

## GIMMEE 5!

### Top Tips for a Communication Inclusive School

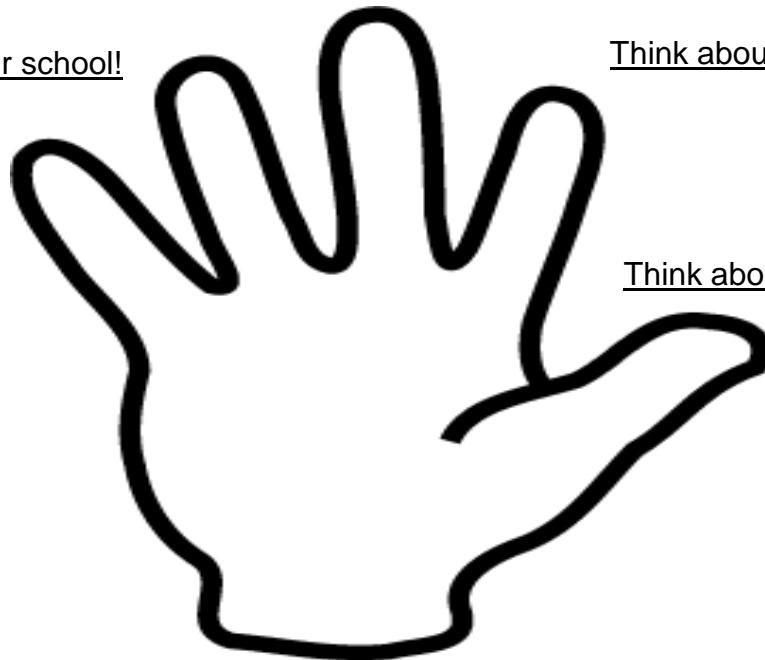
Think about the activity!

Think about your school!

Think about your talk!

Think about learning more!

Think about your working together!



### THINK ABOUT YOUR TALK!

The easiest and most effective way to include children with speech, language and communication needs in your classroom is to modify your language.

Here's our top tips!

#### 1. Attention

- Gain eye contact by saying the child's name.
- You may need to refocus the child's attention on many occasions.
- You may need to stop the child from what they are doing to ensure full listening and attention.

#### 2. Break down the instructions into small steps

- Children with language difficulties often cannot remember or process more than one item of information at a time.

### 3. Use visual clues to assist the child's understanding and recall

- This is particularly important because the child's memory and sequencing skills may well be impaired.
- Clues might include demonstration, gesture, pictures, symbols and writing. It is often useful to display any visual clues which pupils can refer back to as necessary.

### 4. Check if the child has understood your question / instruction.

Encourage them to indicate to you when they have not understood. Think about why they might have failed to understand, for example:

- Sentence too long or grammatically complex?
- New vocabulary?
- Words used have more than one meaning?
- Too many concepts in one sentence?

### 5. Create opportunities for talk

- Look for opportunities to reinforce new language in everyday classroom activities.
- It is essential that new language is generalised to lots of different situations to help embed this in the child's learning

### 6. Repetition! Repetition! Repetition!

- Take time to repeat and revise new language regularly to help children to remember and retain new words.

### 7. Use pauses to help the child to process your talk and think about the speed of your own speech.

- Rapid speech is harder to process. If you slow down and pause regularly you will give the child more time to process and understand your language.

### 8. Give a good model of adult talk without correcting!

- Where children have immature speech or language, you can help by saying it back using the correct form. This lets the child hear that you have listened to their message and lets them hear a good adult model.

### 9. Avoid sarcasm or idioms e.g. "Hold your horses!"

- If you use these or encounter them within a learning activity, explain what is really meant.

