



Learner Materials

Supporting positive practice with children and young people with speech, language and communication needs

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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Learner materials

Supporting positive practice with children and young people with speech, language and communication needs

This unit (L/601/2861) 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>

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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 however, experience difficulties with areas of speech, language and communication and have speech, language and communication needs (SLCN).

This unit aims to ensure that practitioners are able to work alongside other professionals to effectively support children and young people with speech, language and communication needs.

It is based on a solid understanding of children and young people's speech, language and communication development and skills. This is an optional unit as part of the Level 3 Award, therefore, prior to completing this unit of the qualification, you must complete the following two mandatory units:

- Support speech, language and communication development (A/601/2872)
- Support children and young people's speech, language and communication skills (L/601/2889)

Learning Outcomes and Assessment Criteria

This unit is worth 4 credits and amounts to around 40 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. Your tutor will talk to you more about this.

Learning outcome	Assessment criteria
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies 1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties 1.3 Provide examples of how current research evidence supports positive practice.
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1 Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs 2.2 Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs 2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist 2.4 Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

3. Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs

3.1 Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication

3.2 Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication

3.3 Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people

4.1 Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people

4.2 Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication

4.3 Review and report on the roles of other professionals in supporting children and young people and explain how to access additional 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.

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

Revising speech language and communication 1 Supports whole unit

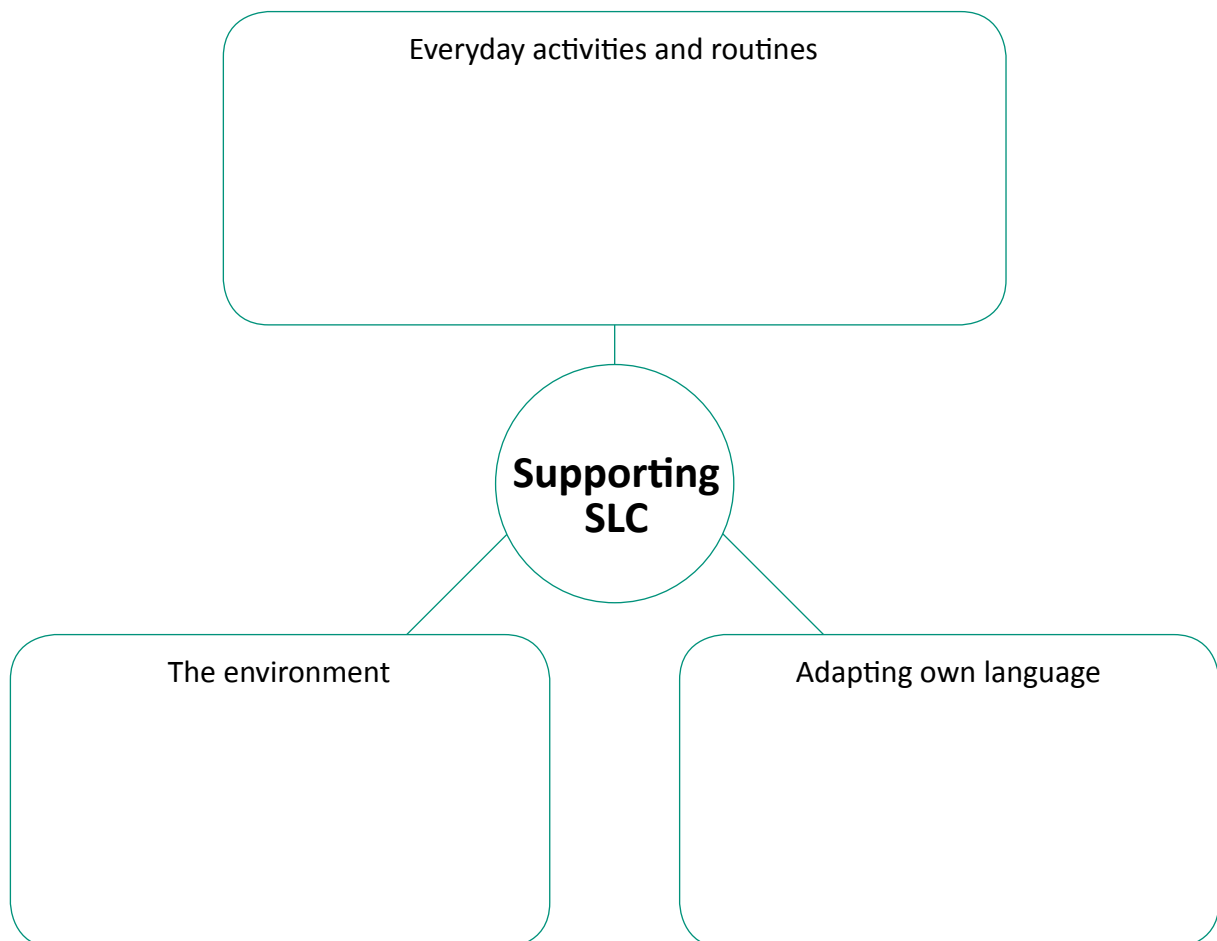
In small groups, look at the following examples. Decide if they describe ‘speech’, ‘language’ or ‘communication’. You may have some differences of opinion and some may overlap. You may wish to make a note of these discussions too.

