All Together Now

A toolkit to help you plan your involvement in Hello, the national year of communication
Contents

The All Together Now toolkit gives advice and guidance to help you get involved in the Hello campaign. It includes information on how you can plan local activities for 2011 and how you can help achieve the campaign’s goals.

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Section one

Introducing Hello
About Hello

Communication is fundamental to many of the things we want for ourselves and our children. It is how we connect with other people. It underpins everything we do and helps us live life to the full.

There is sometimes an assumption that speech, language and communication develops and flourishes no matter what. This is not the case. Children don’t learn to talk by accident. They need adults to nurture and support their communication development. The more those adults know and understand about language and how it develops, the easier it is to help.

Hello is the national year of communication – a campaign running throughout 2011 to increase understanding of the importance of good communication skills, by making communication a priority for all children and young people in homes and schools across the country.

Hello will help parents and the children’s workforce to understand how communication develops, how to spot if children are struggling and where to go for help and support. Hello aims to reach every new parent in 2011 with timely information and to provide the children’s workforce with resources such as ages and stages booklets, milestone posters and clear and easy ‘warning signs’ checklists to help them articulate concerns.

It is estimated that over 1 million children have some form of speech, language and communication need, which means they require extra help to communicate. In socially deprived areas, over 50% of children start school with delayed language skills. This puts them at a huge disadvantage to their peers as they struggle to learn and make friends.

Hello will prompt for tangible improvements for children, young people and their families affected by speech, language and communication needs, including:

- More support and understanding for parents and carers. No parent should feel alone or have to fight to navigate the system because their child’s needs have been misunderstood, or in the worst situations, missed altogether.
- Ensuring children and young people’s difficulties are identified as early as possible.
- Increased awareness amongst the children’s workforce of how to support all children’s communication development – particularly those with speech, language and communication needs - in their setting.
- Earlier, and more appropriate, referral to specialist support e.g. speech and language therapy.

Communication difficulties can affect children and their families severely and for life; providing tangible improvements will ease what is often a difficult journey.
Pledging your support is simple

The Hello campaign aims to make communication a priority for all children and young people in homes and schools across the country.

This can only happen through working in partnership with local practitioners and parents who understand and care about this issue. By supporting this campaign, you can help to pass Hello messages and resources on to practitioners, parents and commissioners.

Together we can create a ripple effect, which will mean real change on the ground. Your support can help us to achieve the following:

**Encourage understanding of our top 5 truths:**

1. Communication is fundamental
2. Good communication is the gateway to learning, friendships, academic achievement and success at work
3. More children than you might imagine struggle to communicate
4. The impact of speech, language and communication needs cuts across most areas of learning and development
5. Many communication improvements can be easy to achieve

**Encourage people to engage with Hello:**

- Log onto [www.hello.org.uk](http://www.hello.org.uk) for information and to get involved
- Plan your year around national year activities using the Hello monthly themes
- Engage the target audiences by taking part in local and national Hello events and initiatives

**Encourage people to take action that will impact directly on children and young people:**

- In their own practice
- In their setting
- In their local area

Our pledge to you is to provide you with everything you need to know about Hello and to support you in helping children to fulfil their potential through communication.

This toolkit will be the start of regular updates and information on how to get involved in the national year of communication. If you still have any questions after reading this, email us at hello@thecommunicationtrust.org.uk
Section two

Why communication is important
Communication is key

Communication is fundamental to children’s development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.

Communicating with babies is the foundation of attachment.
If a parent or carer is responsive to a baby’s signals and ‘takes turns’ in communicating with them from birth onwards, babies develop a secure attachment to the carer. This attachment underpins learning and development – it helps children thrive.

Language is how we get to know each other and build relationships.
As parents we talk and listen to our child, which helps them develop and learn as well as forging close connections.

Language is the vehicle for learning.
It is the means by which teachers teach and children learn. Imagine trying to learn and understand new information without the ability to listen, understand and talk...

Children with speech and language needs are at high risk of difficulties with reading, writing and spelling.
If children can’t say words, they will be more likely to have difficulties in ‘sounding out’ words for reading and spelling, or writing them down. If children can’t understand the words they hear, they will struggle to understand what they have read.

Children with communication difficulties are more likely to have behaviour difficulties.
Many children with identified behaviour needs have previously unidentified speech, language and communication needs. Imagine the frustration of not getting your message across.

Friendships are incredibly important for children.
Making and keeping friends is difficult if you have poor communication skills. Children often choose friends who are good at communicating, so children with difficulties are doubly disadvantaged.

Self esteem and confidence is affected.
Children with communication needs often see themselves as less able and less popular than their friends. Young people identify good communication skills as important for feeling confident.
Communication impacts on all areas of life

On education

1. Poor language predicts poor literacy skills and, without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties. Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond.

2. The reading skills of 5 year olds with good and poor oral language skills were followed up; at age 6 there was a gap of a few months in reading age. By the time these young people were 14, this gap had widened to a difference of 5 years in reading age.

3. Only a fifth of children with speech, language and communication needs reach the expected levels for their age in both English and Maths at age 11. Only 10% get 5 good GCSEs including English and Maths.

On employment

1. Employers now rate communication skills as their highest priority, above qualifications, with 47% of employers in England reporting difficulty in finding employees with an appropriate level of oral communication skills.

2. More than 8 out of 10 long-term unemployed young men have been found to have speech, language and communication needs.

3. The cost to our economy of youth unemployment is substantial. A 2007 study by the Prince’s Trust put the economic cost of youth unemployment through lost productivity and benefits payments at £4.69bn a year.

On health

1. Poor communication is a risk factor for mental health.

2. 40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected.

3. Without effective help a third of children with speech, language and communication needs require treatment for mental health problems in adult life.
Children who find communication hard find life hard

Despite the vital importance of communication, few people know about the number of children who struggle to develop these skills and the barriers they face.

Over 1 million children in the UK have long term and persistent speech, language and communication needs. These children do not learn language in the same way as other children. They often need specific teaching and specialist support to develop their communication skills. In areas of poverty, more than half of children start school with delayed language. They may struggle to understand or to make themselves understood, have smaller vocabulary, poor listening and social skills.

One of the major challenges for these children and their families is that often their difficulties are invisible to other people, as there is a lack of understanding of speech, language and communication needs. Often people see clearly the impact of speech, language and communication needs – poor behaviour, poor reading and writing, isolated children, children with low confidence – but they don’t see the underlying cause, poor-understanding and poor use of language and communication.
The 5 communication barriers

Learning to talk is a complicated skill and can break down in lots of different ways:

**I can’t get words out**

Some children know what they want to say, but words come out muddled or unclear.

For some, the words come out, but speech is very unclear and difficult for other people to understand.

Some children may have a stammer.

Others can’t find the words they need – like when you know someone’s name and just can’t remember...

Or they can’t organise their words and sentences, so talk is confused and difficult to follow.

These children have a speech and language impairment. They can be as able as other children their age in other ways, but talking is very difficult for them.

**I don’t understand words**

Some children struggle to understand words and sentences.

Like when you go to a foreign country and you don’t understand the language – eventually you would just pick it up. These children can’t pick it up. They need specialist speech and language support to learn language.

These children have a speech and language impairment. They can be as able as other children their age in other ways, but understanding language is very difficult for them.

**I don’t know how to have a conversation**

Some children can talk clearly and in sentences, they just don’t know how to use these skills to have a conversation.

They might not look at you or listen well or might interrupt too much or talk about only their own interests.

Often these children want to talk and make friends, they just don’t know how.

They can be as able as other children their age in other ways, but communicating with others is very difficult for them.

**I don’t have enough words**

Some children are young for their age when it comes to talking.

They don’t understand or use as many words as other children their age; sentences are short, they may have poor listening skills or unclear speech for their age.

Many of these children have the potential to catch up with their peers with the right support.

**I have multiple barriers**

Some children will struggle with different aspects of communication, so they may struggle to understand what people are saying. Their sentences may be short and speech unclear.

They may have additional learning difficulties, physical difficulties, hearing difficulties. These children often communicate in their own ways and can have lots to say.
Some things that work in supporting children’s communication development

1. Workforce development is essential; practitioners need to be confident in supporting speech, language and communication skills and identifying those children who are struggling.