## THINK ABOUT YOUR SCHOOL!

### 1. Think about the classroom environment

- Position children with attention difficulties close to the teacher
- Be aware of any competing sounds and visual distractions, which may make it harder for children to know what they should be attending to e.g. shut the classroom door
- Sit children with attention difficulties away from distractions
- Provide short breaks between activities to allow time to refocus

### 2. Use visual supports to support behavioural expectations

- Use visual rules as reminders to sit well, look and listen
- Give specific praise to encourage active listening e.g. “good looking!”, “good listening!”, and “good sitting!”
- Use visual clues e.g. pictures, gestures, objects, writing alongside spoken language
- Use timers to provide visual cues about the length of an activity which can help maintain attention

### 3. Use visual supports to help the child stay on track in the classroom such as now and next boards, work schedules or timetables. Use these across the whole school environment to allow children to make transitions between settings Find out more at:

<http://www.autismtoolbox.co.uk/visual-supports-and-technology>

<https://ican.org.uk/media/1800/visual-timelines-factsheet-practitioners.pdf>

<http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/Factsheet%202%20Classroom%20Strategies%20for%20Primary%20Schools.pdf>

## THINK ABOUT THE ACTIVITY!

### 1. Listening

- Position the child in front of the teacher
- Work individually or in small group
- Provide a quieter environment

### 2. Following instructions

- Repeat instructions
- Give one instruction at a time
- Use key words, short phrases, concrete language
- Break the task down into small steps - work on one step at a time
- Tick off tasks as they are completed
- Provide examples (use visual, auditory and tactile prompts)

### 3. Ask the child to repeat and explain the instructions before beginning

- Think about support from peers e.g. team up with those who understand the task instructions and can help

### 4. Starting an activity

- Make sure the child understands the expectations- use visual supports
- Present work in small steps
- Give a signal to begin working and a warning that time is nearly up
- If necessary, use a timer and help the child estimate how long the work will take
- Give immediate feedback and encouragement

### 5. Staying on task

- Think about positioning within the classroom and any potential distractions
- Think about peer support
- Where possible think about the best timing for tasks with a heavy language load e.g. after a natural learning/ movement break
- Start the child on short tasks to support concentration - gradually increase this
- Provide lots of positive feedback!

### 6. Working independently

- Provide activities appropriate for the child's development level within the topic or task
- Alternate short, independent tasks with those which require some assistance.
- Grade tasks so that the child is gradually required to increase the amount of independent work

### 7. Coping with change

- Provide structure and routine; visual timetable and visual work plans will help.
- Take time to adequately prepare children for anticipated change and transition using visual supports
- Encourage flexibility and acceptance of change using a symbol for change or surprise (?) or (!)



## THINK ABOUT LEARNING MORE!

Take some time to find out more about speech, language and communication needs.



**The Communication Trust**  
Every child understood

### **The Communication Trust**

<https://www.thecommunicationtrust.org.uk/>

The Communication Trust gives parents and professionals access to up to date information and research as well as top tips for supporting children and young people with speech, language and communication needs.



**Cleft Care Scotland**

### **ICAN** <https://www.ican.org.uk/>

ICAN's mission is that no child should be left out or left behind because of a difficulty speaking or understanding. You will find information, advice and resources to help on their website

### **AFASIC** <https://www.afasic.org.uk/> (UK)

AFASIC aims to help parents understand and help their children with speech, language and communication needs. AFASIC have been supporting parents and helping children and young people since 1968

### **Cleft Care Scotland** <https://www.cleftcare.scot.nhs.uk/>

Cleft care Scotland is a national managed clinical network, bringing together people born with a cleft lip and/or palate, their families and everyone involved in caring for them throughout their life to look at improving services



### **The Speech Language Communication Company**

<http://www.speech-language-communication-company.uk/>

SLCo are a Scottish registered charity which represents the interests of children and young people who have lived experience of speech, language and communication impairments.

**STAMMA**

**STAMMA** <https://stamma.org/> is a registered charity which helps people who stammer. It helps by providing inspiration, encouragement, information, support and advice, funded through a mixture of trust grants, fundraising and donations.



### Action for Stammering Children

<https://actionforstammeringchildren.org/>

Based in The Michael Palin Centre for Stammering Children, the charity is a strong supporter, commissioning specialist assessments and therapies for children and young people that stammer, appropriate research, and the training of speech and language therapists across the country.