- Identifies that daddy starts with ‘d’
- Stops what they’re doing if told to ‘hold your horses’
- Describes what they did at the weekend
- Adds ‘ed’ to finish when they’re done – ‘I’ve finished’
- Names lots of different vehicles
- Waits for their turn to talk

- Says ‘sop’ for ‘shop’
- Asks ‘what’s that over there?’
- Follows instructions
- Looks at the person talking
- Babbles
- Waves good bye

Speech	Language	Communication

- In small groups, share 3 different ways in which you support speech, language and communication in your work. Talk about how you use them and how effective they are.
- Try to include an example for each of the following:
 - ✓ Supporting speech, language and communication through everyday activities or routines
 - ✓ How the environment supports speech, language and communication
 - ✓ How you use or adapt your own language to support speech, language and communication



In pairs, write a definition for Speech, Language and Communication Needs

SLCN are:

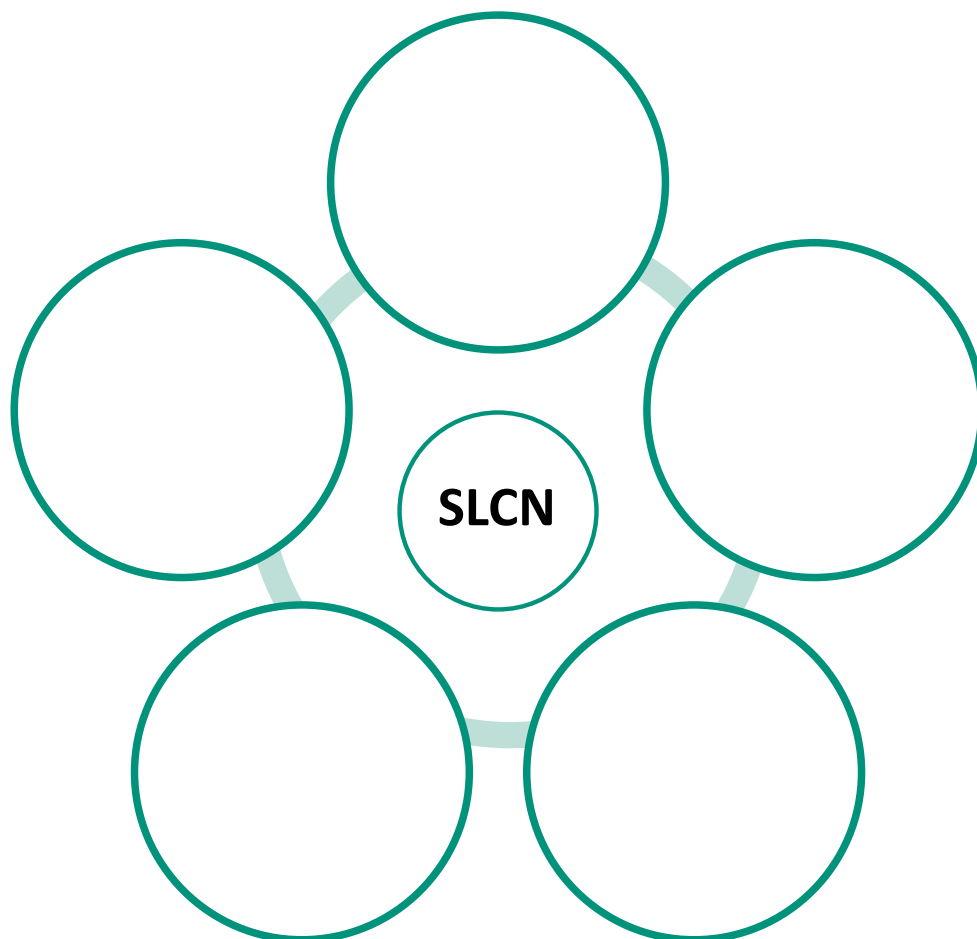
List 3 different factors which may contribute to a child or young person having SLCN

- 1.
- 2.
- 3.

Look at the following two statements and decide if they are TRUE or FALSE

For some children who have SLCN, there is no known reason	
Children and young people learning more than one language all have SLCN	

Explain your choices:



In small groups, look at the following strategies.

- Firstly, choose any strategies that you think use a child or young person's strengths and why you think this
- Highlight the strategies which you think are based on a child or young person's difficulties
- Discuss what is different between the two types of strategies
- For the strategies targeting a child or young person's difficulties, how could you make sure these are positive practice
- Are there any strategies which you feel are negative and should not be used?

Strategies:

- > Reminding them not to interrupt
- > Teaching new words using all the senses
- > Keeping your sentences short enough for them to understand
- > Correcting their mistakes
- > Telling them they are standing too far away when they're talking to you
- > Using a visual timetable
- > Adding one word to their sentences
- > Asking questions to help them join in
- > Asking them to repeat what you have said
- > Helping a child to practise saying 's'
- > Using a feely bag for them to describe an object inside
- > Praising them for waiting for their turn

Strategies based on strengths

Strategies focusing on difficulties	You could make these positive practice by...

I think this/these are negative strategies and shouldn't be used to support speech, language and communication.

In pairs, choose one of the case studies below – either Danny or Shellah.

- How would you find out about their strengths?
- Identify any positive strategies which are already being used to support their SLCN
- Are any strategies being used which seem to focus on their difficulties more?
- Choose another two positive strategies which you think may be useful

Danny is 9 years old and has difficulties with understanding sentences, using sentences and learning new words. Staff have noticed that over the year, he has concentrated less and less, often staring into space or doodling with a pen on his hands. In the past few weeks, he's started to get into trouble with another boy. Danny is moved to a seat at the front near the adult. A behaviour monitoring system, using a traffic lights model to give warnings throughout the day is also introduced. Key words are written on a board, so that Danny knows what words are important. The setting is trying to arrange an assistant to work with Danny once a week, to work on using sentences.

We would find out about Danny's strengths by:

Positive strategies currently being used are:

These strategies seem to focus on his difficulties more than strengths:

Two positive strategies which may be useful for Danny are:

1. _____

2. _____

Shellah is 3 years old and attends a setting part time. Staff are concerned about Shellah as she uses only about 20 words, and occasionally joins two words together (e.g. saying 'Hello Emma' when prompted by her mum, or saying 'more milk'). She does sometimes play with the other children, but mostly prefers to play her own games alongside them. Her key worker starts to give Shellah choices at snack time, such as 'do you want apple or pear?' She also spends time playing with Shellah and asking her to name different toys, such as 'what's this one called?' when playing with toy animals. She advises Shellah's mum to expand what Shellah says, so if she says 'shoes', to say 'Emma's shoes'. She also asks colleagues about possibly referring Shellah to speech and language therapy services, as she is falling behind her peers.