2. Communication supportive environments can make a real difference. See page 27 for a checklist of what this includes.

3. Regardless of where a child is educated, collaboration between practitioners and parents is seen as being fundamental for effective management of children with communication difficulties.

4. Reading intervention programmes have shown better results when there is an element included to improve oral language.

5. There is good evidence that co-ordinated, strategic action by local authorities and health services can improve language skills across the community, with a particular impact on disadvantaged children.

In Stoke On Trent 59% of three year olds were found to have very significant speech and language delay. Now that figure has been brought down to 39%, as a result of co-ordinated multi agency strategic action.

On pages 12, 13 and 14, you can find factsheets about why communication development is important in the early years, primary and secondary. Print these out and share these with other professionals, incorporate the facts into information you send to parents or include them in presentations.
Children’s communication in the early years

Communication begins before birth

1. Secure attachment between parent and child develops through parents’ responsiveness to their child’s communication, meaning babies and children are more ready to learn.

2. Despite the importance of communication, few of us understand the science behind how language develops; it is one of the most complicated things our brain does. However, we know that the amount and type of talk children hear and interact with can have a marked effect on children’s communication development.

3. Poor language affects behaviour – even in very young children. Two in three language delayed three year olds have behaviour problems.

4. Children’s vocabulary in low income families is around one year behind children in middle income homes at age 5. These children are at a disadvantage in learning and making friends even before they start formal education.

5. The communication environment in the early years has been identified as being crucial in promoting children’s early development and in reducing the risk of low attainment.

Hello is the national year of communication – helping all children and young people live life to the full.

Find out more at hello.org.uk
Children’s communication in primary aged children
Language is essential for learning

1. Children need to have good language skills in order to use their language to learn. Talking is key in supporting and extending children’s thinking and advancing their learning and understanding. The ways in which teachers talk to children can influence learning, memory, understanding and the motivation to learn.

2. Speech, language and communication needs are the most common type of special educational need in younger aged children. They are also special needs that attract high levels of parental dissatisfaction with services and where high levels of inequity exist between what is provided in one local area and another.

3. Most adults working in primary schools will come into direct contact with children who have communication difficulties every day.

4. Speech, language and communication needs in primary school can seriously affect children’s learning. For example, poor language predicts poor literacy skills and without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties. Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond.

5. Many children with communication difficulties are withdrawn, which means they are less likely to start conversations, they play alone more and are less liked by others in their class. Others show significant behaviour difficulties, which can equally alienate their peers. Additionally, there is evidence to suggest children with speech, language and communication needs are more likely to be bullied.

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Young people’s communication
Language and communication development carry on through the secondary years

1. Evidence suggests that young people want to develop good communication skills for life and readiness for the workplace. They need the ability to get their message across, work in teams and resolve conflict. Communication skills also help young people manage and regulate their emotions.

2. Children with speech, language and communication needs are significantly at risk of literacy difficulties. As children become literate, literacy and language development support each other, so young people with speech and language difficulties are doubly impaired. The reading skills of 5 year olds with good and poor oral language skills were followed up; at age 6 there was a gap of a few months in reading age. By the time these young people were 14, this gap had widened to a difference of 5 years in reading age.

3. A survey of two hundred young people in an inner city secondary school found that 75% of them had speech, language and communication problems that hampered relationships, behaviour and learning.

4. Only 6% of young people with speech, language and communication needs get five good GCSEs including English and Maths.

5. 60% of young offenders have speech, language and communication difficulties, but in only 5% of cases were they identified before the offending began. Many young people with behaviour difficulties have hidden communication difficulties. And there is evidence that undetected communication needs may put young people at greater risk of exclusion from school.

Hello is the national year of communication – helping all children and young people live life to the full.

Find out more at hello.org.uk
Section 3

Hello resources
Campaign materials

The Hello campaign is here to help you with information, resources, signposting to informative websites, engaging materials and advice on raising funds and awareness of your plans.

Hello logo
You can use the Hello logo to start telling your contacts you are supporting the national year – whether that is the parents and carers you work with, or colleagues and friends.

Add it to the home page of your website and include information about getting involved in Hello. If you are producing any posters or leaflets, feel free to add the logo and website details. Add it to letters and appointments you send out from your organisation or department.

E-mail hello@thecommunicationtrust.org.uk and we will supply you with an electronic version of the logo along with simple guidance on where the logo should be placed.

Hello Presentation
On the Hello website there is a Powerpoint presentation you can use to tell other people about the campaign, go to www.hello.org.uk/resources

Hello literature
There are a number of campaign resources to help spread the message – these will be added to throughout the year. These can be ordered via www.hello.org.uk/resources or by emailing hello@thecommunicationtrust.org.uk.

- Hello posters – a range of 4 posters for you to show that you are supporting Hello and how people can get involved in the campaign. Can be displayed in your office, waiting room or staff room, for example.
- Hello top tips leaflet – includes simple things people can do to encourage children’s communication. Ideal for people working with children and their parents. Opens into a poster you can put in your staff room, surgery etc.
- More to come – promotional materials, including balloons, literature and stickers will be available in due course.

Top Tip: Use the Hello posters or design your own that can be put up in your setting. These could showcase your plans for the national year or top tips for parents and professionals. Want to get really creative? Ask the children and young people you work with to design a poster. We would love to see your creations!
Campaign materials (continued)

We have a host of resources for parents and professionals to support children’s communication development. These can be downloaded or ordered for free from our website www.hello.org.uk/resources.

For parents

- **The Way We Talk** – guidance on what stage children should be at with their speaking and listening at any given age from 0 to 5.
- **The SLI Handbook** – information on specific language impairment (SLI) in children and young people. This explains what a specific language impairment is, gives advice and support and shows where to go for further information.

For professionals

- **Universally Speaking** – gives guidance on what stage children should be at with their speaking and listening, at any given age. This is split into three booklets by age groups - 0-5 years, 5-11 years and 11-16 years.
- **Misunderstood** – for anyone who wants to understand what speech, language and communication needs are.
- **Don’t Get Me Wrong** - for people who have some understanding about speech, language and communication needs but would like to find out more. An ideal resource for SENCOs.
- **More Than Just Words** – a publication that explains augmentative and alternative communication i.e. the different methods we use to communicate and how some children and young people who find talking a struggle use a variety of different methods to share their message.
- **Poster for primary schools** – easy reference for teachers to understand children’s speech and language development from 5-11 years and supports them in identifying children who may have speech, language and communication needs.
- **Poster for secondary schools** – easy reference for teachers to understand young people’s speech and language development from 11-18 years and supports them in identifying children who may have speech, language and communication needs.
Hello websites

The campaign will also provide you with websites to find out more about communication development and keep you up to date with developments on Hello.

Hello.org.uk

This the website of the Hello campaign where you should go to keep up to date on new developments and to sign up to receive regular updates. You can find out about upcoming events in your area, download free resources and share your stories / best practice examples with others.

Talkingpoint.org.uk

For information on children’s communication development, help is at hand with Talking Point - www.talkingpoint.org.uk

Talking Point is a website all about children’s speech, language and communication. It is designed for parents, people that work with children, and children and young people themselves.

It contains information about supporting children’s speech and language development. Some children struggle to communicate, and Talking Point helps you to identify if a child is having difficulties or falling behind. If they are having difficulties, then it tells you what to do. The site contains valuable resources which can be downloaded and used to support children, and links to lots of other places that can help.
Section four

Bringing Hello to life
Decide who you want to target

*Hello* has four broad audiences: all parents and carers, the children’s workforce, commissioners and service providers, and young people.

These were chosen because they are the people that can have the biggest impact in helping a single child or a group of children to improve their communication skills. Because these are very broad categories, we have chosen to focus national activities on a smaller number of subgroups that represent critical points in a child or young person’s life. The priority audiences for the *Hello* campaign are therefore:

**All parents/carers but particularly**
- Lower income parents
- Parents to be and parents of 0 to 1 year olds (the baby stage)
- Parents of 1 to 5 year olds
- Parents of children identified as having speech, language and communication needs

**Children’s workforce, including**
- Early years practitioners
- Primary schools – particularly teachers / teaching assistants (TAs) / special educational needs coordinators (SENCOs)
- Secondary schools – particularly teachers / TAs / SENCOs
- Health visitors
- GPs and Nurse Practitioners
- Speech and language therapists (SLTs)

**Young people**
- 14 -19 years old

**Commissioners and service providers including**
- Local authorities
- Primary Care Trusts
- Head teachers
- GPs and GP consortia

These are the national priority audiences for *Hello* but you may choose to concentrate on different groups in your area depending on what local priorities you have.

