Information Sources

These information sources will also support your practice in Learning Outcome 2

1 Talking Point

www.talkingpoint.org.uk/Parent.aspx

The Talking Point website has many ideas for supporting and extending speech, language and communication. These are organised into areas for parents and different practitioner groups. There are also numerous ideas relating to different ages and stages of development. It also signposts other useful sites and resources.

www.talkingpoint.org.uk/SLTs/EY%20Directory/Activities%20to%20support%20communication.aspx

Specific activities focusing on supporting the speech, language and communication skills of children between around 2 and 6 years old can be found at the web link above.

Talking Point also has some downloadable factsheets which have also been translated into a number of different languages: **www.talkingpoint.org.uk/Parent/Directory/Factsheets.aspx**

Talking Point Video Clips: www.youtube.com/videoican

Talking Point also features some video clips demonstrating methods of supporting the speech, language and communication development of children in the early years.

2 I CAN's *Learning to Talk, Talking to Learn*

www.youtube.com/watch?v=joqVklInnPoY. This links to the DVD clip from *Learning to Talk, Talking To Learn* which supports activity 1d.

3 Talk to Your Baby

www.literacytrust.org.uk/talk_to_your_baby/resources

This is a resource list containing many useful fact sheets and resources suitable for practitioners and parents and families.

4. **www.literacytrust.org.uk/assets/0000/1060/SchoolResourceKit_Quiz.pdf**

This is a useful additional activity to support this learning outcome

5. **www.bt.com/freeresources**
BT have developed a wide range of free materials focusing on supporting children and young people's speaking, listening and communication skills. These resources go across all age ranges and include a range of multi-media approaches. The link above details the full range available.
6. **www.thecommunicationtrust.org.uk/resources**
The Communication Trust has developed a number of resources for parents and practitioners.
7. **www.education.gov.uk/publications/eOrderingDownload/DFE-RB134.pdf**
This is a useful reference to support the importance of the communication environment in supporting communication development.
8. **www.youtube.com/watch?v=apzXGEbZht0**
A You Tube clip demonstrating the still face paradigm

Learning Outcome 2

The materials outlined in Learning Outcome 1 are also relevant for this learning outcome.

1. **London Clinical Excellence Network Bilingualism**
This website references information about supporting children and young people who are learning more than one language:
2. **www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/eal**
Guidance for teachers working in collaboration with EAL teachers and bilingual teaching assistants.
3. **Excellence and Enjoyment:**
www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/eal/a0076755/english-as-an-additional-language
An article looking at excellence and enjoyment- learning and teaching for bilingual children in the primary years.
4. **Videos highlighting the use of scaffolding and questioning in practice:**
<https://youtu.be/dNdHzFkKfBE>
<https://youtu.be/55-SlwjXngl>

* Local authority Ethnic Minority Achievement teams may also have useful information available.

Learning Outcome 3

1. **The Inclusion Development programme (IDP)**

The IDP includes some information on strategies and the environment. This IDP has now been archived but many of the resources can be found at:

www.idponline.org.uk

or:

<http://teachfind.com/national-strategies/early-years-foundation-stage-setting-standards-learning-development-and-care-chi>

2. **Primary National Strategy: Speaking, Listening, Learning**

<http://webarchive.nationalarchives.gov.uk/20110809101133/wsassets.s3.amazonaws.com/ws/nso/pdf/0c13ff07f21d442e9342aa7309fd75d2.pdf>

[s3.amazonaws.com/ws/nso/pdf/0c13ff07f21d442e9342aa7309fd75d2.pdf](http://webarchive.nationalarchives.gov.uk/20110809101133/wsassets.s3.amazonaws.com/ws/nso/pdf/0c13ff07f21d442e9342aa7309fd75d2.pdf)

These are professional development materials for supporting speaking, listening and learning for key stage 1 and 2 pupils

3. **www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool.aspx** The Communication Supporting Classrooms Observation Tool can be downloaded from this website

4. **www.thecommunicationtrust.org.uk/media/93826/making_your_place_great_for_communication_final_1_.pdf**

The Communication Trust has collated some information with resources focusing on communication friendly environments.

5. **Involving children and young people toolkit and research**

www.thecommunicationtrust.org.uk/involve

These free resources look at practical ways to involve children and young people with SLCN

6. **Video highlighting communication supportive environments:**

<https://youtu.be/r1ZbRpU9jak>

Learning Outcome 4

Useful resources in relation to speech, language and communication needs (SLCN):

1. **ICAN Cost to the Nation Talk paper:**

www.ican.org.uk/What_is_the_issue/I%20CAN%20Evidence.aspx

This PDF is useful when considering the impact of SLCN on a child's development.

2. ***Misunderstood and Don't get me wrong***

The Communication Trust website has a range of booklets for example *Don't Get Me Wrong* which present SLCN clearly and offers greater understanding of what SLCN may look like within your setting. These booklets also consider individual case studies.

To download these or look at other Communication Trust materials please visit:

www.thecommunicationtrust.org.uk/publications

3. **www.afasicengland.org.uk/publications/glossary-sheets**
 Afasic produces a range of information sheets, leaflets and publications which provide important information to parents/carers, about young people with speech and language impairments and to the professionals who work with them. They also produce an indicators checklist for SLCN. Please view the AFASIC checklists (LDA) for 4-5 years and 6-10 years as well as for secondary (AFASIC, 2009)
4. ***Universally Speaking***
 The Universally Speaking booklets offer detailed information on the ages and stages of speech, language and communication development, along with some ideas of how to help identify children and young people who may be struggling. These are also available at: **www.thecommunicationtrust.org.uk/resources**
5. **Progress Checker: www.talkingpoint.org.uk/Parent/Directory/Progress-Checker.aspx**
 An interactive progress checker for children up to 5 years which can be used as a guide to support finding out where individual children are at in terms of their speech, language and communication development.
6. **www.gov.uk/government/uploads/system/uploads/attachment_data/file/237249/Early_Years_Outcomes.pdf**
 This early years outcomes resource is a guide for practitioners to help inform understanding of child development through the early years
7. **I CAN Ages and Stages poster**
 This poster, along with other useful resources, can be found at **<http://shop.ican.org.uk/sofdposter>**
8. **www.gov.uk/government/publications/the-relationship-between-speech-language-and-communication-needs-slcn-and-behavioural-emotional-and-social-difficulties-besd**
 and
www.gov.uk/government/publications/better-communication-research-project-language-and-literacy-attainment-of-pupils-during-early-years-and-through-key-stage-2
 These research papers highlight the impact of SLCN on learning and development
9. **Resources to support understanding of the reformed SEND system and 2014 Code of Practice:**
www.thecommunicationtrust.org.uk/communicatingthecode
http://www.thecommunicationtrust.org.uk/media/345750/early_identification_framework.pdf
http://www.thecommunicationtrust.org.uk/media/342955/cracking_the_code_poster.pdf
[http://www.thecommunicationtrust.org.uk/media/342970/](http://www.thecommunicationtrust.org.uk/media/342970/implementing_graduated_approach_poster.pdf)
[implementing_graduated_approach_poster.pdf](http://www.thecommunicationtrust.org.uk/media/342970/implementing_graduated_approach_poster.pdf)



www.thecommunicationtrust.org.uk