We would find out about Shellah's strengths by:

Positive strategies currently being used are:

These strategies seem to focus on her difficulties more than strengths:

Two positive strategies which may be useful for Shellah are:

1. _____

2. _____

Portfolio Task 1.1 Understand the concept of positive practice when working with children and young people with SLCN	Assesses AC
Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive practice	1.1
Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties	1.2
Provide examples of how current research evidence supports positive practice	1.3

Develop a brief presentation, either for colleagues or parents;

- This could be a written or verbal presentation
- Explain how to recognise and build on a child or young person's strengths to support their SLCN
- Give examples of some positive strategies and how these compare to those based around children's difficulties
- Include examples of evidence describing positive practice

- Identify one thing which you think has been interesting and/or useful from Learning Outcome 1.
- How will this change your practice?
- Reflect on how your practice has changed and the impact this had on the children/young people you work with.

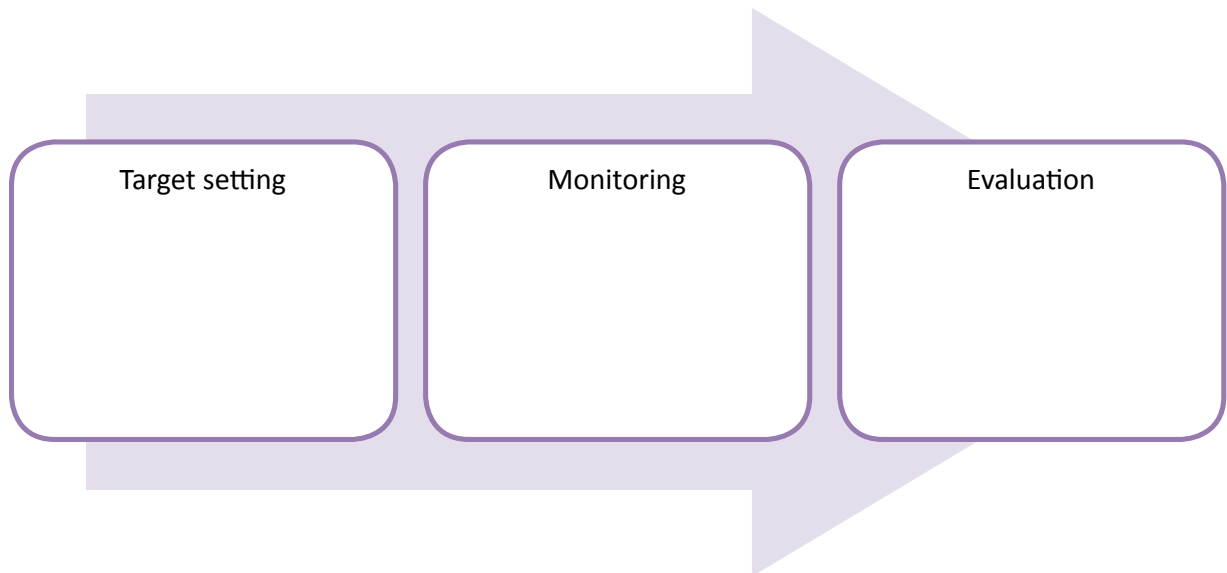
Discussion point From universal to targeted and specialist	Supports AC 2.3
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In small groups, choose one of the areas listed below:

- Using your experiences, what might be different when these approaches are used at universal and targeted or specialist levels?
- For example,
 - > think about different SLCN
 - > who is involved
 - > what their roles and responsibilities might be
 - > how target-setting and progress monitoring are used.
- Share your thoughts with other groups

Universal strategies	For example	What’s different at targeted or specialist levels?
Adapting adult language and communication	SLCN Who Roles/responsibilities Target-setting Progress monitoring	
Enhancing the environment		
Using resources and tasks		
Supporting confidence and self-esteem		
Focus on areas of speech, language and communication		
Facilitating communication between peers		

Complete the following diagram, explaining what happens at the different stages when using targets focusing on SLCN in your setting.



- In small groups, choose one of the following children: Artem, Josie or Pete.
- From the brief descriptions, first decide if their needs seem to relate to *speech, language and/or communication*.
- Discuss how you would go about setting a target for them.
- If you can, draft a possible target for them, remembering to make it as SMART as possible (Specific, Measurable, Achievable, Relevant, Time-related).
- Share your ideas with the rest of your group.

Artem is 2 years old and is not yet talking. He appears to follow simple instructions from his family, such as 'get your shoes' and 'give teddy milk'. He is not using any words.

Needs seem to be:

We'd set a target by:

Possible target:

Is it SMART?

Josie is almost 5 years old and has very limited listening skills, wriggling, walking around the room and disrupting other children during small group work. She has limited understanding and use of words and sentences.

Needs seem to be:

We'd set a target by:

Possible target:

Is it SMART?

Pete is 8 years old and has difficulty learning new words. He uses a very small range of words and finds it difficult to participate. His topic is healthy eating but he doesn't understand concepts such as sweet versus savoury and does not know the names of many fruits or vegetables.

Needs seem to be:

We'd set a target by:

Possible target:

Is it SMART?

- Draw a diagram which shows the process of how targets are set, monitored and evaluated for children or young people with SLCN in your setting
- For each part of the process, explain your own role and the role of the specialist.

Choose a universal strategy which supports all children and young people's speech, language and communication.

It should either be about:

- ✓ Adapting adult language and communication or
- ✓ Activities focusing on speech, language and communication
- Outline how you would use this strategy to best effect in your work with a child or young person with SLCN
- What is different when you use it to support SLCN?
- You could use an example from your practice.