When identifying your audiences, you might find it helpful to answer the following questions for each of your proposed target groups and to complete an audience matrix like the one overleaf:

- What do we want them to do / what’s the behaviour change we’re hoping to elicit?
- What do they currently do / what’s their current behaviour?
- What is their likely motivation for doing what we want them to do?
- What barriers do we need to overcome?
- How will we reach them?
- What will we say to them?
### Example audience matrix

<table>
<thead>
<tr>
<th>Who</th>
<th>What do we want them to do / what’s the behaviour change we’re hoping to see?</th>
<th>What do they currently do / what’s their current behaviour?</th>
<th>What is their likely motivation for doing what we want them to do?</th>
<th>What barriers do we need to overcome?</th>
<th>How will we reach them?</th>
<th>What will we say to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectant parents in X area</td>
<td>Know how important communication is and the importance of play/interaction. Know their role in developing their children’s communication. Know the stages of their child’s communication development. Know where to get help if they need it.</td>
<td>Child’s communication not a priority. Focusing on immediate pregnancy. Given a small amount of info in Red Book. Know what they get told by midwives and GPs. What they have come across online, in print or from word of mouth.</td>
<td>I want my baby to be perfect. I want the best for my child. I don’t want to do anything that will have a negative impact on my child. I have the time, energy and am excited to find out about what to expect – particularly for first time mums.</td>
<td>Talking will come in time – there’s lot of other things happening first. All the information suggests I don’t have to think about this now. So much to remember, so much to get ready, I’ll get to this later. I don’t need to think about this until my baby has started to talk.</td>
<td>Information provided to parents through health visitor/midwife channels. Information on communication development provided through antenatal groups. Posters in GP surgeries/health centre meeting rooms. Get local expert on radio station.</td>
<td>Your baby can sense the vibrations of your voice as early as 13 weeks – so start talking to your bump. At 36 weeks your baby can recognise your voice and will know who you are when they are born – get ready to say “hello”. Talk to your baby as soon as they are born.</td>
</tr>
</tbody>
</table>
Plan your activity around the Hello monthly themes

Monthly themes have been devised to help you explore in depth some of the key aspects of children’s communication development and to ensure momentum throughout the campaign. You can find these on the next page.

You can use the themes to position ‘hot topics’ such as:

- Bonding with your baby through communication
- The use of dummies
- Benefits of front facing buggies
- Turning down the noise! Advice on how to make home communication supportive
- TV or not to TV? How can TV be used to support children’s communication?

Over the year, we will provide lots of tips and activities to help you!

Plan using the themes

- Each monthly theme will have the same framework in order to support planning. The key with the monthly themes is to take the theme as a starting point, then use them to do whatever you choose in order to support the national year.

Activities for monthly themes will include the following:

- Information to support understanding.
- Engagement ideas to support action and involvement in Hello.
- Practical resources to change day to day practice, making communication a priority for all children.

In addition, we will provide:

- Specific suggestions for different audiences
- Ideas about the individuals, networks and media you should be communicating with
- Ways to tell us what you are doing / share your good practice / share your resources

We want you to think creatively about how you can use the themes locally to get as many people involved as possible. And remember to tell us what you are planning at hello@thecommunicationtrust.org.uk
Hello calendar – a year at a glance!

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
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<tbody>
<tr>
<td><em>Hello. Don’t take communication for granted</em> Learn more about how communication involves you in life.</td>
<td><em>Early chatter matters – from bump to birth and beyond</em> Babbling babies don’t turn into talkative toddlers by chance. It requires help and encouragement from you.</td>
<td><em>Early chatter matters – from bump to birth and beyond</em> Babbling babies don’t turn into talkative toddlers by chance. It requires help and encouragement from you.</td>
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<tr>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td><em>It’s not just about talking</em></td>
<td><em>Good communication begins at home</em></td>
<td><em>Imagine life for those that struggle</em></td>
</tr>
<tr>
<td>Children learn to talk by listening, taking turns and interacting with others. These are the building blocks of communication.</td>
<td>Learn how to turn everyday activities into fun communication opportunities.</td>
<td>Children who find communication hard, find life hard. Over 1 million children in the UK struggle to communicate.</td>
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<tr>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
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<tbody>
<tr>
<td><em>Skills for work, life and play</em></td>
<td><em>Talk and go</em></td>
<td><em>Back to school</em></td>
</tr>
<tr>
<td>The power of communication helps you stand out from the crowd, connect with people and live life to the full.</td>
<td>Develop your child’s talking, listening and communication skills in the park, at a museum, in a cafe – even in the car.</td>
<td>Speech and language skills are vital in the classroom. Language is the way that teachers teach and children learn.</td>
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<tr>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td><em>More than words</em></td>
<td><em>Celebrating communication</em></td>
<td><em>Talk to the future</em></td>
</tr>
<tr>
<td>Some children have little or no speech. They use facial expressions, signing, symbols or computer aids to communicate with others.</td>
<td>Our ability to communicate is something to celebrate – it’s what makes humans unique.</td>
<td>Children with severe and complex communication difficulties will struggle for life, not just in 2011.</td>
</tr>
</tbody>
</table>
Hello levels of engagement

Getting involved in Hello is easy. We are not asking you to change the world.... well maybe just a little bit!

Whether you sign up to our website, send regular updates on Twitter, change one thing in your day to day practice or set up a calendar of events for your setting, we want you to join Hello. And support is here through resources, information, toolkits, events and the Hello campaign team.

Make a personal difference
Get involved personally by passing Hello on, pledging your support or making a change to your professional practice or family life.
Do you know what to expect at different ages and stages? Go onto www.talkingpoint.org.uk and see whether the children you are working with are developing good communication skills.

Make a splash in your setting
Is your setting communication friendly? Are there spaces to encourage children to communicate?
Go to www.hello.org.uk/resources and see a range of information and resources to enable communication friendly settings.

Change the world around you
Do you have a local strategic plan for improving communication in homes, early years settings or school? Could you set up a local multi-agency group? Are you able to set up a local conference?

Make a splash in your setting (page 26)

Make a personal difference (page 25)

Change the world around you (page 32)
Make a personal difference

Change one thing you do in your practice. Download the top tips leaflet from the Hello website. Look at, www.hello.org.uk/yourstories for examples of what others are doing to spark your own ideas. Do one thing to make your setting more communication friendly.

Take part in a local activity. This could be attending a regional event or going to something at your local shopping centre, school or community centre. Or, organise your own event to launch Hello in your setting or in relation to the monthly themes.

Put information on your staff board, put up a poster in your staff room, give out leaflets to parents or add information about Hello to your newsletter.

Find out who your local co-ordinator is by clicking on the map on the Hello website or emailing us at hello@thecommunicationtrust.org.uk

Register your details at www.hello.org.uk. We will send you information on new resources, local activities and what’s happening around the country.

Check out Talking Point www.talkingpoint.org.uk, the website for professionals and parents on every aspect of communication development. This has been updated and enhanced especially for the national year and includes a ‘progress checker’ where you can check the progress of children from birth to 19.

Order Hello resources for you, your colleagues or parents and don’t forget to PASS THEM ON! We want as many people as possible to get their hands on our toolkits, resources and ‘ages and stages’ checklists. Go to www.hello.org.uk/resources to order copies.

‘Befriend’ Hello on facebook, Twitter, our official blog and LinkedIn. Check out the Hello eCommunications toolkit available at www.hello.org.uk/resources packed with information and ideas on how you can spread the message through social media.

Find out more about the 40 leading voluntary organisations driving the Hello campaign at www.hello.org.uk/ourpartners. They cover all aspects of communication from typical development to speech and language impairment and from autism to alternative forms of communication.