### MENCAP <https://www.mencap.org.uk/>

Mencap aims values and supports people with a learning disability, and their families and carers. Their vision is a world where people with a learning disability are valued equally, listened to and included.

### Contact <https://contact.org.uk/>

Contact support disabled children and their families with the best possible guidance and information. Contact have online information on issues such as education, benefits and family life, and parent resources which cover a range of topics including health and social care services.



### Capability Scotland <http://www.capability-scotland.org.uk/>

Capability Scotland delivers care, support and education for disabled children and adults across Scotland.



### Communication Matters

<https://www.communicationmatters.org.uk/>

Communication Matters is a UK-wide organisation committed to supporting people of all ages who find communication difficult because they have little or no clear speech.



### National Deaf Children's Society <https://www.ndcs.org.uk/>

The National Deaf Children's Society is the leading charity for deaf children. They provide information and support to all children no matter what their level or type of deafness or how they communicate.



### National Autistic Society <https://www.autism.org.uk/>

NAS are the UK's largest provider of specialist autism information, advice and services for autistic people, parents and carers and professionals.



## Autism Network Scotland

<http://www.autismnetworkscotland.org.uk/>

Autism Network Scotland connects and communicates with individuals on the autistic spectrum, their families and carers, and practitioners working in the field of autism.



## Scottish Autism <https://www.scottishautism.org/>

Scottish Autism are the largest provider of autism-specific services in Scotland and a leading authority and advocate for good autism practice. Scottish Autism seek to share knowledge and expertise with parents, carers and other professionals in order to support the development of skills and strategies needed to provide the best care and support for autistic people.



## The Autism Tool Box <http://www.autismtoolbox.co.uk/>

The Autism Toolbox is a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland.



## CBeebies <https://www.bbc.co.uk/cbeebies/grownups/speech-and-language-difficulties>

Advice for parents on speech language and communication development.



## The National Literacy Trust <https://literacytrust.org.uk/>

The Literacy Trust are an independent charity dedicated to giving disadvantaged children the literacy skills they need to succeed.



## Makaton <https://www.makaton.org/>

Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.



## Speech and Language Therapy

Contact your local SLT Team to talk about finding our more  
<https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/>



## THINK ABOUT WORKING TOGETHER!

Getting it right for children with Speech Language and Communication Needs will only be possible when we work in partnership. The most effective partnerships will include all of the team working around the child including parents, educators and health practitioners. The views of the child and young person should be at the centre of what we do and for some children we may need to think carefully about the best way of reaching these views.

Find out more at:

<https://www.talkingmats.com/>

[https://www.thecommunicationtrust.org.uk/media/601694/involving\\_children\\_and\\_young\\_people\\_-\\_a\\_brief\\_guide.pdf](https://www.thecommunicationtrust.org.uk/media/601694/involving_children_and_young_people_-_a_brief_guide.pdf)

Within your setting and your local policies, look for opportunities to work together to share effective practice and learn together. The principles of Getting it Right for Every Child <https://www.gov.scot/policies/girfec/> give us a shared language to work together to meet children's needs in whatever setting we meet them.

When we work together to share knowledge and skills, we make learning more inclusive for all children.