The strategy is:

To support a child or young person with SLCN, I would:

Look at the following examples of structured interactions.

- What could you do to make sure they are accessible to all?

Structured interaction	Ideas to support SLCN
Feely bag pairs	
Role play	
Show and tell	
Interesting object prompts	
Paired discussion about a task or activity	

- Working in pairs or small groups, look at the following examples of adult talk.
- For each one, highlight any potential difficulties you can see which may be problematic for a child or young person with difficulties understanding language.
- Then, suggest a way that the adult could change their language to help support better understanding.

Adult language	Potential issues	Possible changes
'Once we're all sorted and we've tidied up the bricks especially, we're going to go outside and have a run around before we settle back in for painting.'		
'What were you thinking this morning, walking around like that?'		
'The purpose of the people's reaction is clear under the circumstances.'		
'Get your coat after you've finished your drink.'		
'I expect more of you.'		

- Ask a colleague to observe or record an example of yourself interacting with a child or young person with SLCN. Make sure you have the appropriate permissions
- Using your observations make a note of how and when you adapted your language and when you could have done so more or differently.

I adapted my language or communication by:

I could have adapted my language more or differently:

Work in small groups:

- You have an opportunity to redesign a setting to make its environment as supportive as possible for children or young people with SLCN
- Draw and label what this would look like
- Alternatively, take photographs (with permission) of an existing setting. Highlight ways it currently supports SLCN and identify any ways this could be developed further.

Work in small groups.

- Choose one of the case studies below, or Danny or Shellah from earlier in these materials. You could choose a child or young person you know.
- Briefly outline their SLCN.
- Think of a task that happens in your setting – it could be an everyday activity, a daily routine or something specific to your role (e.g. something as part of a curriculum)
- Bring in a resource you use – this could be a game, book, toy or written materials for example

For both the task and the resource think of how you will need to adapt them so that they are accessible and beneficial for your case study child.

Karim

Karim is 7. 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.

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.'

Harrison

Harrison is 4 years old.

Harrison loves construction toys and games but when he is building models with other children he finds it hard to understand what they want him to do. When an adult demonstrates, or he can follow a picture, he can manage just fine.

Harrison can talk in short sentences of about 3 or 4 words, and these sound like those of a younger child. For example, he doesn't use past tense and can get in a muddle with position words.

Making friends is difficult for Harrison as he doesn't have the language skills to do it. He is becoming isolated and his behaviour is becoming difficult because he is frustrated.

Child or young person:

Brief outline of their SLCN:

Description of	How it may need to be adapted (include information about why you think this would be needed)
Task	
Resource	

Choose one of the areas of speech, language and communication suggested below:

- Describe a strategy you have used to support a child or young person’s SLCN in this area
- Include:
 - > Why that strategy was chosen
 - > Who it was used with
 - > How it was used
 - > What the benefits were from using this strategy.
- Explain how this was a positive strategy
- Share this with your group

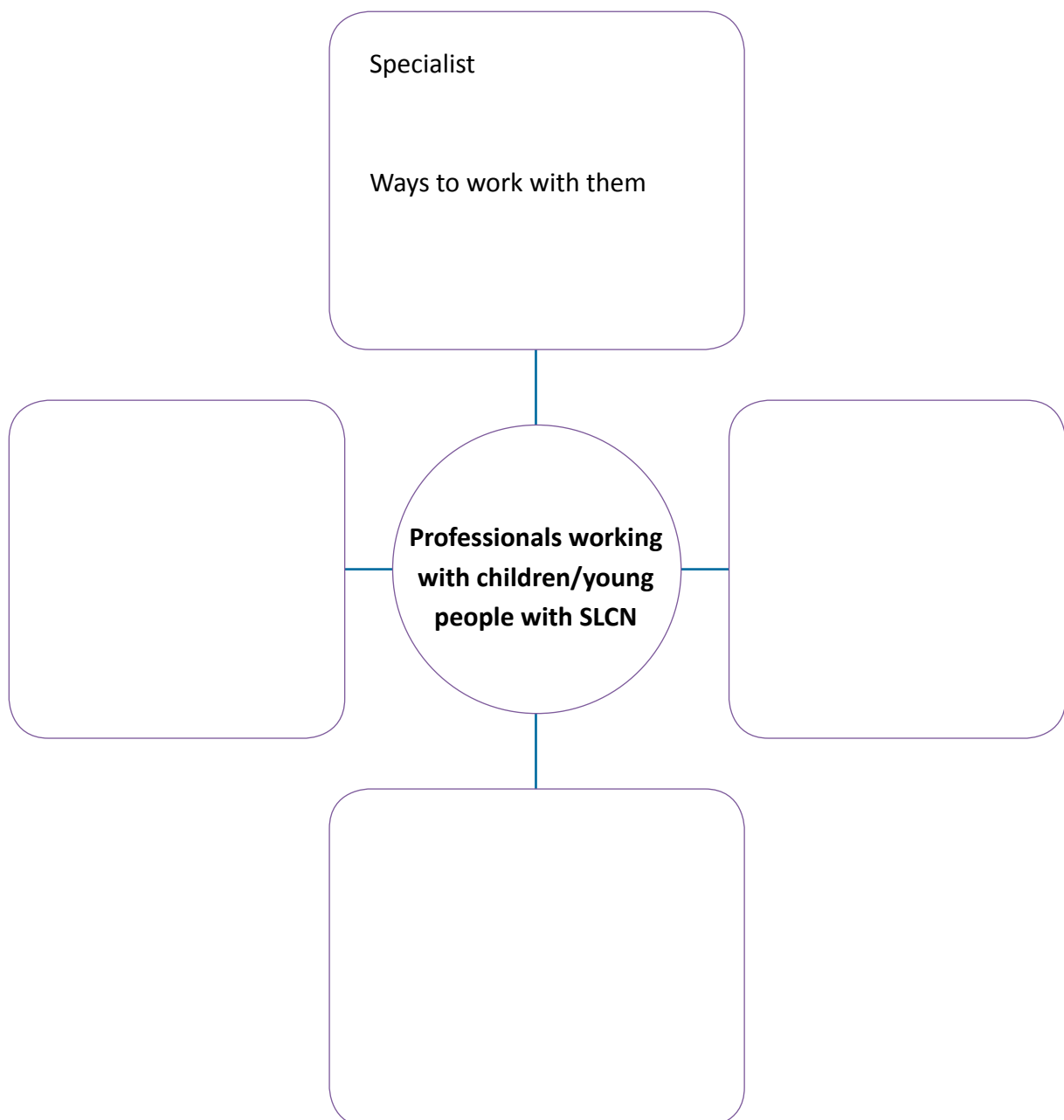
	Strategy	Used it with (keep anonymous)	How it was used	Benefits	This was a <i>positive</i> strategy because
Speech					
Attention and listening					
Learning new words					
Building spoken language					
Social communication					
Telling stories					

