

## **How do you support children with a Speech, Language and Communication Need?**

Although each child with SLCN will have specific needs, there are some generic considerations to be made in the classroom in order to create an inclusive environment:

**Effective Visual support;** Many children with SLCN have good visual skills which can be used to support learning and promote confidence. Capitalise on this by using:

- visual timetables - pictures, symbols or photographs. For younger children, a visual timeline can be effective
- labels for equipment and places for specific activities - pictures, symbols, photographs or written labels
- visual displays of topics or current activities (but avoid a 'too-busy' effect - for some children vast displays on the wall can cause overload).

**Consideration of noise levels;** if the environment is too noisy, it can be difficult for pupils to listen effectively or focus on tasks in hand: this can be a particular issue in open-plan areas.

**Minimising distractions;** children with SLCD have to concentrate very hard to learn and achieve, so help them to focus by minimising distractions in class (screen savers can be very distracting)

**Opportunities for familiarisation;** children may need extra support to get to know their way around the school, the names of staff or where particular lessons or activities are taking place. This is particularly important where a child will come into contact with many members of staff or the school site is large: a suitably differentiated map or guide may be useful.

**Consideration of the amount and style of 'adult talk';** be aware of the vocabulary you use in explanations and check the child's understanding at frequent intervals. Keep instructions clear, sequential and brief.

**Allow sufficient time for cognitive processing;** give children time to process and understand information is crucial, as is time for them to formulate their responses.