Get in touch and tell us what your plans are for the campaign or share what you do already to support children’s communication. E-mail us at hello@thecommunicationtrust.org.uk
Make a splash in your setting - Early Years

Look at the Hello monthly themes and plan your year. Remember you don’t have to do something every month but February and March focus on ‘the importance of early communication development’.

Decide on your 5 key communication strategies for your setting and ensure all staff know and use them. For example, comment rather than question or leave longer pauses in between asking a question and providing children with the answer.

Take part in I CAN’s Chatterbox Challenge sing-along, this year culminating in a Guinness World Record™ attempt for the largest number of children (and their families) performing Heads, Shoulders, Knees and Toes in multiple venues across the UK on 1 March 2011. Don’t miss out, register at www.chatterboxchallenge.co.uk.

Organise some continuing professional development. Put members of staff through the Children and Young People’s Workforce Diploma. This now has a unit specifically on speech, language and communication. If you would like to view the supporting information for this unit please go to www.talkingpoint.org.uk/eymp. For further information on the Diploma itself visit www.cwdcouncil.org.uk/qualifications

Find out about Every Child a Talker in your area. Ask about training provided by local speech and language therapists.

Complete the Speech, Language and Communication Framework at www.talkingpoint.org.uk/slcf. Practitioners who work with children can complete this online to evaluate their skills and knowledge of communication development. They can then identify areas where they need to develop their knowledge. In addition, whole settings can access the online tool with a designated group number and collectively assess their training needs.

Think about organising a staff meeting or parent workshop on communication.

Promote speech, language and communication, we need you to shout out about it and pass on the message to parents. Let the movers and shakers know Hello is happening, write to them with our templates and tell them to get involved!

Create a communication friendly setting. We have lots of great ideas to make environments communication friendly so it won’t be difficult. More information can be found at www.talkingpoint.org.uk. Also check out the National Strategies website for audit tools, www.nationalstrategies.standards.dcsf.gov.uk

We have developed some resources to support the speech, language and communication of 0-5 year olds. View them at www.talkingpoint.org.uk/eymp
Communication friendly environments – checklist

You can use this simple checklist to think about how your environment supports children’s communication.

Elements to consider

- **Space, light and layout**
  - Is there good light, with a comfortable temperature and not too many visual distractions?

- **Noise levels**
  - Are noise levels conducive to learning – what can be done to minimise unnecessary noise?

- **Use of visual support, this may include**
  - A colour coded map of school or setting, colour coded directions, photographs of staff members, photographs/symbols used to support routines, e.g. washing hands, getting ready for PE
  - Visual timetables used for daily / weekly activities
  - Objects, pictures and symbols used to teach vocabulary, to make stories more active and support engagement in other lessons
  - Displays are used throughout school or setting to support learning

- **Routines**
  - Are children aware of rules and expectations?
  - Do they know daily routines; could these be supported visually?
  - Are children given opportunities within lessons to say when they don't understand?
  - Are they explicitly taught how to listen, how to work together in groups?
  - Are there opportunities for children to interact and use language in different situations, with different people at an appropriate level?

- **Adults who can prioritise communication, this may include adults who**
  - Have knowledge of language development
  - Understand the language levels of the children and the language demands in the environment
  - Can adapt their language so it is not a barrier to learning or communication
  - Give children strategies to say when they don’t understand

For more information on creating a communication friendly environment go to www.talkingpoint.org.uk/eyp
Make a splash in your setting - Primary Schools

Look at the Hello monthly themes and plan your year. You don’t have to do something every month but a number of activities could fit nicely into your school.

An assembly or classroom activity is a great way to get involved. Organise an assembly with communication activities to tell children about the importance of speaking and listening. Include the “good listening” activity to show children how to listen.

Consider communication at play time; have buddy bus stops, playground games and activities to encourage group games.

Plant a vocabulary tree or build a word wall – or have a word forest in the corridor. Children add words or phrases, with a short explanation of what they mean to them.

Play around with rhyme – a language skill important for reading. Build rhyme time into literacy lessons – have a school competition for the rhyme of the week/month.

Run a project in school looking at how communication friendly it is – use the checklist on the previous page to help you get started. You could get children to take photos, interview other pupils or complete a survey of how communication friendly their classrooms, dinner time, corridors, teachers are...

Give children the roles and skills they need to work effectively in groups – have them comment on what worked well and what didn’t work so well.

Organise some continuing professional development. This could be an hour’s staff meeting, a half day or full day’s inset.

Share information about the importance of talk with parents at a family network day, or transition times – give parents information about what to expect at different ages and stages and top tips for encouraging talk at home.

Create communication activities by involving children in story bags. Develop narratives with the use of visual aids, toys and themes.

Develop a strand on communication in your school improvement plan. Consider what you might want to change or develop at Wave 1 (everyday teaching and the classroom environment for all children), Wave 2 (working with a small group of children to give them extra help), and Wave 3 (how you work with specialists to help the few children with the greatest needs).

Write an article about children’s communication development or the Hello campaign in a newsletter for parents.

Building a word wall - focus on vocabulary learning. In one school a ‘wow word wall’ is used to encourage pupils to extend their understanding and use a wider range of vocabulary. Pupils add new words when they can explain what they mean.

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1. I CAN Communication Cookbook (www.ican.org.uk)
Easy wins ... embed speaking and listening in everyday activities

Talking the Talk

As part of a one hour speaking and listening focus in a staff meeting supported by a local speech and language therapist, staff were asked to think of ways they could “tweak” what they did already to embed speaking and listening a little more – they came up with these ideas:

• Obstacle courses in PE where children have to carefully give and receive instructions
• Listening walks in geography where children look at their environment from all angles
• Inferencing games in English to support understanding of texts
• Guided reading activities – make up a new character for the story, how would you describe them – keep adding new adjectives and adverbs until you have a really clear picture of your character
• Spelling practice – can the children tell you what the words mean or give examples of words that mean something similar
• Science activities – children act as detectives and have to give evidence for why science experiments work or not
• Pre-teach key vocabulary, have vocabulary tables and displays for topics
• Include information on speaking and listening at reception transition days
Make a splash in your setting - Secondary Schools

Look at the Hello monthly themes and plan your year. Remember you don’t have to do something every month but some months may fit nicely into your school activities, particularly September’s ‘back to school’ theme.

Organise an assembly to let pupils know about the importance of communication for life, work and relationships.

Encourage young people to try out the BT Talk Gym, a new online tool to support young people to develop their communication skills, developed by BT. More information coming soon.

Let young people know about the O2, Think Big project which allows young people aged 13-25 to complete their own project on communication – maybe as part of media or English lessons. Contact The Communication Trust for more details by emailing hello@thecommunicationtrust.org.uk.

Organise a staff meeting with key members of staff to talk about the national year.

Build communication skills training into your preparation for work experience – employers are crying out for good communicators.

Decide on your 5 key communication strategies for your setting and ensure all staff use them. For example; give pupils time to respond to questions – use the 7 second rule; give young people specific roles in group work – it’s amazing the difference it can make.

Organise some continuing professional development. This could be an hour staff meeting, a half day or full day’s inset. To find out what training would suit you and your setting best complete the Speech, Language and Communication Framework online at www.talkingpoint.org.uk/slcf

Consider taking part in The Communication Training Network, a partnership run by The Communication Trust and Specialist Schools and Academies Trust to ensure a greater school focus on communication. More information can be found at www.thecommunicationtrust.org.uk

Make communication a key element to your curriculum lessons. Communication isn’t just important in English but Science, Maths and all other subjects too.

Write an article about children’s communication development or the Hello campaign in a newsletter for parents.
Easy wins ... How one secondary school improved communication

A whole staff CPD session increased awareness of speech and language needs across the school population. A group of staff decided to form an action learning set to develop the speech, language and communication skills of the students. Over a 4 week period they used agreed strategies in all their lessons, and met to discuss the impact. As a result:

- Teachers became more reflective, noticing how simple changes could impact all children.
- Whole school lesson observation pro formas have now been adapted to include a ‘Speech, language and communication section’ specifically linked to achieving ‘outstanding’.
- There is a resource bank for speech, language and communication strategies in the classroom.
- Teachers undertook more personal development in the area implementing new strategies then monitoring and evaluating the impact.