- Working with a partner, choose 2 words that you need to introduce to a child or young person with SLCN who you work with
- Make a brief plan outlining the different ways you will introduce and support the child or young person to learn these new words
- You could include illustrations to show how you might do this.

Why is it essential to work together with others to support children and young people with SLCN?

Discussion notes:

- As a group, think of the specialists who work with children and young people with SLCN
- Choose one of them and outline the different ways you work alongside them
- Share your different ways of working with your group
- Consider if there are any new ways of working with specialists which you feel would be useful for you and the children and young people you work with



Portfolio Task 2.2 Working in partnership with other professionals	Assesses AC
Identify and describe the different strategies and targets that can support children and young people’s speech, language and communication needs	2.1
Explain the process of how supportive strategies are selected and implemented to support children and young people’s speech, language and communication needs	2.2
Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs	2.4

Develop some simple, easy to read leaflets or posters which describe different strategies and targets to support SLCN. These could be aimed at colleagues in your setting or parents, carers and families.

- There are different ways in which you could organise this, but it is suggested that you include at least four different strategies and targets.
- You should include information on what area of speech, language or communication the strategies would support, as well as the age of the child or young person they may be useful for.
- You need to highlight the need for strategies to be based on positive practice. Using examples of strategies and targets you have used in your own practice will be very helpful.
- Include an explanation of how these strategies are chosen and used.

You will also need to compare different examples of how strategies and targets have been used. You could include this in your leaflets or posters, or you could do this separately. You could compare, for example:

- Different strategies and targets for the same child but used at different times or for different areas of language
- Different strategies which support the same areas of need, but which may be used with children of different ages or levels of need
- Different strategies used for different areas of speech, language and communication
- Strategies which may be used in different contexts – e.g. the home compared to your setting.

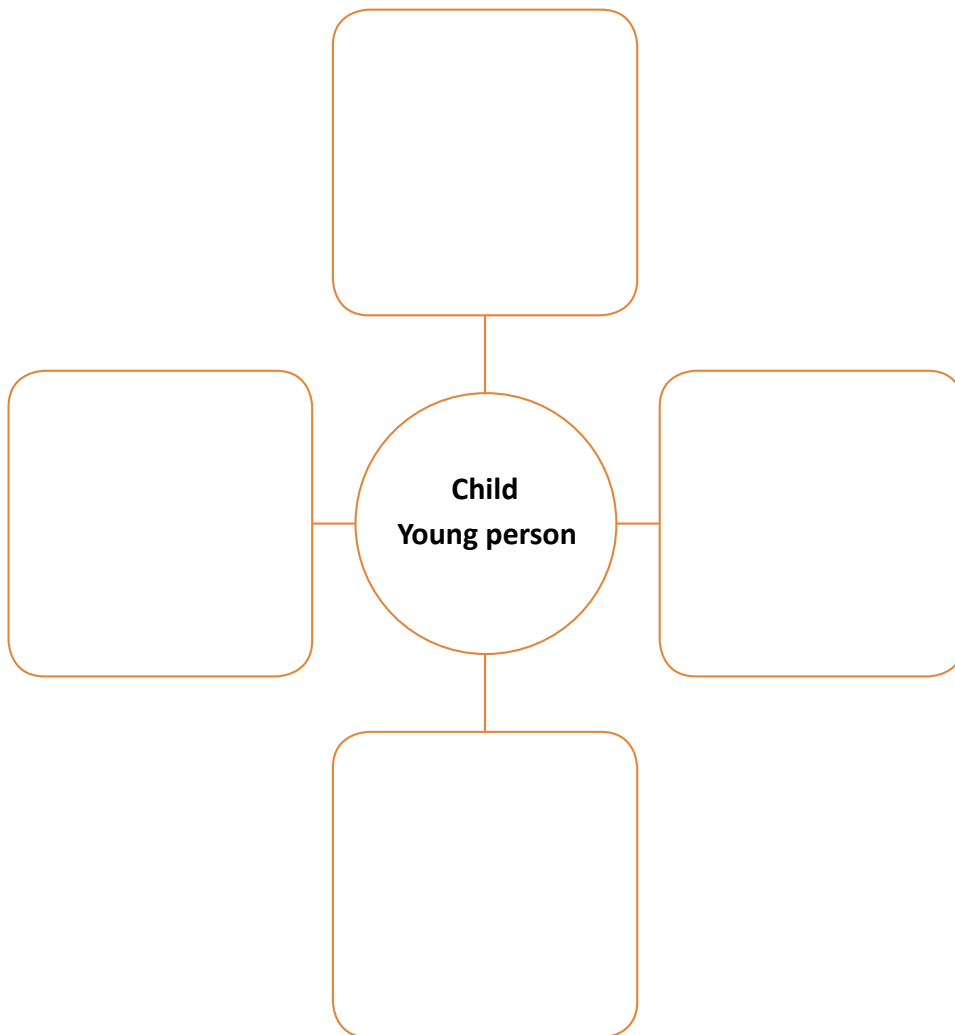
Learning outcome 2
Transfer into practice 2

- Identify one thing which you think has been interesting and/or useful from Learning Outcome 2.
- How will this change your practice?
- Reflect on how your practice has changed and the impact this had on the children/ young people you work with.