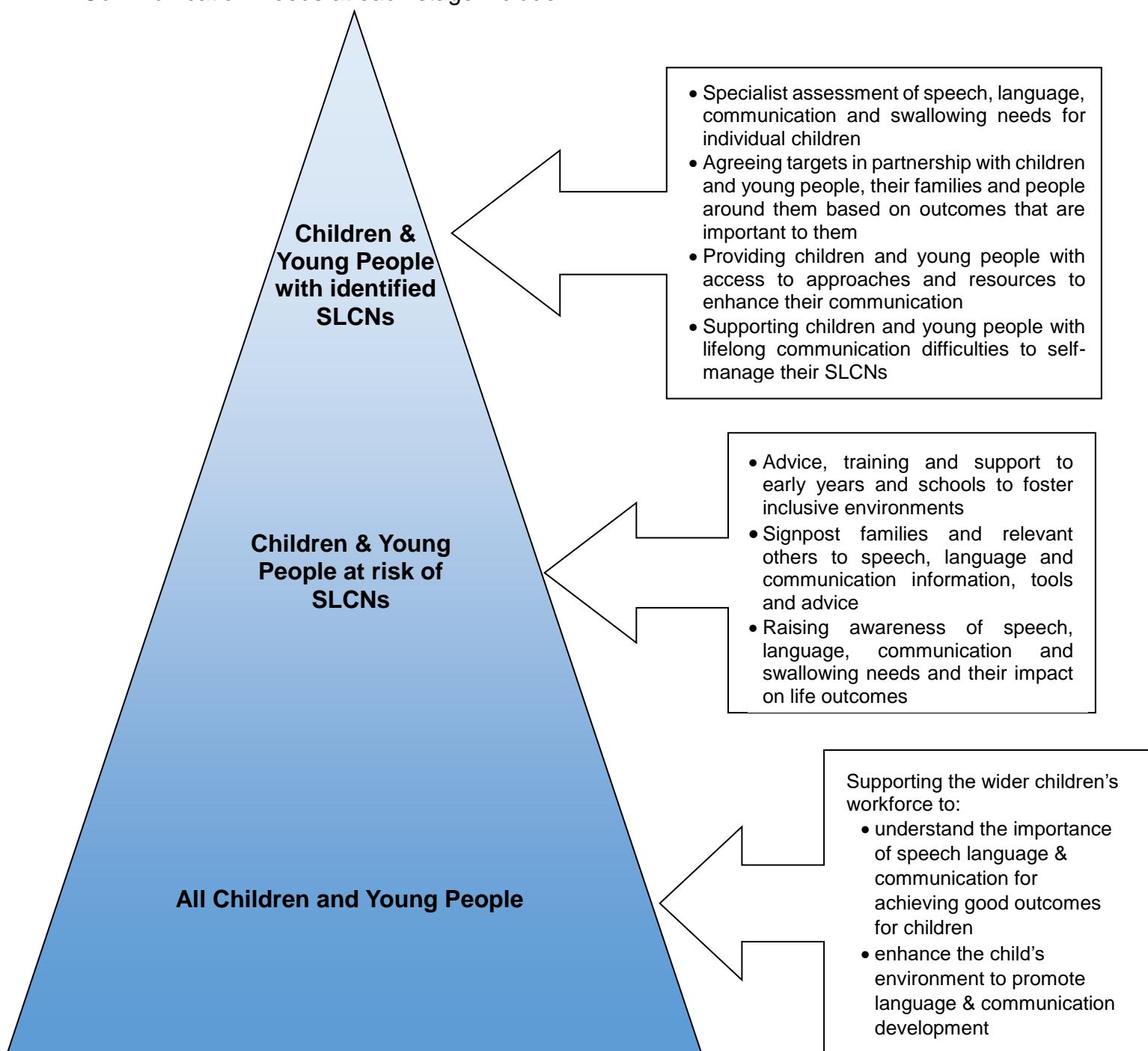


## How Speech and Language Therapy Can Help

In line with national policy, Allied Health Professionals work in a **staged** approach to meeting children's Speech Language and Communication Needs (SLCNs). This means that children do not always require a referral to access advice and support.

Professionals working together to share knowledge and ideas can often be the most effective way to support children who have identified SLCNs and those who are at risk of developing needs.

Examples of sharing our skills and knowledge to meet ALL children's Speech Language and Communication Needs at each stage include:-



Find out more about how SLTs and all AHPs work with children and young people, their families and the children's workforce at Ready to Act <https://www.gov.scot/publications/ready-act-transformational-plan-children-young-people-parents-carers-families/>

Get more information on Language and Communication Inclusive Establishments in your area contact your local Speech and Language Therapy Team

<https://www.nhsrrc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/>