The school has now decided to link up with other schools to share resources and ideas.
Change the world around you

You may be in a position to ensure tangible change across your local area and drive Hello forward as a priority because you understand the needs of the local area. Without you the national year of communication will not succeed.

Organise or take part in a multi-agency group. Such groups would involve key decision makers locally and could include speech and language therapists, head teachers and curriculum leads. These groups would produce and execute a Hello plan for the year and beyond.

Become a local co-ordinator for your area’s approach to the national year. We will provide you with the information, resources and support to do this. To become a local co-ordinator or to find out more email hello@thecommunicationtrust.org.uk

Organise meetings between GPs, health visitors and speech and language therapists.

Organise a speech, language and communication needs conference.

Nominate your work, or that of settings and schools in your area, for a national communication award. Co-ordinate your own local awards – watch out for updates on the Hello communication awards, set to take place in November 2011.

Speak at local events and drive change in your area through regular engagement events.

Organise a roadshow to engage your hard to reach families.

Keep an eye on the Hello website www.hello.org.uk for updates
Case study – what might engagement look like?

At local planning level

X - have pledged their support for the Hello campaign.

They have (as most local authorities do), a network of key people that have the power to make things happen. Their first step was to engage and mobilise those who were already prioritising communication in homes and schools in their area. This included Children’s Centre managers, head teachers, Parent Forums, Family Information Services, SENCOs, Family Learning teams, local schools specialising in communication and a range of other agencies.

They are changing the world through taking a strategic view and:

- Working with their Children’s Trust board to prioritise children’s communication by developing a 3-5 year strategy.
- Developing joint commissioning of services for children and young people with speech, language and communication needs.
- Building professional development in speech, language and communication into workforce development plans.
- Putting in place a local multi-agency group focusing on speech, language and communication and planning for involvement in the national year.

They are supporting local settings to make a splash by:

- Communicating information about the national year through local communications networks – head teacher briefings, e-newsletters etc.
- Identifying settings and schools with good practice in speech, language and communication and building into plans for setting-to-setting and school-to-school support.
- Making speech, language and communication the focus of regularly held conferences – early years, for example, or SENCO networks.
- Getting early years settings and local childminders to take part in I CAN’s Chatterbox Challenge sing-along initiative. This is culminating in a public event in the local shopping centres to celebrate the Guinness World Record™ attempt on 1st March 2011.
- Providing information and resources to local practitioners (their own and from Hello).
- Securing a media partnership with a local free paper to include regular features throughout the year on the importance of communication, showcasing parent and child stories, ways people can get involved and top tips for families.

They are making a difference by encouraging changes to everyday practice by:

- Encouraging local practitioners to map their skills against the Speech, Language and Communication Framework (SLCF).
- Encouraging communication supportive environments / spaces and signposting appropriate consultancy support.
- Providing or signposting relevant workforce training.
- Providing ideas and resources linked into the Hello monthly themes.
Case study – what might engagement look like?

At a local level

A local launch is being held in January at a local children’s centre with lots of children and family involvement. A local celebrity has been invited to launch the event. Children will be taking part in a procession carrying lanterns with the slogan ‘Shine a Light on Good Talking’.

- **Local press have been invited** to take photos and interview staff, even the local TV station has put the event in the planning diary! A local speech and language therapist is going on their local BBC station to debate how important communication really is and whether it is getting worse. They used a Hello media toolkit to support them with this.

- **Local parent and practitioner networks** have been used to encourage as many schools and settings as possible to sign up to Hello. This included children’s centres, SENCO networks, Every Child a Talker networks, head teacher groups, National Childcare Trust, parent groups etc.

- **Local communications** channels have been lined up to get key messages out about the launch. This has included newspapers, newsletters, websites and facebook groups. All of these will carry the Hello logo and will include information taken from the Hello website and press releases as well as factsheets found on Talking Point [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk).

- **Universal health practitioners** have been given information about the national year. They have been encouraged to pre-order practitioner ages and stages booklets and posters.

- After the official launch, a host of local settings will be running their own ‘mini Hello launch’ events to get parents and extended members of the family on board, such as grandparents. Local children’s groups such as Sing and Sign, Debutots and Boogie Mites have been invited along to run some interactive storytelling sessions.

- **Early years settings** are having their own Hello day – welcoming parents and siblings into the settings for a teddy bears picnic. They are even singing the Hello song they have devised.

- **Primary schools are running a local competition** to see who can design the best Hello poster. Children are also making their own Hello communication books, which they take home each week throughout January to tell parents about the best bits of their school day.

- **Secondary schools** are welcoming Hello with a communication quiz assembly. They have also invited local business leaders to come in and speak about how important communication skills are for the workplace.

- One of the **local special schools** is holding an open day ‘communication fete’. At the fete all means of communicating (signs, symbols and communication aids) are on view to share with people attending.

- Settings are sending out information in their local newsletters about the campaign. This was provided by the Hello campaign and includes:
  - Information about the campaign
  - Why they have signed up
  - Top tips to encourage good communication skills

They are planning to include new copy every month to tie into the monthly theme.

- Third sector and voluntary groups have been approached to get involved. The local brownie and scout groups are having a Chinese whisper competition. The purpose of this is to see if everyone can get the message right and to see how distorted the message gets.

- Afasic, who support parents and carers of children with speech and language impairments, have a local group in the area ([www.afasicengland.org.uk](http://www.afasicengland.org.uk)). They have been asked to provide some of the stories for the local press about how speech and language impairment affects children and what can be done to support them.

- Sending out posters and other Hello resources to schools, nurseries and other settings are displaying Hello posters and resources.
Getting funding for Hello activities

Much of the change that the Hello campaign is seeking to achieve can take place with little or no funding and can be incorporated into everyday activities at home or the workplace.

There may also be activities and events taking place that you could look to fundraise towards to help over the costs. For example:

- The cost of a family awareness day could be funded by a local business. They might also host the event in their buildings.
- A charitable trust might provide funding for a local nursery to become ‘communication friendly’, with training for staff and handouts for parents.
- A National Lottery ‘Awards for All’ grant could be used by a school to fund an initiative that increases the communication skills of pupils.
- A competition could be organised or individuals invited to a fundraising event, such as a charity auction or sponsored silence, to name just a few ideas. The money could be used to organise a family facing roadshow in the local area to give out information about communication development.
- If approached, a local wealthy person might be willing to fund sing-along classes.

A key fundraising tip is to find the right type of donor that is willing and able to fund a particular activity. That means researching and potentially making contact with prospective funders. Sending out blanket letters to hundreds of bodies might offer some success but it will be much more effective to adopt a more personalised approach e.g. a personal letter, phone call or funding proposal.

The Institute of Fundraising has created the site www.how2fundraise.org to help individuals and organisations fundraise. Templates letters, an a-z of ‘how to’ guides and tips on organising events are available. The Institute also publishes a guide to ‘finding funding’ at www.institute-of-fundraising.org.uk/About+Fundraising helping you to find out what’s available from the Lottery, local government and charitable trusts.

The Association of Charitable Trusts www.acf.org.uk provides a particularly good guide to applying to trusts and foundations. Check that you are eligible to apply, as often funding bodies will only accept applications from charities, schools, community organisations or groups. Remember to report back to funders on the difference their money has made, don’t be afraid to let them know if you are experiencing any problems and of course it is important to thank them for their contribution.
Thank you for supporting Hello and we hope you found this toolkit a useful resource to help you start engaging your local contacts.

This toolkit will be updated throughout the year, please sign up to the newsletter at www.hello.org.uk and we will notify you when updated versions are available.

If you have any questions please contact hello@thecommunicationtrust.org.uk
Section five

Appendices
## Hello January

Below is an example of different asks for different audiences. Of course, individuals, settings and local practitioners will have a range of additional ideas. You can do as much or as little as this as necessary.