Discussion
The importance of child-centred practice

Supports AC

- **Why** is it important to put the child or young person in the centre of our practice?
- As a group, highlight the reasons why this is essential.



In any setting, there may be potential issues and implications for children and young people with SLCN.

- In small groups, choose one area and think about any possible issues there could be for children with SLCN.
- You could focus on your current setting or other settings you are aware of.
- Report back to the rest of the group.

Adult language

Activities and tasks

The environment

Social opportunities

Opportunities for
children and young
people's views

- How does your setting currently find out the views of the children and young people that you work with?

- How does this work for any children and young people with SLCN?

- How effective is your setting in using these views to inform practice?

Work with a child/young person in your setting to create a strategies advice sheet for adults.

- Spend time chatting to the child or young person about why you're making the advice sheet
- Decide on what to put in the advice sheet, with suggested sections on 'About Me', 'Things I find difficult', 'Ways I can help myself' and 'Things you can do to help me'.
- Decide on who to share the advice sheet with.

You can use the following example:

The form consists of five rounded rectangular boxes with orange borders. The first box on the left is tall and contains the text 'About me' at the top and 'Things I find difficult' at the bottom. To its right are two smaller boxes stacked vertically, containing 'I can help myself by:' and 'You can help me by:'. Below these is a wide box containing the text 'What I'd like to be able to do better/be better at:'.

Portfolio Task 3.1 Issues and implications of work setting	Assesses AC
Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication	3.1

Develop a simple action plan which outlines any particular issues and implications within your work setting for children and young people with SLCN. You may wish to review your setting with particular children or young people in mind. The following areas may be useful to consider in your review.

- Is the environment 'communication friendly'?
- Are activities and tasks accessible for children and young people with SLCN?
- Are social opportunities also accessible?
- Are staff able to support children and young people with SLCN confidently?
- Are there effective opportunities to listen to the views of children and young people with SLCN in your setting?

To complete this task, you may find it useful to use a resource or checklist which highlights features of a 'communication friendly' setting. You could use the table on the following page to note down your findings. Resources to support you can be found in the information and resources section of this handbook.

For any issue you identify, suggest one way that this could be minimised or resolved.

Portfolio Task 3.2 Strategies in action	Assesses AC
Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication	3.2
Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice	3.3

This task will be assessed in relation to your work setting and is an opportunity for you to show how you have put your learning about supporting children and young people with SLCN into practice.

Keep a reflective diary of some different ways you have supported children or young people with SLCN. In your diary, you will need to include examples of how you have adapted and modified:

- Your own communication
- Resources and tasks

You should aim to include examples of at least two of the following:

- ✓ everyday activities;
- ✓ daily routines in your setting;
- ✓ specific resources or activities focusing on speech, language and communication;
- ✓ published resources or written information.

You also need to show how you have found out the views of children and young people and included them, both in your planning and your practice.

In small groups, choose one of the following brief case studies. Consider the possible impacts of their social, emotional or cognitive needs on their speech, language and communication.

You could also then think of any possible subsequent effects on their social, emotional or cognitive development.

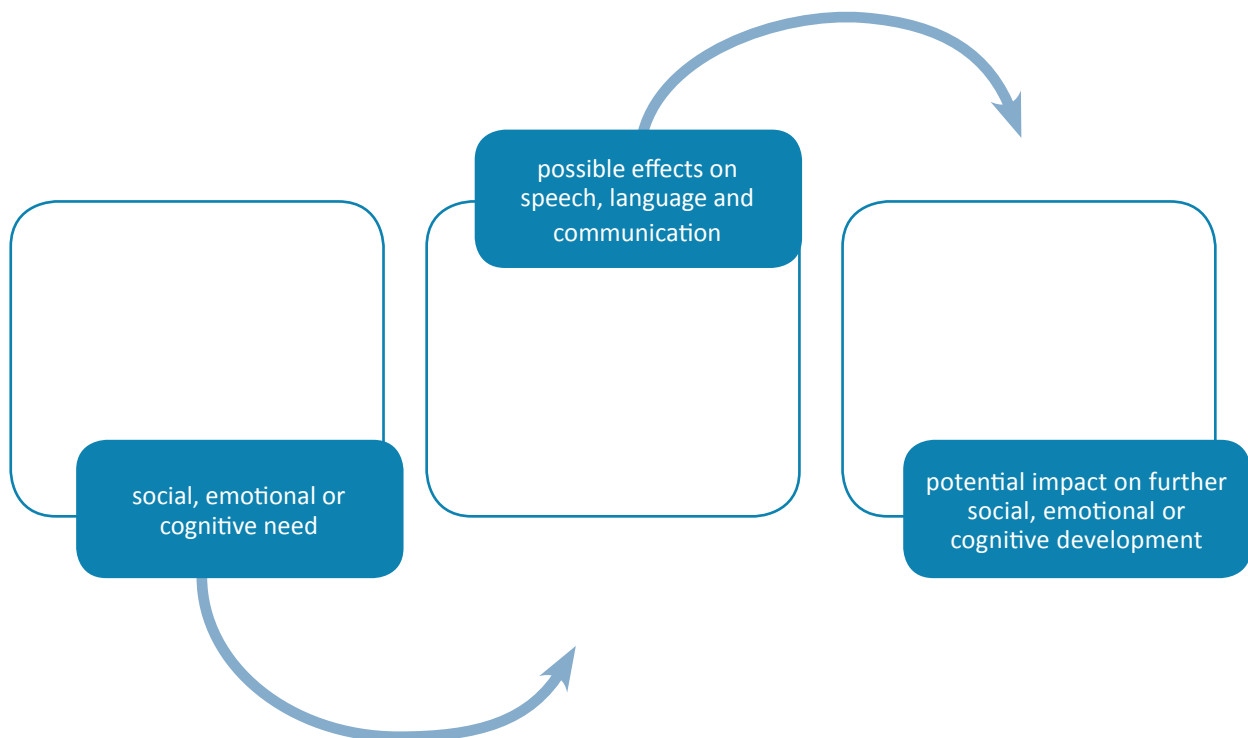
The diagram below may be useful to help record your ideas.