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<tr>
<th>Information</th>
<th>Engagement</th>
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<tr>
<td><strong>Everyone</strong></td>
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<tr>
<td>Go onto Talking Point</td>
<td>Sign up to Hello at</td>
<td>Pass it on –</td>
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<tr>
<td></td>
<td>Befriend Hello on facebook and Twitter and send regular updates about the year.</td>
<td>Email <a href="mailto:hello@thecommunicationtrust.org.uk">hello@thecommunicationtrust.org.uk</a> if you need more information or support. Also email us to tell us about any resources or initiatives that exist locally.</td>
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<td></td>
<td>Start a blog about what communication means to you!</td>
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<td>Put posters up and give out leaflets.</td>
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<td><strong>Parents</strong></td>
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<tr>
<td>Look at how your child is doing by using our ‘ages and stages’ booklets available at the end of February from <a href="http://www.hello.org.uk">www.hello.org.uk</a></td>
<td>Pass on the Hello message to friends and family.</td>
<td>Pick up the Hello top tips leaflet and our ‘ages and stages’ booklets for parents.</td>
</tr>
<tr>
<td>Worried about a child? Log onto Talking Point.</td>
<td>Keep an eye out, do you know a child who may be struggling with their communication? Do you know how to help them?</td>
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<tr>
<td><strong>Parents of children with SLCN</strong></td>
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<tr>
<td>Order The SLI Handbook – a new booklet explaining what a specific language impairment is, with advice and support.</td>
<td>Tell your story through the media by working with the Hello media team. Email <a href="mailto:hello@thecommunicationtrust.org.uk">hello@thecommunicationtrust.org.uk</a></td>
<td>Use the parent toolkit (coming soon) and find out what to expect / what works.</td>
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<td></td>
<td>Become a parent champion – email your MP, set up a parent support group, write into your local paper. Look out for our Shout toolkit to help you.</td>
<td>Log onto Talking Point for information and advice.</td>
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<td></td>
<td>Suggest an award winner as part of the Hello communication awards.</td>
<td>Fundraise for your chosen charity in June to tie into ‘imagine life for those who struggle’ theme.</td>
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### Appendix 1: Bringing *Hello* to life in January

#### *Hello* January

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<td><strong>Universal workforce</strong></td>
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<tr>
<td>Order publications:</td>
<td>Plan the year using the <em>Hello</em> monthly themes.</td>
<td>Health – pass on info / ages and stages information onto parents – signpost Talking Point website</td>
</tr>
<tr>
<td>Misunderstood – a guide to explaining speech, language and communication needs.</td>
<td>Plan your own setting event.</td>
<td>Map your skills to the SLCF, go to <a href="http://www.talkingpoint.org.uk/slcf">www.talkingpoint.org.uk/slcf</a></td>
</tr>
<tr>
<td>Don’t Get Me Wrong – for anyone working with children and young people who already have some understanding of SLCN.</td>
<td>Plan for the <em>Hello</em> communication awards in November.</td>
<td>Sign up for Early Years Mandatory Pathway (EYMP5), go to <a href="http://www.talkingpoint.org.uk/emp">www.talkingpoint.org.uk/emp</a></td>
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<tr>
<td>Milestone posters for primary and secondary aged children.</td>
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<td>Put milestones posters up in your setting.</td>
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<td></td>
<td>Pre-order key resources from <a href="http://www.hello.org.uk/resources">www.hello.org.uk/resources</a></td>
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| **Specialist workforce** | | |
| Check *Hello* website for details. | Go to the regional launch of *Hello* in your area | Pass on toolkits to key audiences |
| Order any of the *Hello* and The Communication Trust publications and pass them on! | Set up a multiagency group/be a local co-ordinator | We are producing a range of materials that you can use and add your own departmental logos, addresses etc |
| Don’t Get Me Wrong – for anyone working with children and young people who have some understanding of SLCN | Plan local launch | Do the SLCF at www.talkingpoint.org.uk/slcf |
| | Plan the year using monthly themes | Pre order key resources at www.hello.org.uk/resources |
| | Plan for communication awards | Check out. |
| | Let us know what you need hello@thecommunicationtrust.org.uk | |

| **Young people** | | |
| Go onto Talking Point | Tell your teachers about *Hello*. | The BT Talk Gym – keep an eye on the *Hello* website for more information. |
| | Run an O2 | Post information on Talking Point. |
| | Think Big project which allows young people aged 13-25 to complete their own project on communication. Email hello@thecommunicationtrust.org.uk to register your interest. | |

| **Commissioners** | | |
| Look at the *Hello* website www.hello.org.uk | Check you have local co-ordinator(s) in place for the *Hello* campaign. | Read commissioning information for SLC(N) at www.thecommunicationcouncil.org |
| Go onto Talking Point. | Set up meetings in your local area. | Look out for the new commissioning tools, developed from the Bercow Pathfinder project available from www.commissioningsupport.org |
| Watch our *Hello* launch video, developed with Pearson, coming soon. | Include speech, language and communication in your strategic plans for children and young people. | |
Appendix 2: Bringing Hello to life in February and March

Hello February and March

February and March have a focus on the early years – from bump to birth and beyond, with the message that early chatter matters.

As part of the themes for the Hello campaign, February and March are about emphasising how important early communication is and the really important role adults play in developing these skills. Babies and children don’t learn how to communicate by accident! They need adults to nurture and support their language and communication development. The more all adults know and understand about language and how it develops, the better position they are in to help.

Parents, grandparents, brothers, sisters, early years workers – anyone who spends time with babies and young children – are in a fantastic position to support the development of their language and communication skills.

Below are some ideas on how different people can get involved in the Hello campaign in February and March. Of course, individuals, settings and local practitioners will have a range of additional ideas. Any involvement, no matter how small, is really valuable and will make a difference to children.

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<td>Go onto the Talk to your Baby website, run by the National Literacy Trust and packed with helpful information and downloadable factsheets, <a href="http://www.literacytrust.org.uk/talk_to_your_baby">www.literacytrust.org.uk/talk_to_your_baby</a></td>
<td>Tell us what you are doing email <a href="mailto:hello@thecommunicationtrust.org.uk">hello@thecommunicationtrust.org.uk</a></td>
<td>Pass it on – tell one person about Hello.</td>
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<tr>
<td>Take part in I CAN’s Chatterbox Challenge, find out more at <a href="http://www.chatterboxchallenge.co.uk">www.chatterboxchallenge.co.uk</a></td>
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<td>Think of one thing that might make a difference.</td>
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<td>Make time to listen and talk with young children.</td>
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<td><strong>Parents</strong></td>
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<tr>
<td>Look out for information in local newsletters and press about what is happening in your area. Find out more about language development on Talking Point.</td>
<td>Go to a local road show. Find out if your nursery or mother and baby group are taking part in Chatterbox Challenge. Feeling inspired? Get a group of parents together and register to take part yourself.</td>
<td>Try out one of the talking games and activities with your children – or learn a new nursery rhyme.</td>
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<td><strong>Parents of children with SLCN</strong></td>
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<td>Order the SLI Handbook at <a href="http://www.hello.org.uk/resources">www.hello.org.uk/resources</a> written by I CAN and Afasic. Look at their websites for helpful information and additional resources. <a href="http://www.afasicengland.org.uk">www.afasicengland.org.uk</a> <a href="http://www.ican.org.uk">www.ican.org.uk</a></td>
<td>Share your story with others by working with the Hello media team. Email <a href="mailto:hello@thecommunicationtrust.org.uk">hello@thecommunicationtrust.org.uk</a>. Could you link with another parents locally? Tell us what works for you in the early years. Is there someone or something that has made things easier?</td>
<td>Share information with your early years providers. Tell them what works best for your child. Try out some of our ideas – or share what worked for you, so other parents can benefit from your experience. Try using a communication diary with your child’s early years providers.</td>
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### Appendix 2: Bringing *Hello* to life in February and March