Asif is 3 and very anxious in new social situations. He is very reluctant to join in and finds it difficult to separate from his mother.

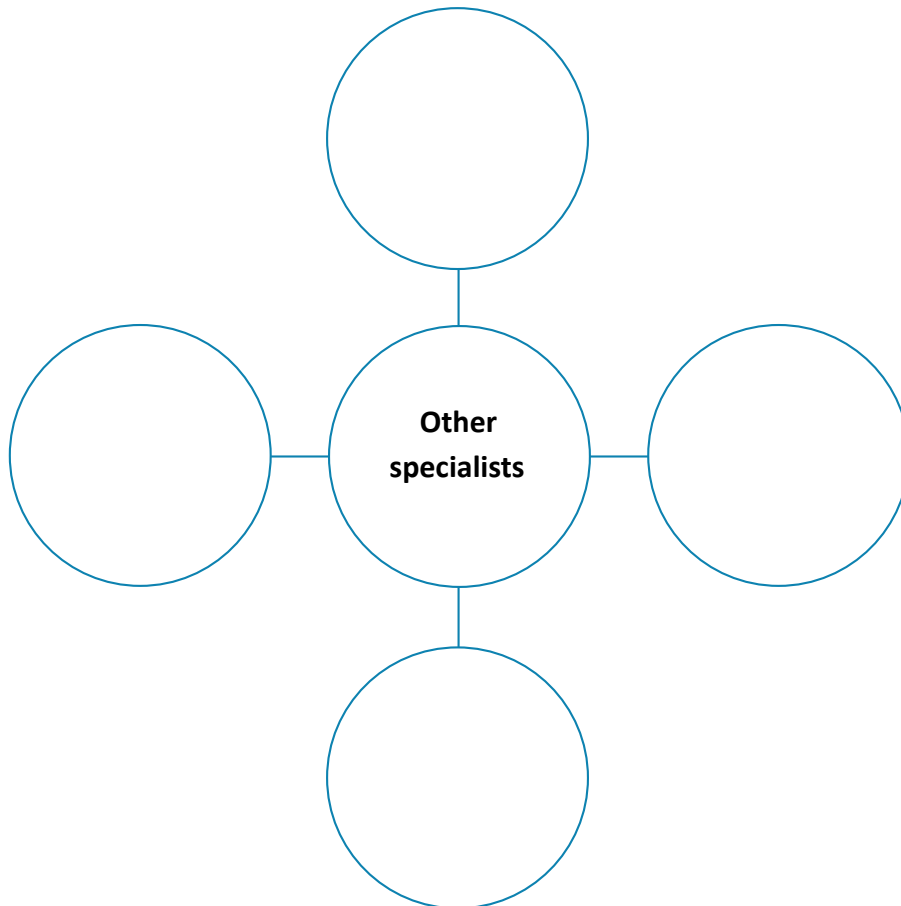
Lottie is 13. She was born very prematurely and has delayed cognitive development.

Jim is 7 and is very confident socially. He insists that everyone always chooses his ideas and he makes up all the rules for games. He dominates social opportunities, feels he is 'the best' at everything and makes negative comments about other children's skills and abilities.

Danielle is 11, is at risk of neglect and emotional abuse, and is on the child protection register. When you work with her, she is withdrawn and usually gives one or two word answers when you ask her questions. She rarely makes eye contact and never contributes to group chats or discussions. She has two friends, but rarely starts conversations.



- Other specialists will have roles in giving additional support for social, emotional and cognitive needs. Who might these be?
- Choose one and find out about their role in working with children and young people with SLCN.
- Share your findings with your group.



Professional	Role	Way to access their support

Portfolio Task 4.1 SLCN and other areas of development	Assesses AC
Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people	4.1
Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication	4.2

Prepare for a short professional discussion on speech, language and communication and social, emotional and cognitive needs. This discussion could be either with work colleagues or other learners. Your tutor will let you know if you will be assessed through your notes or through an actual discussion.

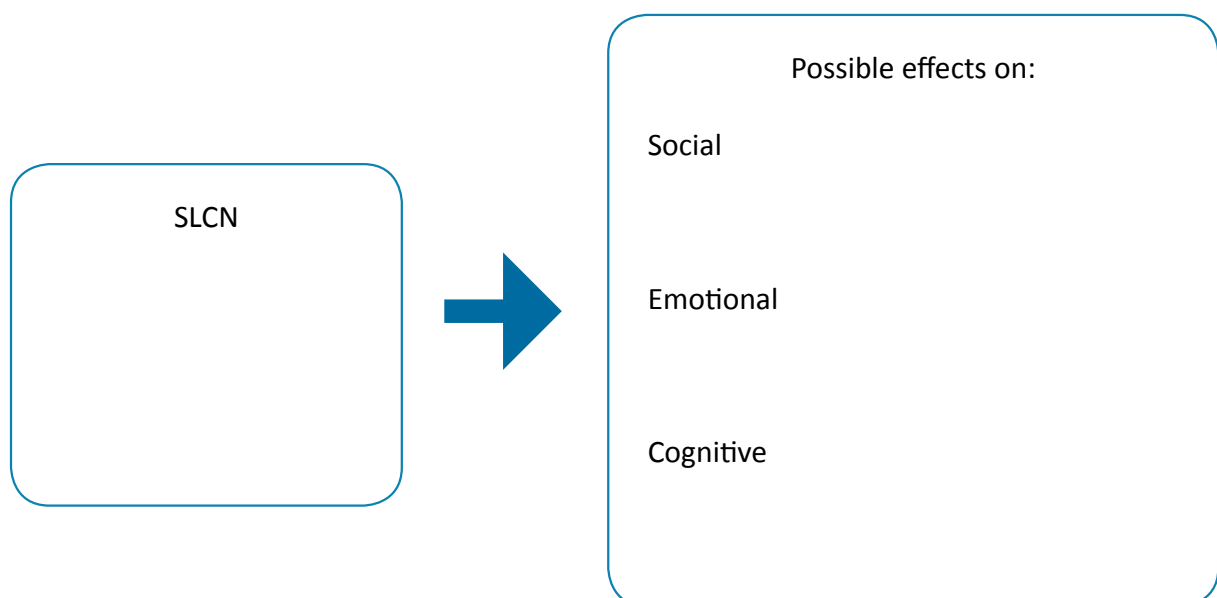
To support your discussion, make some brief notes to explain:

- How SLCN can affect children and young people's social, emotional and cognitive development
- How social, emotional and cognitive needs can affect speech, language and communication.

You can either think about needs in different areas of speech, language and communication or SLCN as a whole. It would be useful to include some possible effects in both the short and the longer term.

It may be useful to use some examples based on children and young people you know, although you must make sure these are anonymous. You can use the format below to make your notes if you like.

Possible effects of SLCN on social, emotional and cognitive development



An example from my practice is:

Possible effects of social, emotional or cognitive needs on speech, language and communication

	Possible effects on speech, language and communication
Social needs	
Emotional needs	
Cognitive needs	

An example from my practice is:

Portfolio Task 4.2 The roles of other professionals	Assesses AC
Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support	4.3

- Draw a diagram, or complete the table below showing other professionals who may be involved in supporting children and young people with SLCN.
- Include some information on each of their roles.
- Identify how they may support the social, emotional and cognitive needs of children and young people with SLCN.
- Highlight any professionals who are particularly relevant for the children and young people you work with and explain how you would access additional support from them.

Who they are	Their role is	How they may support social, emotional and cognitive needs of children and young people with SLCN	How I would access additional support from them

Useful resources and information

- 1. ICAN Talk paper: The Cost to the Nation of Children's Poor Communication:**
www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%20Cost%20to%20the%20Nation%20of%20Children%20s%20Poor%20Communication%20pdf.ashx

This PDF is useful when considering the impact of SLCN on a child's development.
- 2. *Don't get me wrong, Other Ways of Speaking, Misunderstood and A Generation Adrift***
The Communication Trust website has a range of booklets for example *Misunderstood* and *Don't get me wrong* which present SLCN clearly and offer greater understanding of what SLCN may look like within your setting. These booklets also consider individual case studies. There is also a booklet *Other Ways of Speaking* which is an introduction to alternative and augmentative communication (AAC). To download these or look at other Communication Trust materials please visit:
www.thecommunicationtrust.org.uk/publications
- 3. Afasic 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.
www.afasicengland.org.uk/publications/glossary-sheets
- 4. Talking Point**
Talking Point provides links to information explaining ways to support children's speech, language and communication development at different stages. It includes developmental information and tips to support children in the following age ranges: 6-12 months; 12- 18 months; 18-24 months; 2-3 years; 3-4 years and 4-5 years. These are also available as downloadable factsheets and have been translated into a number of different languages. www.talkingpoint.org.uk
- 5. Enhancing Language and Communication in Secondary School Students**
This link gives lots of information about an intervention study in London, showcasing collaborations between secondary schools, teaching assistants and speech and language therapy services. www.elciss.com
- 6. Primary and Secondary: Teaching and supporting pupils with SLCN**
The Inclusion Development Programme also has an excellent module on children and young people with SLCN in primary and secondary school. It is recommended that you work your way through this resource, as it is both an interactive learning tool and a source of free resources such as case studies and checklists. www.idponline.org.uk

7. The Royal College of Speech and Language Therapists

The Royal College of Speech and Language Therapists' website offers information about speech and language therapy and speech and language disorders, with signposting to other resources. www.rcslt.org

8. I CAN

I CAN is the charity for children's speech, language and communication. The website has information about their free helpline service for parents and carers, resources, training opportunities, accreditation courses and specialist schools and services. There is information for parents, professionals and commissioners. www.ican.org.uk

9. Elklan

Elklan offer training and have developed a wide range of books full of strategies and approaches to support speech, language and communication. www.elklan.co.uk

10. What Works Database

Research evidence for interventions to support speech, language and communication can be found here. www.thecommunicationtrust.org.uk/whatworks

11. www.gov.uk/government/publications/the-relationship-between-speech-language-and-communication-needs-slc-and-behavioural-emotional-and-social-difficulties-besd

This research paper highlights the impact of SLCN on behavioural emotional and social development

12. Involving children and young people with SLCN

This research project and practical toolkit supports practitioners with involving children and young people with SLCN. www.thecommunicationtrust.org.uk/involve

There's a range of books on the subject of supporting SLCN:

1. Anderson-Wood, L. and Smith, B.R. (1997) *Working with Pragmatics* Winslow Press

2. Buckley B. (2003) *Children's Communication Skills from birth to five years* Routledge

3. Burnett A. and Wylie J. (2007) *Chataway - Making communication count from Foundation Stage to KS3* David Fulton/ Routledge

4. Griffiths F. (2002) *Communication Counts – speech and language difficulties in the early years* David Fulton

5. Hayden S. and Jordan E. (2007) *A Practical Guide for Supporting Pupils with Language and Communication Difficulties across the Curriculum* Routledge



www.thecommunicationtrust.org.uk