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<td>Check out the Hello website for up to date information <a href="http://www.hello.org.uk">www.hello.org.uk</a></td>
<td>Go to a local road show – or set up your own.</td>
<td>How communication friendly is your setting? Look at the checklist in this toolkit on page 27.</td>
</tr>
<tr>
<td>Check out Talking Point for information and tips, <a href="http://www.talkingpoint.org.uk">www.talkingpoint.org.uk</a></td>
<td>Join in with Chatterbox Challenge and encourage parents to take part. You could take part in the Guinness World Record™ attempt on 1st March 2011.</td>
<td>Try out some of the activities suggested to embed communication in all activities.</td>
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<td>Pass on information and resources to parents and other practitioners.</td>
<td>Share information with other colleagues and parents.</td>
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<td>Map your skills to the SLCF, go to <a href="http://www.talkingpoint.org.uk/slcf">www.talkingpoint.org.uk/slcf</a></td>
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<td>Sign up for EYMP5, go to <a href="http://www.talkingpoint.org.uk/eymp">www.talkingpoint.org.uk/eymp</a></td>
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<td>Sign up to the Hello newsletter. Check out information from consortium members relevant to the early years including National Literacy Trust’s Talk to your Baby campaign and I CAN <a href="http://www.literacytrust.org.uk/talk_to_your_baby">www.literacytrust.org.uk/talk_to_your_baby</a> <a href="http://www.ican.org.uk">www.ican.org.uk</a></td>
<td>Go to the regional launch of <em>Hello</em> in your area.</td>
<td>Pass on information and resources to early years settings and practitioners.</td>
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<td></td>
<td>Consider running a local conference or feeding the issue into local conferences already running. Find out what is happening locally; link with other colleagues.</td>
<td>Share with other colleagues going into early years settings</td>
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<td>Share information and resources with local networks.</td>
<td>Link with local Further Education college to find out whether they are delivering the EYMP5.</td>
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<td></td>
<td>Link in with other agencies, local library, local press, etc.</td>
<td>Encourage settings to get involved with I CAN’s Chatterbox Challenge. Pre-register at <a href="http://www.chatterboxchallenge.org.uk">www.chatterboxchallenge.org.uk</a>.</td>
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<td></td>
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<td>Use Hello materials and add on your own logos.</td>
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<td>Make links between settings with good practice and those that may need some support.</td>
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<tr>
<td><strong>Young people</strong></td>
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<tr>
<td>Go onto Talking Point, <a href="http://www.talkingpoint.org.uk">www.talkingpoint.org.uk</a></td>
<td>Tell your teachers Run an O2 Think Big project which allows young people aged 13-25 to complete their own project on communication. Email <a href="mailto:hello@thecommunicationtrust.org.uk">hello@thecommunicationtrust.org.uk</a> to register your interest.</td>
<td>Look at the BT Talk Gym – keep an eye on the Hello website for more information.</td>
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<td></td>
<td></td>
<td>Post information on Talking Point.</td>
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<tr>
<td><strong>Commissioners</strong></td>
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<tr>
<td>Read information about the importance of language in the early years. <a href="http://www.hello.org.uk">www.hello.org.uk</a></td>
<td>Include speech, language and communication in your strategic plans for children and young people.</td>
<td>Read commissioning information for SLC(N) at <a href="http://www.thecommunicationcouncil.org.uk">www.thecommunicationcouncil.org.uk</a></td>
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<td></td>
<td></td>
<td>Look out for the new commissioning tools, developed from the Bercow Pathfinder project available from <a href="http://www.commissioningsupport.org">www.commissioningsupport.org</a></td>
</tr>
</tbody>
</table>
Appendix 2: Bringing Hello to life in February and March

Hello case study – an example of activities in February and March

At a local level

X Children’s Trust will have pledged their support to the Hello campaign.

Their multi-agency team has set regular meetings throughout the year to plan activities across the community and how they will roll out their ideas to local settings and schools. They are using the monthly themes and a map of local networks and communications channels to ensure plans are realistic and appropriate throughout the year and communicated well to the whole of the local community.

In addition to local professionals (Children’s Centre managers, head teachers, Parent Forums, Family Information Services, SENCOs, Family Learning teams, local schools specialising in communication and a range of other agencies), they now have a local business, a local university and third sector partner supporting the national year activities.

They are changing the world and taking a strategic view by:

- Attending The Communication Trust regional conference to find out more about the national year and meet with regional colleagues to share local plans.
- Continuing to work on their three year strategy which includes an emphasis on:
  - Planning speech, language and communication into workforce development.
  - Embedding speech, language and communication across the life journey; information pre and postnatal through health workers, communication friendly early years settings (all early years staff to complete the EYMP5), universal good practice in primary and secondary schools with embedded speech, language and communication approaches, collaborative work between specialists and universal staff at wave 3, links with Connexions services, local business and work placements, development of communication strategies at FE colleges.
  - Ensuring streams of wave 2 interventions exist across primary and secondary schools where appropriate, supported by specialists and delivered by universal staff.
  - Supporting vulnerable families and young people, e.g. parenting skills for pregnant teenagers to include how to talk to your baby and support language development.
  - Support for families of children with speech, language and communication needs – a working party set up with local parent groups to consider how to ensure joined up approaches and recognition of “hidden” difficulties in these children.
  - Monitoring progress and measuring outcomes – impact of emphasis on speech, language and communication across universal, targeted and specialist services, including gathering views from parents of children with speech, language and communication needs about local services.
  - Building information on speech, language and communication into information services locally.
Appendix 2: Bringing Hello to life in February and March

Hello case study – an example of activities in February and March

Continued

In February and March, the Children’s Trust are supporting settings with these top ten ways to make a splash:

1. Local area SENCOs, Every Child A Talker consultants and early years advisors and specialists will be delivering posters, leaflets, ‘ages and stages’ booklets and communication friendly checklists to early years settings whilst carrying out their regular duties.

2. Sending settings information about resources available locally and nationally to support speech, language and communication in the early years – a resource a week is being highlighted in local ecommunications and newsletters.

3. Gathering information about which settings have signed up to the national year (displaying posters, including the logo on their communications and providing a friendly environment) and sharing this through local communication networks, Every Child A Talker websites, NHS websites, enewsletters, etc.

4. Encouraging local settings and parent network groups to get involved in the roadshow they are planning for the national year; children’s centres, early years practitioners and local sing and sign groups are working together with speech and language therapists and early years leads to run a road show using the Hello roadshow toolkit. The mayor and local press are going to be there to promote the messages of the Hello campaign.

5. Linking with the local paper and local radio who are doing a feature around I CAN’s Chatterbox Challenge sing-along initiative and Guinness World Record™ attempt on 1st March 2011. Local settings have been identified to be interviewed and photos taken. Parent networks have been involved and a local parent of a child with communication difficulties has agreed to tell their story.

6. Running a course for family learning teams and family information services about the importance of speech, language and communication. The information available can be used to develop talking and listening at home and where to signpost families if they are concerned.

7. Linking with students from the local speech and language therapy undergraduate course who are pairing up with students from the EYMP5 diploma course and are going into early years settings to run activities and games to support communication, leaving behind ideas for practitioners and families.

8. Encouraging secondary schools to provide information to pupils in PSHEE classes about the role of adults in supporting language development and facilitating work experience opportunities in the early years for year 10 students.

9. Primary school children are learning about early language. Key stage 1 children are focusing on language development as part of an all about me project; key stage 2 pupils are finding out about the origin of nursery rhymes as part of their history project, linking the importance of rhyme to reading in English and making up their own rhymes to tell children in reception class.

10. Links have been made with the local library and with Bookstart initiatives to include information and activities to support language and communication for families.
Appendix 2: Bringing *Hello* to life in February and March

**Hello** case study – an example of activities in February and March

Continued

In settings throughout the Children’s Trust, practitioners are making a difference by making changes to everyday practice:

1. Putting information in their weekly newsletters for parents about *Hello* and importance of communication.
2. The local children’s centre is linking with health visitors, GPs and family support networks, sharing *Hello* materials, tops tips leaflets and ‘ages and stages’ booklets.
3. Early years providers have linked in with parent groups and are able to put parents of children with identified speech, language and communication needs in touch with other parents in a similar position.
4. Settings are engaging in local authority led activities.
5. Identifying a senior member of staff to lead on communication in the setting.
6. Including speech, language and communication in their weekly staff briefings – e.g. communication friendly settings, identifying / tracking children who may be struggling/embedding speech, language and communication into weekly activities/communication projects/sharing information with parents/collaborative work with specialists.
7. In February a group of local child minders are having a coffee morning and sharing information from “Talk to your Baby”, which they will pass onto parents.
8. Settings are having a focus on language for each week, e.g.
   a. “Babble box” activities – activities to support listening, taking turns and building communication in babies – staff plan to take photos and write examples of what the babies “say” to share with parents at the end of the week.
   b. A “ready, steady, go....” week, where they are playing lots of games where children are encouraged to wait and listen by playing “ready, steady go....” games. Parents are given information on the importance of developing listening skills and modelling good listening for children.
   c. A week / two weeks of words, where they focus on words in a particular category (animals, food) and run activities around the words; having real objects, describing games, listening games, sorting games, small world play, physical play, creative activities etc. Parents are given information about the importance of vocabulary and a “mind map” children have made.
   d. Story talk – where language and activities are focused around a particular well loved story – some settings are able to use story sacks - parents are given information about how to support children develop good story telling skills.
   e. Puppet talk – children make puppets, then tell the puppet one good thing about their day - the puppet then goes home and tells parents that one good thing. Parents are given information on how to encourage talk through commenting rather than lots of questions.
   f. Rhyme time – children learn a new nursery rhyme, song or poem – parents are invited to hear the children and given information about the importance of rhyme for learning to read.
9. In some primary schools, younger siblings are being invited into school as part of the “all about me” project. Children are being encouraged to look at how younger children communicate, what is difference between a 2 year old and a 10 year old, a baby and an 8 year old. They will get a chance to play communication games designed for young children and think about how these games support talking.
10. In one secondary school design and technology pupils are working on a project to design a communication game, thinking innovatively about what this might look like for pre-school children. Students will be given information about why communication is important for young children and how it develops. English language students are writing a story appropriate for pre schoolers, considering language levels and structures appropriate for younger children.
Appendix 3: Strategic planning template

Speech, language and communication needs: an exemplar strategic planning template for Local Areas

This exemplar has been developed from the work of a number of Local Areas who have pulled together in one strategic plan a range of initiatives to improve all children and young people’s language and communication skills, and improve support for those who have difficulties.

They are examples only – each Local Area will have its own priorities and creative ideas relevant to their own particular context.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Actions that these Local Areas have incorporated into their plans</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint commissioning of a continuum of services</td>
<td>Commission Healthy Child Programme 2-2½ developmental check to be undertaken by integrated health/education Children’s Centre teams with training provided by speech and language therapists. Develop multi-agency Pathway for the totality of speech, language and communication needs (SLCN) services, identify gaps (such as provision for secondary pupils). Make use of new SLCN commissioning tools to review services, involving service users. Support schools to develop a cluster based approach to commissioning an enhanced level of speech and language therapy.</td>
<td>Primary Care Trust (PCT) and Local Authority (LA) commissioners. SLCN steering group. PCT and LA commissioners. LA Inclusion lead.</td>
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</tr>
<tr>
<td>Workforce development</td>
<td>Make use of new SLCN commissioning tool for workforce planning. Ensure workforce development strategy for children’s workforce includes common module on language and communication. Develop/work to a framework of SLCN Continuing Professional Development (CPD) for all children’s workforce including modules on speech, language and communication developed from multidisciplinary perspective. Link all current short courses around specific aspects/interventions of speech, language and communication with strategic framework. Develop an accredited training offer for settings and schools at universal and enhanced levels, and train a team of local speech and language therapists (SLTs) and teachers as ELKLAN or Language for Learning trainers.</td>
<td>PCT and LA commissioners. Workforce planning lead. SLCN steering group. PCT and LA commissioners. Workforce planning lead.</td>
<td>PCT and LA commissioners. Workforce planning lead. SLCN steering group. PCT and LA commissioners. Workforce planning lead.</td>
</tr>
<tr>
<td>Information and support for parents and carers</td>
<td>Develop support group for parents of children with SLCN. Improve antenatal information on infants’ early communication development. Ensure Family Information Services provide access to ages and stages information on communication development. Provide input on communication development within standard Children’s Centre programme of groups (e.g. sleep, weaning). Offer SLT training to Children’s Centre staff in running Baby Talk and Toddler Talk groups for parents and their children. Ensure all family support workers have the confidence, information and resources to encourage communication development. Deliver six-week ‘Talking together’ Family Learning course and provide Family Chatter Bags for those who attend.</td>
<td>Parent Partnership Service. SLT manager and Maternity services lead. Family Information Services lead. Early Years lead/SLT manager. Early Years lead/SLT manager. LA Children’s Centres lead. Family Learning lead.</td>
<td>Parent Partnership Service. SLT manager and Maternity services lead. Family Information Services lead. Early Years lead/SLT manager. Early Years lead/SLT manager. LA Children’s Centres lead. Family Learning lead.</td>
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### Appendix 3: Strategic planning template

#### Speech, language and communication needs: an exemplar strategic planning template for Local Areas

<table>
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<th>Focus</th>
<th>Actions that these Local Areas have incorporated into their plans</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early identification of children with SLCN</td>
<td>SLTs to provide training to Health Visitors</td>
<td>SLT and health visitors (HV) managers</td>
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<td></td>
<td>Ages and stages information to go to all Early Years Foundation Stage (EYFS) practitioners</td>
<td>Early years lead</td>
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<td></td>
<td>Implement SpeechLink and LanguageLink, or WellComm, in Reception year in interested schools. Involve Ethnic Minority Achievement service in developing decision tree for schools on whether a need is an SLCN, an English as an Additional Language (EAL) need, or both.</td>
<td>LA Inclusion lead and SLT manager</td>
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<tr>
<td>Tracking the progress of children and young people with SLCN</td>
<td>Disseminate Every Child a Talker child profiling tool to Key Stage 1 staff via Communication, Language and Literacy networks and school-based Early Language Lead Practitioners</td>
<td>Early Years lead</td>
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<td></td>
<td>Disseminate ages and stages information to schools to help them identify children not on track, and monitor children’s progress over time</td>
<td>SLCN steering group</td>
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<td></td>
<td>Systems approach for joining up current tracking and measuring tool - Assessing Pupils’ Progress (APP), SLT outcome measures etc</td>
<td>SLCN steering group</td>
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<tr>
<td>Supporting settings and schools in developing their practice at universal level</td>
<td>Develop local communication-friendly environment quality mark; identify settings and schools with good practice in SLCN to go on school-to-school support Learning Network</td>
<td>Learning Support Service manager</td>
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<td>Leaflet for schools signposting support in implementing Talk for Writing, Philosophy for Children, Talk across the Curriculum, Language for Thinking, Thinking Together and tools to assess how far environments are Communication Friendly</td>
<td>Primary school improvement lead</td>
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<td></td>
<td>Work with I CAN on Early Talk/Primary Talk/Secondary Talk accreditation in settings with high numbers of children with language needs</td>
<td>Learning support service lead/SLT manager</td>
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</table>
### Appendix 3: Strategic planning template

#### Speech, language and communication needs: an exemplar strategic planning template for Local Areas

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</tr>
</thead>
</table>
| **Supporting settings and schools in developing targeted interventions for children and young people with SLCN** | - Research effective Wave 2 interventions and showcase at SENCO conference  
- Develop traded offer of training/modelling and ongoing support for teaching assistants implementing selected interventions  
- Support schools in long term planning to support SLCN through provision mapping and commissioning of specialist services where needed | Learning support service lead/SLT manager  
Learning support service lead/SLT manager  
Inclusion lead |                                                     |
| **Improving access to services for vulnerable groups**  | - Train member of Traveller Education team as an Early Language Lead Practitioner  
- Develop training package on promoting language and communication development for foster carers and residential workers  
- Plan town centre Roadshow using Hello materials                                                                                     | Early Years lead  
Head of virtual school and SLT manager  
Early Years lead |                                                     |
| **Monitoring performance and evaluating progress**      | - Annually gather numbers of Healthy Child Programme ‘amber’ and ‘red flags’ at 2-2½ year checks and use to monitor 0-2 language strategy  
- Monitor 0-5 via Early Years Foundation Stage Profile Language for communication and thinking outcomes, 5-7 via end KS1 Speaking and Listening outcomes, 5-16 via progress made over a key stage by pupils with SLCN  
- Repeat survey for parents of children with SLCN on satisfaction with services provided  
- Gather information around workforce confidence in early identification of SLCN/ability to support and work in collaboration to support children with SLCN  
- Provide a system for joining up current available metrics made available across services and disciplines | SLCN steering group  
SLCN steering group  
SLCN steering group with Parent Partnership  
Learning Support Service manager  
SLCN steering group |                                                     |